THE EFFECTS OF USING SEMANTIC MAPPING STRATEGY ON STUDENTS' VOCABULARY MASTERY AT EIGHT GRADE OF MTS HASYIM ASY'ARI BOJONG, TEGAL REGENCY

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirement for *Sarjana Pendidikan* (S.Pd.) Degree

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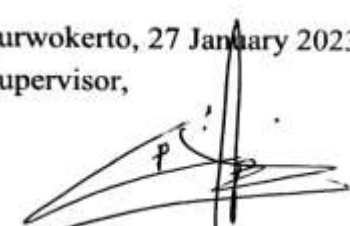Purwokerto

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Assalamu'alaikum Wr.Wb.

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MOTTO

"Science without Religion is Lame

Religion without Science is Blind"

- Albert Einstein -

DEDICATION

"I would like to dedicate this thesis to my beloved parents (Mr. Darno and Mrs. Linda Purwati) who have been sincere in raising me, educating me, pray for me and always supporting me until I can complete this graduating paper, I will never repay until the end of my life."

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ABSTRACT

THE EFFECTS OF USING SEMANTIC MAPPING STRATEGY ON STUDENTS' VOCABULARY MASTERY AT EIGHT GRADE OF MTS HASYIM ASY'ARI BOJONG, TEGAL REGENCY
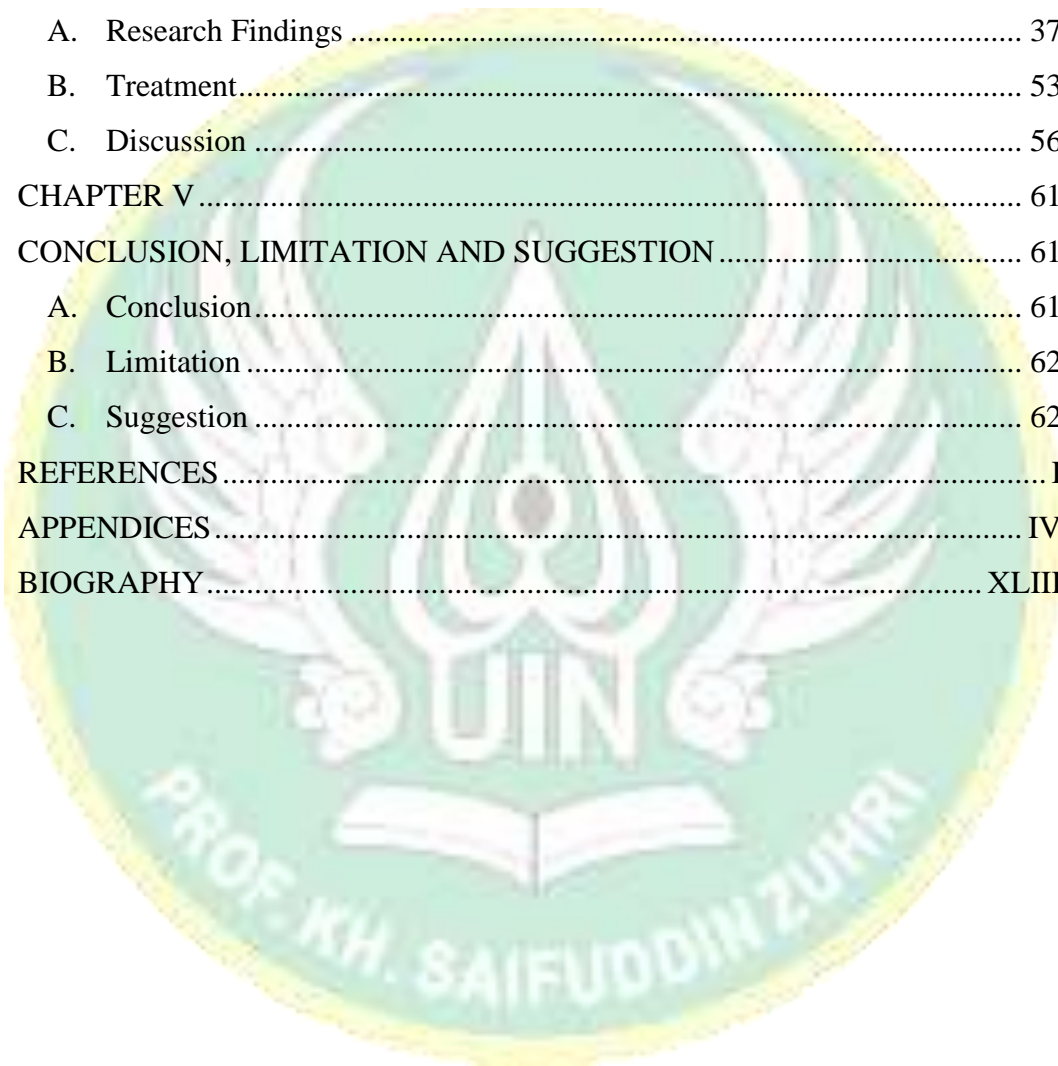
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Abstract: The student's vocabulary is essential for learning a foreign language, specifically English. However, the challenges discovered in MTs Hasyim Asy'ari Bojong were that the student's vocabulary mastery still needed to be improved, that it was difficult for them to retain the vocabulary and the meaning mentally, and that they had a low level of enthusiasm to learn English The objective of this study was to acquire empirical evidence of the effectiveness of Semantic Mapping on students' vocabulary at eighth-grade MTs Hasyim Asy'ari Bojong. This investigation employed a quantitative method. This study's design was quasi-experimental. In this research, the sample population for the experimental and control classes was 40 students. Purposive sampling was used to select the sampling technique. The experimental and control classes for this investigation were VIII-A and VIII-B. The experimental class has been taught with Semantic Mapping, and the control class has been conducted without Semantic Mapping. This instrument was operated using multiple-choice tests. The data was analyzed using IBM SPSS V 23 for Windows. The results of the paired sample t-test demonstrated a significant difference in experimental class students' vocabulary mastery before and after treatment. The pre-test average was 59.50, while the post-test average was 75.50. The independent sample t-test indicated that the value t_{count} was higher than t_{table} by $3.771 > 1.687$. Based on the value of t_{count} in t_{table}, it is possible to conclude that H_0 was rejected and H_a was accepted. Sig. (2-tailed) has a value of $0.001 < 0.05$. It can be concluded that the semantic mapping had a significant effect on students' vocabulary mastery.

Keywords: *Semantic Mapping Strategy, Vocabulary Mastery, Experimental Research*

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CHAPTER I
INTRODUCTION

In this chapter, the researcher explained about background of the study, classification of key terms, research question, objective and significances of the study, and organization of the paper.

A. Background of the Study

Language is an essential component of the social process as well as the human condition. Additionally, language is an essential component in the human communication process. It is used to engage with other individuals in the society, and it is also used to express emotion, feeling, and opinion within the realm of language. When learning English as a second language, it is important to develop all four skills: listening, speaking, reading, and writing. Each one of these aspects of language, including grammar, pronunciation, spelling, and vocabulary, needs to have assistance from other aspects of language (Pradana, 2020). To communicate with others fluently, the first premise is that we must have a certain amount of vocabulary (Bai, 2018).

One of the aspects of the educational system that is responsible for determining the level of quality achieved is the process of instruction and acquisition of knowledge. The effectiveness of the teaching and learning process was reflected in the outcomes. On the other hand, the quality of the output is impacted when the teaching and learning process is not effective. English is one of the languages spoken by a significant number of people across a variety of countries. Additionally, it is generally acknowledged as the primary language for connecting with people of many cultures and countries. Because of the significance of English as a global language, a lot of people are making an effort to study it and become fluent as quickly as they can (Sopian, 2019). This is done so that they won't have any

trouble talking with others, particularly those who are from foreign countries.

In teaching English, the teacher found the students' problems. The problem is that students find it hard to speak or write English because of their vocabulary. The second problem is that there are many errors in spelling and grammar (Megawati & Mandarani, 2016). On the other hand, the majority of people learning English in Indonesia have only focused on acquiring a command of grammar rather than vocabulary. The majority of them are under the impression that they can master vocabulary in addition to any other aspect of English language skills. Additionally from Wangyuan, (2017), in teaching English as a foreign language, vocabulary is one of the most vital components. It affects all four language abilities, including listening, reading, speaking, and writing. However, there is no teaching learning that specifically teaches students about teaching English vocabulary. The students have limited time for vocabulary study. The teacher concentrates entirely on teaching these four skills, in spite of the fact that students cannot comprehend them without vocabulary.

Despite the fact that, as Richards (2002) stated, vocabulary is the central component of language proficiency and provides a substantial foundation for how well language learners speak, listen, read, and write. It is evident that vocabulary is a fundamental aspect of learning English, and it is crucial that students be taught vocabulary specifically. Students must first encounter words in a range of contexts to comprehend and subsequently enhance their vocabulary mastery. Second, students may be uncertain of how to use the same vocabulary in different settings; therefore, it is essential forteachers to present a diversity of word usage examples. Thirdly, students forget the terms within twenty-four hours of learning them (Taylor, 2004). Consequently, it is necessary to follow up on earlier vocabulary

acquisition efforts.

There are various techniques and strategies for teaching English vocabular; semantic mapping is one alternative strategy for teaching vocabulary. According to Barcroft (2014) as cited in Nilforoushan (2012), Semantic Mapping is "the enhanced analysis of an item's meaning." It can be used to discover the conceptual relationship between vocabulary terms. Gaut (2002) provides a similar description, stating that Semantic Mapping is an approach that may be applied in various academic disciplines to illustrate the connections between ideas. In addition, Sharifafar (2013) explains that semantic mapping is a visual technique for expanding vocabulary by categorizing connected terms. Thus, the semantic mapping will assist students in acquiring vocabulary, as vocabulary acquisition is dependent on the memorization and comprehension of words.

Based on observation that the research was conducted at this school, the researcher found some facts. It was determined that the students lacked the ability to construct grammatically correct sentences, and they lacked vocabulary and language skills. Taking notes on challenging language was a second method for students to overcome their difficulties. However, the method was ineffective because students were unable to independently and frequently use it. In order to engage and motivate students, teachers should choose an engaging and effective method and strategy for teaching vocabulary.

On the basis of preliminary observations, it is necessary to implement existing strategies, such as semantic mapping, in order to deal with students' vocabulary mastery in the classroom. Semantic mapping is a strategy that demonstrates the relationship between keywords and concepts in a text by sketching a graphic word. The semantic mapping framework consists of the concept term, two categories, and additional examples (Agustin & Nur, 2018). This

research was conducted to ascertain the effectiveness of semantic mapping in enhancing students' knowledge and vocabulary, entitled: **"The Effect of Using Semantic Mapping Strategy on Students' Vocabulary Mastery"** The research was conducted at the eight grade students of MTs Hasyim Asy'ari Bojong, Tegal Regency in the Academic Year 2022/2023.

B. Classification of Key Terms

The definition contains important keyword terms to provide guidelines for theresearch to be carried out. In addition, related to this research, there are several termsto guide the implementation of this research. Those are:

1. Teaching Strategies

According to Hatch and Brown (1995), teaching strategies involve everything that teachers do or should do to enhance student learning. The teaching strategy that a teacher employs depends on the available time, the content (i.e., the component of knowledge that students are to gain), and its value to the student (i.e. which learning strategy he or she can learn or apply). The result of the teaching strategy is a didactic approach to teaching and learning, which combines and organizes the methods, means, and ways of grouping the people in the best way possible (Cerghit, 2006).

2. Semantic Mapping

According to Sharifafar (2013), explains that semantic mapping is a visual technique for expanding vocabulary by categorizing connected terms. Thus, the semantic mapping will assist students in acquiring vocabulary, as vocabulary acquisition is dependent on the memorization and comprehension of words. It can be used as a tool to help students uncover the relationships between vocabulary words during vocabulary instruction. Using this strategy, teachers attempt to encourage student participation

in class. In addition, it is a highly interesting technique for increasing vocabulary knowledge and motivating students to recall and apply their knowledge.

3. Vocabulary Mastery

Michael (1994) claimed that vocabulary is made up of a number of inter connected systems as well as an assortment of unrelated words and phrases. Students must increase their vocabulary. Developing a strong vocabulary will enhance their capacity for acquiring new words. Eva (2018) also states the process of learning might lead to being able to use words well. There are different levels of mastery when it comes to learning vocabulary. The first level is full mastery, which is reached when a learner can use vocabulary in both speech and writing. The second level is enough to be able to understand words when you read them. The last step is just being able to understand words, because that's all students need to know to understand what they're reading. Mastery of one's vocabulary refers to the capacity to use words effectively in reading, listening, speaking, and writing, in addition to other aspects of language use.

C. Research Question

From the background of the study written above, the researcher identifies the research question; "Is there any significant effect of using semantic mapping strategy on students' English vocabulary mastery at eight grade of MTs Hasyim Asy'ari Bojong Tegal in the Academic Year 2022/2023?"

D. Objective and the Significances of the Study

According to the research question, the researcher determined the objective and the significances of the research as follows:

1. The Objective of the Research

Based on the research question of study above, the objective

of this study was to find out whether any significant effect or not by using semantic mapping strategy on students' English vocabulary mastery at eight grade of MTs Hasyim Asy'ari Bojong Tegal in the Academic Year 2022/2023.

2. The Significances of the Research

The researcher assured that this study will contribute and benefit instructors and other scholars.

a. Theoretically

1) The researcher expects this research can provide more interesting strategy in learning and teaching English at school.

2) This research is expected to improve the quality of students inwriting skill.

3) The researcher expects this research can be used as a reference forthe further research.

b. Practically

1) For teachers

The result of this study expectedly will be useful in teachingEnglish to attract students to learn to write.

2) For school

The result of this study hopefully will be beneficial as new insightsof learning and teaching strategy.

3) For other researchers

It is expected that other researchers will get new insight and conduct next research about other writing learning and teaching strategy.

E. Organization of the Paper

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explainas follows:

CHAPTER I presented introduction. It consisted of background of study, operational definitions, research questions, objectives and significances of theresearch.

CHAPTER II presented of literature review. It consisted of theoretical framework which divided into some sub sections, reviews of relevant studies, conceptual framework and research hypothesis.

CHAPTER III presented research methodology. It consisted of research method which deals with the research design, research site and participant, population and sample of the research, variable and indicator of the research, techniques of collecting data, and techniques of analyzing data.

CHAPTER IV presented the findings and discussion. It consisted the results of the research which discusses about the effect of Semantic Mapping on students' vocabulary mastery.

