



**INCREASING STUDENTS' VOCABULARY THROUGH SEMANTIC
MAPPING STRATEGY AT ELEVEN YEARS OF SMKN 1 MUARA
BATU ACEH UTARA**

A THESIS

*Submitted in Partial Satisfaction of the Requirement for the Degree of Scholar
of English Education*

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FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

MEDAN

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Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasahkan pada sidang Munaqasah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Demikian surat ini kami sampaikan, atas perhatian saudara kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

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ABSTRACT

INCREASING STUDENTS' VOCABULARY THROUGH SEMANTIC MAPPING STRATEGY AT ELEVEN YEARS OF SMKN 1 MUARA BATU ACEH UTARA

Amanda Amalia (34.13.3.164)

Keywords: Action research, Vocabulary, Semantic mapping strategy,

This research is aimed to increase the vocabulary of eleven years of SMKN 1 MuaraBatu Aceh Utara through semantic mapping strategy.

This study was an action research study. It was done in two cycles, from 14th of march to 12th of april 2018. The steps of the research were reconnaissance, planning, action and observation and reflection. The subjects of this research were 21 students of RPL class. The data were in the form of qualitative and quantitative data. The qualitative data were collected through observing the teaching learning process, interviewing the students and the teacher, holding the discussion with the teacher, and taking photographs of the teaching learning process. The quantitative data were collected from the students' vocabulary score of pre-test and post-test to see the improvement of the students' vocabulary mastery. The instruments for collecting data were interview guidelines, observations checklist, field notes, and a camera.

The research findings showed that vocabulary mastery of most students increased after semantic mapping strategy was used in the teaching and learning process. It was indicated by the increase of the mean of students' vocabulary score in the pre-test and post-test (54.2 to 81.4). The students' involvement and classroom interaction during the implementation of the strategy were improved. It was showed by students' enthusiasm during teaching and learning process. The strategy and the complementary actions were successful to help the students memorize and understand new words easily. In conclusion, the students' vocabulary mastery was increased through the implementation of Semantic mapping strategy.

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This thesis is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

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11. The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis be better.

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Medan, October 2019

Amanda Amalia
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TABLE OF CONTENTS

Abstract	i
Acknowledgement	ii
Table Of Contents	iv
List Of Tables	vi
List Of Figures	vii

CHAPTER I : INTRODUCTION

1.1 The Background of the Study	1
1.2 The Identification of the Problem	3
1.3 The Limitation of the Problem	4
1.4 The Formulation of the Problem	4
1.5 The Object of the Research	4
1.6 The Significances of the Study	5

CHAPTER II : THEORITICAL REVIEW

2.1 Theoretical Framework	6
2.1.1 Vocabulary	6
A. Type of vocabulary	8
B. Importance of vocabulary	12
C. The Essential of vocabulary	13
D. Teaching and learning vocabulary	16
2.1.2 Using Semantic Mapping Strategy.....	23
A. Definition of Semantic Mapping by the expert.....	24
B. The concept of Semantic Mapping	25
C. The advantage of Semantic Mapping.....	26
2.1.3 Related Study	26
2.1.4 Hypothesis	27
2.1.5 Conceptual Framework	28

CHAPTER III : METHODOLOGY OF RESEARCH

3.1 The Research Setting.....	29
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3.2 The Research Design.....	29
3.3 The Subjects of the study	31
3.4 The Instrument of Collecting Data	31
3.5 The Technique of Collecting data	32
3.6 The Procedure of Research	34
3.7 The Technique of analyzing data	36

CHAPTER IV: THE RESEARCH FINDINGS AND DISCUSSIONS

4.1 Reconnaissance	38
4.1.1 Identification of Field Problems	41
4.1.2 Identification of Field Problems to Solve	42
4.1.3 Determining the Actions to Solve the Field Problems	42
4.2 The Report of Cycle I and cycle II	43
4.2.1 The Report of Cycle I	43
A. Planning	43
B. Actions and Observation in Cycle 1	45
C. Reflection	47
4.2.2 Report of Cycle 2	49
A. Planning	49
B. Action and Observation of Cycle 2	50
C. Reflection	52
4.3 General Findings	54
4.4 The score of students' vocabulary mastery during teaching and learning process	57

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions	61
B. Implications	63
C. Suggestions	65

REFERENCES67

APPENDICES69

LIST OF TABLES

Table 1: Students' vocabulary score in Pre-test	40
Table 2: The Arising Problems Found in the Field	41
Table 3: Field Problems and Causes	42
Table 4: Field Problems and Main Causes and Actions	43
Table 5: The Improvement during Cycle I and Cycle II	54
Table 6: Students' vocabulary score in Post-test in Cycle I and 2	58

LIST OF FIGURES

Figure 1: The students' improvement in vocabulary score	59
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CHAPTER I

INTRODUCTION

1.7 The Background of the Study

A Language is a central fact of human existence and social process. The language is also a crucial means for human communication. It is used to make an interaction with other people in society and also it is used to express emotion, feeling and opinion within language. There are four language skills should be achieved in the study of English as a foreign language: listening, speaking, reading and writing. All of them must be supported by other elements of language, they are: grammar, pronunciation, spelling and vocabulary. In this research, the researcher's attention is focused on the vocabulary as one of English language elements.

The vocabulary is a total number of words that makes up a language. It means a collection or list of words with a brief explanation of their meaning or the range of language of a particular person, class, profession or the like. The vocabulary has an important role in all aspects of language skills. It is the flesh of language. Someone cannot express his ideas without having enough vocabulary. The vocabulary is also needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. The more words we learn the more ideas we have, we can communicate effectively.

But in Indonesia, most of English learners have been only focused on grammar mastering rather than vocabulary. Most of them think that they can master vocabularies while learning any other English skills. Whereas, learning

vocabulary is not easy. There are many components and also complexities found in learning vocabularies. For example: a word, can have the same or similar meanings but the use in different situations or for different effects, and also the same word can have a variety of forms, and many other problems found in learning vocabulary. The lack of the students' confident in using vocabularies and the lack of the students' ability in memorizing vocabularies is also the problems found in learning vocabularies.

There are so many strategies that the teacher can use in the class to increase the students' vocabularies. But the fact the teacher cannot apply the strategy in the class, some reasons had shared with them, some said it's waste the time, to make class be noisy and many other negative things. Those common problems also occur at SMKN 1 MUARA BATU, ACEH UTARA, that the teacher still used the traditional method in teaching English, and made the students were not interested in learning vocabulary.

In this research, Researcher tried to share and explore about one active strategy namely Semantic Mapping. The Semantic Mapping is a strategy for graphically representing concepts. According to Duffy as quoted in English journal, Implementation of the semantic mapping strategy for teaching reading comprehension defines Semantic Mapping as one way to explain how to categorize word meanings. It can help students to distinguish one word from another. In addition, Vaughn and Edmonds also explain in the same journal that semantic mapping offers an overview of key vocabulary and concepts providing a

link between what students know and what they will learn when they read.¹ A semantic mapping allows students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word, it can be used as a tool for student to discover the relationship between vocabulary words.

Based on explanation above, the researcher is interested in doing research on the title **“INCREASING THE STUDENTS’ VOCABULARY THROUGH SEMANTIC MAPPING STRATEGY AT ELEVEN YEARS SMKN 1 MUARA BATU ACEH UTARA”**

1.8 The Identification of the Problem

Based on the background of study, there are some problems can be identified as follows:

1. The students have studied about vocabularies but their ability to memorize them is still not good enough.
2. Actually learning vocabularies is fun but The students were not interest in learning vocabularies
3. There are so many strategies in teaching vocabularies but The teacher has not used the suitable one in teaching vocabulary.
4. Some of the students has many vocabularies but they were not confidence in using their vocabularies.

¹ Usman Kasim, Sri Wahyuni. *“Implementation of the semantic mapping strategy for teaching reading comprehension”* English education journal. 2016. p.50-51

1.9 The Limitation of the Problem

Based on the identification above, considering time, cost and the ability of researchers, this study is limited in how to increase the students' vocabulary by applying semantic mapping strategy at SMKN 1 Muara Batu.

1.10 The Formulation of the Problem

Based on the extent of the problem that has been given, then the formulation of the problems of this research include:

1. How does semantic mapping strategy increase the students' vocabulary?
2. Is learning vocabularies become more interesting after the implementation of semantic mapping strategy?
3. Is semantic mapping strategy increase students' confident in using their vocabularies?

1.11 The Object of the Research

Based on the formulation of the study that has been described above, the purpose of this study is to determine:

1. To increase students' interest and vocabulary skills by using semantic mapping strategy.
2. To develop learning strategies and learning model that is effective, efficient, and fun.
3. To find out whether semantic mapping strategy increase students' confident, ideas, opinion and feelings in simple either oral or written.

1.12 The Significances of the Study

The result of this research are expected to be significance for:

a. For teacher

1. Developing learning models that are effective, efficient and which can involve students' actively in the process of learning English to improve their communication competence.
2. Increase the knowledge of teacher in teaching-learning process.
3. Improving the quality of teacher professionalism as an educator.

b. For student

1. Improving students' ability to understand and respond the meaning of vocabularies using a variety of spoken and written language accurately, fluently and acceptable to interact in the context of their daily lives.
2. Increase of fun and motivation to learn.
3. Improving students' confident in communicating.
4. Improving communicative competence and achievement learn English.
5. Increasing activity, creativity and make the students more enjoyable in learning process.

c. Other Researcher

As the source to the another researcher who want to research in the same topic.

CHAPTER II

THEORETICAL REVIEW

3.1 Theoretical Framework

This theoretical framework is presented in order to give some clearer concepts being applied in this study that is on using semantic mapping strategy teaching towards students' vocabulary mastery. To support the ideas of this research, some theories and some information will be included to help the researcher designed the research.

2.1.6 Vocabulary

In recent years, vocabulary has not received the recognition it deserves in the classroom. Not that it had been characterized by any neglect in terms of quantity. A vast amount of teaching time is consumed by explanation and definition.² Many teacher felt that grammar should be emphasized more than vocabulary, because vocabulary was already being given too much time in language classroom.³ So that there is no time for study vocabulary but actually the case is vocabularies is also the important element in study language.

The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired Rather, they are gradually learned over a period of time from numerous exposures.⁴ Having limited vocabulary is like a barrier that prevents student from learning a

² Ruth Gairns, Stuard Redman, *Working with Words a Guide to Teaching and learning vocabulary*(Cambridge: Cambridge University, 1986), p.1

³ Virginia French Allen, *Techniques in teaching vocabulary* (New York: Oxford University Press, 1983), p.3

⁴Nobertschmitt, *vocabulary in language teaching*, (Cambridge: Cambridge university, 2000), p.4

language. Vocabulary is also one of the aspects of language besides grammar and pronunciation. Vocabulary mastery is crucial to language acquisition. One of the greatest inhibitors to communication in the target language is the lack of vocabulary.

There are various definitions of vocabulary. some of them are:

- vocabulary is a total number of words in a language, list of words with their meanings.⁵ From these definitions, the writer concludes that vocabulary is number of word or phrases which has meaning that are used in spoken or written language.
- vocabulary is also component of language proficiency and provides much of the basis for how well students speak, listen, read and write.
- Vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words.⁶

Based on definition above, vocabulary is defined as a large number of words that student have to know, not only memorizing the form of the word but also understands the meaning. Allah SWT has given us the ability to do everything even to communicate especially in developing vocabulary. Allah said in Al-Qur'an Surah Al-Baqarah 31-33:

⁵*OxfordLearners Pocket Dictionary* (Oxford University Press 1991)

⁶Michael McCarthy and Friend, *Vocabulary Matrix*, (Canada heinie cengage learning, 2010), p.1

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (31) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32) قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ (33)

It means:

and he taught Adam the names of all them, than He show them to the angels, and said: inform me the names of these if you are truthful (31). They said: Glory to you: we have no knowledge except what you have taught us; verily, it is you who is the All-Knower, the All-wise (32). He said: O Adam! Inform them of their names, and when he had inform them of their names, He said: Did I not tell you that I know The unseen in the heavens and the earth? And I know what you reveal and what you have concealed (33).⁷

A. Type of vocabulary

a. At least are four type of vocabulary, start from listening vocabulary, speaking vocabulary, writing vocabulary and reading vocabulary.

b. Listening vocabulary

Listening vocabulary is all the words a person can recognize though listening. The larger the vocabulary type is to understand others who utilize speaking vocabulary. In listening vocabulary it plays a significant role in the overall growth of vocabulary since we can

⁷ Mohsin and friend(translator), *Al-Quran Kareem English* (Pakistan:Al Noor Apps, 2016)

encounter new English word from several different sources simply through hearing or listening.

c. Speaking vocabulary

Speaking vocabulary is all of the words a person can use through speech. This is the very powerful type of vocabulary. Does like potent speaker, musicians, singers, poets have the ability to influence and move their listener with their charisma and with how they utilize this type have the power to control their listener in how they perceive, think and act.

d. Writing vocabulary

Writing vocabulary is all of the words a person can use when they are writing. This is another eminent vocabulary types. Like speakers writer also have the power of influence with how they use their words. A lot of time, both writing and speaking vocabularies are combining and they complement each other very well. For example is a speech is prepared in writing, the writing completely negates the need of having to think about what to say. All of thinking was ready done before hand and put into the form of what has been written.

e. Reading vocabulary

Reading vocabulary is all of the words a person can recognize via reading. This is very important for understanding content produced by those who frequently use writing vocabulary. Like listening, reading also plays a significant role in the overall magnification of vocabulary.

It's very easy to encounter new words while reading

1. Receptive and Productive vocabulary

People all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered productive knowledge.⁸

a. Receptive vocabulary

receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.⁹ Most of receptive vocabulary can be understood only from experience and would not be greatly increase as a result its meaning when we found it and the ability to select the word may

⁸Nobertschmitt, *vocabulary in language teaching*, (Cambridge: Cambridge university Press, 2000), p.4

⁹Elfrieda H. Hiebert, Michael L. Kamil, *teaching and learning vocabulary bringing research to practice* (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005), p.3

include the ability to make various association with other related words.

b. Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.¹⁰ Involves of knowing how to pronounce the word, how to write and how to spell it, how to use in correct grammatical patterns along with the words than usually collocate with. Productive vocabulary is also used in appropriate situation. For instance when we were talking to our friends in the class will be different from talking people in hotel. So we can develop our vocabulary through our lives. We can also learn new words and expand our knowledge from our experience.

2. Active and passive vocabulary

a. Active

Active vocabulary is the words and phrases you not only understand but can use confidently yourself.¹¹ Although in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the student are suppose d to know how to pronounce it well, they must know and be able to grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words.

This type is often used in speaking and writing skill.

¹⁰ *Ibid.*

¹¹ B. J. Thomas, *elementary vocabulary*, (Logman, 2000), p.17

b. Passive vocabulary

The words and phrases you recognizes, know and understand even if you cannot use them all with confident.¹² And it in the context of reading or listening and also call as receptive vocabulary.

B. Importance of vocabulary

Vocabulary is the basic component to help the students in mastering language. They will learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary. Developing a good vocabulary will help them to improve their ability in learning vocabulary. Many of the vocabulary in English textbook have to be learned. Without it no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it. English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages.¹³

There are some advantages when students can master the English vocabulary. According to Diana Bonet here some advantages:

- a. Students will be better improving their reading, writing, speaking and listening vocabulary.

¹² *Ibid*, p.17

¹³ Michael McCarthy, Felicity O'Dell, *English Vocabulary In Use* (United Kingdom: Cambridge University Press, 1994), p.2

- b. Students will think more clearly. Thoughts are limited by vocabulary.
- c. Students will experience personal growth and greater confidence.
- d. Students will understand other people idea and explanation easily.
- e. Students will gain important survival tools for the new millennium.
- f. Students“ friend will think they are getting very smart.

