CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the results of the study and discussion of the result of the study. The goal of the research is to improve vocabulary mastery of students by using semantic mapping strategy. The result of the research implementation is presented in this chapter which consists of two sections; findings and discussion.

A. Findings

In this study, Classroom Action Research carried out in one cycle, and the procedures cover four stages: planning, implementing, observing and reflecting. Before presenting findings of each cycle, this chapter initiated by presenting the result of pleliminary study. Preliminary study was done before the action research was conducted. It was done to know the students' problem in the process of teaching and learning vocabulary in English subject. In this study, the preliminary study was done by distributing of questionnaires, interview the English teacher and the students, and students' vocabulary score. The following is the presentation of the results of preliminary observation.

1. Finding of the Preliminary Observation (Reconnaissance)

    a. Result of Questionnaire for Preliminary Study

    In preliminary observation, the questionnaires distributed to find out about the students' problem in English class. The questionnaires were given to the students in the second semester of seventh A class on Thursday, February 13th 2020.

The questionnaire had four categories, they were the students' response toward teaching-learning process (11 items, no. 1-11), vocabulary mastery (3 items, no 12, 13 and 16), writing activity (6 items, no. 17-22), and the solution of the problem in teaching-learning process and vocabulary (3 item, no. 14, 15 and 23) and all of them were twenty three items.

The first category was the response of the students in the class to the teaching-learning process. The result showed that 61 % of the students dislike English lesson, they assumed that the English lesson was difficult lesson. Then, the teacher did not create an enjoyable learning atmosphere and use variation of strategy in English learning. It made the students bored and did not pay attention to the process teaching-learning. The other was about the tendency of the students prefer ask to their friends than the teacher. So, it can be inferred that the students' participation in teaching-learning was low or passive.

The second category was the result of students' responses about vocabulary mastery. The result showed that 73% of the students felt that their vocabulary still low. They find difficulty to improve vocabularies in English lesson because they had low motivation to try and do.

The third category asked about writing activity. The outcome was that 63% of the students thought that writing was challenging ability. The students had difficulties when they wrote a text, especially in descriptive text. The most difficult factor was vocabulary. Then, the other factors

were the teacher used uninteresting strategy. So, the students were lazy to pay attention in teaching-learning and do the assignment from the teacher.

The fourth category asked about the solution of the problem in teaching-learning process and vocabulary. The result was 85% of the students wanted a new style strategy in teaching-learning English in the classroom. They would get motivation when in English lesson the teacher use a media. Using media helpful and interest to improve their vocabularies the students. So, it can be concluded that most of the students of seventh A class needed new strategy in English lesson in order to improve their activeness and make an enjoy learning.

b. The Result of Interview for Preliminary Study

1) English Teacher

This interview was held on Thursday, February 13th 2020 started at 10.20 a.m. and finished at 10.45 a.m. The result showed that the students were lack of vocabulary and most of the students were passive in teaching-learning process.

2) The student

This interview was held on Thursday, February 13th 2020 started at 11.00 a.m. and finished at 11.35 a.m. The result showed that the students dislike English lesson. The students find difficulty to memorize the vocabulary. They were also often bored of English learning in the classroom.

c. The Students' Score of Vocabulary Test.

Preliminary students' score of vocabulary test obtained from the English teacher. This students' score used to evaluate and ensure the problem of the students about vocabulary mastery. Based on the students' score, the mean of score was 83. So, most of them could memorize the vocabulary correctly that given by the teacher.

2. Findings of the First Cycle

a. Planning

In this time, the researcher and the teacher made a plan for action based on the problems faced by the students in terms of vocabulary mastery. The researcher and the teacher decided to use descriptive text as an instrument for teaching practice. In this case, the researcher used semantic mapping strategy to evaluate the chose material and activities in a lesson plan (the lesson plan can be seen in Appendix II. The researcher also prepared students' participation checklist to observe the students and the teacher's performance checklist in teaching learning process to observe teacher's performance. And the writer also prepared a material about text descriptive and the example of the text and made appropriate with the strategy that would use.

