

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' VOCABULARY MASTERY
BY USING SEMANTIC MAPPING STRATEGY
AT THE SEVENTH GRADERS OF SMP N 6 METRO**

**By:
NUR YUNIKA CIPTA DEWI
STUDENT ID. 13107927**

**Tarbiyah and Teacher Training Faculty
English Education Department**



**STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) METRO
1439 H / 2018 M**

**INCREASING THE STUDENTS' VOCABULARY MASTERY
BY USING SEMANTIC MAPPING STRATEGY
AT THE SEVENTH GRADERS OF SMP N 6 METRO**

**Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

**By:
Nur Yunika Cipta Dewi
STUDENT. ID. 13107927**

**Tarbiyah& Teacher Training Faculty
English Education Department**

**Sponsor : Dra. Umi Yawisah, M.Hum
Co-Sponsor :Trisna Dinillah Harya, M.Pd**

**STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) METRO
1439 H / 2018 M**



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : INCREASING THE STUDENTS' VOCABULARY MASTERY BY
USING SEMANTIC MAPPING AT THE SEVENTH GRADE OF SMP
N 6 METRO

Name : Nur Yunika Cipta Dewi
Students Number : 13107927
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, January 2018
Co-sponsor

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metro.univ.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Nur Yunika Cipta Dewi**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Nur Yunika Cipta Dewi

Students Number : 13107927

Title : INCREASING THE STUDENTS' VOCABULARY MASTERY BY
USING SEMANTIC MAPPING AT THE SEVENTH GRADE OF SMP
N 6 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, January 2018
Co-sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metro.univ.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi**
Saudari Nur Yunika Cipta Dewi

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Nur Yunika Cipta Dewi

Students Number : 13107927

Judul Skripsi : INCREASING THE STUDENTS' VOCABULARY MASTERY BY
USING SEMANTIC MAPPING AT THE SEVENTH GRADE OF SMP
N 6 METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, Januari 2018
Co-sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

RATIFICATION PAGE

No: B-0503/In.28.1/D/PP.00-9/01/2018

An Undergraduate Thesis entitled: INCREASING THE STUDENTS' VOCABULARY MASTERY BY USING SEMANTIC MAPPING STRATEGY AT THE SEVENTH GRADERS OF SMP N 6 METRO

Written by Nur Yunika Cipta Dewi, student number 13107927 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 25th, 2018 at 15.00-17.00

BOARD OF EXAMINERS:

Chairperson : Dra. Umi Yawisah , M.Hum

Examiner I : Dedi Irwansyah, M.Hum

Examiner II : Trisna Dinillah Harya, M.Pd

Secretary : Eka Yuniasih, M.Pd



Umi Yawisah

Dedi Irwansyah

Trisna Dinillah Harya

Eka Yuniasih



The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Hj. Akla, M.Pd.

NIP. 19691008 200003 2 005

**INCREASING THE STUDENTS' VOCABULARY MASTERY
BY USING SEMANTIC MAPPING STRATEGY
AT THE SEVENTH GRADERS OF SMP N 6 METRO**

ABSTRACT

**BY
NUR YUNIKA CIPTA DEWI**

Vocabulary is the basic skill of language learning, without vocabulary we cannot communicate both spoken and written. Vocabulary is defined as words in a specific language of freestanding items of language that have meaning. Moreover, students often ignored to master this skill. This condition was found by the researcher at the seventh graders of SMP N 6 Metro where many students had difficulties in English learning especially in vocabulary mastery, so it caused their result of learning was low. To increase the students' vocabulary mastery, the researcher used *semantic mapping* strategy as the strategy in learning process. The aimed of this research is to know whether the used of *semantic mapping* strategy can increase the students' vocabulary mastery, also this research as the effort to increase the students' vocabulary mastery.

This research was class room action research (CAR) which had been conducted in SMP N 6 Metro at the 7. (8) Class and followed by 30 students in academic year 2017/2018. This research conducted in two cycles. Each cycle consist of planning, action, observation and reflection. Object of this research was the students' vocabulary mastery. In collecting the data the researcher used tests (pre-test, post test I, and post test II), observation and documentation.

This result of this research shows that the use of *semantic mapping* strategy is effective in increasing the students' vocabulary mastery at the seventh graders of SMP N 6 Metro. It proves by the students' average score from pre-test is 53.3, in post test I is 62.5, and become 74.8 in post test II. This show that there is an increasing on the average score and total of the students who passed the test from pre-test, post test I and post test II. It means that the use of *semantic mapping* strategy is effective in increasing the students' vocabulary mastery.

Keywords: Increase, Semantic Mapping, Vocabulary Mastery

**PENINGKATAN PENGUASAAN KOSA KATA SISWA
DENGAN MENGGUNAKAN STRATEGI *SEMANTIC MAPPING*
PADA KELAS 7 SMP N 6 MTRO**

ABSTRAK

**OLEH:
NUR YUNIKA CIPTA DEWI**

Kosa kata adalah keterampilan dasar dalam pembelajaran bahasa, tanpa kosa kata kita tidak bisa berkomunikasi baik tertulis maupun oral. Kosa kata didefinisikan sebagai kata yang spesifik atau memiliki makna sendiri. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan pada kelas tujuh SMP N 6 Metro, dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris khususnya penguasaan kosa kata, sehingga ini menyebabkan hasil belajar mereka rendah. Untuk meningkatkan kemampuan kosa kata siswa, peneliti menggunakan strategi *semantic mapping* dalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan strategi *semantic mapping* dapat meningkatkan kemampuan penguasaan kosa kata siswa, penelitian ini juga bertujuan sebagai usaha untuk meningkatkan penguasaan kosa kata siswa.

Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan di SMP N 6 Metro pada kelas 7 (8) yang siswanya berjumlah 30 siswa pada tahun akademik 2017/2018. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan penguasaan kosa kata siswa. Dalam pengumpulan data peneliti menggunakan tes (pre-test, post test I and post test II), dokumentasi dan observasi.

Hasil dari penelitian ini menunjukkan bahwa strategi *semantic mapping* efektif dalam meningkatkan penguasaan kosa kata siswa pada siswa kelas tujuh SMP N 6 Metro. Hal ini dapat dibuktikan dari nilai rata-rata siswa dari pre-test adalah 53.3, post tes I adalah 62.5 dan menjadi 74.8 di post test II. Ini menunjukkan bahwa ada peningkatan pada nilai rata-rata dan total siswa yang lulus dari pre-test, post test I dan post test II. Ini berarti penggunaan strategi *semantic mapping* efektif dalam meningkatkan kemampuan penguasaan kosa kata siswa.

Keyword : peningkatan, semantic mapping, penguasaan kosa kata

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : NUR YUNIKA CIPTA DEWI
Student Id : 13107927
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, January 2018

The Researcher



NUR YUNIKA CIPTA DEWI
St. Number 13107927

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Nur Yunika Cipta Dewi

Npm : 13107927

Program studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018

Penulis



NUR YUNIKA CIPTA DEWI
St. 13107927

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

For indeed, with hardship (will be) ease
Indeed with hardship (will be) ease (Q.S Al Insyirah: 5-6)

Everything will come to those who keep trying with determination and patience.
(Edison)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents
(Mr. Mulyanto and Mrs. Suharni)

My Beloved Brother and Sister
(Lulis Mayang Sari and Kurnia Sandhi Yuvananto)

My Best Friends
(Annisa Pratiwi, Dika Aalfatana, Indrawan Afriyan Jaya and Inggit Verawati)

My Almamater

ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled “INCREASING STUDENTS’ VOCABULARY MASTERY BY USING SEMANTIC MAPPING STRATEGY AT THE SEVENTH GRADE OF SMP N 6 METRO”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

First of all, the writer would like to express this thank fullness to the Sponsor, Dra. Umi Yawisah, M.Hum and Co-Sponsor Trisna Dinillah Harya, M.Pd. May Allah SWT give them His better reward for their spending time to support and guide during research writing process. The writer also gives her thanks to all of my family and friends who have given support and spirit, so the writer could finish this a research.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, January 2018

NUR YUNIKA CIPTA DEWI
ST.ID.13107927

TABLE OF CONTENTS

	Page
COVER	i
TITLE	ii
ABSTRACT	iii
ABSTRAK	iv
NOTIFICATION PAGE	v
NOTA DINAS	vi
APPROVAL PAGE	vii
RATIFICATION PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF GRAPHS	xviii

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Problem Identification.....	3
C. Problem Limitation	4
D. Problem Formulation	4
E. Objective and Benefits of Study	4

CHAPTER II REVIEW OF THE RELATED THEORIES

A. The Nature of Vocabulary	6
1. Definition of Vocabulary	6
2. Principles in Teaching Vocabulary	7

3. Kinds of Vocabulary.....	12
4. Teaching Vocabulary.....	16
B. The Concept of Vocabulary Mastery	17
1. The Purpose of vocabulary Mastery.....	19
2. The Measurement of Vocabulary Mastery.....	20
C. The Concept of Semantic Mapping	21
1. The Definition of Semantic Mapping	21
2. The Procedures of Semantic Mapping	23
3. Advantages and disadvantages of Semantic Mapping	25
4. Teaching Vocabulary Using Semantic Mapping	27
D. Action Hypothesis	28

CHAPTER III RESEARCH METHODOLOGY

A. The Operational Definition Variable	29
B. Setting of The Research	30
C. Subject of The Research.....	30
D. Procedure of The Research	31
E. Data Collection Method	37
F. Data Analysis	39
G. Indicator of Success	40

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research.....	41
1. Description of the Location.....	41
2. Description of the Research	47
a. Cycle I.....	49
b. Cycle II.....	55
B. Interpretation	61
1. The Result of Students Learning.....	61
2. The Result of Observation in Students' Activity	67
C. Discussion	69

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	71
B. Suggestion	72

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1 Data Pre-Survey	3
Table 2 The Measurement of Vocabulary Mastery	20
Table 3 The Condition of Teacher and Employers At SMP N 6 Metro	43
Table 4 The Formation of Teacher and Employers At SMP N 6 Metro.....	44
Table 5 The Students Quantity of SMP N 6 Metro	45
Table 6 The Building of SMP N 6 Metro	46
Table 7 The Pre-Test Score of Vocabulary Mastery	49
Table 8 Students' Marks of Pre-Test	49
Table 9 The Post-Test I Score of Vocabulary Mastery.....	52
Table 10 Students' Marks of Post-Test I	54
Table 11 Result of Students Activity in Cycle I	55
Table 12 Result of the Score of Students' Vocabulary Mastery Post Test II	59
Table 13 Percentage Students' Mark of Post Test Cycle II	60
Table 14 The Studebts' Activities Result in Cycle II	61
Table 15Result Mark of Students' pPre-Test and Post-Test I	63
Table 16 Comparison of Pre-Test and Post Test I	64
Table 17 Result Mark of Students' Post Test I and Post Test II	65
Table 18 Comparison of Post Test I and Post Test II	66
Table 19 The Increasing of Students' in Pre-Test, Post Test I and Post Test II	67
Table 20 Comparison Complete of Pre-Test, Post Test I, and Post Test II	68
Table 21 The Result Students' Activities of Vocabulary Mastery	69

LIST OF FIGURES

Figure 1 Spiral model of Classroom Action Research	32
Figure 2 Organization Structure of SMP N 6 Metro	47

LIST OF GRAPHS

Graphic 1 The Comparison of Quantity Students' Activity in Pre-Test and Post Test I	64
Graphic 2 The Comparison of Quantity Students' Activity in Post test I and Post Test II.....	66
Graphic 1 The Quantity of the Average of the Students' Mark at the Pre-test, Post Test Cycle I and Post Test Cycle II	68
Graphic 1 The Comparison of Percentage Students' Activity in Cycle I and Cycle II	70

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most important part of human life to communicate, express ideas, feelings or opinions either individually or universal. English as one of the most influential language in the world is very important to learn because it can be used to give and receive information and to develop education, technology and art. English is also useful for young students. Preparing students to learn English as early as possible is a very good thing because their brains are still ready to learn and would be very easy for them hang properly.

English is the language most used in the world and Indonesia is one of the countries that most people use English as the language in daily. There are many schools that implement English as their primary language. It show that English is a language that has very big influence in life, especially in education, technology, science, the arts and in making partnerships with other countries. That is why we have to master English well.

In English many skill to be mastered as speaking, reading, listening and writing. To be able to master English is our primary language, besides we must know the grammatical, we also have a lot to master vocabulary. The more vocabulary you can do well then it will be more easily we in mastering English.

Besides that, vocabulary is all the word the people use when they are talking about particular subject this seems to suggest that vocabulary is very fundamental for learners who want to speak or produce any utterances. By mastering vocabulary we can use the language to expressing our thought and feeling. In communication, languages play an important role. Before we are able to communicate well, we should know a large number of words. Oral vocabulary is the set of words for which we know the meanings when we speak and read orally.

Vocabulary is generally taught through conventional text. Its sometime cannot make students engage, but its make them bored. If the material cannot make students engage, the lesson will be the boring lesson. The class situation will be dead. The material cannot be thought effectively. So, teaching learning process does not run smoothly. There are some strategies that able for increasing vocabulary mastery. For this research, semantic mapping is one parts that researcher use to increasing students' vocabulary mastery.

Semantic mapping is a strategy used by creating the concept of a word whose meaning is interconnected with other words on a piece of paper to create a semantic map. This strategy can also be used on materials listening to recall the words heard to read, semantic mapping is one of the strategies is most helpful in the ability to remember vocabulary approach.

Based on the explanation above, the researcher would like to know about vocabulary and their media conducted by students of SMP Negeri 6

Metro. It was known by the teacher's explanation that student's level of vocabulary is low. The KKM is 70 and the researcher target 70% of students can achieve 70 or more. The data can be knows as follows:

Table 1

The data pre-survey of students' vocabulary mastery score among the seventh of SMP N 6 Metro

No.	Grade	Explanation	Frequencies	Percentage
1.	<71	Incomplete	22	68,75%
2.	>71	Complete	10	31,25%
TOTAL			32	100%

Source: Pre-survey Result on November, 10th 2016

Based on the table of pre-survey it can be inferred that from 32 students as the research sample can be divided, there were 10 students who are included in passed category (31,25%) and there were 22 students who failed (68,75%).

B. Problem Identification

Based on the background discussed above, the researcher would like to identify the problem as follow:

1. The students are still having low score in English subject.
2. The students have lack of vocabulary.
3. The students feel bored to learn vocabulary.
4. The students are not interested in memorizing vocabulary.
5. The students have low ability in remembering the new vocabulary.

C. Problem Limitation

Based on the problem identification above the researcher would like to limit the problem only to “The Students have lack vocabulary mastery”, so the researcher use semantic mapping to increase students’ vocabulary mastery at the seventh grade of SMP N 6 Metro

D. Problem Formulation

Based on the background problem above, the researcher formulates the problem as follows:

1. Can the Use of Semantic Mapping Strategy Increase the Students’ Vocabulary Mastery?
2. Can the Use of Semantic Mapping Strategy Increase the Students’ Learning Activity?

E. Objectives and Benefits of the Study

1. The Objectives of the Study

The objectives of the study are:

- a. To know whether semantic mapping strategy can increase the students’ vocabulary mastery.
- b. To know whether semantic mapping strategy can increase the students’ learning activity.

2. Benefit of the Study

The study is expected to be significant as follows:

a. For the Students

- 1) As the motivation for the students' in vocabulary mastery.
- 2) As the result of the students' learning.

b. For Teachers

- 1) As an alternative strategy for the teacher in English learning process.
- 2) As a reference to teach the students about vocabulary in an efficient way and time.

c. For the Headmaster

The result of this research is hoped to be the consideration in learning process at school and the headmaster can convey to the teachers that they should know students' problems in order to teach learning process effectively.

d. For the Researcher

As an input to the other researcher in order to conduct the research about teach English better in the future, and we can know the advantage of using media in teaching learning

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Vocabulary

1. Definition of Vocabulary

Many experts defined the term of vocabulary in many ways. In general, all of the definitions have similar idea that is number of words which (with rules for combining them) make up a language.¹ Vocabulary plays important roles in mastering English. Rivers in Nunan stated that vocabulary is essential for successful study on the second language.² Wilkins in Thornbury assumed up that without grammar very little can be conveyed, without vocabulary nothing can convey. Vocabulary refers to all words in the whole language used in a particular variety.³

Vocabulary is one's elements of English that should be learnt and thought, because vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words.⁴

Webster stated that vocabulary is a list or collecting of words or words and phrases usually alphabetically arranged and

¹Hornby, AS, *Oxford Advanced Learner's Dictionary of Current English*. (Great Britain: Oxford University Press, 1987), p.959.

