

SKRIPSI

**INCREASING VOCABULARY MASTERY OF THE FIRST YEAR
STUDENTS OF SMP NEGERI 3 PAMBOANG THROUGH
CONCEPT MAPPING STRATEGY**



By

NURFITRI

Reg Num. 14.1300.149

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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NURFITRI
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Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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of Sarjana Pendidikan (S.Pd)**

English Program

Submitted by

**NURFITRI
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to

**PAREPARE
ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
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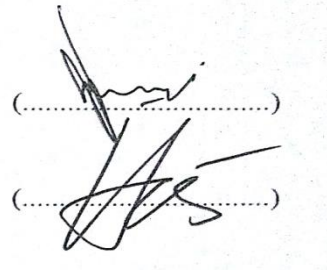
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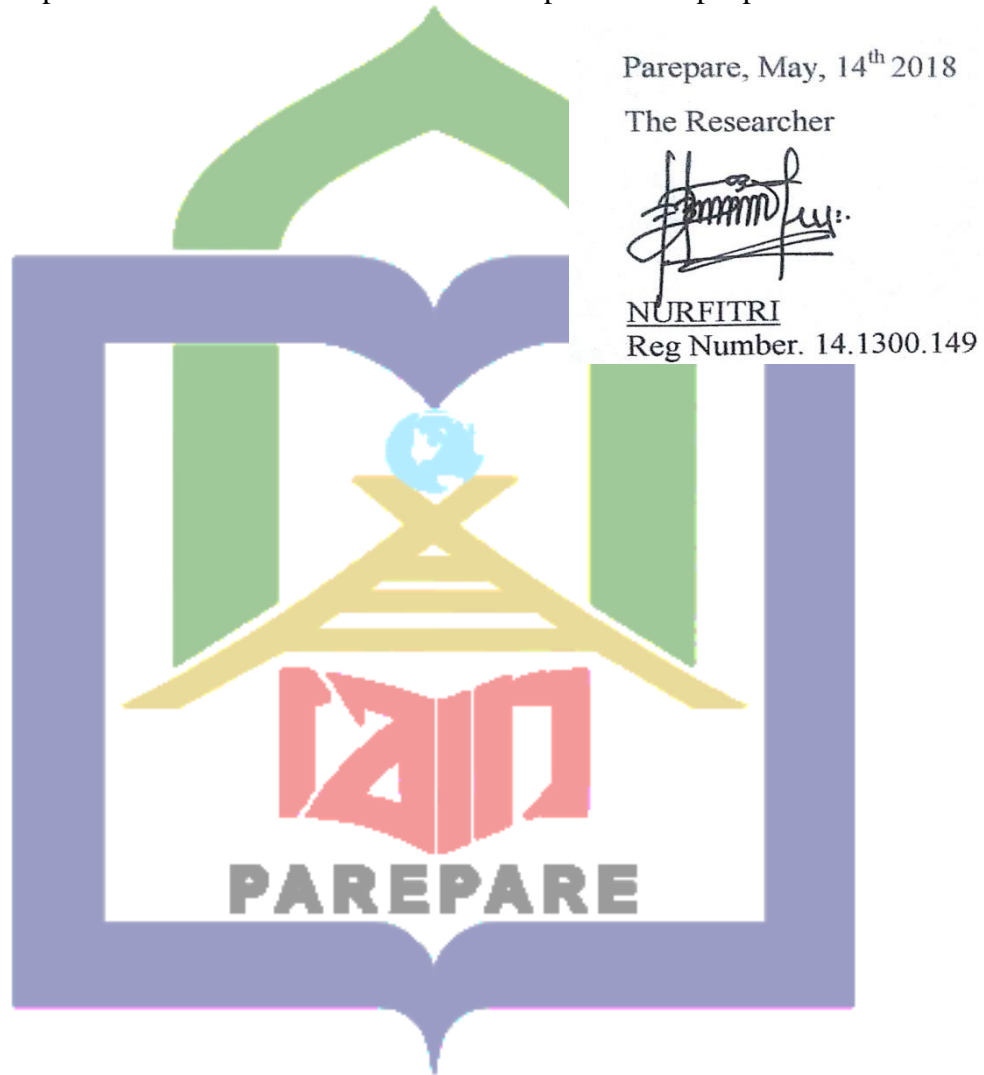
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Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.



DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, May, 14th 2018

The Researcher



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ABSTRACT

Nurfitri. *Increasing Vocabulary Mastery of The First Year Students of SMP Negeri 3 Pamboang Through Concept Mapping Strategy* (Supervised by Syarifuddin tjali and Abdul Haris Sunubi)

This study is to see increasing vocabulary mastery of the first year students of SMP Negeri 3 Pamboang through concept mapping strategy..The subject of this research is VII B class which is consisted of 20 students. The sample was taken by using random sampling.

The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether concept mapping strategy can increase the students' vocabulary mastery.

The result in this research was indicated that there was improvement of the students' vocabulary mastery. it was indicated by the students' mean score of post-test (1,88) was greater than pre-test (3,27). Even, for the level significant (p) 5% and $df = 19$, and the value of table is 1,729, while the value of t-test is 27,22. it means that, the t-test value is greater than t-table ($27,22 \geq 1,729$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Vocabulary Mastery, Concept Mapping Strategy.

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CHAPTER I INTRODUCTION

1.1 Background

Language is essential to every aspect and interaction in this world. People use language to inform the people around them, what we desire, and question/understand the world around people. According to Oxford language is system of communication in speak and writing used by people a particular.¹ English as one of the most influential language in the world is very important to learn because English may not be the most spoken language in the world, but it is the official language in a large number of countries.

English is the language most used in the world. Indonesian is one of country that most people use English as the language daily. Even many schools that implement English as their primary language. It shows that English is also essential to the field of education.

In addition to the objectives above, in term of students competence, the teaching of English to students is purposed to develop the four language skill of speaking, listening, reading, and writing. It means that the students are expected to develop these language skill through their activities in the class. To support the development of the four language skills, the learning of language components is needed. The language components are consist of pronunciation, grammar and vocabulary.

¹Oxford, *Oxford Learners's pocket dictionary*, (New York : Oxford University Press, 2008), p. 247.

Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is able to communicate. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.²For example the students can not read well if they do not have vocabulary because they would be difficult to translate it. But in increasing students vocabulary is not easy. Some of students' opinions in SMP Negeri 3 Pamboang said that learn English is difficult subject especially in remembers the word or vocabulary. So that the students are difficult to speak in English because the lack of mastery of vocabulary and more teachers provide material vocabulary simply by having students look for vocabulary in the dictionary then asks students to memorize. Because of that, they are lack of motivation to study English and they need high motivation to learn English.

In the implementation of English learning process, the researcher often find the students in SMP Negeri 3 Pamboang, the school where the researcher would research difficulties in achieving a basic competence. This was because the mastery of English vocabulary of students was not sufficient, so it was very disturbing achievement of competencies as listed in the curriculum. They often had difficulty understanding the meaning of a word because their vocabulary comprehension is relatively inadequate so that the process of achieving a basic competence will run longer.

²Mofareh Alqahtani, *"The Importance of Vocabulary in Language Learning and How ToBe Taught,"* (International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

If the students have difficulty in understanding the meaning of a word during the learning process then the teacher finally forced to give a shortcut on them by: 1) Asking students search for the meaning of the word on the dictionary. 2) Directly notify the meaning of the word. Although such a way if too often used is not good for students because: 1) Only some students have dictionaries. 2) The student becomes dependent on the dictionary not on the understanding of the word context. 3) Students often wait on the meaning of the word that comes from the teacher. Standar vocabulary that students have to memorize in junior high school is 700 until 15.000 vocabularies.³

To change the mindset of students that learning English is difficult, the teachers have to creative in teaching, selecting approaches and strategies, so that students would be more active in the learning process of English in the classroom. There were many strategies that can be used to improve the mastery of English vocabulary.

Knowing the problems above, this research applied a concept mapping strategy as one of the strategy to help the students in generating and developing their ideas and to increase their vocabularies. Concept mapping is a diagram showing the relationship among concepts. It is a graphical tool for organizing and representing knowledge.⁴

Finally, this strategy was expected to improve the ability of students in mastering the vocabulary. Based on the explanation above, the researcher interested

³“Standar Vocabulary” Salamadian Muda & Berilmu. <https://salamadian.com/kosakata-bahasa-Inggris/>

⁴Sararindu Bera, Ramakanta Mohalik, “*Effectiviness of Concept Mapping Strategy on Cognitive Processes in Science at Secondary Level,*”(European Academic Research, Vol. IV, Issue 4/ July 2016), p. 36194.

in conducting research with the title “Increasing Vocabulary Mastery of The First Year Students of SMP Negeri 3 Pamboang Through Concept Mapping Strategy.

1.2 Problem Statement

The research question of this research can be stated as follow:

- 1.2.1 Is using concept mapping strategy able to increase students’ vocabulary at the first year students of SMP Negeri 3 Pamboang?
- 1.2.2 What do the students responses toward concept mapping strategy to increase the students’ vocabulary at the first year students of SMP Negeri 3 Pamboang?

1.3 Objective of the research

The objective of this study is:

- 1.2.3 To find out whether there is a significant increasing of students’ vocabulary achievement as a result of using concept mapping strategy.
- 1.2.4 To know the students responses toward concept mapping strategy in increasing vocabulary.

1.4 Significant of the research

The researcher hopes that this research will have some benefits in the English teaching learning process, specially in teaching vocabulary

1.4.1 For the students

By this experiecing implementation of teaching the concept mapping strategy visually as teaching method on student’s mastering of vocabulary. This research also expected to encourage the students mastering the English lesson, the students feel relax and enjoy when they learn English lesson. And solve their problem in