CHAPTER V presented conclusion and suggestion of the research. In this chapter, the researcher concluded and gave some suggestions related to the research.

CHAPTER II
LITERATURE REVIEW

In this chapter the researcher explained about the theoretical framework, review of relevant studies, conceptual framework and research hypothesis.

A. **Theoretical Framework**
1. **Teaching Vocabulary**
   a. **The Definition of Vocabulary**

A term used to describe of vocabulary exist. According to Kamil and Hiebert (2005), vocabulary is the knowledge of word meanings. Vocabulary knowledge involves not only the definition of a word, but also how that word integrates into the world. It implies that vocabulary is knowledge that must be interpreted depending on the word's context, not only its definition.

Another definition comes from Richards (2002), who claims that vocabulary is the central element of language proficiency and offers a substantial foundation for how well language learners speak, listen, read, and write. This indicates that vocabulary expands throughout the four skills of hearing, speaking, reading, and writing. Then, it may be concluded that vocabulary exists in each of these talents, and that mastering these skills entails learning vocabulary. In addition, Hanson & Padua (2011) stated that vocabulary refers to the words we use in oral and written communication. It is possible to deliver something orally and in writing using words.

From these definitions, it can be concluded that vocabulary is a collection of words that cannot be separated as a component of the language system, since it is the most crucial feature of language instruction. Before mastering grammar, it is essential

to know the vocabulary. Vocabulary consists of the terms' meanings. It is used to communicate with one another and express our thoughts in order to facilitate engagement. Consequently, oral and textual communication ispossible.

b. Problems in Learning Vocabulary

Several factors, according to Thornbury (2002), make some words more difficult than others:

1) Pronunciation: research indicates that difficult to pronounce words are more challenging to learn. Potentially challenging words will often feature sounds that are unknown to some learner populations.

2) Spelling: sound-spelling mismatches are likely to create problems in pronunciation or spelling, and can contribute to the difficulty of a term.

3) Grammar: also problematic is the word's grammar, particularly if it differs from its first language equivalent.

4) Meaning: when the meanings of two terms overlap, learners are inclined to become confused. After learning one meaning of the word, individuals may be unable to accept a second, completely different meaning. Concepts that are unfamiliar may make it difficult to learn a word.

5) Range, connotation, and idiomaticity: In general, words that can be used in a broad variety of contexts will be seen as simpler than their narrower-ranged equivalents.

6) On the basis of the aforementioned arguments, it can be concluded that pronunciation, spelling, length and complexity, grammar, and meaning all contribute to the difficulty of learning vocabulary. Research indicates that difficult-to-pronounce words are more challenging to learn. Potentially challenging words will often feature sounds that are unknown to some learner populations.

c. Principles for Teaching Vocabulary

According to Nunan (2003), learners perceive vocabulary as a crucial aspect of language acquisition and one of the most challenging aspects of arranging the vocabulary component of a course is ensuring that it does not overshadow other critical aspects of the curse. The best method to avoid this is to develop a set of applicableguidelines:

1) Focus initially on the most useful vocabulary.
2) Focus on the terminology in the most suitable manner.
3) Focus on high-frequency words throughout all four course strands.
4) Encourage students to reflect on and assume responsibility fortheir own learning.
5) The teacher must simplify and clarify instruction by providingstraightforward explanations.

In addition to oral and written presentations, a teacher is requiredto use a variety of presentation methods. As well as elaborating, the teacher may record vocabulary terms on the board.

2. Semantic Mapping as a Teaching Strategy

a. Definition of Semantic Mapping

Semantic mapping is a strategy for visually conveying ideas. According to Ghuzayyil (2016), a semantic word map enables students to cognitively explore their understanding of a new term by associating it with other related words or phrases with a comparable meaning to the new word. Students can expand their vocabulary knowledge by visually searching for words with comparable meanings. Dilek & Yürük (2013) states that the practice of creating visual representations of categories and their relationships is known as semantic mapping. It is a graphic organizer of information by category.It

can be used to help students identify the relationships between vocabulary words when teaching vocabulary. Students instructed to generate thoughts or words relating to the word in this technique. For instance, the teacher may provide the word "elephant" as the primary word and then ask the students to consider the term. Students may generate terms such as large, trunk, four legs, brown, land, etc. The teacher and students then classify the word. The categories may include habitat, size, and physical traits.

Consequently, the teacher and students construct a diagram of the relationships between concepts on the blackboard using semantic mapping. Harmer (2007), using semantic mapping to teach vocabulary is a collaborative effort between the teacher and the students to establish the relationship between words on a visual framework, such as a withe or blackboard. Using this strategy, teachers attempt to encourage student participation in class. In addition, it is a highly interesting technique for increasing vocabulary knowledge and motivating students to recall and apply their knowledge. So, the students can be engaged in the teaching and learning process.

Based on the aforementioned theories, it is possible to conclude that semantic mapping is a strategy used to teach vocabulary by visually representing the words by associating comparable terms in mapping. Through the use of semantic mapping, the teacher attempts to encourage student participation in the classroom so that students will attempt to recollect previously unlearned words. There are numerous types of semantic mapping that can be utilized to reduce student' boredom when teaching vocabulary.

b. **The Advantages of Semantic Mapping**

Harmer (2007), there are a range of advantages to

employing semantic mapping in the teaching and learning process: First, it represents the thoughts of a wide group of participants or stake holders in an easy-to-understand style. Second, it helps students discuss and produce new ideas. Third, it enables students to explore new concepts and the propositions that connect them. Fifth, it identifies complex correlations between situations, factors, etc. in a tangible graphic style; by utilizing the forms of semantic mapping, the relationship between the words may be shown plainly. Sixth, it is participant-centered; everyone's opinions can be represented. The students can develop their vocabulary knowledge by searching for words with a similar or opposite meaning to the target word, and the activity encourages active engagement and ensures participants stay on track. The teacher encourages students to be active participants in class by using semantic mapping. In addition, it helps students concentrate on their work.

Moreover, Indiarti (2014) concluded that teaching vocabulary using semantic mapping has a variety of advantages. First, it makes it easier for children to recall the words because they are sorted into groups. The forms of semantic mapping create the topic's explanation clear and simple to recall. Second, decrease students' boredom with language acquisition. An engaging technique of semantic mapping canreduce monotony. Students utilize the new mechanism for learning vocabulary. Third, assisting students in becoming active classparticipants by representing their opinions. Because semantic mapping requires collaboration between the teacher and the students, it encourages students to participate actively in class. Fourth, increase students' motivation to acquire new vocabulary due to the allure of semantic mapping in vocabulary instruction. To conclude, by teaching vocabulary using semantic mapping, students are more

motivated than if they were taught using vocabulary lists.

c. Teaching Vocabulary by Using Semantic Mapping Strategy

In general, teaching is a process of guidance in which the teacher transfers knowledge to the student through a variety of methods, approaches, and strategies in order to direct the student to enhance his or her expertise in all areas. The objective of instruction is to help students learn. A good teacher must know how to develop students' skills and how to convey content to meet the curriculum's objectives.

It cannot be denied, according to Yuruk (2012), that in the context of learning a foreign language, vocabulary is a crucial component that is heavily emphasized. When we contemplate the significance of vocabulary learning, we cannot ignore the function of learning strategies in vocabulary teaching and learning. Another possible advantage of employing methods is that. Once this skill has been learned, students will be able to apply the terminology to other language skills. Thus, vocabulary learning practices are acknowledged as a way to encourage students to assume responsibility for their vocabulary acquisition. Students learning a foreign language may benefit from strategies for learning and remembering English language vocabulary. Students can increase their vocabulary learning proficiency by employing the Semantic Mapping strategy for various vocabulary items.

In addition, Dilek & Yuruk (2013) asserts that Semantic Mapping necessarily requires collaboration between the teacher and the students in order to construct a diagrammatic map that illustrates the relationships between vocabulary suggested by the teacher, vocabulary generated by the students, and vocabulary found in a reading text. Semantic mapping contributes to students' knowledge of the topic's context, offers an effective

method for emphasizing essential terms, and enables students to incorporate new terminology into their existing schemas. In addition, semantic mapping supports the learner in acquiring new vocabulary through familiar words in a semantically related network.

d. Technique of Semantic Mapping

Semantic mapping is a valuable strategy that may be given to students of any competency level. It entails generating a diagram of theassociations between words based on their usage in a text. According to Cut Meurak (2017), semantic mapping has the function of bringing textual relationships to light for the purpose of enhancing comprehension and generating associative word networks.

Various approaches must be employed when teaching vocabulary in order to stimulate students to enjoy English class and prevent them from becoming bored during the learning process. The researcher hypothesizes that teaching vocabulary using the Semantic Mapping approach could be an effective and advantageous way to facilitate the students' vocabulary learning. Semantic Mapping is expected to stimulate students to learn and increase their enthusiasm for the English teaching and learning process. Moreover, Semantic Mapping could be advantageous for students directly learning English. It is considered from the perspective of comprehension, and the student is constantly exposed to the significance of the concepts' expression. This strategy promotes comprehension by utilizing the relationships between words in a graphic map. Because Semantic Mapping is an effective vocabulary presentation technique, students find it easier to retain terms as they represented in the map.

According to Emor (2012), semantic mapping is an effective method for teaching vocabulary and textual organizing

patterns, as well as for enhancing note taking and creative thinking. Semantic Mapping is a visual representation of information and a diagram of conceptual relationships, according to standard definitions.

The following are examples of semantic mapping:

1) Cloud/cluster diagram

Figure 1. Cloud/cluster diagram (Semantic Mapping)

The above figure 1 describes Pollution. The main focus of the cloud graphic above is pollution. It describes two types of pollution, including air pollution and water pollution. There are three sub topics in each section on air pollution and water pollution: causes, effects, and solutions. There are numerous causes of air pollution, including car exhaust, coal plants, and factories. Then, the effects of air pollution, such as lung disease and affected plants, and the solutions to air pollution, such as EPA laws, wind power, hydro power, and better engine such as electric and hybrid, are discussed. Meanwhile, raw sewage and oil spills are the causes of water pollution. The effects of water pollution are thus sick people and sick fish, and the solutions to

water pollution include sewage treatment and improved oil tankers. Cluster diagrams (also known as cloud diagrams) are a non-linear graphic organizer that can aid to systematize the development of ideas based on a central theme. Using this type of illustration, the student canmore readily generate ideas, make connections, or investigate a new topic.

To build a cluster diagram, the student must first consider as many concepts or ideas as possible related to the stimulus issue (and then write the second-level ideas in circles connected to the primary topic) -this initial stage is analogous to creating a star diagram. The student next investigates each of these second-level concepts in turn and, for each, identifies as many related concepts as possible (and adds these third-level terms to the diagram around the idea). If additional information is necessary, step one can be repeated for each of the third-level notions (or more).

2) Chain
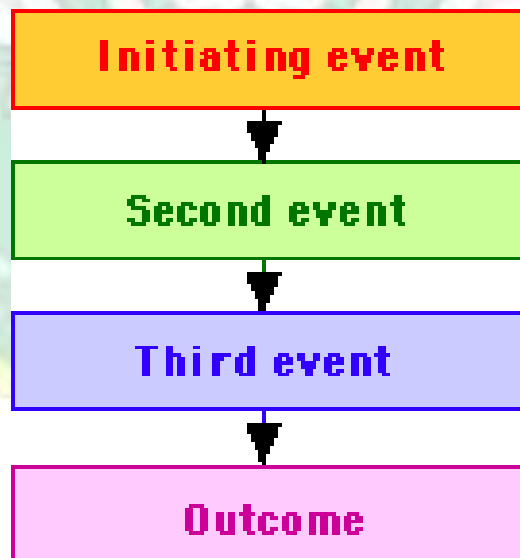
Figure 2. Chain Diagram (Semantic Mapping)

From the figure 2 of chain diagram, the semantic mapping showed some stages/events. The purposes are student must be

able to identify the initial step of the technique, all subsequent steps as they occur (first event, second event, etc) and the ultimate result (the final stage). In this process, the learner recognizes how one step in the process leads to the next and, ultimately, to the end. Chain diagrams, also known as sequence of events diagrams, are a type of visual organizer used to represent the phases or stages of a process. Chain diagramsare useful for analyzing linear cause-and-effect relationships and other sequential processes.

e. **Procedures of Semantic Mapping**

Pearson and Siddiq (2013) define the semantic mapping technique's procedure as follows: First, write a classroom-related keyword or topic on a piece of paper, the chalkboard, or a clear slide. Encourages students to generate as many ideas as possible that connect to the selected keyword or theme. Thirdly, instruct the students to categorize the words. the students should then label the categories. After discussing the relationship between these terms, then begin writing.

According to Yesim (2013), the implementation of semantic mapping in the classroom may generally be categorized into five steps. First, introduce the topic. The teacher announces the topic by drawing a huge oval on the blackboard and writing the subject within it. Second, during Brainstorming, the teacher asks students to consider associated keywords and concepts. Thirdly, during Categorization, the teacher assists students in making correlations between their offerings. Around each other, the students and the teacher build category clusters based on the students' suggestions. Fourth, Customization of the map: After each student has created his or her own version, a reading piece about the map's essential concepts is distributed. This paragraph has more connected ideas than the students have

identified.

They determine what to add or remove from the map they've constructed. In this process, new information and prior knowledge are combined. Fifth, Post-assignment Synthesis; This procedure's final stepis utilized to record the assignment. After reading the chapter and adding or removing certain features, the class as a whole determines thefinal design of the map. The new version provides a visual representation of the knowledge acquired from the map.

B. Review of Relevant Studies

Based on several sources related to this research, the researcher presents several previous studies that have a correlation to this research. Here are the comparison of results between this research and the previous studies:

The first previous study is conducted by Amanda Amalia (2019) in her thesis entitled "Increasing Students' Vocabulary Trough Semantic Mapping Strategy at Eleven Years of SMKN 1 Muara Batu Aceh Utara". This study aimed to determine how semantic mapping increases students' attention and language abilities in order to design effective, efficient, and enjoyable learning strategies and methods. Then, determine whether semantic mapping increases students' confidence, ideas, opinions, and experiences in simple oraland written expression. The similarity with this study is the use of semantic mapping to determine vocabulary accomplishment effectiveness. They effectively enhanced not just the students' language knowledge but also their self-esteem, enthusiasm, and motivation. These measures included implementing a semantic mapping technique to teach vocabulary during the teaching and learning process, requesting that students bring a dictionary, providing comments on students' pronunciation, requesting that students work in groups, and being

appreciative. This prior study revealed that the implementation of a semantic mapping method created a pleasant, relaxed environment for teaching and learning. It also helped students easily recall and comprehend new vocabulary. This research employed classroom action research (CAR). Two Cycles were required to complete the actions. The distinction is that the participants in this study are senior high school students. In addition, qualitative and quantitative research methods were used to obtain data for this study, which is another distinction from previous studies. As an instrument for gathering quantitative data, the researcher offered the student a written evaluation. The learning level of the students was examined. Students were required to respond to each question posed. Second, in collecting qualitative data, the researcher utilized observation sheets focusing on what was occurring in the classroom (classroom management), interviews with students to obtain information about their interest and difficulties in learning vocabulary, and field notes to record events in chronological order that demonstrate thought and feeling.

