CHAPTER I

INTRODUCTION

A. BACKGROUND

The purpose of this study is to enrich students' receptive vocabulary by using the word mapping strategy for Junior High School. According to Richard (2002) vocabulary is a central and core component of language acquisition and it provides much of the basis for how well the learners speak, listen, read, and write. The student needs vocabulary to motivate themselves to speak, write, read and listen (Beck, 2012). Therefore, the researcher knows how to improve students' vocabulary effectively and enjoyably. Then, Barnhart (2004) cited in Aisyah (2017) defines that vocabulary is the stock of words used by a person, class of people, profession, etc. In Short, it can be concluded that vocabulary is very important to learn to expedite the language proficiency because vocabulary can link to all aspects of studying English area like to help the learners to be able to speak, learn, write, and read.

The focus of this research is about receptive vocabulary. Regarding to Zhou (2006) cited in Gallego (2009) , receptive vocabulary knowledge means the capability to comprehend a word when the learner hears or sees the text. Receptive vocabulary means that a person only understands the words without speaking and writing (Faraj, 2015). In any case, receptive vocabulary mastery is when students just receive the meaning of the words and understand words without producing words.

Regarding the writer's experience in teaching English at a public school and informal institution. Lack of receptive vocabulary is the main problem for students because they cannot understand what they just read. Then the teachers just focus on direct translation to L2. According to Marzano (2010) telling students the meaning of word directly will not be memorized in the long-term. In other words, students cannot memorize the words effectively. For this reason, they feel less motivation to learn English.

Word mapping strategy is one of the ways to help students to learn English well. It helps the students to enrich their vocabulary and to save them on their mind in the long-term (Graves, 2012). According to Graves & Samuels (2008) cited in Wardani (2015), word mapping strategy promotes students' active exploration of word relationships and develops their conceptual knowledge related to words to understand deeper about the words. It is strengthened by Graves & O'Callaghan (2012) that the word mapping strategy is a suitable strategy and one of the most powerful approach to teach vocabulary because it engages students in thinking and connecting about word relationships. In other words, word mapping strategy will help students to make connections between their prior knowledge and the new words. Thus, the students can easily remember the words. Moreover, by mapping the words, the students are able to expand the definition of words and to encourage students to move from simple dictionary-like statements to more complex definitions that shows relationships: What is it (category)? What is it like (properties)? What are examples (illustrations)? (Schwartz & Raphael, 2002) cited in (Rezvani & Jabbari, 2016).

B. RESEARCH QUESTIONS

Based on the background above, here are the questions of this study:

1. What is the result of enhancing students' receptive vocabulary mastery after using Word Mapping Strategy (MPS)?

2. What is the result of enhancing students' receptive vocabulary mastery after using the conventional technique?

3. What is the significant difference between students' receptive vocabulary mastery after using Word Mapping Strategy and conventional technique?

C. RESEARCH OBJECTIVES

Based on the research questions above, the purposes of this study are to know:

1. The result of enhancing students' receptive vocabulary mastery after using Word Mapping Strategy (MPS).

2. The result of enhancing students' receptive vocabulary mastery after using the conventional technique.

3. The significant difference between students' receptive vocabulary mastery after using Word Mapping Strategy and conventional technique.

D. SIGNIFICANCES OF THE STUDY

This result of this study will be expected to give the theoretical and practical significances to teachers, students, and other researchers. Theoretically, this study gives a lot of information to the readers about "Word Mapping Strategy" in vocabulary teaching, and this information can be used for the learners and teachers

Who wants to know more about this strategy to help the students to understand the vocabulary in learning English. Practically, the significances of this study are: First, the significances are how well this strategy will work for students by practicing it. Second is the teachers are able to use this strategy for any minutes/meeting before closing the class or opening the class to help students to enrich their vocabulary at least 3 words or 5 words. Last, the students can use his strategy independently in order to get the information from each word which is just delivered and the students are expected to be able to memorize the words.

E.   RESEARCH FRAMEWORK

Teachers need to strive a lot to help the students to acquire the vocabularies in order to make them understand (Wardani, 2015). It is defined by Vela (2016) that vocabulary is the knowledge that needs to be considered as the most important role in academic achievement. Therefore, vocabulary will protect students from the incomprehension of English and expedite English skill in speaking, writing, reading and listening. Vocabulary will remain as the important aspect to understand and to acquire those skills in English. However, if students experience reading difficulties or even speaking difficulties, they are less to have vocabulary and the appropriate knowledge base to comprehend the context. In addition, Grains (2013) found the source of trouble for students that they will not know the meaning of words if they are not able to pronounce them. Furthermore, Glende (2013) in his research said that there must be vocabulary strategy instruction to give a big benefit to students for mastering the vocabulary.