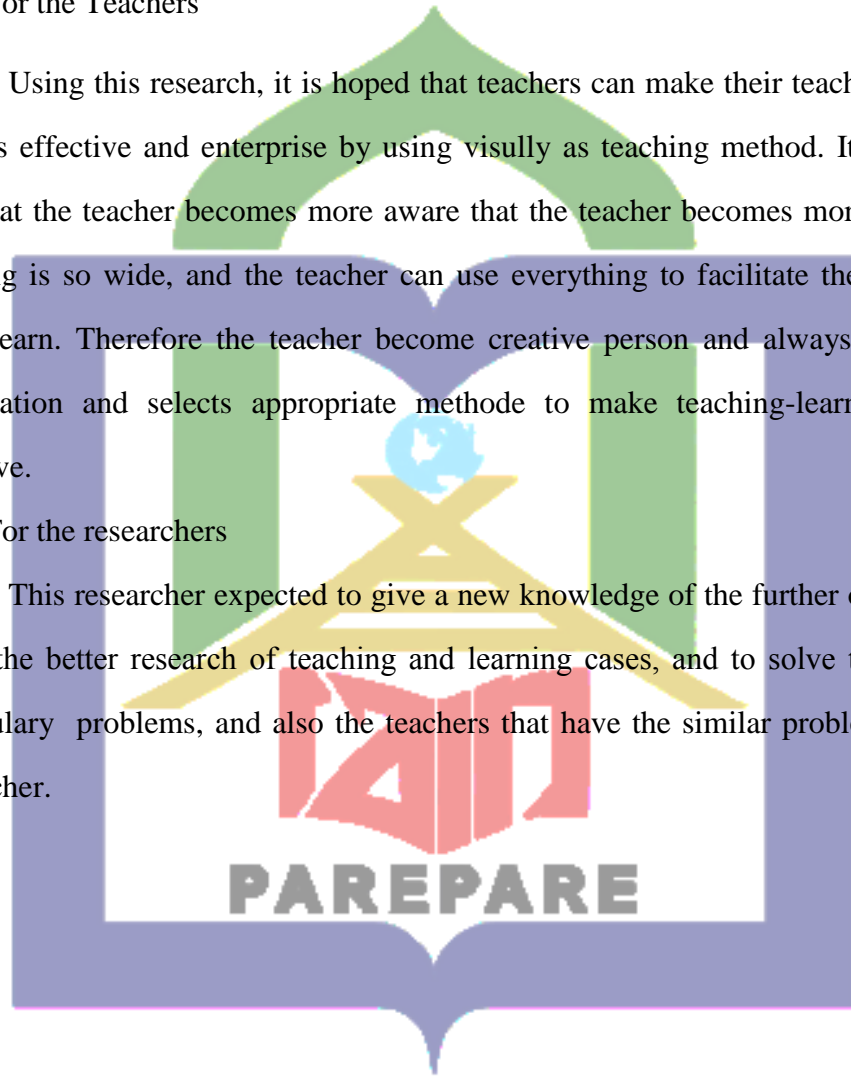
understanding the meaning of word in the sentence, because the teacher use the suitable technique in teaching. Therefore, the students can use the vocabulary they have learned in the communication.

1.4.2 For the Teachers

Using this research, it is hoped that teachers can make their teaching learning process effective and enterprise by using visully as teaching method. It is expected also that the teacher becomes more aware that the teacher becomes more aware that learning is so wide, and the teacher can use everything to facilitate the students to learn learn. Therefore the teacher become creative person and always up-date the information and selects appropriate methode to make teaching-learning process effective.

1.4.3 For the researchers

This researcher expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases, and to solve the students' vocabulary problems, and also the teachers that have the similar problem with this researcher.



CHAPTER II

REVIEW AND RELATED LITERATURE

This part describes about the description of some pertinent ideas, The Previous Related Finding, The Previous Related Finding, Conceptual Framework, and Variabel and Operational Definition.

2.1 Some Pertinent Ideas

Exploring vocabulary is the primary selected one in learning English either as first language or a second language. Hence, comprehending completely of this one should be elicit for providing some defenition, they are:

2.1.1 The Concept of Vocabulary

2.1.1.1 Defenition of vocabulary

Talking about language, vocabulary is the most importan element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and grammar).⁵ Vocabulary is one of the central problems, because to be successful in the implementation of communication the acquisition and learning of vocabulary is fundamental requirement and through vocabulary we can communicate their ideas, emotions and desire, however people must distinguish between word and vocabulary. Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is a dealt with before the learners read the passage.⁶

⁵Qi Pan, "Vocabulary Teaching in English Language Teaching,"(Theory and Practice in Language Studies, Vol.1, No.11, November 2011), p. 1586.

⁶Nation, I.S.P, *Teaching & Learning Vocabulay*(United Stated of America: Heinle & Heinle Publishers, 1990), p.3.

Teaching vocabulary is one of important components of any languages because without vocabulary people can not speak well and difficult to communicate. David Wilkins summed up the importance of vocabulary learning that without knowing grammar you will not get progress in mastering English.⁷ By the definition it can conclude that people will get many words and expressions. It means that can improve the learners' vocabulary.

According to Webster, vocabulary is the total number of word which makes up language, range of words to us by a person in a trade and profession, and book containing a list of words with their meaning.⁸

Based on definition above, the researcher conclude that vocabulay is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be addend to the overall knowledge of the learner.

2.1.1.2 Types of Vocabulary

Vocabulary can be devided into two types, passives and actives vocabulary.⁹ The first is active vocabulary refers to items which the learner can use appropriately in speaking or writing and it also called as productive vocabulary. It is important to consider previous learning of the mother tongue, other languages, or early course in English when selecting and teaching vocabulary, and to avoid “unteaching,”

⁷Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p. 13.

⁸Webster, *The New International Webster's Comprehensive Dictionary of The English Language* (United Stated: Trident Press International, 2003), p.1407.

⁹Jeremy Harmer in Bahri , “Improving the students' vocabulary mastery through the word attack strategy of the second year students of SMP Negeri 3 Pamboang Kabupaten Majene”(Unpublished Skripsi STAIN Parepare, 2013), p. 10.

particular as a result of organizing and presenting vocabulary. It means that to use the productive vocabulary, students must know how to pronounce it well, they also must be familiar with collocation and understand the meaning of the word. This type is often used in speaking and writing skills. The second is passive vocabulary to language items that can be recognized and understood in the context of reading or listening. It is also called as receptive vocabulary. There are 4 types of vocabulary, there are listening, speaking, reading, as well as writing.

2.1.1.2.1 Listening Vocabulary

This type of vocabulary refers to the words people can hear and understand. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various words when they are awake and thus someone grows up listening to different words. Most of people can identify and comprehend almost 50,000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

2.1.1.2.2 Speaking Vocabulary

Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

2.1.1.2.3 Reading vocabulary

This vocabulary refers to the words the people recognise when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words. But people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

2.1.1.2.4 Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas. It easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing. It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.¹⁰

2.1.1.2.5 Focal Vocabulary

Focal vocabulary is a set of terms and distinctions that is particular focuses of experience or activity. A lexicon, or vocabulary, is a language's dictionary. Its set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception on things. For example, snow and ice terminology is based on the physical condition of the layers as well as changes due to weather and temperature.

¹⁰“Types of Vocabulary” *Wikipedia the Free Encyclopedia*.
<http://en.wikipedia.org/wiki/vocabulary.honday>(4 may 2009).

2.1.1.2.6 Vocabulary Growth

Vocabulary growth initially, in the infancy phase, vocabulary growth needs no effort because babies hear the vocabulary and imitate the sounds around them. Talking about vocabulary speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained-through questions and education-the anomalies and irregularities of language can be discovered.¹¹

According to Nation, vocabulary can be divided into two kinds, which are high frequency vocabulary and low frequency vocabulary.¹²

High Frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken text.

The low frequency other hand, covers only small proportion of the running word of a continuous text, it means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families.

¹¹Irwan R0'iyal Ali, "The correlation between students' vocabulary mastery and reading comprehension"(Published Skripsi; English Departemen, Jakarta,2010) p.10-12.

¹²Nation, I.S.P, *Teaching & Learning Vocabulary*(United States of America: Heinle & Heinle Publishers, 1990), p.4.

2.1.1.3 Important of vocabulary

The acquisition of decoding skills lead to rapid expansion of literate vocabularies by allowing children to transcode their meaning vocabularies. This is so much the case that for olders students and for adults their literate vocabularies are probably larger than their meaning vocabularies.

Vocabulary is important because without vocabulary people can not to speak well, to write, to read and to listen well.If people have many vocabularies will make easy to use English well and the listener also will easy understand what the speaker said.

2.1.1.4 How to Teach Vocabulary

Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning.¹³Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good ideas of how to explain their vocabulary so that they can improve attracted in learning the language. Language teacher, therefore, should prosses considerable knowledge on how to manage an attracting classroom so that the learners can gain a great success in their vocabulary learning.

English is still considered one of the most important school subjects and therefore starting teachers can fine the responsibility of teaching it both exciting and

¹³Susan Hanson and Jennifer F.M Padua, *Teaching Vocabulary Explicitly* (U.S:Pacific Resources fo r Education and Learning) p. 13.

challenging. So that the teacher has to have the good way to teach English well specially of vocabulary.

The main point problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. In this case obtains to incidental learning from listening or reading, but it is easier to arrange for large amounts of independent listening and reading than it is to arrange for language amounts of teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to minintepret it.¹⁴

2.1.2 Concept Mapping Strategy

2.1.2.1 Definition of Concept Mapping Strategy

A concept mapping is a graphical image of the relationship among terms. Concept mapping is one of the strategy that can use to increase students' vocabulary. A concept mapping or conceptual diagram is diagram that depicts suggested relationship between concept. Its a graphical tool that instructional designers, engineers, teachnical structure knowledge.¹⁵

Concept mapping staregy is the first condition that needed for mastering in discrimination and the cognitive process. It means that concept mapping strategies are among such learning strategies and they are not specific related to the field of vocabulary learning.

¹⁴Paul Nation, " Teaching Vocabulary," (Asean EFL Journal) p.1

¹⁵Jim Varides, Yue Yin, Miki Tomita, and Maria Araceli Ruiz-Primo, "Using concept maps in the science classroom," (Science scope, vol 28, no.8, 2005) p. 27.

According to Askin Asan, concept mapping is a method to visualize the structure of knowledge informed in the maps is mostly semantic, concept maps, are sometimes called semantic networks. Often it is claimed that concept mapping bears a similarity to the structure of long term memory.¹⁶

Based on the definition above, the researcher can conclude that the concept mapping strategy is used to organize information in a visual manner. Study maps clearly and concisely demonstrate hierarchical relationships among the topic, main ideas, and supporting details or pertinent course material. It will be able to help learners to learn actively.

The concept is a concrete graphic illustration that exists in the same concept in the same category. In order to be understood with a clearer concept map, put forward the characteristics of concept maps as follows:

A concept map or concept mapping is a way of looking at the concepts and propositions of a study field, whether it be the field of physics studies, biological chemistry, mathematics. By using concept maps, students can see the study field more clearly and more fully. A conceptual form or a field of study. It is these characteristics that can be interconnected the proportional relationship between concepts. Not all concepts have the same weight. This means there is a concept that is more inclusive than other concepts. If two or more concepts have a more inclusive concept, a hierarchy is formed on the concept map.

Based on the above traits, the more inclusive concept mapping is placed on the map, the more the concept becomes less incremental. In IPA the concept mapping

¹⁶Askin Asan, "Concept mapping in science class: A case study of fifth grade students," (Educational Technology & Society, Vol. 10, No.1, 2007) p 186.

makes the abstract concrete and very useful to improve the memory of a learning concept, and show students that it has a form of thinking.

