

**TEACHING AND LEARNING VOCABULARY USING
SEMANTIC MAPPING TECHNIQUE OF THE EIGHTH
GRADE OF SMPN 15 BANDAR LAMPUNG IN THE
ACADEMIC YEAR
OF 2020/2021**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirement for S1-Degree**

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2020/2021**

ABSTRACT**TEACHING AND LEARNING VOCABULARY USING SEMANTIC MAPPING
TECHNIQUE OF EIGHT GRADE OF SMPN 15 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2020/2021****BY :
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Vocabulary is one of the important elements to master in order to be able to learn in English. This research was about teaching vocabulary using Semantic Mapping Technique of eight grade of SMPN 15 Bandar Lampung in the academic year 2020/2021. The objectives of the research were to describe teaching and learning process in teaching vocabulary using Semantic Mapping Technique, and to know the teachers' problem and the students' problems in teaching and learning process.

In this research, the researcher used qualitative descriptive research method. The researcher used purposive sampling technique to determine the sample. It means that the researcher choose an English teacher and determined class a sample. The researcher took class VIII B as sample which consisted of 30 students. In collecting data, the researcher used three kinds of instruments: they are observation, interview, and questionnaire.

From the data analysis, the researcher conducted the research in one meeting to the teacher. There were three points of the results. The first, the process of teaching vocabulary using Semantic Mapping Technique at SMPN 15 Bandar Lampung has been conducted, in which the teaching and learning the teacher could not control the class well. The second, the teacher's problem in teaching vocabulary were that the teacher had difficulties to handle the students that seemed so noisy during vocabulary by using Semantic Mapping Technique and the teacher could not make student understand about words of vocabulary. The third, the problems faced by the students in learning vocabulary were that the students had difficulties in pronouncing, spelling, and memorizing new vocabulary.

Keywords : Teaching vocabulary, semantic mapping technique, descriptive qualitative research.



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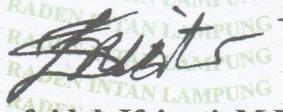
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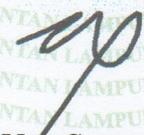
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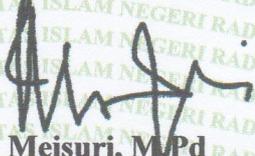
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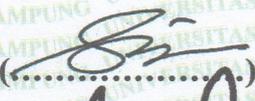
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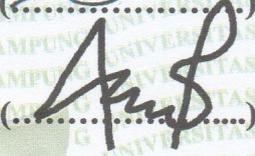
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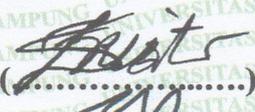
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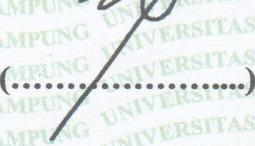
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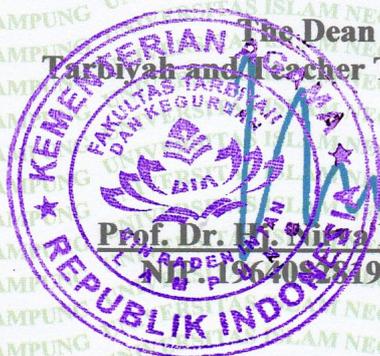
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Bandar Lampung, 3th July 2021
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MOTTO

فَبِأَيِّ آءَاءِ رَبِّكُمْ تُكَذِّبَانِ ﴿٢٥﴾ كُلُّ مَنْ
 عَلَيَّهَا فَاِنَّ ﴿٢٦﴾ وَيَبْقَىٰ وَجْهُ رَبِّكَ ذُو الْجَلَالِ
 وَالْإِكْرَامِ ﴿٢٧﴾ فَبِأَيِّ آءَاءِ رَبِّكُمْ تُكَذِّبَانِ
 ﴿٢٨﴾ يَسْأَلُهُ مَنْ فِي السَّمَوَاتِ وَالْأَرْضِ كُلَّ يَوْمٍ
 هُوَ فِي شَأْنٍ ﴿٢٩﴾ فَبِأَيِّ آءَاءِ رَبِّكُمْ تُكَذِّبَانِ ﴿٣٠﴾

In the name of Allah, Most Gracious, Most Merciful.

25. Which is it, of the favours of your Lord, that ye deny?
26. Everyone that is thereon will pass away;
27. There remaineth but the Countenance of thy Lord of Might and Glory.
28. Which is it, of the favours of your Lord, that ye deny?
29. All that are in the heavens and the earth entreat Him. Every day He exerciseth (universal) power.
30. Which is it, of the favours of your Lord, that ye deny?¹

¹Abdullah Yusuf 'Ali, *The Holy Qur'an English Translation of The Meanings*, (New Johar: the King Fahd Holy Quran Printing Compelx, 1987), p. 320

DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, This thesis is dedicated to:

1. The greatest inspirations in my life are my beloved parents, Mr. Abdul Rahman Salimin and Mrs. Junariya who have always love me with full of advice, prayers, patience and support for my success. Hope you live long. Aamiin.
2. My beloved sister Siti Rodiyah and my beloved brothers Abdul Latief and Muhammad Ichwan, who always support me and cheer me up until the completion of this thesis. I love you guys.
3. My beloved Febrian Fikri Fernando, who is willing to be my dictionary to finish my thesis, and always be patient to motivation me to finish my thesis.
4. My beloved lecturers, who always patient. Hopefully always be a patient person in guiding. andAlmamater UIN Raden Intan Lampung which has contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Rahmawati. She is called Rahma. She was born in The Center of Tanjung Karang, Bandar Lampung on November 11th 1996. She is the third child of Mr. Abdul Rahman Salimin and Mrs. Junariya. She has one beloved sister and two beloved brothers. Their names are Siti Rodiyah, M.Pd and Abdul Latief, S.Pd and Muhammad Ichwan. She lives in Palapa, Durian Payung, The Center of Tanjung Karang, Bandar Lampung.

The researcher began her study in Elementary School at MI. Masyariqul Anwar in 2002 and graduated in 2008. She continued her study in Junior High School at MTS. Hasanuddin in North Teluk Betung and graduated in 2011. At the time, she joined. After that, she went to Senior High School at MA. Masyariqul Anwar and graduated 2014. After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.

