

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the background of the study, formulation of research question, purpose of the study, formulation of hypotheses, significance of study, scope and limitation, and definition of key terms.

A. Background of the Study

In the world of education there are several components that synergize with each other in order to be able to realize the goals of education itself. All components have an important role, including the curriculum which can be said to be the main support in a teaching and learning process. Some experts even say that the curriculum is the main component of education, good and bad educational outcomes are determined by the curriculum, whether it is able to build critical awareness of students or not.

In addition, in order for the educational process to run properly, it is necessary to have other supporting components, namely learning. Learning is a process of teaching and learning activities that play a role in determining student learning success. From the learning process, there is a reciprocal activity between the teacher and students to get to a better goal. According to Sulfemi (2019) learning is an activity to gain knowledge or intelligence, so that it can change the behavior of students because

of actions or interactions both individually and in groups in their environment. Therefore, Wahyudi (2020) stated that curriculum and learning are two inseparable things, even though they are in different positions.

When discussing education, it certainly cannot be separated from how educators provide an appropriate and attractive learning system for students. Learning is not just collecting a number of knowledge, but more than that, because it relates to the formation of attitudes, values, skills and knowledge, so that students who learn can react with their environment intellectually, adjust themselves to move towards progress in improving behavior as a result of learning.

In the learning process, teachers are required to present creative and innovative learning materials. This is because most students are easily feel bored with the monotonous learning process, which is only glued to the teacher's explanations, reading books, and ends with giving assignments as a measuring tool for student understanding. Students have an important role in the learning process, so that the emergence of student participation becomes one of the learning objectives. Therefore, there are several ways that can be applied to trigger student enthusiasm, namely, applying learning strategy.

According to Schumaker and Deshler in Weimer (2010) learning strategy is the use of a way of organizing and using certain skills by individuals to learn a material or complete a task to be more efficient and effective in the school environment and the environment outside of school.

This is intended so that students are able to learn a material without difficulty. Students can lose motivation to learn if it is embedded in their minds that the material being studied is difficult to understand. When learning motivation decreases, it can impact students' learning outcomes. Therefore, learning strategies are needed to foster student enthusiasm in learning.

There are several benefits that can be obtained from the use of learning strategies. First, for students, they are accustomed to learning with plans that are adjusted to their own abilities, as well as their own experiences so that they can spur students' learning achievement based on their optimal learning speed, and can achieve effective and efficient learning outcomes. Second, the benefits of learning strategies for teachers are that they can manage the learning process to achieve effective and efficient results, and can control students' abilities on a regular basis. Teachers can also find out the weight of the questions that students learn when the teaching and learning process begins. So that teachers can provide guidance to students when experiencing difficulties, teachers can make maps of student abilities so that they can be used as analysis material.

In English lessons, one of the problems experienced by students is the weakness in mastering English vocabulary. This is because most students are not accustomed to speaking English. At home, they use Indonesian or their respective regional languages. They only encounter English lessons only when they are in school. When they have difficulty

understanding the meaning of English vocabulary, they can also have difficulty in achieving the objectives of the learning.

There are various strategies that can be applied by educators. Educators can choose which learning strategies they want to use. However, educators must first determine what kind of learning objectives they want to achieve, so that the learning strategies that have been implemented have an impact on student learning outcomes. To improve students' vocabulary mastery, memorizing or memorizing vocabulary is a familiar activity and seems monotonous. So, other strategies are needed to arouse students' enthusiasm in learning vocabulary, one of which is using semantic mapping.

The word semantics in the Oxford Advanced Learner's Dictionary means the branch of linguistics that studies the meaning of words in a sentence. Mapping is a word that means a tool to create a visualization or depiction so that an interrelated relationship is formed. Novak and Gowin argue that concept mapping are graphical tools for organizing, representing, and sharing knowledge. It means that semantic mapping is a strategy for graphical tools of study to represent a conceptual relationship's meaning. Saule Raiziene and Bronislava Grigaite state that semantic mapping is a cognitive strategy in which information is categorized structure in a graphic or visual form. It means that semantic mapping is an easy strategy to visually organize information with drawn graphics.