2.1.2.2 Kind of Concept Mapping Strategy

There are 4 kinds of concept mapping:

2.1.1.2.1 Network Tree

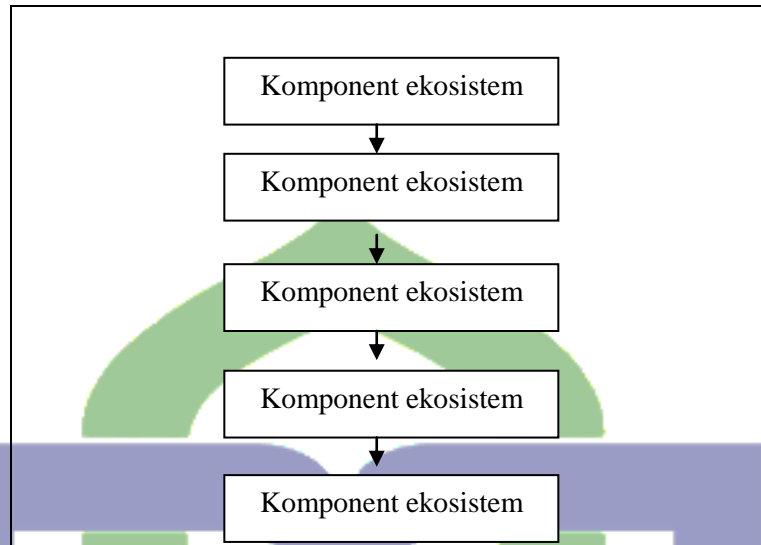
The basic ideas are made in rectangles, while some of the other words are written on the connecting lines. The lines on the concept map show the relationship between the ideas. Words written on the line provide a link between concepts. When constructing a network tree, write down the topic and list the key concepts related to the concept. Check the list and start putting the related ideas or concepts from the main concept and linking them to the lines. The network there is suitable for visualizing the following:

1. Showing cause and effect.
2. A hierarchy.
3. Branched procedures.
4. Related terms that can be used to describe that can be used to describe relationships.

2.1.1.2.2 Events Chain

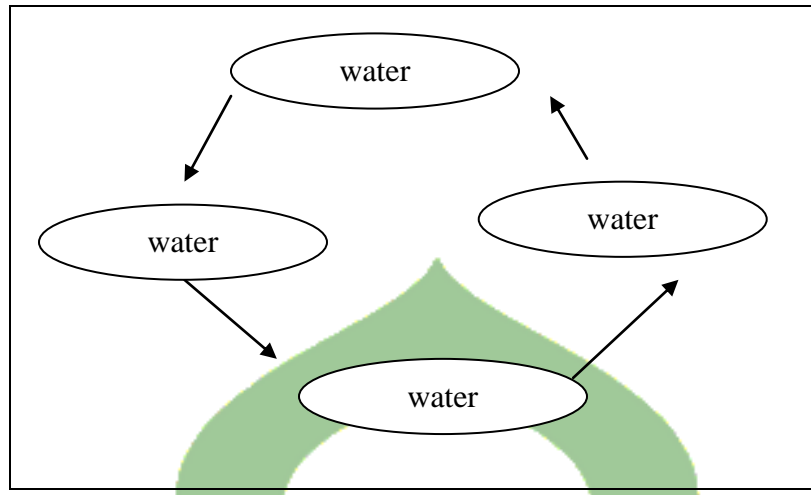
In making the chain of events, first find an incident that started the chain. This event is called the initial event. Then, find the next event in the chain and continue until it reaches a result. The chain of events is well suited to visualize the following:

1. Provide the stages of a process.
2. Steps in a linear procedure.
3. A sequence of events.



2.1.1.2.3 Cycle Concep Map

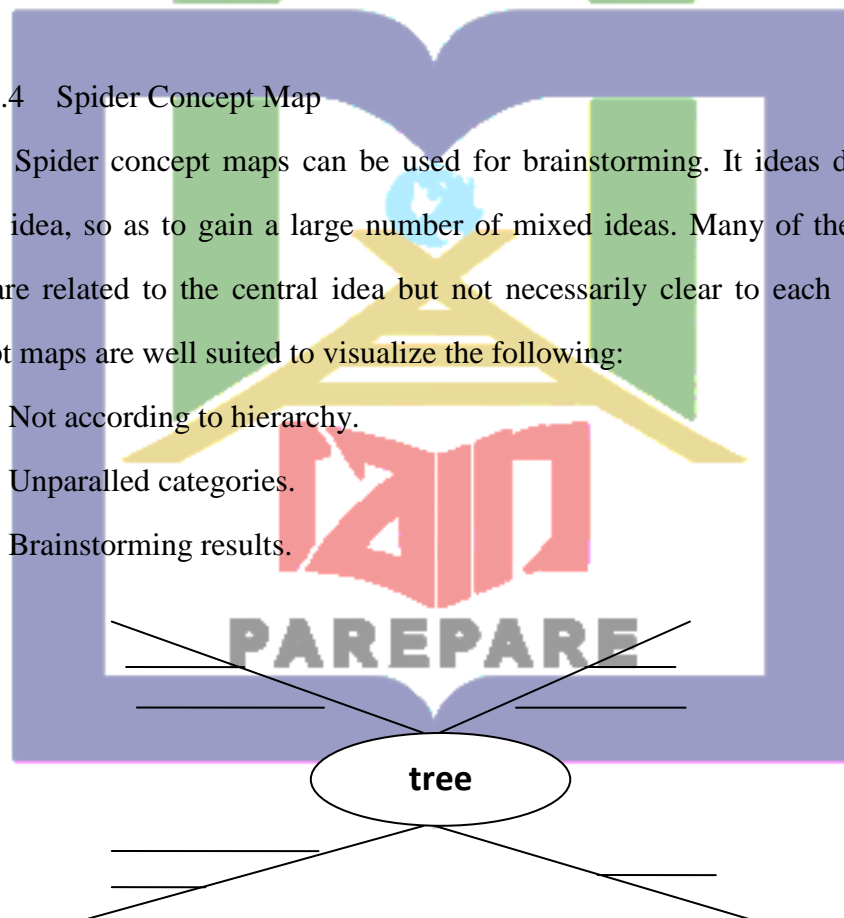
In the cycle concept map, the sequence of events does not produce a final result. The last occurrence of the igu chains reconnects the initial event. Because there is no result and the last event that connects back to original incident, the cycle repeats itself. Cycle concept map is suitable to show a sequence of events interacts to produce a repetitive result group.



2.1.1.2.4 Spider Concept Map

Spider concept maps can be used for brainstorming. It ideas depart from a central idea, so as to gain a large number of mixed ideas. Many of these ideas and these are related to the central idea but not necessarily clear to each other. Spider concept maps are well suited to visualize the following:

1. Not according to hierarchy.
2. Unparalleled categories.
3. Brainstorming results.



2.1.1.3 The Procedures of Concept Mapping Strategy

Concept mapping creation is done by creating a visual dish or a diagram of how important ideas or a particular topic is connected to one another. To create a concept map, students are trained to identify key ideas related to a topic and to construct such ideas in a logical pattern. Sometimes concept maps are hierarchical diagrams, sometimes the concept map focuses on causal relationships. provides the steps in creating a concept map as follows:

- 2.1.1.3.1 Identify the main idea or principle that surrounds a number of concepts. example, ecosystem.
- 2.1.1.3.2 Identify the ideas or secondary concepts that support the main idea. Example, individual, population and community.
- 2.1.1.3.3 Place the main ideas in the middle or top of the map.
- 2.1.1.3.4 Group the secondary ideas around the main idea that visually indicates the relationship of those ideas with the main idea.

Based on the above opinion, can be put forward steps in making concept maps as follows:

1. Selecting a reading material
2. Determining relevant concepts
3. Sorting concepts from inclusive to less inclusive
4. Arranging the concepts in a chart, an inclusive concept placed at the top or top of the map and then connected eg "composed", "using" and others.¹⁷

¹⁷Trianto, *Mendesain Model Pembelajaran Inovative-Progressif* (Jakarta: Kencana, 2010) p. 158-163.

2.2 The Previous Related Finding

There have been some finding related to this study. Some of them are:

Ardiansyah in his research “The using mapping vocabulary mastery of the second year students of SMP Negeri 2 Pamboang Kabupaten Majene” concludes that the result of the analysis shows that there is a significant from the pre-test to the post-test in improving the students writing ability ($t_o=2,58 > t\text{-tabel}=2.069$). It means that the teaching English vocabulary through mapping was effective of the second year students at SMP Negeri 2 Pamboang Kabupaten Majene.¹⁸

Hasriah with the title “The effectiveness of teaching vocabulary to the second year students of SMP Negeri 1 Campalagian by using mapping vocabulary and real object” concludes that using map vocabulary and real object was effective to improve students’ vocabulary mastery.¹⁹

Darmawati in her research “Improving students’ vocabulary mastery of fourth year students of SD Negeri 55 Pinrang through word wall”, she found there is significant from the t-test value (13,94) which higher than t-table value (1,734) at the level of significant 0,05. Based on the finding and discussions of the research, the researcher drew a conclusion that the word wall is able to improve students’ vocabulary mastery at fourth year students of SD Negeri 55 Pinrang.²⁰

¹⁸Ardiansyah, “The Using Map Vocabulary to Improve of The Second Year Students of SMP Negeri 2 Pamboang Kabupaten Majene”(Unpublished Skripsi STAIN Parepare, 2011), p.v

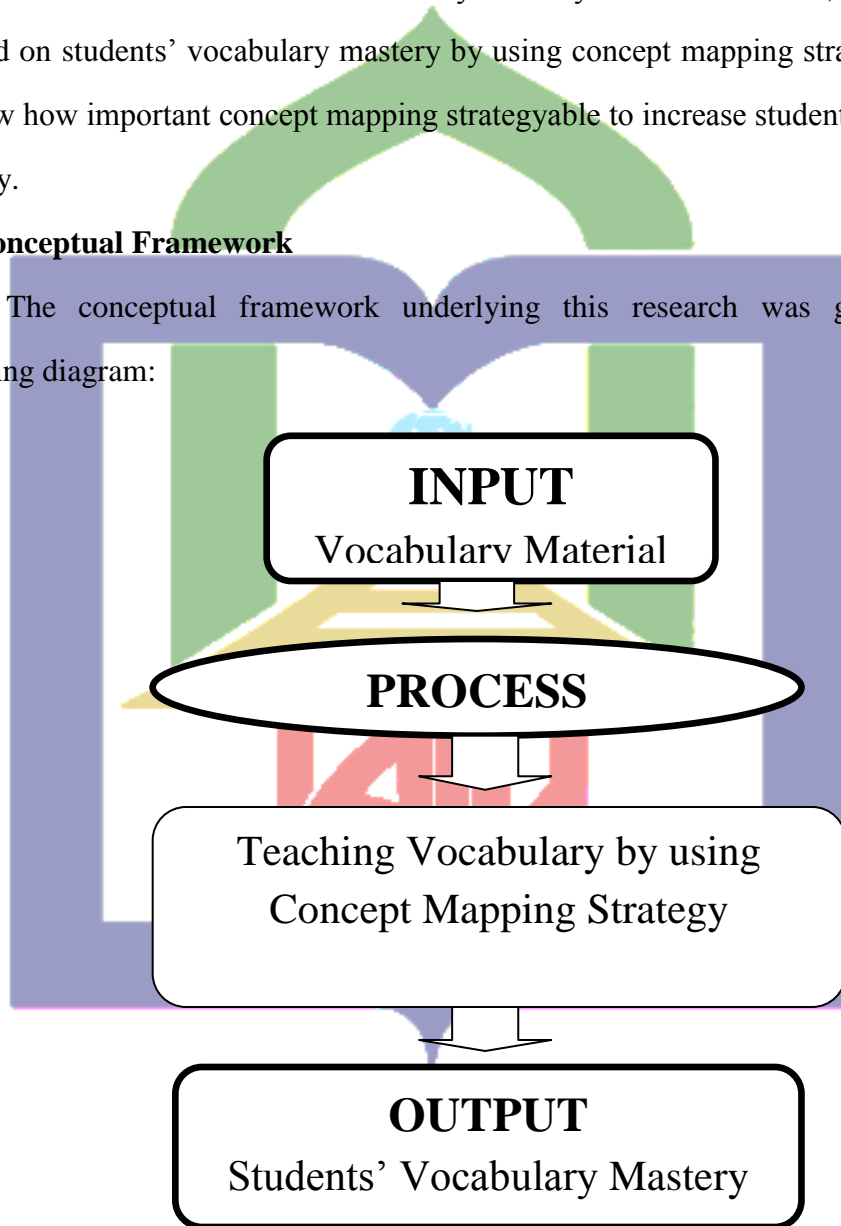
¹⁹Hasriah, “The Effectiveness of Teaching Vocabulary to The Second Year Students of SMP Negeri 1 Campalagian By Using Vocabulary and Real Object”(Unpublished Skripsi STAIN Parepare, 2010), p. iv