The focus of this study is receptive vocabulary mastery. Receptive vocabulary is the incremental thing to concern the different aspects of word knowledge to be acquired (Gallego & Llach, 2009). In a like manner, Zhou (2008) cited in Marzano (2010) added that receptive vocabulary knowledge means the capability to comprehend a word when the learner hears or sees the text. Receptive vocabulary means a person only understands the words without speaking and writing (Faraj, 2015). Zhou (2008) cited in Marzano (2010) added the learner only will know the receptive vocabulary first and after by intentional learning the learners are available to produce their productive vocabulary. In any case, receptive vocabulary mastery is when the learners just receive the meaning of the words and understand the words nor produce the words by writing or speaking. Meanwhile, to be able to produce a productive vocabulary, the learners need to master receptive vocabulary well.

According to Wardani (2015), word mapping strategy will promote students' active exploration of word related to a deeper understanding of word meaning. Reinforced by Graves (2012), word mapping is an effective strategy in approaching students and teaching vocabulary. Consequently, it engages the student to think word relationships. In other words, this strategy will help students to think more creatively because one word needs to be related like to synonym, antonym, definition, pictures, examples of the sentence to improve students' vocabulary mastery.

According to Muslikah (2016), word mapping strategy will help students to visualize the words through their map that they just set. Supported by Beck (2012), this kind of strategy will engage students in a deeper understanding through depicting

varying relationships among words. In short, this strategy lets students know not only one word but also possibly four words or six words for 1 map that is related to the previous word. Therefore the student will understand a word and remember the word easily that they just have learned with the word mapping they have made. This strategy enables the student to expand the vocabulary and understand it deeper.

F. HYPOTHESES

Hypotheses are statements in quantitative research in which the researcher makes an estimation or prediction about the result of the relationship among characteristics (Creswell 2012). It means hypotheses will predict whether the research influences the outcome or not.

According to the statement above, the hypotheses of this study are as follow;

1. H_0 is accepted if t account is less than (<) t table: it means that there is no significant difference between students' receptive vocabulary mastery taught by using word mapping strategy and by using the conventional technique.

2. H_a is accepted if t account is more than (>) t table: it means that there is a significant difference between students' receptive vocabulary mastery taught by using word mapping strategy and by using the conventional technique.

To implement word mapping strategy in improving students' receptive vocabulary mastery, based on the formula above, the participant will be taken for two classes. The first class is A class in the experimental group that will be given the treatment through word mapping strategy. The second class is B class as the control group that will be given treatment through conventional technique only. Before the

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treatment, the students will be given a pre-test and after the treatment, the students are given a post-test.

G. RELATED PREVIOUS STUDIES

A lot of related previous studies have been found before this new research is conducted. These are research which have been conducted by different writers in the same topics, those are:

The first is by Wardani (2015). This research was conducted at Vocational High School in Kudus. The instrument of this research is a questionnaire. There are two classes that are involved in this research. Each class contains 34 students and all of them are in the third grade. This research performed in the English writing class. The result of this research is the student can improve their vocabulary by using a word mapping strategy in order to be beneficial for their writing skill.

The Second is by Karendra (2016). This research was conducted at Senior High School in Surakarta. The instrument of this research is the Interview section. Only one class that is involved in this research and all of them is in the third grade. which is involved in conducting this research. This research performed in the English daily class. The result of this research is the student can understand about recount text deeper.

The Third is by Ronaghi (2015) from Iran. This research is conducted at one of the universities in Iran. There are only 15 students who participate in this research. Their age is about 17-20 years old. Focus on how the students can relate their prior knowledge to one word, consequently, students can develop their vocabulary mastery

by seeking other words from one word. This is qualitative research which is using class room research in English daily class. The result is the students can reduce linguistic complexity to understand the text.

The fourth is by Gallego (2013). This research is conducted at the University of Murcia in Spain. The population of this research is junior high school level in the 7th grade. There are 30 students as sample who are involved in this research. This research uses the qualitative method to see how students are able to increase their receptive vocabulary mastery by reading their English books day by day. Using an interview session to see whether they do understand text or no and some observations whether the students are able to answer the question or not after reading the text which is filled by unfamiliar vocabularies for them in English daily class The result is the can observe and know how students are able to master the receptive vocabulary.

The previous studies focus and objectives are different from this present research. The first previous study focuses on improving general vocabulary by using word mapping strategy while using questionnaire at Senior High School (Wardani, 2015). The second previous study is about word mapping by using interview at Vocational High School (Karendra, 2016). Moreover, the both study does not focus on receptive vocabulary, On the other hand, there is also the research about receptive vocabulary but not using word mapping strategy to increase students' vocabulary mastery (Gallego, 2013). This research is different from the previous research because it uses the word mapping strategy to enrich students' receptive vocabulary while using the quantitative method. This strategy is implemented in SMPN 41

Bandung and focused on teaching receptive vocabulary with word mapping strategy. The target is the second grade and the benefit is to improve students' receptive vocabulary mastery at the long-term memory to understand the English texts.