Those advantages show us how vocabulary determines on how students learn language and their capability to build communication with others. Moreover, mastery in vocabulary is more important than grammar. In other word, even without good grammar, people may able to speak and understand a language if they know a lot of vocabulary. It can be a basis to master the language. While vocabulary is largely a collection of words, grammar is a system.⁶ The more words we know, the easier for us to master the language. It shows us how vocabulary determines on how people learn language.

C. The Essential of Vocabulary

English, like all languages, is constantly changing. When the editor of the *Oxford English Dictionary* was interviewed in 1998, he commented on the fact that ‘phwoarr’ had recently been included in the dictionary, defined as an exclamation of sexual attraction. Each time publishers produce new editions of dictionaries, new words – and new meanings for old words – are added in recognition that language is always changing.¹⁴ So that learning vocabulary is very important to learn language.

¹⁴ Dominic Wyse, Russell Jones, *Teaching English Language And Literacy* (New York: Routledge Taylor & Francis Group, 2001), p.4

Rich vocabulary reflects success in almost every region of the brain. When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice.¹⁵ Vocabulary is considered very important in learning process. It is very fundamental for the students' in learning any language. Thorn burry says that : A students has mastered the fundamental grammatical pattern of a language, then his next task is to master vocabulary or at least that part of vocabulary that he needs. Nobody ever learns all the words in a language. We know and use the vocabulary that suit out particular purpose and we continue to learn new words as we need.

From the statement above we know that vocabulary is the basic element of a particular language which should be mastered by the students in order to be able to express their idea, feeling and though. In the other words, the students will not be able to speak fluently and understand the language clearly if they do not have enough vocabulary. Next, Thornburry states: “words are the tool for the job of saying that your desires, and your dislike, your hopes, your fears, your business and you pleasure almost everything indeed, that makes up you”.

Based on above explanation, it is exactly clear how important is vocabulary to be learnt. It is primarily needed to built up another language skills, such as listening, speaking, reading and writing. On the other words, if the students have vocabulary sufficiently, they will be able to express their ideas or. They will to communicate with someone else without having any difficulty.

In another way, Thorn burry says that “vocabulary important for acquisition process”. It means that we acquire morphology and syntax because we

¹⁵ Judy Willis, *Teaching The Brain to Read* (Virginia USA: ASCD, 2008), p.80

understand the meaning of utterance. Thus acquisition depends crucially on the input being comprehensible. Comprehensible is dependent directly on the ability to recognize the meaning of the elements in utterance. Thus acquisition will not take place without comprehension of vocabulary.

Experienced teachers of English teaching as a foreign language know very well how important vocabulary is. They know students, must learn thousand of words that speakers and writers of English use. In this case, the students have to master the necessary vocabulary which is essential to their field of study. Thus, vocabulary is as aspect that is very fundamental for everyone to be mastered in language learning. Manurung states that “without vocabulary we cannot communicate our ideas as clear as we would like to and we cannot grasp the ideas transmitted to us”. Here the writer concludes that people will not able to express their ideas as well as possible if they do not have the vocabulary needed. So, it is clear that vocabulary plays an important role in language. She also mentioned as follow also describe the importance of vocabulary in learning foreign language.

From the all basic aspects of foreign language which have to be mastered by the students in studying, the vocabulary aspect is considered as the important thing, because without mastering it, it is impossible the people use foreign language. The experience shows that although the students can read the text with good pronunciation and they have enough knowledge about grammar, but they cannot understand what they have been read, so they cannot give priority to content of the text.

According to the quotation above, we can see how the language acquisition depends on the mastering of vocabulary. Because it is as the basic

element of language, the students are needed to master so many vocabularies. By having a lot of vocabularies, they can read much and understand what they had been reading. The less words they know the weaker they are in studying English.

Vocabulary is needed to improve reading ability, to know how far let's see Al-Kufaishi declares, they say that : The factor that account for reading ability are arranged on a three step hierarchy with eight abilities instead as primary, vocabulary in isolation, vocabulary in context, visual verbal meaning, tone intensity, verbal analogies, mechanical interest, study planning and deliberation and aiding ability, these primary abilities relate to words and their referents in real world.¹⁶

From the statement above, the writer takes conclusion that to have good reading ability; the students must have some skills of vocabulary as Burt and Marjorie say in the quotation above. If the students have some vocabularies skills and they have prior knowledge about the text content. It is no doubt that they can get a comprehension about the text.

D. Teaching and learning vocabulary

Creative English teaching allows children to interpret material or tasks in ways that the author or teacher had perhaps not envisaged. As teachers we can encourage children to use their imagination by planning open-ended activities that recognise and build on their early language and literacy experiences.¹⁷

¹⁶<http://mohdbaihaqi.blogspot.co.id/2013/09/increasing-vocabulary-mastery-through-21.html> accessed, Sunday, 2016-12-18 19.23 wib.

¹⁷ Chris Horner, Vicki Ryf, *Creative Teaching: English In The Early Years And Primary Classroom* (New York: Routledge Taylor & Francis Group, 2007), p.1

In vocabulary teaching, teachers can apply a host of strategies and activities. According to Hatch and Brown, teaching strategies refer to everything teachers do or should do in order to help their learners learn. Which teaching strategy a teacher will employ depends on the time available, the content (i.e. the component of knowledge learners are to acquire), as well as on its value for the learner (i.e. which learning strategy he or she can learn or apply).¹⁸

Helping students improve their vocabularies is a project with enormous benefits. When students improve their vocabularies, they feel smarter. They find themselves understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are more powerful.¹⁹

a. Which vocabulary item should be taught and learned.

Before we present vocabulary, we should know that there are active vocabulary and passive vocabulary. Passive vocabularies are the words that student know while active vocabularies are the words that student use. In reality, native speakers have a passive vocabulary about 100,000 words but they use about 5,000-10,000 words in their daily life. Therefore, the first decision to make when presenting a vocabulary is to decide which words are needed for teaching vocabulary. Teacher should remember that there are a number of words in English language but the average native speaker uses only about five thousand words in everyday speech. Therefore, teacher has to select vocabulary to present, based on

¹⁸ Visja Pavicic Takaj, *Vocabulary learning strategies and foreign language acquisition* (Great Britain: The Cromwell Press, Ltd, 2008), P.19

¹⁹ M.S.D. Samston, *More AbraVocabra, The Amazingly Sensible Approach to Teaching Vocabulary* (Colorado: Cottonwood Press. Inc, 2001), p.5

useful and frequency to the need of learners. Moreover, teacher has to decide whether the word is worth spending time or not. If the vocabulary is a low frequency word and is not useful word, it should be taught as quickly as possible.

b. What to teach while teaching vocabulary

The effective way to present vocabulary involves what need to be taught about a word. There are many things to teach while teaching vocabulary. I divided into three groups that are form, meaning and usage:

1. Form

Form is divided into spoken form, written form and word part. First, spoken form concerns with pronunciation. It is the initial stages of language learning for teacher to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllabus. Second, written form concerns with spelling. Teacher should clarify the pronunciation before showing the written form. Finally, word parts concern with part of speech of word. Students need to know part of speech of the vocabulary such as it is verb, noun or adjective in order to use it effectively. In addition, students have to study about the affixes (the prefixes and suffixes) because it may indicate about the meaning. For example, 'superman' super mean above or beyond and man mean human being. This is particularly useful for a higher level.

2. Meaning

In teaching vocabulary, teachers need to look at two aspects of meaning in order to make students understand better in learning vocabulary of the

English language. The first concerns the link between meaning and the world to which words refer. The second involves the sense relations that exist among words.

First, if a word has reference to an object, action or event in the physical world. This can be described as denotative meaning. In contrast, connotative meaning relates to the attitudes and emotions of a language user in selecting a vocabulary and the influence of these on the listener or reader's interpretation of the word.

Second, this aspect of meaning involves the sense relations that exist among words. These relations can be found into syntagmatic relation, which is about the relations between words in sentence, and paradigmatic relations, which is about complex relations with other words in the language in a network of meaning.

3. Usage

Teacher has to teach the usage of vocabulary about the situation when the word is used or is not used. Teacher has to describe that it is formal, neutral or informal word. Moreover, it is used in speaking or in writing. Then, teacher has to describe the words which have the same collocations as an L1 word of similar meaning in order to prevent mistakes in usage. For example, you describe thing 'in great detail' not 'in a big deal.'

c. Ways of Presenting the Meaning of New Items

There are many techniques to present vocabulary. Each vocabulary has different appropriate ways to present. The most common ways to present word are followings.

1. Illustration

An illustration is visualization such as a drawing a picture or mapping the words. It is very useful way to present concrete words such as cat, house or tree. In addition it is an effective way for visual learners. However It has its limits because it cannot present abstract word.

2. Mime

Mime is a physical demonstration. It is good to present action verbs. In addition, it can be fun and memorable.

d. The implications for the teaching of vocabulary

1. Developing a various techniques for the teaching meaning

Learner will confront new words in various ways in the classroom, through textbooks, through material or through teacher's language. Therefore, teacher needs to explain new words for them. Take the word frightened, for example. There are a number of techniques which could be used

- A physical demonstration such as mime, gesture. This is the effective way to create a visual memory for the word. Moreover, it can be fun and memorable.

- An explanation, using a number of contexts, for example, the feeling when you watch horror movie, will lead the learner towards meaning.
- Asking student to check in a dictionary.
- Drawing a simple picture
- Using semantic mapping

Some of these techniques want more processing from student and will aid memory. The teacher will need to make decisions about which words are useful to remember and choose techniques accordingly.

2. Encouraging the development of effective strategies

Research tends to suggest that if inferencing is easy because the text has a lot of contextual clue or there is a cognate word, memory is less likely. The more active the learner need to be, the more likely the word will be remembered. Awareness of this distinction will guide the teacher into exploiting both for reading strategy development and for vocabulary acquisition.

e. Principles for teaching vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficult in planning the vocabulary component as a course in making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is by design the set of guiding that can be applied²⁰:

1. Focus on the most useful vocabulary first
2. Focus on the vocabulary in the most appropriate way

²⁰ David Nunan, *Practical English language teaching*, (McGraw Hill, 2003), p. 135-140

3. Give attention to the high frequency words across the four strands a course
4. Encourage learners to reflect on and take responsibility for learning
5. Teacher has to make the teaching easy and clear by giving simple explanation.
6. Teacher has to use varieties of presentation at the same time such as, oral presentation and written presentation. For example, Teacher writes down vocabularies on board as well as explaining.

f. Some suggestions for the teachers

Each teacher has ways to teach new words. Whatever teaching style are used the suggestions which may help teachers are followings:

1. Teacher has to prepare the way to show meaning. For example, if the words which the teacher is going to present are concrete, the teacher should prepare picture of those words to present.
2. Teacher has to ask students to tell the meaning first in order to elicit meaning from students before they offer the meaning.
3. Teacher has to think about how to show the meaning of a word with related words such as synonyms, antonyms etc. Moreover, the example words should be the word that students are already known.
4. Teacher has to think about how to check students' understanding.
5. Teacher has to think about the context in real situation where the words might be used in order to relate learning language to real life and also promotes high motivation.

6. Teacher should review the vocabulary via a game or activity in order to motivate them in learning.
7. Teacher should give them some assignment by telling them to read, watch films, listen to songs etc and note the useful word. It is a good way to study vocabulary by themselves.
8. Teacher should have a section of board for vocabulary items that come up while teacher are teaching. Use different colours for the word / the phonetics /the part of speech.
9. It is a good idea to teach vocabulary with associated meanings together.
10. Teacher should encourage students to use a good dictionary.
11. Whenever the student asks the word that has never heard of the word, you tell the student that you will check and get back to them later.
12. Teacher should enough examples sentences to make sure that the students understand what the teacher taught and give extra example if the students are unsure and encourage them to write the word in an example sentence.²¹

2.1.7 Using Semantic Mapping Strategy

The researcher found that teaching vocabulary is quite difficult because there are a lot of words to teach and The student cannot remember the words that taught by the teacher but the researcher want to try to apply semantic mapping strategy in the classroom in order to present vocabulary effectively.

Learning words together that are associated in meaning is a popular and useful way of organizing your vocabulary study.²²

²¹<https://www.ukessays.com/essays/teaching/teaching-and-learning-vocabulary.php>
accessed, Sunday, 2016-12-18, 21.18 wib.

A. Definition of semantic mapping by the expert

Semantic Mapping is derived from the words semantic and mapping. There are various definitions of semantic mapping that have been proposed by different experts. Barcroft defines semantic mapping as "the increased evaluation of an item with regard to its meaning". A semantic mapping can be used as a tool for discovering the conceptual relationship between vocabulary items.²³

Silberstein defines semantic map as a technique that allows students to demonstrate their understanding of the relationships between ideas within a text by drawing a semantic (mental) map. Duffy defines it as one way to explain how to categorize word meanings. It can help students to distinguish one word from another. Vaughn and Edmonds, as cited in Manoli and Papadopoulou, explain that semantic mapping offers an overview of key vocabulary and concepts providing a link between what students know and what they will learn when they read. In addition, according to Bouchard, semantic mapping serves as a means to give students a partial and visual venue in which to organize ideas, show relationships and retain important information. Therefore, Semantic Mapping Strategy (SMS) allows students to explore their knowledge of a new word by creating a map using other related words or phrases similar in meaning to the new word. It can be done

²² Michael McCarthy, Felicity O'Dell, *English Vocabulary In Use* (United Kingdom: Cambridge University Press, 1994), p.4

²³ Somayeh Nilforoushan, *The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' Awareness of the Affective Dimensions of Deep Vocabulary Knowledge*, (Canadian Center of Science and Education: English Language Teaching; Vol. 5, No. 10; 2012), p.165

before, during and after reading by using whole group instruction or by using cooperative learning groups, or by individual students.²⁴

B. The Concept of Semantic Mapping

Semantic mapping is a technique for organizing information: it helps to give structure or order. It helps people to see the relationship among concepts, and it shows the various ways that information can be organized and categorized in more general or more specific categories.

In relation to vocabulary development, the instructional sequence of semantic mapping is as follows: (1) Select a word central to the topic, (2) Display the target word. Put the word in a circle in the middle of the board, (3) Invite the students to generate as many words as possible that relate to the target word. Ask students to brainstorm and think of the ideas that come to their head when they think of the word. Record the words on a chart or on the blackboard, (4) Have the students write the generated words in categories. After all the brainstorming has taken place, discuss how the information could be placed into categories, (5) Have the students label the categories. Label and add extra information to each category, (6) From this list, construct a map, (7) Lead the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major conclusions, identifying key elements, expanding ideas and summarizing information.²⁵

²⁴Usman Kasim, Sri Wahyuni. "Implementation of the semantic mapping strategy for teaching reading comprehension" English education journal. 2016. p.50-51

²⁵<https://andrianigita.wordpress.com/2012/02/07/increasing-vocabulary-mastery-through-semantic-mapping-to-the-sixth-grade-students-of-elementary-school-number-27-palembang-unpublished-undergraduate-thesis/accessed> on Sunday, 2016-12-18 14.40 wib.

C. The Advantages of Semantic Mapping

Since semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other, it really helps the students to remember the words and their connection easily. Rubin states that a number of students find a visual representation of the material helps them remember information they have studied.

Besides that, semantic mapping is an interactive process which allows all the students to involve in the process. When applying this strategy, the researcher asked the students to develop the central word on the whiteboard. Most of them raised their hands to write words which have relationship with the central word. They feel secure since they use their previous knowledge so they are willing to involve in the teaching and learning process.

