

**THE INFLUENCE OF USING GRAPHIC ORGANIZER TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF
JUNIOR HIGH SCHOOL OF ASSAFINA BANDAR LAMPUNG
IN THE ACADEMIC YEAR 2018/2019**

A Thesis

**Submitted as a Partial Fulfillment of
The Requirements for S-1 Degree**

By

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2020**

ABSTRACT**THE INFLUENCE OF USING GRAPHIC ORGANIZERS TOWARD STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP ASSAFINA BANDAR LAMPUNG LAMPUNG IN ACADEMIC YEAR OF 2018/2019****BY****RIDHO MAULANA**

Vocabulary is a component of language that should be mastered by the students. Vocabulary mastery means master the meaning and using them in the context. The students' vocabulary mastery at SMP Assafina Bandar Lampung have difficulties in learning vocabulary, it is proven by the score of the students in preliminary research. There were 69,7 % of the students who got the score under 70 as the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, the researcher applied Graphic Organizers in teaching vocabulary. Thus, the objective of this research is to know whether there is influence of using Graphic Organizers toward students' vocabulary mastery at the second semester of the seventh grade of SMP Assafina Bandar Lampung in academic year of 2018/2019.

This research was used quasi experimental design with the treatments that was held in three meeting. The population of this research was students of SMP Assafina Bandar Lampung Lampung at the second semester. This research was used cluster random sampling in taking sample. The sample was two classes VIII A and VIII C which consisted of 33 students. The test was used to get the data about students' vocabulary mastery. The test was multiple choice tests consist of 40 items after validity. After giving pre-test and post-test, SPSS V.16 was used to analyze the data to compute independent sample t-test.

Based on the data analysis computed by using SPSS V.16, it was obtained that $\text{Sig.} = 0.021$ and $\alpha = 0.05$. It means H_0 is accepted because $\text{Sig.} < \alpha = 0.021 < 0.05$. Therefore, there is a significant influence of using Graphic Organizers toward students' vocabulary mastery in the second semester of the seventh grade of SMP Assafina Bandar Lampung Lampung.

Keywords: Graphic Organizers, Vocabulary Mastery, Experimental Research Design.



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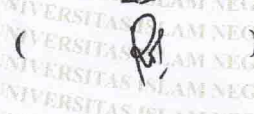
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MOTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَوْنِكُمْ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَالَمِينَ ٢٢

And of His signs is the creation of the heavens and the earth and the diversity of
your languages and your colors. Indeed in that are signs for those of knowledge.

(Ar-Rum : 22)¹



¹ Mushaf Al-Firdaus (Tangerang: Al-Fadhilah, 2010)

DECLARATION

I hereby stated that this thesis entitled “The Influence of Using Graphic Organizers toward Students’ Vocabulary Mastery at the Second Semester of the Seventh Grade of SMP Assafina Bandar Lampung in Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledge in this thesis.



DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents Mr. Ruslan and Mrs. Mastu'ah who always pray, support and guide me to be successful in my study and my life.
2. My beloved friends Randi Saputra, Reza Septian, Suhaidi Pratama, Mirda Septiana, Danang Dancuk, Mery Yulisa, Ade Susilawati, and Yuliana Saputri. who always motivate me to succeed.
3. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contribution for my self-development.



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Ridho Maulana was born on August 31st, 1993 in Bandar Lampung. He is the second child of Mr. Ruslan and Mrs. Mastu'ah. He has four brothers whose names are Rizky, Reza and Renaldy. He began his study at Elementary school at SDN 1 Keteguhan and finished in 2005. After that, he continued his school at Junior High School at SMPN 6 Bandar Lampung and finished in 2008. Then, he continued his study at SMAN 11 Bandar Lampung and finished in 2011. After finishing his study, he decided to study in English Education Program of Tarbiyah and Teacher Training Faculty of State Islamic University of Raden Intan Lampung.