²David Nunan, *Language Teaching Methodology*. (Britain: Phoenix ELT, 1992), P.17.

³Scot Thornbury, *How to Teach Vocabulary*, (London: Pearson Education Limited, 2002), p.13.

⁴Virginia F. Allen, *Technique in Teaching Vocabulary*, (Oxford: Oxford University Press, 1983), p. 24.

explained or defined.⁵He also stated that vocabulary is a summary or stock of words employed by a language, group, individual, or work, or in relation to be a subject. According to Richard and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁶Vocabulary is more complex than the definition suggest.

According to Murcia, “Vocabulary can be defined, roughly, as the words we teach in the foreign language.”⁷ John Read says that “Vocabulary has been defined in separated meaning such as word.”⁸

Based on the definition above, it can conclude that vocabulary is the total number of words that arranged alphabetically that has meaning and it also as the element of language.

2. Principles in Teaching Vocabulary

Vocabulary is one of important language element, since vocabulary exists event at skill fourth language which is reading, writing, listening, and speaking. We cannot share what we have observed

⁵Meriam, Webster, *Webster's Third New International Dictionary of the English Language Unabridged*. (Massachusetts, USA: Gand C, Merriam Company, 1996).P.2560.

⁶Jack C Richard and Willy A Renandya, *Method in language Teaching*, (Cambridge: University Press, 2005), p.255.

⁷ Marianne Celce Murcia, *Teaching English as a Second Language or Foreign Language, Second Edition* (Massachusetts: Heinle Publisher, 1991), p. 60.

⁸ John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p.25

unless we can put it into words.⁹ Jordan also said, although vocabulary development, as such, is not a specific study skill, but relates to all language learning, it is given to separate attention here.¹⁰ Vocabulary likes a bridge that can bring as to develop another skill like reading, writing, speaking, and listening.

Lightbrown and Spada said that acquiring a basic vocabulary is a significant accomplishment for a second learner.¹¹ Without large size of vocabulary, it is difficult to acquire the other skills. Spears said that learning more vocabulary words is a crucial step to helping you become a better reader.¹² The importance of extending our vocabulary admitted by Milton that said learner who knows 2000 words in a foreign language can be said to have twice the knowledge of a learner who knows only 1000 words.¹³ In the other words, with more size of vocabulary students can learn more rather than students with less vocabulary.

Therefore in teaching vocabulary in foreign language in this case English language be should be serious. There are many teacher who argue that vocabulary will acquire equal with their experience. It is wrong because vocabulary should be studied.

⁹Hans P. Guth, *Words and Ideas, A Handbook for College Writing*, (California: Wadsworth Publishing Company Inc, 1969). P. 75

¹⁰ R.R Jordan, *English for Academic Purposes a guide and resource book for teachers*, (United Kingdom: Cambridge University Press, 1997), p. 149

¹¹Datsy M. Lightbrown and Nina Spada, *How Language Learned*, (Oxford: Oxford University Press, 2006). P. 97

¹² Deanne Spears and David Spears, *In Tandem, Reading and Writing for College Students*. (New York: McGraw-Hill Company, 2008). P. 95

¹³ James Milton, *Measuring Second Language Acquisition*, (Bristol: Short Run Press Ltd, 2009). P. 7

Moreover, Nation said that Learners need to take responsibility for their own learning, that is, they need to become autonomous learners. Becoming an autonomous learner involves deciding what words to learn, making decisions about how to learn them and revise them, seeking out opportunities to use the language, and keeping motivated to keep on with leaving and using the language.¹⁴ It means they have to be independent to learn vocabulary.

Students needs to take some responsibilities for their own vocabulary learning, making it necessary to introduce them to vocabulary learning strategies so they can do this more effectively.¹⁵ Experience of using words perhaps make the students know about how to use the words in daily conversation, but without study that word the students may not know about the words itself deeply like the form of the words, and another function of that words.

In teaching vocabulary in the class, the teacher cannot teach all of the vocabulary, thus the teacher should select carefully the material of vocabulary that needed to learn by the students. According to Gaims and Redman, there are four main sources vocabulary that can be use by the teacher in the class;

¹⁴ I.S.P. Nation, *Teaching vocabulary: Strategies and Techniques*, (Boston: Cengage LearningProducts, 2008). P. 7

¹⁵ Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000). P. 138

1. Through the course book. This will include the written and spoken texts, activities for the presentation and practice of grammatical structures, testing exercise, and so on.
2. Through supplementary materials (not designed specifically for vocabulary development) provided by the educational institution or selected by the teacher himself.
3. Through the student. A wide range of unanticipated and unpredictable items will inevitably surface from students enquiries, queries, and errors.
4. Through specific vocabulary activities designed by the teacher for his particular group of the students.¹⁶

Learning vocabulary not only focuses on memorizing a word, but also focuses on the usage of the word. It is similar with the expertise that extending the learner's vocabulary is important, right from the earlier stages. Learning vocabulary must be based on attaching meaning to the word, rather than just remembering the form of the word.¹⁷ Furthermore, in some classes for beginners, teachers use all three ways to show the meanings of vocabulary words¹⁸:

1. Pictures
2. Explanation in the students' own language

¹⁶ Ruth Gairns and Stuart Redman, *Working with Words*, (Cambridge: Cambridge University Press, 2003). P. 54

¹⁷ Wright, Betteridge, and Buckby, *op. cit.*, p. 94

¹⁸ Allen, *op. cit.*, p. 12

3. Definition in simple English, using vocabulary that the students already know.

Learning vocabulary is not only must with memorizing the new words that students find in the textbook, but they are many ways to learn vocabulary instead. Like Schmitt said that the aim of learning vocabulary is to transfer the lexical information from the short-term memory into the long term memory.¹⁹ There are some principles to ensure the vocabulary to the long-term memory.²⁰

1. Repetition
2. Retrieval
3. Spacing
4. Pacing
5. Use
6. Cognitive Depth
7. Personal Organizing
8. Imaging
9. Motivation
10. Attention/ arousal
11. Affective Depth

From the definition above, therefore the best thing in learning vocabulary is emphasize on meaning and also its purpose was rather than by that word form itself. It is similar to Sarah Philips, vocabulary

¹⁹ Schmitt, *op. cit.*, P. 131

²⁰ Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002). P.24

is best learned when the meaning of the words is illustrated, for example by a picture, an action, or a real object. The children should then meet and use the words in relevant contexts, in order to ‘fix’ them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up.²¹

3. Kinds’ of Vocabulary

In teaching vocabulary, before the teacher knows the material, the teacher should know kinds of vocabulary. According to Mary Finocchiaro asked that vocabulary is divided into two types:²²

1. Function word, help us connect important information. Needs to be learned as quickly as feasible (in a logical order and sequence, however). Are important for understanding, but they add little in meaning beyond defining the relationship between two words. Function words include: auxiliary verbs, prepositions, articles, conjunctions and pronouns. Auxiliary verbs are used to establish the tense, prepositions show relationships in time and space, articles show us something that is specific or one of many, and pronouns refer to other nouns.
 - a. Auxiliary verbs = do, be, have - help with conjugation of tense. Example: do, has, will ,is, has been, did
 - b. Prepositions = show relationships in time and space. Example :
in, at, through, over, between, under

²¹Sarah Phillips, *Young Learners*, (United Kingdom: Oxford University Press, 1993), p.

²² Mary Finocchiaro, *English as a Second Language from Theory to Practice*, (New Jersey: Englewood Cliffs, inc., 1989), p.21.

- c. Articles = used to indicate specific or non-specific nouns.

Example: a, an, the.

- d. Conjunctions = words that connect. Example : and, but, for, so, since, as

- e. Pronouns = refer to other nouns. Example : I, you, him, us, ours, she

- 2. Content words are usually nouns, verbs, adjectives and adverbs. A noun tells us which object, a verb tells us about the action happening, or the state. Adjectives give us details about objects and people and adverbs tell us how, when or where something is done. Nouns, verbs, adjectives and adverbs give us important information required for understanding. can be learned in small groups around “life” situations.

- a. **Noun** = person, place or thing. Example : house, computer student, lake, Peter, science

- b. **Verb**= action, state. Example : enjoy, purchase, visit, understand, believe, look forward to

- c. **Adjective** = describes an object, person, place or thing. Example : heavy, difficult, careful, expensive, soft, fast

- d. **Adverb** = tells us how, where or when something happens. Example : slowly, carefully, sometimes, thoughtfully, often, suddenly

Futhermore, Charles C. Fries classified on his book that the content word into four, there are:

1. Nouns

A noun is a word which is used to represent a person, place, quality, thing, action, idea, occurrence, and can function as the subject of a sentence or as the object of verb, the object of preposition, or as an appositive. The noun is one of the most important part of speech. Word for things represent sets of phenomena that seem to endure with some stability. Example: Nadine, Bali, Price, Car, Journey.

Nouns have function, not only in the central of the sentence, but also in the structure of modification. These function will be list here along with their structural significant, the functions are:

- a. Subject of verb = The girl is resting
- b. Complement of verb = We need some money
- c. Predicate noun = Eliya is the first doughter of my mother children
- d. Noun adjunct = they have a swimming pool

2. Verbs

Word for actions represents sets of phenomena that seem to change or be in process. A verb is a word or a group of words which is used to express an action such as “run”, to express the

existence of a particular noun such as “is”, “are”, “am”, to make a statement such as “will”, “shall”, “can”, and to link noun to noun or noun to adjective such as “smell”, “seem”, “look”.

3. Adjectives

An adjective is a word which is use in represents the quality. Example : beautiful, handsome, smart. And adjective can modify the nouns means, example: a beautiful girl, a smart student. Generally, an adjective is used before noun, example: Indonesian food, Javanese people. After verbs “be”, example: he is smart, Anne is cleaver. Adjective also can be use in two or more adjective together, example: a beautiful young Indonesian lady.

4. Adverbs

An adverb is a word that express such us place and time. An adverb is another part of speech which is mainly used to modify the verb. Example: in the school, in the garden, last morning, yesterday, and tomorrow, today. Adverb also can modify adjective, example; very good, very cleaver and even to modify another verb, example: very well, very quickly.²³

Based on the explanation above, it is known that vocabularies is a complex thing, although vocabulary is simple thing when see it, but actually it has many kinds of vocabulary, such as function word and content word.

²³Harles C. Fries, *Teaching and Learning as A Foreign Language*, (Ann Arbor: the University of Michigan Press, 1995), p.47.

4. Teaching Vocabulary

According to Kimble and Gamazy as quoted in Brown, teaching is “showing and helping someone to learn or to do something. Giving instruction, guiding in the study of something, providing with knowledge, causing to know or to do understand”.²⁴

Furthermore, Harmaer said “Teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are others issues too.”²⁵ It means that when a teacher teach vocabulary prepare themselves, using suitable media which make the students enjoy and interest in learning vocabulary.

In teaching vocabulary in the class, the teacher cannot teach all of the vocabulary, thus the teacher should select carefully the material of vocabulary that needed to learn by the students. According to gains and Redman, there are four main sources vocabulary than can be used by the teacher in the class:

- 1) Through the course book. This will include the written and spoken texts, activities for the presentation and practice of grammatical structures, testing exercises, and so on.
- 2) Through supplementary materials (not designed specifically for vocabulary development) provided by the educational institution or selected by the teacher himself.

²⁴Douglas Brown, *Principle of Language learning and Teaching*, (SanFransisco State University: Practice Hall, 1984), p. 7.

²⁵Jeremy Harmer, *The Practice of EnglishLanguage Teaching*, (UK: Longman. 2002), p.159.

- 3) Through the students. A wide range of unanticipated and unpredictable items will inevitably surface from students' enquiries, queries, and errors.
- 4) Through specific vocabulary activities designed by the teacher for his particular group of students.²⁶

Teaching vocabulary not only with memorize a word, but also focuses on the usage of the word. It is similar with the expertise that extending the learners vocabulary is important, right from the earlier stages.

B. The Concept of Vocabulary Mastery

1. The Definition of Vocabulary Mastery

In every situation, we say something express our feelings and say what we want to say, all things need the words and these words called vocabulary. Vocabulary plays an important role in improving our skills in English. It becomes one of aspects for improving our skill. Without having enough vocabularies, communication will end up in unpleasant situation and make the students difficult to continue their sentences or idea.²⁷

One who masters enough vocabulary will find fewer vocabulary will find fewer difficulties that those who have fewer vocabularies.

When they read a certain texts, they will easily get information from it

²⁶Ruth Gairns and Stuart Redman, *Working with Words*, (Cambridge: Cambridge University Press, 2003), p. 54.

²⁷Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 2003), p. 60.

since they can understand every word in the text.²⁸ Therefore, it is highly essential for English teachers to help their students in mastering vocabulary. Mastering vocabulary is important for someone or learner in language learning because vocabulary is essential part of communication.

According to Richard and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.²⁹ Thornbury says that “without grammar very little can be conveyed, without vocabulary nothing can convey.”³⁰

Mastering English vocabulary in learning language is basic. It is supported by Lewis and Hill “vocabulary mastery is important for students more than grammar.”³¹

It means, without mastering it, students will get difficulties in using English and unable to participate in communication. It is because vocabulary plays necessary role in learning and understanding the language. From the definitions, it becomes to the conclusion that vocabulary mastery means the skill or competency to get or to receive lot of words in language learning to make students' easier in communication and when they speak, listen, read, or write in English.

²⁸McCartenJeane, *Teaching Vocabulary: Lesson from the Corpus, Lesson for the Classroom*, (New York: Cambridge University Press, 2012), p. 1-2.

²⁹ Jack C Richard and Willy A Renandya, *Method in language Teaching*, (Cambridge: University Press, 2005), p.255.

³⁰Scoot Thornbury, *How to..*, p.13.

³¹ Michael Lewis and Jamie Hill, *Practical Techniques for Language Teaching*, (London: Commercial Colour Press, 1997), p. 12.

2. The Purpose of Vocabulary Mastery

It is beneficial to understand about the purpose of vocabulary mastery them. There are some purposes of studying vocabulary mastery:

- a. To make the students easier and able to learn English.
- b. To increased the entire of words.
- c. To depends on the individual's quality to use her or his language.
- d. To significant for the students as the basis of developing language skill.

In the other purpose, Pieter said that, "The more words we learn, the more ideas we should have so we can communicate the ideas more effectively"³². However, one thing should be remembered that the mastery of vocabulary depends on the individual quality to use her or his language.

³²Napa, Pieter A, *Vocabulary Development Skill*, (Wellington: Kanisius, 1991), p.88

3. The Measurement of Vocabulary Mastery

This is, a general impression is made of the learner's vocabulary mastery according as criteria such as the following:³³

MEASUREMENT	SCORE
Wide range of words appropriately and accurately used, good use of idiom and collocation, appropriate style.	4
Adequate range, with only occasional errors of spelling, word form, style, collocation, or word choice,; meaning clear overall.	3
Limited range of words, with some repetition; frequent errors of spelling, style, collocation, or word choice, leading to occasional difficulties in understanding meaning.	2
Very narrow range, highly repetitive, frequent spelling and words form errors; little or no awareness off collocation or style; meaning frequently obscure	1

³³Scoot Thornburry, *How to Teach Vocabulary*, (London: Pearson Education Limitedn, 2002), p.135.

C. Concept of Semantic Mapping

1. Definition of Semantic Mapping

Semantic mapping is one way to explain how to categorize word meanings. It remains essential to identify key attributes distinguishing one word from another. But semantic maps provide the additional benefit of helping students visualize how word meanings can be categorized.³⁴

Semantic mapping is visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related in one other word (Khoii, &Sharifafar). These almost graphic organizers are not pre-made, but made by the students to help, “web” out their ideas.³⁵

Graney defined semantic mappings as diagrams that can be used to represent words, ideas, or other items linked to and arranged around a central key word or idea from the text and to depict relationships between the different components of an idea to the main idea, i.e. the relationships of the parts to the whole³⁶

Semantic mapping is also a useful strategy that can be introduced to learners at any level of proficiency. It involves drawing a diagram of the relationships between words according to their use in a particular text. Semantic mapping has the effect of

³⁴Gerald G. Duffy, *Explaining Reading, Second Edition: A Resource for Teaching Concepts, Skills, and Strategies*. (Copyright: Guilford Press, 2009), p. 32.