²⁰Darmawati, “Improving students’ vocabulary mastery of fourth year students of SD Negeri 55 Pinrang through word wall”(Unpublished Skripsi STAIN Parepare, 2010), p. vi

Based on the research finding above that shown of three researchers have been done the research with the same method and other way that they used to increase the students' vocabulary mastery. That is all about how the concept mapping strategy are able to increase students' vocabulary mastery. In this research, the research focused on students' vocabulary mastery by using concept mapping strategy. It aims to know how important concept mapping strategyable to increase students' vocabulary mastery.

2.3 Conceptual Framework

The conceptual framework underlying this research was given in the following diagram:



In the diagram above, there are three elements, namely:

1. Input refers to the material that is applied.
2. Process refers to the teaching and learning vocabulary through concept mapping strategy, include researcher will give Pre-Test after that give treatment and the last give post test.
3. Output refers to the students' vocabulary mastery.

2.4 Hypothesis

The researcher formulate the hypotesis as follows:

2.4.1 H_0 (Null hypothesis): The use of concept mapping strategy is not effective to increase the students' vocabulary

2.4.2 H_1 (Alternative hypothesis): The use of concept mapping strategy is effective to increase the student's vocabulary.

2.5 Variabel and Operational Definition

2.5.1 Variable

There are two variables involve in this research, dependent variable and independent variable, which are independent variable is the concept mapping strategy and the dependent variable is the students' vocabulary.

2.5.2 Operational Definition of Variable

2.5.2.1 Concept mapping is one of strategy that can be used the teacher in correction the students' ability. It is able to increase the students' vocabulary.

2.5.2.2 The students' mastery in vocabulary is the result and successfulness as well as progress of students' skill in English in SMP Negeri 3 Pamboang.

CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sampel, instrument of research, and procedure of collecting data.

3.1 Research Design

This research used pre-experimental design with pre-test and post-test design. The students would be given pre-test, treatment and post-test. It purposed to know whether using concept mapping can increase the students' vocabulary. The design of this study can be illustrated as follow:



Where: O₁: Pre-Test

X : Treatment

O₂: Post-Test²¹

3.2 Location and Duration of The Research

The location of the research took a place at SMP Negeri 3 Pamboang Kabupaten Majene. The researcher used the quantitative research that have several

²¹Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015),p. 111.

times to collect and analyze data. So, the researcher used more than one month for collecting the data.

3.3 Population and Sample

3.3.1 Population

The population of the research was the first year students of SMP Negeri 3 Pamboang academic year 2017/2018. Consist of VII A, VII B, and VII C. The total of population are 62 students.

Table 3.1 The total students of SMP Negeri 3 Pamboang

No.	Class	Sex		Total
		Male	Female	
1.	VII. A	11	10	21
2.	VII. B	12	8	20
3.	VII. C	10	11	21
Total				62 Students

(source:Administration of SMP Negeri 3 Pamboang)

3.3.2 Sample

The sample took by random sampling. The researcher took the class VII B which is consist of 20 students as the sample of this research.

3.4 The Instrument and Process of collecting Data

3.4.1 The Instrument

The collect of the data, the researcher used a vocabulary test as the instrument. The test applied for pre-test and post-test. The pre-test intended to know the student's prior of vocabulary before giving the treatment, while the post-test will intend to know the students' vocabulary after giving the treatment visually.

3.4.2 Procedure of collecting Data

The procedures of collecting data as follows:

3.4.2.1 Pre-Test

Before giving the treatment, pre-test administrated the students by giving them some vocabulary test. After giving the pre-test the next time the reasrcher will give the students treatment.

3.4.2.2 Treatment

After giving a pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment that researcher presented and introduced the materials to the class and explained what the students have to do. After that the researcher gave the student and activity through visual method.

3.4.2.2.1 The first Meeting

In the first meeting the researcher gave motivation about the importance of English to the students before giving material. After that researcher introduced the material or one of the strategy that can be used to increase vocabulary namely concept mapping strategy. The researcher gave the first step of concept mapping it was Identify the main idea or principle that surrounds a number of concepts for

example things. Then, researcher gave chance the students to give question that they did not understand about the material. And than, reseracher colosed the meeting.

3.4.2.2.2 The second meeting

The researcher gave the second steps of concept mapping strategy it was identify the ideas or secondary concept that support the main idea. After that, the reseacher gave material about “things in the class, and animals”, to make sure that the students had understood how to use the strategy. The students would be answered by using the strategy that have been learned in the first meeting. For make a sure that the students have known about the vocabulary, the researcher asked them. After that, researcher closed the meeting.

3.4.2.2.3 The third meeting

In this meeting, researcher gave motivation to the students in order that the students had to know the important of English. After that, the researcher introduced the way to learn English through concept mapping strategy then gave material about “things in kitchen”. And than, the researcher invited one by one to mention the vocabulary that had answered. And than, researcher closed the meeting.

3.4.2.2.4 The four meeting

In this meeting the researcher taught the last steps of concept mapping strategy. It was Group the secondary ideas around the main idea that visually indicates the relationship of those ideas with the main idea and gave some tests about vocabulary in the diffrent topic to know about do the students have understood how to use concept mapping? In using concept mapping strategy can increase student’s vocabulary mastery at the first year students of SMP Negeri 3 Pamboang.

3.4.2.3 Post-Test

After giving the treatment, the researcher gave the students post-test to find the result of the treatment to measure students' vocabulary through concept mapping strategy, the researcher gave some test vocabularies.

3.5 Technique of Data Analysis

The data would be collected through the test that have been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps were as follow:

3.5.1 The classification students' score

Table 3.2: classification students' score

Affective		Cognitive		psychomotor	
Mode	Predicate	Average	Letter	Optimum Achievements	Letter
4,00	Excellent	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	Good	3,18-3,50	B+	3,18-3,50	B+
		2,85-3,17	B	2,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

(Data Source: the assessment of the 2013 curriculum based on permendikbud 104 years 2014 p 2)

The rating scale as referred to in paragraph (1) for the competence of knowledge and skills competence use the range of numbers and letters

4.00 (A) - 1.00 (D) with the following details:
3 , 85 - 4.00 with the letter A
3.51 - 3.83 with the letter A-
3.18 - 3.50 with the letter B +
2.85 - 3.17 with the letter B
2.51 - 2.84 with the letter B –
2,18 - 2,50 with letter C +
1,85 - 2,17 with letter C
1,51 - 1,84 with letter C –
1,18 - 1,50 with letter D +, and
1.0 - 1, 17 with letter D

2.5.2 Scoring the students' writing of pre-test and post-test

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

$$\text{Score} = \frac{N}{100} \times 4$$

Finding out the mean score by using the following formula:

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

In which:

X = Mean score

\sum = Total Score

N = The total number of students²²

Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.²³

²² Suharsimi arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264

²³ Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43

Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- T = test of significance
- D = the mean score of difference (X1-X2)
- $\sum D$ = the sum of the total score
- $\sum D^2$ = the square of the sum score of difference
- N = the total sample²⁴

²⁴Gay L.R Education *Research, competencies for analysis and aplication secon edition*, p.331

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through concept mapping strategy and the result of the post-test of this research can answer the question of this research that aims to find out through concept mapping strategy can be able to increase the students' vocabulary mastery of junior high school 3 Pamboang.

4.1.1 The Students' vocabulary mastery through concept mapping strategy of junior high school 3 Pamboang

This past presents the result of data analysis about the vocabulary mastery through concept mapping strategy at the students:

4.1.1.1 The students' score in pre-test

The pre-test had done before giving concept mapping strategy. It was conducted on Monday, March 26th, 2018. The students were given a pre-test. The researcher foud out the result of the students pre-test based on the scoring of vocabulary before giving a treatment through concept mapping strategy which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Students' Score in Pre-Test

No	Students	Pre-Test			
		Correct Answer	Score	Integrity	Value
1	S1	51	51	2,04	C
2	S2	48	48	1,92	C
3	S3	36	36	1,44	D+
4	S4	60	60	2,4	C+
5	S5	43	43	1,72	C-
6	S6	43	43	1,72	C-
7	S7	36	36	1,44	D+
8	S8	67	67	2,68	B-
9	S9	40	40	1,6	C-
10	S10	47	47	1,88	C
11	S11	50	50	2	C
12	S12	50	50	2	C
13	S13	38	38	1,52	C-
14	S14	46	46	1,84	C-
15	S15	61	61	2,44	C+
16	S16	47	47	1,88	C
17	S17	36	36	1,44	D+
18	S18	36	36	1,44	D+
19	S19	53	53	2,12	C
20	S20	56	56	2,24	C
Total			$\sum X=944$	$\sum X=37,76$	

(Data' Source: The Students Score in the Pre-Test)

After knowing the students' score in pre-test, the researcher following table are students' score to find out the mean score.