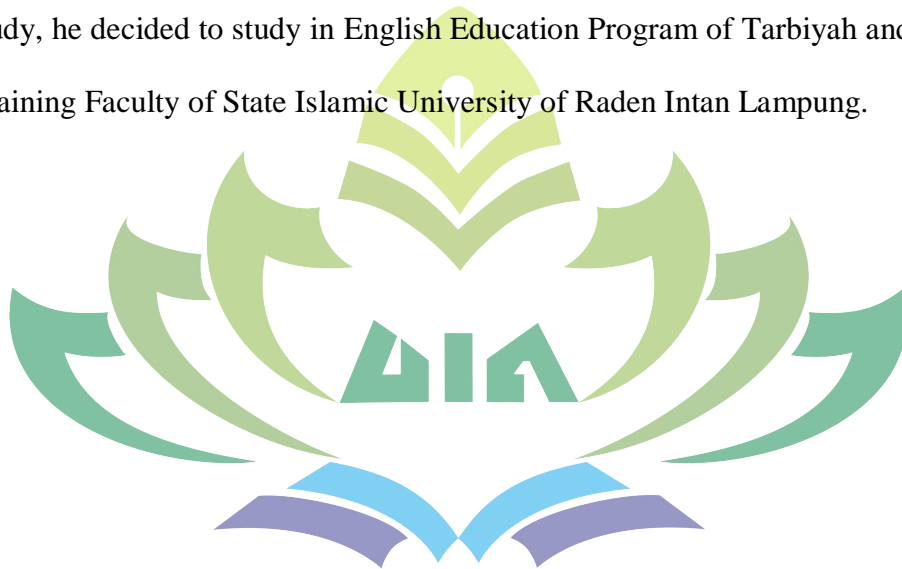


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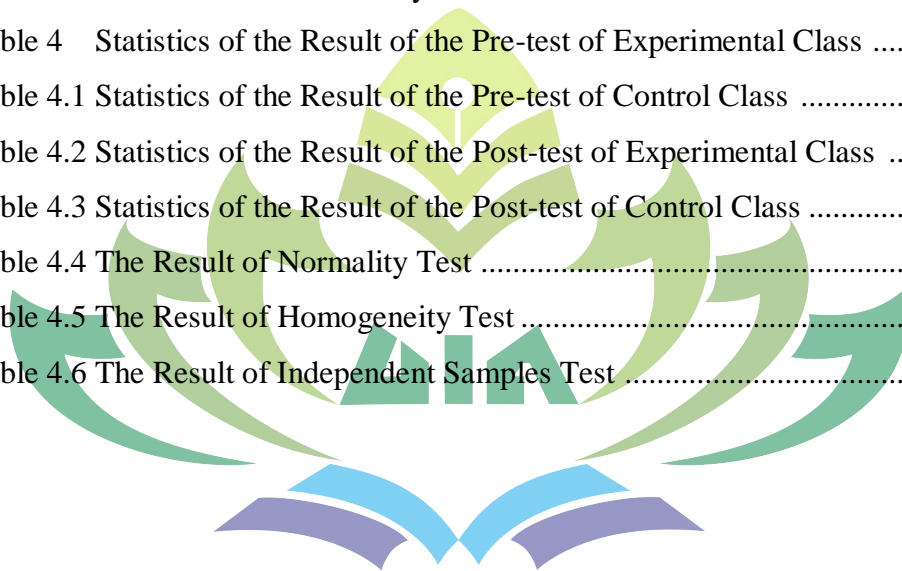
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CHAPTER I INTRODUCTION

A. Background of the Study

Vocabulary is the one of important things to learn foreign language. The students can improve vocabulary mastery such as by reading book, watching TV, chatting among the country, watching film video. With mastering vocabularies, the students will be easy to speak and write in English. Not just it, when the students read English book they will understand because they have many vocabularies in their mind. Thornbury states that other components such as grammar are only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.² It means that vocabulary is a significant part in learning English. According to Cameron, vocabulary is fundamental to use the foreign language as discourse.³ If the students are lack of vocabulary, they cannot express their ideas to say, write and read something. Based on the statement above, the researcher assumes that vocabulary is basic element of language which must be owned by English students.

In reality, many people who learn English are often faced with the problem of vocabulary mastery. They cannot just comprehend and master it well. There are factors that make some words are more difficult than others, they are pronunciation, spelling, length, grammar, meaning, and range.⁴ It means that to use vocabulary into certain sentences we should be able to understand six factors of vocabulary.

² Scoot Thornbury, *How to Teach Vocabulary*, Longman : London 2002, p.13

³ Lynne Cameron, *Teaching Language to Young Learners*, London. Cambridge University Press. 2002. P.45

⁴ *Op.cit*, Scoot Thom burry, P.27-28

Generally the teachers teach vocabulary by emphasizing only on memorizing list of vocabulary or translating new word without any technique or strategy. The teachers technique or strategy is intense conventional. There is no innovation in learning activity which used by the teachers. The teachers used translation and lecturing which are not effective with the skills or components.

Based on preliminary research at SMP Assafinah Bandar Lampung, the researcher found that the students' vocabulary mastery was still low. When the researcher interviewed the English teacher Suciyanto, S.Pd, he said that most of students especially in the seventh grade did not master vocabulary. Based on the interview, the problems in learning English were (1) the students felt difficulties in mastering vocabulary and the meaning. (2) The students were still confused to pronounce the vocabulary. In the teaching learning process, the teacher used translation as technique in teaching vocabulary mastery.⁵

Based on the preliminary research which the researcher gave to the students, the researcher also found three factors. (1) Most of students did not like English because they felt English was boring. (2) The students were not interested in vocabulary materials because the teacher explained the material and after that asked the student to do task. (3) The teacher just used translation technique in learning activity. The students did not feel interested

⁵ Suciyanto, Teacher of SMP Assafina Bandar Lampung on 2 September 2017. An Interview

and enjoyable when learning the material they felt difficult in mastering vocabulary.⁶