³⁵Khoii, R &Sharififar, S. (2013). *Memorization versus, Semantic Mapping in L2 Vocabulary Acquisition*. (2), 199-209

³⁶Graney, M. J. (1992). *A framework for using text graphing*. *System*, 20, p. 161-167.

bringing relationships in a text to consciousness for the purpose of deepening the understanding of a text and creating associative networks for words. It is best introduced as a collaborative effort between the teacher and the class. Such a diagram “visually shows how ideas fit together. This strategy incorporates a variety of memory strategies like grouping, using imagery, associating and elaborating and it is important for improving both memory and comprehension of new vocabulary items”³⁷

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 before, during and after reading by using whole group instruction or by using co-operative learning groups, or by individual students.³⁸

From the statement above, it may be concluded that semantic mapping is a map of knowledge or an organized arrangement of vocabulary which exposes what students already know about the topic (brainstorming) and what they find from the text in order to be able to easily comprehend the text.

³⁷Rebecca L Oxford, *Language Learning Strategies: What every Teacher should Know* (USA: Heinle&Heinle Publishers, 1990), p. 62.

³⁸Bouchard, M. *Comprehension Strategies For Language Learners*. (New York: Scholastic, Inc., 2005), p. 75

2. The Procedures of Semantic Mapping

The use of semantic mapping in the classroom may be divided into five phases in general. These are “introducing the topic, brainstorming, categorization, personalizing the map, post-assessment synthesis”. In Zaid’s variation, phases are explained below:

- 1) Introducing the topic: The teacher declares the topic by drawing a large oval on the blackboard and writes the topic inside of it. This topic is about the passage students will read. Through this, the students can guess the purpose of the reading passage.
- 2) Brainstorming: The teacher wants the students to think about keywords and ideas which are interrelated to the topic. This fact enables the students to use their background knowledge and experiences. Brainstorming is an application of the schema theory, which is necessary for connecting known and unknown concepts. Thus, prior knowledge can be used as a stepping block to new knowledge. The brainstorming part of semantic gives an opportunity to observe each student’s schemata prior knowledge. The keyword and ideas are listed to the one side of the blackboard. In this phase all responses are accepted as they relate to the topic.

- 3) Categorization: The teacher supports the students to make connections among their offers. “Category clusters” are formed by the students and the teacher together according to the student’s idea. Then the teacher and student decide suitable headings or labels for each of the clusters or categories of words. When this clustering finishes, the teacher wants the students to make their own copies. In this phase According to Zaid (1995) the students grow experience in practicing some valuable cognitive skills, particularly categorizing and exemplifying and they also learn comparing and contrasting, cause and effect relationships and making inference. This part also can be termed as pre- assignment.
- 4) Personalizing the map: After each student makes his/her own copy, a material such as a reading passage which is about the key concepts of the map, is given. This reading passage consists of more related concepts than the students have listed. As they read, students are to decide what to add or eliminate from the map they have created. In this step, new information is integrated with prior knowledge.
- 5) Post- assignment synthesis: The last part of this procedure is used to record the student’s suggestion from their

personal maps on the pre-assignment. After they read the passage and add or eliminate some items, the whole class decides the final shape of the map. The new version, serves as a visual image of the knowledge they gained from the map.³⁹

3. Advantages and disadvantages of Semantic Mapping Strategy

First off, let's take a look at the advantages of using semantic mapping strategy:

- 1) Speed: You can develop ideas fast. This is because you draw your ideas form of keywords, shapes, and arrows. You can review your idea fast, too, as you do not have to skim through different pages of notes. All information is in one page, a single sheet of paper.
- 2) Remember more: It is widely accepted that semantic mapping can greatly stimulate your brain in new ways than normal linear notes cannot. Using semantic mapping give you the freedom to think out of the box and stay creative all day long. Ultimately, you will be able to remember up to six times more thanks to the use of both images and words.
- 3) Easy to add ideas later on: Semantic mapping make it easy to add new ideas. It is as simple as adding more branches to a virtual tree.

³⁹Zaid, M. A. Semantic Mapping in Communicative Language Teaching. (*English Teaching Forum*, 1995), p. 6-7.

- 4) Connected facts: Semantic mapping teach you how to focus on relationships and links that exist between ideas in order to help you get connected facts. This way you want not have deal with disconnected facts that can stop you from reaching your goal.
- 5) Adaptable: Semantic mapping can easily adapt to a wide variety of tasks, from lectures to reading from books and writing essays or business plans.

However, semantic mapping also come with their set of drawbacks. Here are some of the most notables' ones:

- 1) Difficult to use by people who are extremely logical: Semantic mapping can be extremely useful in a brainstorming session, as it encourages creativity and innovation. However, logical people might find it hard to trust their creativity or intuition, because logic is the dominant side of their thinking pattern.
- 2) Takes time: The truth is that creating a semantic mapping can take a lot of precious time. Unfortunately, time is an asset most of us lack.
- 3) Might be difficult for others to understand: Once you have created and personalized your map, it might be difficult for

those around you to understand all your ideas and concepts.⁴⁰

4. Teaching Vocabulary using Semantic Mapping Strategy

Say something like: "In *The Magic School Bus* story we just heard, Ms. Frizzle and her students found lots and lots of rocks. It is hard to remember the names of all those rocks. Let me show you how I remember these new words. The secret is to think about how they are alike, to think about how they are different, and to think of a single box with a single name that we could put certain words in and another box that we could put other words in. Let me show you how I do it with the first three words and then you can try it with other words." ⁴¹

Semantic Mapping Strategy discuss the use of semantic mapping strategy. They define semantic mapping as being "used to motivate and involve students in the thinking, reading, and writing aspects. It enhances vocabulary development by helping students link new information with previous experience." The instructional sequence of semantic mapping is as follows:

- a. Select a word central to the topic.
- b. Display the target word.

⁴⁰Eppler, M. J. *A Comparison Between Concept Maps, Mind Maps, Conceptual Diagrams, and Visual Metaphors as Complementary Tools for Knowledge Construction and Sharing*. Information Visualization, 5 (2006). P. 202-210

⁴¹Gerald G. Duffy, *Explaining Reading, Second Edition: A Resource for Teaching Concepts, Skills, and Strategies*. (Copyright: Guilford Press, 2009), p. 32-33.

- c. Invite the student to generate as many words as possible that relate to the target word.
- d. Have the student write the generated words in categories.
- e. Have the student label categories.
- f. From this list, construct a map.
- g. 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.

D. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the action hypothesis “The use of semantic mapping strategy can increase the students’ vocabulary mastery at the seventh grade of SMP N 6 Metro”.

CHAPTER III

RESEARCH METHODOLOGY

A. Operational Definition of Variable

Operational definition of variable was explained about variables that used in this research. The indicators included in a variable were result of the synthesis theory which was used on the theoretical review.

The object in this research included 2 variables; they were independent variable and dependent variable.

1. Dependent Variable

Dependent variable of this research was the variable which is observed and measure to determine the effect of the independent variable. Dependent variable of this research was vocabulary mastery.

The way of measuring in dependent variable was through test, and measuring instrument used written test. Indicator of this variable was students can master the taught vocabulary.

2. Independent Variable.

Independent was the variable which selected, manipulated, and measured by the researcher. Independent variable of this research was the use semantic mapping which can be defined as the strategy that can make students' easier to study vocabulary in the class. Semantic mapping was a strategy used by creating the concept of a word whose meaning was interconnected with other words on a piece of paper to create a semantic map.

Moreover, indicator of this variable is the student can make concrete and interest of what is talked about.

Moreover, indicator of this variable is the student can make concrete and interest of what is talked about. The way of measuring in independent variable is through observation and measuring instrument using observation sheet.

B. Setting of the Research

The researcher conducted the research at The Seventh Graders of SMPN 6 Metro. Class VII 8 which consist of 30 students'. The location is in Patimura Street, 29 Banjar Sari, and North Metro.

C. Subject of the Research

The subjects of this research are the students of class VII 8 at SMPN 6 Metro, because based on the teacher experience during teaching and learning process and the students' result test in vocabulary, this class has the lowest score among the other class.

D. Procedure of The Research

This kind of the research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a method for increasing and modifying the working system of a classroom in school.⁴² It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

⁴² Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

According to Jean McNiff, action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be.⁴³ Furthermore, Elliot state action research was about improving practice rather than producing knowledge.⁴⁴ It could be inferred that classroom action research was the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result learning.

Furthermore, Jean McNiff suggested that action research was conducted with critical partner.⁴⁵ It means the researcher would conduct the research together with friend. In doing classroom action research, the researcher would ask Mr. Dwi Widodo as a collaborator of the research.

In this research, the researcher would like to hold the research in two cycles. The cycle consists of planning, action, observing, reflecting. The researcher used cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below:⁴⁶

⁴³Jean McNiff, *Action Research for Professional Development: Concise advice for new and experienced action researchers*, (UK, Dorset: September Books, 2010), p.8.

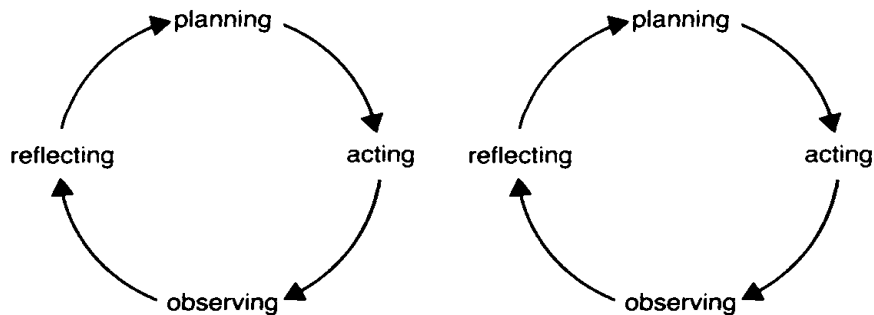
⁴⁴Jean McNiff, et.al, *You and Your Action Research Project*, (USA and Canada: Taylor & Francis e-Library, 2002), p.10.

⁴⁵Jean McNiff& Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.15.

⁴⁶ Jean McNiff& Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.40.

Figure 2

The spiral model of the Classroom Action Research (CAR)



CAR Model of Jean McNiff & Jack Whitehead

Refer to the illustration above, the explanations about four steps of action research procedure are conducted in each cycle:

Cycle I

a. Planning

After making sure about the problem of the research, researcher made a preparation before doing an action researcher. The kind of preparation could be seen as follows:

- a) The steps and the activities during the research.
- b) Preparation for teaching facilities.
- c) Preparation for data analysis during the research process.
- d) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

Planning is the first stage which must be passed in each activity. Researcher explain about what, why, when, where, who, and doing action.”⁷

Without planning, the researchers’ activity will not be focus. Here is step that the writer can make in planning:

- a) The researcher prepares the lesson plan (RPP) about material that will be conduct use Semantic Mapping by guiding and consideration from the English Teacher at the Seventh Graders at SMPN 6 Metro
- b) The researcher prepares media that will use; handout, the material about the text to use in vocabulary learning.
- c) The researcher prepares research instrument, such as; test sheet, questionnaire sheet.
- d) The researcher prepares the students’ task by English teacher’s consideration with consideration from the English Teacher.

1) Action

This activity is the implementation of learning activities that have been prepared in the planning. “It is the realization from the planning that the researcher has made.”⁴⁷

Without the action, the planning is just imagination that never is real.

⁷*ibid*, p. 17.

⁴⁷*Ibid.*,p.18.

The process followed the sequence of activities contained in the learning scenario. Here are the steps that the writer does in the action:

a) Pre teaching activities

1. Greetings, Apperception.
2. Checking the attendant list.
3. To give information about the material

b) While teaching activities

1. The teacher gives vocabulary about part of body and transportation in a whiteboard.
2. The students' repeated after the teacher mention the materials.
3. The teacher asks the students' about vocabulary part of body and transportation with point to the word.
4. The teacher asked the students to categorize the word then put the word in the map based on the kinds.

c) Post teaching activities

1. Stimulating the students' to conclude the material
2. The teacher gives the home work

2) Observation

Observation is the activity of documenting everything associated with implementation. Observations were carried out using an observation sheet has been prepared by writers and conducted every hour lessons. The writer

observed the students' activity using observation sheet. It is to know how far students' vocabulary.

3) Reflecting

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and is used as the basis for improvements in the next cycle. It means if from cycle 1 has failed in cycle 2 must reviewed.

b. Cycle 2

If from cycle I, there are some students are not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students are successful, the cycle able to be stopped until cycle 2 only. The procedures of the research are:

1. Planning
 - a) The researcher identified the problem and found the problem from the reflection result in cycle I.
 - b) The researcher discusses with the teacher about obstacles in students' learning activity.
 - c) The researcher revises lesson plan (RPP) with consideration from the teacher.

- d) The researcher prepares and modifies the material used semantic mapping.

2. Action

- a) The researcher teaches the student about the material according to new lesson plan (RPP).
- b) The researcher modifies semantic mapping by map of word for introducing words.

3. Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The student given the test after CAR in cycle II, then the teacher calculates increased score test after cycle I and score test after cycle II.

4. Reflecting

In this step, the researcher analyzes the result of the action. By reflecting, the researcher will know the strength and weakness of action the researcher compares the score distribution of pretest and post-test. The researcher will review and reflect on the students' activity and teacher performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

E. Data Collecting Method

The research method is the way which is used by researching in collecting data in research.⁴⁸ The researcher uses the method collecting data such as:

1. Test

Test is a test of question or exercise which used for knowing the creativity, knowledge, ability, or talent that belongs to the individual or group.⁴⁹ Moreover to collect the data, the researcher used writtentest in order to know the students' skill in vocabulary mastery. The kind of question is essay. The test consists of two kinds of test, they are Pre-test and Post-test. The two tests are as follow:

a. Pre-test

After observing the subject's activities, the writer will give pre test to know the level of the students' vocabulary mastery before giving treatments. This is one to determine the readiness for instructional program and to diagnose individual's specific strengths and weakness in vocabulary mastery.

b. Post-test

The post-test will be done after the treatment, after having the treatment; the students' will have a post-test. The

⁴⁸McNiff, *Action Research: Principles and Practice (Second Edition)*.,p.160.

⁴⁹*Ibid*, p.150.

form and the procedure of the post-test are the same as pre-test.

The post-test was given in the last meeting after three treatments in order to find out whether the treatments gave any contribution to the students' achievement in the experimental.

2. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.⁵⁰ Observation also refers to the process of making careful and accurate measurement, which is distinguish feature of well-conducted scientific investigation.

This method is hoped that to get information about the learning process, behavior and activities of individual at the research site. In this case the researcher directly organized observation in the field research; the writer will take the data of the students' vocabulary test result in SMPN 6 Metro. In this research guide the collaborator to observe the seventh graders of SMPN 6 Metro.

3. Documentation

When the process of creating the research is conducted, the researcher may collect documents. This data source is relatively scientific data and easy to gain.

⁵⁰GeoffryMarczy et.al, *Essential of Research Design and Methodology*, (New Jersey, John Willey and Sons Inc, 2005), p.6.

Documentation as the method which was used to get information from written language. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at eleventh grader of SMPN 6 Metro.

Here were the list of the documentation:

- a. Documentation about historical background of SMPN 6 Metro.
- b. Documentation about structural organization of SMPN 6 Metro.
- c. Documentation about facilities of SMPN 6 Metro.
- d. Documentation about sketch of location SMPN 6 Metro.
- e. Documentation about condition of the teachers and official employees of SMPN 6 Metro.
- f. Documentation about students of SMPN6 Metro.

F. Data Analysis

Data analysis will be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher will compare between pretest and posttest.⁵¹

The formula:

$$M = \frac{\sum x}{n}$$

M : Mean Score

⁵¹Yoges Kumar Sigh, *Fundamental of Research Methodology ans Statistic*, (New Delhi: New Age International, 2006), p. 296.