Second, Cut Meurak Bulan Alfah Asykah (2017) also conducted research entitled "The Implementation of Semantic Mapping Strategy in Mastering English Vocabulary". The researcher wanted to find out the impact of Semantic Mapping Strategy in mastering English vocabulary. After Semantic Mapping Strategy was implemented in teaching vocabulary to the ninth year students of MTsN 2 Aceh Besar, the results showed the significant improvement of students' vocabulary ability. It was determined that the mean score on the pretest (39.75) was lower than the mean score on the posttest (80.25), indicating that the students' vocabulary comprehension greatly improved. The majority of the class responded positively to the Semantic Mapping Strategy on the basis of the surveys they were given. They agreed that the Semantic Mapping Strategy for Learning English Vocabulary helped them retain new vocabulary words. The statistics also reveal that employing the

Semantic Mapping Strategy encourages them to collaborate with their peers during vocabulary learning. Comparable to this study is the use of a quantitative approach and an experimental design to acquire data and conducttests. In contrast, this research employed a questionnaire to collect data. It aimed to discover the students' perspectives on the implementation of semantic mapping in vocabulary acquisition. The questionnaire consists of eight closed-ended questions. Students were instructed to answer the questions independently.

The third previous study was conducted by Mahrofi Ikhsan (2017). Thetitle of the study was "The Effect of Semantic Mapping Technique Towards Student's Writing Skill in Recount Text" at Eight Grade of State Islamic Junior High School 4 Pasaman" The study was conducted at eight grade of State Islamic Junior High School 4 Pasaman. Students were divided into two classes: experimental and controlled. The purpose of the study was to collect empirical evidence on the effectiveness of semantic mapping on students' vocabulary development and to quantify the effect size of semantic mapping on students' vocabulary development. The experimental class was treated with a semantic mapping strategy, whilst the control class was handled with traditional methods. The researcher concluded that teaching writing with the semantic mapping technique had a significant impact on the writing skills of students in presenting the five components of writing. In the pre- writing/planning stage, the teacher posed some questions as a brainstorming exercise to determine the students' prior knowledge, then utilized semantic mapping during the writing process. Through this method, students must generate as many words as possible before combining them into phrases. Similar to this study, the researcher concentrated on writing instruction. This study also used quantitative research and experimental design to collect data. While, the difference between this study is the implementation of semantic mapping in teaching recount text.

The forth previous study was conducted by Faruq Abdul Qudus (2020) also conducted research entitled "The Effect of Semantic Mapping Strategy on the Eleventh Grade Students' Vocabulary at SMA NW Suralaga in the Academic Year 2019/2020". This research aimed to find out the effect of Semantic Mapping Strategy in mastering English vocabulary. After Semantic Mapping Strategy was implemented in teaching vocabulary to the eleventh grade students of SMA NW Suralaga , the results showed the significant improvement of students' vocabulary mastery. It was determined that the mean score on the pretest (54.25) was lower than the mean score on the posttest (64.25), indicating that the students' vocabulary comprehension greatly improved. The majority of the class responded positively to the Semantic Mapping Strategy on the basis of the surveys they were given. They agreed that the Semantic Mapping Strategy for learning English vocabulary helped them retain new vocabulary words. The statistics also reveal that implementing the Semantic Mapping Strategy encourages them to collaborate with their peers during vocabulary learning. Comparable to this study is the use of a quantitative approach and an experimental design to acquire data and conduct tests.in contrast, the sample and population of this research were eleven grade students of senior high school.

Those previous studies investigated the same topic as this study, which is related to the achievement of students in English vocabulary mastery with the different population. The previous researchers also implemented an experimental design. Based on the success of the previous investigations, researchers interested in applying the same method to the field's difficulties. Previous studies investigated the distinctions between writing with different text types and genres, as well as varied skills. In this study, the researcher examines the use of semantic mapping to improve students' vocabulary mastery.

C. Conceptual Framework

Based on the several relevant previous related to this research, the following are the conceptual framework of this study.

Using Semantic Mapping Strategy in Teaching Vocabulary	→	Effects Students' English Vocabulary Mastery
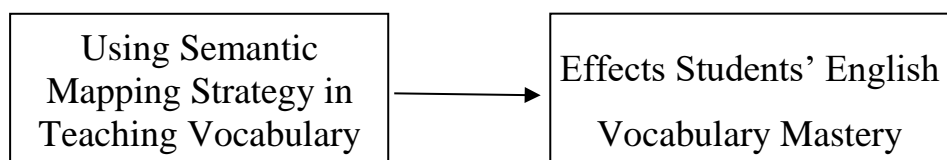
Vocabulary plays an essential part in language teaching. It is a fundamental component of language teaching. Vocabulary is a linguistic component that consists of learning both receptive and productive skills, including listening and reading, as well as speaking and writing. Even for mastering other language components, such as grammar, we must first grasp vocabulary.

Semantic mapping is an approach used to teach vocabulary through the visual representation of similar words through mapping. The students would attempt to recall their knowledge of previously unknown words. By utilizing semantic mapping, students would be able to quickly remember new words, their boredom will be reduced, their engagement in the learning process would be increased, and their drive to acquire new vocabulary would be enhanced, resulting in a high vocabulary achievement. In addition, previous research has demonstrated that semantic mapping has a positive and significant impact on teaching vocabulary.

D. Research Hypotheses

There were two kinds of hypotheses:

H_a: There is the effectiveness of Semantic Mapping on Students' English vocabulary mastery at MTs Hasyim Asy'ari Bojong Tegal in the Academic Year 2022/2023.

H_0:   There is no effectiveness of Semantic Mapping on students' English vocabulary mastery at MTs Hasyim Asy'ari Bojong Tegal in the Academic Year 2022/2023.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher explained about research methodology which consists of research design, research site and participant, population and sample, variables and indicators of the research, technique of collecting data, and technique of data analysis.

A. Research Design

The method used in this study was quantitative method. According to John (2009), quantitative research is a means for testing objective theories by examining the relationship among variables. John (2012) add that variable is a characteristic or attribute of an individual oran organization that researchers can measure or observe. There were two variables in this study, an independent variable and a dependent variable. Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Dependent variable is an attribute or characteristic that is influenced by the independent variable. The semantic mapping as the independent variable and students' vocabulary achievement as the dependent variable.

John (2012) states that there are three kinds of designs such as experimental, correlational, and survey. This study was used experimental design to know the effectiveness of semantic mapping on students' English vocabulary mastery. Experimental research seeks to determine if a specific treatment influences an outcome. So that, the researcher conducted pretest and posttest to the both of groups, experimental group and control group. The researcher only gave a treatment to the experimental group. Nonequivalent control-group design is an approach where the experimental group and the control group were selected without random assignment. Both of groups took a pre-test and posttest. According to John (2009) also add

that only the experimental group receives the treatment. That was the reason of why the researcher used nonequivalent comparison group design as the appropriate design in this study.

B. Research Site and Participant

This research was conducted at MTs Hasyim Asy'ari which is located at Jl. Bojong, Sarwan, Bojong, Tegal Regency, Central Java 53355. The research was held on May, 03th to May, 23th 2023 at eighth grade students in the second semester of the academic year 2022/2023.

C. Population and Sample of the Research

According to the research site and participant, the researcher determined the population and sample as follows:

1. Population

The population of this study was the eight grade students of MTs HasyimAsy'ari Bojong Tegal in the academic year 2022/2023. There were 63 students and they were divided into three classes; VIII-A, VIII-B, VIII-C. There were 20 students in class VIII-A and VIII-B, 23 students in class VIII-C.

2. Sample

The sample of this research was the students of class VIII-A and VIII-B MTs Hasyim Asy'ari Bojong in the academic year of 2022/2023. The study was conducted at the eight grade students, VIII-A class for the experimental class and VIII-B class for the control class. There were 20 students for each class. The total participants in this study are 40 students. The sampling technique was used in this study is purposive sampling. The reason why the researcher selected this classes is based on the survey of students' score and a consideration about the sample, VIII-A and VIII-B had the similar quality while class VIII-C had special quality and also suggestion from the teacher.

D. Variable and Indicator of the Research

According to Sugiono (2018), variable of research is an attribute or nature or value of people, objects, or activities that have certain variations that are applied by researcher to be studied and conclusions drawn. In this study there are two variables, they are: independent variable anddependent variable.

1) Independent Variable (X)

An independent variable that affect or the cause of changes or the emergence of the dependent variable. Independent variable in this research is Semantic mapping strategy.

2) Dependent Variable (Y)

A dependent variable is a variable that is influenced or which is the result of an independent variable. Dependent variable in this research is students' vocabulary mastery of eight grade in MTs Hasyim Asy'ari Bojong.

E. Data Collection Technique

The researcher used several techniques to collect the data. Those are: pre-test, experimental teaching, post-test. The explanation of each techniquewas elaborated below:

1. Test

According to Arthur (1992), if a test measures exactly what it was designed to measure, then we are able to state that the test has validity. When used to human beings, testing helps determine the depth of knowledge or expertise that has been gained. In the course of this investigation, there were two parts to the test: the pretest and the posttest. The students were given a pretest on the very first meeting with the purpose of determining the level of their basic vocabulary knowledge before the experiment was carried out. A post-test would have been administered at the conclusion of the treatment in any other case. It was used to assess the level of

vocabulary knowledge possessed by the students as well as to evaluate the effectiveness of using semantic mapping in terms of increasing the students' level of vocabulary mastery. The researcher conducted a pre-test as well as a post-test in order to determine the students' initial skill in vocabulary as well as the students' final capacity in vocabulary. The students in the experimental class as well as the students in the control class would take the test in order to determine their overall level of vocabulary mastery. It is comprised of 30 with multiple choice answers of a, b, c, and d. It had been modified in accordance with the fundamental competencies and the indicators that had been determined by the curriculum. After that, the researcher restricts the scope of the students' vocabulary examinations to just noun, verb, adjective, adverb and preposition categories. The indicator of the questions that were asked for this research are laid out as follows:

Table 3.1. The Indicators of Pre-Test

Indicators	Item Numbers	Total
Students are able to answer questions according to context in sentences	1,4,7	2
Students are able to use appropriate verb in the in the information sentences	2, 15, 17, 19, 20, 22, 26, 28, 30	9
Students are able to use appropriate preposition in the in the information sentences	3, 11, 13, 18, 21, 23, 29	7
Students are able to know the meaning of word in sentences	5	1
Students are able to use appropriate noun in the in the information sentences	6, 25	2
Students are able to use appropriate adjective in the in the information sentences	12, 16	2

Students are able to identify similar meaning of the words	8	1
Students are able to know the purpose of the sentences in a topic	9, 10, 24, 27	4

Table 3.2 The Indicators of Post-Test

Indicators	Item Numbers	Total
Students are able to answer questions according to context in sentences	10, 23, 20	3
Students are able to use appropriate verb in the in the information sentences	1, 2, 4, 12, 14, 16, 17	7
Students are able to use appropriate preposition in the in the information sentences	3, 11, 13, 25, 29	5
Students are able to use appropriate noun in the in the information sentences	7,15, 22	3
Students are able to identify similar meaning of the words	6, 9, 18, 24	4
Students are able to know the meaning of word in sentences	19, 27	2
Students are able to know the purpose of the sentences in a topic	26, 28	2
Students are able to conclude the meaning in sentences	5, 8, 21, 30	4

The researcher checked whether or not the tests have some criterion by using validity and reliability.

1. Validity

It is important to check the validity in the test. A test is said to be validif it measures accurately what it is intended to measure. It was the development of sound evidence to demonstrate that the test interpretation matches it proposed use (John, 2012). The test

instrument in this research was validated by English teacher of SMPN 1 Bojong, Mrs. Lely Bassalamah, S.Pd. as expert judgment. The instrument of the test also was tested in the class IX-A as a trial class with 30 multiple choice items both pre-test and post-test, before giving to the sample students. The trial class was used, considering that students in that class had already received vocabulary material when compared to eight grades.

To know whether it is valid or not, the validation test must be compared with $r_{table,}$ it is known that r_{table} for 25 respondents of pre-test trial with a significance value 0,05 is 0,396. Then, for 23 respondents of post-test trial with a significance value 0,05 is 0,413. Validity test items in this research using product-moment formula from Pearson:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(\sum F^2 - (\sum F)^2)}}$$

r_{xy} = correlation coefficient

N = number of subjects

X = the score of the question that is looking for validity

Y = total score

XY = multiplication of the score of the questions and the totalscore

$\sum x^2$ = sum of squares of item scores

$\sum Y^2$ = sum of squares of item scores

After knowing $r_{count,}$ the thing to do is compare r_{count} and r_{table} with a significance level of 5%. If $r_{count} > r_{tabel,}$ it means the data is valid. Meanwhile, if $r_{count} < r_{table,}$ it means the data is invalid. The results of the validity tests that have been carried out using IBM SPSS V 23 software for windows.

Table 3.3. Result of Pre-Test Validity

Number of items	Value of r_{count}	Value of r_{table} (n=25, α=0,396)	Interpretation
1	0,506	0,396	Valid
2	0,479	0,396	Valid
3	0,459	0,396	Valid
4	0,398	0,396	Valid
5	0,541	0,396	Valid
6	0,468	0,396	Valid
7	0,204	0,396	Invalid
8	0,088	0,396	Invalid
9	0,440	0,396	Valid
10	0,542	0,396	Valid
11	0,547	0,396	Valid
12	0.096	0,396	Invalid
13	0.062	0,396	Invalid
14	-0,155	0,396	Invalid
15	-0,008	0,396	Invalid
16	0,420	0,396	Valid
17	0,440	0,396	Valid
18	0,096	0,396	Invalid
19	0,143	0,396	Invalid
20	0,419	0,396	Valid
21	0,049	0,396	Invalid
22	0,407	0,396	Valid
23	0,483	0,396	Valid
24	0,414	0,396	Valid
25	0,525	0,396	Valid
26	0,376	0,396	Invalid
27	0,437	0,396	Valid
28	0,483	0,396	Valid

29	0,472	0,396	Valid
30	0,440	0,396	Valid

Based on the calculation of the validity, it can be seen from the 30 items of multiple choice of pre-test on vocabulary material 10 questions do not fill the validity criteria or invalid. Invalid items can be erased, so that the number of valid items that consist 20 items multiple choice can be used as pre-test for the sample class, experiment and control class.