The researcher also asked the teacher about the students' English ability especially in vocabulary mastery. Based on the interview, the researcher got data of vocabulary score at seventh grade of SMP Assafina Bandar Lampung. The students' vocabulary score could be seen in the table below:

Table 1
English Vocabulary Score at the Seventh Grade
of SMP Assafinah Bandar Lampung in the Academic Year of 2018/2019

No	Students' Score	Class			Total	Percentage
		A	B	C		
1	≥ 70	10	11	9	30	30.3 %
2	< 70	23	22	24	69	69.7 %
	Total	33	33	33	99	100 %

Source: Document of English Vocabulary Score at Seventh Grade of SMP Assafinah Bandar Lampung in the Academic Year of 2018/2019

Based on the table above, it could be concluded that 69.7% students got < 70 score. The students who got scores above of the criteria of minimum only 30.3% students. It meant that the students' vocabulary was still low and need increasing. Many factor which influenced the students low of vocabulary was caused by the teacher could not apply the correct technique, low attention from the students or the place was not comfortable. Here the

⁶ Ahmad Ibnu, Rani Khoirunisa, Intan Permatasari, Raihan Saputra, Student of Classes 7a & 7b, at SMP Assafina Bandar Lampung on 2 September 2017. An Interview

researcher wanted to increase the students' vocabulary mastery with applying the technique.

In the teaching learning processes the material is important, and the teacher is more important, but the technique is the most important. One of the elements that influence language teaching learning is technique. The success or the failure of teaching program usually is measured by the technique used, because the technique will establish the content and the way to teach language.

In English teaching learning, there are so many kind of technique to teach students. Every technique has strengths and weakness. There is no technique that good or worse, but the technique is suitable with the material/subject or not. So, the teacher should choose the best way to improve students mastery. So, the researcher chose graphic organizer to increase students' vocabulary mastery.

The graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.⁷ Some of which are also called concept maps, entity relationship charts and mind maps are a pictorial way of constructing knowledge and organization information. They help students to change a lot of information that seems disjointed to be structured and graphic display. The result of visual display conveys complex information in a simple-to-

⁷ Karen Bromley, Linda Irwin-Devitis and Marcia Modlo, *50 Graphic Organizer for Reading, Writing, and More* (New York: Scholastic Profesional Books, 1999), p.6.

understand manner; the graphic organizers improve students' ability to think, and writing.⁸

Based on the research journal of Yulia Udin Safitri about The Influence of Graphic Organizers towards Teaching Vocabulary at the Second Grade Students of SMP Negeri 1 Tellu Siattinge Bone, she found that using of graphic organizer during the process of English teaching and learning could increase students' motivation in learning vocabulary. It made teaching and learning became fun. The students enjoyed the learning process and improved their vocabulary. She conducted a post-test of both classes. And the result, the score of experimental class was higher than the control class.⁹

In the previous research, Yulia Udin Safitri used graphic organizer to improve vocabulary mastery included students' motivation, vocabulary as easy, interesting and more exciting. In this research, the researcher focused on vocabulary mastery by using graphic organizer to generate, sort, arrange and organize idea to be developed into certain form of vocabulary mastery.

In addition, another research conducted by Muhammad Fadly about Influence of Graphic Organizer towards Learning Vocabulary revealed that by using graphic organizer the students were more interested and motivated in vocabulary. Thus, it could be concluded that graphic organizer was an attractive way to motivate students in vocabulary mastery.¹⁰

⁸ Mary Ellen Osowski, *Graphic Organizers for Reading and Writing* (New York: Curriculum Associates, 1997), p.1.

⁹ Yulia Udin Safitri, *The Effectiveness of Graphic Organizers in Teaching Vocabulary at the Second Grade Students of SMP Negeri 1 Tellu Siattinge Bone*, 2017. Available on <http://repositori.uin-alauddin.ac.id/871/>.

¹⁰ Muhammad Fadly, *Effectiveness of Graphic Organizer in Learning Vocabulary*, 2016. Available on <http://repositori.uinjkt.ac.id/dspace/bitstream/123456789/31903/3/MUHAMMAD%20FADLY-FITK.pdf>.

In the previous research Muhammad Fadly research the Influence graphic organizer towards learning vocabulary. In the previous research, graphic organizer could make the learning vocabulary run well. The researcher was convinced that graphic organizer also ran well to improve students' vocabulary mastery.

Based on the explanation above the researcher interested to conduct a research: The Influence of Using Graphic Organizer towards Students' Vocabulary Mastery at the Junior High School of Assafinah in Academic Year of 2018/2019.

B. Identification of the Problem

Based on the background of study, the researcher identified the problem as follow:

1. The students' vocabulary mastery was still low.
2. Most of the students disliked English.
3. The students felt bored of learning vocabulary.
4. The teacher used monotonous technique in teaching vocabulary.