In addition, this strategy is used to motivate and involve students in the thinking, reading and writing aspects. They think of the words and they will come up with other related words, then they will try to write the spelling of the words. Students remember not only the meaning but also the spelling. It also can be used to help students become independent learners who have strategies for inferring possible meanings and association for unfamiliar words when they encounter them in reading. Finally it enhances vocabulary development by helping students link new information with previous experience.

2.1.8 Related Study

1. The writer found a previous studies related to increasing students' vocabulary. The first is a thesis entitled "*Increasing the vocabulary*

mastery of students through mind mapping strategy at MTS LPI PTPIX SAENTIS IN 2013/2014". This was written by Risna Sari Lubis, a graduate of Department of English education, faculty of Tarbiyah and Teachers Training, State Institute for Islamic Study North Sumatra of State Islamic University. It was written in 2013. Her objective was to find out whether the students' vocabulary could be increased by using main mapping. The result was the students got much progress.

2. Risyan Hadi, 2013. Improving students' vocabulary mastery through Anagram in eight grade at MTs Swasta Al Washliyah Ismailiyah Medan. The objective of this study to find out whether students' vocabulary mastering is improve, if the teacher uses the strategy. For collecting data, the instrument used quantitative and qualitative. Base on the data, the student were more active and enthusiastic during the teaching-learning process in second cycle than in first cycle. It was conclude that teaching vocabulary through anagram can Improve the students' vocabulary mastering.

2.1.9 Hypothesis

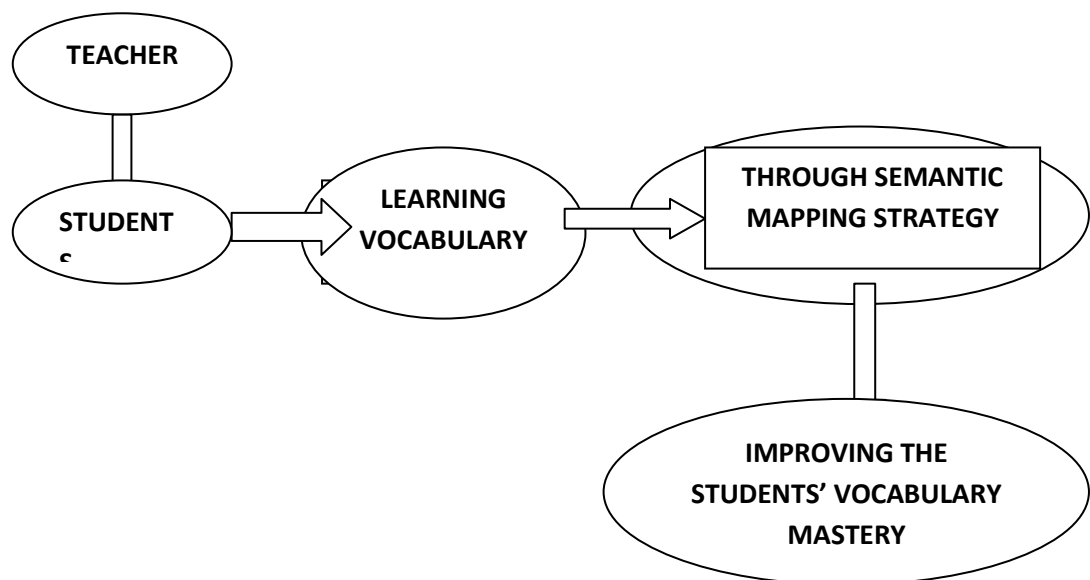
According thought of framework that has been presented, the author states the hypothesis as a temporary result is the students' vocabulary will be increased and students' vocabulary will be more variant.

2.1.10 Conceptual Framework

Base on the explanation before, we have already known that vocabulary is a total number of words in a language, list of words with their meanings. To learn a new language, mastering vocabulary must be done. The more words you have to choose the more idea and feeling you can express.

Vocabulary as a basic and supporting element to master the language. By using the semantic mapping method to present a new vocabulary items, students will be easier to remember the words and feeling enjoy when study English so they will improve their vocabulary. Using this strategy, the student invite to think more fun to arrange the words. They can remember the words they have arranged so that their vocabulary will increase significantly in short time.

The scheme of vocabulary mastery:



CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Research setting

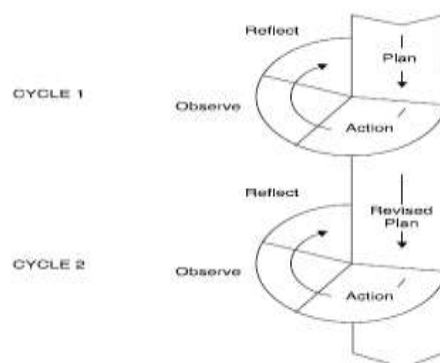
This research was conducted at SMKN 1 Muara Batu Aceh Utara. The number of the student in each class is from 19 to 25. This school has 10 buildings that consist of canteen, teachers office, administration and financial staff office, computer laboratory, headmaster office, toilets, machine laboratory and musholla. The school also has some other facilities such as parking areas, artificial ship for NKPI students and volley ball fields. This location is chosen because the school was near to the researchers' house and the researcher found the problem of the research there, besides, the same research had never been conducted there.

3.2 Research design

This research method was design in a classroom action research. Classroom action research (CAR) is useful for the teacher to improving the process and the quality of learning in the class. By using of steps in CAR, teacher can find the problem in their class and the problem solving. It helps the teacher be more aware of the process. The process in this research is continuous and cyclical. Classroom action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing and reflecting with each of this activities being systematically and self critically implemented and interrelated. The real point about action research is that it is closely tied to the particular interest and needs of

particular interest and needs of particular teachers, but these require the same kind of careful support as many as any other serious investigation.²⁶

1. Plan, involve thinking process and evaluating to reflect the event that have been happen and attempting to find out the ways to overcome the problems.
2. Action, think and considers what action will be done, how strategy will be applied, and what material will be provided.
3. Observation is some activity that consist of gathering data to identify the result of action. Collecting data can be considered from several factors: student, teacher, interaction of student and teacher.
4. Refection is the activity of analysis, interpretation and explanation in all the information from the observation. Activity of reflection consist of four aspect, as follow:
 - a. Analysis data from the observation's result.
 - b. Meaning of the result of analyzing data
 - c. The explanation of analyzing.
 - d. Conclusion.



²⁶ Christopher Brumfit, *research in the language classroom*, (London: British council, 1990), p.9

3.3 The subject of the study

The subject of this study was eleven years RPL of SMKN 1 MuaraBatu Aceh Utara. This class consisted of 21 students, the subject was chosen because the researcher found some problems in their vocabulary and the researcher assumed that those students needed to increased their vocabulary.

3.4 Instrument of collecting data

1. Test

For collecting data, the instrument that was used is test. This is done by completing a survey or questionnaire, either via phone, mail, email, Internet, or group setting. The main advantage of the self - report strategy is the efficiency with which data can be collected.²⁷ Test is set of questions which was given to the students and it was answered by them to measure their ability. In this research, the researcher gave the students 20 questions. The test here was used to know the improving of the students' ability in vocabulary by analyzing the students' score (from pre-test, post-test of cycle I and cycle II).

2. Observation

Observation is the action of watching something carefully. The comment of remark based on something has been seen is written in the observation sheet (Oxford: 1995).²⁸ Using observation sheet in order to identify all condition happened during teaching – learning process and to measure students participant level in teaching and learning process.

²⁷ Scott W. VanderStoep, Deirdre D. Johnston, *Everyday Life Blending Qualitative And Quantitative Approaches* (San Francisco: Jossey-Bass A Wiley Imprint, 2009), p.66

²⁸ Oxford dictionary, *Oxford learner's pocket dictionary*, (new edition: New York, 2003)

3. Document

According to sahrum and salim, Document is anything written that contains information about the past event that serving a proof.²⁹ All of data are collected and interpreted by researcher. And they also were supported by some strategy such as photo and video which will be related to research focusing.

4. Interview

Using interview sheet to know the students' feelings, problem and other condition. To know the students' idea or attitude in studying vocabulary by using semantic mapping.

5. Field note

Using notes to record all activities conditions, problems and progress happen during teaching-learning process.

3.5 Technique of collecting data

qualitative study is here defined as a study that focuses on understanding the naturalistic setting, or everyday life, of a certain phenomenon or person.³⁰ Qualitative data measures behaviour which is not computable by arithmetic relations and is represented by pictures, words, or images. Quantitative research is a means for testing objective theories by examining the relationship among

²⁹Sahrums&Salim, *Metode Penelitian Kuantitatif*, (Bandung: Ciptapustaka Media, 2016), p.146

³⁰ Helle Neergaard, John Parm Ullhøi, *Handbook of qualitative research methods in entrepreneurship* (Massachusetts: Edward Elgar Publishing, Inc, 2007), p.383

variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.³¹

Qualitative data is also called categorical data, as they can be classified into categories such as class, individual, object, or the process they fall in. Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical operations can be done, for example, though we may represent gender variable values, male and female as 1 and 2, but as no mathematical operation can be done on these values (adding 1 and 2 does not make any sense), the data remains qualitative in nature.³² And the data of this study were collected through both of the way:

First, In collecting quantitative data, the researcher gave written assessment to the student as the instrument. It was analyzed the students' learning level. The student were asked to answer all question given. Second, In collecting qualitative data, the researcher used observation sheets focusing on what was happening in the classroom (classroom management) would be taken by the observer, interviewing the students to obtain about their interest and difficulties in learning vocabulary, field notes to record events in chronological which show thought and feeling.

³¹ Jhon W. Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approaches* (California: SAGE Publications, Inc, 2009), p.22

³² Kultar Singh, *Quantitative Social Research Methods* (New Delhi: Sage Publication, 2007), p.123

3.6 Procedure of research

The procedure of data collection of this research was conducted five meetings for two cycles. Each cycle has four steps, namely planning, acting, observing, and reflecting. The steps of each cycle can be seen in the following figure:

Cycle 1

Planning:

1. Administrated the pre-test to obtain the level of students' current ability.
The student were asked to transpose the letter of one word to another word, which consisting of ten items.
2. Prepare the lesson plan about increasing the students' vocabulary achievement by using semantic mapping strategy.
3. Prepare the equipment that were necessary, such as problem sheet / answer sheet.
4. Developed an observation sheet.

Acting:

In this phase, everything has been planned on the lesson plan can be implemented in teaching-learning process.

Observing:

1. Observation is done when the action had been done.
2. Checked the observing sheet by checklist the observation format.

3. Took the diary notes, analyzed the classroom and wrote all of the action that happen in the classroom

It was done to know students' interest in learning vocabulary by using semantic mapping and to know the influence of semantic mapping strategy in improving students' vocabulary achievement.

Reflecting:

1. Done the evaluation of teaching and learning process.
2. Reflected and evaluated what had been done.

Cycle 2

Planning:

1. Prepared the lesson plan about increasing students' vocabulary achievement through semantic mapping.
2. Prepared field note, interview sheet and observation sheet
3. Prepare the second test to measure students' vocabulary achievement

Acting:

1. Implemented the scenario of teaching and learning process which has been revised from firs cycle.
2. Giving the second test (last test)

Observing:

1. Checked the observing sheet checklist the observation format.

2. Took the field notes, analyze the classroom and write all the action that has been appended in the classroom.

It had been done to know the students' perception about studying by using semantic mapping.

Reflecting:

Evaluated the result of students' score and result of observation.

3.7 Technique of analyzing data

This study applied qualitative and quantitative data. The qualitative data were analyzed from field notes, interview, observation sheet and study documentation. The qualitative data was used to describe data while the learning process in the classroom. The quantitative data were used to analyze the score of the students, the researcher observed their activities by using semantic mapping strategy that given to the students. Quantitative data is broadly used to describe what could be measured or counted. In quantitative data, researcher used pre test and post test to the score of the student and each cycle.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research process, findings and interpretation. There are four sections in this chapter. The first section presents the reconnaissance. The second section presents the reports of Cycle I and the report of Cycle II. The report of cycles covers plans, actions, observation and reflections. The third section presents the general findings and the fourth section presents the students' score.

This research was action research. In the previous chapter, it has been mentioned that the steps of the research include reconnaissance, planning, action, observation and reflection. The purpose of the research was to increase students' vocabulary at XI RPL of SMKN 1 Muara Batu through Semantic mapping strategy.

The researcher did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, The researcher observed and identified the problems occurring in the vocabulary-learning process. The researcher identified the problems from four factors (teacher, students, materials, and technique). The second step was planning. After the problems had been identified, The researcher designed a syllabus and an action implemented in the field. The action designed in this research used semantic mapping strategy in vocabulary learning. The third step was action and observation. In this step, she implemented the action. After that, she observed and evaluated the data, whether the semantic mapping strategy was effective to improve students' vocabulary

mastery. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and the researcher herself identified the effective and ineffective actions activities. Thus, the researcher could design the better plans for the next cycle.

4.1 Reconnaissance

In this step, the researcher interviewed the English teacher and the students at XI RPL of SMKN 1 Muara Batu to get some input about the opinions of the weakness and suggestions related to the English teaching and learning process. Then, she did observations to find and identify the problems concerning the English teaching-learning process in the class.

4.1.1 Identification of the Field Problems

To identify the problems occurring in English teaching learning process at eleven years of SMKN 1 Muara Batu, the researcher did some test and observations. Below is one of the field notes during the researcher did observations:

FIELD NOTE 3

March 14th 2018

Class room XI RPL SMK N 1 Muara Batu

Observation 1

R : researcher

ET : English teacher

S : student

SS : students

The teacher and the researcher came into the class at 7.00 a.m. R came into the class to do the observation for the first time. ET came to the class with a greeting "*Assalamualaikum*" and some of the students answered it. The others students were still outside the classroom. Then, ET asked the leader of the class to call their friends. After all the students were in the class, the lesson was begun with a praying. Then, ET took the attendance list. All the students attended in the

class. ET introduced R to the students. ET said *“R will teach you for some meetings”*. After that, the class was noisy again. All of them asked *“kakang kuliah dimana?”*. Then, R introduced herself. After that, the lesson was started and ET asked *“did you do your homework in the previous meeting?, what are the homework?”*, SS answered, *“translating the text on the book, mom”*. The class was so noisy when SS were preparing the book. However, some students talked with their friend. ET asked, *“why did you talk with your friend?”*. S answered, *“I forgot to bring the book, mom”*. Then, the teacher asked the students who did not bring the book to raise their hands. *“who did not bring the book? please raise your hand!”*. There were nine students raising their hands. *“Do you remember the punishment for those not bringing the book?”*, ET asked. *“yes, mom”* the students said. *“You have to translate a text from a book and please submit it next week”*.

ET began the lesson. *“students who did not bring the course book had to join with their friend”*. *“Now, let’s open page 68 and there is a descriptive text. Is there anyone who wants to read the text?”* the teacher said. *“Aris, Mom!”* *“If there is no one who wants to read the text, I will mention a name of you from the attendance list, a student read one paragraph. Aris, please read the text!”* ET asked. *“no, mom, I cannot.”* S answered. *“It doesn’t matter. Please try to read”* ET said Aris was reading the text. He read the text slowly and read it word by word. Then, ET corrected the pronunciation. *“Good, Aris”* ET said. After reading activity, ET asked SS to do the tasks about text and find the meaning of unfamiliar words on the book.

After 20 minutes, ET asked, *“Have you finished class?”*, The students kept quiet. Some of the students answered, *“not yet Mom.”* *“It’s ok! Now, please listen to me”*, ET said. ET read the sentence and translated it, while some students wrote the meaning. However, the other students kept silent and did other activities. After reading and translating the whole paragraph, the teacher asked the students to answer the test. *“Please answer the test 1-10 in your book!”*. Then, the bell was ringing. ET said, *“that is all the time that we have for today. So, we should be finishing up now” and we will continue this chapter next time. ET closed the lesson”*. After the teaching and learning of English process finished, R did the interview to some students about the English lesson.