Table 4.2 The students' score in pre-test

No	Students	Pre-Test of the Students (X_1)		X^2	CLASSIFICATION
		Max Score	Score X_1		
1	S1	4	2,04	4,1616	Enough
2	S2	4	1,92	3,6864	Enough
3	S3	4	1,44	2,0736	Poor
4	S4	4	2,4	5,76	Enough
5	S5	4	1,72	2,9584	Enough
6	S6	4	1,72	2,9584	Enough
7	S7	4	1,44	2,0736	Poor
8	S8	4	2,68	7,1824	Good
9	S9	4	1,6	2,56	Enough
10	S10	4	1,88	3,5344	Enough
11	S11	4	2	4	Enough
12	S12	4	2	4	Enough
13	S13	4	1,52	2,3104	Enough
14	S14	4	1,84	3,3856	Enough
15	S15	4	2,44	5,9536	Enough
16	S16	4	1,88	3,5344	Enough
17	S17	4	1,44	2,0736	Poor
18	S18	4	1,44	2,0736	Poor

19	S19	4	2,12	4,4944	Enough
20	S20	4	2,24	5,0176	Enough
Total			$\sum X=37,76$	$\sum X^2=73,792$	

(Data' Source: the students' Score in pre-test)

No	Classification	Score	Frecuency
1	Excellent	3,85-4,00	0
		3,51-3,83	
2	Good	3,18-3,50	1
		2,85-3,17	
		2,51-2,84	
3	Enough	2,18-2,50	15
		1,85-2,17	
		1,51-1,84	
4	Poor	1,18-1,50	4
		1,00-1,17	

(Data' Source: the students' Score in pre-test)

The table above showed that the result of students' vocabulary mastery score before applying the concept mapping strategy. There were one student got good score and fifteen students got enough score and four students got poor. The total score in pre-test was 37,76 . It had shown that, the students' ability in vocabulary pre-test was low, because most of the students got enough and poor score. The following are the process of calculation to find out the mean score and standar deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$\bar{X} = \frac{37,76}{20}$$

$$\bar{X} = 1,88$$

Thus, the mean score (\bar{X}_1) of pre-test is 1,88

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 1,88. From that analyzing. It could be seen that almost of the 20 students' ability in vocabulary was still low because most of the students got enough and poor score.

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{73,792 - \frac{(37,76)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{73,792 - \frac{1425,8176}{20}}{19}}$$

$$SD = \sqrt{\frac{73,792 - 71,29088}{19}}$$

$$SD = \sqrt{\frac{2,50112}{19}}$$

$$SD = \sqrt{0,1316379}$$

$$SD = 0,36$$

Thus, the standar deviation of the pre-test is 0,36

After determining the mean score (X_1) of pre-test was 37,76 and standar deviation of the pre-test was 0,36. It could be seen that the students' vocabulary mastery were in low category.

4.1.1.2 The students score in post-test

Meanwhile, the students' score in post test would be presented in the following table:

Table 4.3 The students' score in post test

No	Students	Correct Answer	Pro-Test		
			Score	Integrity	Value
1	S1	90	90	3,6	A-
2	S2	79	79	3,16	B
3	S3	77	77	3,08	B
4	S4	92	92	3,68	A-
5	S5	90	90	3,6	A-
6	S6	81	81	3,24	B+
7	S7	70	70	2,8	B-
8	S8	98	98	3,92	A
9	S9	73	73	2,92	B
10	S10	82	82	3,28	B+
11	S11	90	90	3,6	A-
12	S12	83	83	3,32	B+
13	S13	79	79	3,16	B
14	S14	86	86	3,44	B+
15	S15	92	92	3,68	A-

16	S16	87	87	3,48	B+
17	S17	60	60	2,4	C+
18	S18	65	65	2,6	B-
19	S19	83	83	3,32	B+
20	S20	81	81	3,24	B+
Total			$\sum X=1638$	$\sum X^2=65,52$	

Table 4.3 is students' score in post-test. The following are students score to find out the mean score and the standard deviation.

Table 4.4 the students' score in post-test

No	Students	Post-Test of the Students (X_2)			
		Max Score	Score X_2	X_2^2	CLASSIFICATION
1	S1	4	3,6	12,96	Excellent
2	S2	4	3,16	9,9856	Good
3	S3	4	3,08	9,4864	Good
4	S4	4	3,68	13,5424	Excellent
5	S5	4	3,6	12,96	Excellent
6	S6	4	3,24	10,4976	Good
7	S7	4	2,8	7,84	Good
8	S8	4	3,92	15,3664	Excellent
9	S9	4	2,92	8,5264	Good
10	S10	4	3,28	10,7584	Good
11	S11	4	3,6	12,96	Excellent
12	S12	4	3,32	11,0224	Good
13	S13	4	3,16	9,9856	Good
14	S14	4	3,44	11,8336	Good
15	S15	4	3,68	13,5424	Excellent
16	S16	4	3,48	12,1104	Good
17	S17	4	2,4	5,76	Enough
18	S18	4	2,6	6,76	Good
19	S19	4	3,32	11,0224	Good
20	S20	4	3,24	10,4976	Good
Total			$\sum X_2=65,52$	$\sum X_2^2=217,4176$	

(Data' source: the students' score in post test)

No	Classification	Score	Frecuency
1	Excellent	3,85-4,00	6
		3,51-3,83	
2	Good	3,18-3,50	13
		2,85-3,17	
		2,51-2,84	
3	Enough	2,18-2,50	1
		1,85-2,17	
		1,51-1,84	
4	Poor	1,18-1,50	0
		1,00-1,17	

(Data' source: the students' score in post test)

The table above showed that there were an increasing of students' score after giving treatment through concept mapping strategy. There were six students got excellent score, thirteen students got good score, one student got enough score, and no one student got poor score. It means that the students' vocabulary ability had improved through concept mapping strategy. The total score in post test was 65,52. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students achievement before and after learning process in using concept mapping strategy in vocabulary ability.

Mean score of the post-score

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

$$x = \frac{65,52}{20}$$

$$x = 3,27$$

Thus, the mean score (X_2) of post-test is 3,27.

Based on the result of the post-test. The data showed that the mean score of the post-test was 3,27. From that analyzing, it could be seen that almost of the 20 students' vocabulary was excellent and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{217,4176 - \frac{(65,52)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{217,4176 - \frac{4292,8705}{20}}{19}}$$

$$SD = \sqrt{\frac{217,4176 - 214,64352}{19}}$$

$$SD = \sqrt{\frac{2,77408}{19}}$$

$$SD = \sqrt{0,146}$$

$$SD = \mathbf{0,38}$$

Thus, the standard deviation (SD) of the post-test is 0,38

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.5 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	1,88	0,36
Post-test	3,27	0,38

(Data source: the mean score and standard deviation of pre-test and post test)

The data in table 4.5 showed that the mean score of the pre-test was 1,88 (X_1) while the mean score of the post-test increased 3,27 (X_2). The standard deviation of pre-test was 0,36 while the standard deviation of post test was 0,38.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' vocabulary mastery had increased after doing the learning process that used the concept mapping strategy.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post test.

Table 4.6 the rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	3,85-4,00	0	6	0%	30%
		3,51-3,83				
2.	Good	3,18-3,50	1	13	5%	65%
		2,85-3,17				
		2,51-2,84				
3.	Enough	2,18-2,50	15	1	75%	5%
		1,85-2,17				

		1,51-1,84				
4.	Poor	1,18-1,50	4	0	20%	0%
		1,00-1,17				
Total			20	20	100 %	100 %

(Data source: the rate percentage of the frequency of the pre-test and post test)

The data of the table above indicated that rate percentage of the pre-test one (5%) student got good score, fifteen (75%) students got enough score, and four (20%) students got poor score while the rate percentage of the post-test, six (30%) students got excellent score, thirteen (65%) students got good score, and one (5%) students got enough score. The percentage in post-test that students got excellent score was higher than percentage in pre-test. It showed that students were able to increase the students' vocabulary mastery after treatment that using the concept mapping strategy.

4.1.2 The implementation of concept mapping strategy to increase students' vocabulary mastery at SMP Negeri 3 Pamboang

This part presented the result of data analysis about implementation of concept mapping strategy to increase students' vocabulary mastery at SMP Negeri 3 Pamboang.

4.1.2.1 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the workset of the calculation of the score on pre-test and post-test on the students' vocabulary mastery

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	(X ₂ -X ₁) ²
1	2,04	3,6	4,1616	12,96	1,56	2,4336
2	1,92	3,16	3,6864	9,9856	1,24	1,5376
3	1,44	3,08	2,0736	9,4864	1,64	2,6896
4	2,4	3,68	5,76	13,5424	1,28	1,6384
5	1,72	3,6	2,9584	12,96	1,88	3,5344
6	1,72	3,24	2,9584	10,4976	1,52	2,3104
7	1,44	2,8	2,0736	7,84	1,36	1,8496
8	2,68	3,92	7,1824	15,3664	1,24	1,5376
9	1,6	2,92	2,56	8,5264	1,32	1,7424
10	1,88	3,28	3,5344	10,7584	1,4	1,96
11	2	3,6	4	12,96	1,6	2,56
12	2	3,32	4	11,0224	1,32	1,7424
13	1,52	3,16	2,3104	9,9856	1,64	2,6896
14	1,84	3,44	3,3856	11,8336	1,6	2,56
15	2,44	3,68	5,9536	13,5424	1,24	1,5376
16	1,88	3,48	3,5344	12,1104	1,6	2,56
17	1,44	2,4	2,0736	5,76	0,96	0,9216
18	1,44	2,6	2,0736	6,76	1,16	1,3456
19	2,12	3,32	4,4944	11,0224	1,2	1,44
20	2,24	3,24	5,0176	10,4976	1	1
Total	37,76	65,52	73,792	217,4176	27,76	39,5904

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{27,76}{20} = 1,388$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1,388}{\sqrt{\frac{39,5904 - \frac{27,76^2}{20}}{20(20-1)}}$$

$$t = \frac{1,388}{\sqrt{\frac{39,5904 - \frac{770,6176}{20}}{20(19)}}$$

$$t = \frac{1,388}{\sqrt{\frac{39,5904 - 38,53088}{380}}}$$

$$t = \frac{1,388}{\sqrt{\frac{1,05952}{380}}}$$

$$t = \frac{1,388}{\sqrt{0,0027}}$$

$$t = \frac{1,388}{0,051}$$

$$t = 27,22$$

Thus, the t-test value is 27,22

This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post test.

Table 4.8 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	27,22	1,729

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N-1$$

$$= 20-1$$

$$=19$$

For the level, significant (α) 5% and $df=19$, and the value of the table is 1,729, while the value of t-test 27,22. It means that the t-test value is greater than t-table ($27,22 \geq 1,729$). Thus, it can be concluded the students' vocabulary mastery through concept mapping strategy is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

4.2.1 The Improvement of Students' Vocabulary Mastery Through Concept Mapping Strategy

To know the improvement of students' vocabulary through concept mapping strategy, the researcher calculated the mean score students' vocabulary was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 0,36 and the mean score of post-test was 0,38 after treatment.

By looking at the test finding, from the data provided in classification table based on the vocabular, clearly to see that one (5%) student got good score, fifteen (75%) students got enough score, and four (20%) students got poor score in the pre-test, while in the post-test, six (30%) students got excellent score, thirteen (65%) students got good score, and one (10%) student got enough score. From the result the researcher concluded that the students' vocabulary mastery from poor to excellent classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculating result showed that on the t-test value 27,22 was greater than t-table value 1,729 table ($27,22 \geq 1,729$) with degree of freedom (df) 19. It means alternative hypothesis (H_a) was concluded that the concept mapping strategy was able to increase

the students' vocabulary mastery at the first year of SMP Negeri 3 Pamboang. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

In the preface study that the researcher did at SMP Negeri 3 Pamboang it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the students seldom use media, strategy, and also confirmed by the students that strategy in the class is monotonous so that the students got bored. As consequences the students lack in vocabulary mastery. Sometimes can not understand the meaning of a word from the context.