C. Limitation of the Problem

Based on identification of the problem above, the researcher focused on the influence of using Graphic organizers towards students' vocabulary mastery. In this case the researcher focused on "Noun" as the material of vocabulary mastery.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the problem as follow: Was there a significant influence of using graphic organizer towards students' vocabulary mastery?

E. Objectives of the Research

The objectives of the research was to know whether there was a significant influence of using graphic organizer towards students' vocabulary mastery at the seventh grade of SMP Assafinah Bandar Lampung in the academic year 2018/2019.

F. Uses of the Research

The research was expected that there were some uses of the research as follow:

1. For the Students
 - a. To motivate students in learning vocabulary
 - b. To give information to the students about graphic organizer in teaching learning vocabulary

2. For the Teacher
 - a. To inform English teacher about the influence of graphic organizer toward students' vocabulary mastery
 - b. It is expected as an alternative teaching learning for English teacher to help the students learn English, especially in learning vocabulary through a technique.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the second semester at the seventh grade of SMP Assafinah Bandar Lampung.

2. Object of the Research

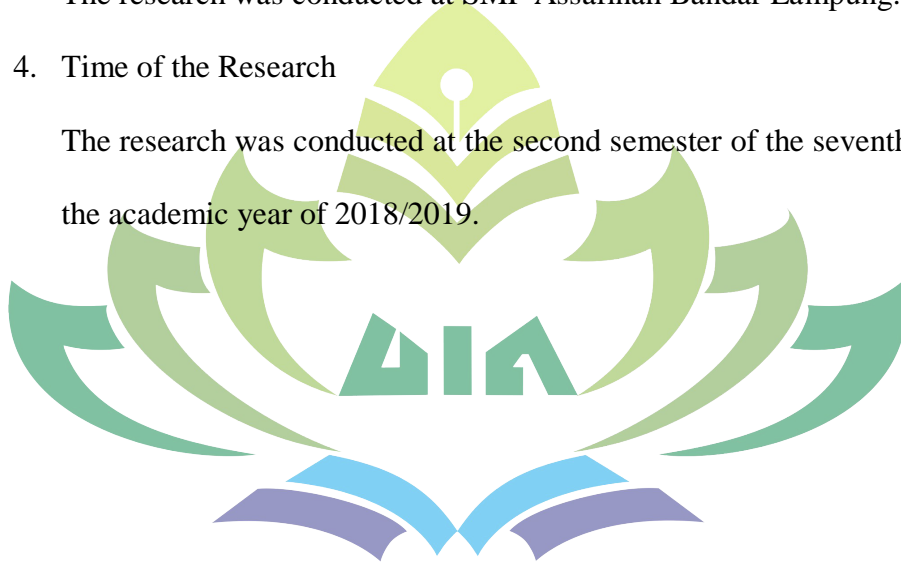
The objects of the research were the use of graphic organizer towards the students' vocabulary mastery.

3. Place of the Research

The research was conducted at SMP Assafinah Bandar Lampung.

4. Time of the Research

The research was conducted at the second semester of the seventh grade in the academic year of 2018/2019.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

English is used as a foreign language. It is not used by Indonesian in their daily communication. English is taught as a compulsory subject at Junior High School to university level and local subject at the some elementary schools. As a matter of fact, teaching English as a foreign language is not as simple as teaching English as the first language.

According to Murcia, the goal of teaching English as a second language or foreign language would be for the learning to gain the ability to communication in the target language.¹¹ It means that language learners are expected to use to be able to communicate with the language as their target learning.

Richard states that it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication.¹² It means Language is tool of communicative, methods and materials should concentrate on the message and not the medium.

Based on the statement above the researcher assumes that the teaching English as a foreign language has a target for the students. English as a

¹¹ Marianne Celce Murcia, *Teaching English as a Second Language*, Los Angeles, (University of California: California Publisher. 1984), p.3

¹² Jack C Richards, *Communicative Language Teaching Today*, (New York : Cambri University Press, 2006), p.3

foreign language, it is learned by people through teaching and learning process including transferring material and knowledge about the language practice it so that students have to be able to communicate the language both spoken and written. However, communicate language teaching as an English foreign language context in clearly greater challenge for students and teaching should be created the class by communication.

2. Vocabulary

a. Definition of Vocabulary

Some definitions of vocabulary are proposed by some experts. According to Heibert and Kamil vocabulary is a set of words for which know the meanings when we speak or read orally and the set of words also that an individual can use in writing.¹³ It means vocabulary becomes a basic language element. We can do nothing in listening, speaking, reading, and writing without vocabulary.