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In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The researcher realizes that she cannot complete this thesis without help from others. The researcher has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 3th July
2021 The Researcher,

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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv

CHAPTER I INTRODUCTION

A. Background of Problem	1
B. Identification of Problem	7
C. Limitation of Problem	7
D. Formulation of Problem	7
E. Objective of the Research	8
F. Scope of the Research	8

CHAPTER II REVIEW OF LITERATURE

A. Teaching English as a Foreign Language	9
B. Concept of Vocabulary	11
C. Types of Vocabulary	12
D. Concept of Teaching Technique	15
E. Types of Teaching Technique	16
F. Concept of Teaching Vocabulary.....	19
G. Concept of Semantic Mapping Technique	21
H. Advantage and Disadvantage Semantic Mapping Technique.....	26
I. Procedure of Teaching Vocabulary by Using Semantic Mapping.....	27
J. Teachers' Problem in Teaching Vocabulary.....	28

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	31
B. Research Subject.....	32
C. Data Collection Technique.....	32
D. Research Instrument.....	34
E. Research Procedure.....	37
F. Trustworthiness of the Data	38
G. Data Analysis	40

CHAPTER IV RESEARCH AND DISCUSSION

A. Research Procedure.....	42
B. The Report of Observation.....	43
C. The Report of Interview	45
D. Discussion of Finding	50

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	54
B. Suggestion.....	55
1. For the English Teacher	55

REFERENCES.....	57
APPENDICES	62

LIST OF TABLES

Table 1 Observation Guideline	35
Table 2 Observation Note	36
Table 3 Interview Guideline.....	36



LIST OF THE APPENDICES

Appendix 1 Preliminary Research	62
Appendix 2 Lesson Plan	65
Appendix 3 Observation Report.....	71
Appendix 4 Interview Result	75



CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the early literacy skills, there is important for children to have in order they capable to read. If the children have more vocabulary, it can be easier for them to understand and know about what they read.² So if the students have more vocabulary they can be easier to interact with other people. In addition, they can understand what they read and give their opinion about the reading easily.

Vocabulary is an inseparable part of any language learning process it would be impossible to learn a language without vocabulary. Vocabulary is one of the important elements to master in order to be able to learn in English. The important role that this component plays has been emphasized in all different methods of language teaching. Vocabulary is the first thing which should be taught because the lack of vocabulary causes someone to learn nothing. The students' capability in using them in written and spoken.

Even though students realize the importance of vocabulay when learning a foreign language, most of junior high school students learn vocabulay passively due to several factors. According to Emor state that vocabulary is one of the important factors in all language teaching, because students must continually

²Zulfandi. *Teacher' Strategy to Develop Students' Vocabulary*. (Unpublishes Thesis). Banda Aceh: UIN Ar-Raniry. 2011

learning words as they learn structure and practice sound system.³ In addition, according to Nation as cited in Zahedi state that words are the building blocks of a language since they label injects, actions, ideas without which people cannot convey the intended meaning. Knowing vocabulary means understanding how the words are put in different contexts and used differently.⁴

Everyone cannot master a lot of vocabulary easily. Nevertheless even for students, they are demanded to master as much as vocabulary based on the curriculum created by government. Some students can master it easily, but some cannot. Therefore, it needs ways in order to help the students to master vocabulary easily, and one of the ways is by applying in teaching learning process.

Language learning cannot be separated from learning its vocabulary because the language itself consists of many vocabularies which make language. To make the students interest in learning English and able to communicate in English, the teacher as a facilitator should be able to solve the problems faced in classroom. The teacher must create good atmosphere in classroom, select relevant materials and apply the suitable technique in order to make the teaching learning process runwell.

Regarding several factor above, teacher must arouse the students' interest in learning vocabulary by providing a good model of teaching and make them feel

³Emor, J., Suhartono. L., & Riyanti, D. *Using Semantic Mapping in Teaching Vocabulary through Descriptive Text*. (Unpublished Thesis) Pontianak: Tanjungpura University. (2012), p. 1-14.

⁴Zahedi, Y., & Abdi, M. The Effect of Semantic Mapping Strategy on EFL Learners' Vocabulary Learning. *International Conference on Education and Educational Psychology (ICEEPSY) Procedia-Social and Behavioral Sciences*, 69 (2012). P. 2273-2280

enjoy in learning vocabulary. Teaching vocabulary with creativity in such different way is needed. Teaching vocabulary needs appropriate and different technique, so that the students become active in the classroom, and stimulate them to use the words which they have already learn. It is hoped that good technique will be most interesting and motivating the students so that the students become active in the classroom.

English teacher needs to teach students effectively, especially the students' vocabulary, in order that the students have great motivation. The teacher can do the one of some ways in improving students' vocabulary. One of appropriate technique that can be used in teaching vocabulary is Semantic Mapping Technique.

According to Graves in Antonaccian O'Callaghan that Semantic Mapping is one of the most powerful technique to teach vocabulary because it engages students in thinking about word relationship.⁵ A semantic mapping strategy allow students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word.⁶ It means, semantic mapping is a strategy that depict in interconnected words for representing concept. it can support students to create their own understanding of certain text into their own work by categorize word meanings.

⁵ Antonacci, P. A. O'Callaghan, C. M. *Promoting Literacy Development (50 Research-Based Strategies for K-8 Learners)*. Los Angeles : Sage Publications, Inc. 2012

⁶Macceca Stephanie, "*Reading Strategy For Science Second Edition*", (Shell Education, 2014), p. 68

From the explanation above, Semantic Mapping strategy as one of the effective vocabulary learning strategies, allows students to learn and recall more words. Semantic Mapping provide the additional benefit of helped students visualize how word meanings can be categorized. Semantic Mapping technique allowed the students to explore their knowledge of a new word by a creating a map using other related words or phrases similar in meaning to the new word. The use of semantic mapping is expected to motivate the students to learn, and make them not get bored in English teaching learning process.

Based on the preliminary research on June 21th, 2021 at SMPN 15 Bandar Lampung of Eighth Grade, the researcher found that teaching vocabulary through Semantic Mapping was applied there. From the interview, the researcher found that most of students find difficulties meaning of vocabulary, and the teacher also not make the students understand about word knowledge although the teacher has been used semantic mapping technique. Furthermore, during the interview the English teacher said that she had used Semantic Mapping Technique in teaching vocabulary. she gave an example the teacher ask to the students to describe about “*Elephant*”, the students are still confused to answer and described what the teacher asked before. It is one of student’s problem that difficulty in learning English because they did not know how to described and how to answer. The teacher said that is students’ enthusiasm for learning was still low if it was not facilitated by a dictionary, for now our school does not provide a dictionary for every students. The teacher also said that parental support factors are also very important for the process of developing students’ knowledge in learning

vocabulary. Thus, the students' vocabulary is still low. Then, most of them only know a little bit of vocabulary, although they had been taught by using Semantic Mapping. The researcher hopes the students can discover the relationship between the words which they have know, and they can learn new words from his strategy which make them recognize which word they need for their better understanding English. Beside that by introducing new vocabulary using this technique regularly, the researcher hopes the students can discover the strategy of defining and clarifying the unknown words.