The following day, the pre-test and questionnaire for preliminary study were distributed to support the information of the identification of the problems. The results of the pre-test showed that the students had poor vocabulary mastery. This condition led the students fail in answering the questions. The following Table presented students’ scores in the pre-test.

TABLE I

The Score of the students in pre-test

No	Name of students	Pre-test
1	Aninda putrid	65
2	Anwar Fuadi	70
3	Aris Munawar	60
4	Asmaul Husna	45
5	Chairul husna	30
6	Cut Dwi Ulva	60
7	Erika Rahmayanti	75
8	Feri Fernanda	25
9	Haris Hidayat	40
10	Ihkwan Abdillah	40
11	Miftahul Jannah	35
12	M. Iqbal	65
13	Murdana	60
14	Nova Yana	65
15	Nurur Aina	55
16	Putri Aulia	30
17	Riska Ayunda Sari	80
18	Riski Fahmanda	55
19	Riza Wati	65
20	Sofia Asri	70
21	Syarifah khaira	35
	Average score	54.2
	KKN completion (70)	19.0%

Ket:

Tidak Lulus



Lulus



Based on the result of the pre-test, the data showed that the mean of pretestis 64,3. There were only four students who got the score above the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 17 students were below that criterion. From that data, it could be seen that

most of the students have low vocabulary mastery. Based on the observations, interviews and discussions, and questionnaires, there were several problems found during the teaching and learning process. The problems in the field were presented in the following Table:

Table 2: The Arising Problems Found in the Field

No	Field Problems
1	The students lacked vocabulary.
2	The students' pronunciations were still weak.
3	The students were passive during teaching and learning process
4	The activities that the teacher gave were less varied.
5	Only few students brought a dictionary.
6	The students were afraid of making mistakes.
7	The students were less encouraged to work in groups.
8	The students had difficulties in memorizing unfamiliar English words.
9	The students rarely checked the unfamiliar words in the dictionary; they waited for the teacher's explanation about the meaning of the words.
10	Some students were bored during the teaching and learning of English process.
11	The students had difficulties in understanding the meaning of the word.

4.1.2 Identification of Field Problems to be Solved

After identifying the problems in the English teaching-learning process, the researcher and the research members discussed the most important problems. Those problems could influence the teaching-learning process if they were not solved soon. They could give bad effects to students in order to achieve the materials given by the teacher. There were five most important problems identified in the discussion session.

1. The students' pronunciation still weak.
2. The students were passive during the English teaching and learning process.

3. The students got bored with the classroom activities.
4. The students had difficulties in understanding the meaning of the word.
5. The students had difficulties in memorizing the new English words.

After identifying the most important problems, they analyzed the problems to find the main causes. This step was needed to recognize the obstacles and weakness in relation to the field problems found.

Table 3: Field Problems and Causes

No	Field Problems	Main Causes
1	The students were passive during the English teaching and learning process.	The teacher rarely gave motivation to the students and The students were afraid of making mistakes.
2	The students got bored with the classroom activities	The teaching and learning activities were monotonous
3	The students' pronunciation still weak.	The students lack of practice
4	The students had difficulties in understanding the meaning of the word.	The students translated the meaning word for word without considering a context and they rarely opened the dictionary.

4.1.3 Determining the Actions to Solve the Field Problems

After analyzing the main cause of the problem, the researcher implemented the appropriate way to increase the students' vocabulary mastery. The researcher decided to use the semantic mapping strategy to increase students' vocabulary mastery. It was interesting, motivated, and enjoyable for the students of XI RPL at SMKN 1 Muara Batu. The actions are presented in the following table.

Table 4: **Field Problems, Main Causes, and Actions**

No	Field Problems	Main Causes	Actions
1	The students were passive during the English teaching and learning process.	The teacher rarely gave motivation to the students and The students were afraid of making mistakes.	Using semantic mapping strategy
2	The students got bored with the classroom activities	The teaching and learning activities were monotonous	
3	The students had difficulties in memorizing the new English words	The teacher did not know how to present the words in interesting way.	
4	The students' pronunciation still weak.	The students lack of practice	Give feedback
5	The students had difficulties in understanding the meaning of the word.	The students translated the meaning word for word without considering a context and they rarely opened the dictionary.	Ask the students to bring dictionary

4.2 The Report of Cycle I and Cycle II

4.2.1 The Report of Cycle I

A. Planning

Some efforts were planned to solve the problems identified above. The efforts focused on increasing students' vocabulary using semantic mapping strategy. Based on the results of the discussion with the collaborator on march 14th 2018, the action plans of Cycle I would be performed

a. Applying semantic mapping strategy to teach vocabulary

In this cycle, the researcher used semantic mapping strategy in order to increase students' vocabulary mastery. There were three meetings in Cycle I. In the first Cycle meetings, she discussed the descriptive text as the materials. At the beginning of the meeting she explained the topic as in the syllabus. Semantic mapping strategy is not only fun and interesting but there are some reasons why semantic mapping strategy could be applied in the teaching learning process. The use of semantic mapping strategy in the classroom as a learning activity could attract the students' attention and their involvement in the teaching and learning process.

b. Giving feedbacks on the students' pronunciation

The aim of this activity is to make the students have better pronunciation. The researcher form oral and not immediate feedbacks. It meant the feedbacks would be given to the students after they performed. When they performed, listed some mistakes/errors pronunciation that the students made then correct them through discussion. By doing this, the students would not feel disturbed, so they were not afraid or confident to performed in front of the class

c. Asking the students to work in groups

As the researcher mentioned before that the researcher will use semantic mapping strategy as media to teach vocabulary. It would be played in a groups and consist of 3-4 students per group. There are some reasons why group works would be implemented in the teaching and learning process. Group works could exercise the students' ability in a team work. The students would learn how to appreciate others' opinion in a team and the most important point was the students would be more confident

d. Asking the students to bring dictionary

The students would be asked to bring a dictionary in order to help their learning. The researcher would ask them to open the dictionary whenever they found new words that they did not understand. In learning a new vocabulary, dictionary has very important role. The students could check pronunciation and spelling of a certain word on the dictionary. The researcher would check all tables so that each table at least there is one dictionary so the students would not borrow from the other table.

B. Action and Observation

The implementation of the actions in the first cycle was done in three meetings. The meeting were conducted on march 15th 2018. The topics of the first cycle were describing people and tourism place. While the researcher implemented the actions, the English teacher observed the teaching and learning process and sometimes took some pictures of teaching and learning process. The data during cycle I was collected through observation, interviews, and test. The complete description is provided below.

a. Applying semantic mapping strategy to teach vocabulary

Semantic mapping strategy were strategy used to increase students' vocabulary mastery. The researcher used these strategy as a part of the English teaching-learning process. In implementing them, she designed some activities in order to make the students master vocabulary well. Before implementing semantic mapping strategy, the researcher explained the rule and how to do it first. The students seemed confused at first. However, they were enthusiastic to hear it

because these activities were the first time for them. There was a student who asked her to repeat the explanation. She repeated it and finally they understood.

b. Giving feedbacks on the students' pronunciation

In every meeting, The researcher always gave the students feedbacks about pronunciation. Whenever The researcher heard the mispronunciation from the students, The researcher listed the words and drill them a little. The researcher often asked the students to repeat after me and after that The researcher asked some students to repeat that alone. Some students said that feedbacks helped them to be better to pronounce the words correctly. It also made them understand the words easily.

c. Asking the students to work in groups

During this cycle, there were activities in which the students who asked to work with other students, either pairs or groups. To save the time, the groups were determined by their seats. It was arranged to help them in building their confidence, cooperation ability, and learning from each other. They seemed active and enthusiastic during the group activities. It appeared when they did the exercises from the handout. One student tried to look for the answer from the text the other tried to find the difficult words and find their meanings in the dictionary.

During the teaching and learning process, all students did their best. There was a student who listening to the teacher's instructions then the others tried to match the words with the meanings. When there was a student from a certain group who forgot the word's meaning, the other student from that group helped him or her to remember it then they could finish. They cooperated each other well.

The grouping activities were considered success in improving their teaching and learning process since they did the tasks well.

d. Asking the students to bring dictionary

As the researcher planned before, the researcher asked each student to bring a dictionary or at least there is one dictionary on each table. In the first meeting I asked the students whether they brought their dictionary. Unfortunately, only few of them brought it. Many of them said that it was heavy to bring or they forgot to bring it. They tended to ask their friends or teacher than find the words itself from a dictionary. Then the researcher asked them to bring their dictionary for the next meeting. The use of dictionary was very useful whenever there were words that students could not understand the researcher always asked them to open the dictionary rather than directly answer the meaning to the students

C. Reflection

After conducting the actions in Cycle I, the collaborators and the researcher conducted a discussion to make some reflections. In the discussion, we analyzed the data from the observations and the interview guides to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following were the results of the reflection.

a. Applying semantic mapping strategy to teach vocabulary

The use of semantic mapping strategy was a new way for students in learning vocabulary. It made the students more enthusiastic in learning vocabulary since the teacher never used it before to teach vocabulary. They were quite active

during the teaching and learning process even the lazy ones. They had practiced new words quite well.

b. Giving feedbacks on the students' pronunciation

In general, the students' pronunciation improved during the teaching and learning process. The researcher drilled those many times to pronounce correct words when they mispronounced the words after the researcher asked them to check the pronunciation in the dictionary. The students were asked to repeat the words after me or the students told the correct ones. Besides, their participation during the teaching and learning process improved. They were confident to answer questions in front of the class. Some feedbacks given before they performed something improved their confidence to answer questions. They were not afraid to answer the question because the researcher had checked their works. Mostly, the students who asked the teacher to check their works came forward to answer the teacher's questions.

c. Asking the students to work in groups

Pair works and group works were used during Cycle I. Generally, the students could improve their involvement in teaching and learning process. These activities helped them understand the materials given since they could share what they knew to all members in their group. Since they worked in a group which meant they had more opportunity to get feedbacks from their friends, they felt more confident in answering the teacher's questions. Semantic mapping strategy successfully motivated the students to learn vocabulary. They enjoyed competing with other groups. It encouraged them to do their best. Unexpectedly, it was not easy to face a problem related to the students when they were being more active in

speaking in their native language. I could not keep controlling them to use the target language.

d. Asking the students to bring dictionary

The encouragement to ask the students to bring a dictionary was not too successful. They felt lazy and said that it was heavy. Although some students did not bring the dictionary, but at least there was one dictionary in every table. They were reluctant to bring their own dictionary and more enjoyed to share with the others.

4.2.2 Report of Cycle II

A. Planning

Based on the discussion with the collaborators, it was determined that Cycle II still focused on the same problems found in Cycle I. The researcher decided to implement the same activities and some new actions such as giving them a reward and giving them a new topic to enrich their knowledge with the hope that the teaching and learning process would be more enjoyable and the students' vocabulary mastery would significantly improve. The action plans of Cycle II reveal the following points.

a. Applying semantic mapping strategy to Teach Vocabulary

As the researcher stated previously, the use of semantic mapping strategy in the classroom as a learning activity could attract the students' attention and their involvement in the teaching and learning process. Through semantic mapping strategy, the students would practice having interaction in a group. The most important thing was it would help students to memorize and understand new vocabulary in interesting way.

The researcher planned to apply the semantic mapping strategy but with a new topic so it would enrich their vocabulary.

b. Giving feedbacks on the students' pronunciation

Giving feedbacks on students' pronunciation aimed to make the students have better pronunciation so that they were confident to speak up. In other words, it helped the students in improving their pronunciation to be more accurate. The ways of giving feedbacks were also similar with the one in Cycle I. The pronunciation feedbacks would be given after the students conducted their performances, so that they would not feel ashamed when the researcher corrected their pronunciation. As found in Cycle I, the students' pronunciations were still poor. They were very enthusiastic about knowing the correct pronunciation of some words. Thus, the researcher planned to keep giving feedbacks on the students' pronunciation to improve their ability to pronounce new words so that they did not make the same mistakes in the next activities.

c. Asking the students to work in groups

Considering that the students became more active when they were asked to work in groups or pairs, the researcher would keep asking them to work in groups or pairs. The researcher planned to make groups or pair activities in one meeting during Cycle II.

d. Asking the students to bring dictionary

The finding in Cycle I showed that some students were lazy to bring a dictionary. They preferred to share with others. The researcher planned to keep motivating them to bring a dictionary. At least there was a dictionary in one table.

B. Actions and Observation

Cycle II consisted of 2 meetings. The actions were carried on April 5th and 12th, 2018 by applying semantic mapping strategy. The students learnt about narrative text.

a. Applying Bingo Game to teach vocabulary

As the researcher planned before, the use of semantic mapping strategy in the classroom as a learning activity could attract the students' attention and their involvement in the teaching and learning process. Through semantic mapping strategy, the students would practice having interaction in a group. The most important thing was it would help students to memorize and understand new vocabulary in interesting way.

The researcher planned to apply the semantic mapping strategy but with a new topic so it would enrich their vocabulary.

b. Giving feedbacks on the students' pronunciation

Giving feedbacks on the students' pronunciation was always given in all meetings of Cycle II. It successfully helped the students in pronouncing the words better. It also gave them opportunity to practice new words orally. The feedbacks were always given so that the students felt more comfortable to ask any questions to me. It could be seen in every meeting that some students always asked me related the materials they did not know. It seemed that they did not feel shy to ask me what they felt with the previous teacher. A good relationship between the students and the researcher created a good atmosphere at the class so that a feeling of anxious among the students could be minimized. As a result, most students actively participated at class in the form of asking or answering questions. Since the researcher gave them feedbacks on their pronunciation, the students' mistakes

in pronouncing words could be minimized. The feedbacks were followed by drilling. As a result, they rarely made the same errors or mistakes.

c. Asking the students to work in groups

As the researcher planned before, the researcher kept asking the students to work in groups or pairs to do the tasks. This technique effectively improved the students' self confidence during the learning process. They tended to be more active when they asked to discuss the materials or tasks with their group mate. They were not shy anymore when the researcher asked some of them to complete the task in front of the class. They said that they were not shy anymore because if they made mistakes, their mates would help them to correct their mistakes.

d. Asking the students to bring dictionary

Based on the problem found in Cycle I that some students still did not bring a dictionary. In this Cycle, I asked the students to have at least one dictionary in every table and I reminded them to use it when they found difficulties in learning new words or in understanding the texts. In Cycle I found that it was difficult to ask the students to bring their dictionary. But in this Cycle, most students brought their dictionary.

C. Reflection

The collaborator and the researcher shared the final reflection after implementing the actions in Cycle 2. The reflections were based on the classroom activities.

a. Applying Bingo Game to teach vocabulary

The students' improvement in mastering vocabulary was increased. They could memorize new words easily. Since semantic mapping strategy has a purpose

to improve students' vocabulary mastery, the researcher had effectively implemented the strategy to improve students' vocabulary mastery in term of atmosphere of teaching and learning process. They were unconsciously learning and their motivation was increased. Learning could be fun and it did not make the students into bored.

b. Giving feedbacks on the students' pronunciation

Giving feedbacks on the students' pronunciation had improved their confidence in speaking. Besides, it helped them in understanding the materials. The frequent feedbacks the researcher gave made them closer to me. They did not hesitate to ask many questions. They rarely made the same mistakes or errors.

c. Asking the students to work in groups

Working in groups helped the students increase their self-confidence. The students were more active while in groups. They were not shy anymore when the researcher asked them to complete a task in front of the class. They said that working in groups was fun and a lot easier than working alone because they could discuss the materials with their friends.

d. Asking the students to bring dictionary

More than half of the students brought a dictionary. Although some students said that they did not have any dictionary but most of the students realized that dictionary could help them in learning English. So the researcher asked the students who had two dictionaries in their table could lend it one to the students who did not have a dictionary in their table. At least there is one dictionary in one table. However, the researcher still found difficulties to ask some students to use a dictionary when they found difficulties in learning new words or understanding

texts. They preferred to ask me or their friends when they did not know the pronunciation.