Wallace also states that vocabulary is the vital aspect of the language.¹⁴ It means that vocabulary is a vital component of the language, so, vocabulary is the based of language communication. Then, Hornby states that vocabulary is the total numbers of words which (with rules of combining them) make up a language.¹⁵

¹³ Elfrieda H. Heibert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*. New Jersey London :Publisher Mahwah, 2005.p 3

¹⁴ Michael Wallace, *Teaching Vocabulary*, New York: Henemen Education Book. 1998. p. 123

¹⁵ A.S Hornby. *Oxford Advanced Learners Dictionary of Current English*. London: Oxford University Press.1995.p.1331

Based on the ideas above the researcher concludes that vocabulary is the total numbers of word which becomes basic element of language that should own to use the language either spoken or written.

b. Definition of Vocabulary Mastery

All language skills are concerned with words. In listening, students hear the words; in speaking, they speak words; in reading, they face words; in writing, they use words; and in pronunciation, they ideally practice the pronunciation of sounds within word context, and then it is strange to practice sounds independently of words. If students understand the words by which the sounds are learned, learning becomes more meaningful, communicative, and of course, more effective than otherwise. That is why the students need to master vocabulary.

Hornby states that vocabulary is the total number of words which make up a language.¹⁶ It means that vocabulary is basic element of language in form of words in which it will make a language meaningful. Vocabulary is all the words of language. Vocabulary plays important part in learning to read and also to speak. Students learn the meaning of most words indirectly, through everyday experiences with oral and written language. Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹⁷ It means that the first thing people should learn is vocabulary because with vocabulary people

¹⁶ A.S. Hornby, Op. Cit., p. 461

¹⁷ Jack C. Richards And Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, New York: Cambridge University Press,2002, p. 255

can learn the language skills easier and will be useful for the process of achieving language teaching objectives.

Based on the definition above, vocabulary in this study is the words we teach in English. It is a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and also to speak. Students learn the meaning of most words indirectly, through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition.¹⁸ It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

From the explanation above vocabulary mastery means an ability of student to use all the words of language that they have learned in conducting both oral and written communication.

¹⁸ 1 Thomas R Guskey, *In Search of a Useful Definition of Mastery*. Kentucky: University of Kentucky. 2013. p1

c. Aspects of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows: ¹⁹

1) Word meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

- a) Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the foot of the mountains.
- b) Antonym is used for opposite meaning of word. For example: *full* is an antonym of *empty*.
- c) Synonyms means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.
- d) Hyponyms means Items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.
- e) Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: *slim* has favorable connotations, while *thin* has unfavorable; so that one could describe something as *slim body* not *thin body*.

¹⁹ Jeremy Harmer, *the Practice of English Language Teaching*, London: Cambridge 1988. p. 18

2) Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched through the set of metaphorical and idiom use. For example: *as sick as parrot* this idiom expression became so widely used that it began to irritate everybody, except, perhaps.

3) Word combinations

Although words can appear as single items which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which others often find strange. The kinds of words that go together in one language are often completely different from the kinds of words which live together in another.

4) Word grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb etc. We make a distinction between countable and uncountable nouns. The

former can be both singular and plural. We can say one chair or two chairs, etc.²⁰

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research the researcher focused on the word grammar.

d. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornburry. He explained that there are at least eight types of vocabulary.²¹ There are noun, verb, adverbs, adjective adverbs, adjective, pronouns, preposition, conjunctions, and determiner. Those can be described as follows:

1) Noun

Noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

2) Verb

A verb is the part of (or word class) that describes an action or occurrence or indicates a state of being.

²⁰ *Ibid*, p 18-21

²¹ *Op.cit*, Scott Thornburry. p.4

3) Adverb

Adverb is a word that modifies verbs, adjectives, and other adverbs and can explain how, when, and where a thing happens, for example: now tomorrow certainly, maybe, and other.

4) Adjective

Adjective is a word that describes nouns and has the grammatical property of comparison. For example: beautiful, good, small and others.

5) Pronouns

Pronouns is a word that can function by itself as a noun phrase and that refers either to the participants in the discourse (e.g., I, you) or to someone or something mentioned elsewhere in the discourse (e.g., she, it, this).

6) Preposition

The preposition is classified as part of speech in traditional grammar.

7) Conjunctions

The coordinate conjunction joins structural units that are equal grammatically.

8) Determiner (Articles)

The two articles are the and a. The may be used with a singular or a plural noun; a is generally used a singular countable noun.

From the explanation above, it can be concluded they are many kind of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and

determiner (articles). In this case the researcher focused on noun as the material of vocabulary mastery.

