

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses vocabulary mastery, and semantic mapping also review the previous study. The discussion of each part will be presented below.

A. Vocabulary Mastery

1. The Nature of Vocabulary

According to Schmitt (2000:22) having a small vocabulary is like an obstacle that keeps the students from studying the language. No one can communicate easily and express our thought without a language. Hornby (2000:144) describes vocabulary as: 1) all the words a person understands or uses; 2) all the words in a specific language; 3) words that people use while communicating about a particular subject; 4) a list of words with their meanings. Then, vocabulary is a collection of words in a particular language that an individual knows and that has a meaning. It means that a language is made up of a collection of words that make up a coherent language.

Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) describe vocabulary as comprehension of words and word sense in both oral and written terms and in efficient and receptive ways. More precisely, they use vocabulary to refer to “the kind of word that students need to know in order to learn increasingly detailed documents.” Nunan (1999:101) that vocabulary is more than a collection of target language terms. Vocabulary is part of the system of language.

In addition, Renandya (2002:255) indicates that vocabulary is a crucial component of language proficiency and provides much of the basis for how well learners write, read, listen, and speak. He says that without comprehensive vocabulary and techniques to develop new vocabulary, learners often accomplish less than their ability. They also find it difficult to interpret a letter. They cannot however grasp the meanings of the unfamiliar words found in the text. This situation causes inconsistency in the interpretation of the meanings as a whole.

Vocabulary contains of the study how to use terms that reflect a picture (O'rourke, 1974: 26). It means that a foreign language learner can speak fluently and clearly, write quickly, and understand what he or she is reading or listening if he or she has adequate vocabulary and the capacity to use it specifically. Vocabulary is the cornerstone for students to understand what they hear and learn at school and to communicate effectively with others (O'rourke, 1974: 14). It can concludes that vocabulary is very important for the students to build up a large of words quickly.

Vocabulary is an important part of language acquisition and instruction, as well as other language elements such as grammar and pronunciation. Allen and Valette (1977:149) concluded that vocabulary is an important element in all language instruction. Students must continue to understand the word while they understand the form and practice sound. to learn the word as they learn structures and practice a sound.

From these meanings, vocabulary is the essential of communication that people use to grasp the meaning of words and to help them communicate ideas precisely. It may be concluded that, since the language contains of words, students can master the words of the language in order to be able to use the language more or less. Having learned a vast range of phrases, they would be able to articulate their thoughts or ask for details and engage in the discussion.

2. Vocabulary Mastery

People needs vocabulary to grasp the meaning of words, and it allows them to articulate it precisely (Burton, 1982: 98). Vocabulary is one of the linguistic elements that is really important for communicating in English. Learning vocabulary is one of the first stages of learning the second language, since vocabulary is the essential material for acquiring the four language skills. They are listening, reading, speaking and writing.

Vocabulary is an essential factor that needs to be learned in the learning of a language. Great talent or intelligence, influence or strength (Oxford University Press) is the meaning of mastery itself. Mastery is a total influence of everything (Cambridge Advanced Learner's Dictionary). Hornby (1995:207) claimed that mastery is a great knowledge of the perception of a single thing. So, the sense of vocabulary mastery is condition where people have great skills and knowledge of words, particularly foreign ones.

Mastering vocabulary is one of important components in understanding a text, conversation, or written in English. Without mastery vocabulary, the students cannot achieve the purpose. Then, lack of vocabulary mastery may have a detrimental effect on the teaching-learning activity of a language. Moreover, according to Nation (2001: 13) high-frequency words are very significant because they occupy a very large proportion of the words used in both spoken and written texts. In comparison, mastering at least high-frequency words will help students understand the target language. So, it is critical for language learners to master vocabulary well.

3. The Importance of Vocabulary

Vocabulary is important to understanding, because it is difficult for someone to engage in a dialogue whenever he or she cannot understand or remember the meaning of the main terms used by others. In order to communicate a concept or to ask for details, a person must be able to create lexical objects to convey his/her meanings. It is also very difficult for someone to take part in a dialogue when he or she has just a little vocabulary.

In addition, Thornbury (2002: 14) explains that vocabulary means a large selection of objects. He adds that vocabulary learning is necessary because it enriches someone's understanding or words. This means that the progress of the learner in studying a language not just depend on the scale of the vocabulary he or she has acquired, but also on the making up of the vocabulary.