Table 3. 4. Result of Post-Test Validity

Number of items	Value of r_{count}	Value of r_{table} (n=23, α=0,413)	Interpretation
1	0,451	0,413	Valid
2	0,546	0,413	Valid
3	0,485	0,413	Valid
4	0,572	0,413	Valid
5	0,443	0,413	Valid
6	0,014	0,413	Invalid
7	0,151	0,413	Invalid
8	0,625	0,413	Valid
9	0,027	0,413	Invalid
10	0,149	0,413	Invalid
11	0,053	0,413	Invalid
12	0,476	0,413	Valid
13	0,472	0,413	Valid
14	0,151	0,413	Invalid
15	0,599	0,413	Valid
16	0,197	0,413	Invalid
17	0,616	0,413	Valid
18	0,591	0,413	Valid

19	0,496	0,413	Valid
20	0,355	0,413	Invalid
21	0,673	0,413	Valid
22	0,546	0,413	Valid
23	0,005	0,413	Invalid
24	0,429	0,413	Valid
25	0,576	0,413	Valid
26	0,453	0,413	Valid
27	0,472	0,413	Valid
28	0,616	0,413	Valid
29	0,443	0,413	Valid
30	0,395	0,413	Invalid

Meanwhile, result of post-test validity from the 30 items of multiple choice of post-test on vocabulary material 10 questions do not fill the validity criteria or invalid. Invalid items can be erased, so that the number of valid items that consist 20 items multiple choice can be used as post-test for the sample class, experiment and control class.

2. Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when the researcher administer the instrument multiple times at different times (John, 2012). Besides having high validity, a good test should have high reliability too. In this research will use the Cronbach Alpha to counting the reliability. The researcher used the program of SPSS V 23 for windows to determine whether the test is accurate or not. Here are the criteria of reliability (Guilford, 1956).

Table 3.5. Criteria of Reliability

Range	Description
>0.90	Very Highly Reliable
0.80-0.90	Highly Reliable
0.70-0.79	Reliable
0.60-0.69	Minimally Reliable
<0.60	Unacceptably Low Reliability

For the multiple choice of vocabulary material instrument, r_{table} were obtained from 25 respondents of pre-test trial with a significance level of 0,05 is 0,396 and 25 respondents of post-test trial with a significance level of 0,05 is 0,413 The results of the reliability tests that have been carried out using formula of *alpha* with the aid of IBM SPSS V 23 software for windows, as follows:

Table 3.6. Reliability of Pre-Test

	Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.738	.741	30

Table 3.7. Reliability of Post-Test

	Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.801	.807	30

Based on the table above, it can be concluded that the instrument of vocabulary multiple choice in this research both pre-test and post-test are reliable, because $r_{hitung} > r_{table}$. It means that the

instrument was reliable and also showed into very high categories because $0,90 < 0,738 \leq 1,0$ and $0,90 < 0,801 \leq 1,0$.

F. Data Analysis

The researcher used several techniques to analyse the data. There are testing requirement and statistical hypothesis. The explanation was elaborated below:

1. Testing Requirement

   a. Normality Test

   According to Garth (2008), normality test is one of the statistical functions that is very important for predicting very complex and broad events that are spread evenly and symmetrically. Normality test used to know whether the data from experimental group and control group was normal or not. If the data from both of the class was distributed normally, it used parametric analysis (Independent sample test) for measuring the data. Meanwhile, if the data from both of the class was not distributed normally, it would be used nonparametric test. For measuring the normality test in this study using Shapiro-Wilk test because the sample from each class was less than fifty students. Before doing testing, it was determined the statistical hypothesis as follows:

   1) H_0 = sample comes from the population that was distributed normally

   2) H_a = sample comes from the population that was not distributed normally

   Here the criteria to determine the statistical hypothesis:

   a) If the signification (p-value) $> \alpha$ (0.05), it means that H_0 was accepted, the comes from the population that was distributed normally.

   b) If the signification (p-value) $\leq \alpha$ (0.05), it means that H_0 was rejected, the sample comes from the population that

was not distributed normally.

b. Homogeneity Test

According to Garth (2008), homogeneity test used to know whether the data from both of groups has the same variant or not. In this study, homogeneity test using Levene Statistic which available in SPSS. Here, the criteria to choose the hypothesis, it is choose based on the score of Signification in the table of Levene's Test for equality of variances as follows:

1) If the signification (p-value) > α (0.05), it means that H_0 was accepted,the variance both of classes was homogeneous.

2) If the signification (p-value) ≤ α (0.05), it means that H_0 was rejected,the variance both of classes was not homogeneous.

After getting the result of normality test and homogeneity test, then it was to be continued doing statistical hypothesis test as follows:

1) If the result of normality test showed the population was distributed normally, it would be measured by using Independent Sample T test analysis in SPSS. For the population that was homogeneous, it can be seen in line Equal variances assumed. Meanwhile, for the population that was not homogeneous, it can be seen in line Equal variances not assumed.

2) If the result of normality test showed the population was not distributed normally, it would be measured by using non parametric Mann-Whitney analysis in SPSS.

H_0 = the mean score in experimental class less than the mean score of control class.

H_a = the mean score in experimental class higher than the mean score of control class.

2. Statistical Hypothesis

In order to evaluate whether or not there is a significant

difference between the averages of two sets of paired samples, the paired sample t-test was used. In this study, the paired sample t-test is used to examine the question of whether or not using semantic mapping strategy has an effect on the amount of students' vocabulary mastery. In order to find an answer to this problem, the paired sample t-test was applied to the data from the pre-test given to the experimental class and control class, as well as the data from the post-test given to both the experimental class and the control class. It is calculated using a different test (independent t-test) through the SPSS V 23 for Windows program to test the hypothesis that there is a significant level between the post-test of the experimental class (using semantic mapping strategy) compared to the post-test of the control class (not using semantic mapping strategy). This is done to test the hypothesis that there is a significant level between the post-test of the experimental class and the post-test of the control class. The statistical hypothesis can be formulated in the same way as the research hypothesis, which is as follows:

$$H_0 : \mu_1 \leq \mu_2$$
$$H_1 : \mu_2 > \mu_2$$

μ_1 = The mean score of experimental group

μ_2 = The mean score of control group

The criteria for hypothesis testing are:

a. H_0 (null hypothesis) is accepted if t-test (to) < t-table (tt) in significant degree of 0.05. It means that there is no significant effect of using semantic mapping on students' English vocabulary mastery.

b. H_0 (null hypothesis) is rejected if t-test (to) > t-table (tt) in significant degree of 0.05. It means that there is significant effect

of using semantic mapping on students' English vocabulary mastery.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher explained about the research findings, the treatment and discussion.

A. **Research Findings**

1. **Data Description**

This research was conducted at MTs Hasyim Asy'ari Bojong and was considered to be quasi-experimental design. The purpose of this study was to determine whether or not using a semantic mapping strategy has a significance effect on the level of vocabulary mastery increased by students. The findings from the pre-test and the post-test need to be compared in order to determine whether or not the use of the semantic mapping strategy had any effect. The sample was different from the control class in that the experimental class was given treatment through the using of a semantic mapping strategy, but the control group was not given treatment through the using of a semantic mapping strategy.

The pre-test and the post-test were both conducted as a component of the data collection methods that were carried out. The first phase of the process consisted of conducting the pre-test to both the experimental class and the control class. The researcher continued on to the following stage, which was giving the treatment to the experimental class. The treatment was carried out in accordance with the strategy of semantic mapping, but it also made adjustments to the material and conditions of the class. The treatment was carried out in four separate sessions, each with a short notice and material containing a request to either do something or refrain from doing something else. The subject was organized in a manner that was consistent with the school's existing curriculum. While the experimental class was given the treatment, the control

class was taught using the traditional method, which did not include any specific approach, material, methodology, or strategy and was simply instructed by the handbook. Following the completion of the researcher's treatment, which took the form of semantic mapping, both the experimental class and the control class were given the post-test.

a. Pretest and Posttest Data in Control Class

   The class VIII-B of MTs Hasyim Asy'ari Bojong served as the research project's control class during the entirety of the investigation. Additionally, a pre-test had been given to this class as the experimental class in the initial phase of learning. 20 students were taught in teaching vocabulary of short messages and notices without the use of semantic mapping. These instructions were given to the students. The dates May 16, 18, 22, and 23, 2023 were chosen for the teaching and learning process that took place during control class. The control class, on the other hand, did not go through the same treatment as the experimental class, resulting in the use of semantic mapping. This was the key distinction. After the teaching section of the process was finished, a post-test was carried out. Table 4.1 displayed information regarding this class scores both before and after taking the pre-test and post-test.

Table 4.1. The Score of Pre-Test and Post-Test in Control Class

No	Students' Label	Pre-Test	Post-Test	Gained Score
1	Student 1	60	65	5
2	Student 2	45	60	15
3	Student 3	55	70	15
4	Student 4	60	65	5
5	Student 5	55	75	20

6	Student 6	45	65	20
7	Student 7	60	75	15
8	Student 8	50	65	15
9	Student 9	65	70	5
10	Student 10	60	75	15
11	Student 11	70	80	10
12	Student 12	50	55	5
13	Student 13	55	65	10
14	Student 14	55	60	5
15	Student 15	60	70	10
16	Student 16	50	60	10
17	Student 17	65	60	-5
18	Student 18	55	65	10
19	Student 19	60	70	10
20	Student 20	70	75	5
	SUM	1145	1345	200
	Mean Score	57,25	67,25	10
	Min	45	60	-5
	Max	70	80	20

It is clear from the data presented in Table 4.1 that out of the 20 students that participated in the class, the mean score on the pre-test was 57.25, whereas the mean score on the post-test was 67.25. On the pre-test, a score of 45 was the minimum score, while a score of 70 was the most possible. On the other hand, the minimum score on the post-test was a 60, and the maximum score was an 80.

b. Pretest and Posttest Data in Experimental Class

The experimental class of this study was class VIII-A of MTs Hasyim Asy'ari Bojong. 20 students were instructed in the subject of short messages and notices by using semantic

mapping strategy, which was implemented in the classroom setting. They received tests first before being given treatment. The treatment was carried out on four separate dates, then in the end was followed by a post-test. The experimental class received their treatment on May 16, 17, 20, and 23, 2023 successively. Table 4.1 displayed data relating to this class's scores both before and after taking the test in concern.

Table 4.2. The Score of Pre-Test and Post-Test in Experimental Class

No	Students' Label	Pre-Test	Post-Test	Gained Score
1	Student 1	50	70	20
2	Student 2	55	75	20
3	Student 3	65	80	15
4	Student 4	70	85	15
5	Student 5	60	75	15
6	Student 6	60	80	20
7	Student 7	55	65	10
8	Student 8	70	85	15
9	Student 9	55	75	20
10	Student 10	60	70	10
11	Student 11	50	65	15
12	Student 12	65	70	5
13	Student 13	70	80	10
14	Student 14	55	75	20
15	Student 15	60	85	25
16	Student 16	70	75	5
17	Student 17	55	60	5
18	Student 18	45	80	35
19	Student 19	55	75	20

20	Student 20	65	85	20
	SUM	1190	1510	320
	Mean Score	56,66	71,90	15,23
	Min	45	60	5
	Max	70	85	35

It is also clear from the data presented in Table 4.2 that out of the 20 students that participated in the class, the mean score on the pre-test was 56.66, whereas the mean score on the post-test was 71.90. On the pre-test, a score of 45 was the bare minimum, while a score of 70 was the most possible. On the other hand, the minimum score required to pass the post-test was 60, while the highest score was 85.

According to the two tables located above, the experimental class and the control class both had an increase in their average score. On the other hand, the score for the experimental class increased by a significantly greater range than that of the control class. This is demonstrated by the difference in the number of range points acquired by the two groups. The control class went from 57.25 to 67.25, an improvement of 10 points, whereas the experimental class went from 57.25 to 71.90, an improvement of 15.23 points.

2. **Data Analyses**

a. Testing Requirement

In this study, the normality test was performed to determine whether or not the data was normally distributed. The data was analyzed by using IBM SPSS V 23 software for windows.

1) Normality Test

The normality test was conducted to know whether the data from two classes have been normally distributed or not.

The Shapiro-Wilk was used to do the normality test. SPSS was used to analyze the data

According to Sugiono (2012), the hypothesis for the normality test formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

Normality test criteria are as follow:

H_a is accepted if Sig. α > 0.05

H_a is rejected if Sig. α < 0.05

The result of the test can be seen as follows:

a) Result of normality test from the pre-test

Table 4.3. Normality Test of Pre-Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Controlled Class	.150	20	.200[*]	.945	20	.299
Experimental Class	.178	20	.097	.926	20	.131

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data was normally distributed if the result of the data was higher (p ≥ α) in a significance α = 0.05. The results of the control class showed that the data was normally distributed p ≥ α (0.299 ≥ 0.05), which can be seen in Table 4.3. Also, the results of experimental class showed that the data were normally distributed p ≥ α (0.131 ≥ 0.05). Checking the scores of p can be done by looking at the Sig. in the Shapiro-Wilk columns table.

b) Result of normality test from the post-test

Table 4.4. Normality Test of Post-Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Controlled Class	.184	20	.075	.944	20	.291
Experimental Class	.172	20	.121	.928	20	.144

a. Lilliefors Significance Correction

The data was normally distributed if the result of the data is higher (p ≥ α) in a significance α = 0.05 as the cutoff point. The results of the control class demonstrated that the data was normally distributed, as shown by the fact that p ≥ α (0.291 ≥ 0.05). This can be seen by looking at the data in Table 4.4, which is located above. In addition, the results of the experimental class demonstrated that the data followed a normal distribution after receiving treatment, with a significance level of p ≥ α (0.144 ≥ 0.05). In the table of Shapiro-Wilk columns, the scores of p can be verified by the use of the Sig column.

2) Homogeneity of the Test

Following the conclusion of the normality test, the homogeneity test was carried out in order to evaluate the degree to which the samples from the two classes were comparable to one another. As a result of the fact that the homogeneity test was computed through the use of the Levene statistic test, the findings are provided as follow:

Table 4.5. Homogeneity of Post-Test

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
.517	4	14	.725

The result that can be drawn from the findings presented in Table 4.5 is that the significance level of the pre-test difference between the experimental class and the control class is 0.725. Since it was more than 0.05, this indicates that the data from the pre-test were homogeneous with one another.