3. Noun

a. Concept of Noun

The popular definition of a noun is describes a person, place or thing.²² Noun is one of the most important parts of speech, it may function as the chief or head word in many structures of modification.²³

So, it means that noun is one of the most important part of speech that must learn to describe a person, place or name of something. For example : Teacher, Mr. Andi (a person), Jakarta, Niagara Fall, Indonesia (a place), glass, bag, shoes (a thing)

In fact, we use nouns to express a range of additional meanings such as concept, qualities, organization communities, sensation and event. In other terms, nouns are the basic tools for giving names to things and concepts; therefore, learners need to control a large vocabulary of nouns as well as associated word such as pronouns, adjectives, and preposition.

b. Types of Noun

There are some types of noun, they are :

1) Proper Nouns

Proper nouns are nouns that refer to specific entities. A proper noun begins with a capital letter and are not beginning of

²² Martin Parrots, *Grammar for English Language Factors*, (Cambridge : Cambridge Univ Press, 2004), p.7

²³ Marcella Frank, *Modern English a Practical Reference Guide*, (New York : Prentice Hall Inc, 1972). P.6

sentences are often the names of people , places (town, countries, etc.) , institution, in day of the week, months of the years, ethnic group, names of nationality and language in writing. For examples : Ade Susila (the name of person), Bandar Lampung (Place). Friday (day of the week).

2) Concrete and Abstract Nouns

a) Concrete noun is a word for a physical object that can be touched, smelled, seen, felt, or tasted. For example : *TV, table, window, door, etc.*

b) Abstract noun is a word for a concept that exists in our minds only. For example : *beauty, justice, love, freedom, etc.*

3) Countable and Uncountable Nouns

A countable noun can usually be made plural by the addition of –s (One girl-two girls). Uncountable noun is not used in the plural. A

countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can

count. Countable nouns are the opposite of non-countable nouns

and collective nouns. A non-countable noun is a noun which does

not have a plural form, and which refers to something that could

(or would) not usually count. A non-countable noun always takes

a singular verb in a sentence. Non- countable nouns are similar to

collective nouns, and are the opposite of countable nouns.

4) Collective Nouns

Collective noun is a word for a group of people, animals or objects considered as a single unit. For example : *family, collony, audience, etc.*

5) Compounds Nouns

Compound nouns contains two or more words which join together into one vocabulary.²⁴ Compound nouns consist of the following composite forms.

- a) Closed form such as *softball* and *toothpaste*,
- b) Hyphenated form such as *six-pack* and *son-in-law*,
- c) Separate words (open form) such as *post office* and *upper class* that go together by meaning.

From the explanation above, it can be concluded there are many types of noun that should be mastered by the learner. In this research, the researcher focused on countable and uncountable noun (singular and plural form of noun).

4. Graphic Organizers (GOs)

a. Concept of GOs

Katherine has a notion that Graphic Organizers are effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Graphic Organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers

²⁴ Ibid., p. 7

helps students internalize what they are learning.²⁵ Another definition comes from Stricker that Graphic Organizers are drawings or formats used to represent information visually, show relationships between ideas and help students think critically.²⁶ Christi states that Graphic organizers are visual representations that help gather and sort information.²⁷ As students convert information and ideas into a graphic map they gain increased understanding and insight to the focus topic or strategy.

Based on the explanations above, the researcher concludes that graphic organizers can help students to get information by connecting words with meanings and concepts of others, gain an increased understanding of the topic and help students to think critically.

b. Types of GOs

There are several types of graphic organizers for teaching vocabulary that have different ways to connect and gather information.

1) Vocabulary Slide

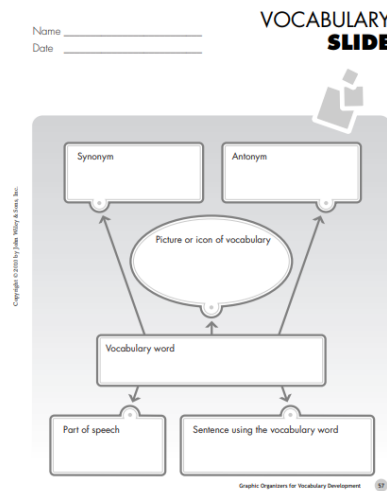
Help students create vocabulary slides from self-identified words in the assigned reading, or teacher can assign words. Teacher can also use the vocabulary slides as flash cards that the students use for review. Students are asked to draw a picture of the vocabulary. Students are asked to be able to process the word internally in order to

²⁵ Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizers* (San Francisco: Jossey-Bass, 2010), p. 1.

²⁶ Tracey Harding-Stricker, *Graphic Organizers to Support Reading Strategy Instruction*, 2008, p.1

²⁷ Christi E. Parker, 30 Graphic Organizers for Writing (Huntington Beach: Shell Educational Publishing, 2007), p.4.

create a visual representation of the meaning of words and improve the ability to recognize the newly acquired vocabulary.²⁸



Picture 1: Vocabulary Slide

2) Word Detective

Teacher or the student selects the vocabulary word to be recorded in the center box. In the box above the word box, students record the location where they discovered their word by writing a direct quote from the text or the page number where the vocabulary word or concept was first encountered. Context clue, which are hints or text that may indicate the meaning of the word, are recorded in the two boxes on the left side. The part of speech is placed in the oval on the right side. A sentence that requires students to use the new vocabulary word or concept is placed in the box at the lower center of the organizer. Below the sentence box, students write the exact definition of the word. Finally, an image or illustration that represents