At MTsN 2 Kota Blitar students are divided into several classes according to their respective achievements. Class naming starts

from the first alphabet to the alphabet number according to the number of classes. The higher the alphabet number, the lower the students' learning motivation. This is measured by student achievement. Students who have low learning motivation, it can affect the learning process. It can be interpreted that students have difficulty in mastering English vocabulary, which is the basis of learning English. If students have difficulty recognizing, memorizing, and understanding vocabulary, they can also have difficulty mastering another language skills. Therefore, learning strategies such as Semantic Mapping are needed to help students to master English vocabulary.

Laurence et al (2021) conducted a research entitled "The Effect of Word Mapping Strategy on Students' Vocabulary Mastery". Researcher conducted experimental research with a quasi-experimental design that aims to find out what happened to the research subject after being given treatment in the form of using word mapping. This research focuses on students' vocabulary mastery. The result of the previous study is there is an effect of word mapping strategy on the vocabulary mastery of the tenth students at SMK PGRI Bayuputih. The gap between the research that the researcher does and previous research are there is a difference in research design in which the researcher use a pre-experimental design. Then, the subject of research is seventh grade, but the subject of previous study is tenth grade.

The difference also lies in the items in the research instrument used to measure students' vocabulary mastery. The previous study contained 25

items containing three elements of part of speech, namely adjective, noun, and verb, while the research conducted by the researcher contains 20 items containing antonyms, synonyms, hyponym, and the meaning of a word in Indonesian. Therefore, it is important for researcher to conduct research entitled "The Effectiveness of Using Semantic Mapping on Students' English Vocabulary Mastery at the Seventh Grade of MTsN 2 Kota Blitar" to test that the use of semantic mapping is effective on students' English vocabulary mastery at the seventh grade of MTsN 2 Kota Blitar.

B. Formulation of Research Questions

Is the use of semantic mapping effective on the seventh grade students' English vocabulary mastery at MTsN 2 Kota Blitar?

C. Purpose of the Study

To know the effectiveness of semantic mapping on the seventh grade student's English vocabulary mastery at MTsN 2 Kota Blitar.

D. Formulation of Hypotheses

Before deciding the result of hypothesis the researcher proposed interpretation toward (the observation) with procedure as follows:

1. Formulating the null hypothesis (H0) "The use of semantic mapping is not effective on the seventh grade students' English vocabulary mastery at MTsN 2 Kota Blitar".
2. Formulating the alternative hypothesis (H1) "The use of semantic mapping is effective on the seventh grade students' English vocabulary mastery at MTsN 2 Kota Blitar".

E. Significance of the Study

This study describes the effectiveness of using semantic mapping in learning English especially in teaching vocabulary and English writing. The result of this study can benefit teachers, students and readers who are interested in teaching English. Research result from the problem can help teachers improve their educational performance and quality of teachers.

F. Scope and Limitation

The problem experienced by seventh grade students at MTsN 2 Kota Blitar was the weakness in mastering vocabulary. To limit the material, the researcher used vocabulary related to descriptive text especially describing thing and describing someone. This research focused on a strategy that was applied in learning English, especially on the mastery of English vocabulary. The strategy which the researcher used was semantic mapping. The weakness of this research was that the researcher used a pre-experimental research design which only used one group.

G. Definition of Key Terms

1. Learning Strategy

Learning strategies are tools and techniques that learners develop as they learn. Based on English British Council, in the classroom, there are a wide range of strategies available to learners. A teacher's responsibility is to expose learners to as many as possible, give them the opportunity to experiment, and help them identify what works.

2. Semantic Mapping

Based on Antonacci in Haulia, n.d. (2019) Semantic Mapping is a visual strategy for expanding vocabulary knowledge by presenting categorized words related to one another. Semantic mapping is an adaptation of concept definition mapping but builds on students' prior knowledge or schema.

3. Vocabulary

Hatch & Brown in ALQAHTANI (2015) said that vocabulary refers to a list or collection of words for a particular language or a list or collection of words that may be used by every speaker of that language. From this statement, vocabulary can be interpreted as all words that are known or used by everyone, and that is all words in a particular language.