

ABSTRACT

Vocabulary understanding is an important aspect of English learning because students need to understand word meanings to comprehend texts and communicate effectively. However, many students still have difficulties in understanding word meaning because vocabulary learning often focuses on memorization. Therefore, this study aimed to examine the effect of the Word Mapping Strategy on students' understanding of word meaning.

This study employed a quantitative approach with a quasi-experimental design using a non-equivalent control group design. The participants were 60 tenth-grade students of SMA Karya Budi Bandung in the 2026 academic year, with 30 students in the experimental class and 30 students in the control class. The data were collected through a vocabulary test consisting of 25 valid items administered as a pre-test and post-test. The experimental class was taught using the Word Mapping Strategy, while the control class was taught using a conventional vocabulary teaching method. The data were analyzed using descriptive statistics, the Shapiro-Wilk test, the Wilcoxon Signed-Rank Test, and N-Gain analysis through IBM SPSS Statistics Version 27.

The findings showed that the mean score of the experimental class increased from 52.40 in the pre-test to 88.40 in the post-test, while the control class increased from 61.33 to 78.53. The Wilcoxon Signed-Rank Test showed a significant improvement in both classes ($p < 0.05$). The N-Gain results showed a higher improvement in the experimental class (75.46%) than in the control class (46.93%).

In conclusion, the Word Mapping Strategy had a significant effect on students' understanding of word meaning and resulted in greater improvement than the conventional vocabulary teaching method. The strategy can be used as an alternative vocabulary teaching strategy to help students understand word meanings through relationships among words.

Keywords: *Word Mapping Strategy, word meaning, vocabulary learning, narrative text, quasi-experimental study*