²⁸ Katherine S. McKnight, Op.cit., P.56.

the student’s visualization of the word or concept is placed in the bottom space.²⁹

**WORD
DETECTIVE**

Name _____
Date _____

Detective

Context clue #1

Context clue #2

Definition

Picture or illustration

Text or quote where the word was originally found

Word

Part of speech

Sentence

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Picture 2: Word Detective

3) Six Column Vocabulary Organizer

Students can use this organizer as a template for a vocabulary learning log. It can be used in classroom instruction for students to keep a running record of the vocabulary that they encounter and learn.³⁰

**SIX COLUMN
VOCABULARY
ORGANIZER**

Name _____
Date _____
Book Title _____

Vocabulary word	Context (encyclopedia, dictionary)	Part of speech	Synonyms	Antonyms	Picture or line drawing (sketch) the word

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Picture 3: Six Column Vocabulary Organizer

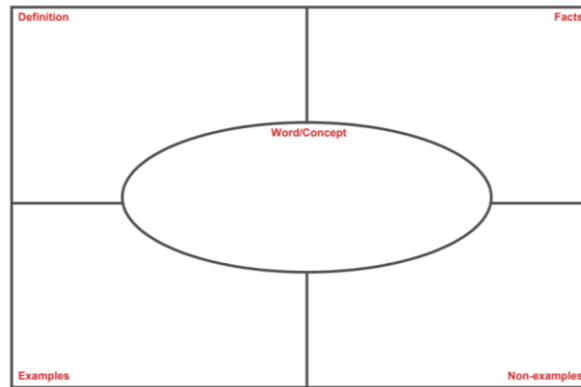
4) Frayer Models

The Frayer Model is a strategy that uses a graphic organizer for vocabulary building. This technique requires students to (1)

²⁹ Ibid, P.66.

³⁰ Ibid, P.68.

define the target vocabulary words or concepts, and (2) apply this information by generating examples and non-examples. This information is placed on a chart that is divided into four sections to provide a visual representation for students.



Picture 4: Frayer Models

Based on explanation above, it can be known that there are several types of Graphic Organizers. In this research, the researcher used *Frayer Models* as the strategy to teach vocabulary mastery to the experimental class.

c. Procedures of Teaching by Using the GOs

The purpose of the Frayer Model is to identify and define unfamiliar concepts and vocabulary. Students define a concept/word/term, describe its essential characteristics, provide examples of the idea and suggest non examples of the idea (knowing what a concept isn't helps define what it is). This information is placed on a chart that is divided into four sections to provide a visual representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students

to analyse the concept/word (definition and characteristics) and then synthesise or apply this information by thinking of examples and non examples. It also activates prior knowledge of a topic and builds connections.

According to NBSS (National Behaviour Support Service) in their article states that there are 6 steps to explicitly teaching vocabulary by using Graphic Organizer (Frayer Model).³¹

- 1) Step 1 Explain the Frayer model chart to the class by using a common word to demonstrate the various components. Model the type and quality of desired answers when giving the examples. Think out loud as you try to come up with examples and non examples, etc. Pictures/symbols can also be used.
- 2) Step 2 Then review a pre selected list of key concept words with the class before reading about the topic in the textbook. Read the text selection.
- 3) Step 3 Choose a key concept word from the topic read and have students help you complete the Frayer chart.
- 4) Step 4 Pass out blank copies of the Frayer Model or have students create a chart in their copies.
- 5) Step 5 Then students practice the strategy in pairs or in small groups with the key concepts and key vocabulary from the topic. (Each group could also be given different key concept words).

³¹ NBSS, "Frayer Model," accessed from <https://www.nbss.ie/node/228>.

- 6) Step 6 The groups share their completed charts with each other. Students can then add additional words/images/symbols to the Frayer chart until all four categories are substantially represented.

In this research, the researcher applied this procedures to teach vocabulary mastery in the experimental class.

d. Advantage and Disadvantage of GOs

Every technique there are strengths and weakness. Graphic organizers give the advantage and disadvantage in learning vocabulary based on the analysis of the researcher.

The Advantages of GOs

- 1) This strategy is excellent for revising vocabulary.
- 2) Making the active students because every student have to define a concept or word or term.
- 3) Giving the oppurtunity for all of students to decribe the characteristics, provide examples of the idea and suggest non examples of the idea.
- 4) Use critical thinking skills as they ask thoughtful questions to narrow down a large list of words to one "secret word."
- 5) This strategy is a good activity for reviewing important vocabulary at the end of a lesson.
- 6) Make the team work cohesively and build up the confidence of students

The Disadvantages of GOs

- 1) Some of the students will be passive because they have lack of vocabulary.
- 2) Some of the students missing the vocabularies because they do not focus just some active students who can focus on this strategy.
- 3) More confident students tend to dominate when defining the secret word.
- 4) Graphic organizers take time to plan before a lesson, but they facilitate learning and retention.³²

5. Translation

a. Concept of Translation

Translation is one of activity where someone changes one language to another language. According to Richard and Schmidt, translation is the process of rendering written language that was procedure in one language (the source language) into another language (the target language), or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation of the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation.³³

It means that translation not only did by human, but also can do by the machine like a computer.