There were some previous research. One of the research was conducted by Stefanie about the effect of using semantic mapping technique on the seventh grade students vocabulary achievement in reading descriptive text.⁷ The purpose of previous research is to know whether or not there was a significant effect of using Semantic Mapping Technique on the seventh grade students' vocabulary achievement in reading descriptive text. The research respondents were determined by using cluster random sampling. The research design was used quasi experimental with pretest-posttest non-equivalent groups. The data were obtained from the students' score of pretest and posttest and documentation. The main data was analyzed by using independent sample t-Test, and it showed that the value of sig. The writer revealed that there is a significant effect of using Semantic Mapping technique on the seventh grade students' vocabulary achievement in reading descriptive text at SMPN 7 Bondowoso in 2013/2014 academic year.

⁷Stefanie, "The Effect of Using Semantic Mapping Technique on The Seventh Grade Students Vocabulary Achievement in Reading Descriptive Text at AMPN 7 Bondowoso In 2013/2014 Academic Year."

The second previous research was conducted by Yuliana Yuyun about using semantic mapping in teaching vocabulary through descriptive text.⁸ The purpose of previous research is to investigate the effectiveness of using semantic mapping to increase the students' vocabulary achievement. The method used in this research is pre-experimental study. It used measurement technique and the type used is multiple choice and matching word which consist of 20 test items with two supported descriptive text. The sample of this research is 31 students from class VIII B. Based on the data, it was qualifying average to very good. The result conclude that using semantic mapping in teaching vocabulary through descriptive text is effective increase the students' achievement of vocabulary.

Meanwhile the current research, Semantic Mapping Technique was conducted to teach vocabulary by the teacher. And the researcher interview the teacher and the students. Meanwhile, the purpose of current research is focused on interview the teacher and the students to know the teaching process and also the problem in teaching vocabulary using Semantic Mapping Technique.

As such, the writer have known the teaching and learning process of English subject in SMPN 15 Bandar Lampung by interview the teacher on teaching vocabulary through Semantic Mapping Technique which has been used by the teacher. In addition, the reseacher was found the information about the causes of the problem that were faced by the teacher and the students in teaching and learning of vocabulary.

⁸Yuliana Yuyun, "Using Semantic Mapping in Teaching Vocabulary Through Descriptive Text to The Eighth Grade Students Of SMPN 2 Sadaniang In Academic years 2015/2016."

Based on the background above, the researcher will conduct a research “Teaching Vocabulary Using Semantic Mapping Technique at the First Semester of the Eighth Grade Students of SMPN 15 Bandar Lampung in Academic Year of 2020/2021”.

B. Identification of the Research

Based on the background of the problem, the researcher identified the problem as follows:

1. The teacher had difficulties to make students understand about knowledge of vocabulary.
2. The students' vocabulary mastery was still limited.
3. The students found difficulties in memorizing new vocabulary.

C. Limitation of the Research

Based on the research, the researcher focused on teaching and learning vocabulary using Semantic Mapping Technique at the first semester of the eighth grade of SMPN 15 Bandar Lampung in academic year of 2020/2021.

D. Formulation of the Research

Based on the limitation above, the researcher formulated the problem as follows:

1. How is the process of teaching vocabulary by using Semantic Mapping Technique at the first Semester of the eighth grade of SMPN 15 Bandar Lampung in the academic year of 2020/2021?

2. What are the teacher's problem in the process of teaching vocabulary by using Semantic Mapping Technique at the first semester of the eighth grade of SMPN 15 Bandar Lampung in the academic year of 2020/2021 ?
3. What are students' problems in the process of vocabulary by using Semantic Mapping Technique at the first semester of eighth grade of SMPN 15 Bandar Lampung in academic year of 2020/2021?

E. Objective of the research

The objectives of the research are :

1. To know and describe the process of teaching vocabulary by using Semantic Mapping Technique at the first semester of the eighth grade of SMPN 15 Bandar Lampung in academic year of 2020/2021.
2. To know and describe teacher's problem in the process teaching vocabulary by using Semantic Mapping Technique at the first semester of the eighth grade of SMPN 15 Bandar Lampung in academic year of 2020/2021.
3. To know and describe student's problem in the process of learning vocabulary by using Semantic Mapping Technique at the first semester of the eighth grade of SMPN 15 Bandar Lampung in academic year of 2020/2021.

F. Use of the research

1. As source of information for further research in teaching vocabulary.

2. It is expected that this research can provide useful in improving the quality of learning in the school.
3. To give information to English teacher related to the problems may arise in teaching vocabulary through semantic mapping technique.

G. Scope of the research

1. Subject of the research

The research subjects are the English teacher and the students at the first semester of the eighth grade of SMPN 15 Bandar Lampung in the academic year of 2020/2021.

2. Object of the research

The research object was the use of Semantic Mapping Technique in teaching English vocabulary.

3. Time of the research

The research was conducted at the first semester of eighth grade in the academic year of 2020/2021.

4. Place of the research

The research was conducted at SMPN 15 Bandar Lampung.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

As an international language English is considered as an important language to be learned. English is the first foreign language. The term ‘foreign languages’ in the field of language teaching is a language not used as a communication tool in a particular country where the language is taught. It is support from Alwasilah states that English is a compulsory foreign language taught in all types of schools.⁹ Besides, Lauder state that English is specified as a compulsory subject, part of the Basic Curriculum.¹⁰ It means that English is considered as an important language to be taught and learned in starting from Junior High School up to Senior High School. One of the reasons why English must to be taught and learned in order the learners are able to faces the competition in global era.

According to Harmer states that English as a foreign language is generally taken to apply the students who are studying general English at the schools and institutes in their own country or as transitory visitor in a target language country.¹¹ It means that English as a foreign language is learned by the students only at school or institutions, it is not used for communication in daily activity in the country who did not use English for daily activity.