$\sum x$: Total of Students

n :The of students

Besides that, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{Fn}{\sum x} \times 100\%$$

P : Mean Score

F : Total of Students

n :Number of The Students',⁵²

G. Indicator of Success

If there are 80% of students score ≥ 70 and an increase in students learning activity then this research is considered complete. Indicators of the students' activity that will be observed that the students can success if they have of the criteria as follows:

- a. The student has many vocabularies.
- b. The students interested with semantic mapping and could give attention.

⁵²*Ibid.*, p.278.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

In this chapter, the researcher would present the result of the research. It includes the documentation of SMP N 6 Metro, the result of the research and the interpretation of the research.

A. Result of The Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMP N 6 Metro Lampung especially for the Seventh graders of student of SMP N 6 Metro Lampung. The result of the result, as follows:

1. Description of Research Location

a. The History of SMP N 6 Metro Lampung

Junior High School 6 of Metro is located on Patimura Banjarsari Street, North of Metro that has wide about 13.030 m². For the beginning, Junior High School of Metro to be named as preparation of Junior High School that was built on April 2nd 1986. The contrivance of this school is initiated by the figures of society there. It was under progress during two years. It has been changed as the Junior High School 6 of Metro since 1988.

b. Vision and Mission of SMP N 6 Metro Lampung

- 1) **The vision of the school:** To be a Junior High School ASRI School, institution that has IPTEK insight and the nation, region, and global quality.
- 2) **The mission of the school:**
 - a) Guiding the students in arranging scientific writing based on technology, conducting the learning program regularly and contextually.
 - b) Improving the capability of students in sports aspect.
 - c) Improving the aptitude of the students in art and culture aspect.
 - d) Motivating the students self confidence to accomplish tuition in religion.
 - e) Improving the aptitude of the students in scout aspect.
 - f) Improving an awareness of the students about health

c. The Condition of Teacher and Official Employees at SMP N 6 Metro Lampung

Condition of teacher and official employers in SMP N 6 Metro Lampung, the numbers of the teacher and official employers in SMP N 6 Metro Lampung that can be identified, as follows:

Table 3**The condition of the teacher and official employers in SMP****N 6 in the academic year of 2017/2018Metro Lampung**

The Highest Education	Formal Teachers			Informal / Honorary Teachers	
	PNS	DPK	Teacher	Pure	From Other School
S2	1				
S1	31				2
D3	14				
D2	2				
D1	6				
SLTA					
SMK					
SUM	54				2

Table 4

**The formation of the teacher and official employers in SMP N 6 in
the academic year of 2017/2018 Metro Lampung**

No	Subject	Staff			
		Needed	Available	Sufficient	Insufficient
1	Religion Education				
	a. Islam		3		
	b. Catholic				
	c. Kristen Protestant				
	d. Hindu				
	e. Buddha				
2	Science		7		
3	Indonesian Language		7		
4	English		5		
5	Social		8		
6	Mathematics		7		
7	Sport		2		
8	TIK		4		
9	BK		5		
10	Civic Education		2		
11	Art		2		
12	Officer		2		

d. The quantity students of SMP N 6 Metro Lampung

The quantity students of SMP N 6 Metro Lampung that can be identified, as follows:

Table 5

The Students Quantity of SMP N 6 Metro Lampung in the academic year of 2017/2018

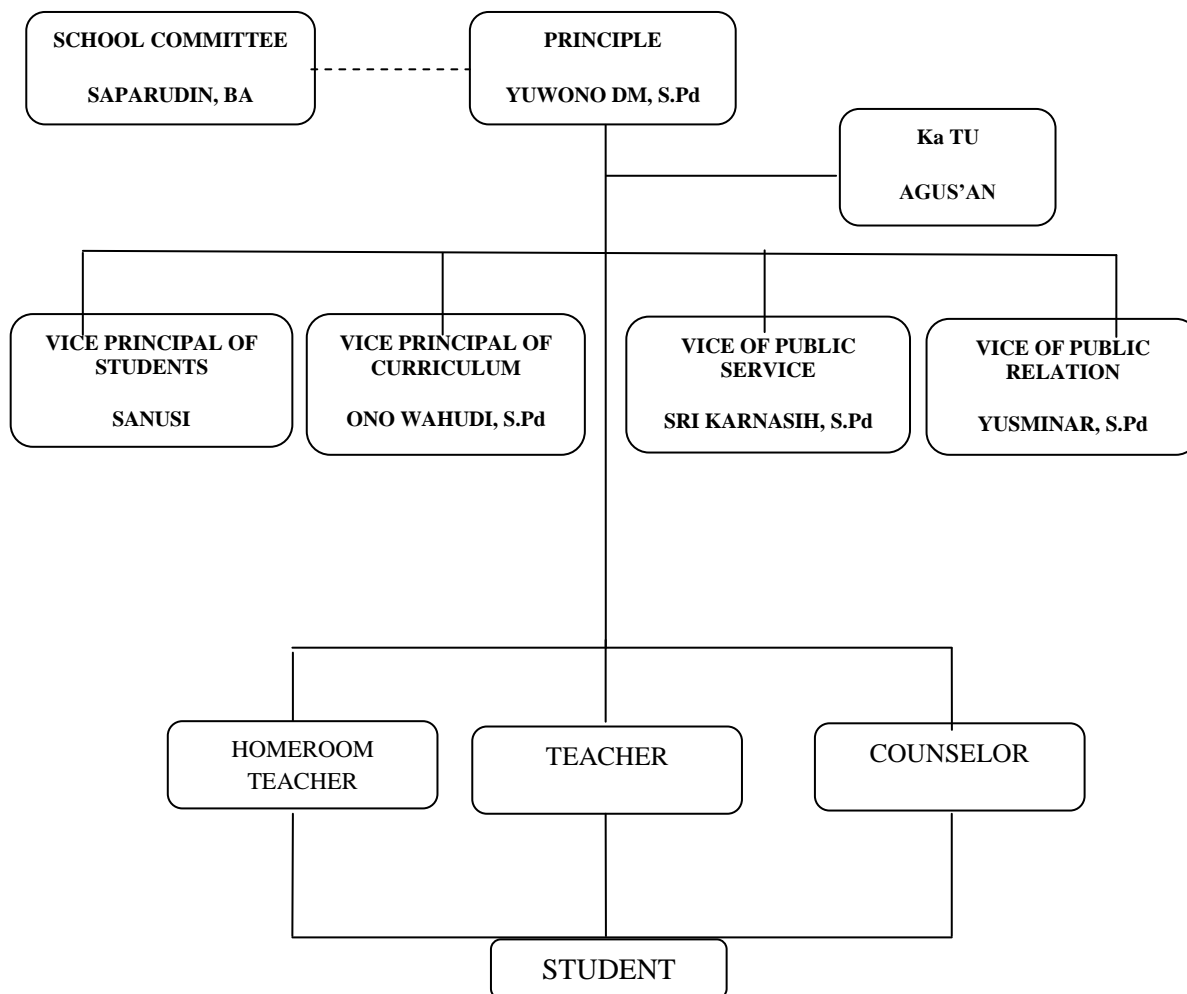
No	Class	Gender		Total
		Male	Female	
1.	Class VII	80	106	186
2.	Class VIII	79	88	248
3.	Class IX	109	124	233
Total		268	318	586

Source: Documentation of SMP N 6 Metro

e. The Organization Structure of SMP N 6 Metro Lampung

The Organization Structure of SMP N 6 Metro Lampung in the academic year of 2017/2018 can be shown in the following figure:

Figure 2



2. Description of the Research

In this research, the researcher and the Collaborator Mr. Dwi Widodo conducted the research in two cycles and each consists of planning, acting, observing and reflecting.

a. PRE-TEST

The First Meeting.

This meeting was conducted on November 28th 2017 for 2x40 minutes. This meeting used as the pre-test before the students were given action. The meeting was started by praying, greeting and checking the attendance list, so asking the students condition.

In this stage, the condition of the class was effective because the collaborator handed the class before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was vocabulary test is written test which consist of 20 questions.

The result of pre-test can be seen on table below:

Table7
The Pre-Test Score of Vocabulary Matery

No	Name	Score	Note
1	AOP	60	Incomplete
2	ADF	70	Complete
3	ATA	75	Complete
4	AF	65	Incomplete
5	A	60	Incomplete

6	AZ	50	Incomplete
7	DH	45	Incomplete
8	DMH	45	Incomplete
9	DS	40	Incomplete
10	DAV	60	Incomplete
11	EA	80	Complete
12	FHR	65	Incomplete
13	IRN	75	Complete
14	KAJ	45	Incomplete
15	MAS	60	Incomplete
16	MAR	45	Incomplete
17	MR	50	Incomplete
18	MWW	55	Incomplete
19	NLL	50	Incomplete
20	NS	20	Incomplete
21	RGAS	35	Incomplete
22	RM	65	Incomplete
23	SAP	40	Incomplete
24	SPS	50	Incomplete
25	TZS	25	Incomplete
26	TA	40	Incomplete
27	VDA	50	Incomplete
28	VA	60	Incomplete
29	WP	55	Incomplete
30	XE	65	Incomplete
Total		1600	
Average		53,3	
High Score		80	
Low Score		20	

Source: The result of Pre-test on November 28th 2017

Table 8**Percentage Students' Mark of Pre-test of Vocabulary Mastery**

No	Mark	Frequency	Percentages	Category
1	>70	4	12%	Complete
2	<70	26	88%	Incomplete
Total		30	100%	

Source: The result of Pre-test on November 28th2017

Based on table above, it can be seen just only 4 students were complete and 26 students were incomplete. while standard minimum for English lesson in SMP N 6 Metrois least 70. It was the reason why the researcher implemented the Semantic Mapping Strategy to increase their vocabulary mastery.

b. Cycle 1

1. Planning

In this section the researcher planned to give the material about vocabulary. The researcher prepared several things related to learning process such as prepared the lesson plan for the action based on the problems faced by students. The researcher selected material and exercise into a lesson plan. Beside of making lesson plan the researcher also made the instrument that would be done as the pre- test and post- test in the cycle 1, made the observation sheet of the student's activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation to measure the students ability in received the material that have been taught.

2. Action

The implementation of the action was conducted in 3 meetings. The first meeting was used to pre-test, second meeting was used to the action and the third meeting was used to post test. And here are the explanations of every meeting:

1) The Second Meeting

The second meeting was conducted on December 3rd 2017 for 2x40 minutes. In this meeting was used as the implementation of the action in cycle 1. The meeting started by praying, greeting, checking the attendance list and asking about student's condition.

After that, the researcher explained about material about vocabulary (part of body). The teacher told the students, "we will learn about part of body in English and you must look at me and white board as object part of body and repeat those words that I have said. Do you understand?". "Yes" the students answered together. Before that, I write part of body in white board, and direct list the name part of body. I mentioned part of body and give explain function and meaning part of body. After I give the explanation about part of body, I asked the students' to mention then grouping the part of body.

After that, I give the students questions about part of body and the meaning. Next, I call one by one student's to answer and write down in the white board. So, students' and I do this question together. The students tried to remember the words that learnt. And

time was up, the researcher asked the students to learn and memorize about the new vocabulary that they got at home and the learning will continue the next meeting. The researcher closes the meeting.

2) The Third Meeting

The third meeting was conducted on December 5th 2017 for 2x40 minutes. This meeting used as post-test after giving the treatment. It started by praying, greeting, checking attendance list and asking about students' condition. The researcher asked about material had given in the last meeting, than the researcher gave post-test to the students.

The kind of the test written test and the kind of the question is essay. The question consists of 20 questions. In the post-test 1 only 11 students who got good score, but the result of the students test was better than the students' test before giving treatment. The result of pre-test can be seen on table below:

Table 9
The Students' Post-test 1 Result of Vocabulary Mastery in Cycle I

No	Name	Mark	Note
1	AOP	70	Complete
2	ADF	80	Complete
3	ATA	75	Complete
4	AF	75	Complete
5	A	60	Inomplete
6	AZ	60	Incomplete
7	DH	60	Incomplete
8	DMH	55	Incomplete
9	DS	45	Complete

10	DAV	60	Complete
11	EA	80	Complete
12	FHR	75	Complete
13	IRN	80	Complete
14	KAJ	65	Incomplete
15	MAS	60	Incomplete
16	MAR	70	Complete
17	MR	50	Incomplete
18	MWW	55	Incomplete
19	NLL	60	Incomplete
20	NS	45	Incomplete
21	RGAS	55	Incomplete
22	RM	70	Complete
23	SAP	60	Incomplete
24	SPS	55	Incomplete
25	TZS	50	Incomplete
26	TA	55	Incomplete
27	VDA	50	Incomplete
28	VA	70	Complete
29	WP	55	Incomplete
30	XE	75	Complete
Total		1875	
Average		62,5	
High Score		80	
Low Score		40	

Source: The result of Post-test1 on December 5th 2017

Table 10**Frequency of Students' Mark of Post test I of Vocabulary Mastery**

No	Mark	Frequency	Percentages	Category
1	>70	11	34%	Incomplete
2	<70	19	66%	Complete
Total		30	100%	

Source: The result of Post-test I on December 5th 2017

Based on the data above, it can be seen that 11 students' got high mark and 19 students' got average mark. It was higher than the result of pre-test. The criterion of students' who got minimum marks 70. Learning process is said success, when 70% got mark above 70. The fact showed that the result was unsatisfactory.

3) Observation

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 11
The Result of Students Activity in Cycle 1

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	25	78%
2	Giving respond	5	16%
3	Making Notes	20	62%
4	Following Teacher Instruction	15	47%
5	Doing the task	30	100%
Total			303%
Average			60%

From table above, it was revealed that there were 25 students (78%) who paid attention to the teacher explanation, 5 students (16%) giving respond in learning process, 20 students (62%) made the notes from the material, 15 students (47%) Following Teacher Instruction and 30 students doing the task, the average from the cycle 1 60%

According to the result of observation above, it can be concluded that the learning process was sufficient. The weakness in the implementation of the learning process in cycle I was the some student made noisy and still confuse with the material was given.

4) Reflection

From the result of cycle I, it showed that there was an increasing of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some

students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

The reflection result can be inferred that:

- 1) The researcher should be more paying more attention to the students.
- 2) The researcher should give more attention to the students who are responsive and try to give more attention to students who are irresponsible.
- 3) The researcher should motivate students to be more active in the class by learning with Semantic Mapping Strategy.
- 4) Furthermore, the result of the learning results in cycle I before and doing the treatment could be concluded in the following table

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

c. Cycle II

Based on the result of cycle 1 I was not success, in the stage need to be held the cycle II again to repair the weakness in the cycle 1. The step of cycle II as follow:

1. Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in Cycle I. There are still many

weaknesses on cycle I such as the students not focus to join the class and them hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plan, material, gave the pot-test and gave evaluation. By using Semantic Mapping Strategy the researcher tried to increase the students' vocabulary mastery and hoped it would help to increase the students' interested in learning English.

2. Action

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was done on December 9th 2017 for 2x40 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher gave list of vocabulary more interesting in teaching and learning process. While teaching and learning process using Semantic Mapping Strategy well and more interested in the class to be more enthusiastic, interest, and the students gave full attention to the teacher explanation, so, it can made the students interest in learning process, especially in teaching vocabulary using Semantic Mapping Strategy.

Meanwhile, the researcher was explaining the material more clearly than before. The next stage, different with the activity in the first cycle, here at the beginning of learning activity the researcher asked the students to write some vocabulary and let the students to present about the vocabulary using the real object in order to make them easier understand some vocabularies. When the time was over, the students are allowed to tell their words in front of the class to share and to enrich. It made the students more active and interest with the lesson. The students' tell vocabulary about transportation in front of the class. After that the students' one by one write the vocabulary about transportation in whiteboard. Most of students could finding the new vocabulary and answer the questions well and correctly.

The condition of this class is more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

2) The Second Meeting

The second meeting was conducted on December 12th 2017. This meeting used to post-test 2 in the end of cycle II for 2x40 minutes. The researcher gave post-test to the students.