Moreover, Cameron (2001: 72) states that developing a useful vocabulary is essential to studying a foreign language at the primary level. Vocabulary is important for the use of a foreign language as a discourse, since it is both learned from learned from and important to involvement in discourse. Similarly, Hawken (2010) proposes that vocabulary building involves both understanding the meaning of words and learning how to decipher such words.

In conclusion, recognizing that knowledge of vocabulary is very important, students must pay more attention to teach vocabulary. Teachers must have a good effective and efficient method to ensure that vocabulary is successful. If anyone can learn language well, he or she may be also able to encourage fluency, increasing learning, boost achievement, and strengthen thought and communication.

B. Semantic Mapping

1. Nature of Semantic Mapping

In studying of language, the terms of semantic mapping is generally used to refer to “brainstorming connections with a phase and then diagraming the result Semantic mapping is also a valuable technique that can be applied to students at any stage of proficiency. According to Harvey, et al (2000), semantic mapping strategy are useful resources for teaching. One common characteristic seen in the semantic mapping approach is it reveals the order and completeness of the students’ reasoning process-strengths and limitations in comprehension become clear. Many semantic

maps display various aspects of the problem in close and broad image, because many semantic maps use short terms or phrase, they are suitable for many types of students, including English-Language readers with intermediate skills.

According to Graves (2008:56) the most important ways to teach vocabulary is using semantic mapping strategy, because it engages the students to learn about word relationship. It is a method for creating a graphic show of groups and their relationship. The strategy encourages students' successful in analysis of words relationships to a greater comprehend of words meanings by improving their word-related intellectual a skills.

In addition, Winters (2001:87) argues that semantic mapping is a graphic teaching strategy designed to help students build the conceptual connection they need to decipher any word completely. In short, semantic mapping is a strategy for representing word concepts graphically. It would help the students to enhance their vocabulary into a better comprehension of logical information by showing terms in categories to demonstrate how they refer to teach each other. So, semantic mapping strategy enables learners to see connection between words.

Semantic mapping is also a strategy that can be used in both fields to illustrate the relationship between concepts. It helps to put into consciousness the connection between words in the text and helps to enhance comprehension by establishing associative networks for words.

Thus, by teaching vocabulary directly, it can be used as a method for students to explore the relationship between vocabulary terms. As semantic mapping builds on prior knowledge and is an active part of learning, it can be very successful.

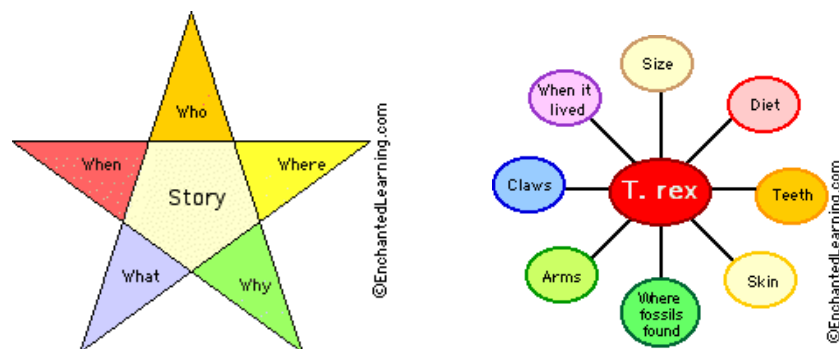
From the description, it can be assumed that semantic mapping is a method for the expansion of vocabulary and the extension of information by presenting terms linked to teach other in categories. This strategy is an extension of the terms description mapping, but draws on the students' previous knowledge or schema. In other words, it can be summarize that semantic mapping is an arrangement of picture built in the form of nodes (circle or square) and linking connections to demonstrate how core concepts or key ideas and subordinate ideas are connected to each other. It acts as an innovative organizer to increase the students' knowledge background.

2. Form of Semantic Mapping

The construct of semantic mapping in this research refers to the recognition of whether the semantic features are within or beyond the semantic boundaries of the word. The various name in the literature have been used to the word semantic mapping. In language learning, the terms semantic mapping is typically used to refer to “brainstorming comparisons with a phase and then diagraming outcomes. (Hatch and Brown, 1995: 387) There are several forms of semantic map that the researcher finds from enhantedlearning.com that is found by Col and Spector (1993):

a. Star Diagram

Star diagrams are a type of graphic organizer that condense and organize data about multiple traits, fact, or attributes associated a single topic. Star diagrams are useful for basic brainstorming about a topic or simply listing all the major traits related to a theme.