³² Karen Bromley, Linda Irwin-Devitis and Marcia Modlo, 50 Graphic Organizers for Reading, Writing, and More (New York: Scholastic Professional Books, 1999), p.15.

³³ Jack C. Richards and Richard Smith, Dictionary of Language Teaching and Applied Linguistics, (London : Longman, 2002), p.563

Translation process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence. While according to Catford, translation is understood as a linguistic phenomenon, as an operation performed on languages. This operation was seen as a process of transcending between source language (SL) and target language (TL). Translation may be defined as the replacement of textual material in one language (Target Language).³⁴

From the definitions above, it conclude that translation is a process where the source language or original language is changed into the target language.

b. Strength and the Weaknesses of Translation

1) Strength of Translation

The following are the strength of translation technique:

- a) **Understandable.** For instance, if we translate an English text to Indonesia language, it is much more understandable by us.
- b) **Widen vocabulary,** hence increasing our vocabulary indirectly.
- c) **Discipline your mind.** Researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our own experts on translating literary texts that we do not have to import them.

³⁴ Christina Schaffner, *The Concept of Norms in Translation Studies*, (Birmingham: Aston University, 1965), p.2

2) Weaknesses of Translation

The following are weaknesses of translation technique:

- a) Inaccurate words. Somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
- b) Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- c) Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.³⁵
- d) It is uninteresting. Translation technique is dull and mechanical. It is bookish. No aids are used to make lessons interesting
- e) It makes the students a passive learner.

c. Procedures Teaching Vocabulary through Translation

Below is the procedure of teaching vocabulary through translation technique:

- 1) In class translation activities were introduced explicitly at the beginning and included discussion on the definition of translation and what the translator needs to translate from one language to another.
- 2) Translation was integrated reading activities to find the new vocabulary.

³⁵ Albany, *Advantages and Disadvantages of Translation*, [http://tccl.rit.albany.edu/knit/index.php/unit 3: what is the advantage of using translation as a teaching resource/](http://tccl.rit.albany.edu/knit/index.php/unit%203%3A%20what%20is%20the%20advantage%20of%20using%20translation%20as%20a%20teaching%20resource/), accessed on 05 March

- 3) Translation was conducted at both sentence/word (English to Indonesia) and passage (Indonesia to English) levels.
- 4) Several short Indonesia text translation (around 400 characters) were integrated progress-safety into class activities.
- 5) Feedback was provided in the following week by correcting individual translation work and presenting common mistakes/errors in class.³⁶

B. Frame of Thinking

In English teaching proses, vocabulary is an essential task and an important part for learners. It is supposed to be a very effective as a tool of communication. It carries the highest level of importance within peoples' verbal interaction. The overall goal of comprehensive vocabulary strategy is to expand both receptive and expressive vocabularies, and move words from the receptive level to expressive level. An additional goal is to provide many opportunities for children to acquire deep knowledge of words, and the ability to understand and use of words flexibility and appropriately in many different context.

GOs was used to categorized students' understanding of vocabulary word or concept they were studying. Students could make a list of the definition, characteristics, examples, and non-examples on a chart with four quadrants. This model helped the students to develop a conceptual understanding of new vocabulary or creativity concept. Using the particular graphic organizer helped students to think about this term in a variety of ways. It allowed them to visually demonstrate what they categorized based on their new knowledge.

³⁶ Sayuki Machida, *A Step Forward to Using Translation to Teach a Foreign/Second Language*, Melbourne: University of Melbourne. 2008. p. 144

It could also serve as a great tool for review or as a study aid. The atmosphere classroom was more enjoyable and productive for learners. It was also good for revising and pronouncing vocabulary. This strategy could create positive energy to review important vocabulary at the end of a lesson. Their mind would be refresh to get the secret words from every moment.

By using GOs in learning vocabulary continuously, the student's memorization of words would be sustained in long term memory. Students' vocabulary achievement would be increased. Therefore, it could be assumed that using GOs would improve students' vocabulary mastery. It would apply by the English teacher in learning process.

Based on the explain above, it could be summarized that GOs could be used and to improve students' vocabulary mastery in long term memory. The overall, the researcher made a simple plan from a chart or figure.

C. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses of the research as follows:

Ha : There was a significant influence of using graphic organizer towards students' vocabulary mastery at the second semester of the seventh grade of SMP Assafina Bandar Lampung in the academic year of 2018/2019.

Ho : There was no significant influence of using graphic organizer towards students' vocabulary mastery at the second semester of the seventh grade of SMP Assafina Bandar Lampung in the academic year of 2018/2019.

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