The researcher concluded that one of the problem which made the students lack in vocabulary mastery caused by strategy of the teacher used in learning process is always monotonous. The teacher rarely used strategy or game in learning process. So, many vocabularies were not familiar to the students because of it.

Based on the findings above, the researcher concluded that there was an increasing of using concept mapping strategy in vocabulary mastery of SMP Negeri 3 Pamboang.

4.2.2 The Ways of Implementation of Concept Mapping Strategy to Increase The Students' Vocabulary

The concept mapping strategy had impact in increasing the students vocabulary. As a fact, based on the finding, most students had an excellent score in post-test. It meant that, the treatment was success in increasing the students' vocabulary mastery. The researcher used this strategy by combined with practiced. Concept mapping strategy made learning process become interest because the researcher combined with practice and game at the time.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in vocabulary mastery before getting the treatment. The step of this test was the researcher started to do the brainstorming to take the students attention and made the students interest to do the next instruction of the researcher. The researcher asked some vocabularies to the students before giving test of pre-test. After that, the researcher gave a test. In test the researcher directly used concept mapping form but without asked the students that the test was their answer was one of strategy. It purposed to know the students' ability in vocabulary mastery before getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper by insert a missing word, and delete the word that was not connect with the main idea of the test.

In the first meeting on Monday, March 26th, 2018, the first the researcher gave motivation to the students about the easy to study English then the researcher gave back the students' paper that have been any corrections in it. After that, the researcher asked the students about concept mapping strategy and how to make it. The students were very enthusiastic in learning vocabulary through concept mapping strategy. It was because the teacher never used concept mapping strategy in teaching vocabulary so the students be interesting. The researcher began to guide the students to understand the process of concept mapping strategy. Firstly, the researcher gave one of mind idea for example food and fruits. Secondly, the researcher gave a time for the students to look the vocabulary that had related with food and fruits and wrote in paper.

On Thursday, March 29th, 2018 was the second meeting, the researcher gave some lists of vocabulary from some mind ideas. It made the students easy to understand and memorize. In this learning process, the researcher have prepared some medias to make a concept mapping. It was put on the whiteboard after that the researcher gave students' chance to mention one of the mind idea. In the next step, one by one the students were asked to look the word every student had to have five words that had related to mind idea by researcher. Directly the students put the words on whiteboard that had prepared and the students made a concept mapping specially spider concept mapping.

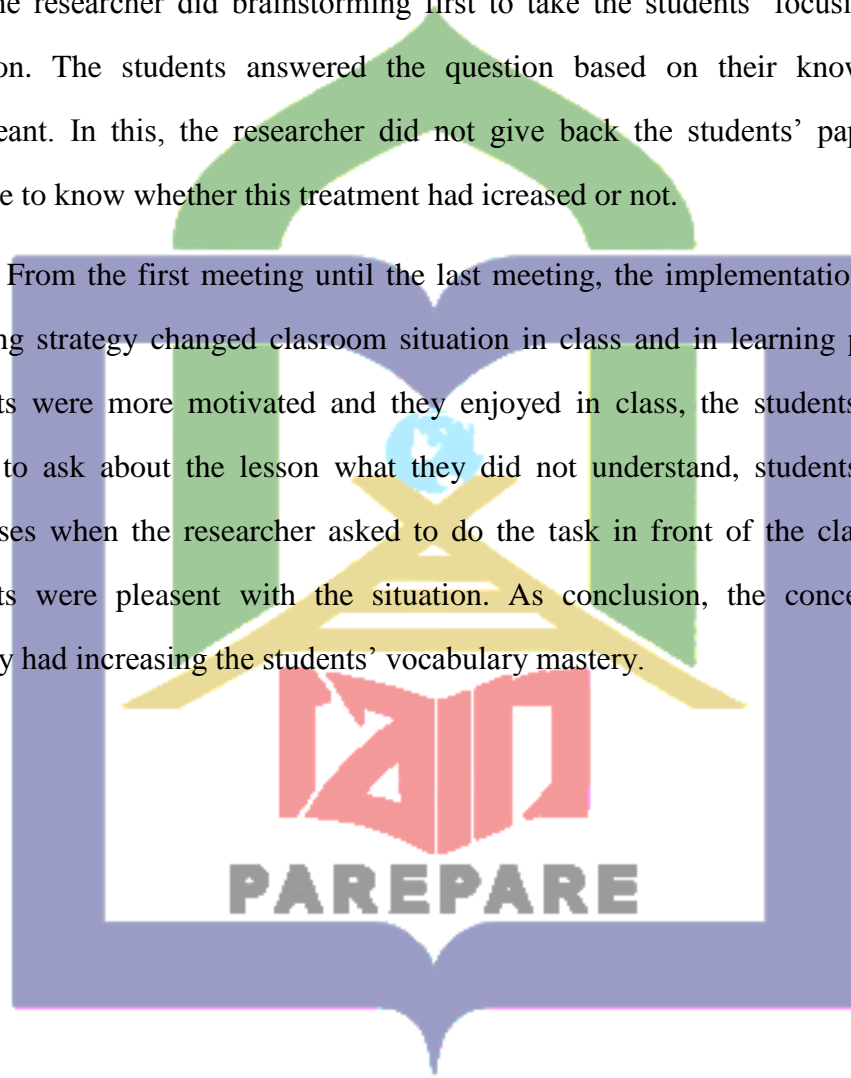
Third meeting on Wednesday, April 11th, 2018, the researcher gave a test in the form of concept mapping. It purposed to know that students had progress in vocabulary mastery or not. In this meeting the students had been divided into four groups to make the researcher easy to do the strategy. The researcher provided different mind idea every group. After that, the students looked the word that had related with mind idea. After the students had finished, every group explained the result of their discussion in front of another group. After that, the researcher gave some lists of vocabulary from some mind ideas. It made the students easy to understand and memorize

On Friday, April 13th, 2018 was the fourth meeting. Before beginning this meeting, the researcher gave a test again to students with different ideas. In this meeting was different from previous meeting. the researcher used concept mapping strategy combined with the game so that the students did not get bored in the class, the game used by researcher had a relationship with the concept mapping, this

meeting was done outside the classroom so that the students can freely accept the material in a relaxed and quickly absorbed.

In the last, the researcher gave a post-test on Monday, April 9th, 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students answered the question based on their knowledge after treatment. In this, the researcher did not give back the students' paper again. Its purpose to know whether this treatment had increased or not.

From the first meeting until the last meeting, the implementation of concept mapping strategy changed classroom situation in class and in learning process. The students were more motivated and they enjoyed in class, the students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked to do the task in front of the classroom, and students were pleased with the situation. As conclusion, the concept mapping strategy had increasing the students' vocabulary mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about increasing vocabulary mastery of the students' through concept mapping strategy.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experimen research design, the objective in this study is to find out whether concept mapping strategy was able or not to increase students' vocabulary mastery. Therefore, the researcher concluded that there is a significant difference of the students' vocabulary mastery before and after treatment. The following are the description of the conclusion based on the problem statement of this research:

5.1.1 T-test result in which the value of t-test was 27,22. It was greater than t-table was 1,729 at the level significance 0,05 and degree of freedom (df) was 19.

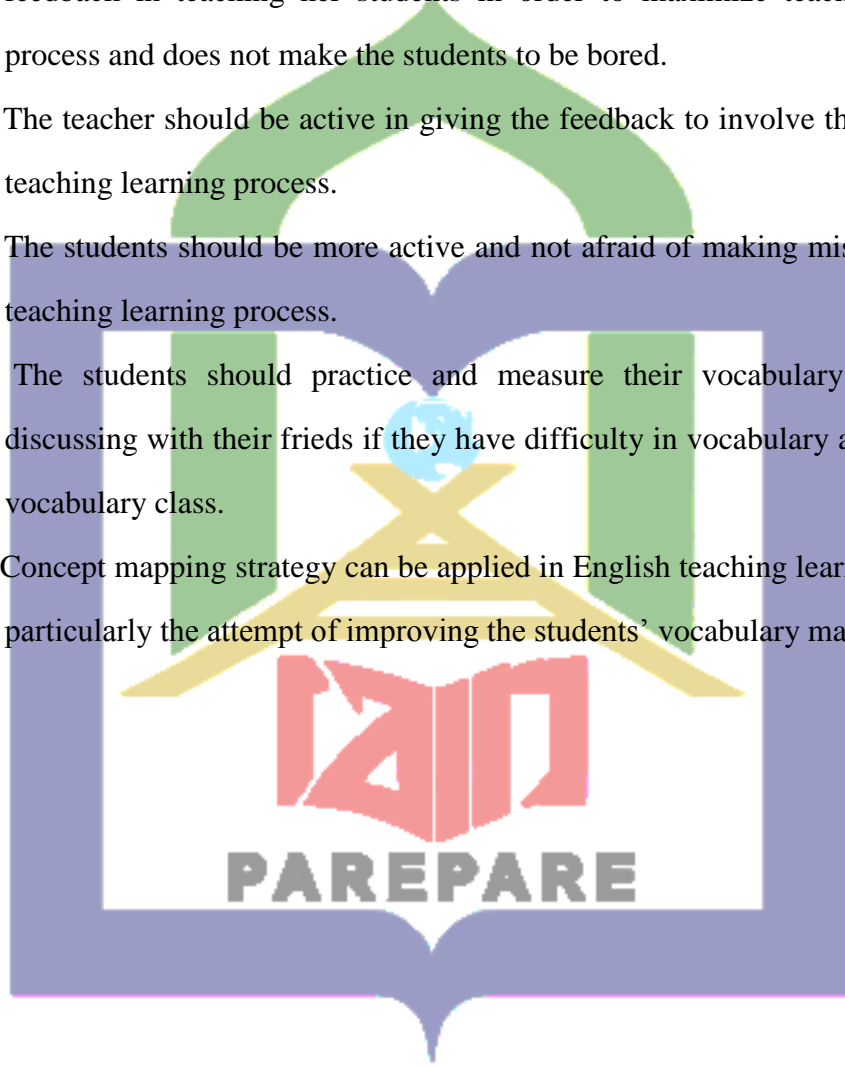
5.1.2 The mean score of pre-test (1,88), standard deviation (0,36), and the mean score of post-test (3,27) and the standard deviation (0,38)

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (1,88) is lower than the mean score of post-test (3,27,9). Then, the t-test (27,22) was greater than t-table (1,729). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

- 5.2.1 In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.
- 5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.
- 5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.
- 5.2.4 The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabulary class.
- 5.2.5 Concept mapping strategy can be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary mastery.