b. Implementing

1. The First Meeting

The first meeting was held on Thursday, February 20th 2020. The meeting started by greeting, praying together and introducing the

researchers' identify to students of the seventh A class. It made them became concentrate and pay attention to researcher, then the researcher explained her purpose and checked the students' names one by one. The next, researcher explained of descriptive text using spoken example, in order the students know what the descriptive text is before they get the material fully. The researcher teaches the material from the description, generic structure of the text, aim and the language characteristic of descriptive text. After that, the students dictated the example of descriptive text entitle "My Mother" (the example of the text can be found in Appendix II). The text must be written by the students in their book. The students must write the text in the book. When they wrote the text, there was problem appeared, the students were confused the spelling of the word. After completing the text, the researcher asked the students to analyze the example of text based on the generic structure of the text, aim and language feature of descriptive text together. From the analysis, the students continue to re-categorize the parts of characteristic of the character being described. Such as characteristics of hair, eyes, skin, hobby and others.

2. The Second Meeting

This meeting held on Thursday, March 5th 2020. The researcher came into the class then greeted the students and gave the students inspirations. Next, the researcher review the last material and asked

the students to continue and finished to identify and analyze the purpose, generic structure of the text, and language feature of the descriptive text that given yesterday and the part of characteristic of character that being described in the text. After finishing the explanation about the diagram (cluster diagram) that include in semantic mapping strategy.

After the students understood of the strategy that used, the researcher sought the students to make a diagram based on their analysis. There were some problems appeared on making a diagram, such as the students were confused to categorize the characteristic of people, the use of vocabulary, and the structure of analysis. Nevertheless, they tried to make a diagram with theirs' creativity. The students finished the task in 20 minutes. Then the researcher asked one of them to show the result of the analysis in front of the class. The other students paid attention and gave suggestion to her. At last, the researcher gave a feedback to their work.

3. The Third Meeting

This meeting was conducted on Thursday, March 12th 2020. The researcher came into the classroom then greeted the students, asked praying together, checked students attendant list, and gave motivations to the students. In this time, the researcher gave the students instruction to write description text and the theme was their idol. Not only wrote a descriptive text, but also analyze the generic

structure of the text, purpose and language feature of the text, then make diagram as they studied in the last meeting.

After 20 minutes they completed the assignment. Then the researcher chosen one of them to present the result in front of class. The other students paid attention and gave suggestion to her. Here, just one student who present her result, because time is up. So, the other students collect their works. The essence of this section was not about how they present but how they could understood the material, write a descriptive text and also identify it using semantic mapping strategy modified in cluster diagram. At last, the researcher give a feedback of their work.

c. Observing

Observation was conducted within and after learning process. Observation within learning activity conducted by using two instruments. There were students' participant and the teachers' performance checklist in teaching learning process. Observation after the learning process was conducted by giving a test and asking their responses about the strategy that used by distributing questionnaire and interview with some students.

The result of observation show as follow:

1. Observation was conducted within learning process

   a. Observation sheet of students' participation.

In implementing phase of first cycle, the class condition in learning process has progressed from 1st meeting to 3rd meeting. It could be seen from the result of observation sheet of the students' active (see on appendix IV). The result showed that the students followed the teacher explanation seriously. Next, the students were active in asking question when they do not understand and answer question when the teacher asked to them. When the students found unfamiliar words, they did not give up to look up in their dictionary as suggestion of their teacher. So, it can be inferred that the students were active and enjoy the teaching-learning process.

b. Observation sheet of the teachers' activities in teaching-learning process.

Related to the teaching-learning process, because the meeting was held on three time so the result were 72%, 79% and 80%. Then, the mean score of the result was 77% that means that teacher's performance and the learning process running were good. The researcher as a teacher looked mastering the strategy and the material to be given the students. By walking to the students' table, she reviewed the students' notes and giving criticisms. Then, the researcher's voice was loud, it could the students understand easily because the teacher's explanation was clear. Automatically, it contributed to positive feedback from the

students' reaction in conveying their ideas and the teacher assisted the students to understand the text.

2. Observation was conducted after learning process

a. Test

The test held on Thursday, April 23rd 2020. Here the researcher held a vocabulary test by Whatsapp or online. It was because the pandemic of Covid-19, the students sent to home. The procedure of this test was the researcher shared the question which in the form of file and share in the group of class seventh A via Whatsapp. After that, the students answered and sent the answer to the researcher in personal chat.