⁹ A. Chaedar Alwasilah, *Policy on Foreign Language Education in Indonesia*, Vol. 7 No. 1 Desember 2013, p.2

¹⁰ Allan Lauder, *The Status and Function of English in Indonesia: a Review of Key Factors*, Vol. 12, No.1, Juli 2008; 9-20, p.16

¹¹ Jeremy Harmer, *How to Teach Writing*, (New York:Longman,2004), p.39

Most of the Indonesian students learn English only in the class as a subject that needs to be learned by students in Indonesia, not for daily communication. Therefore there are only some people who speak English well. Beside, teachers as the main idea on educating the students must begun attempting to teach foreign languages in the way that is more similar to first language acquisition. The teacher should prepare the material instructions, media, technique to make them easier to learn English.

Brown state, that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹² It means that teaching is the teacher's activity to facilitate, enable, set, show and help learner how to do something.

In conclusion, teaching English as foreign language is a process facilitating learning, enabling the learner to learn, helping someone to learn how to do something about English in the setting of the students are not the native speakers. This process should be done by the teacher based on the experience, knowledge and material preparation that aims of teaching can be reached. In addition, the teacher should notice needs of students who use English as a foreign language which has not much familiar with English itself. So the teacher is hoped to choose and use strategy or technique and the material in teaching English wisely and appropriate for the students.

¹² H Douglas Brown, *Priciples of Languages Learning and Teaching*, (5th Ed),(San Francisco : Pearson Education, 2006) , p.8

B. Concept of Teaching

Claxton states teaching as what one person does to try and help another to learn.¹³ From the explanation above, the researcher assumes that teaching is a process imparting knowledge or skill to learners. In teaching and learning process basically need students' active role to enable feedback between teacher and students, it means the teacher and students interacts each other. Furthermore, the teacher should creative used strategies and technique to support learning process. It is supported by Majores, "The application of appropriate teaching strategies and technique help the students build up their cognitive, psychomotor and affective skill." He also states that teaching technique means to teaching and learning how to employ them in the teaching and learning process.¹⁴

Teaching to Gerlach and Ely, "technique is a way, a tool or media teachers can use to onserv students toward the goal to be achieved."¹⁵ It is mean technique is a tactic or a way of learning undertaken by teachers in implementing the teaching and learning activities in order to obtain optimal results. Teaching refers to the way teachers implement teaching and learning.

¹³Sulistyo Parmei Saputro. "A Descriptive Study on Teaching Vocabulary Using Media at the Seventh Grade of SMP N 1 Tawangharjo Grobogan in 2012/2013 Academic Year", (Surakarta: The Publication Article, 2013), Available on http://eprints.ums.ac.id/26580/24/NASKAH_PUBLIKASI.pdf, Accessed on February 17th, 2020 at 12.04

¹⁴Juvy G. Majores, *Teaching Strategies in English*, Available on <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/564.pdf> Accessed on February 20th, 2020 at 11.00

¹⁵Zainal Aqib, *Model-Model, Media dan Strategi Pembelajaran Kontekstual (Inovatif)*, (Bandung: CV Yrama Widya, 2013), p.70

C. Types of Teaching Technique

Teaching technique is the way to support language learning attainment because by using technique could make students interested and keep their concentration in learning process. According to Wang there are varieties of teaching technique, as follows:¹⁶

- 1) Brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time period.
- 2) The case study is for detailed, documented studies and descriptions of a real-life situation, event, or problem. A critical incident analysis is a brief, more narrowly focused version of a case study.
- 3) Concept mapping is a drawing/diagram with a brief description of how someone or some group thinks certain concepts are related there is no right or wrong approach. As students create concept maps, they reiterate ideas using their own words.
- 4) Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication, as a guide to belief and action. Although these methods for fostering students' critical thinking skills apply to web based learning, they can certainly be adapted for regular classroom use.

¹⁶Xiaomin Wang, *Professional Development Module on Teaching Technique*, El Paso Community College, available on http://www.texascollaborative.org/teaching_module.htm, Accessed on February 20th, 2020 at 11.32

- 5) Distance learning, at its most basic level, distance education takes place when a teacher and students are separated by physical distance, and technology (i.e., voice, video, data and print) often in concert with face-to-face communication, is used to bridge the instructional gap.
- 6) Peer review activities, the use of peer review as a teaching technique. Topics include: planning for peer review sessions, helping students make effective comments, helping students handle divergent advice.
- 7) Questioning strategies, questions should play an important role in every classroom-both students' questions and teachers' questions. Teachers can create an active learning environment by encouraging students to ask and answer questions.
- 8) Role playing/simulation, in role playing, students assume the roles of various characters, such as historical or literary figures, scientists, political theorists, employees, etc. The role players may practice particular behaviors or skills while the other students observe and then critique the performance and the outcome.
- 9) Lecture, the teacher typically stands in front of the students and may use a visual aid, such as a Power Point presentation, chalkboard or handout. Students are expected to listen and take notes during lectures, and there is limited interaction and exchange between teacher and students.
- 10) Group discussion (in small or large groups), the group examines a problem or topic of interest with the goal of better understanding of an

issue or skill, reaching the best solution or developing new ideas and directions for the group.

11) More Teaching Tips.

From the explanation above, it can be concluded teaching technique varied, such as brainstorming, case study, concept mapping, critical thinking, distance learning, group discussion, lecture, peer review activities, questioning strategies, role playing/simulation, more teaching tips. Teaching technique used by teachers greatly promote the students, because a great influence on the delivery of materials to be easily understood. Therefore, teachers must be creative in choosing and using a technique in teaching learning process.

D. Concept of Vocabulary

1. Definition

As we know language is inseparable from vocabulary. Part of language that really important is vocabulary. Without vocabulary people cannot transfer their idea well. Terminologically, there are many experts that have different explanation about vocabulary. It comes from Elfrieda states that vocabulary is the knowledge of meaning of words.¹⁷ Richards & Schmidt said that vocabulary is a set lexemes (the smallest unit in the meaning system of a language that can be distinguished from other similar units), including single words, compound words

¹⁷Elfrieda H. Heibert and Michael L. Kamil, *Teaching And Learning Vocabulary*, Bringing Research to Practice (New Jersey London: Publisher Mahwah, 2005), p.3

and idioms.¹⁸ It means that vocabulary is one of necessary elements in language organized as a collection of words in list arranged by alphabetical that refers to language of system that have meaning.

Nilforoushan state that vocabulary cannot be taught but can be presented, explained, included in all kinds of activities, but it must be learnt by individuals.¹⁹ Hatch and Brown in Indiariti's also state that vocabulary refers to a list or a set of words that individual speakers of language might use.²⁰ All the words in a language which has meaning that produced by human as the speakers being to express their mind. They use words in communication to convey meaning so that others can understand them. what information we want to convey will be accepted and understood by the listener if there is vocabulary. Vocabulary will be needed in order to intake accurate word choice, so it will effectively convey thought and ideas and vocabulary has big contraction to support the successful of learning English. Without vocabulary they can not develop their language skills namely, listening speaking, reading, writing and translating.