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Appendix 1 Students Score of Pre-Test

No	Students	Pre-Test of the Students (X ₁)		X ₂	CLASSIFICATION
		Max Score	Score X ₁		
1	S1	4	2,04	4,1616	Enough
2	S2	4	1,92	3,6864	Enough
3	S3	4	1,44	2,0736	Poor
4	S4	4	2,4	5,76	Enough
5	S5	4	1,72	2,9584	Enough
6	S6	4	1,72	2,9584	Enough
7	S7	4	1,44	2,0736	Poor
8	S8	4	2,68	7,1824	Good
9	S9	4	1,6	2,56	Enough
10	S10	4	1,88	3,5344	Enough
11	S11	4	2	4	Enough
12	S12	4	2	4	Enough
13	S13	4	1,52	2,3104	Enough
14	S14	4	1,84	3,3856	Enough
15	S15	4	2,44	5,9536	Enough
16	S16	4	1,88	3,5344	Enough
17	S17	4	1,44	2,0736	Poor
18	S18	4	1,44	2,0736	Poor
19	S19	4	2,12	4,4944	Enough
20	S20	4	2,24	5,0176	Enough
Total			$\sum X=37,76$	$\sum X^2=73,792$	

Mean score of the post-score

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{37,76}{20}$$

$$\bar{X} = 1,88$$

Thus, the mean score (\bar{X}_1) of pre-test is 1,88

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 1,88. From that analyzing. It could be seen that almost of the 20 students' ability in vocabulary was still low because most of the students got enough and poor score.

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{73,792 - \frac{(37,76)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{73,792 - \frac{1425,8176}{20}}{19}}$$

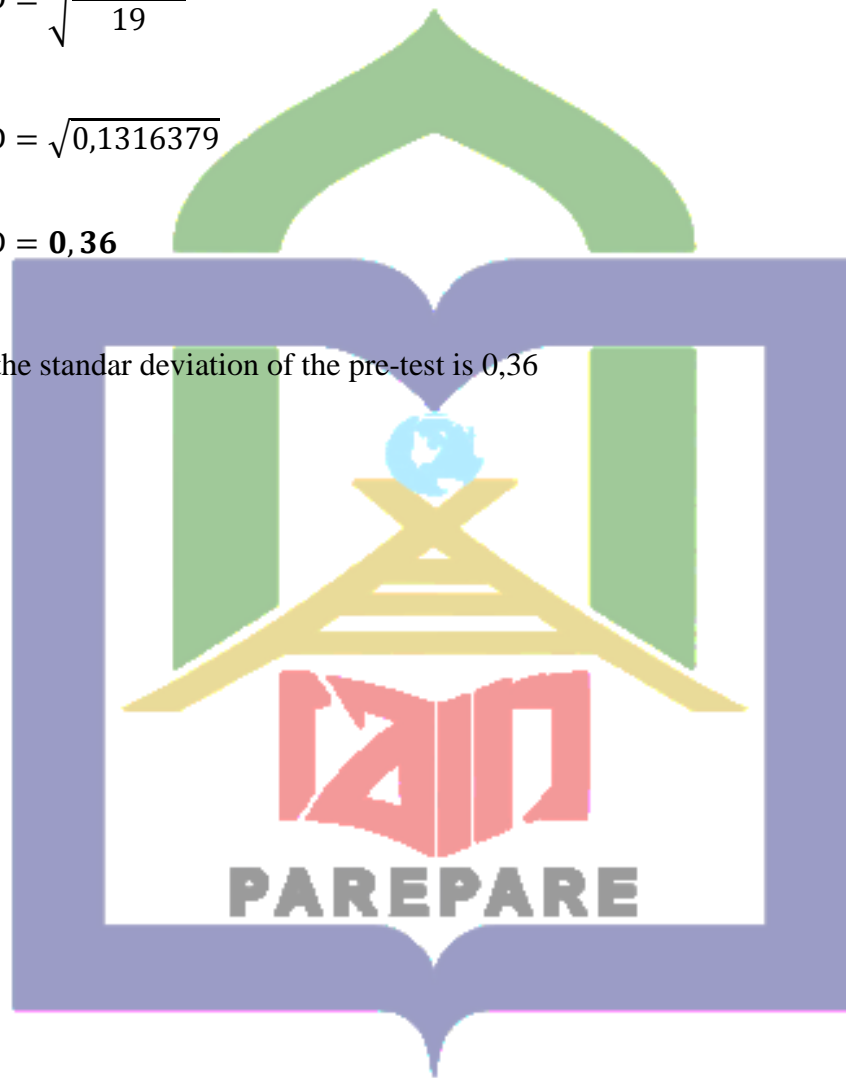
$$SD = \sqrt{\frac{73,792 - 71,29088}{19}}$$

$$SD = \sqrt{\frac{2,50112}{19}}$$

$$SD = \sqrt{0,1316379}$$

$$SD = \mathbf{0,36}$$

Thus, the standar deviation of the pre-test is 0,36



Appendix 2 Students' Score of Post-Test

No	Students	Post-Test of the Students (X_2)			
		Max Score	Score X_2	X_2^2	CLASSIFICATION
1	S1	4	3,6	12,96	Excellent
2	S2	4	3,16	9,9856	Good
3	S3	4	3,08	9,4864	Good
4	S4	4	3,68	13,5424	Excellent
5	S5	4	3,6	12,96	Excellent
6	S6	4	3,24	10,4976	Good
7	S7	4	2,8	7,84	Good
8	S8	4	3,92	15,3664	Excellent
9	S9	4	2,92	8,5264	Good
10	S10	4	3,28	10,7584	Good
11	S11	4	3,6	12,96	Excellent
12	S12	4	3,32	11,0224	Good
13	S13	4	3,16	9,9856	Good
14	S14	4	3,44	11,8336	Good
15	S15	4	3,68	13,5424	Excellent
16	S16	4	3,48	12,1104	Good
17	S17	4	2,4	5,76	Enough
18	S18	4	2,6	6,76	Good
19	S19	4	3,32	11,0224	Good
20	S20	4	3,24	10,4976	Good
Total			$\sum X_2=65,52$	$\sum X_2^2=217,4176$	

Mean score of the post-score

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

$$x = \frac{65,52}{20}$$

$$x = 3,27$$

Thus, the mean score (X_2) of post-test is 3,27.

Based on the result of the post-test. The data showed that the mean score of the post-test was 3,27. From that analyzing, it could be seen that almost of the 20 students' vocabulary was excellent and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{217,4176 - \frac{(65,52)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{217,4176 - \frac{4292,8705}{20}}{19}}$$

$$SD = \sqrt{\frac{217,4176 - 214,64352}{19}}$$

$$SD = \sqrt{\frac{2,77408}{19}}$$

$$SD = \sqrt{0,146}$$

$$SD = \mathbf{0,38}$$

Thus, the standard deviation (SD) of the post-test is 0,38

Appendix 3 The T-test Value

No	X ₁	X ₁	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₂)	(X ₂ -X ₁) ²
1	2,04	3,6	4,1616	12,96	1,56	2,4336
2	1,92	3,16	3,6864	9,9856	1,24	1,5376
3	1,44	3,08	2,0736	9,4864	1,64	2,6896
4	2,4	3,68	5,76	13,5424	1,28	1,6384
5	1,72	3,6	2,9584	12,96	1,88	3,5344
6	1,72	3,24	2,9584	10,4976	1,52	2,3104
7	1,44	2,8	2,0736	7,84	1,36	1,8496
8	2,68	3,92	7,1824	15,3664	1,24	1,5376
9	1,6	2,92	2,56	8,5264	1,32	1,7424
10	1,88	3,28	3,5344	10,7584	1,4	1,96
11	2	3,6	4	12,96	1,6	2,56
12	2	3,32	4	11,0224	1,32	1,7424
13	1,52	3,16	2,3104	9,9856	1,64	2,6896
14	1,84	3,44	3,3856	11,8336	1,6	2,56
15	2,44	3,68	5,9536	13,5424	1,24	1,5376
16	1,88	3,48	3,5344	12,1104	1,6	2,56
17	1,44	2,4	2,0736	5,76	0,96	0,9216
18	1,44	2,6	2,0736	6,76	1,16	1,3456
19	2,12	3,32	4,4944	11,0224	1,2	1,44
20	2,24	3,24	5,0176	10,4976	1	1
Total	37,76	65,52	73,792	217,4176	27,76	39,5904

To find out D used the formula as follow

$$D = \frac{\sum D}{N} = \frac{27,76}{20} = 1,388$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1,388}{\sqrt{\frac{39,5904 - \frac{27,76^2}{20}}{20(20-1)}}$$

$$t = \frac{1,388}{\sqrt{\frac{39,5904 - \frac{770,6176}{20}}{20(19)}}$$

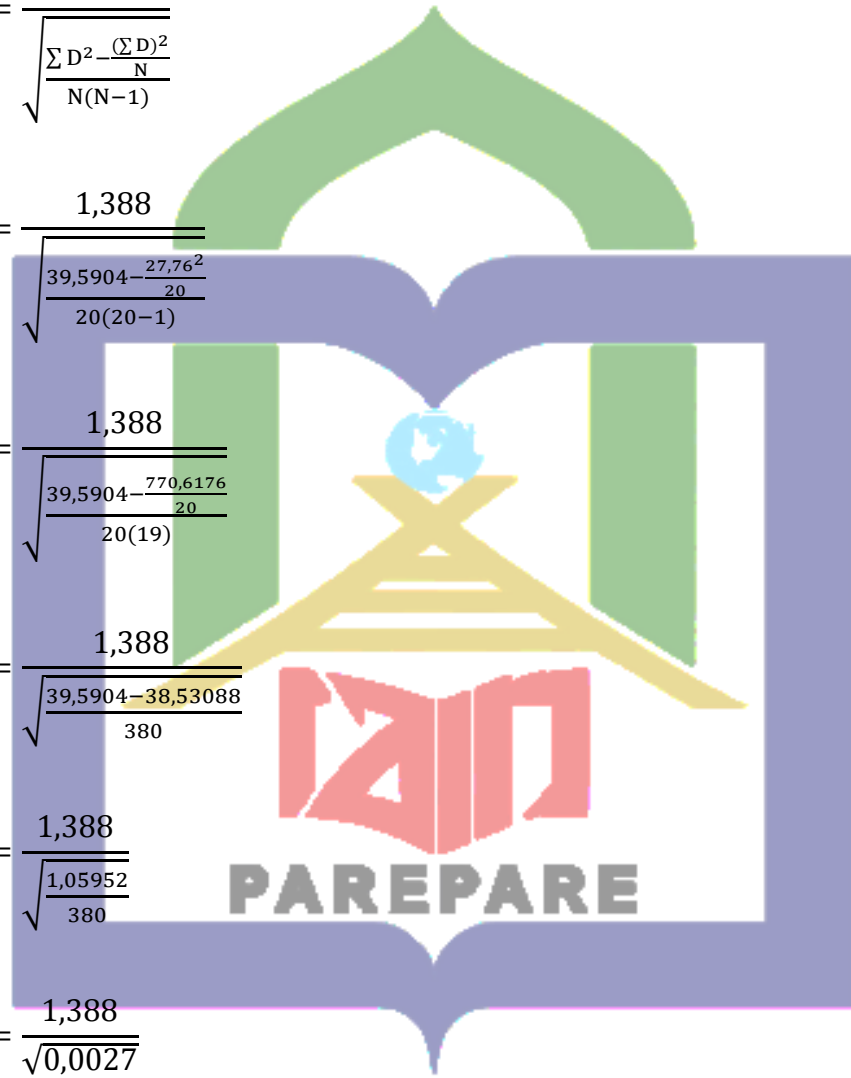
$$t = \frac{1,388}{\sqrt{\frac{39,5904 - 38,53088}{380}}$$

$$t = \frac{1,388}{\sqrt{\frac{1,05952}{380}}}$$

$$t = \frac{1,388}{\sqrt{0,0027}}$$

$$t = \frac{1,388}{0,051}$$

$$t = 27,22$$



Appendix 4 Instrument of Pre-test

Pre-Test

Name :