The test's score and the percentage of the students' score in learning writing in cycle 1, the average of the students' scores before and after using semantic mapping strategy briefly could be seen in the diagram 4.1.
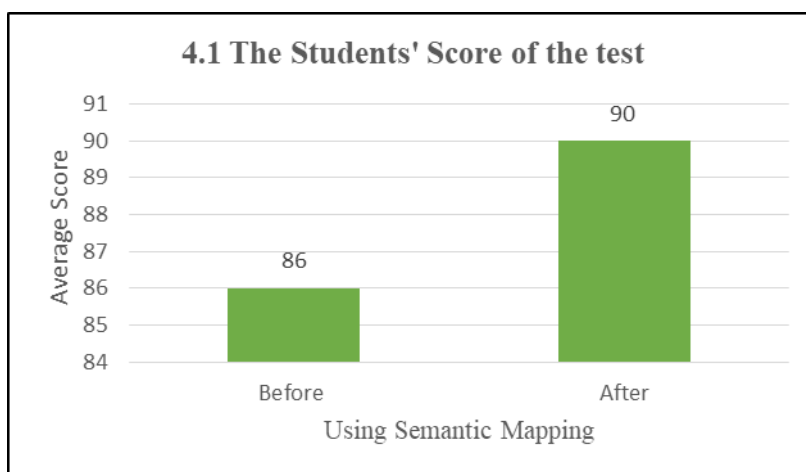
The average of the students score was 90 with the highest and the lowest score of 94 and 85. It was better than the previous test which the teaching-learning was not use semantic mapping strategy. There were improvement after using semantic mapping strategy than before using semantic mapping strategy. The researcher concluded that the students' problems of vocabulary mastery were solved by using semantic mapping strategy. The table of test result could be seen on appendix IV (table 4.1).

b. Questionnaire after learning process

The questionnaire were distributed by Whatsapp on Tuesday, June 9th 2020. The purpose of questionnaire was to find out about students' responses, the researcher distributed the questionnaire to the students and analyzed it. In the questionnaire, the research asked 12 questions. The questionnaire was distributed after the last meeting. From the data of questionnaire II in cycle the mean score of result was 85% that means GOOD category according to the category of students' response percentage. It could be said that the learning was more enjoyable and easy to master of vocabulary using semantic mapping strategy. The result of students' response of questionnaire after learning process could be seen on appendix IV (table 4.2)

c. Interview after learning process

At the last meeting of cycle 1, the researcher also conducted an interview with the students. Interview activity was held on Wednesday, June 10th 2020. This interview was related the students' response about the semantic mapping strategy that implemented in the class. Based on the outcome of interviews, semantic mapping strategy was good to implement in the class. The students felt the English learning became more interesting, enjoyable and not bored. On other hand, the students could enhance their vocabulary mastery easily which has effect in writing skill. So, they could write a text easily also.

d. Reflecting

The implementation of semantic mapping strategy in teaching vocabulary mastery in the first cycle, the researcher was able to see some enhancement. The improvement could be identified from the fulfillment of the criteria of success. The improvements, such as:

1. The average of students' score was 90 of the students have reached the score >80. It means that the semantic mapping strategy made the English learning process to be better which had impact the average of students' score percentage was higher than before.

2. Most of students were active, more interested, and enjoyed in the teaching-learning activity. So, they can memorize vocabulary easily, and got motivations to learn.

Then, according to the opinions of students, they would pay concentration and focus in learning when the researcher used semantic mapping strategy in teaching-learning or test. The teaching-learning activity could run well because the researcher as the English teacher was able to overcome some obstacles both from the English teacher and the students.

From the explanation, the researcher analyzed that almost the obstacles could be handled in cycle 1. The scores of students in the test could reach the criteria of success. It was because semantic mapping strategy that was implemented in teaching-learning. On the basis of the great results in the test and improvement of students' participation, the researcher did not need to continue her study.

B. Discussion

In this part, the researcher shows the discussion of the research finding on this study that has been presented in the previous sub chapter. It means the discussion exposes the improvement of utilizing semantic mapping as strategy for mastering students' vocabulary mastery. The improvements can be identified through the result of test, teacher's performance and students' participation checklist.