4.3 General Findings

Based on the result of the actions in Cycle I and Cycle II, the collaborator and the researcher agreed to discontinue the research up to this Cycle. The implementation of semantic mapping strategy and the complementary actions successfully accomplished the aim of the actions during two Cycles. The aim of increasing students' vocabulary mastery was determined based on the field problems and the needs. The actions planned, acted, observed and reflected brought to the necessity of providing the general findings. The findings of these actions could be inferred from the observations of the teaching and learning process and the interviews with the students and teacher. In summary, the improvement of teaching and learning process during Cycle I and Cycle II can be seen in Table 5

Table 5: **The Improvement during Cycle I and Cycle II**

No	Actions	Before	Cycle I	Cycle II
1	Applying semantic mapping strategy to teach vocabulary	The students were not interested to learn. They were passive during teaching and learning process. They had difficulties in memorizing the new English words	Semantic mapping strategy helps students in building up their enthusiasm to learn new words. They were active during the teaching and learning process and the most important thing was that it helped students in memorizing and	Their enthusiasm increased. The strategy makes the students more active in the teaching and learning process. They were not afraid of making mistakes when they worked with their

			<p>understand new words easily in an interesting way. However, they still have bad pronunciation and there was a problem about time management in this Cycle.</p>	<p>friends. They were confident to pronounce the words in front of the class. They were also succeeded in memorizing and understanding the new words</p>
2	Giving feedbacks	The students' pronunciation still weak	Giving feedbacks helped the students in pronouncing the words. However, they were still made a lot errors or mistakes in pronouncing words.	Giving feedbacks helped the students in pronouncing the words. They were made less errors or mistakes in pronouncing words.
3	Asking the students to work in groups	The teacher was rarely asked the students to work in groups. They were not encouraged to work in groups.	The students' interactions with their friends were improved. It was effectively supported communication experiences from the exchange they made in completing the task. Although it was noisy during the process.	It effectively improved the students' self confidence during the learning process. They tended to be more active when they asked to discuss the materials or tasks with their group mate. They were not shy anymore when I asked some of them to complete the task in front of

				the class.
4	Asking the students to bring dictionary	Most of the students were not brought dictionary. They were lazy to bring it.	There was at least one dictionary at each table. Although in the first meeting there were only some students brought a dictionary. However, they still lazy to open up the dictionary while they found difficulties in pronouncing the words.	Most of the students had already brought a dictionary. The students get used to open dictionary whenever they found difficulties in pronouncing and find the meaning of new words. It helped them during teaching and learning process.

In connection with table 5, the process of teaching and learning vocabulary encountered many problems. The students had difficulties in memorizing the new English words. They were passive in the teaching and learning process and they were not trained in using dictionary so they were accustomed to only ask their friends or teacher besides they were lazy to bring it. Because the students rarely found the meaning of certain words by themselves, they could not memorize the meaning of certain words. All the factors made the students found difficulties in mastering the vocabulary.

After the actions were implemented, most students became more active in the teaching and learning process. The use of semantic mapping strategy was a new for the students, so they were interested in the teaching and learning process. It helped the students in building up their enthusiasm to learn new words. They were active during the teaching and learning process and the most important thing was that it helped students in memorizing and understand new words easily in an

interesting way. As a result, they easily memorized the words used in the teaching and learning process, It was proved by students' vocabulary test after the implementation. The test compared between the students' vocabulary skill before and after the implementation. The mean score of the last post-test (89,8) is higher than the mean of pre-test (64,3). It showed that semantic mapping strategy effectively increased the students' vocabulary mastery.

4.4 The Score of the Students' Vocabulary Mastery during the Teaching and Learning Process


As had been stated before, the implementation of semantic mapping strategy and its supplementary actions were successful in increasing the students' vocabulary mastery during two Cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborators, and the questionnaires given at the end of Cycle II. Since action research not merely depends on the process, the English teacher and the researcher assessed the students' vocabulary mastery as the product of the teaching and learning process.

As the researcher planned before the researcher conducted a vocabulary test to know whether the students' vocabulary mastery increase or not after the researcher conducted pretest to the students. The test was held in the third meeting in Cycle I. The collaborator and the researcher determined the criteria of success. The criteria of success were 75% of the students' vocabulary score achieved the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal* (KKM) of English (70) or above. The detail result could be seen below.

Table 6: Students' vocabulary score in Post-test in Cycle I and 2

No	Name of students	Pre-test	Post-test cycle I	Post-test cycle II
1	Aninda putrid	65	70	90
2	Anwar Fuadi	70	85	95
3	Aris Munawar	60	55	75
4	Asmaul Husna	45	70	85
5	Chairul husna	30	50	70
6	Cut Dwi Ulva	60	85	90
7	Erika Rahmayanti	75	80	95
8	Feri Fernanda	25	55	70
9	Haris Hidayat	40	70	80
10	Ihkwan Abdillah	40	45	80
11	Miftahul Jannah	35	45	75
12	M. Iqbal	65	75	95
13	Murdana	70	80	85
14	Nova Yana	65	60	75
15	Nurur Aina	55	65	80
16	Putri Aulia	30	50	70
17	Riska Ayunda Sari	95	95	100
18	Riski Fahmanda	55	65	90
19	Riza Wati	65	75	85
20	Sofia Asri	60	55	80
21	Syarifah khaira	35	45	65
	Average score	54.2	65.4	81.4
	KKN completion (70)	19.0%	42.8%	95.2%

Ket:

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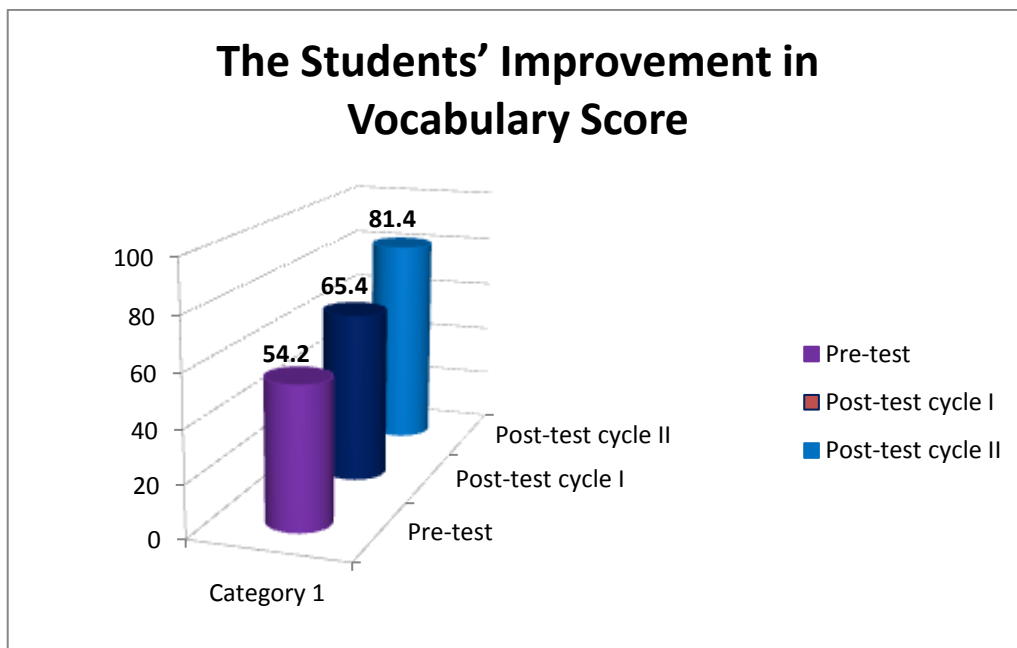


Figure 1: The Students' Improvement in Vocabulary Score

Based on the result of the pre-test, the data showed that the mean of pretestis 54.2. There were only four students who got the score above the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) 70. Meanwhile the other 17 students were below that criterion. After conducted post-test in Cycle I, the data showed the mean score of the class increased to 65.4 in which there were 10 students who passed Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) from 21 students.

Based on the result of the students' vocabulary achievement in Cycle I there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first Cycle. It was 54.2 increased to 65.4. It meant that there was 20.6% of mean score improvement. But, there were 10 students or 42.8% of the students who passed the Minimum Mastery Criterion. Meanwhile, the other 11 students

were below that criterion. It implied that the criterion has not fulfilled which is 75% of the students should pass the Minimum Mastery Criterion. So it should be improved in Cycle 2.

In Cycle II, the result of the students' vocabulary achievement increased. There was an increase of students' mean score from the students' vocabulary achievement in Cycle I to the students' vocabulary achievement in Cycle II. It was 65.4 and it became 81.4 in the second Cycle. It means that there was 24.4% of mean score improvement. The improvement of the students' vocabulary achievement on the preliminary study to the second Cycle was 50.1%. There were 20 students or 81.4% of the students who passed the Minimum Mastery Criterion. Meanwhile, the other 1 student were still below that criterion. It implied that the criterion has fulfilled which is 75% of the students who should pass the Minimum Mastery Criterion.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three sections; they are conclusions, implications, and suggestions.

A. Conclusions

The research findings in Chapter IV show that the vocabulary mastery of the eleventh grade students of SMKN 1 Muara Batu improved through the use of semantic mapping strategy. The actions were carried out in two Cycles. They effectively not only improved the students' vocabulary mastery but also the students' self confidence, enthusiasm, and motivation. Those actions were applying semantic mapping strategy to teach vocabulary during the teaching and learning process, asking the students to bring a dictionary, giving feedbacks on the students' pronunciation, Asking the students to work in groups, and giving appreciation. Those activities gave contributions in the students' vocabulary mastery.

According to their assessments, the students made a better improvement in post-test I and post-test II. It means that the students had better vocabulary mastery. There were several changes as a result of the actions. It was in the aspects of behavior and the way of thinking. The changes happened to the researcher, the students, the teaching and learning process, and the English teacher. The details of the changes are presented below.

1. The Changes in the researcher

By doing this research, the researcher have got more knowledge about teaching English especially teaching vocabulary. the researcher realize that before

asking the students to master vocabulary well, the teacher should give a good example because the teacher plays as a model in the classroom. Consequently, before teaching the class, the researcher always practiced pronouncing some words so that they got a proper model for pronunciation. Through this action research, the researcher have learnt many things such as how to handle the students, how to choose the appropriate materials, activities, media and so on. In the future, the researcher will consider those aspects to create a good atmosphere of the teaching and learning process.

This study has given a big impact to the researchers' personality. The researcher becomes more patient in explaining something. The researcher comes on time at school. The researcher becomes more respectful towards the students who have big efforts to learn.

Furthermore, this study has deepened the researchers' insight about conducting a research. There are many procedures followed and should be done systematically. This knowledge will be useful for the researchers' future education.

2. The Changes in the students' Behavior

Before the actions were implemented, the students were less active and silent when the teacher explained materials and when they were asked to do the tasks. Since the classroom activities were less varied, the students were not enthusiastically engaged in learning by giving less attention, being noisy, and talking to each other.

Implementing semantic mapping strategy to vary class activities could affect the students' feelings and behaviors. They felt different learning atmosphere.

Since the strategy some time got them to work in groups, to act based on each role, the students were more active and confident in the classroom activities. They realized that learning could be fun and enjoyable. It was also an effective progress in the view of the fact that the students' vocabulary mastery improved. The students expressed a great enthusiasm to join the teaching and learning during the actions of the study.

3. The Changes in the Teaching and Learning Process

The English teaching and learning process had become more interesting. The use of semantic mapping strategy created a nice relaxed atmosphere of teaching and learning. It also helped the students memorize and understand new words easily. Their needs as senior high school students were fulfilled in some materials. The opportunity to ask and answer questions, work in a group or pair, give feedbacks, and correct their works trained them to be brave, confident, and mature. As a result, they became more enthusiastic and got better understanding in learning English.

4. The Changes in the English Teacher

The English teacher became more open minded to make the English teaching and learning process interesting. He improved his knowledge in creating the activities that could help the students to learn well. He had improved his knowledge in using media and various materials to make the English lesson become more interesting.

B. Implications

The research findings showed that the students' vocabulary mastery had improved. It was related to the actions given in the classroom such as applying

semantic mapping strategy to teach vocabulary, asking the students to bring a dictionary, giving feedbacks on the students' pronunciation, asking the students to work in groups, and giving appreciation. Both successful and unsuccessful actions have some implications. They are described below.

1. The implementation of applying semantic mapping strategy to teach vocabulary improved students' vocabulary mastery. They became motivated, confident, and active. It implies that the teacher has to give less-stressful, attractive, interesting and various activities during the teaching and learning process. Thus, the students do not get bored of learning English and they will be more enthusiastic to join the lesson.
2. The implementations of asking the students to bring a dictionary were important to help them when they found difficulties in learning new vocabulary. It implies that the teacher has to ask the students to bring their dictionary during the English teaching and learning process.
3. The implementation of giving the students' pronunciation helped the students to master new vocabulary well in terms of pronouncing the words. It also helped them recognize their mistakes or errors so that they would not make the same mistakes or errors. It implies that the teacher needs to give feedbacks to the students in the end of every meeting.
4. The implementation of asking the students to work in groups helped the students to raise their self-confidence and willingness to be actively involved in the teaching and learning process. It implies that the teacher has to encourage the students to work in groups or pairs so that they have companions to discuss the learning materials and also the students can be

more confident and actively participated in the teaching and learning process.

5. The students made a good improvement in mastering vocabulary, pronouncing, memorizing, understanding, and implementing new vocabulary. However, students' awareness to use dictionary needed to be improved.

C. Suggestions

Based on the conclusion and implications of the study, some suggestions to the participants closely to the study are presented below.

1. For the English teacher

The English teacher has to consider the students' needs and interests for the teaching and learning. It is important for the teacher to improve the students' vocabulary mastery. The teacher should create good atmosphere in the classroom and motivate the students to learn language. She needs to enrich herself with the knowledge of how to select the effective resources which can create interesting activities so that they can enjoy during the teaching and learning process. It will help her create the activities in which all students can be involved. The use of various media must be improved so that the English the teaching and learning process will be more interesting. Giving appreciation can be an alternative to motivate them learn. All of those will improve the quality of the English teaching learning process.

2. For the students

The students had to be more active in the classroom. A further effort needs to be made by the students is to encourage themselves in mastering vocabulary

without worries of making mistakes. It gives advantages for the students if they can develop their vocabulary mastery. They can easily understand what they heard, say, read, and write.

3. For the other researchers

It is recommended to the other researchers who are interested in the same field to continue and develop this action research in order to find out other efforts in the aim at increasing students' vocabulary through Semantic mapping strategy.

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APPENDICES

Interview 1

Perijinan

March 14th 2018

R: researcher

ET: English teacher

R : Bu ini saya mau nanya-nanya tentang keadaan anak-anak disini dan proses belajar mengajar di kelas. Sebelumnya saya mau mengucapkan terima kasih karena sudah diberi kesempatan melakukan penelitian disini.”

ET : Gak apa-apa. Selama saya bisa bantu, akan saya bantu”

R : Iya ibu, terimakasih banyak. Pertama-tama saya ingin menanyakan mengenai prestasi belajar siswa-siswa disini bagaimana ibu?

ET : Ya lumayan lah. Standar aja disini prestasinya

R : Lalu bagaimana karakteristik dari siswanya bu?