b. Spider Diagram

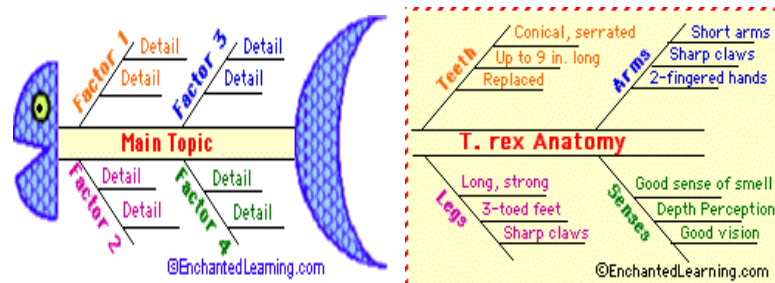
A spider map (sometimes called a semantic map) is a type of graphic organizer that used to investigate and enumerate various aspects of a single theme or topic, helping to student to organize their thoughts. It looks a bit like a spider' web, hence its name.



c. Fishbone Diagram

A fishbone map (sometimes called a herringbone map) is a type of graphic organizer that is used to explore many aspects or effects of a complex topic, helping the students to organize their thoughts in a simple, visual way. The use of color helps make a fishbone map clearer and easier to interpret.

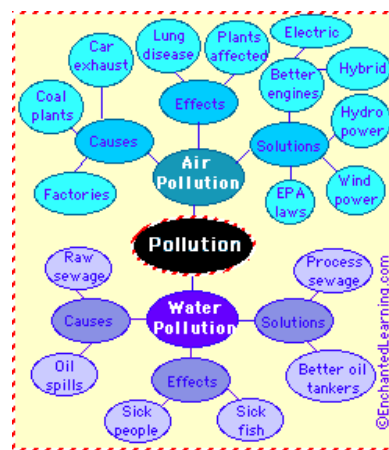
The method of creating a fishbone diagram allows the students to concentrate on the topic, needs students to study what they already know in order to organize the information, enables students to track their the understanding of the topic. It also tends to point out the areas where the student must investigate more (where the fishbone is difficult to fill out).



d. Cluster/Cloud Diagram

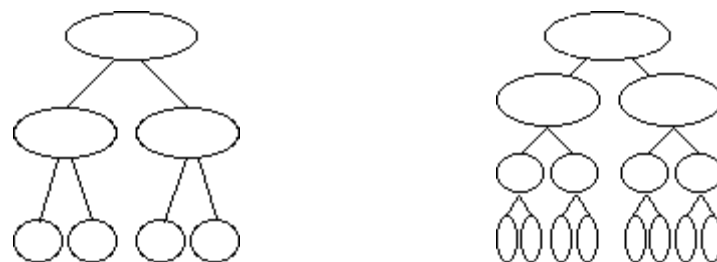
Cluster diagrams (also called cloud diagrams) are a type of non-linear graphic organizer that can help to systematize the generation of ideas based upon a central topic. Using this type of diagram, the student can more easily brainstorm a theme, associate about an idea, or explore a new subject.

To create a cluster diagram, the students first think about many words or ideas related the stimulus theme as possible (and then compose second-level ideas in a circle connected to the main theme) this first step is like making a star diagram. Then, the students explore each of these new second-level ideas in turn to identify as many similar concepts as possible for each of them (apply these third-level words to the concept diagram).



e. Tree Diagram

Tree diagrams are a type of graphic organizer that shows how items are related to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, people, or outcomes.



f. Chain Diagram

Chain diagrams, also called sequence of events diagrams,

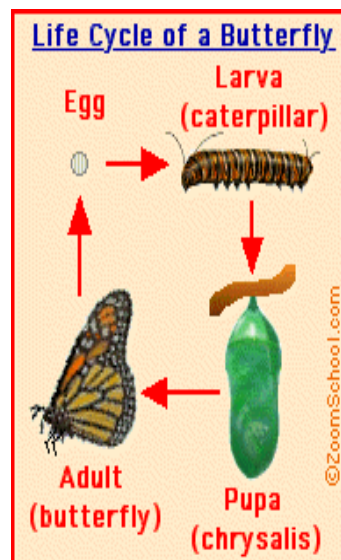


are a type of graphic organizer that describe the stages or steps in a process.