It is strengthened by Pan and Xu that vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetics, vocabulary and grammar).²¹ It means that vocabulary is the most important

¹⁸ Mohammad TaghiHassani, Vocabulary Teaching Strategies: How Do They Affect L2 Learners' Lexical Recall. *Journal of Advance in English Language Teaching*, Vol.1, No.4 (2013), p. 96.

¹⁹ Nilforoushan, S. *The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' Awareness of The Affective Dimensions of Deep Vocabulary Knowledge*. *English Language Teaching*. 5 (10), 2012. p. 164-172.

²⁰ Indiariti, *Journal of English Language Teaching ELT FORUM* 3 (1) (2014) : The Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery, (Semarang, Semarang State University), p.4. accessed on September 6th 2020.

²¹ Q Pan and RunjiangXu, *Vocabulary Teaching in English Language Teaching*, Vol.1, No.11, November 2011, ISSN 1799-2591, P. 1586

element of those skills. Without enough vocabulary knowledge students cannot produce their idea and express their feeling each other.

According the theory above, it can be concluded that vocabulary is knowledge of word meaning which very important component in language learning especially in English. Without vocabulary we cannot communicate each other and also without vocabulary we can not exchange our mind. Vocabulary is knowledge of words, word meaning and spelling. The more we master vocabulary, the more ideas we should have, so we can communicate and share our ideas more effective.

E. Types of Vocabulary

Haycraft quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. First, receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing. Second, productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.²² It means that when expressing the idea on our minds by orally or written,

²²Mofareh Alqahtani, "The Importance of vocabulary in Language Learning and How to be taught", *International Journal of Teaching and Education*, Vol. 3 No. 3, 2015. P. 25.

the words that used on it called as productive vocabulary. But when hearing some idea from others, the words that used on it called as receptive vocabulary.

In addition, Jo Ann Aebersold classifies the vocabulary into active and passive vocabulary consist of:

1. Active vocabulary refers to items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice.
2. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and it is also called as receptive vocabulary.²³ Moreover, read divided vocabulary into two groups.
 - a. Function words: words of kind article, prepositions, pronouns, conjunctions, auxiliaries, etc. They are seen as belonging more to the grammar of the language than to its vocabulary. They have little meaning in isolation and serve more to provide links within sentences, modify the meaning of content words and so on.
 - b. Content words: it includes nouns, verbs, adjectives and adverbs. They have full meaning in isolation.²⁴

The main focus of this study is in teaching vocabulary such as nouns, verbs, adjectives, and prepositions. The further explanation about them as follows:²⁵

1). Nouns

²³A.M. Zainuri, *Vocabulary I* (Fakultas Ilmu Tarbiyah dan Keguruan: Universitas Islam Negeri Jakarta, 2003), p. 1.

²⁴John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p. 18.

²⁵Ach. Syariful Hidayat. Et al., *A Concise English Grammar*, (Jakarta: Sentra Media, 2014), pp.3-4.

Nouns are all the words that used for naming a person, place or thing. Noun can be classified in two groups such as concrete nouns and abstract noun.²⁶ The write focuses on concrete noun in this study. Here the example of nouns: George Washington, Spain, Home, Pencil, Beauty, Love, Justice.

2). Verbs

Verbs are all the words that showed action, condition. The function of verb in the sentence is ti describe the action that is done by the subject. In grammar, a sentence consists of subject (noun or pronoun) and verb.²⁷ For example: Rahmat buys a book, Amin washes his T-shirt.

3). Adjectives

Adjectives are all the words that explained nouns and pronouns. There are two kinds of adjectives such as descriptive adjective and determine adjective.²⁸ For example: red hat, beautiful sunset, this house, that car, good book, a fast train.

4). Preposition

Preposition are the word that consisted before noun or pronoun. Preposition is the word that showed the connection between noun or pronoun with many words in a sentence.²⁹ There are several forms of preposition such as preposition with one syllable, preposition with two syllable, preposition that used with adjective and participle, and verb with preposition. In this study, the writer focuses on preposition with one syllable such as at, across, between, among,

²⁶*Ibid*, p. 59.

²⁷*Ibid*, p. 73.

²⁸*Ibid*, p. 70.

²⁹*Ibid*, p. 85.

below, behind, from, in, on, over, since, without, above, etc. Here the example of preposition with one syllable in a sentence: He say between Tono and Toni.

Based on the theories above, it could be synthesized that vocabulary could be divided into several groups such as: active vocabulary and passive vocabulary, receptive vocabulary and productive vocabulary, and function words and content words. The important thing is knowing the meaning of the words in appropriate context the text or conversation.

F. Concept of Teaching Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as a languages are based on words.³⁰ It is almost impossible to learn language without words. Rescent research indicates that teaching vocabulary maybe problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where the begin to form an instructional emphasis on word learning.

Harmer states that teaching vocabulary is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary that he or she will teach. Teacher and students need to know how it taks about language at various points during teaching and learning.³¹ Its means that the students will learn what the teacher ask them to know, but before that the teacher should determine what

³⁰Alqahtani, "The importance of vocabulary in language learning and how to be taught". *International Journal of Teaching and Education*, III(3) (2015), PP. 21-34.

³¹Jeremy Harmer, *The practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p.17.

words that will be taught whether it is suitable or not for the students, so the students not only memorize the word but also know the use and context.

Teaching vocabulary played an important role in learning foreign language. Teacher should choose and apply some teaching techniques and media which are suitable with the students' need based on the curriculum. To achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught.

Teaching vocabulary can be done through four phases:

- a. Introducing: The teacher introduces new word with clearly and correctly pronunciation.
- b. Modeling : The teacher gives an example and act as a model.
- c. Practicing : The teachers train the students to imitate and practice.
- d. Applying : The students applying in the right situation with the teachers' help.³²

Based on the explanation above, it can be stated that teaching vocabulary is not just selecting a new word we also have to consider many aspects such as a number of class, the syllabus, and the level of student. The teacher must be able to know what kind of techniques use to reach their goal. Teacher is a guidance who help the students in discovering the meaning of word. Vocabulary is also very essential especially for understanding English in the class in which teacher should pay attention to the teaching by choosing and applying some teaching techniques and

³²Ibid, Scott Thornbury, p.29.

media which are suitable with the students' needs based on curriculum through some phrases.