After the researcher implemented the strategy of semantic mapping in learning of vocabulary mastery using writing descriptive text, she got the data. It showed there were several improvements from the students and teacher's

performance. According to Harvey (2000), semantic mapping strategy are useful instructional devices. The improvements of the students are they were active in the class that cause the vocabulary mastery had improvement also. The development of the students' vocabulary mastery could be seem from the results of students' scores of vocabulary test that the average score was 90. This means that the students' vocabulary mastery is included in the good category. Therefore, the researcher concluded that by using semantic mapping strategy could improve students' mastery in teaching vocabulary of writing descriptive text at MTs Darul Falah Bendiljati Kulon in the 2019/2020 academic year.

Here, the students were being enthusiastic in English learning, particularly mastering of vocabulary. It could be seen when the researcher given the explanation and example of descriptive text, the students were serious to pay concentration. In addition, the students could ask to the teacher when they had the problem or understanding the material in discussion section. Then, the students could accomplish the task well. It was proven by the average score of the test that the researcher was given after implemented the strategy. It confirmed Graves (2008:56)' statement that semantic mapping is one of the most effective ways to teach vocabulary because it engages students to think about word-relationships. The students' intellectual knowledge of words was improved by the semantic mapping strategy. This strategy facilitate students' constructive in analysis of word relations to greater comprehension of words meanings.

Then, the implementation of semantic mapping strategy contributed to in teacher performance also. The researcher found that based on the preliminary

observation, there was a lack of a variety of methods used by the teacher during the teaching-learning process. Here, the teacher changed from the old strategy to new strategy that was semantic mapping strategy. This strategy stimulated the minds of students and is one way to encourage creativity. The other side of the semantic mapping strategy would help students in solving a problem, discover new and fresh idea. Winters (2001:87) argues that semantic mapping strategy is a visual teaching strategy designed to help learners in creating the conceptual connections they need to fully decode every phase.

A new strategy gave students' motivation. The teacher made lesson plan before and prepare all materials needed well. From this, the teacher would use the time wisely and the activities become more coordinated that make the material could be easily explained. Teacher's explanation was an important part for development of teaching-learning. It confirms Brown's (1978) theory that a straightforward description is required to present the materials in a way that help the students to develop an understanding of the topic.

The teacher also given more chances of the students to ask about their problem or difficulties. It caused the students not to be afraid to ask the teacher or prefer ask to their friend. So, the relationship between the teacher and the students was closer. As result, the students were interested in joining every session of this strategy and could be active.

In addition to that, the impact of the use of semantic mapping strategy in teaching-learning vocabulary was confirmed by previous researcher who showed that semantic mapping strategy was able to increase students'

performance in English. The previous research was done by Huda (2017) in his quasi-experimental design. He proved that there was a major impact on the use of semantic mapping for students' vocabulary mastery. Another research that was conducted Zamroni (2012) that showed his result from applying the strategy that the students' vocabulary was increased 70 until 89% of vocabulary mastery. Then, Aksyah (2017), the result of study showed that most of the students gave positive responses about Semantic Mapping Strategy in teaching vocabulary. It can be concluded that Semantic Mapping strategy did not only help students to improve their vocabulary, but also made students find ways in order to make it enjoyable and easy for them to memorize the words.

Based on the findings of this classroom action research, the form of semantic mapping cluster diagram is one of strategies to improve the process teaching-learning of vocabulary mastery. In other words, in a class with the passive students and less of motivation condition, semantic mapping that can be used to teach vocabulary was semantic mapping modified by using cluster diagram. The procedure of teaching-learning using semantic mapping as following:

First, the teacher give material and example of descriptive text. Second, the teacher ask to analyze the part of text together. The analysis made in cluster diagram, like a part in the description consists of characteristic of hair, skin, eye, and etc. Third, after the students understood the explanation, the teacher asked the students to make a describe text about their idol and make in a cluster diagram. So, the researcher use semantic mapping as the strategy teaching and

learning of vocabulary in order made students easy to memorize and learn vocabulary. The strategy made the teacher and students are not bored in learning, and also made up the design of teaching-learning process became an active. Then, the students also can improve their vocabulary mastery easily and enjoy.