The students must be able to identify the first step in the process, all of the resulting stages in the procedure as they

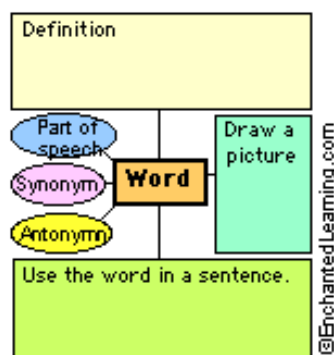
unfold, and the outcome (the final stage). In this process, the students realizes how one step leads to the next in the process, and eventually, to the outcome. Chain diagrams are useful in examining linear cause-and-effect processes and other processes that unfold sequentially.

g. Cycle Diagrams



Cycle diagram are a type of graphic organizer that shows how items are related to one another in a repeating cycle. Use a cycle diagram when there is no beginning and no end to a repeating process. In making cycle diagram, the student must identify the main events in the cycle, how they interact, and how the cycle repeats.

h. Vocabulary Map Graphic Organizer



Vocabulary maps are graphic organizers that can be useful in helping a students learn new vocabulary words. For each new vocabulary word, the student writes the word, its definition, it is part of

speech (noun, verb, adjective, adverb, etc.), a synonym, and antonym, draws a picture that illustrates the meaning of the word, and writes a meaningful sentence using the word.

3. Procedure for Using Semantic Mapping

Semantic mapping is a type of map or graphic representation of categories of knowledge that has a relationship with each other; it can help the students remember the relationship of words quickly. According to Antonnaci in Amoush (2012:715), semantic mapping is a visual representation of information, an image of mental partnership. Semantic mapping works for any expression, idea, term, occurrence, character, or subject. Allen (2007:98) explains that the semantic mapping procedure begins with the teacher providing the words that the student will be exploring.

Vacca and Vacca (1998:404) mentions that a semantic map has three basic components:

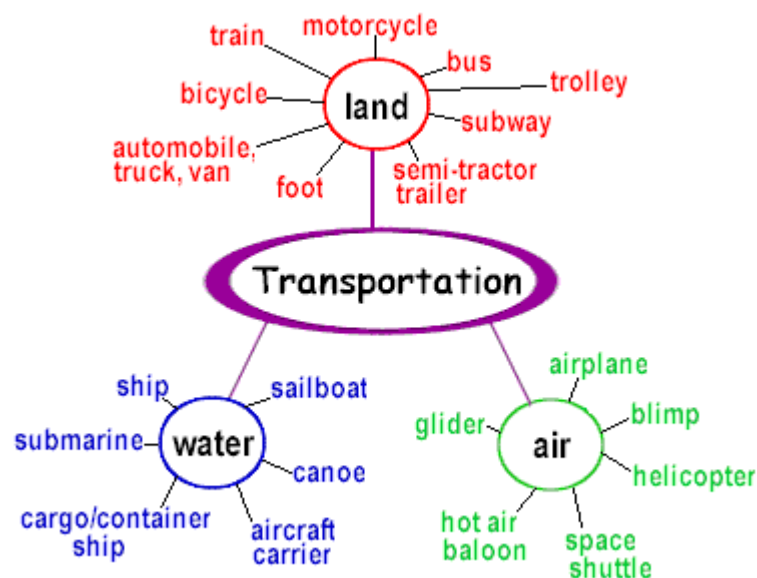
- a. The key question or concept. The question or concept (stated as the key or phase) that defines the main focus of the map. In some ways, all the ideas generated by the students for the map are related to the core question or concept.
- b. Strands. The subordinated ideas produced by the students that help illustrate the topic or describe the definition.
- c. Supports. The details, inferences, and generalizations applicable to each strand. They help to clarify the strands and to distinguish one strand from another.

In general, the use of semantic mapping in the class can be split into five categorizations, mapping and post-assessment synthesis by Zaid in Dilek and Yuruk (2012:1537). In Zaid's variation, phases are explained below:

- a. Introducing the theme: the teacher conveys the theme by drawing a circle on the whiteboard and writing the theme inside. This topic is about the passage students will write. The students can guess the intent of writing passage through this.
- b. Brainstorming: the teacher needs the students to learn about keywords and ideas relevant to the theme. This make it possible for students to use their background knowledge and experience. The brainstorming aspect of the semantic mapping offers an opportunity to observe each

student's schemata as well as previous experience. The keyword and suggestions are seen on one side of the whiteboard. At this point, all responses are approved as they apply to the subject.