ET :Ya pada awalnya memang mereka punya latar belakang yang beda-beda. Ada yang pintar, ada yang biasa, ada yang agak kurang malahan. Kalo yang pintar biasanya rajin sebelum disuruh mengerjakan biasanya sudah mencoba mengerjakan dulu. Beda dengan yang males, agak susah memotivasinya.

R : Oh, iya ibu. Lalu, bagaimana proses Pembelajaran bahasa inggris di SMKN 1 Muara Batu terutama di kelas XI RPL Bu?

ET : Ya biasa-biasa.

R : Maksudnya itu bagaimana Bu?

ET : Ya itu saya yang lebih banyak ceramah di depan kelas trus siswa tak suruh ngerjain latihan soal di buku paket.

R : Trus bagaimana sama teknik pembelajaran kemampuan penguasaan vocabularinya bu?

ET : Pertama saya biasanya nyuruh siswa membaca teks yang ada di buku paket satu persatu, trus saya membetulkan pronounciationnya. Setelah selesai membaca saya suruh cari arti kata yang susah kalau sudah gitu mereka tak minta jawab soal latihan dan nerjemahin teks biar faham dulu isi teksnya.

R : Bagaimana dengan aktivitas pembelajaran di kelas?

ET : Ya Cuma gitu gitu aja!

R : Trus bagaimana sama media atau sumber Pembelajaran?

ET : Saya Cuma pake buku paket yang dikasih pinjam perpustakaan. Dulu ada LKS tapi siswa pada gak mau beli karena kemahalan. Paling kadang- kadang pake media LCD untuk menjelaskan di depan kelas agar lebih mudah dimengerti biar siswa fokus.

R : Kalo fasilitas di sekolah apa aja bu untuk menunjang belajar bahasa inggris

ET : Ya paling kalo listening saya pake laptop sama speaker.

R : Kalo perpustakaanya lengkap bu.

ET : Ya lumayan lengkap.

R : Jadi kapan saya bisa mulai bu?

ET : Hari ini saya ada masuk di kelas XI RPL siap istirahat, jd ikut aja dulu, liat- liat sekalian kenalan sama siswa, baru besok kamu mulai ngajar.

R: Iya bu, terimakasih ya bu, saya permisi dulu.

ET: ya sama sama

Interview 2

R : Hi! menurut kalian gimana belajarnya susah gak?

S : gak miss!! Malah jd lebih mudah

R : gimana vocabularynya bias diingat gak?

S : Iya, bias miss, .

R : Kamu dapat gambar apa td apa tadi?

S : pantai miss

R : Trus pas waktu kamu disuruh buat semantic mapping, kamu merasa kesulitan gak?

S: gak miss, malah seru aja, apalagi kita belum pernah belajar vocab pake garis – garis gitu

Interview 3

R : Gimana tadi dek tesnya bisa ngerjain ga?

S5: Bisa si kak tapi ga tau bener pa ga jawabannya apalagi yang bagian A jawabanya mirip-mirip jadi bingung.

R : Tapi yakin ga dapat nilai bagus?

S5: Inshaallah kak

R : Kalo kamu gimana dek susah ga tadi ngerjainnya?

S6: Bisa kok kak tapi sedikit lupa, bingung kata-katanya mirip.

R : Bingung bagian mana dek?

S6: Yang bagian sinonim itu lo.

R : Ohh, emang susah ya dek?

S6: Susah kak pilihannya yang bikin pusing. Jadi ku jawab sesuai hati nurani
hahaha...

R : Hahaha oke deh yang penting kamu tetep belajar lagi biar bisa jawab.

S6: Oke kak.

Interview 4

R : Dek gimana tadi belajarnya ada yang susah gak?

S: Nggak si kak, Malahan seneng apalagi bisa kerja kelompok bareng temen-temen
jadi ada rasa kebersamaannya kak.

R : Dengan aturan kerja kelompok, menurut kamu berpengaruh ngga dengan kemampuan kamu?

S: Ga da masalah malah kita bias interaksi sama kawan satu kelompok jd mudah

R : Terus lebih mudah mana nginget kosakatanya, pake strategy ini pa hafalan langsung kosakata?

S: Ya mending pake strategy ini kak kak soalnya belajar sambil bermain lebih mudah

ingetnya kak. Kan sama-sama menikmati apalagi kalo bareng temen-temen
terasa lebih mudah lagi kak belajarnya.

R : Kira-kira penguasaan kosakatamu meningkat ga daripada minggu-minggu
kemarin?

S: Jelas donk kak. Pokoknya siap dites deh hehe...

R : Kalau kamu ngerjain task yang ada si handout mendingan sendiri atau
kelompokan?

S7: Kalau aku lebih suka kelompokan si kak, soalnya kita bisa saling diskusi

melengkapi kekurangan satu sama lain.

FIELD NOTE 1

March 14th 2018

Class room XI RPL SMK N 1 Muara Batu

Observation 1

The teacher and the researcher came into the class at 7.00 a.m. R came into the class to do the observation for the first time. ET came to the class with a greeting "*Assalamualaikum*" and some of the students answered it. The others students were still outside the classroom. Then, ET asked the leader of the class to call their friends. After all the students were in the class, the lesson was begun with a praying. Then, ET took the attendance list. All the students attended in the class. ET introduced R to the students. ET said "*R will teach you for some meetings*". After that, the class was noisy again. All of them asked "*kakak kuliah dimana?*". Then, R introduced herself. After that, the lesson was started and ET asked "*did you do your homework in the previous meeting?, what are the homework?*", SS answered, "*translating the text on the book, mom*". The class was so noisy when SS were preparing the book. However, some students talked with their friend. ET asked, "*why did you talk with your friend?*". S answered, "*I forgot to bring the book, mom*". Then, the teacher asked the students who did not bring the book to raise their hands. "*who did not bring the book? please raise your hand!*". There were nine students raising their hands. "*Do you remember the punishment for those not bringing the book?*", ET asked. "*yes, mom*" the students said. "*You have to translate a text from a book and please submit it next week*".

ET began the lesson. "*students who did not bring the course book had to join with their friend*". "*Now, let's open page 68 and there is a descriptive text. Is there anyone who wants to read the text?*" the teacher said. "*Aris, Mom!*" "*If there is no one who wants to read the text, I will mention a name of you from the attendance list, a student read one paragraph. Aris, please read the text!*" ET asked. "*no, mom, I cannot.*" S answered. "*It doesn't matter. Please try to read*" ET said Aris was reading the text. He read the text slowly and read it word by word. Then, ET corrected the pronunciation. "*Good, Aris*" ET said. After reading activity, ET asked SS to do the tasks about text and find the meaning of unfamiliar words on the book.

After 20 minutes, ET asked, "*Have you finished class?*", The students kept quiet. Some of the students answered, "*not yet Mom.*" "*It's ok! Now, please listen to me*", ET said. ET read the sentence and translated it, while some students wrote the meaning. However, the other students kept silent and did other activities. After reading and translating the whole paragraph, the teacher asked the students to answer the test. "*Please answer the test 1-10 in your book!*". Then, the bell was ringing. ET said, "*that is all the time that we have for today. So, we should be finishing up now*" and we will continue this chapter next time. ET closed the lesson". After the teaching and learning of English process finished, R did the interview to some students about the English lesson.

FIELD NOTE 2

March 15th 2018

Class room XI RPL SMK N 1 Muara Batu

Meeting 1, cycle 1

The teacher and I entered the classroom 5 minutes before the bell rang. Then The bell rang and all students were ready to follow the lesson. I began to greet the students "Good morning, everyone." all of them replied "Good morning, Miss." Then I asked the students "How are you, everyone?" then all of them said "I'm fine, thank you. And you?" "I'm fine too, thank you." Before I started teaching the materials, I checked the students' attendance. I asked the students to say "present" when their names were called, and "absent" when their friends were not present. In the first meeting, when I called the students' name one by one, only few students that followed my instructions, the rest remained silent. They seemed shy to say "present" and "absent" loudly because the teacher never do that activity before. Before I explain the material I give the students 20 questions to as pre test know the students ability. After the students do their task, I began to start the lesson by telling them the objectives of our lesson. Explain the lesson and Then I gave them a task. One of the students asked "*Pakai kamus boleh ga Miss?*" I replied "Yes, of course." Then they did the task seriously. The class became noisier. I moved around to see the students' work and helped them when they found difficulties. After they finished the task, we discussed it together.

The task was over. All had been finishing arrange the words into semantic mapping. Then we discussed the result together while I explained some more about the descriptive text Right before the bell rang. After we concluded the lesson, Then I closed the lesson by parting and said good bye. "Ok, thank you for your participation today. See you. assalamualaikum" "You are welcome, Miss. See you."

FIELD NOTE 3

March 22th 2018

Class room XI RPL SMK N 1 Muara Batu

Meeting 2, cycle 1

I started the activity by saying "Good morning, Students" and the students replied "Good morning, Miss". I continued asking "How are you today?" and some students responded "I'm tired". I continued again "You have much time to take a rest before, don't you?" Some started stared at each other after listening to what I had just uttered. A student spontaneously said "Yes...*Kita habis bantuin bersih-bersih* Miss" Few others then added "*Laper* Miss *habis gotong royong.*" Then I said, "*Kita belajarnya sambil main sama cerita aja kalau gitu ya.*" Some male students in the back replied, "*Siap* Miss." All students seemed happy and ready to join the lesson. To begin the lesson I ask the students some questions. "Do you have your own bedroom at home?" They replied, "Yes, Miss." Some students made fun of their friends, "Ok, ok, I believe that most of you have a bedroom at home. "Well, mention some things inside your bedroom?" A male student replied loudly, "Bed lah Miss." I said, "Ya, of course, bed, another things?" All students replied together, "*Bantal, guling, selimut, buku, lemari, komik, keset, korden, meja belajar, boneka, komputer, ps.*" All students were enthusiastic to mention many things. "Ok, ok, very good, you got many things in your bedroom but one by one, please. *Miss bingung kalau jawabnya saut-sautan gitu. Coba ulangi lagi, in English yaa.*" Some students were busy to open their dictionary and start to answer my questions. "Pillow, Miss.", "Blanket.", "Book.", "*Guling bahasa Inggrisnya apa, Miss?*" Then I said, "Anyone? *Ada yang tau 'guling' in English?*" Some students replied, "*Dikamu saya nggak ada* Miss." "*Masa ga ada dikamus? Yaudah ayo kita cari tau sama-sama.*" we were discussing it together. I also asked the students to pronounce the words in the whiteboard to check their pronunciation.

After that, I gave the students a descriptive text about a bedroom. I asked them to read and discuss it together with their friends. "Miss, *ini kalau gak tau artinya boleh buka kamuskan?*" "Yes, of course. *Kamuskan buat bantu kalian paham juga.*" They were reading the text quietly. I said to them that they have been learning the vocabulary used in the text trough the games before. After 5 minutes, I stoped them reading. I gave a brief explanation related to the text. Then I asked some students to describe their own bedroom. "Well, I want to ask some of you to describe your bedroom like what the writer did. *Siapa yang mau cerita duluan? Kayak apa sih kamar kalian?*" No one answered. "Ok, *mau* Miss *tunjuk* or there's a volunteer? *Tadikan Miss bilang kitabelajar sambil cerita. Giliran kalian yang cerita.*" One of them shouted, "Tunjuk aja Miss." Then I asked one of them, "*Yaudah kamu aja kalau gitu.*" All students were laughing. "*Ssstt, katanya tadi minta ditunjuk.*" "*Wah, tapi kok saya* Miss." "It's ok, you just need to describe your bedroom. Use simple sentences like what you've read in the text." After that, I asked three more students to describe their bedroom. Unfortunately, the time was up. We were concluding the lesson together. I asked the students to prepare for the next meeting. Finally, I close the meeting by parting and saying goodbye.

FIELD NOTE 4

March 29th 2018

Class room XI RPL SMK N 1 Muara Batu

Meeting 3, cycle 1

I started the lesson. The students were so fresh but some students had not come yet, I explain the material. The material for the meeting was writing a descriptive. I began to greet the students "Good morning, everyone." As usual, all of them replied "Good morning, Miss." Then I checked the students' attendance. After that, I delivered the materials. The students seemed to be enthusiastic. Then I gave some explanations about what they should write. I ask the students to work in groups, one group consist of 3 students. I ask one student from each group to take one picture for their group and describe it. "*Jadi kalian saya minta mendeskripsikan gambar yang kalian ambil barusan, paham?*" "*paham Miss.*" "Good," Some students then began to write but there were also some students who still thought what they should write. Some asked me, "*Miss ini gimana?*", "*Nulis apa ya Miss?*", "*Ini maksudnya apa Miss?*" I explained again what they should write and then they seemed to be enthusiastic to write. The class was so noisy and some students discussed their writing with their friends. I moved around the class to see the students' writing and I assisted some students to write. Most of them did not know the meaning of certain words. They asked those meaning to me and I asked them to open their dictionary. However, in sum they enjoyed the process of writing. 25 minute before the lesson end I give the students 20 questions about vocabulary and descriptive text (post test). Unconsciously, the time was almost over. I asked the students whether they had finished their writing or not. Some had just finished but some other had not finished yet. Then I gave five minutes to finish their writing. When the rest of the time was over I asked all of the students to submit their works. And say good bye.

FIELD NOTE 5

April 5th 2018

Class room XI RPL SMK N 1 Muara Batu

Meeting 1, cycle 2

I opened the class by greeting and praying. I asked the students about their condition and they answered enthusiastically. Then I checked students' attendance. After that I told the students that there we were going to learn about narrative text , "Oke guys, today we're going to learn about narrative text and work in group" They were happy to hear that and then divide the students into seven groups. I also gave a piece of paper of semantic mapping to each group. Then I asked them to read the instructions on the handout while I'm explaining to them.

The activity was continued with giving handouts by the teacher containing a text of narrative and some exercises to guide them to write the difficult vocabulary in semantic mapping. Then I asked them to read the text and I gave some questions related to the text. They seemed to understand it well since they had been given vocabularies before. They could answer researcher's questions easily. The next activity was studying the language used in the text. We're together discussed the text. The class became noisy but I tried to manage the class.

After that, I gave the students a task to arrange words into correct sentences in the form of narative. They were asked to arrange the words with their partner. They did it quickly and they were proud since they could do it easily. I moved around the class and helped some students who got difficulties. After the students finished the task, they were asked to write it in the board. I asked some volunteer to write it. Some of them voluntarily wrote it. Then the students and I discussed the answer together. Most of the students answered the answer correctly.

The time was over and I checked students understanding. However, before she closed the meeting, I gave them homework. The homework was to continue paragraph. It must be submitted in the next meeting. I then summarized the lesson and closed it by parting.

FIELD NOTE 6

April 12th 2018

Class room XI RPL SMK N 1 Muara Batu

Meeting 2, cycle 2

I opened the class by greeting and praying. I also checked students' attendance. The students were ready enough to start the lesson. I began the lesson by explaining the objectives of the lesson and continue the last lesson after submitting students homework. After they finished submitting the homework, I asked them to exchange their work with their friends and check their works together. I showed up the text in the slide. They corrected their work seriously. I asked the students' difficulties of the task. They seemed to be all right that meant they did not find any significant difficulties with the task. Some of them also consulted the dictionary to find the correct spelling and pronunciation.

The activity was continued. The students were asked to answer 20 questions about vocabulary and narrative text (post test 2). "because this is our last meeting, I'll give you tasks to check your understanding so far." Then I explained the guidance and the students started to write. I moved around the class to help them in difficulties. Some of the students asked some vocabularies that they used in their writing. However, I asked them to open their dictionary first and I would help them if that did not find it in the dictionary. "Miss, *ini artinya apa?*" I answered "Consult to your dictionary first. I will help you if you don't find it in the dictionary." They said "Oke, Miss." The students were busy with their writing. Finally, I asked them to submit their writing. I gave 5 minutes left to finish their work. The students submitted their work. After they had submitted their work, then I thanked to them since they have participated in the research. The researcher then closed the class by parting and saying goodbye.