So the researcher concludes when teaching vocabulary, the teacher should realize that learning language always deals with a large number of the words. Knowing the words are described and categorized can help students understand that decisions and teacher make when it comes to the teaching and learning of the teaching vocabulary.

G. Problem in Teaching and Learning Vocabulary

In teaching learning process everything has bad and good sides. Especially in teaching vocabulary process a teacher usually finds some problems in teaching activity :

1. Teachers' Problem in Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher to be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how to talk about language at various points during learning and teaching.³³ It means that the teacher have to mastery, the teacher have to know the point of language and vocabulary that will transferring in teaching and learning process. There are some problems in teaching vocabulary which affect the out comes of teaching learning vocabulary in the class. There are six problems that explained by Thakur as the following explanation.

³³ Jeremy Harmer, *How to Teach English*, (London: Longman, 1998), p.34

1). Over-Crowded classes: teachers of English experience a lot of problems in handling such a big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.

2). Lack of competent teachers: in competent teachers are the main source of trouble as far as the teaching of English in school. There are either trained in old methods and have never cared to look something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer this subject while under training.

3). Faulty method of teaching: the teaching of English suffers from the faulty methods of teaching. In most of the schools, the Translation Method is the sole favorite with the teachers. The teacher picks up the reader, translates the paragraph, writes the meanings of difficult words on the blackboard and assigns some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so that when they pass out, they are as ignorant as they were when they first entered the English class.

4). Non-availability of good text-books: text books of English used in schools are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select before hand graded vocabulary for use in the text books.

5). Apathy to new technique and procedure: most of the teachers working in middle and high schools are both ignorant and apathetic to the new techniques and procedures of teaching of English. The new generation of teachers in being given

training in new method but the teachers fail miserably when they are actually put on the job.

6). Inadequate provision of teaching aids: a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well.³⁴

The other problems in teaching vocabulary such as:³⁵

- a. The teacher is unable to make the students understand many words knowledge and use them in English listening, speaking, reading and writing;
- b. The teacher also unable to repeat the frequencies of same words are so low, that is make students cannot memorize the words they have been learned.
- c. Teaching vocabulary does not distinguish common words from from uncommon words, which is make students more burden to memorize the vocabulary.
- d. Present vocabulary teaching lacks logics and does not reveal the regularity of English words.
- e. The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any

³⁴Jyoti Thakur, *Journal of Educationia Confab Vol.2, no. 1, January 2013: Challenges and prospects in Teaching English* (Punjab, Chitkara University, 2013), pp. 127-128.

³⁵Qul Tang, *The Effectiveness of Dictation Method in College English Vocabulary Teaching*. (Beijing: College Foreign Studies of Guilin University of Technology, 2012), p. 1472

one time.³⁶ It means that the problem faced by the teacher is about knowing a word.

Furthermore, according to Nation the main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. Teaching can effectively deal with only a small amount of information about a word as a time. The more complex the information is, the more likely the learners are to miss interpret it.³⁷ When the teacher should teach some words in a meeting, sometimes it is difficult to share because the students only can understand and memorize some of them. It will make students confused if there are too many word, whereas they have to know much knowledge by learning on the moment. Hence, the target is less successful because the students only can catch some words or vocabulary that the teacher asks them to know.

From the explanation above, the researcher concludes there are some problems in teaching vocabulary such as the teacher is unable to make students understand so many words, the teacher does not distinguish common words from uncommon words, present vocabulary teaching lacks logic and also does not reveal the regularity of English words, the last problem in teaching is about knowing a word. Teacher has to be careful in selecting the vocabulary that he/she was taught. When the teacher should teach some words in a meeting, sometimes it is difficult to share because the students only can understand and memorize some

³⁶ Paul Nation, *Teaching Vocabulary*. (Wellington: Victoria University of Wellington, 2015), p.1

³⁷ Paul Nation, *Teaching Vocabulary*, (Wellington, Victoria University of Wellington, 2015), p. 1

of the. It will make the students confused if there are too many words, where as they have to know much knowledge by learning on the moment.

2. Students' problem in Learning Vocabulary

A student is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. In learning vocabulary the students have problem.

Other factors that make some words more difficult than other are:

- a. Pronunciation; research shows that difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. Length and complexity; long words seem to be more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
- d. Grammar; also problematic is grammar associated with the word. Grammar of phrasal verb is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e. Meaning; when two words overlap in meaning, students are likely to confuse them. Words with multiple meaning can also be troublesome for students.

- f. Range, connotation and idiomaticity; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a range. Uncertainly as to the connotations of some words may cause problems too.³⁸

It can be concluded that students usually acquire new words in their textbooks or when given by the teachers during classroom lessons and the students do not applying what they have learnt. It means that to get well language the learners can try to include pronunciation, length and complexity spelling, grammar, and meaning by using vocabulary.

Some of those problems are the students felt that the teacher explanation for meaning or definition, pronunciation, spelling and grammatical function is boring. In this research, researcher analysed some points of the students problems according to the students junior high school, the points are pronunciation, spelling, length and complexity and meaning.

H. Concept of Semantic Mapping Technique

Johnson explain that semantic mapping is a categorical structuring of information in graphic form.³⁹ Semantic mapping strategy is visual displays of word meanings organizes to depict relationship with other words.⁴⁰ This vocabulary technique allows students to acquire and use accurately a clearer

³⁸ Scott Thornbury, *How to Teach Vocabulary*. (London: Pearson Education Limited, 2002), p. 27-28

³⁹ Johnson, D. D., Pittleman, S. D. & Heimlich, J. E. *Semantic Mapping. The Reading Teacher*, 39, p.778-783.

⁴⁰ Antonacci, A. Patricia and O'Callaghan, M. Chatherine, *Promoting Literacy Development 50 Research-Based Strategies for K-8 Learners*, (Los Angeles: SAGE, 2012), P.94

concept by learning the connections and relationships among several related words.⁴¹ A teacher must be able to select a technique exactly in learning process. Technique must stimulate the students into material in the learning process. Using semantic mapping technique can create interesting teaching. Semantic map is one type of graphic organizer. Students will manage how to make relationship between a word to another word. According to Johnson and Pearson in Supramaniam, semantic map is graphic arrangement of words and it show how new words and ideas. Related to each other with in text.⁴² It means that semantic mapping will show how words and ideas are related to others by manage them. In the case of point, semantic mapping is a teacher directed study of a word or concept in realtion to other related words and ideas. It is used by the teacher to guide the students in vocabulary. By using strategy studets will be more easy to learning vocabulary. They will decide the ideas and connect them. This strategy is also flexible to use, so that it will make the teacher and the students easy in learning. Semantic mapping technique is the one alternative technique that can be applied to the students.