Table 4.6. Homogeneity of Post-Test

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
2.162	4	14	.127

The significance of the post-test comparison between the experimental class and the control class was found to be 0.127 based on the data in Table 4.6. As a result, the results of the post-test can be considered homogeneous because they were more than 0.05.

b. Statistical Hypothesis

1) Paired Sample T-test of Control Class

A paired sample t-test was carried out in order to determine whether or not there was a significant difference in the level of vocabulary mastery demonstrated by the students in the experimental class who taught by using semantic mapping strategy compared to the students in the control class

who did not use the semantic mapping strategy.

On the following table, we can find the results of the Paired Sample T-test that was performed on the control class that calculated by IBM SPSS V 23 software for windows:

Table 4.7. Result of Paired Sample Statistics in Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	57.25	20	7.159	1.601
	POST-TEST	67.25	20	6.584	1.472

The descriptive analysis of the processed data is carried out in detail in the table with the matched sample statistics. According to the data presented in the table that is located above, the mean score on the pre-test for the control class is 57.25, whereas the mean score on the post-test is 67.25. The value of N indicated the total number of observations, which was 20. The standard of risk was determined by comparing the pre-test and post-test of the control group's standard deviation, which was 7.159 in the pre-test and 6.584 in the post-test. It was determined with the aid of standard error mean how accurately the average values derived from the sample data could represent the values of the population means for each variable. The mean of the standard error was 1.601 for the control class in the pre-test, while it was only 1.472 for the control class in the post-test. Due to the fact that the data have a normal distribution, the standard error mean can be ignored. It is reasonable to believe, given the difference in mean scores between the pre-test and post-test for the control class, that the post-test on the data is more reliable than the pre-test.

Table 4.8. Result of Paired Sample T-test in Control Class

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	PRE-TEST - POST-TEST	-10.000	6.070	1.357	-12.841	-7.159	-7.368	19	.000

The mean of the paired differences is shown to be -10.000 in the table that was just presented. This value represents the difference between the control class's pre-test and post-test average results and may be found in the table above. It can be written out as (57.25 – 67.25 = -10.000), and the difference is somewhere between -12.841 and -7.159 (95% Confidence interval of the Difference lower and upper). Because the mean value of the post-test results is higher than the mean value of the pre-test results, the t_{count} value is negative, and its value is -7.368. This negative t_{count} value is the result of the fact that the output table shown above indicates that the mean value of the post-test results is higher than the mean value of the pre-test results. In a scenario such as this one, a negative t_{count} can be considered beneficial. Therefore, the value of the t_{count} variable was 7.368. The next step is to use the found of the t_{table} function, which searches the t_{table} using the df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 19 and the significance value of 0.05 were used. The next step is to check up the value of the t_{table} based on the df 19 and the value of 0.05; the t_{table} should be 2093.

2) Paired Sample T-test of Experimental Class

Table 4.9. Result of Paired Sample Statistics in Experimental

Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	59.50	20	7.416	1.658
	POST-TEST	75.50	20	7.237	1.618

The results of the Paired Sample Statistics were displayed in the experimental class table, and they displayed the descriptive value of each variable that was included in the paired sample. In the experiment class, the mean score on the pre-test was 59.50, whereas the mean score on the post-test was 75.50. The value of N might be as high as 20. It indicates the amount of data. The amount of risk was determined by comparing the pre-test of the experiment class, which had a standard deviation of 7.416, to the post-test of the experiment class, which had a standard deviation of 7.237. It was determined with the aid of standard error mean how accurately the average values derived from the sample data could estimate the values of the population means for each variable. The mean of the standard error for the experimental class pre-test is 1.658, but the mean of the standard error for the experimental class post-test is 1.618. Due to the fact that the data have a normal distribution, the standard error mean can be ignored. It is safe to assume, given the difference in mean scores between the pre-test and post-test in experiment class, that the post-test on the data is more accurate than the pre-test.

Table 4.10. The Result of Paired Sample T-test of
Experimental Class

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	PRE-TEST - POST-TEST	-16.000	7.363	1.646	-19.446	-12.554	-9.718	19	.000

Based on the table that was just presented, the average matched difference is 16.000. This number represents the change in the class's average score from the pre-test to the post-test, which was taken in the experimental class. It can be represented as (59,50 - 75,50 = -16.000), and the difference can range from -19,446 to -12,500 (the 95% Confidence interval of the Difference's lower and upper). Because the mean value of the post-test findings is higher than the mean value of the pre-test results, the t_{count} value is known to be negative, specifically -9.718, and this negative value of t_{count} is the outcome of the output table that was shown before. In a scenario such as this one, a negative t_{count} can be considered beneficial. The result of this was that the value of t_{count} was 9.718. The next step is to use the found of the t_{table} operation, which searches the t_{table} using the df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 19 and the significance value of 0.05 were used. The next step is to check up the value of the t_{table} based on the df 19 and the value of 0.05; the t_{table}

should be 2093.

3) Independent Sample T-test of Pre-Test

In order to determine whether or not there was a statistically significant difference in mean between the two groups, a comparison of two unpaired samples was carried out using the independent sample T-test.

Table 4.11. Result of Group Statistic of Pre-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Sample T-test of Pre-test	Controlled Class	20	57.25	7.159	1.601
	Experimental Class	20	59.50	7.416	1.658

According to the table of group data of the pre-test that was just presented, it is possible to deduce that the mean score on the pre-test for the control class is 57.25, while the mean score for the experimental class is 59.50. The mean differences between the two groups have been shown to be somewhat distinct from one another. Because both classes or groups are considered to be of the same level or to share similar characteristics, it is reasonable to anticipate that they will have a comparable amount of success in vocabulary mastery. N indicates the quantity of data, which was a total of 20 in the control class and 20 in the experimental class. In the pre-test of the control group's data, the standard deviation, which is used to quantify the amount of risk, was 7.159, while in the pre-test of the experimental group, it was 7.416. It was determined with the use of standard error mean how accurately the average data derived from the sample data of each variable could indicate the means of the population. The mean of the standard error for the control group is 1.601,

while the mean for the experimental group is 1.658.

Table 4.12. Result of Independent Sample of Pre-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Sample T-test of Pre-test	Equal variances assumed	.055	.816	-.976	38	.335	-2.250	2.305	-6.916	2.416
	Equal variances not assumed			-.976	37.953	.335	-2.250	2.305	-6.916	2.416

In output table of Independent Samples T-test of the pre-test, the column "Mean Difference" is equal to -2.250. This value indicated the differences between the control class's and the experimental class's average pre-test scores, which are 57.25 – 59.50 = -2.250, and the difference is -6.916 to -2.416 (95% Confidence interval of the Difference lower and upper). A negative value in t_{count} was not considered an error. This negative t_{count}, on the other hand, can be explained by the fact that the control group's post-test results on average scored lower than those of the experimental group. In the

process of decision making, an independent sample t-test is performed by conducting a comparison between the t_{count} and the t_{table}. If the value of t_{count} is positive, then the decision was made correctly. As a result, the value of t_{count} is transformed into 0.976.

4) Independent Sample T-test of Post-Test

Table 4.13. Result of Group Statistic of Post-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Sample T-test of Post-test	Controlled Class	20	67.25	6.584	1.472
	Experimental Class	20	75.50	7.237	1.618

The mean table displayed the average value of each variable and was based on the group statistics of the post-test table that was presented before. The data presented in the table that can be found above shows that the average score on the post-test for the control group is 67.25, while the average score for the experimental class is 75.50. Therefore, this indicates that the learning outcomes in the experimental class in regard to learning vocabulary are higher to those in the control class. N indicates the quantity of data, which was 20 in the control class and twenty in the experimental class. The level of risk is measured by the standard deviation, and the post-test for the control class had a value of 6.584, while the post-test for the experimental class had a value of 7.237. It was determined with the use of standard error mean how accurately the average data derived from the sample data of each variable could represent the means of the population. The mean of the standard error for the control class is 1.472,

while the mean for the experimental class is 1.618. It is possible to assert that the data obtained from the post-test, as measured by the mean score, are more accurate than those obtained from the pre-test.

Table 4.14. Result of Independent Sample of Post-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Sample T-test of Post-test	Equal variances assumes	.010	.921	-3.771	38	.001	-8.250	2.188	-12.679	-3.821
	Equal variances not assumes			-3.771	37.666	.001	-8.250	2.188	-12.680	-3.820

In output table of Independent Samples T-test of the post-test, the column "Mean Difference" is equal to -8.250. The value -8.250 may be found in the "Mean Difference" column of the output table for the Independent Samples T-test that was performed on the post-test. This value represented the difference, in terms of the average post-test scores, between the control class and the experimental class and could be represented as 67.25 – 75.50 = -8.250, and the

difference is -12.697 to -3.820 (95% Confidence interval of the Difference lower and upper). A negative value in t_{count} was not considered an error. This negative t_{count} is still caused by the fact that the average value of the post-test findings in the control class was lower than the value in the experimental class. In the process of decision making, an independent sample t-test is performed by conducting a comparison between the t_{count} and the t_{table}. If the value of t_{count} is positive, then the decision was taken correctly. As a result, the value of t_{count} has been turned into 3.771.

B. Treatment

In this research, it was also conducted that the implementation of semantic mapping strategy as a strategy in learning vocabulary made the students' motivated in achieving new vocabulary. It can be seen that in participating during the lessons they became more active. It supported a significant difference in students' vocabulary score in the post-test. The semantic mapping used in this research contained learning material and filled with translation that stimulated interaction between students and researcher. It is in line with the theory stated by Cut Meurak (2017), Semantic Mapping is expected to stimulate students to learn and increase their enthusiasm for the English teaching and learning process. Moreover, Semantic Mapping is an effective vocabulary presentation technique, students find it easier to retain terms as they represented in the map.

There were four meetings for doing the treatment of this research. Before treatment given the researcher preparing the lesson plan, material teaching and the media that will used such as paper and pictures. Paper for list of words and pictures related to the material. The researcher also gave the pre-test in order to determine the students' initial skill in vocabulary as well as the students' final capacity

in vocabulary. The steps of this treatment, the researcher explains about the semantic mapping and how to do this strategy. Then, give the example to make the students more understand.

According to Pearson and Siddiq (2013), defined the semantic mapping technique's procedure as follows: First, write a classroom-related keyword or topic on a piece of paper, the chalkboard, or a clear slide. Encourages students to generate as many ideas as possible that connect to the selected keyword or theme. Thirdly, instruct the students to categorize the words. the students should then label the categories. In the activity, the researcher divided the students into groups that consist of 5 students in a group. As suggested from Harmer (2007), getting students to build up their own maps by working in groups has the added advantage of making try to remember some of the many words they know, while at the same time learning new words from their peers. Students should by know have begun to get the idea, even they have not done a word map before this, but just to make sure the researcher elicited words for one of the groups. Each group had own picture that put on the whiteboard. The students had given marker pens and told to add as many words as they can to the semantic mapping. The researcher thought that it can be entirely appropriate if they are in competition with the other groups to see who can find the most words.

After the whiteboard gradually filled up with words, students help each other by offering words they know, which other members of the group have forgotten. They can look for words in dictionaries. While the researcher walked around monitoring their progress, the students could ask for one or two words they do not know. Once the semantic mapping was completed as full as it is likely to be, the researcher together with the students identified which ones are called noun, verb, adjective, adverb and preposition. Then, the researcher made sure students could say the words correctly before going on ask

them to describe their pictures.

Figure 3. Example of Notice

The picture above is an example of notice. Notice is information that tells or warns about something that is going to happen. In this practice activity, the researcher designed to get students using language of description. Before starting, students independently translated the sentences shown in that picture. As described by Dilek & Yuruk (2013), asserts that Semantic Mapping necessarily requires collaboration between the teacher and the students in order to construct a diagrammatic map that illustrates the relationships between vocabulary suggested by the teacher, vocabulary generated by the students, and vocabulary found in a text. The researcher directed the students by giving the questions about; what is the meaning of that picture? What should we do if we find that picture? Where we probably find that picture? The purpose was to assisted students to get as many concepts or ideas as possible related to the topic, so they could increase vocabularies with only one picture.

According to Ghuzayyil (2016), a semantic word map enables students to cognitively explore their understanding of a new term by associating it with other related words or phrases with a comparable meaning to the new word. Through the use of semantic mapping, the teacher attempts to encourage student participation in the classroom so that students will attempt to recollect previously unlearned words.

C. Discussion

1. The Effect of Using Semantic Mapping Strategy on Students' Vocabulary Mastery

According to the analysis of the collected data, the purpose of this study is to determine whether or not using a semantic mapping strategy has a significant effect on the level of vocabulary mastery achieved by eighth-grade students in MTs Hasyim Asy'ari Bojong. The purpose of the Paired Samples T-test is to determine whether or not there is a statistically significant distinction in the results that students obtain after learning vocabulary items, both before and after they have received treatment that involves semantic mapping strategy in learning activity (Widiyanto: 2013). The paired sample statistic was used to provide a description of the descriptive analysis performed on the processed data. The mean table presented the average score, which showed that the pre-test score for the control class was 57.25, whereas the score for the post-test was 67.25. The value of N indicates the quantity of data collected from the control group, which may be as many as 20 respondents.

The experimental class had an average (mean) pre-test score of 59.50, and their post-test score was 75.50, according to the table of matched sample statistics. There were 20 data points. The pre-test had a standard deviation of 7.416, whereas the post-test had a standard deviation of 7.237. According to the explanation of the two statistical tables of the paired sample t-test that were conducted in both the control class and the experiment class, both groups have practically the same pre-test value of the mean scores, which are 57.25 and 59.50 respectively. This is indicated by the fact that both groups have a value of 57.25 and 59.50 respectively.

As a result, one can deduce from the mean scores on the pre-test and post-test that there was a difference. It is clear to observe that the control class went up by a whole 10.00 points. During this

time, the increase in the experimental class was 16.00 points. In other words, there was an increase in the mean scores for both classes, and the difference in mean scores between the two groups was 4.00, which indicates that the mean score for the experimental class was higher than the mean score for the control class. To summarize, the use of a strategy known as semantic mapping to the teaching of vocabulary is more effective than other methods for expanding students' English vocabulary. It is in keeping with explained by Sharifafar (2013), because learning new words requires both the memorization of words and an understanding of what those words mean, students will benefit from the use of semantic mapping in their efforts to expand their vocabularies. Thus, the fact that using semantic mapping strategy can be seen as an innovative method.