Observation Checklist**Date : March 15th 2018****Meeting : 1 cycle I****Observer : Amanda Amalia***Check each item in the column that most clearly represents your observation and write additional comments in the provided column.*

NO	Observation Items	Yes	No	comments
A	Pre-teaching 1. The teacher greets the students. 2. The students respond to the greeting addressed by the teacher. 3. The teacher asks the students' condition. 4. The students tell their condition to the teacher. 5. The teacher leads the prayer. 6. The teacher explains the goal of the teaching and learning. 7. The teacher gives lead-in questions.	√ √ √ √ √ √ √		
B	Whilst-teaching 1. The students are ready to learn the materials 2. The teacher divides the students in pairs 3. The students read the text. 4. The students identify the language functions, text and vocabulary 5. The teacher gives the explanation 6. The teacher checks the students' understanding 7. The teacher explains the task given 8. The students discuss the task given with their pairs 9. The students use dictionary to help them in finding vocabulary. 10. The students become a volunteer at the class 11. The teacher divides the students into some group 12. The teacher gives explanation how to use semantic mapping 13. The students actively in teaching and learning process	√ √ √ √ √ √ √ √ √ √ √ √ √	√ √ √	
C	Post-Teaching 1. The teacher summarize and reflects the lesson 2. The students reflect their learning	√ √		

	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
D	Class situation 1. The students have enthusiasms/interest during the teaching process. 2. The students actively take parts in each class activity. 3. The time allocation is appropriate. 4. The media used by the teacher are sufficient in the teaching process. 5. The teacher's instructions are clear.	√ √ √ √ √		

Observation Checklist**Date : March 22th 2018****Meeting : 2 cycle I****Observer : Amanda Amalia***Check each item in the column that most clearly represents your observation and write additional comments in the provided column.*

NO	Observation Items	Yes	No	comments
A	Pre-teaching 1. The teacher greets the students. 2. The students respond to the greeting addressed by the teacher. 3. The teacher asks the students' condition. 4. The students tell their condition to the teacher. 5. The teacher leads the prayer. 6. The teacher explains the goal of the teaching and learning. 7. The teacher gives lead-in questions.	√ √ √ √ √ √		
B	Whilst-teaching 1. The students are ready to learn the materials 2. The teacher divides the students in pairs 3. The students read the text. 4. The students identify the language functions, text and vocabulary 5. The teacher gives the explanation 6. The teacher checks the students' understanding 7. The teacher explains the task given 8. The students discuss the task given with their pairs 9. The students use dictionary to help them in finding vocabulary. 10. The students become a volunteer at the class 11. The teacher divides the students into some group 12. The teacher gives explanation how to use semantic mapping 13. The students actively in teaching and learning process	√ √ √ √ √ √ √ √ √ √ √ √ √		
C	Post-Teaching 1. The teacher summarize and reflects the lesson	√		

	<p>2. The students reflect their learning</p> <p>3. The teacher previews on the upcoming materials.</p> <p>4. The teacher ends the class by praying.</p>	<p>√</p> <p>√</p> <p>√</p>		
D	<p>Class situation</p> <p>1. The students have enthusiasms/interest during the teaching process.</p> <p>2. The students actively take parts in each class activity.</p> <p>3. The time allocation is appropriate.</p> <p>4. The media used by the teacher are sufficient in the teaching process.</p> <p>5. The teacher's instructions are clear.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		

Observation Checklist**Date : March 29th 2018****Meeting : 3 cycle I****Observer : Amanda Amalia***Check each item in the column that most clearly represents your observation and write additional comments in the provided column.*

NO	Observation Items	Yes	No	comments
A	Pre-teaching 1. The teacher greets the students. 2. The students respond to the greeting addressed by the teacher. 3. The teacher asks the students' condition. 4. The students tell their condition to the teacher. 5. The teacher leads the prayer. 6. The teacher explains the goal of the teaching and learning. 7. The teacher gives lead-in questions.	√ √ √ √ √ √ √		
B	Whilst-teaching 1. The students are ready to learn the materials 2. The teacher divides the students in pairs 3. The students read the text. 4. The students identify the language functions, text and vocabulary 5. The teacher gives the explanation 6. The teacher checks the students' understanding 7. The teacher explains the task given 8. The students discuss the task given with their pairs 9. The students use dictionary to help them in finding vocabulary. 10. The students become a volunteer at the class 11. The teacher divides the students into some group 12. The teacher gives explanation how to use semantic mapping 13. The students actively in teaching and learning process	√ √ √ √ √ √ √ √ √ √ √ √ √	√ √ √	
C	Post-Teaching 1. The teacher summarize and reflects the lesson 2. The students reflect their learning	√ √		

	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
D	Class situation 1. The students have enthusiasms/interest during the teaching process. 2. The students actively take parts in each class activity. 3. The time allocation is appropriate. 4. The media used by the teacher are sufficient in the teaching process. 5. The teacher's instructions are clear.	√ √ √ √ √		

Observation Checklist**Date : April 5th 2018****Meeting : 1 cycle II****Observer : Amanda Amalia***Check each item in the column that most clearly represents your observation and write additional comments in the provided column.*

NO	Observation Items	Yes	No	comments
A	Pre-teaching 1. The teacher greets the students. 2. The students respond to the greeting addressed by the teacher. 3. The teacher asks the students' condition. 4. The students tell their condition to the teacher. 5. The teacher leads the prayer. 6. The teacher explains the goal of the teaching and learning. 7. The teacher gives lead-in questions.	√ √ √ √ √ √		
B	Whilst-teaching 1. The students are ready to learn the materials 2. The teacher divides the students in pairs 3. The students read the text. 4. The students identify the language functions, text and vocabulary 5. The teacher gives the explanation 6. The teacher checks the students' understanding 7. The teacher explains the task given 8. The students discuss the task given with their pairs 9. The students use dictionary to help them in finding vocabulary. 10. The students become a volunteer at the class 11. The teacher divides the students into some group 12. The teacher gives explanation how to use semantic mapping 13. The students actively in teaching and learning process	√ √ √ √ √ √ √ √ √ √ √ √		
C	Post-Teaching 1. The teacher summarize and reflects the lesson	√		

	<p>2. The students reflect their learning</p> <p>3. The teacher previews on the upcoming materials.</p> <p>4. The teacher ends the class by praying.</p>	<p>√</p> <p>√</p> <p>√</p>		
D	<p>Class situation</p> <p>1. The students have enthusiasms/interest during the teaching process.</p> <p>2. The students actively take parts in each class activity.</p> <p>3. The time allocation is appropriate.</p> <p>4. The media used by the teacher are sufficient in the teaching process.</p> <p>5. The teacher's instructions are clear.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		

Observation Checklist

Date : April 12th 2018

Meeting : 2 cycle II

Observer : Amanda Amalia

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

NO	Observation Items	Yes	No	comments
A	<p>Pre-teaching</p> <p>1. The teacher greets the students.</p> <p>2. The students respond to the greeting addressed by the teacher.</p> <p>3. The teacher asks the students' condition.</p> <p>4. The students tell their condition to the teacher.</p> <p>5. The teacher leads the prayer.</p> <p>6. The teacher explains the goal of the teaching and learning.</p> <p>7. The teacher gives lead-in questions.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		
B	<p>Whilst-teaching</p> <p>1. The students are ready to learn the materials</p> <p>2. The teacher divides the students in pairs</p> <p>3. The students read the text.</p> <p>4. The students identify the language functions, text and vocabulary</p> <p>5. The teacher gives the explanation</p> <p>6. The teacher checks the students' understanding</p> <p>7. The teacher explains the task given</p> <p>8. The students discuss the task given with their pairs</p> <p>9. The students use dictionary to help them in finding vocabulary.</p> <p>10. The students become a volunteer at the class</p> <p>11. The teacher divides the students into some group</p> <p>12. The teacher gives explanation how to use semantic mapping</p> <p>13. The students actively in teaching and learning process</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
C	<p>Post-Teaching</p> <p>1. The teacher summarize and reflects the lesson</p> <p>2. The students reflect their learning</p>	<p>√</p> <p>√</p>		

	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
D	Class situation 1. The students have enthusiasms/interest during the teaching process. 2. The students actively take parts in each class activity. 3. The time allocation is appropriate. 4. The media used by the teacher are sufficient in the teaching process. 5. The teacher's instructions are clear.	√ √ √ √ √		

Observation Result

No	Aspects to be observed	Description of the result
A	<p>The students:</p> <ol style="list-style-type: none"> 1. The number of the students 2. The range of ages 3. The characteristics 4. The language used 	<ol style="list-style-type: none"> 1. 21 students 2. 15-16 years old 3. Passive because the teacher did not stimulate them. 4. English and Bahasa Indonesia
B	<p>The teacher and the learning process:</p> <ol style="list-style-type: none"> 1. The name of the teacher 2. The language used 3. The way of opening class 4. The way of presenting materials 5. The used of allocated time 6. The technique of class management 7. The technique of asking question 8. The type and way of evaluation 9. The way of closing the class 	<ol style="list-style-type: none"> 1. Susi Susanti, S.Pd. 2. Mostly bahasa Indonesia, slightly using English 3. Greeting and calling the role 4. Using BSE 5. It is not effectively used. Mostly the time used for doing the tasks 6. The teacher just walking around and check the students" work and giving jokes to control the class. 7. The teacher always ask "any question?" and the students would raise their hand if they want to ask. 8. The evaluation was carried out in the end of the lesson. 9. The teacher gave a review of that days activity and also gave a slight information of next material would be taught
C	<p>The materials:</p> <ol style="list-style-type: none"> 1. The main source(s) 2. The supporting source(s) 	<ol style="list-style-type: none"> 1. BSE 2. Dictionary, handout
D	<p>The teaching instruments:</p> <ol style="list-style-type: none"> 1. The lesson plan 	<ol style="list-style-type: none"> 1. He has a lesson plan and adapt it with class situation.
E	<p>The class:</p> <ol style="list-style-type: none"> 1. The name of the class 2. The room facilities 	<ol style="list-style-type: none"> 1. XI RPL 2. The room equipped with just one white board. There is no LCD projector and speaker. There are 13 tables and 25 chairs.
F	<p>The interaction:</p> <ol style="list-style-type: none"> 1. Students – students 2. Students - teacher 	<ol style="list-style-type: none"> 1. They discussed with their chair mate. Sometimes they discuss

		<p>with their classmate in their front or back. And some students walking around.</p> <p>2. There are some interaction when students ask a question to the teacher and when the teacher grab the students attention with his jokes</p>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMKN 1 Muara Batu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 6 x 45 menit (3x pertemuan)
Topik Pembelajaran : Descriptive
Pertemuan Ke :

A. Standar Kompetensi

Membaca

- 5 Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk descriptive recount, narrative, dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Berbicara

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk descriptive recount, narrative, dan procedure dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: descriptive recount, **narrative**, dan procedure
- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: descriptive, recount, **narrative**, dan procedure.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
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<ul style="list-style-type: none"> • Merespon teks monolog sederhana berbentuk <i>descriptive</i> • Melakukan teks monolog lisan berbentuk <i>descriptive</i> 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
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Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat merespon teks monolog sederhana berbentuk *descriptive*
- Siswa dapat melakukan teks monolog lisan berbentuk *descriptive*

E. Materi Pokok

teks tulis monolog/esei sederhana berbentuk *descriptive, contohnya,*

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesiisland.

The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world's marine tourism object is now preparing itself and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home to Operation Wallacea, a UK based non-profit conservation group looking at sustainable development of fisheries and coral reef research. An independent noncommercial website has been set up about a marine park. This website

contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Descriptive dapat dijelaskan sebagai berikut:

a. Purpose

To describe a particular thing , person or others. (to give informations).

b. Generic structure.

1) **Identification:** identifies phenomenon to described

2) **Description** : describes parts, characteristic, etc.

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Cooperative Learning
: Semantic mapping strategy

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat mengidentifikasi makna kata dan kalimat dalam teks komplikasi dalam sebuah teks, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar	Siswa mampu menganalisa makna kata dan kalimat dalam teks komplikasi dalam sebuah teks, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.	Siswa mampu mengerjakan dan mengerti makna kata dan kalimat dalam teks komplikasi dalam sebuah teks, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi monolog berbentuk descriptive teks.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai descriptive teks
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai monolog berbentuk descriptive teks
- Siswa diminta untuk mengumpulkan kosa-kata sulit dan membahas kosa-kata dalam teks monolog berbentuk descriptive teks

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat monolog berbentuk descriptive teks dan memahami teks secara baik
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.

- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi monolog berbentuk descriptive teks

Kegiatan Akhir

- Siswa diminta membuat rangkuman dari materi mengenai monolog berbentuk naratif
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan tugas berkaitan dengan materi monolog berbentuk descriptive teks
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku teks yang relevan
- Kamus
- Gambar yang relevan
- Script monolog descriptive teks

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon wacana monolog descriptive	Tes Tulis	Fill in the blank	Choose the right answer to complete the passage from the text below
2.	Merespon wacana monolog descriptive	Tes tulis	Searching for difficult vocabulary	List the vocabulary in semantic mapping
3.	Melakukan	Unjuk Kerja	Presentasi Lisan	Read the following

monolog berbentuk descriptive			text in front of classroom
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II. Instrumen Penilaian

Task 1

Parangtritis beach

Parangtritis beach is fairly well-known attractions in Yogyakarta in addition to other objects such as Samas beach, Baron, Kukup, Krakal and Glagah. Parangtritis has a that is not found in the views of other attractions besides the big are also the existence of mountains of sand around the, which is usually called

In Parangtritis, the attraction has been managed pretty well, ranging from lodging facilities and markets selling There are also ATV, horse & carriage horses can be for up the coast from east to In addition Parangtritis also a place for air

Complete the following text about Parangtritis beach with the words in the box.

- | | | | |
|----------|---------------|----------|--------------|
| 1. waves | 2. uniqueness | 3. west | 4. souvenirs |
| 5. beach | 6. rented | 7. dunes | 8. sports |

Activity 2

Search for difficult vocabulary and list it in semantic mapping

Activity 3

Read the following text in front of classroom

III. Pedoman Penilaian

- Untuk nomor 1, tiap jawaban benar diberi skor 5
- Untuk nomor 2, dan 3 mengikuti rubrik penilaian

No.	Uraian	Skor
1.	Kata, arti, dan tata bahasa benar	81 – 100
2.	Kata, arti, dan tata bahasa kurang tepat	61 - 80
3.	Kata, arti, dan tata bahasa tidak tepat	0 - 60

Jumlah skor maksimal 1. $10 \times 5 = 50$

2. Jika skor maksimal diraih = 50

Jumlah = 100

Mengetahui

.....,

.....

Kepala Sekolah

Guru Mata Pelajaran

NIP.

NIP.

peneliti

Nim

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMKN 1 Muara Batu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Topik Pembelajaran : Narrative
Pertemuan Ke :

A. Standar Kompetensi

Membaca

- 5 Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Berbicara

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: descriptive recount, **narrative**, dan procedure
- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: descriptive, recount, **narrative**, dan procedure.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
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<ul style="list-style-type: none"> • Merespon teks monolog sederhana berbentuk narrative • Melakukan teks monolog lisan berbentuk narrative 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
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Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat merespon teks monolog sederhana berbentuk *narrative*
- Siswa dapat melakukan teks monolog lisan berbentuk *narrative*

E. Materi Pokok

teks tulis monolog/esei sederhana berbentuk *narrative, contohnya,*

Queen Aji Bidara Putih

Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen didn't refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince.....