According to Beck, McKeown and Kucan Semantic Mapping strategy is research reveals that to develop students' vocabularies, teachers need to promote in-depth word knowledge. According to Graves, Semantic Mapping strategy is

⁴¹ Macceca Stephanie, "*Reading Strategy For Science Second Edition*", (Shell Education, 2014), p. 68

⁴² Elamathi A/P Supramaniam, *The Effect of Using Semantic Map Strategy on Reading Comprehension for Lower Secondary Learners*, (University of Technology Malaysia: Unpublished, 2011), p. 31

one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships.⁴³

Semantic mapping is a strategy for graphically representing concept. A semantic word map allows students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word.⁴⁴ According to Sthal, *et al* in Khasraz, Semantic Mapping technique involves drawing of relationship between words according to their use in a particular text and it is best introduced as a collaborative effort between the teacher and the class.⁴⁵ It means that Semantic Mapping has relationship between words and in particular text and it can be used by the teacher and students. In addition, according to Barcroft, he defines semantic mapping as the increased evaluation of an item with regard to its meaning. A Semantic Mapping can be used as a tool for discovering the conceptual relationship between vocabulary items.⁴⁶

Here is an example of a map from the descriptive text the topic is My Hero. The words with Michael Jordan, personality, hobby, and body in the map. It was introduced by the teacher.

Title : My Hero

⁴³ Antonacci, A. Patricia and O'Callaghan, M. Chaterine, *Promoting Literacy.*, p. 9

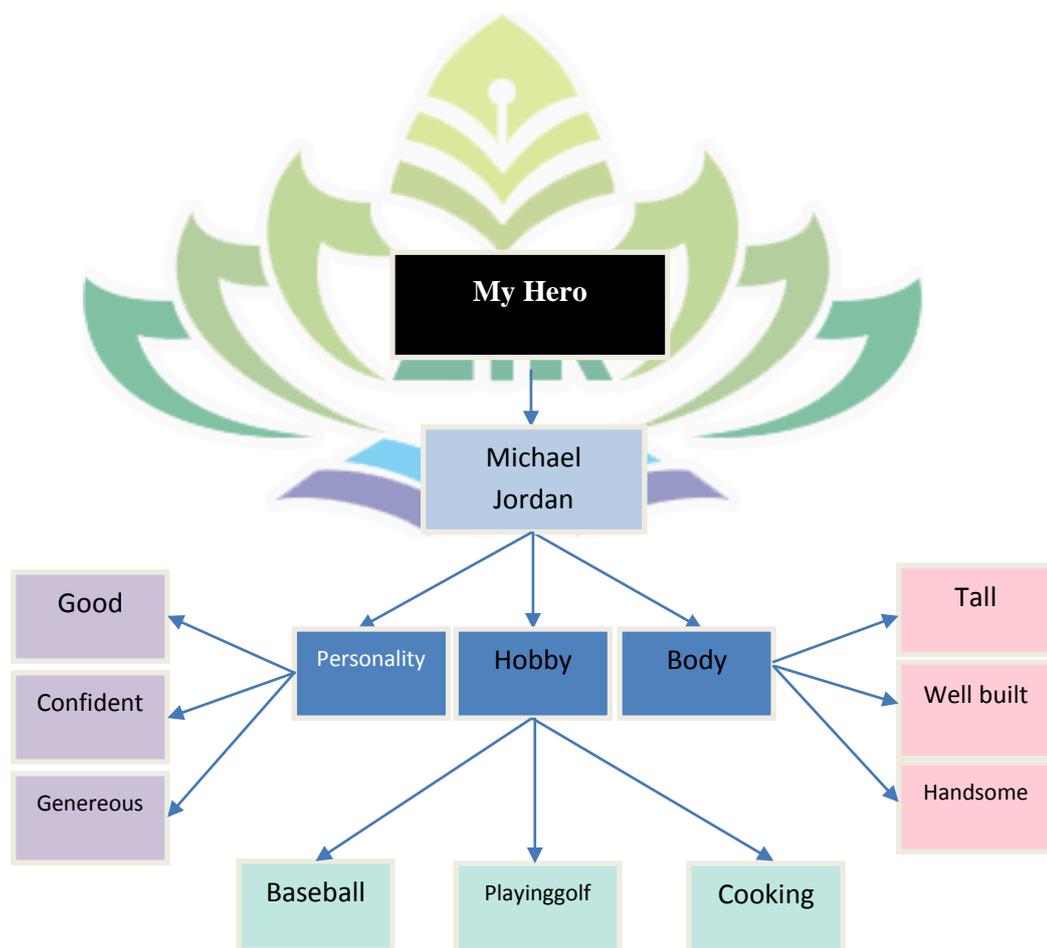
⁴⁴ NSW Center of Effective Reading, *Vocabulary-Semantic Mapping*, p.1

⁴⁵ Khasraz, *et al*, *The Effect of Semantic Mapping Strategy Instruction on Vocabulary Learning of Intermediate EFL Students*, Available on <http://google.co.id>. The Effect of Semantic Mapping strategy instruction on vocabulary learning of intermediate EFL students. Accessed on July 27th, 2021.

⁴⁶ Barcroft, *The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' Awareness of the Affective Dimensions of Deep Vocabulary Knowledge*, (Faculty of Foreign Language, Islamic Azad University, Central Tehran Branch, Tehran, Iran), p. 166. Accessed on July 27th, 2021.

Identification : Michael Jordan is a famous basketball player. Michael Jordan is certainly looks like a stars.

Description : He is tall, well built and handsome. He is always well dressed. His personality is as good as his playing ability. He is confident. He is also generous. He gives a lot of money to charity. His hobby is playing golf, baseball, and cooking. He often cooks for his family. *(Taken from Kumalarani : 136)*



Semantic Mapping I : My Hero

Description of map from My Hero :

1. The box with blue color is the topic. That is taken based on the descriptive text of My Hero.
2. The box with dark blue color is the word that already introduce to the students. That is the key word that for makes students easily thinks as many words as they can that are related to the topic based on the text of My Hero.
3. The box or symbol with purple, tosca, and pink color is the characteristic or description of word that is taken from the descriptive text of My Hero. Tis categories are makes by students. They are only to read the text for continue the map.