The outcome of the descriptive analysis was shown to be consistent with the statistical hypothesis through the use of the Paired Sample T-test. Since the experimental class and the control class both received a significance level of $0.001 < 0.05$ for the two-tailed test, one can draw the conclusion that H_a is accepted while H_0 is not. Therefore, there was a significant difference between the average score before the treatment and the average score after the treatment between the experimental class and the control class, which was not given the treatment.

According to Widiyanto (2013) stated that independent sample t-test used to calculated the hypothesis that there is a significant level between the post-test of the experimental class (using semantic mapping strategy) compared to the post-test of the control class (not using semantic mapping strategy). In the pre-test output of the Independent Sample T-test, where the value of sig. Levene's Test for Equality of variances was $0.976 > 0.05$, it was determined that the two variances were homogeneous. Thus, the

pre-test analysis was guided by the value from the "Equal Variances Assumed" table. Based on the value of Sig. (2-tailed) being higher than 0.05 as the deciding factor in the independent t-test, H_a is rejected. Consequently, there was no difference between the average pre-test scores of the control and experimental classes. By comparing t_{count} and t_{table}, the results of data analysis could be made more convincing. T_{count} equaled 0.978. t_{table} was derived from df=38 and an alpha of 0.05. Thus, the value of t_{count} was $0.978 < t_{table}$ 1.687. It can be concluded that H_a is rejected, indicating that there was no difference between the average pre-test scores of the control and experimental classes.

Moreover, the result of the Independent Sample T-test in the post-test, which obtained the value of sig. Levene's Test of Equality of Variances, was $0.921 > 0.05$, indicating that the data variance between the control class and the experimental class was homogeneous. Thus, the pre-test analysis was guided by the value from the "Equal Variances Assumed" table. Based on the value of Sig. (2-tailed) in the independent t-test, which is $0.001 > 0.05$, it can be concluded that H_a is accepted. There can be inferred a difference between the average post-test scores of the control and experimental groups. The outcome of the data analysis was supported by a comparison of t_{count} and t_{table}. In the Independent Sample T-test for the post-test, the t_{count} was 3.771. t_{table} was derived from df=38 and an alpha of 0.05. Consequently, t_{count} was higher than t_{table}, which was $3.771 > t_{table}$ 1.687. The conclusion is that H_a is acceptable. This indicates that there is a difference between the average post-test scores of the control and experimental classes.

A statistically significant difference was discovered between the pre-test and post-test when t_{count} was compared to t_{table} in both the control and experimental classes. It is clear that the class that participated in the experimental had a higher number of cases of the

significant difference or effect than the control class. It is possible to conclude that the group of students who were given the treatment of semantic mapping as a strategy for learning vocabulary had a greater effect than the group of students who were not given any treatment, even though there was an increase, although it was not particularly significant. In line with that, a study by Faruq Abdul Qudus (2020) demonstrated that Semantic Mapping Strategy was implemented in teaching vocabulary, the results showed the significant improvement of students' vocabulary mastery. It was determined that the mean score on the pretest (54.25) was lower than the mean score on the posttest (64.25), indicating that the students' vocabulary comprehension greatly improved. While, a study by Mahrofi Ikhsan (2017) concluded that teaching writing with the semantic mapping technique had a significant impact on the writing skills of students in presenting the five components of writing. In the pre- writing/planning stage, the teacher posed some questions as a brainstorming exercise to determine the students' prior knowledge, then utilized semantic mapping during the writing process.

The effects of using semantic mapping strategy on students' vocabulary mastery as a strategy revealed that it resulted in gains in students' vocabulary mastery, which was the main purpose of the study. It was shown that the experimental class, which was the class that was treated with semantic mapping, had the significant post-test score. It is connected to the theory that was proposed by Harmer (2007) in their study, which argued that semantic mapping is a significantly engaging way of building up vocabulary knowledge as well as stimulating students into recalling and applying what they already know. According to Emor (2012) argued, that semantic mapping is an effective strategy for teaching vocabulary and textual organizing patterns, as well as for enhancing note taking and

creative thinking. These theories related to the findings of the study that was conducted. The use of a semantic mapping strategy can be viewed as a helpful manner or one of an innovative method to be utilized in English language teaching in class in order to boost students' English vocabulary.

The effectiveness of the Semantic Mapping strategy has been investigated in the past. The Semantic Mapping strategy group fared higher on the post-test than the control group, according to a study done by Amoush (2012). In a separate study, Hosain (2011) found that Semantic Mapping training has a substantial impact on the vocabulary acquisition of intermediate students. Albadri & Linda (2022) also demonstrated that the semantic mapping strategy is an effective method for teaching writing to Language Dormitory elementary students. In other words, the Semantic Mapping approach, as one of the most successful vocabulary learning strategies, enables students to learn and recall more words.

The advantages explained by Indiarti (2014), semantic mapping increased students' motivation to acquire new vocabulary due to the allure of semantic mapping in vocabulary instruction. Based on the result of this study, using semantic mapping strategy in teaching Notice material, generated that Semantic Mapping is a visual representation of information that made the students be able to make a diagram of conceptual relationships, according to standard definitions. Nation & Chung (2009) asserted that the greater a student's vocabulary, the greater their capacity to articulate ideas wholly and effectively. To conclude, by teaching vocabulary using semantic mapping, students are more motivated than if they were taught using vocabulary lists.

CHAPTER V

CONCLUSION, LIMITATION AND SUGGESTION

In this chapter, the researcher explained about conclusion, limitation and suggestion of this research.

A. Conclusion

The purpose of this study was to investigate the effect that using a semantic mapping strategy had on the students' vocabulary mastery of eighth-grade MTs Hasyim Asy'ari Bojong, Tegal Regency. The data were collected by calculating the difference between the pre-test and post-test mean scores using IBM SPSS V 23 for windows after the comparison was made. When the findings of the experimental class and the control class were compared, it was shown that the use of semantic mapping had significant effects on teaching vocabulary. Despite the fact that both classes saw their values increased, the value of the experimental class was significantly higher than that of the control class.

The following are some of the conclusions that can be reached based on the findings that were discussed in the prior chapter. There is an obvious gap in the level of vocabulary mastery between those students who used semantic mapping and those students who not used semantic mapping at MTs Hasyim Asy'ari Bojong. The findings of the pre-test and post-test comparisons of the experimental class and the control class in the T test. In addition, the value of the t_{count} was more than the value of the t_{table} ($3.771 > t_{table}$ 1.687) with 38 degrees of freedom and a significance level of 0.05. To put it another way, the level of significance ($0.000 < 0.05$) was lower than the probability (Sig. 2-tailed), which was lower than that. Given that t_{count} is more than t_{table} and p is less than 0.05, it is reasonable to believe that the null hypothesis positing that there is no difference has been refuted.

After using the strategy of semantic mapping to teach

vocabulary, the results produced of post-test scores were considerably different from the pre-test score. This was demonstrated by the fact that this outcome. To put it another way, it is appropriate for the students to learn vocabulary through the use of semantic mapping strategy.

B. **Limitation**

This research is concentrated in scope as a result of time limitations. In the course of this investigation, limitations were imposed in order to accommodate the available time. Following an adjustment to account for the topic and vocabulary level already learned by the students, the study project utilized the following word categories: nouns, verbs, prepositions, and adjectives. This study only found that students' vocabulary had a substantial influence on their overall vocabulary.

C. **Suggestion**

Assuming the findings of the research that has been done are taken into consideration, the following are some suggestions that can be made:

1. For the teacher
   a. Teachers might teach straight forward and regularly used terminology, as well as instruction on proper pronunciation.
   b. In order for teachers to improve their students' vocabulary mastery, a semantic mapping could be used as an instructional strategy.
   c. The educators in charge of the learning activity should be experienced with this type of semantic mapping .

2. For School

   The usage of a semantic mapping could be implemented into English classes and then expanded to other academic areas. A strategy known as a semantic mapping can be used to raise students'

interest, and it can also help pupils readily acquire knowledge. As a result, it has the potential to be an alternate method in the process of teaching learning activities.

3. For the other researchers

The research has briefly discussed on a few of the various aspects. As a result, it is suggested that other researchers conduct a discussion utilizing the same components in a subject that is comparable to the one that was investigated here.

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Appendix 1. Validity Instrument of Pre-Test and Post-Test

Validity Instrument of Pre-Test

Name   :

Class   :

Choose the correct answer by crossing (x) a, b, c, or d!

> Feby, I really sorry I cannot join you and Sekar to visit the new bookstore as we have plan this morning. I sprained my ankle. I'd better have a rest at home.
>
> Received:
> 2 p.m
> 23/11/2020
> From: Vranda

1. What is the message about?
   a. Arranging the plan
   b. Having an accident
   c. Visiting a bookstore
   d. Cancelling an appoinment
2. What is Vandra doing that afternoon?
   a. Meeting Sekar
   b. Calling Feby
   c. Staying at home
   d. Visiting the bookstore

> Ladies ang gentlemen, in a few minutes Ambarawa will be arriving in the Surabaya. To all passengers who end the trip in Madiun, please prepare your belongings. We remind you to stay in your seats until the train stops. Thank you for using our services and see you on the next trip.

3. Where do you hear the announcement?
   a. At a railway station.
   b. On a train.
   c. On a plane.
   d. in a market.
4. The passengers have to stay in their seats because …
   a. they may fall when the vehicle stops.
   b. they should keep their belongings.

c. the vehicle will stop immediately.

d. they should listen to the announcement.

5. "To all passengers who end the trip in Madiun, please prepare your **belongings**."

The bolded word can be replaced by …

a. Schedules

b. Tickets

c. Properties

d. Decisions

The following test is for questions 6 to 8

> Sekar, remember to wear your scout uniform. Tomorrow is Scout Day. We will hold a ceremony.
>
> Icha

6. Who receives the message?

a. Icha's mother

b. Icha's father

c. Sekar

d. Sekar's classmate

7. Why the students should wear scout uniforms when the Scout day?

a. Because tomorrow is Monday

b. Because they will go camping

c. Because they remember Scout Day

d. Because they will hold a ceremony

8. "Sekar, remember to wear your scout uniform."

The following are the similar meaning of "remember", EXCAPT?

a. Keep in mind

b. Recall

c. Forget

d. Summon into mind

> CAUTION
> VOLCANIC FUMES ARE
> HAZAROUS TO YOUR HEALTH AND
> BE LIFE-THREATENING
> VISITORS WITH BREATHING AND HEART
> PROBLEMS, PREGNANT WOMEN
> AND YOUNG CHILDREN

9. What is the caution about?

a. The volcanoes and their effect

b. The danger of volcanic fumes

c. The women and their children's health.

d. The pregnant visitors of the mountain.

10. Visitors with breathing problems are not allowed to visit the area because …

 a. the fumes can make them difficult to breathe

 b. the fumes can enter the human's lung

 c. it is very tiring to climb the volcano

 d. certain people cannot breathe well

11. Where do you usually find such a caution?

 a. At all public places with non domestic visitors

 b. Any places visited by tourists.

 c. On all the mountains with few visitors

 d. At the volcanoes for tourist resorts

12. "…. are <u>hazardous</u> to your health .."

 What does the underlined word in the sentence mean?

 a. Dreadful.

 b. Dangerous.

 c. Uneasy.

 d. Serious.

13. The notice can be found at …

 a. A school

 b. A library

 c. A park

 d. A bank

14. Which one is NOT TRUE about the notice?

 a. Students throw rubbish in its proper place

 b. Students are permitted to play truant

 c. Students do their homework well

 d. Students come punctually

15. The notice above means …

a. You may keep the flammable materials in this area
b. You have to keep the flammable materials in this area
c. You are forbidden to put the flammable materials in this area
d. You are supposed to take the flammable materials in this area

16. The word "flammable" in the text means …
    a. It will fly easily
    b. It can burn easily
    c. It has fire inside
    d. It is burnt outside

DANGER

NO CELL PHONE
USE WHILE
WORKING

17. The notice means that …
    a. We must operate the cell phone when we work
    b. We must not operate the cell phone when we work
    c. We must work by using cell phone
    d. We may use cell phone or not using it while working

18. We can find the sign at …
    a. An office
    b. A dangerous working
    c. A laboratory
    d. A park

NO SWIMMING

19. The following are the meaning of the notice, EXCEPT …
    a. No one is allowed to swim here
    b. Swimming in this area is prohibited
    c. Do not swim in this area when it is dangerous
    d. To swim in this area is forbidden

20. According to the sign above, we .... swim there.
    a. mustn't
    b. have to
    c. may
    d. should

21. The caution may be found at …
    a. Bathroom
    b. Rivers
    c. Water Park
    d. Swimming Pool
22. This caution means …

    a. Children should play in the playground, not in this road
    b. Children must play anything slowly in this area
    c. You must drive slowly in this area
    d. You must drive slowly because there might be children playing in this area

23. Where do you usually find this notice?
    a. In a hospital
    b. In public places
    c. At home
    d. At school

> To: All Students
> You are expected to bring hygiene kits, brooms, dusters, etc. on Friday, 20th November 2020. As our tradition, we will have a classroom clean-up at the beginning of a new semester. Please also wear your P.E uniform during the activity as the classroom activity will start afterward. Thank you.

24. The text is written…
    a. to promote a cleaning activity to the students
    b. to instruct the students to bring cleaning tools.
    c. to inform the students about the classroom activity
    d. D. to remind the students about the upcoming semester.
25. What should the students bring for the activity?
    a. School uniforms.
    b. Food and drinks.

c. Mopping kits.
    d. Sports shoes.
26. What should the students do after cleaning their classrooms?
    a. Going home.
    b. Continue their studies.
    c. Clean the school areas.
    d. Return their cleaning tools.

27. This caution is meant to warn anyone who walks on the floors to …
    a. Run because the floors are not wet
    b. Be careful because the floors are wet this time
    c. Make the floors wet
    d. To move on another floors
28. From the text we know that, EXCEPT …
    a. We may not make the floors wet
    b. We are not required to step on the floors
    c. We might slip if we step on them
    d. We should be careful
29. The notice might be found …

    a. In a library
    b. In a cafe
    c. In a hotel
    d. In a market

30. This sign informs anyone … in this area
    a. May not stop
    b. May take a rest
    c. Must stop and take a rest
    d. Must not take a rest

Validity Instrument of Post-Test

Name   :
Class   :

Choose the correct answer by crossing (x) a, b, c, or d!