Table 12**Table of the result Score of Students' Vocabulary Mastery Post Test II**

No	Name	Mark	Note
1	AOP	85	Complete
2	ADF	90	Complete
3	ATA	75	Complete
4	AF	75	Complete
5	A	70	Complete
6	AZ	70	Complete
7	DH	75	Complete
8	DMH	70	Complete
9	DS	80	Complete
10	DAV	70	Complete
11	EA	80	Complete
12	FHR	75	Complete
13	IRN	80	Complete
14	KAJ	75	Complete
15	MAS	70	Complete
16	MAR	80	Complete
17	MR	70	Complete
18	MWW	70	Complete
19	NLL	70	Complete
20	NS	75	Complete
21	RGAS	70	Complete
22	RM	80	Complete
23	SAP	70	Complete
24	SPS	70	Complete
25	TZS	70	Complete
26	TA	70	Complete
27	VDA	80	Complete
28	VA	75	Complete

29	WP	75	Complete
30	XE	80	Complete
Total		2245	
Average		74,8	
High Score		90	
Low Score		70	

Source: The result of Pre-test on December 12th 2017

Table 13

Percentage Students' Mark of Pos-test in Cycle II

No	Mark	Frequency	Percentages	Category
4	>70	30	100%	Complete
5	<70	-		Incomplete
Total		30	100%	

Source: The result of Pre-test on December 12th 2107

The table above is the result of students' mark at post test 2. It can be seen that there was an increasing from the mark of post test 1 and post test 2. There were 69% got average mark and 31% got high mark. The lowest mark was 70 and the highest mark was 90 and the average mark was 74,3. The average on post-test 1 was 62,5. It means that there was an improving from post-test 1 and post-test 2.

3. Observation

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the student's activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 14

The Students' Activities Result In Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Attention to each explanation	29	91%
2	Giving Respond	15	47%
3	Making Notes	29	91%
4	Following Teacher Instruction	29	91%
5	Doing the Task	30	100%
Total			420%
Average			84%

Table above, it was revealed that there were 29 students (91%) who paid attention to the teacher explanation, 15 students (47%) giving respond, 29 students (91%) made the notes from the material, 29 (91%) following Teacher Instruction and 30 students (100%) doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 60% to be 82%, it could be concluded that the learning process was successful. It can be inferred that the learning process has

done well and the students were active in the class than cycle

I.

4. Reflection

Based on the result of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher and they could accept the material more clearly. From the test result, the researcher found that in this phase, students had a good progress. They increase their understanding of Semantic Mapping Strategy significantly and increasing more vocabularies that has proved by successfully doing the post test.

B. Interpretation

1. The Result of Pre Test

To see the students' vocabulary mastery before implementing the treatment, the researcher conducted the pre-test. It carried out on Tuesday November 28th 2017.

Based on the result of the students' pre-test, just 4 (12%) students passed The Standard Minimum Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to memorize the vocabulary. The problem could be seen by the students' score in pre-test. There were 26 students who got score less than 70. It showed that the result of students' vocabulary mastery was still low. So, it needs increasing by using Semantic Mapping strategy.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 15

The Result Mark of Students' Pre-test and Post-test 1

NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	AOP	60	70	10	Improve
2	ADF	70	80	10	Improve
3	ATA	75	75	0	Constant
4	AF	65	75	10	Improve
5	A	60	60	0	Constant
6	AZ	50	60	10	Improve
7	DH	45	60	15	Improve
8	DMH	45	55	10	Improve
9	DS	40	45	5	Improve
10	DAV	60	60	0	Constant
11	EA	80	80	0	Constant
12	FHR	65	75	10	Improve
13	IRN	75	80	5	Improve
14	KAJ	45	65	20	Improve
15	MAS	60	60	0	Constant
16	MAR	45	70	25	Improve
17	MR	50	50	0	Constant
18	MWW	55	55	0	Constant
19	NLL	50	60	10	Improve
20	NS	20	45	25	Improve
21	RGAS	35	55	20	Improve
22	RM	65	70	5	Improve
23	SAP	40	60	20	Improve
24	SPS	50	55	5	Improve
25	TZS	25	50	25	Improve

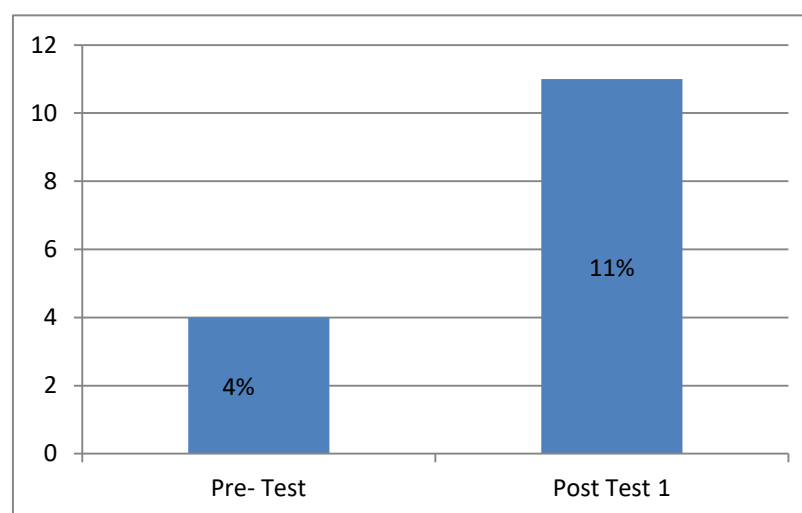
26	TA	40	55	15	Improve
27	VDA	50	50	0	Constant
28	VA	60	70	10	Improve
29	WP	55	55	0	Constant
30	XE	65	75	10	Improve
Total		1600	1875		
Average		53,3	62,5		

Table 16
Comparison of pre-test and post-test

Mark	Pre-Test	Post Test 1	Implementation
>70	4	11	Complete
<70	26	19	Incomlete

Graphic 1

The Comparison of Quantity Students' Activity in Pre test and Post Test I



Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an increasing of students' Vocabulary

Mastery. The average mark in pre-test is 53,3 improved to 62,5 in post test 1, so there is an improving 0,92 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students mark was increase significantly and the condition in the class conducive.

Table 17

The Result Mark of Students' Post test 1 and Post-test II

No	Name	Students' Result			Category
		Post test 1	Post test 2	Improve	
1	AOP	70	85	15	Improve
2	ADF	80	90	10	Improve
3	ATA	75	75	0	Constant
4	AF	75	75	0	Constant
5	A	60	70	10	Improve
6	AZ	60	70	10	Improve
7	DH	60	75	15	Improve
8	DMH	55	70	15	Improve
9	DS	45	80	35	Improve
10	DAV	60	70	10	Improve
11	EA	80	80	0	Constant
12	FHR	75	75	0	Constant
13	IRN	80	80	0	Constant
14	KAJ	65	75	10	Improve
15	MAS	60	70	10	Improve
16	MAR	70	80	10	Improve
17	MR	50	70	20	Improve
18	MWW	55	70	15	Improve
19	NLL	60	70	10	Improve
20	NS	45	75	30	Improve
21	RGAS	55	70	15	Improve
22	RM	70	80	10	Improve
23	SAP	60	70	10	Improve
24	SPS	55	70	15	Improve
25	TZS	50	70	20	Improve
26	TA	55	70	15	Improve

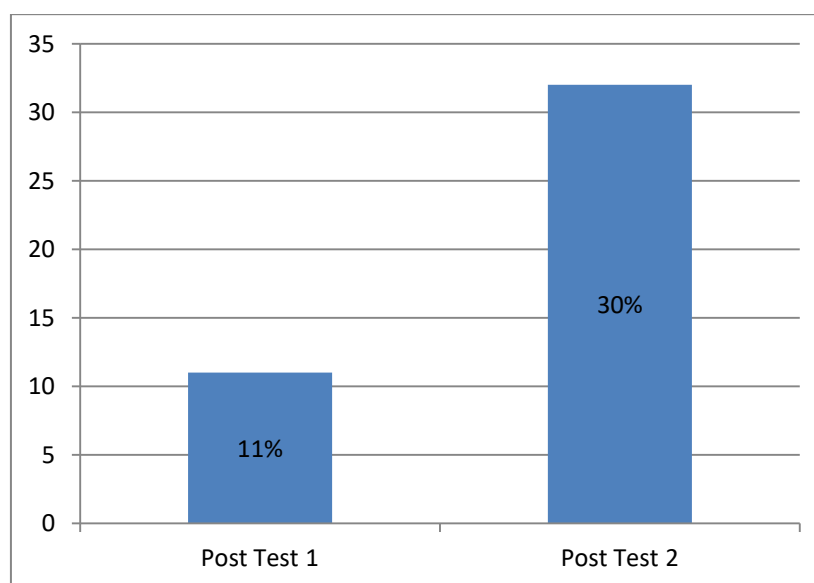
27	VDA	50	80	30	Improve
28	VA	70	75	5	Improve
29	WP	55	75	20	Improve
30	XE	75	80	5	Improve
Total		1875	2245		
Average		62,5	74,8		

Source: The result of post test 1 and post test 2

Table 18
Comparison of post test I and post-test II

Mark	Post Test 1	Post Test 2	Implementation
>70	11	30	Complete
<70	19	0	Incomplete

Graphic 2
The Comparison of Quantity of Students' Mark on Post-test I and Post-test II



Source: The result of post test I and post test II

1. The Result of Students' Mark Pre-test, Pos test I and Post test II

Never Thales, there is an increase mark of the students' post test I than pre-test. At the cycle II, the increase of post test II better than post test I. This is the illusion mark of them.

Table 19
The Result Mark of Students' Pre-test, Post test I and Post test II

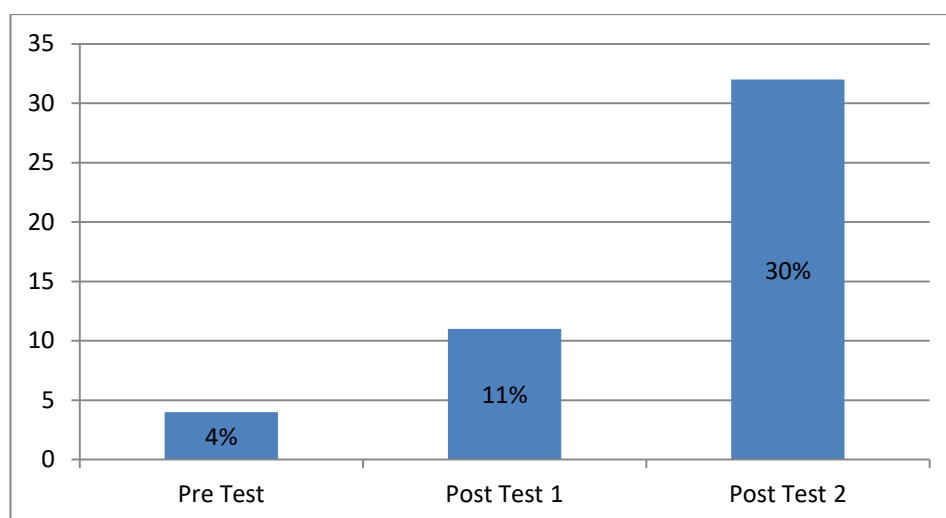
No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AOP	60	70	85	Improve
2	ADF	70	80	90	Improve
3	ATA	75	75	75	Constant
4	AF	65	75	75	Constant
5	A	60	60	70	Improve
6	AZ	50	60	70	Improve
7	DH	45	60	75	Improve
8	DMH	45	55	70	Improve
9	DS	40	45	80	Improve
10	DAV	60	60	70	Improve
11	EA	80	80	80	Constant
12	FHR	65	75	75	Constant
13	IRN	75	80	80	Constant
14	KAJ	45	65	75	Improve
15	MAS	60	60	70	Improve
16	MAR	45	70	80	Improve
17	MR	50	50	70	Improve
18	MWW	55	55	70	Improve
19	NLL	50	60	70	Improve
20	NS	20	45	75	Improve
21	RGAS	35	55	70	Improve
22	RM	65	70	80	Improve
23	SAP	40	60	70	Improve
24	SPS	50	55	70	Improve
25	TZS	25	50	70	Improve
26	TA	40	55	70	Improve
27	VDA	50	50	80	Improve
28	VA	60	70	75	Improve
29	WP	55	55	75	Improve
30	XE	65	75	80	Improve
Total			1600	1875	2245
Average			53,3	62,5	74,8

Source: The Result of pre test, post test I and post test II

Table 20
Comparison of pre-test, post test I and post-test II

Mark	Pre-Test	Post Test 1	Post Test 2	Implementation
>70	4	11	30	Complete
<70	26	19	0	Incomplete

Graphic 3
The Quantity of the Average of The Students' Mark at Pre test, Post test Cycle I and Post test Cycle II



Source: the result of pretest, post test 1 and post test II

4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 21

The Result of the Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II
1	AOP	4	5
2	ADF	2	3
3	ATA	4	4
4	AF	2	4
5	A	4	5
6	AZ	2	4
7	DH	3	5
8	DMH	4	3
9	DS	4	5
10	DAV	3	5
11	EA	4	5
12	FHR	3	5
13	IRN	4	4

14	KAJ	4	4
15	MAS	2	4
16	MAR	4	5
17	MR	2	4
18	MWW	4	5
19	NLL	4	4
20	NS	3	4
21	RGAS	4	5
22	RM	2	3
23	SAP	2	4
24	SPS	3	5
25	TZS	2	3
26	TA	4	5
27	VDA	4	5
28	VA	3	4
29	WP	2	4
30	XE	5	5
Total		100	134
Average		3	4

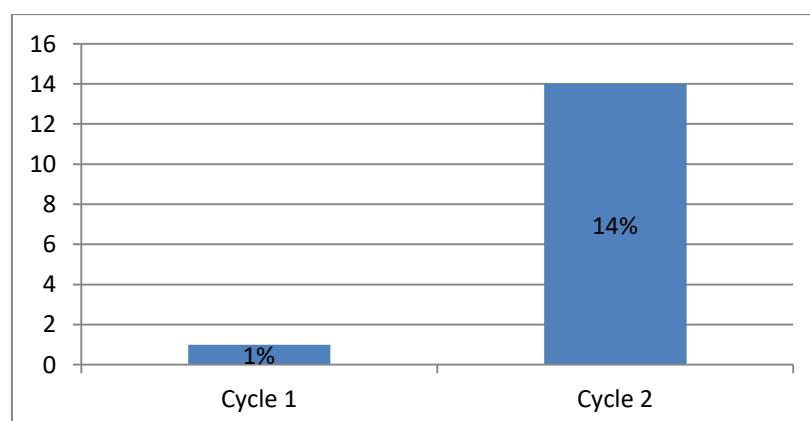
Table 22

Percentage students' Activity in cycle I & II

Mark	Cycle 1	Cycle 2	Implementation
5	1	14	Complete
<5	31	18	Incomplete

Graph 4

The Comparison of Percentage Students' Activity in Cycle I and Cycle II



Source: the result of the Students' Activity in Cycle I&II

Based on the table and graphic above, it could be concluded that there was an increasing of students' activities during the learning process of cycle I and cycle II through using imaging strategy. It means that Semantic Mapping strategy had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum mark 70. Based on the result of this research was known that more than 70% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

A. Discussion

In teaching vocabulary at the seventh grade of SMP N 6 Metro based on pre-survey there were some problems, such as some students have lack of vocabulary mastery. The researcher chooses semantic strategy to increase the students' vocabulary mastery.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of semantic mapping strategy could increase the students' vocabulary mastery. There was a progress average score from pre-test was 56, post-test I was 60 and become 70 in post-test II. We could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In increasing the students' vocabulary mastery, the researcher used semantic mapping as a strategy to train the students' vocabulary mastery and made the students have much of vocabulary mastery also interested in learning English. The students' score increased because the students' had trained with semantic mapping as a Strategy.

Moreover, the researcher used the semantic mapping strategy which could be increasing the students' vocabulary mastery. The researcher gave a list of vocabulary to the students. The students read together, mention the word with the meaning and grouping the word. This activity was done until the end of the meeting. After did the cycle I, and cycle II the students' vocabulary mastery increases because the researcher used semantic mapping strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

The aim of this chapter is to describe the conclusion from the research. In this chapter the researcher would like to suggest the teacher in teaching vocabulary and the medium which can use in teaching vocabulary.