Adapted from: www.st.rim.or.jp

Narrative dapat dijelaskan sebagai berikut:

c. Purpose

To amuse, entertain, and to deal with actual or vicarious experiences in different ways. (Untuk menghibur pembaca melalui cerita).

d. Generic structure.

- 1) **Orientation:** Sets the scene and introduces the participants. (Memperkenalkan tokoh dan setting)
- 2) **Complication :** A crisis arises (Munculnya masalah).
- 3) **Resolution :** the crisis is resolved (Terselesainya masalah).
- 4) **Evaluation :** A stepping back to evaluate the plight. (Melangkah ke belakang untuk memikirkan nilai / makna sebuah peristiwa, bisa ada dan tidak)
- 5) **Reorientation :** Optional (Bisa a)

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Cooperative Learning
: Semantic mapping strategy

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat mengidentifikasi makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar	Siswa mampu menganalisa makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.	Siswa mampu mengerjakan dan mengerti makna kata dan kalimat dalam teks komplikasi dalam sebuah cerita narasi, kejadian dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, langkah-langkah retorika, tujuan komunikasi dari teks yang dibaca, inti berita yang didengar.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi monolog berbentuk naratif.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai monolog berbentuk naratif
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai monolog berbentuk naratif
- Siswa diminta untuk mengumpulkan kosa-kata sulit dan membahas kosa-kata dalam teks monolog berbentuk naratif.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat monolog berbentuk naratif dan memahami teks secara baik
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi monolog berbentuk naratif

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai monolog berbentuk naratif
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan tugas berkaitan dengan materi monolog berbentuk naratif.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku teks yang relevan
- Kamus
- Gambar yang relevan
- Script monolog naratif teks

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon wacana monolog naratif	Tes Tulis	Fill in the blank	Choose the right answer to complete the passage from the text below
2.	Merespon wacana monolog naratif	Tes tulis	Searching for difficult vocabulary	List the vocabulary in semantic mapping
3.	Melakukan monolog berbentuk naratif	Unjuk Kerja	Presentasi Lisan	Read the following text in front of classroom

II. Instrumen Penilaian

Task 1

Loro Jonggrang

Once upon a time, there was a named Prambanan. The people lived peacefully. However, their happy lives was disturbed by Pengging Kingdom. The, Bandung Bandawasa, wanted to occupy Prambanan. He was a mean King.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bandawasa.

Pengging could win the because Bandung Bandawasa had supernatural power. His soldiers were not only human being but also genies. Those always obeyed Bandung Bandawasa. They always did whatever Bandung Bandawasa asked them to do.

The king of Prambanan had a beautiful Her name was Loro Jonggrang. Bandung Bandawasa fell in love and wanted to marry her. "if you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang. She hated Bandung Bandawasa because he made the people of Prambanan suffered.

"What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bandawasa. But he didn't give up. He asked the to help him.

Then all those genies worked hard to build the 1000 temples. Meanwhile, Loro Jonggrang heard from the lady-in-waiting that the building of 1000 temples was almost finished. She was so; she did not want to marry Bandung Bandawasa. And then she had a great idea. She asked all the ladies-in-waiting to help her.

"Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang. All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them prepare a lot of straw and mortars in the middle of the night.

"Listen, all those genies are building the, right? We have to stop them by burning the straw and make some noise by pounding the mortars. The genies will think that sun is going to and they will run away. Genies are afraid of sunlight."

It worked! All those genies thought that sun rose. They did not know the light was from the fire that burning the straw. And the noises from pounding the mortars like the start of a new day.

Bandung Bandawasa was angry. He knew Loro Jonggrang just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple."

With his power, Bandung Bandawasa made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named Loro Jonggrang temple.

- | | | | | |
|------------|-----------|--------------|-----------|-----------|
| 1. Kingdom | 2. Son | 3. Daughter | 4. King | 5. palace |
| 6. temples | 7. Scared | 8. Creatures | 9. Genies | 10. war |

11. Rise 12. supernatural

Activity 2

Search for difficult vocabulary and list it in semantic mapping

Activity 3

Read the following text in front of classroom

III. Pedoman Penilaian

- a. Untuk nomor 1, tiap jawaban benar diberi skor 5
- b. Untuk nomor 2, dan 3 mengikuti rubrik penilaian

No.	Uraian	Skor
1.	Kata, arti, dan tata bahasa benar	81 – 100
2.	Kata, arti, dan tata bahasa kurang tepat	61 - 80
3.	Kata, arti, dan tata bahasa tidak tepat	0 - 60

Jumlah skor maksimal 1. $10 \times 5 = 50$
 2. Jika skor maksimal diraih = 50
 Jumlah = 100

Mengetahui
Kepala Sekolah

.....,

Guru Mata Pelajaran

NIP.

NIP.

peneliti

Nim

Name:

Class:

Answer the Questions below according to the instructions

PART 1 Complete the passage using the words from the list :

Questions no 1 - 5

{ood, mythical, Dances, between, performances }

BARONG DANCE

Barong dance-drama is one of the most popular 1. _____ in Bali. The dance enacts a battle between 2. _____ and evil. The dancers appeal to the spirit world during 3. _____. The barong dance-drama is believed to 4. _____ evil spirits from the village. The Barong dance-drama depicts a struggle between the witch Rangda and the barong, a 5. _____ and benevolent beast.

Questions no 6 - 10

{sects, discovered, blossoming, Flower, derived. }

RAFFLESIA ARNOLDI

The rafflesia arnoldi is the biggest 6. _____ in the world. It is unusual because of its large size. The flower is almost 100 centimeters in diameter and 140 centimeters in height.

"Rafflesia" is 7. _____ from the name of the British Governor General, Sir Thomas Stamford Raffles, who once governed and built the Botanical Garden in Bogor. Though it is called Rafflesia after Raffles, the man who 8. _____ the plant was Beccary, an Italian botanist who visited Sumatra in 1928.

Rafflesia consists of two parts : the stick-like part which grows in the middle and the petals around and below it. While the flower is 9. _____, it has a very unpleasant smell which affects 10. _____. especially green flies. They seem eager to explore the flower. But if the flies touch the bottom part of the sticklike centre, they die.

PART II

CHOOSE THE CORRECT ANSWER FROM THE OPTIONS a, b, c, or d

Questions no 11 - 13

TANAH LOT

Tanah Lot is a well-known tourist resort in Bali. It really has a very lovely scenery with its natural beach. The rocks on the beach make it more beautiful. On one of the rocky there is a pura called 'Pura Tanah Lot'. It is the place where the Hinduism followers do their prayer.

Questions

11. Tanah Lot is a well-known ... resort in Bali.

- a. tour b. tourist c. tourism d. touring

12. Tanah lot has a very lovely view. 'View' has a similar meaning with ...

- a. scenery b. beach c. pura d. rock

13. Where is the Pura Tanah Lot?

- a. beside a rocky hill c. under a rocky hill
b. behind a rocky hill d. on a rocky hill

PART III

Write down the opposites of the following words

14. Entrance _____

15. False _____

16. Pale _____

17. Interior _____

18. Pull _____

19. Foolish _____

20. Dishonest _____

Name:

Class:

Answer the Questions below according to the instructions

PART 1 Choose the right number to complete the passage using the words from the list below :

Questions no 1 - 12

SAFARI PARK

Safari Park is a quite zoo. It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, West Java. It is about two kilometers from Puncak. In Safari Park, the visitors are in cages. They are not to get off the car or busses. The animals freely. The visitors who do not have a car can use the touring bus available at the park. Although the animals wander freely, they are grouped into certain The first block is for animals like tigers and lions. the second blocks are for big animals like elephants, hippopotamus, rhinoceros, zebras, and giraffes.

The next block is for like orangutans and gorillas. Then we can see many kinds of sheep and deer. In the last block, we can see bears, ostriches, and llamas. Each animal roams freely in their blocks. the other blocks are like in conventional zoos, the animals are in the animals are in cages like white tiger, several kinds of monkeys, birds and crocodiles. There are also some animals like monkeys and baby tigers. can take pictures together with them.

Safari Park is not only a recreational park but also a park. This park has succeeded developing some species especially the ones, like white tigers, giraffes, and hippopotamus. safari Park is indeed a park.

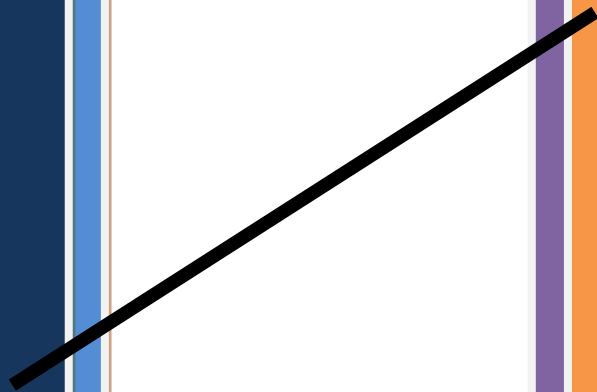
- | | | | |
|-------------|-------------|-------------|--------------|
| 1. Rare | 2. Allow | 3. Primates | 4. Visitors |
| 5. Tame | 6. Research | 7. Cages | 8. Blocks |
| 9. Wander | 10. Wild | 11. Unique | 12. National |
| 13. Animals | 14. Block | 15. Fun | 16. Allowed |

PART II Choose the appropriate synonym for the following vocabulary :

Questions no 13 - 20

- Important
- Hilarious
- Sincere
- Fortunate
- Fragile
- Legitimate
- Duplicity
- Quite
- Kind

- Honest
- Hypocrisy
- Essential
- Introverted
- Weak
- Lucky
- Considerate
- Funny
- Valid



Name:

Class:

Answer the Questions below according to the instructions

PART 1 Choose the right number in box to complete the passage from the teks below :

Questions no 1 - 8

- | | | | |
|------------|------------|-------------|--------------|
| 1. Change | 2. Decided | 3. Kindness | 4. amazingly |
| 5. changed | 6. Fishing | 7. Walking | 8. prayed |
| 9. Palace | 10. Decide | 11. Hut | 12. husband |

Keong Mas (The Golden Snail)

Prince Raden Putra and Dewi Limaran were (#)...12... and wife. They lived in a (1)..... Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was (2)..... around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting.

"Yuck!" said Dewi Limaran and then she threw it away into a river.

She did not know that the snail was actually an old and powerful witch. She could transform herself into anything.

The witch was angry to Dewi Limaran. The witch put a spell on her and (3)..... her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was(4)..... and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home.

When the old woman woke up in the morning, she was surprised that the house was in good condition. The floor was mopped. And she also had food on the table.

She was thinking very hard. "Who did this to me? The person is very kind."

It happened again and again every morning. The old woman was very curious. One night she (5)..... to stay up late. She was peeping from her room to know who cooked for her.

Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?"

"I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holly gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then (6)..... and meditated. He asked the Gods to give him the holy gamelan. He wanted to break the witch's spell.

After several days praying and meditating, finally Gods granted his wish. He immediately brought the holly gamelan to the old woman's house. He played it beautifully. And then (7)..... the golden snail turned into the beautiful Dewi Limaran.

The couple was so happy that they could be together again. They also thanked the old woman for her (8)..... As a return, they asked her to stay in the palace.

PART II Match the verbs in box with th picture below:

Questions no 9 - 14

1. Light	2. Laugh at	3. Built	4. Wipe	5. Put in
6. Listen	7. Shout	8. Drive	9. Knock	10. Cut off

#.



8

9.



10.



11.



12.



13.



14.



PART III Circle the correct word

Questions no 15 - 20

- **Where did you go last night?**

- I to the bookstore last night

Go	going	stay	went
----	-------	------	------

15. Where's your doll? - In my room.

I always it there on my bookshelf.

Keep	get	work	do
------	-----	------	----

16. Do you have medicine for your headache?

- No, I don't medicine can help.

Make	work	think	miss
------	------	-------	------

17. What happened when the man saw the snakes?

- He and ran away.

Showed	shouted	built	took
--------	---------	-------	------

18. Do you have a cellphone, sue? – I don't,

But, I've got a telephone at home.

Know	worry	melt	need
------	-------	------	------

19. Why did the man stop?

- He wanted to the direction.

Go	ask	take	put
----	-----	------	-----

20. Does john have a ruler? – yes, he does.

He always It to school when he has a test.

Turns	takes	stays	puts
-------	-------	-------	------

Students' score

No	Name of students	Pre-test	Post-test cycle I	Post-test cycle II
1	Aninda putrid	65	70	80
2	Anwar Fuadi	70	85	90
3	Aris Munawar	60	55	75
4	Asmaul Husna	45	70	85
5	Chairul husna	30	50	70
6	Cut Dwi Ulva	60	85	90
7	Erika Rahmayanti	75	80	95
8	Feri Fernanda	25	55	60
9	Haris Hidayat	40	70	80
10	Ihkwan Abdillah	40	45	75
11	Miftahul Jannah	35	45	55
12	M. Iqbal	65	75	75
13	Murdana	70	80	85
14	Nova Yana	65	60	70
15	Nurur Aina	55	65	80
16	Putri Aulia	30	50	70
17	Riska Ayunda Sari	95	95	100
18	Riski Fahmanda	55	65	75
19	Riza Wati	65	75	85
20	Sofia Asri	60	55	80
21	Syarifah khaira	35	45	65
	Average score	54,2	65,4	78,0
	KKN completion (70)	19,0%	42,8%	85,7%

Ket:

Tidak Lulus ■

Lulus ■

$$Mx = \frac{\sum x}{N}$$

Where:

M_x = the mean of the students

$\sum x$ = the number of the score

N = the number of the student

Next to categorize the number of student who passed the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P_R = the percentage of the students who got point 70 in pre-test

P_1 = the percentage of the students who got point 70 in post-test 1

P_2 = the percentage of the students who got point 70 in post test 2

R = the percentage of student who got point 70 above.

T = number of student

Pre-test

Score	N	x
25	1	25
30	2	60
35	2	70
40	2	80
45	1	45
55	2	110
60	3	180
65	4	260
70	2	140
75	1	75
95	1	95
	$\sum N = 21$	$\sum x = 1140$

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{1140}{21} = 54.2$$

Base on the table pre test above, the total of the score of the students was 1140 and the number of the students who took the test was 21 so the mean of the student was 54.2

Post test I

Score	N	x
45	3	135
50	2	100
55	3	165
60	1	60
65	2	130
70	3	210
75	2	150
80	2	160
85	2	170
95	1	95
	$\sum N = 21$	$\sum x = 1375$

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1375}{21} = 65.4$$

Base on the table pre test above, the total of the score of the students was 1375 and the number of the students who took the test was 21 so the mean of the student was 65.4

Post test II

Score	N	x
55	1	55
60	1	60
65	1	65
70	3	210
75	4	300
80	4	320
85	3	255
90	2	180
95	1	95
100	1	100
	$\sum N = 21$	$\sum x = 1640$

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1640}{21} = 78.09$$

Base on the table pre test above, the total of the score of the students was 1640 and the number of the students who took the test was 21 so the mean of the student was 78.09.

The number of students who passed the test successfully was calculate as follow:

$$P_R = \frac{R}{T} \times 100\%$$

$$P_R = \frac{4}{21} \times 100\%$$

$$= 19.04\%$$

$$P_1 = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{9}{21} \times 100\%$$

$$= 42.8\%$$

$$P_2 = \frac{R}{T} \times 100\%$$

$$P_2 = \frac{18}{21} \times 100\%$$

$$= 85.7\%$$

The percentage of students' vocabulary mastery

Meeting	Students who got up to 70	percentage
Pre-test	-	4 19.04%
Post-test I	III	9 42.8%
Post-test II	V	18 85.7%



Picture 1: The researcher teaching in classroom



Picture 2: The student making semantic mapping in whiteboard.



Picture 3: The students work in group



Picture 4: The class condition in teaching and learning process