- c. Categorization: In this process, according to Zaid (1995), students gain experience in learning some useful cognitive skills, in particular categorizing and exemplifying, and learn to compare and contrast, cause and effect relationships and make inferences. This part can be also referred to as pre-assignment.
- d. Personalizing the map: After every students has made his/her own copy, a material such as writing passage, which is about the main concepts of the chart, is given. This writing passage contains of more similar terms than those listed by the students. As they write, the students are decide whether to add or remove from the map they have develop. New information is integrated with prior knowledge in this step.
- e. Post- assignment synthesis: the last part of this process is used to document the students' recommendation from their personal maps on the pre-assignment. After writing the passage and adding or removing some items, the whole class agrees on the final form of the chart. The latest of session acts as a graphic representation of the information they have learned from the map.



2.1 Semantic Mapping Result Sample

4. Learning Vocabulary by Using Semantic Mapping

One of the most interesting methods that the teacher can use to teach vocabulary is semantic mapping. This strategy incorporates a variety of other memory strategies, group, use imagery, and associate or elaborate, and this strategy is also valuable for improving both the memory and the comprehension of a new word, and even for enriching it is vocabulary. Vocabulary and grammar play vital importance role. Both of them are two inherent language components one with other. Vocabulary is dominated when someone comprehend in reading, conversation, or article. Without vocabulary, it is impossible for us to reach target.

Semantic Mapping is a strategy teaches that can fish student creativity in found or determined dependability was between one topic pass by some related to words topic is referred. With this strategy also, student

can develop their ability in thinking. For example, by depict a hospital, then student can mention any that exist in hospital like, doctor, nurse, and patient.

Learning vocabulary using semantic mapping can be achieved by applying the word map strategy, choosing a word or term central to the subject, showing the target word or term, creating as many aspect as possible that correspond to the target word, such as the detective, the discover, etc., conducting discussion of the word map, and asking other students to construct similar words amps in the next classes. By using this procedure, hoped that semantic mapping could help the teacher to answer the students' problem in learning English vocabulary and also can enrich the students' vocabulary.

C. Review the Previous Study

There were some studies related a semantic mapping strategy before the researcher conducted this research. In order to prove the originality of this study, the researcher would like to present the previous study related to the problem discussed on this study. The first, study conducted by Zamroni (2012), he showed that the result from applying the strategy that the students' vocabulary was increased 70% until 89% of vocabulary mastery. The second, study was conducted by Krisnawati (2014), here the writer showed that the use of semantic mapping in teaching reading comprehension was able to improve the students' ability. This result based on the quantitative data that the average score in the final post-test increased by 18.9333 from the average score in the pre-test. According to the t statistic, the score difference is significant at $p < 0.05$. The

third, study was conducted by Rahmah (2017), here she concluded that there were a significant effectiveness of Semantic Mapping on students' vocabulary achievement at the eighth grade students of MTs Islamiyah Ciputat in the 2017/2018 academic year. It was based on the result of the mean score class that teaching using Semantic Mapping is higher than the class that teaching without Semantic Mapping.

The fourth, the study was conducted by Huda (2017), the result showed that Sig. (P value) is $0.00 \leq \alpha = 0.05$. So H_0 is accepted. It means that there is a significant influence of using semantic mapping towards students' vocabulary mastery at the second semester of the eighth grade of SMP Negeri 10 Bandar Lampung in the academic year of 2016/2017. The fifth, the study was conducted by Aksyah (2017), the findings showed that using semantic mapping strategy could improve the students' ability in English vocabulary mastery. In addition, most students responded positively to the semantic mapping strategy in learning of vocabulary. It means the students have learned from the strategy. It can be inferred that the semantic mapping strategy not only helped the students develop their vocabulary, but also allowed students discover ways to make it convenient and fun for them to memorize words.

Based on the five previous studies on the use of semantic mapping strategy, here the researcher will conduct a research with the focus of increasing increasing student's vocabulary mastery by using semantic mapping strategy as well. The researcher use one form of semantic mapping strategy that is cluster/cloud diagram. Then, the research study is classroom action research. So,

the similarity of this study with the two previous study that is kind of strategy and research study. Although it is the same on the use of semantic mapping strategy, but it also has the differences. The differences between this studies with the other study are subject of the study, and setting of the study. In the first research, subject of the study was second year students of SMPN 6 Sub District Perhentian Raja Kampar Regency. The second research was 7th grade students of SMPN 1 Jetis. Third research was eighth grade students of MTs Islamiyah Ciputat Tangerang Selatan. Fourth, the subject study was eighth grade students of SMPN 10 Bandar Lampung. The last the subject was the students of IX-5 on MTsN 2 Aceh Besar. Then, this research subject of the study is seventh grade students of MTs Darul Falah Bendiljati Kulon.