> Dear Futu,
>
> You have a lot of fruits in the refrigerator.
> Eat enough fruit and vegetable every day.
>
> Arin

1. The text is mainly about … to maintain health with eating enough fruit and vegetable every day.
   a. Stating
   b. Announcing
   c. Ordering
   d. Apologizing
2. What Futu had ordered Arin to do every day?
   a. Buy fruit and vegetable
   b. Eat fruit
   c. Eat vegetable
   d. Eat enough fruit and vegetable

The following test is for question 3 to 6

> Feby, please ensure that the gas stove and the tap are already off. Lock the door before you leave. Carelessness will cause tears.
>
> Arsy

3. Where would Feby read this message?
   a. On his room door
   b. On a stove
   c. In a kitchen
   d. At the front gate
4. What should Feby do after reading the message?
   a. Leave the house
   b. Turn of the water tap

c. Unlock the front door

d. Use the stove

5. What can we conclude from the text?

   a. Use a spare key to lock the house

   b. Never use a gas stove unattended

   c. Leave the house in a safe condition

   d. Do everything carelessly

6. "Lock the door before you **leave**."

   What is the similar meaning of the bolded word?

   a. Stay

   b. Contact

   c. Arrive

   d. Go

   The following test is for question 7 to 9

Sekar, remember to wear your scout uniform. Tomorrow is Scout Day. We will hold a ceremony. Icha

7. Who sends the message?

   a. Sekar's mother

   b. Sekar neighbour

   c. Sekar's classmate

   d. Sekar's father

8. The students should wear scout uniforms because …

   a. Tomorrow is Monday

   b. They will go camping

   c. They remember Scout Day

   d. Tomorrow is Scout Day

9. "Sekar, remember to wear your scout uniform."

   What is the similar meaning of "remember"?

   a. Keep in mind

   b. Run after

   c. Stay calm

   d. Give a hand

10. What does the text mean?
    a. It's no use washing our hands
    b. Our hands should be washed by soap before we leave the room
    c. Washing hands by soap should be done before entering the room
    d. After leaving the room we should wash our hands by soap
11. Where might be specifically find the notice above?
    a. In the supermarket
    b. At the bookstore
    c. In the hospital
    d. At the park

12. The notice means that …
    a. We must operate the cell phone when we work
    b. We must not operate the cell phone when we work
    c. We must work by using cell phone
    d. We may use cell phone or not using it while working
13. We can find the sign at …
    a. An office
    b. A dangerous working
    c. A laboratory
    d. A park

14. The following are the meaning of the notice, EXCEPT …

a. No one is allowed to swim here
b. Swimming in this area is prohibited
c. Do not swim in this area when it is dangerous
d. To swim in this area is forbidden

15. The caution may be found at the dangerous areas in the following place, EXCEPT …
    a. Beaches
    b. Rivers
    c. Ponds
    d. Bathrooms

16. This caution means …

a. Children should play in the playground, not in this road
b. Children must play anything slowly in this area
c. You must drive slowly in this area
d. You must drive slowly because there might be children playing in this area

The following test is for questions 17 to 18

17. This notice means …
    a. No one is allowed to smoke in these building
    b. Everyone may smoke in this area
    c. It is not good for your own health to smoke here
    d. Smoking is dangerous for your health

18. These are no smoking <u>premises.</u>

    The underlined word has similar meaning to …

a. Statement
b. Building
c. Promise
d. Permission

19. … to <u>permit</u> smoking in these premises.

The underlined word means to …
a. Allow
b. Invite
c. Obey
d. Forbid

20. This caution is meant to warn anyone who walks on the floors to be careful because …
a. The floors are wet this time
b. The floors are not wet
c. Anybody can make the floors wet
d. Anybody will be wet if they walk on the floors
21. From the text we know that …
a. We may not make the floors wet
b. We are required to step on the floors
c. We might slip if we step on them
d. We should mop the floors

The following test is for questions 22 to 24

IMPORTANT!

The road in front of the school will be reconstructed tomorrow. it will take several days. Of course, the road will be narrower and crowded. Therefore, students, school staff and teachers should arrive at school early. Please be informed, thank you.

Mrs. Ariani Rizky
Headmaster

22. Who is the announcement for?

a. The students.
b. The teachers.
c. The school staff.
d. All school members.

23. The students have to arrive at school early….
a. in order to be able to do the test well
b. because the class start early
c. in order not to arrive late
d. because the road is wide

24. "Of course, the road will be narrower and crowded."
The similar meaning of the word 'crowded' is ….
a. Noisy
b. Fluent
c. Teribble
d. Empty

25. The notice might be found in the following place, EXCEPT …

a. In a library
b. In a cafe
c. In a hospital
d. Inside a cinema

Attention!

According to the new rule in our country, all children should have identity cards. The cards can be used as a requirement to continue their studies. Along with that, our school has a program that will help you get identity cards. It is especially aimed at the ninth grade students. Please hand in the copy of birth certificate, copy of family cards and photographs to your class teachers.

26. Why should the students submit their birth certificates, family cards and photographs?
a. To get scholarships.
b. To continue their studies.
c. To make their identity cards.
d. To receive the student numbers.

27. "…. is used as a **requirement** to continue studies"
    What does the bolded word mean?
    a. An urgent condition
    b. A necessary thing.
    c. A normal condition.
    d. An additional object.

NOTICE
EXAM IN PROGRESS

28. With this notice, they want to inform anyone that there is an examination, so
    …
    a. Those who are doing examination must be quite
    b. Everyone must do the examination quietly
    c. Everyone must do the examination
    d. Don't disturb those who are doing it
29. Where do you usually find this notice?
    a. In a hospital
    b. In public places
    c. At home
    d. At school

REST AREA ↗

30. This sign means anyone … in this area
    a. May not stop
    b. May take a rest
    c. Must stop and take a rest
    d. Must not take a rest

Appendix 2. Instrument Test of Pre-Test and Post-Test

Instrument of Pre-Test

Name   :
Class   :

Choose the correct answer by crossing (x) a, b, c, or d!

> Ladies ang gentlemen, in a few minutes Ambarawa will be arriving in the Surabaya. To all passengers who end the trip in Madiun, please prepare your belongings. We remind you to stay in your seats until the train stops. Thank you for using our services and see you on the next trip.

1. Where do you hear the announcement?
   a. At a railway station.
   b. On a train.
   c. On a plane.
   d. in a market.
2. The passengers have to stay in their seats because…
   a. they may fall when the vehicle stops.
   b. they should keep their belongings.
   c. the vehicle will stop immediately.
   d. they should listen to the announcement.
3. "To all passengers who end the trip in Madiun, please prepare your **belongings**."
   The bolded word can be replaced by…
   a. Schedules
   b. Tickets
   c. Properties
   d. Decisions

The following test is for questions 4 to 6

> Sekar, remember to wear your scout uniform. Tomorrow is Scout Day. We will hold a ceremony.
>
> Icha

4. Who receives the message?
   a. Icha's mother
   b. Icha's father
   c. Sekar
   d. Sekar's classmate

5. Why the students should wear scout uniforms when the Scout day?
   a. Because tomorrow is Monday
   b. Because they will go camping
   c. Because they remember Scout Day
   d. Because they will hold a ceremony
6. "Sekar, remember to wear your scout uniform."
   The following are the similar meaning of "remember", EXCAPT?
   a. Keep in mind
   b. Recall
   c. Forget
   d. Summon into mind

> CAUTION
> VOLCANIC FUMES ARE
> HAZAROUS TO YOUR HEALTH AND
> BE LIFE-THREATENING
> VISITORS WITH BREATHING AND HEART
> PROBLEMS, PREGNANT WOMEN
> AND YOUNG CHILDREN

7. What is the caution about?
   a. The volcanoes and their effect
   b. The danger of volcanic fumes
   c. The women and their children's health.
   d. The pregnant visitors of the mountain.
8. Visitors with breathing problems are not allowed to visit the area because …
   a. the fumes can make them difficult to breathe
   b. the fumes can enter the human's lung
   c. it is very tiring to climb the volcano
   d. certain people cannot breathe well
9. Where do you usually find such a caution?
   a. At all public places with non domestic visitors
   b. Any places visited by tourists.
   c. On all the mountains with few visitors
   d. At the volcanoes for tourist resorts
10. "…. are hazardous to your health …"
    What does the underlined word in the sentence mean?
    a. Dreadful.
    b. Dangerous.
    c. Uneasy.
    d. Serious.

11. The notice can be found at …
    a. A school
    b. A library
    c. A park
    d. A bank

12. Which one is NOT TRUE about the notice?
    a. Students throw rubbish in its proper place
    b. Students are permitted to play truant
    c. Students do their homework well
    d. Students come punctually

13. The notice above means …
    e. You may keep the flammable materials in this area
    f. You have to keep the flammable materials in this area
    g. You are forbidden to put the flammable materials in this area
    h. You are supposed to take the flammable materials in this area

14. The word "flammable" in the text means …
    a. It will fly easily
    b. It can burn easily
    c. It has fire inside
    d. It is burnt outside

15. According to the sign above, we .... swim there.
    a. mustn't
    b. have to
    c. may
    d. should

16. The caution may be found at …

a. Bathroom
b. Rivers
c. Water Park
d. Swimming Pool

17. This caution is meant to warn anyone who walks on the floors to …
    a. Run because the floors are not wet
    b. Be careful because the floors are wet this time
    c. Make the floors wet
    d. To move on another floors
18. From the text we know that, EXCEPT …
    a. We may not make the floors wet
    b. We are not required to step on the floors
    c. We might slip if we step on them
    d. We should be careful
19. The notice might be found …

    a. In a library
    b. In a cafe
    c. In a hotel
    d. In a market

20. This sign informs anyone … in this area
    a. May not stop
    b. May take a rest
    c. Must stop and take a rest
    d. Must not take a rest

Post-Test Instrument

Name   :
Class   :

Choose the correct answer by crossing (x) a, b, c, or d!

> Dear Futu,
>
> You have a lot of fruits in the refrigerator.
> Eat enough fruit and vegetable every day.
>
> Arin

1. The text is mainly about … to maintain health with eating enough fruit and vegetable every day.
    a. Stating
    b. Announcing
    c. Ordering
    d. Apologizing
2. What Futu had ordered Arin to do every day?
    a. Buy fruit and vegetable
    b. Eat fruit
    c. Eat vegetable
    d. Eat enough fruit and vegetable

    The following test is for question 3 to 6

    > Feby, please ensure that the gas stove and the tap are already off. Lock the door before you leave. Carelessness will cause tears.
    >
    > Arsy

3. Where would Feby read this message?
    a. On his room door
    b. On a stove
    c. In a kitchen
    d. At the front gate
4. What should Feby do after reading the message?
    a. Leave the house
    b. Turn of the water tap
    c. Unlock the front door

    d. Use the stove

5. What can we conclude from the text?
    a. Use a spare key to lock the house
    b. Never use a gas stove unattended
    c. Leave the house in a safe condition
    d. Do everything carelessly

6. "Lock the door before you **leave**."

    What is the similar meaning of the bolded word?
    a. Stay
    b. Contact
    c. Arrive
    d. Go

> Sekar, remember to wear your scout uniform. Tomorrow is Scout Day. We will hold a ceremony.
>
> Icha

7. Who sends the message?
    a. Sekar's mother
    b. Sekar neighbour
    c. Sekar's classmate
    d. Sekar's father

8. The students should wear scout uniforms because …
    a. Tomorrow is Monday
    b. They will go camping
    c. They remember Scout Day
    d. Tomorrow is Scout Day

9. "Sekar, remember to wear your scout uniform."

    What is the similar meaning of "remember"?
    a. Keep in mind
    b. Run after
    c. Stay calm
    d. Give a hand

10. What does the text mean?
    a. It's no use washing our hands
    b. Our hands should be washed by soap before we leave the room
    c. Washing hands by soap should be done before entering the room
    d. After leaving the room we should wash our hands by soap
11. Where might be specifically find the notice above?
    a. In the supermarket
    b. At the bookstore
    c. In the hospital
    d. At the park

12. The following are the meaning of the notice, EXCEPT …
    a. No one is allowed to swim here
    b. Swimming in this area is prohibited
    c. Do not swim in this area when it is dangerous
    d. To swim in this area is forbidden
13. The caution may be found at the dangerous areas in the following place, EXCEPT …
    a. Beaches
    b. Rivers
    c. Ponds
    d. Bathrooms
14. This caution means …

a. Children should play in the playground, not in this road
b. Children must play anything slowly in this area
c. You must drive slowly in this area
d. You must drive slowly because there might be children playing in this area

15. This notice means …
    a. No one is allowed to smoke in these building
    b. Everyone may smoke in this area
    c. It is not good for your own health to smoke here
    d. Smoking is dangerous for your health
16. These are no smoking premises.

    The underlined word has similar meaning to …
    a. Statement
    b. Building
    c. Promise
    d. Permission
17. … to permit smoking in these premises.

    The underlined word means to …
    a. Allow
    b. Invite
    c. Obey
    d. Forbid
18. The notice might be found in the following place, EXCEPT …

    a. In a library
    b. In a cafe

c. In a hospital
d. Inside a cinema

19. This caution is meant to warn anyone who walks on the floors to be careful because …
    a. The floors are wet this time
    b. The floors are not wet
    c. Anybody can make the floors wet
    d. Anybody will be wet if they walk on the floors
20. From the text we know that …
    a. We may not make the floors wet
    b. We are required to step on the floors
    c. We might slip if we step on them
    d. We should mop the floors

Appendix 3. Key Answer of Validity Instrument of Pre-Test and Post-Test

Answer Key of Pre-Test Validity

1.	D	11.	D	21.	B
2.	C	12.	B	22.	D
3.	B	13.	A	23.	A
4.	A	14.	B	24.	B
5.	C	15.	C	25.	C
6.	B	16.	B	26.	B
7.	D	17.	B	27.	B
8.	C	18.	B	28.	A
9.	B	19.	C	29.	A
10.	A	20.	A	30.	B

Answer Key of Post-Test Validity

1.	C	11.	C	21.	C
2.	D	12.	B	22.	D
3.	C	13.	B	23.	C
4.	B	14.	C	24.	A
5.	C	15.	D	25.	B
6.	D	16.	D	26.	C
7.	C	17.	A	27.	B
8.	D	18.	B	28.	D
9.	A	19.	A	29.	D
10.	B	20.	A	30.	B

Appendix 4. Key Answer of Instrument Tests of Pre-Test and Post-Test

Answer Key of Pre-Test Instrument

1.	B	11.	A
2.	A	12.	B
3.	C	13.	C
4.	B	14.	B
5.	D	15.	A
6.	C	16.	B
7.	B	17.	B
8.	A	18.	A
9.	D	19.	A
10.	B	20.	B

Answer Key of Post-Test Instrument

1.	C	11.	C
2.	D	12.	A
3.	C	13.	D
4.	B	14.	D
5.	C	15.	A
6.	D	16.	B
7.	C	17.	A
8.	D	18.	B
9.	A	19.	D
10.	B	20.	D

Appendix 5. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(Control Class)

Mata Pelajaran	: Bahasa Inggris
Satuan Pendidikan	: MTs Hasyim Asy'ari
Kelas/Semester	: VIII/Genap
Materi Pokok	: *Short Message & Notice*
Alokasi waktu	: 8 x 40 Menit (2x Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

4. Menunjukan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.12 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

4.12   Teks pesan simgkat dan pengumuman/pemberitahuan (*notice*).

4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi social, struktur teks dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.