A. CONCLUSION

Based on the result of the analysis in chapter IV, it can be seen that in the cycle I the average score of pre-test was 53,3 and the average of post test in cycle I was 62,5. In the post test in cycle II the average score was 74,8. There is some progress after being given treatment by using semantic mapping strategy. It means that the use of semantic mapping strategy can increase students' vocabulary mastery; it can increase the students' vocabulary mastery at the seventh grade of SMP N 6 Metro. The students are more enjoyed because semantic mapping strategy can help them to understand and memorize the meaning of a word. So, semantic mapping strategy can increase students' vocabulary mastery.

B. SUGGESTION

Based on the result of the research, the researcher would like to give suggestion as follows:

1. For the teacher

- a. Semantic mapping strategy can be use as strategy in teaching vocabulary. It can help to solve the student's problem in vocabulary mastery.
- b. The teacher should create fun situation and activity in the classroom. It means that it can simulate students' interest during teaching and learning process, particularly in teaching and learning.

2. For Students

- a. The students should learn English actively particularly in vocabulary mastery, because vocabulary is the foundation to mastery all of English language skills. The students should spend their more time for reading activity to make them accustomed in vocabulary.
- b. The students should never give up when they find something difficult especially in studying English. They have to be active to ask to their teacher.

3. For the Principal

The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in learning vocabulary mastery, and the principle for facilitator.

BIBLIOGRAPHY

Bouchard, M. *Comprehension Strategies for Language Learners*. New York: Scholastic, Inc., 2005

Datsy M. Lightbrown and Nina Spada, *How Language Learned*, Oxford: Oxford University Press, 2006.

David Nunan. *Language Teaching Methodology*. Britian: Phoenix ELT. 1992.

Deanne Spears and David Spears, *In Tandem, Reading and Writing for College Students*. New York: McGraw-Hill Company, 2008.

Douglas Brown. *Principle of Language learning and Teaching*. San Fransisco State University: Practice Hall, 1984.

Gary Anderson with Nancy Arsenault. *Fundamental of Educational Research*. USA: Falmer Press, 2005.

GeoffryMarczy et.al. *Essential of Research Design and Methodology*. New Jersey. John Willey and Sons Inc. 2005.

Gerald G. Duffy. *Explaining Reading, Second Edition: A Resource for Teaching Concepts, Skills, and Strategies*. Copyright: Guilford Press. 2009.

Harles C. Fries. *Teaching and Learning as A Foreign Language*. Ann Arbor: the University of Michigan Press. 1995.

Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English*. Great Britian: Oxcford University Press. 1987.

Jack C Richard and Willy A Renandya. *Method in language Teaching*. Cambridge: University Press. 2005.

Jean Mcniff & Jack Whitehead. *Action Research: Principles and Practice*. New York: RoutledgeFalmer. 2002.

- Jeremy Harmer. *The Practice of English Language Teaching*. UK: Longman. 2002.
- John Read. *Assessing Vocabulary*. Cambridge: Cambridge University Press. 2000.
- Marianne Celce Murcia. *Teaching English as a Second Language or Foreign Language, Second Edition*. Massachusetts: Heinle Publisher, 1991.
- Mary Finocchiaro. *English as a Second Language from Theory to Practice*. New Jersey: Englewood Cliffs. inc. 1989.
- Meriam, Webster, *Webster's Third New International Dictionary of the English Language Unabridged*. Massachusetts, USA: Gand C, Merriam Company. 1996.
- Michael Lewis and Jamie Hill. *Practical Techniques for Language Teaching*. London: Commercial Colour Press. 1997.
- Napa, Pieter A. *Vocabulary Development Skill*. Wellington: Kanisius. 1991.
- Ruth Gairns and Stuart Redman. *Working with Words*. Cambridge: Cambridge University Press. 2003.
- Scoot Thornburry. *How to Teach Vocabulary*. London: Pearson Education Limited. 2002.
- Virginia F. Allen. *Technique in Teaching Vocabulary*. Oxford: Oxford University Press. 1983.
- Yoges Kumar Singh. *Fundamental of Research Methodology ans Statistic*. New Delhi: New Age Internationa. 2006.
- Zaid, M. A. *Semantic Mapping in Communicative Language Teaching*. *English Teaching Forum*, 1995

APPENDICES

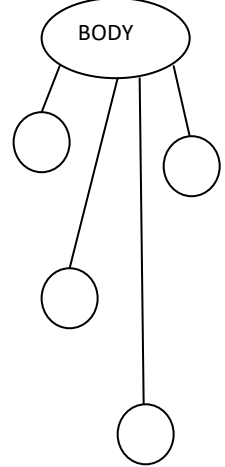
SILABUS

SMP/MTs : SMPN 6 Metro

Subject : Bahasa Inggris

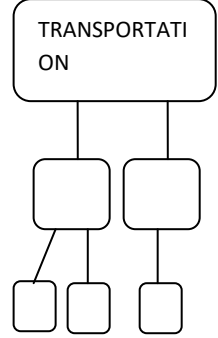
Class : VII

Standar Kompetensi : Merespon dan meniru informasi sangat sederhana dengan tindakan secara berterima dalam konteks kelas.

Kompetensi Dasar	Materi Pokok/ Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Instrument	Contoh Instrumen		
1.1 Merespon dengan melakukan tindakan sesuai intruksi secara berterima dalam konteks yang sesuai	Parts of body : <i>eye, head, foot, hand, finger, cheek, ear, shoulder, heel, hair, lip, mouth, dll.</i>	<ul style="list-style-type: none"> Siswa dapat mengetahui nama-nama anggota tubuh dalam bahasa inggris. Siswa dapat menyebutkan anggota tubuh dengan lafal yang tepat. Siswa dapat mengetahui kegunaan anggota 	<ul style="list-style-type: none"> Dapat menyebutkan bagian-bagian tubuh dengan tepat Dapat menunjukkan anggota tubuh yang disebutkan dalam soal ataupun perintah. Dapat menyebutkan 	Test Tertulis	Esai		2x40 minutes	<ol style="list-style-type: none"> textbooks Gambar – bagian tubuh Papan tulis Kamus

		tubuh tertentu.	fungsi dari beberapa anggota tubuh.					
--	--	--------------------	---	--	--	--	--	--

Standar Kompetensi: Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama transportasi, dan bangunan publik dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Sumber Belajar
				Teknik	Instrument	Contoh Instrumen		
1.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama transportasi, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Nama alat transportasi: <i>car, bus, ship, train</i> , dll.	<ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa menggunakan bahasa Inggris setiap kali muncul pertanyaan untuk 	<ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama alat transportasi. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. 	Test Tertulis	Esai		2x40 minutes	1. textbooks 2. Papan Tulis 3. Kamus

		menyebutka n dan menanyaka n nama alat transportasi						
--	--	---	--	--	--	--	--	--

Collaborator

Dwi Widodo, M.Pd
NIP. 197105252006041010

Metro, December 2017
 The Researcher

NUR YUNIKA CIPTA DEWI
NPM. 13107927

LESSON PLAN

School Name : SMP N 6 Metro
Subject : English
Subject Matter : Vocabulary
Cycle/Meeting : I/I
Class : VII 8
Time Allocation : 2x40 Minutes

1. General Goal

The understanding is the aim using Semantic Mapping Strategy in vocabulary mastery.

2. Specific Instructional Goal

Reveal the meaning, increasing about the vocabulary mastery and more memorizing new vocabulary.

3. Indicator

- a. Fill in the task.
- b. Finding new vocabularies.

4. The Goal

- a. Students can do the task.
- b. Students can get new vocabularies.

5. The material

Word category in vocabulary about part of body

6. Teaching Learning Activity

Pre Writing Activity

- a. Pray and greeting the students.
- b. Ask the students' condition.
- c. Check the attendant list.

While Writing Activity

- a. Before doing learning process, teacher asks to students that related about vocabulary.

- b. The teacher gives the material of vocabulary about part of body.
- c. The students repeated after the teacher mention the vocabulary.
- d. The teacher mention the name of part of body and the students write the name in paper.
- e. The students make a map construction.

Post Teaching Activity

- a. The students' can practice new vocabulary with the map of vocabulary.
- b. The teacher and students make a conclusion of the material.
- b. The teacher closing the learning process.

7. Source

Textbook and Dictionary

8. Rubric Assessment

Element	Score
Correct Answer	1
Incorrect Answer	0

$$Score = Correct\ answer \times 5$$

English Teacher;

Metro, December 2018
Reseachers;

Dwi Widodo, M.Pd
NIP. 197105252006041010

Nur Yunika Cipta Dewi
St. ID 13107927

LESSON PLAN

School Name : SMP N 6 Metro
Subject : English
Subject Matter : Vocabulary
Cycle/Meeting : I/II
Class : VII 8
Time Allocation : 2x40 Minutes

1. General Goal

The understanding is the aim using Semantic Mapping Strategy in vocabulary mastery.

2. Specific Instructional Goal

Reveal the meaning, increasing about the vocabulary mastery and more memorizing new vocabulary.

3. Indicator

- a. Fill in the task.
- b. Finding new vocabularies.

4. The Goal

- a. Students can do the task.
- b. Students can get new vocabularies.

5. The material

Word category in vocabulary about transportation

6. Teaching Learning Activity

Pre Writing Activity

- a. Pray and greeting the students.
- d. Ask the students' condition.
- e. Check the attendant list.

While Writing Activity

- a. Before doing learning process, teacher asks to students that related about vocabulary.

- b. The teacher gives the material of vocabulary about transportation
- c. The students repeated after the teacher mention the vocabulary.
- d. The teacher asks the students' of vocabulary about transportation with refers the real object or picture.
- e. The teacher mention the name of transportation and the students write the name in paper.
- f. The teacher called some students' for write the new vocabulary about transportation in white board.

Post Writing Activity

- a. The teacher and students make a conclusion of the material.
- b. The teacher closing the learning process.

7. Source

Book and Dictionary

8. Rubric Assessment

Element	Score
Correct Answer	1
Incorrect Answer	0

$$\text{Score} = \text{Correct answer} \times 5$$

English Teacher;

Metro, December 2018
Reseachers;

Dwi Widodo, M.Pd
NIP. 197105252006041010

Nur Yunika Cipta Dewi
St. ID 13107927

Observation Sheet of Students' Activities (Cycle I)

Day/Date : Tuesday, November 28th 2017

School : SMP N 6 Metro

Class : VII 8

No	Student's Name	The aspect that observed				
		Give attention to teacher's explanation	Giving respond	Making notes	Following teacher instruction	Doing the task
1	AOP	✓		✓	✓	✓
2	ADF		✓	✓		✓
3	ATA	✓		✓	✓	✓
4	AF	✓		✓	✓	✓
5	A	✓			✓	✓
6	AZ	✓	✓	✓		✓
7	DH	✓		✓	✓	✓
8	DMH			✓	✓	✓
9	DS	✓			✓	✓
10	DAV	✓			✓	✓
11	EA	✓		✓	✓	✓
12	FHR		✓	✓	✓	✓
13	IRN	✓				✓
14	KAJ	✓		✓		✓
15	MAS	✓		✓		✓
16	MAR	✓		✓		✓
17	MR			✓		✓
18	MWW	✓		✓		✓
19	NLL				✓	✓
20	NS	✓				✓
21	RGAS	✓		✓		✓
22	RM	✓		✓		✓
23	SAP	✓				✓
24	SPS	✓		✓	✓	✓
25	TZS	✓	✓			✓
26	TA	✓		✓		✓
27	VDA	✓	✓			✓

28	VA	✓		✓	✓	✓
29	WP	✓				✓
30	XE	✓		✓		✓
Total		25	5	20	13	30

Note :

- Give the thick sign (✓) to the students' activity
- The students' activities that observed are:
 1. Give an attention to the teachers explanation
 2. Enthusiastically join the learning process
 3. Able to understand of material by using Realia
 4. Responding the teacher question

No	Students' Activity	Frequency	Percentage
1	Give attention to teacher's explanation	25	78%
2	Giving respond	5	16%
3	Making notes	20	62%
4	Following teacher instruction	13	47%
5	Doing the task	30	100%

Collaborator

Metro, 28 November 2017
The Researcher

DWI WIDODO,M.Pd
NIP. 197105252006041010

NUR YUNIKA CIPTA DEWI
NPM. 13107927

Observation Sheet of Students' Activities (Cycle II)

Day/Date : Saturday, December 9th 2017

School : SMP N 6 Metro

Class : VII 8

No	Student's Name	The aspect that observed				
		Give attention to teacher's explanation	Giving respond	Making notes	Following teacher instruction	Doing the task
1	AOP	✓	✓	✓	✓	✓
2	ADF	✓	✓	✓	✓	✓
3	ATA	✓	✓	✓	✓	✓
4	AF	✓		✓	✓	✓
5	A	✓	✓	✓	✓	✓
6	AZ	✓	✓	✓	✓	✓
7	DH	✓	✓	✓	✓	✓
8	DMH	✓	✓	✓	✓	✓
9	DS	✓	✓	✓	✓	✓
10	DAV	✓		✓	✓	✓
11	EA	✓		✓		✓
12	FHR	✓	✓	✓	✓	✓
13	IRN				✓	✓
14	KAJ	✓		✓	✓	✓
15	MAS	✓	✓	✓	✓	✓
16	MAR	✓	✓	✓	✓	✓
17	MR	✓		✓	✓	✓
18	MWW	✓		✓	✓	✓
19	NLL	✓	✓	✓	✓	✓
20	NS	✓		✓	✓	✓
21	RGAS	✓		✓	✓	✓
22	RM	✓	✓	✓	✓	✓
23	SAP	✓		✓	✓	✓
24	SPS	✓		✓	✓	✓
25	TZS	✓	✓	✓	✓	✓
26	TA	✓		✓	✓	✓
27	VDA	✓	✓	✓	✓	✓

28	VA	✓		✓	✓	✓
29	WP	✓		✓	✓	✓
30	XE	✓		✓	✓	✓
Total		29	15	29	29	30

Note :

- **Give the thick sign (✓) to the students' activity**
- **The students' activities that observed are:**
 1. Give an attention to the teachers explanation
 2. Enthusiastically join the learning process
 3. Able to understand of material by using Realia
 4. Responding the teacher question

No	Students' Activity	Frequency	Percentage
1	Give attention to teacher's explanation	29	91%
2	Giving respond	15	47%
3	Making notes	29	91%
4	Following teacher instruction	29	91%
5	Doing the task	30	100%

Collaborator

Metro, 9 December 2017
The Researcher

DWI WIDODO, M.Pd
NIP. 19700506 200701 2 007

NUR YUNIKA CIPTA DEWI
NPM. 13107927

**OBSERVATION SHEET
OF TEACHER ACTIVITIES IN CYCLE I**

Class : VII 8
 School : SMP N 6 Metro
 Date : Tuesday, 28 November 2017

Teacher Activity	3	2	1
1. Pre Test a. Prepare the lesson plan. b. Prepare the media that will be used. c. Ability in opening the learning process.	✓		
2. While Teaching a. Inform the objective of learning. b. Explain the material chronological. c. Guide the students to follow the lesson. d. Motivate the students to ask. e. Practice the students to answer the question about the material.	✓		
3. Post Teaching a. Conclude the result learning. b. Close the learning activity.	✓		

Note :

- Tick (√) for each positive activity
- 3 = Good
- 2 = Enough
- 1 = Bad

Metro, 28 November 2017

Collaborator

The Researcher

Dwi Widodo, M.Pd
NIP. 197105252006041010

Nur Yunika Cipta Dewi
NPM. 13107927

**OBSERVATION SHEET
OF TEACHER ACTIVITIES IN CYCLE I**

Class : VII 8
 School : SMP N 6 Metro
 Date : Saturday, 9 December 2017

Teacher Activity	3	2	1
4. Pre Test d. Prepare the lesson plan. e. Prepare the media that will be used. f. Ability in opening the learning process.	✓		
5. While Teaching f. Inform the objective of learning. g. Explain the material chronological. h. Guide the students to follow the lesson. i. Motivate the students to ask. j. Practice the students to answer the question about the material.	✓		
6. Post Teaching c. Conclude the result learning. d. Close the learning activity.	✓		

Note :