Based on the curriculum. Junior high school have to learn descriptive text in the seventh and eight grade. Descriptive text is a kind of the text is the description of particular thing, animal, person, and others, for forinstance : our pets or a person we know well. The descriptive text is built from two generic structures. Pardiyono writes that descriptive text begins with the identification and description.

- Identification : Identifies phenomenon to be described.
- Description : Describes parts, qualities, characteristic, etc.

Descriptive often used 'be' and 'have'. Tense which is often used is Simple Present Tense, However, sometimes it used Past Tense of the thing to be described doesn't exist anymore. Significant Grammatical Features:

Junior high school students especially the eighth grade learned about the description of things and animals, description of a person and description of a particular place. The vocabulary often used in descriptive text are the words which are related to the name of place (location, destination, the function, the appearance and the evidence if needed). For particular place, the words are used to describe the characteristic features of the subject. By using descriptive text we can teach vocabulary. Because in descriptive text there are many words that include kind of basic word. Here an example of descriptive text.

Sasan state that Semantic Mapping as a strategy that helps the learner recall words better.⁴⁷ The students can understand the concepts based on the descriptive text. In this case, semantic mapping used for teaching vocabulary through a descriptive text. also can be called as a form of graphic organizer. There are many forms of graphic organizer that can be represented by using diagram, image, and prepositional content in order to make the students are easier to understand about the material that presented by the teacher.

Based on the statement above, so the researcher can conclude that the students vocabulary can be increased through semantic mapping technique because the students can discover the relationship between the words which they have known, and they can learn new words from his strategy which make them

⁴⁷Sasan, B & Naeim. *Enhancing Vocabulary Retention through Semantic Mapping*: Foreign Language Annals, Language Society and Culture Journal, 2011

recognize which word they need for their better understanding English. Beside that by introducing new vocabulary using this technique regularly, the researcher hopes the students can discover the strategy of defining and clarifying the unknown words. Semantic mapping technique can be applied for all level of class, thus make the teacher easier to apply this technique for teaching vocabulary in the classroom. Students will be easier to find and understand difficult of the materials when they discussed with his friend. Semantic mapping technique is active learning, creative, effective, fun, teamwork and speed priority between students to achieve the objectives learning through cards. In this learning, teachers not only impart knowledge to students, but also have to build knowledge in his or her thinking.

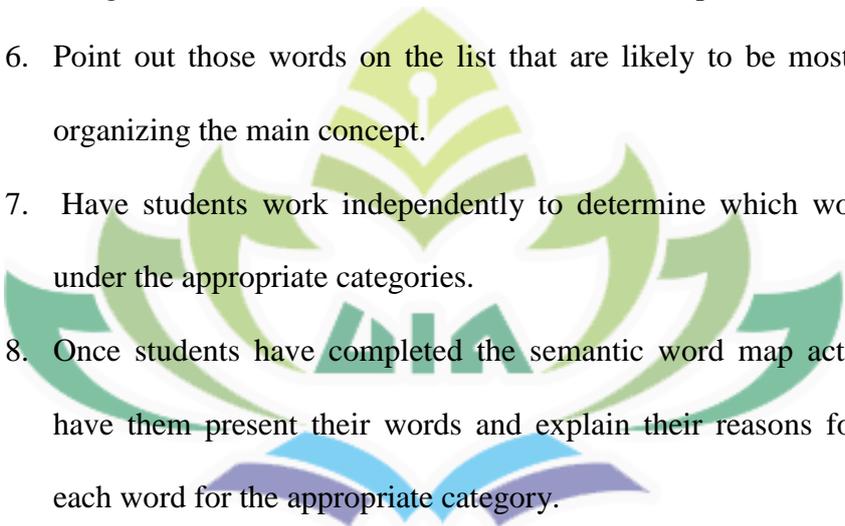
I. Procedure of Teaching Vocabulary by Using Semantic Mapping

The framework of semantic mapping includes, to concept of word, two categories example, and another examples. This is a very interactive process and should be modeled by the teacher first. The step involved in semantic mapping are: write the concept words as they can for the concept word, write the list on the board or overhead and have students copy it, and finally in group have students put the words into categories.

According by Macceca Stephani (2014) the procedure of semantic mapping consist of eight stages, as follows:⁴⁸

1. Determine the central concept prior to assigning it to students.

⁴⁸Macceca Stephanie, “*Reading Strategy For Science Second Edition*”, (Shell Education, 2014), p. 68

2. It is important to think about important related ideas, events, characteristics, and examples to effectively prepare for a healthy discussion.
 3. After introducing the concept to students, ask them to brainstorm words relating to the concept.
 4. Record their ideas on the board.
 5. Expand the discussion around the words that suggest large related categories, ideas, events characteristics, and examples.
 6. Point out those words on the list that are likely to be most useful for organizing the main concept.
 7. Have students work independently to determine which words belong under the appropriate categories.
 8. Once students have completed the semantic word map activity sheet, have them present their words and explain their reasons for choosing each word for the appropriate category.
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J. Advantage and Disadvantage Semantic Mapping Technique

Semantic mapping is a visual display that demonstrates relationships between one word to another. Antonnaci explain the advantages of using semantic mapping as follow:

- a. Helping to develop word knowledge;
- b. Helping to activate students' prior knowledge;

- c. Helping to determine how much building knowledge is required;⁴⁹

In addition, this strategy has disadvantage of using semantic map according to Eppler:

- a. It is not easy to apply by beginner students; it requires extensive training.
- b. It is difficult to find out the relation between the ideas.
- c. The overall pattern does not necessarily assist memorability.⁵⁰

On the other hand, a lecturing is probably the oldest teaching strategy and is still used widely by many teachers in the classroom. A lecturing is an oral presentation intended to present material or teach people about particular subject.

Kelly defined that lecturing is a teaching strategy where an instructor is the central focus of information transfer. Sometimes, they will write on a board or use an overhead projector to provide visual for students. Students are expected to take note while listening to lecture. Usually, very little exchange occurs between the instructor and the students during a lecturing.⁵¹

⁴⁹Antonacci, et al. 2011. *40 Strategies for Middle and Secondary Classrooms Developing Content Area Literacy*. San Diego: Sage.

⁵⁰Eppler, A Comparison between Mapping Method. *Journal Information Visualization*, 5, 201-210. Doi:10.1057/palgrave.ivs.95000.131. (2006).

⁵¹Kelly, *Pros and Cons*. Retrieved from 712 educators database. (2012)

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