4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuan/pemberitahuan (*notice*), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator

1. Menjelaskan fungsi sosial dari beberapa teks pesan singkat dan pengumuman/pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.

2. Menjelaskan struktur teks dari beberapa teks pesan singkat dan pengumuman/pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.

3. Menjelaskan unsur kebahasaan dari beberapa teks pesan singkat dan pengumuman/pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.

D. Tujuan Pembelajaran

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan teks dalam bentuk pesan singkat dan pengumuman/pemberitahuan (*notice*).

2. Menangkap makna teks dalam bentuk pesan singkat dan pengumuman /pemberitahuan (*notice*).

3. Menyusun teks dalam bentuk pesan singkat dan pengumuman/pemberitahuan (*notice*).

E. Materi Pembelajaran

1. *The definition of short message*

2. *The structure of short message*

3. *The function of short message*

4. *The definition of notice*

5. *The kinds of notice*

6. *The purpose of notice*

F. Pendekatan, Strategi dan Metode Pembelajaran

1. Pendekatan   : *Scientific*

2. Strategi   : *Cooperative Learning*

3. Metode   : Ceramah, Diskusi, Tanya Jawab

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi
Pendahuluan	Orientasi ○ Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. ○ Menanyakan kabar, dan mengecek kerapian pakaian siswa dan kondisi kebersihan di kelas. ○ Memeriksa kehadiran siswa sebagai sikap disiplin. ○ Menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. Apersepsi ○ Memberikan pertanyaan terkait materi pada pertemuan sebelumnya. Motivasi Menyampaikan tujuan pembelajaran yang akan dibahas pada pertemuan saat ini.
Inti	Mengamati ○ Menunjukkan berbagai jenis teks pesan singkat dan pengumuman /pemberitahuan (*notice*) dan meminta siswa untuk mengamati makna atau pesan yang terkandung dalam teks tersebut.

	Mempertanyakan
	o Menanyakan kepada siswa tentang apa saja teks pesan singkat dan pengumuman /pemberitahuan (*notice*) yang pernah mereka temukan dikehidupan sehari-hari.
	o Dengan pengarahan guru, siswa mempertanyakan fungsi social, struktur teks dan unsur kebahasaan teks pesan singkat dan pengumuman/pemberitahuan (*notice*).
	Mengeksplorasi
	o Siswa terbagi menjadi berpasang-pasangan membuat contoh teks pesan singkat dan pengumuman/pemberitahuan (*notice*).
	Mengasosiasikan
	o Siswa secara berkelompok mengidentifikasi jenis-jenis *notice (information, command, caution, prohibition)*
	o Dengan bimbingan guru siswa mendiskusikan dan mengelompokkan jenis-jenis *notice* berdasarkan contoh *notice* yang disediakan
	Mengkomunikasikan
	o Siswa mempresentasikan hasil teks pesan singkat dan pengumuman/pemberitahuannya didepan teman-teman.
Penutup	o Memberikan *feedback* terhadap hasil kerja siswa.
	o Memberikan kesimpulan.
	o Memberikan penilaian ataupun refleksi terhadap kegiatan pembelajaran yang telah berlangsung.
	o Berdoa dan mengucapkan salam penutup.

H. Penilaian Hasil Belajar

Kriteria Penilaian

- Tingkat ketercapainya menangkap makna yang terkandung dalam sebuah teks pesan singkat dan pengumuman/pemberitahuan (*notice*).

- Tingkat ketepatan pemahaman unsur kebahasaan dan struktur dalam sebuah teks pesan singkat dan pengumuman/pemberitahuan (*notice*).

XXXI

Cara Penilaian

Unjuk Kerja

- Membuat contoh pesan pemberitahuan (*notice*)
- Mengidentifikasi jenis-jenis *notice* (*information, command, caution, prohibition*)
- Mengerjakan *post test* pilihan ganda sejumlah 20 butir soal terkait teks pesan singkat dan pengumuman/pemberitahuan (*notice*).

Pengamatan *(observations)*

- Keterlibatan siswa dalam kegiatan diskusi kelompok
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Perilaku santun dan peduli dalam melaksanakan diskusi kelompok.
- Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan diskusi kelompok.

I. Sumber Belajar

- Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar tepat, dan dengan sikap yang sesuai.
- Modul Pengayaan Bahasa Inggris kelas VIII halaman 53-55.
- Modul Pembelajaran Bahasa Inggris kelas VIII halaman 69-83.
- Sumber dari Internet
  https://inggrism.com/blog/contoh-notice/

Purwokerto, 13 Mei 2023

Guru Mata Pelajaran   Mahasiswa Penelitian

Desiani A.P, S.Pd.   Winda Sulistiowati

Mengetahui,

Kepala Madrasah

Afi Sutfiani, S.Ag

RENCANA PELAKSANAAN PEMBELAJARAN
(Experimental Class)

Mata Pelajaran	: Bahasa Inggris
Satuan Pendidikan	: MTs Hasyim Asy'ari
Kelas/Semester	: VIII/Genap
Materi Pokok	: *Short Message & Notice*
Alokasi waktu	: 8 x 40 Menit (2x Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

4. Menunjukan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.12 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

4.12 Teks pesan simgkat dan pengumuman/pemberitahuan (*notice*).

4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi social,

struktur teks dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.

4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuan/pemberitahuan (*notice*), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

C. **Indikator**

1. Menjelaskan fungsi sosial dari beberapa teks pesan singkat dan pengumuman/pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.

2. Menjelaskan struktur teks dari beberapa teks pesan singkat dan pengumuman/pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.

3. Menjelaskan unsur kebahasaan dari beberapa teks pesan singkat dan pengumuman/pemberitahuan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah.

D. **Tujuan Pembelajaran**

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan teks dalam bentuk pesan singkat dan pengumuman/pemberitahuan (*notice*).

2. Menangkap makna teks dalam bentuk pesan singkat dan pengumuman /pemberitahuan (*notice*).

3. Menyusun teks dalam bentuk pesan singkat dan pengumuman/pemberitahuan (*notice*).

E. **Materi Pembelajaran**

1. *The definition of short message*

2. *The structure of short message*

3. *The function of short message*

4. *The definition of notice*

5. *The kinds of notice*

6. *The purpose of notice*

F. Pendekatan, Strategi dan Metode Pembelajaran

1. Pendekatan   : *Scientific*
2. Strategi   : *Cooperative Learning Combine with Semantic Mapping*
3. Metode   : Ceramah, Diskusi, Tanya Jawa

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi
Pendahuluan	Orientasi ○ Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. ○ Menanyakan kabar, dan mengecek kerapian pakaian siswa dan kondisi kebersihan di kelas. ○ Memeriksa kehadiran siswa sebagai sikap disiplin. ○ Menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. Apersepsi ○ Memberikan pertanyaan terkait materi pada pertemuan sebelumnya. ○ Mengenalkan kepada siswa tentang tentang *Semantic Mapping* Motivasi ○ Menyampaikan tujuan pembelajaran yang akan dibahas pada pertemuan saat ini
Inti	Mengamati ○ Menunjukkan berbagai jenis teks pesan singkat dan pengumuman /pemberitahuan (*notice*) dan meminta siswa

	untuk mengamati makna atau pesan yang terkandung dalam teks tersebut.
	o Memberikan penjelasan dan contoh semantic mapping.
	o Mengelompokkan kata dalam kategori *noun, verb, adjective, adverb* dan *preposition* yang ada didalam teks pesan singkat dan pengumuman /pemberitahuan (*notice*).
	o Menyampaikan penjelasan seputar makna, fungsi dan struktur mengenai teks pesan singkat dan pengumuman /pemberitahuan (*notice*).
	o Meminta siswa untuk melengkapi mapping yang masih kosong dengan mencari terjamahan kata tersebut dikamus
	Mempertanyakan
	o Menanyakan kepada siswa tentang apa saja teks pesan singkat dan pengumuman /pemberitahuan (*notice*) yang pernah mereka temukan dikehidupan sehari-hari.
	o Dengan pengarahan guru, siswa mempertanyakan fungsi sosial, struktur teks dan unsur kebahasaan teks pesan singkat dan pengumuman/pemberitahuan (*notice*).
	Mengeksplorasi
	o Siswa terbagi menjadi berpasang-pasangan membuat contoh teks pesan singkat dan pengumuman/pemberitahuan (*notice*).
	Mengasosiasikan
	o Siswa secara berkelompok mengidentifikasi *noun, verb, adjective, adverb* dan *preposition* yang ada didalam teks pesan singkat dan pengumuman/pemberitahuan (*notice*)
	o Dengan bimbingan guru siswa mendiskusikan dan mengelompokkan kosa kata yang tergolong *noun, verb, adjective, adverb* dan *preposition* berdasarkan contoh *notice* yang disediakan
	Mengkomunikasikan

	○ Siswa mempresentasikan hasil teks pesan singkat dan pengumuman/pemberitahuannya didepan teman-teman.
Penutup	○ Memberikan *feedback* terhadap hasil kerja siswa.
	○ Memberikan kesimpulan.
	○ Memberikan penilaian ataupun refleksi terhadap kegiatan pembelajaran yang telah berlangsung.
	○ Berdoa dan mengucapkan salam penutup.

H. Penilaian Hasil Belajar

Kriteria Penilaian

- Tingkat ketercapainya menangkap makna yang terkandung dalam sebuah teks pesan simgkat dan pengumuman/pemberitahuan (*notice*).

- Tingkat ketepatan pemahaman unsur kebahasaan dan struktur dalam sebuah teks pesan simgkat dan pengumuman/pemberitahuan (*notice*).

- Tingkat ketepatan mengelompokkan kosa kata yang tergolong *noun, verb, adjective, adverb* dan *preposition.*

Cara Penilaian

Unjuk Kerja

- Membuat contoh pesan pemberitahuan (*notice*)

- Mengelompokkan kosa kata yang tergolong noun, verb, adjective, adverb pada teks pesan singkat dan pengumuman/pemberitahuan (*notice*).

- Mengerjakan post test pilihan ganda sejumlah 20 butir soal terkait teks pesan singkat dan pengumuman/pemberitahuan (*notice*).

Pengamatan *(observations)*

- Keterlibatan siswa dalam kegiatan diskusi kelompok

- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.

- Perilaku santun dan peduli dalam melaksanakan diskusi kelompok.

- Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan diskusi kelompok.

I. Sumber Belajar

- Model ucapan dan tindakan guru menggunakan setiap tindakan

komunikasi transaksional dan fungsional dengan benar tepat, dan dengan sikap yang sesuai.

- Modul Pengayaan Bahasa Inggris kelas VIII halaman 53-55.
- Modul Pembelajaran Bahasa Inggris kelas VIII halaman 69-83.
- Sumber dari Internet
  https://inggrism.com/blog/contoh-notice/

Purwokerto, 13 Mei 2023

Guru Mata Pelajaran   Mahasiswa Penelitian

Desiani A.P, S.Pd.   Winda Sulistiowati

Mengetahui,

Kepala Madrasah

Afi Sutñani, S.Ag

Appendix 6. Certificate of the Research

YAYASAN HASYIM ASY'ARI BOJONG
MTs HASYIM ASY'ARI BOJONG
TERAKREDITASI - A

JL. Raya Selatan RT 2 RW 1 Desa Bojong Kec. Bojong Kab. Tegal Prop. Jateng 52467
HP. 082226445540 - 085201455160

SURAT KETERANGAN

Nomor : 141/MTs.HA.724/V/2023

Yang bertanda tangan di bawah ini:

Nama : **Afi Sutjiani, S.Ag**

Jabatan : Kepala Madrasah

Unit Kerja : MTs. Hasyim Asy'ari Bojong Tegal

Menerangkan dengan sebenarnya bahwa :

Nama : **Winda Sulistiowati**

NIM : 1917404028

Program Studi : Tadris Bahasa Inggris

Jenjang : Strata Satu UIN Prof. K.H. Saifudin Zuhri Purwokerto

bahwa mahasiswa tersebut diatas benar-benar telah melaksanakan penelitian di MTs. Hasyim Asy'ari Bojong Tegal terhitung mulai tanggal 3 Mei sampai dengan 23 Mei 2023 dalam rangka melaksanakan penelitian skripsi dengan judul : *"THE EFFECT OF USING SEMANTIC MAPPING STRATEGY ON STUDENTS VOCABULARY MASTERY AT EIGHT GRADE OF MTS. HASYIM AS'ARI BOJONG TEGAL"*.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Bojong, 24 Mei 2023
Kepala Madrasah

Afi Sutjiani, S.Ag

Appendix 7. Documentation of Teaching and Learning Activity

PRE-TEST

TREATMENT USING SEMANTIC MAPPING

RECALLING THE MATERIAL

POST-TEST

BIOGRAPHY

A. Profile

    1. Name   : Winda Sulistiowati

    2. Student's Number   : 1917404028

    3. Place/Date of Birth   : Tegal, 24 November 1998

    4. Address   : Bojong, RT03/RW03 Kec. Bojong Kab. Tegal

    5. Name of Father   : Darno

    6. Name of Mother   : Linda Purwati

B. Riwayat Pendidikan

    1. Pendidikan Formal

        a. SDN 01 BOJONG, graduation year: 2011

        b. SMPN 01 BOJONG, graduation year: 2014

        c. MA DARUNNAJAT BUMIAYU, graduation year: 2018

        d. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry : 2019

C. Organizational Experiences

    1. IPNU/IPPNU Tegal

    2. Pramuka Dewan Kerja Penggalang (DKP)

    3. Himpunan Santri Darunnajat (PERSADA)

    4. UKM EASA UIN SAIZU

Purwokerto, 27 June 2023

Winda Sulistiowati