- Tick (√) for each positive activity
- 3 = Good
- 2 = Enough
- 1 = Bad

Collaborator

Metro, December 2017

The Researcher

Dwi Widodo, M.Pd
NIP. 197105252006041010

Nur Yunika Cipta Dewi
NPM. 13107927

THE RESULT OF PRE TEST

Day/Date : Tuesday, 28 November 2017

Class : VII 8

No	Name	Pre-Test
1	AOP	60
2	ADF	70
3	ATA	75
4	AF	65
5	A	60
6	AZ	50
7	DH	45
8	DMH	45
9	DS	40
10	DAV	60
11	EA	80
12	FHR	65
13	IRN	75
14	KAJ	45
15	MAS	60
16	MAR	45
17	MR	50
18	MWW	55
19	NLL	50

20	NS	20
21	RGAS	35
22	RM	65
23	SAP	40
24	SPS	50
25	TZS	25
26	TA	40
27	VDA	50
28	VA	60
29	WP	55
30	XE	65
Total Score (Σx)		1600
Lowest Score		53,3
Higher Score		80
Average \bar{x}		20

Metro, 28 November 2017

Collaborator

The Researcher

Dwi Widodo, M.Pd
NIP. 197105252006041010

NUR YUNIKA CIPTA DEWI
NPM. 13107927

THE RESULT OF POST TEST I

Day/Date : Saturday, 2 December 2017

Class : VII 8

No	Name	Post Test I
1	AOP	70
2	ADF	80
3	ATA	75
4	AF	75
5	A	60
6	AZ	60
7	DH	60
8	DMH	55
9	DS	45
10	DAV	60
11	EA	80
12	FHR	75
13	IRN	80
14	KAJ	65
15	MAS	60
16	MAR	70
17	MR	50
18	MWW	55
19	NLL	60

20	NS	45
21	RGAS	55
22	RM	70
23	SAP	60
24	SPS	55
25	TZS	50
26	TA	55
27	VDA	50
28	VA	70
29	WP	55
30	XE	75
Total Score (Σx)		1875
Lowest Score		62,5
Higher Score		80
Average \bar{x}		40

Metro, 2 December 2017

Collaborator

The Researcher

DWI WIDODO, M.Pd
NIP. 197105252006041010

NUR YUNIKA CIPTA DEWI
NPM. 13107927

THE RESULT OF POST TEST II

Day/Date : Tuesday, 12 December 2017

Class : VII 8

No	Name	Pre-Test
1	AOP	85
2	ADF	90
3	ATA	75
4	AF	75
5	A	70
6	AZ	70
7	DH	75
8	DMH	70
9	DS	80
10	DAV	70
11	EA	80
12	FHR	75
13	IRN	80
14	KAJ	75
15	MAS	70
16	MAR	80
17	MR	70
18	MWW	70
19	NLL	70

20	NS	75
21	RGAS	70
22	RM	80
23	SAP	70
24	SPS	70
25	TZS	70
26	TA	70
27	VDA	80
28	VA	75
29	WP	75
30	XE	80
Total Score (Σx)		2245
Lowest Score		74,8
Higher Score		90
Average \bar{x}		70

Metro, 12 December 2017

Collaborator

The Researcher

DWI WIDODO, M.Pd
NIP. 197105252006041010

NUR YUNIKA CIPTA DEWI
NPM. 13107927

VOCABULARY MASTERY OBSERVATION GUIDANCE

Wide range of words appropriately and accurately used, good use of idiom and collocation, appropriate style.	4 (Very Good)
Adequate range, with only occasional errors of spelling, word form, style, collocation, or word choice;; meaning clear overall.	3 (Good)
Limited range of words, with some repetition; frequent errors of spelling, style, collocation, or word choice, leading to occasional difficulties in understanding meaning.	2 (Fair)
Very narrow range, highly repetitive, frequent spelling and words form errors; little or no awareness off collocation or style; meaning frequently obscure	1 (Bad)

Adopted from with modification: Scoot Thornburry, *How to Teach Vocabulary*, (London: Pearson Education Limitedn, 2002), p.135.

DOCUMENTATION GUIDANCE

In this research, the researcher uses documentation to know the condition of students in learning process. The researcher takes the documentation of the school, the class and the students. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at seventh graders of SMP N 6 Metro. Here were the list of the documentation:

- a. Documentation about historical background of SMPN 6 Metro.
- b. Documentation about structural organization of SMPN 6 Metro.
- c. Documentation about facilities of SMPN 6 Metro.
- d. Documentation about sketch of location SMPN 6 Metro.
- e. Documentation about condition of the teachers and official employees of SMPN 6 Metro.
- f. Documentation about students of SMPN6 Metro.

70

VOCABULARY MASTERY TEST
(PRE TEST)

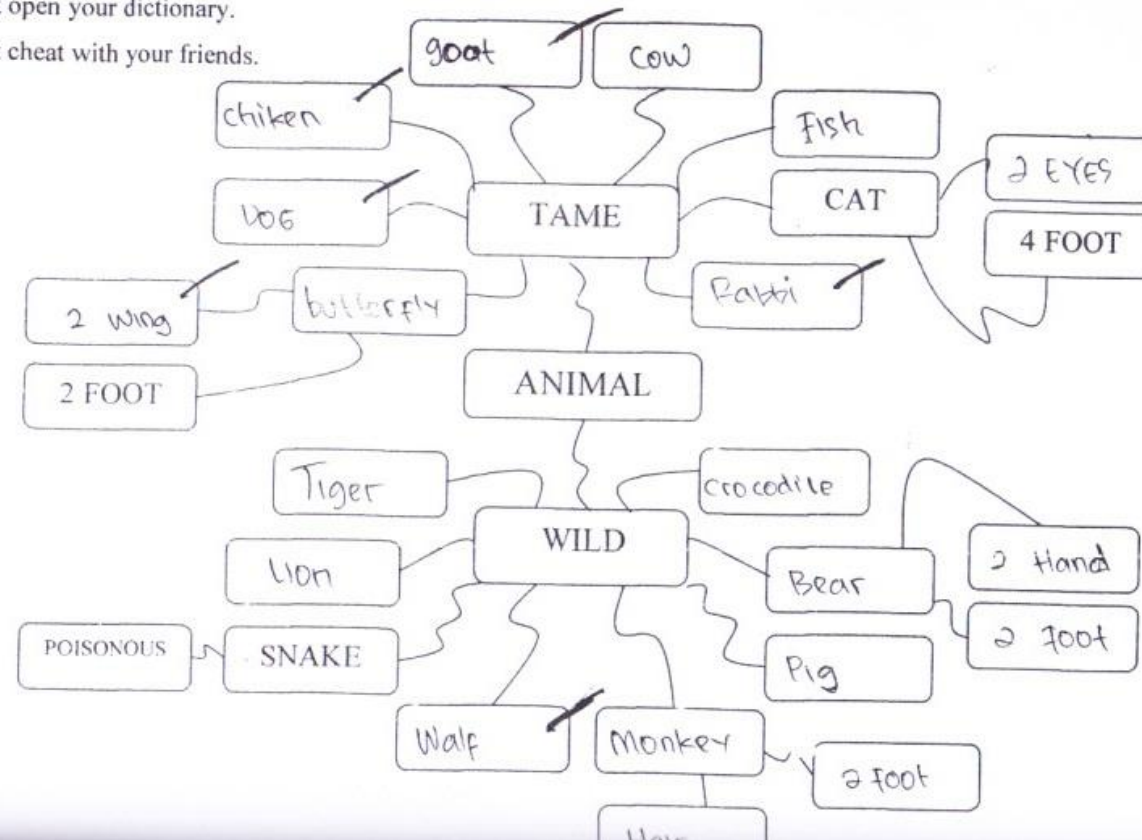
Nama : Abelia Olivia Putri

Kelas : VII.8

NO : 01

Read the following direction!

1. Fill the empty box with the correct answer.
2. You may not open your dictionary.
3. You may not cheat with your friends.



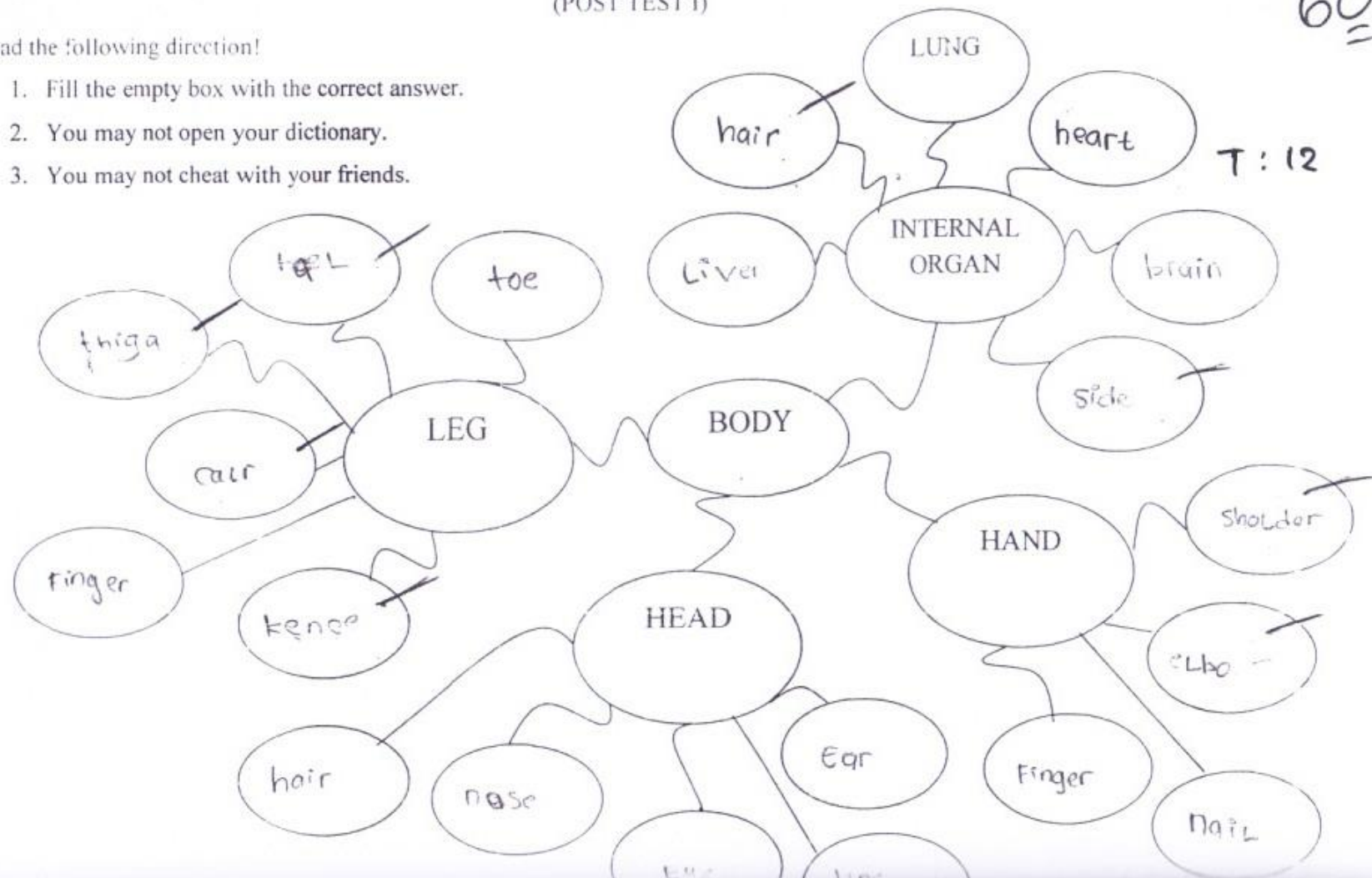
T: 14

Name: _____

VOCABULARY MASTERY TEST (POST TEST I)

Read the following direction!

1. Fill the empty box with the correct answer.
2. You may not open your dictionary.
3. You may not cheat with your friends.

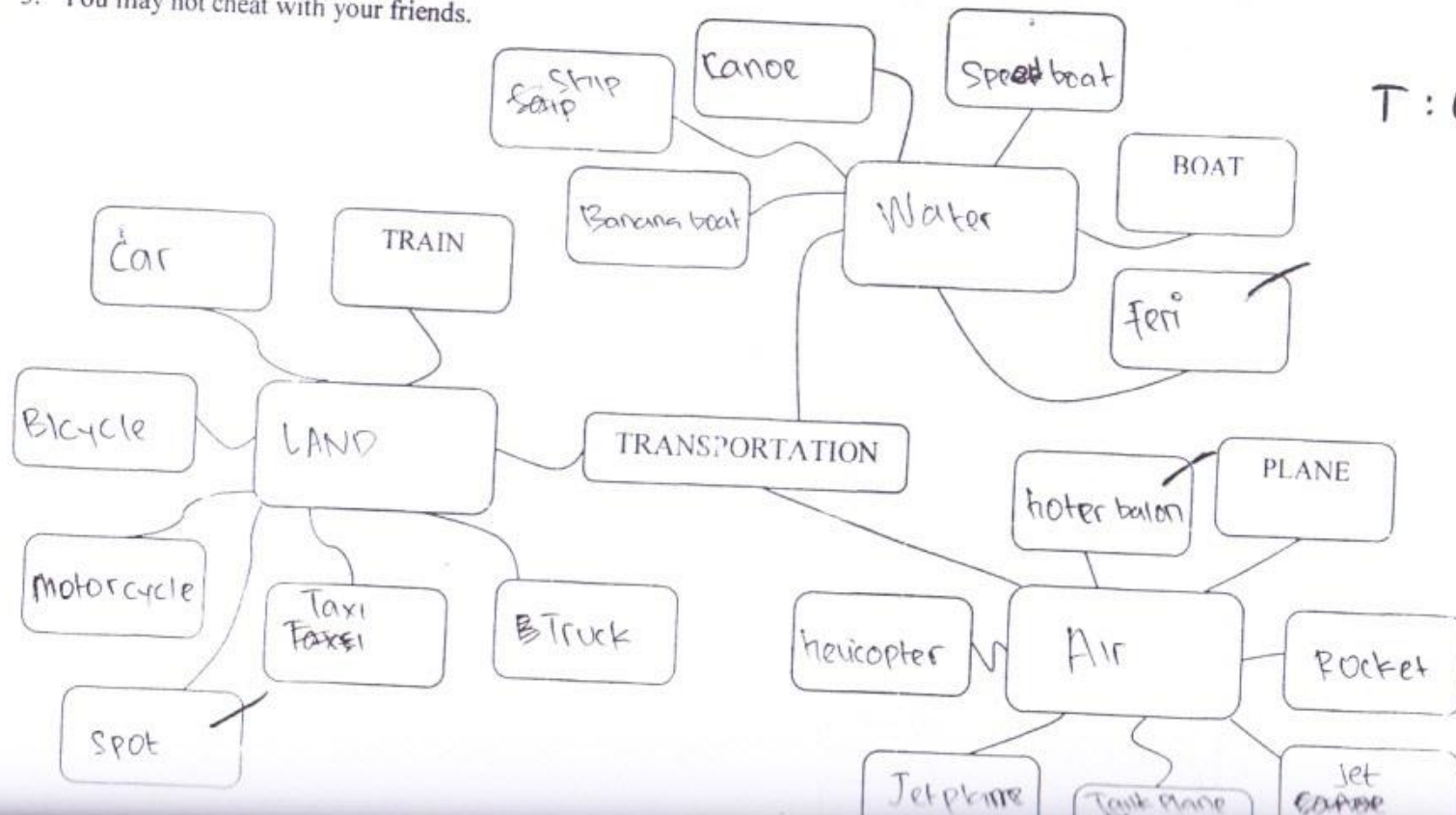


85

Abelia Olivia Fitri
VII BVOCABULARY MASTERY TEST
(POST TEST II)

Read the following direction!

1. Fill the empty box with the correct answer.
2. You may not open your dictionary.
3. You may not cheat with your friends.



ATTENDANCE LIST OF POST TEST II

ass : VII 8

te : 12 December 2017

NO.	NAME	SIGNATURE
1	Abelia Olivia Putri	1 <i>Abelia</i>
2	Achmad Daffa Fadilah	2 <i>Achmad</i>
3	Adek Tegar Alfarizi	3 <i>Adek</i>
4	Aditya F	4 <i>Aditya</i>
5	Afrizal	5 <i>Afrizal</i>
6	Alya Zulkarnain	6 <i>Alya</i>
7	Dhiya Haniya	7 <i>Dhiya</i>
8	Dian Martina H	8 <i>Dian</i>
9	Dio Saputra	9 <i>Dio</i>
10	Diva Ajeng Valensia	10 <i>Diva</i>
11	Elisa Arianti	11 <i>Elisa</i>
12	Fadia Halida Rahma	12 <i>Fadia</i>
13	Iftinan Ruty N	13 <i>Iftinan</i>
14	Kaifa Amelia Junaidi	14 <i>Kaifa</i>
15	M. Abiyansah S	15 <i>Amel</i>
16	M. Andi Riva	16 <i>Andi</i>
17	M. Ryan	17 <i>Ryan</i>
18	Mutiara Wahyu Wardhani	18 <i>Mutiara</i>
19	Nafiza Lutfia Lestari	19 <i>Nafiza</i>
20	Nata Sanjaya	20 <i>Nata</i>
21	R Gilang A S	21 <i>R Gilang</i>
22	Raden Mustofa	22 <i>SIP</i>
23	Satria Arya P	23 <i>Satria</i>
24	Sherlly Puspita Sari	24 <i>Sherlly</i>
25	Tegar Zaulan S	25 <i>Tegar</i>
26	Tri Aditya	26 <i>Tri</i>
27	Violy Donna Angely	27 <i>Violy</i>
28	Viona Artika	28 <i>Viona</i>
29	Wira Pratama	29 <i>Wira</i>
30	Xhandra Erika	30 <i>Xhandra</i>

ATTENDANCE LIST OF PRE TEST

Class : VII 8

Date : 28 November 2017

NO.	NAME	SIGNATURE
1	Abelia Olivia Putri	1 <i>Abelia</i>
2	Achmad Daffa Fadilah	2 <i>Achmad</i>
3	Adek Tegar Alfarizi	3 <i>Adek</i>
4	Aditya F	4 <i>Aditya</i>
5	Afrizal	5 <i>Afrizal</i>
6	Alya Zulkarnain	6 <i>Alya</i>
7	Dhiya Haniya	7 <i>Dhiya</i>
8	Dian Martina H	8 <i>Dian</i>
9	Dio Saputra	9 <i>Dio</i>
10	Diva Ajeng Valensia	10 <i>Diva</i>
11	Elisa Arianti	11 <i>Elisa</i>
12	Fadia Halida Rahma	12 <i>Fadia</i>
13	Iftinan Ruty N	13 <i>Iftin</i>
14	Kaifa Amelia Junaidi	14 <i>Kaifa</i>
15	M. Abiyansah S	15 <i>Amel</i>
16	M. Andi Riva	16 <i>Andi</i>
17	M. Ryan	17 <i>Ryan</i>
18	Mutiara Wahyu Wardhani	18 <i>Mutiara</i>
19	Nafiza Lutfia Lestari	19 <i>Nafiza</i>
20	Nata Sanjaya	20 <i>Nata</i>
21	R Gilang A S	21 <i>R Gilang</i>
22	Raden Mustofa	22 <i>SLP</i>
23	Satria Arya P	23 <i>Satria</i>
24	Sherlly Puspita Sari	24 <i>Sherlly</i>
25	Tegar Zaulan S	25 <i>Tegar</i>
26	Tri Aditya	26 <i>Tri</i>
27	Violy Donna Angely	27 <i>Violy</i>
28	Viona Artika	28 <i>Viona</i>
29	Wira Pratama	29 <i>Wira</i>
30	Xhandra Erika	30 <i>Erika</i>

ATTENDANCE LIST OF TREATMENT I

Class : VII 8

Date : 2 December 2017

NO.	NAME	SIGNATURE
1	Abelia Olivia Putri	1 <i>Abelia</i>
2	Achmad Daffa Fadilah	2 <i>Achmad</i>
3	Adek Tegar Alfarizi	3 <i>Adek</i>
4	Aditya F	4 <i>Aditya</i>
5	Afrizal	5 <i>Afrizal</i>
6	Alya Zulkarnain	6 <i>Alya</i>
7	Dhiya Haniya	7 <i>Dhiya</i>
8	Dian Martina H	8 <i>Dian</i>
9	Dio Saputra	9 <i>Dio</i>
10	Diva Ajeng Valensia	10 <i>Diva</i>
11	Elisa Arianti	11 <i>Elisa</i>
12	Fadia Halida Rahma	12 <i>Fadia</i>
13	Iftinan Ruty N	13 <i>Iftinan</i>
14	Kaifa Amelia Junaidi	14 <i>Kaifa</i>
15	M. Abiyansah S	15 <i>M. Abiyansah</i>
16	M. Andi Riva	16 <i>M. Andi</i>
17	M. Ryan	17 <i>M. Ryan</i>
18	Mutiara Wahyu Wardhani	18 <i>Mutiara</i>
19	Nafiza Lutfia Lestari	19 <i>Nafiza</i>
20	Nata Sanjaya	20 <i>Nata</i>
21	R Gilang A S	21 <i>R Gilang</i>
22	Raden Mustofa	22 <i>Raden</i>
23	Satria Arya P	23 <i>Satria</i>
24	Sherlly Puspita Sari	24 <i>Sherlly</i>
25	Tegar Zaulan S	25 <i>Tegar</i>
26	Tri Aditya	26 <i>Tri</i>
27	Violy Donna Angely	27 <i>Violy</i>
28	Viona Artika	28 <i>Viona</i>
29	Wira Pratama	29 <i>Wira</i>
30	Xhandra Erika	30 <i>Xhandra</i>

ATTENDANCE LIST OF POST TEST I

Class : VII 8

Date : 5 December 2017

NO.	NAME	SIGNATURE
1	Abelia Olivia Putri	1 <i>Abelia</i>
2	Achmad Daffa Fadilah	2 <i>Achmad</i>
3	Adek Tegar Alfarizi	3 <i>Adek</i>
4	Aditya F	4 <i>Aditya</i>
5	Afrizal	5 <i>Afrizal</i>
6	Alya Zulkarnain	6 <i>Alya</i>
7	Dhiya Haniya	7 <i>Dhiya</i>
8	Dian Martina H	8 <i>Dian</i>
9	Dio Saputra	9 <i>Dio</i>
10	Diva Ajeng Valensia	10 <i>Diva</i>
11	Elisa Arianti	11 <i>Elisa</i>
12	Fadia Halida Rahma	12 <i>Fadia</i>
13	Iftinan Ruty N	13 <i>Iftinan</i>
14	Kaifa Amelia Junaidi	14 <i>Kaifa</i>
15	M. Abiyansah S	15 <i>M. Abiyansah</i>
16	M. Andi Riva	16 <i>Andi</i>
17	M. Ryan	17 <i>M. Ryan</i>
18	Mutiara Wahyu Wardhani	18 <i>Mutiara</i>
19	Nafiza Lutfia Lestari	19 <i>Nafiza</i>
20	Nata Sanjaya	20 <i>Nata</i>
21	R Gilang A S	21 <i>R Gilang</i>
22	Raden Mustofa	22 <i>Raden</i>
23	Satria Arya P	23 <i>Satria</i>
24	Sherlly Puspita Sari	24 <i>Sherlly</i>
25	Tegar Zaulan S	25 <i>Tegar</i>
26	Tri Aditya	26 <i>Tri</i>
27	Violy Donna Angely	27 <i>Violy</i>
28	Viona Artika	28 <i>Viona</i>
29	Wira Pratama	29 <i>Wira</i>
30	Xhandra Erika	30 <i>Xhandra</i>

ATTENDANCE LIST OF TREATMENT II

Class : VII 8

Date : 9 December 2017

NO.	NAME	SIGNATURE
1	Abelia Olivia Putri	1 <i>Abelia</i>
2	Achmad Daffa Fadilah	2 <i>Achmad</i>
3	Adek Tegar Alfarizi	3 <i>Adek</i>
4	Aditya F	4 <i>Aditya</i>
5	Afrizal	5 <i>Afrizal</i>
6	Alya Zulkarnain	6 <i>Alya</i>
7	Dhiya Haniya	7 <i>Dhiya</i>
8	Dian Martina H	8 <i>Dian</i>
9	Dio Saputra	9 <i>Dio</i>
10	Diva Ajeng Valensia	10 <i>Diva</i>
11	Elisa Arianti	11 <i>Elisa</i>
12	Fadia Halida Rahma	12 <i>Fadia</i>
13	Iftinan Ruty N	13 <i>Iftinan</i>
14	Kaifa Amelia Junaidi	14 <i>Kaifa</i>
15	M. Abiyansah S	15 <i>Amell</i>
16	M. Andi Riva	16 <i>Andi</i>
17	M. Ryan	17 <i>M Ryan</i>
18	Mutiara Wahyu Wardhani	18 <i>Mutiara</i>
19	Nafiza Lutfia Lestari	19 <i>Nafiza</i>
20	Nata Sanjaya	20 <i>Nat</i>
21	R Gilang A S	21 <i>R Gilang</i>
22	Raden Mustofa	22 <i>SLP</i>
23	Satria Arya P	23 <i>Satria</i>
24	Sherlly Puspita Sari	24 <i>Sherlly</i>
25	Tegar Zaulan S	25 <i>Tegar</i>
26	Tri Aditya	26 <i>Tri</i>
27	Violy Donna Angely	27 <i>Violy</i>
28	Viona Artika	28 <i>Viona</i>
29	Wira Pratama	29 <i>Wira</i>
30	Xhandra Erika	30 <i>Xhandra</i>



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-2661/In.28.1/J/TL.00/11/2017

15 November 2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Nur Yunika Cipta Dewi
 NPM : 13107927
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

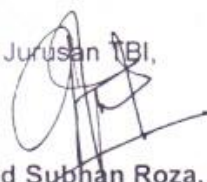
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,


Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iaim@metro.univ.ac.id

Nomor : B-2734/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP 6 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2733/In.28/D.1/TL.01/11/2017, tanggal 20 November 2017 atas nama saudara:

Nama : NUR YUNIKA CIPTA DEWI
NPM : 13107927
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' VOCABULARY MASTERY BY USING SEMANTIC MAPPING STRATEGY AT THE SEVENTH GRADE OF SMP N 6 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 November 2017

Wakil Dekan I,


Dra. Asri Fatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metro.univ.ac.id

SURAT TUGAS

Nomor: B-2733/In.28/D.1/TL 01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : NUR YUNIKA CIPTA DEWI
NPM : 13107927
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' VOCABULARY MASTERY BY USING SEMANTIC MAPPING STRATEGY AT THE SEVENTH GRADE OF SMP N 6 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 20 November 2017

Mengetahui,
Pejabat Setempat





**DINAS PENDIDIKAN, KEBUDAYAAN,
PEMUDA DAN OLAAHRAGA KOTA METRO
SMP NEGERI 6 METRO**

Jl. Pattimura Banjarsari Metro Utara Kota Metro Po. Box 129 Telp. 0725 7855234



SURAT KETERANGAN PENELITIAN

Nomor : 30 / 1.12.3 / SMP.06 / KL / 2016

Yang bertanda tangan di bawah ini **Kepala SMP Negeri 6 Metro** menerangkan bahwa :

Nama : **Nur Yunika Cipta Dewi**
NPM : 13107927
Jurusan : Tarbiyah
Prodi : PBI

Kami mengijinkan Mahasiswa tersebut di atas untuk melaksanakan observasi prasurvey/survey di SMP Negeri 6 Metro dalam rangka penulisan skripsi dengan judul *"Increasing the Students' Vocabulary Master by Using Semantic Mapping at Seventh Grade of SMP Negeri 6 Metro in Academic Year 2016/2017"*.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya dan atas perhatiannya kami ucapkan terima kasih.

Metro, 10 November 2016

Kepala Sekolah,





DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA METRO
SMP NEGERI 6 METRO

Jl. Patimura Kel. Banjarsari PO. BOX.129 Metro Utara Telp. (0725) 7855234
 SMS Center : 0896 341 340 19, e-mail: smpnegeri6kotametro@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor : 188 / 1.12.3 / SMP.06 / KL / 2017

Yang bertanda tangan di bawah ini **Kepala SMP Negeri 6 Metro** menerangkan bahwa :

Nama : **Nur Yunika Cipta Dewi**
 NPM : 13107927
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Kami mengijinkan Mahasiswa tersebut di atas untuk melaksanakan observasi/survey di SMP Negeri 6 Metro dalam rangka penulisan Tugas Akhir/Skripsi dengan judul " *INCREASING THE STUDENTS' VOCABULARY MASTERY BY USING SEMANTIC MAPPING STRATEGY AT THE SEVENTH GRADE OF SMP NEGERI 6 METRO* ".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya dan atas perhatiannya kami ucapkan terima kasih.



Metro, 27 November 2017
 Kepala Sekolah,

OYU WONO DM, S.Pd
 NIP. 195908271980121002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iaimetro.ac.id website: www.tarbiyah.metro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL

Nama : Nur Yunika Cipta Dewi

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107927

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1.	Monday 17/4 2017		✓	Revise Grammar	Yfn
2.	Kamis 20/4 2017		✓	Revise the using of punctuation	Yfn
3.	Kamis 4/5 2017		✓	Revise background of the study	Yfn
4.	Selasa 30/5 2017		✓	Acc. Ch I Continue to Ch. II	Yfn

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iaimetro.ac.id website: www.tarbiyah.metroia.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL

Nama : Nur Yunika Cipta Dewi

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107927

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
3.	Pabu 6/7 2017			ReVise Ch. II	Ym
6.	Sumiat 4/8 2017			Pay attention to grammar.	Ym
7.	Senin 19/8-17			Elaborate the Sentence	Ym
8.	Senin 21/8 17			Acc ch II continue to ch III	Ym

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: info@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL

Nama : Nur Yunika Cipta Dewi

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107927

Semester / T A : VIII / 2017-2018

No	Hari/ Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
9	Senin/ 4/9 - 17		✓	Acc ch. III Continue to 1st Adviser.	Ny

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email:

website: www.tarbiyah.tn

FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL

Nama : Nur Yunika Cipta Dewi

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107927

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1	Friday 22/9-17	✓		- Revise the cover - revise the table of content - Revise the using of Punctuation - Recheck the footnote and bibliography	
2	Monday 25/9-17	✓		acc for seminar	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 19903 2 001


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iaimetro.ac.id website: www.tarbiyah.metrouniy.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL
Nama : Nur Yunika Cipta Dewi

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107927

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1.	Kamis 14/12-17		✓	Revise grammar!	
2.	Rabu Kamis 20/12-17		✓	Revise ch. IV	
3.	Kamis 28/12-17		✓	Revise the using of article.	

 Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111



Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL
Nama : Nur Yunika Cipta Dewi

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107927

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
4.	Senin 8/1-18		✓	- Revise table 3 - Revise figure 3 - Please write a correct English in figure 3.	
5.	Senin 15/1-18			Acc ch 1 v. v	

 Mengetahui :
Ketua Jurusan TBI


Ahmad Subhan Reza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II


Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id
FORMULIR KONSULTASI BIMBINGAN PROPOSAL PROPOSAL
Nama : Nur Yunika Cipta Dewi

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107927

Semester / T A : X / 2017-2018

No	Hari/ Tanggal	PEMBIMBING		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1	Senin, 15-01-2018	✓		- Revise cover - Revise table of content - Revise abstract - Revise the objectives of the study - Revise table 3 - Revise conclusion	
2	16/1-18	✓		acc for mungosyah	

 Mengetahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
 NIP. 19620424 19903 2 001

1.1 THE STUDENTS DO THE TASK



The students do the task of pre-test



The teacher gives the question and answer sheet of post test 1



The teacher give explanation to do the post test 2

1.2 TREATMENT



The teacher ask the students about vocabulary related to part of body



The teacher ask the student to grouping the word part of body



The teacher give the explanation of vocabulary about transportation



The teacher ask the students to mention then grouping the word of transportation

CURICULUM VITAE



The name of the writer is Nur Yunika Cipta Dewi. She was born in Seputih Mataram, on June 26th, 1995. She is the second child of the happy family couple Mr. Mulyanto and Mrs. Suharni. She was enrolled her study at SD Gula Putih Mataram on 2001-2007.

Then she continued her study at SMP Gula Putih Mataram, on 2008-2010. She continued her study at SMA Sugar Group, on 2011-2013.

After graduated, on 2013 she was registered as a S1 student of English Education Department of State islamic studies of Metro (IAIN Metro).