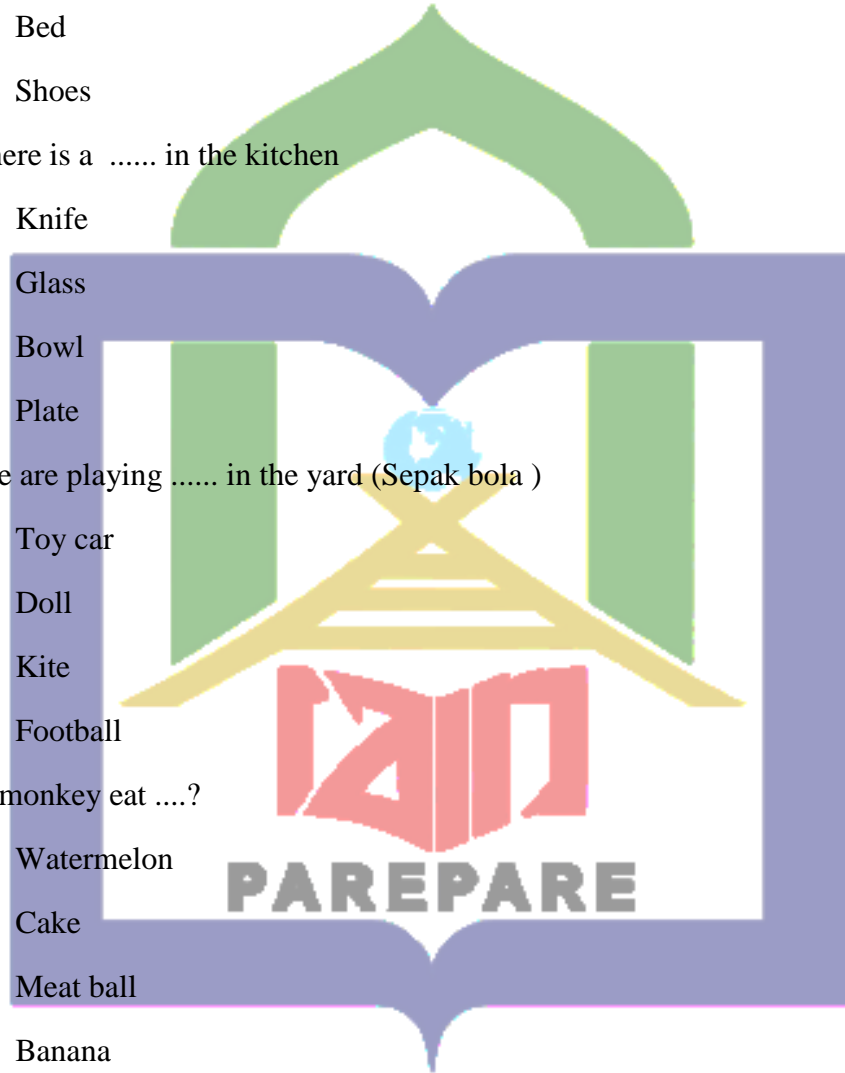
Class :

A. Choose the best answer!

1. The color of sky is?
 - a. Yellow
 - b. Black
 - c. Red
 - d. Blue
2. The color of jasmine flower is?
 - a. Black
 - b. White
 - c. Yellow
 - d. Red
3. is for writing?
 - a. Book
 - b. Eraser
 - c. Pen
 - d. Bag
4. Dina takes a bath in the.....
 - a. Bathroom
 - b. Bedroom
 - c. Living room



- d. Kitchen
5. I sit on the
- a. Table
 - b. Chair
 - c. Bed
 - d. Shoes
6. There is a in the kitchen
- a. Knife
 - b. Glass
 - c. Bowl
 - d. Plate
7. We are playing in the yard (Sepak bola)
- a. Toy car
 - b. Doll
 - c. Kite
 - d. Football
8. A monkey eat?
- a. Watermelon
 - b. Cake
 - c. Meat ball
 - d. Banana
9. Sugar is.....?
- a. Sweet
 - b. Hot
 - c. Sour
 - d. Salt



Appendix 5 Lists of Vocabulary

FOODS			FRUITS		
1.	Meat	Daging	1.	Apple	Apel
2.	Food	Makanan	2.	Grape	Anggur
3.	Meatball	Bakso	3.	Starfruit	Belimbing
4.	Rice	Beras	4.	Cherry	Ceri
5.	Fried Chicken	Ayam Goreng	5.	Durian	Durian
6.	Salted Fish	Ikan Kering	6.	Orange	Jeruk
7.	Crackers	Kerupuk	7.	Guava	Jambu Biji
8.	Noodle	Mie	8.	Peanut	Kacang Tanah
9.	Salad	Sambal	9.	Coconut	Kelapa
10.	Soup	Sup	10.	Date	Kurma
11.	Sausage	Sosis	11.	Lychee	Leci
12.	Soybean Cake	Tempe	12.	Melon	Melon
13.	Soybean Curd	Tahu	13.	Mango	Mangga
14.	Flour	Tepung	14.	Longen	Kelengkeng
15.	Butter	Mentega	15.	Mangosteen	Manggis
16.	Wheat	Gandum	16.	JackFruit	Nangka
17.	Eeg	Telur	17.	Pineapple	Nanas
18.	Side Dish	Lauk Pauk	18.	Banana	Pisang
19.	Jagung	Corn	19.	Rambutan	Rambutan
20.	Cheese	Keju	20.	Water Melon	Semangka
21.	Bred	Roti Tawar	21.	Soursop	Sirsak
22.	Cake	Kue	22.	Strawberry	Stroberi
23.	Dry Toast	Roti Panggang	23.	Breadfruit	Sukun
24.	Jam	Selai	24.	Pear	Buah pir
25.	Porridge	Bubur	25.	Tomato	Tomat

COLORS			TRANSFORTATIONS and PROFESSIONS		
1.	Gray	Abu-abu	1.	Ship	Kapal Laut
2.	Blue	Biru	2.	Car	Mobil
3.	Navy Blue	Biru Laut	3.	Boat	Perahu
4.	Sky Blue	Biru Langit	4.	Plane	Pesawat Terbang
5.	Brown	Coklat	5.	Bicycle	Sepeda
6.	Green	Hijau	6.	Motorcycle	Sepeda Motor
7.	Black	Hitam	7.	Truck	Truk
8.	Orange	Jingga	8.	Taxi	Taksi
9.	Yellow	Kuning	9.	Businessman	Pengusaha
10.	Yellowish	Kekuning-kuningan	10.	Writer	Penulis
11.	Reddish	Kemerah-merahan	11.	Tailor	Penjahit
12.	Red	Merah	12.	Singer	Penyanyi
13.	Cheny Red	Merah Jambu	13.	Reporter	Reporter
14.	Dark Red	Merah Tua	14.	Journalist	Wartawan
15.	Pink	Merah muda	15.	Policeman	Polisi
16.	Crimson	Merah Padam	16.	Farmer	Petani
17.	White	Putih	17.	Fisherman	Nelayan
18.	Pure White	Putih Cerah	18.	Teacher	Guru
19.	Silver	Perak	19.	Doctor	Dokter
20.	Ungu	Purple	20.	Lawyer	Pengacara
21.	Bus	Bus	21.	Musician	Pemusik
22.	Pedicab	Becak	22.	Nurse	Perawat
23.	Town Bus	Bis Kota	23.	Officer	Pegawai Kantor
24.	Cargo Boat	Kapal Barang	24.	Painter	Pelukis
25.	Vessel	Kapal Layar	25.	Pilot	Pilot

FAMILY		
1.	Father	Ayah
2.	Mother	Ibu
3.	Children	Anak-anak
4.	Aunt	Bibi
5.	Uncle	Paman
6.	Brother	Saudara lk
7.	Sister	Saudara Pr
8.	Cousin	Sepupu
9.	Niece	Keponakan Pr
10.	Nephew	Keponakan Lk
11.	Younger Sister	Adik Pr
12.	Younger Brother	Adik Lk
13.	Elder Sister	Kakak Pr
14.	Elder Brother	Kakak Lk
15.	Girl	Perempuan
16.	Boy	Laki-laki
17.	Step Mother	Ibu tiri
18.	Step Father	Ayah Tiri
19.	Couple to be	Pasangan
20.	Parent in law	Mertua
21.	Grand Mother	Nenek
22.	Grand Father	Kakek
23.	Girlfriend	Pacar Pr
24.	Boyfriend	Pacar Lk
25.	Child	Anak

PARTS OF BADY		
1.	Eyebrow	Alis
2.	Eye	Mata
3.	Shoulder	Bahu
4.	Tooth	Gigi
5.	Nose	Hidung
6.	Finger	Jari
7.	Head	Kepala
8.	Skin	Kulit
9.	Neck	Leher
10.	Knee	Lutut
11.	Tongue	Lidah
12.	Mouth	Mulut
13.	Cheek	Pipi
14.	Ear	Telinga
15.	Face	Wajah
16.	Square	Persegi
17.	Triangel	Segitiga
18.	Circle	Lingkar
19.	Oval	Oval
20.	Star	Bintang
21.	Heart	Hati
22.	Rectangel	Persegi
23.	Diamond	Bentuk Berlian
24.	Trapezoid	Trapesium
25.	Cloud	awan

SCHOOL		
1.	Door	Pintu
2.	Window	Jendela
3.	Television	TV
4.	Cupboar	Lemari
5.	Sofa	Sofa
6.	Table	Meja
7.	Icebox	Kulkas
8.	Lamp	Lampu
9.	Pillow	Bantal
10.	Doll	Boneka
11.	Mattress	Kasur
12.	Mirror	Cermin
13.	Field	Lapangan
14.	Class	Kelas
15.	Office	Kantor
16.	Kantin	Canteen
17.	Flagpole	Tiang Bendera
18.	Flag	Bendera
19.	Library	Perpustakaan
20.	Whiteboard	Papan Tulis
21.	Mushollah	Mushollah
22.	Laboratory	Laboratorium
23.	Book	Buku
24.	Pen	Pulpen
25.	Bag	Tas

Appendix 6 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 3 Pamboang
 Mata pelajaran : BAHASA INGGRIS
 Kelas/Semester : VII B/2
 Materi Pokok : Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.
 Alokasi Waktu : 8 X 40 MENIT (4 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	3.4.1	Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

<p>memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait artikel <i>a</i> dan <i>the</i>, <i>plural</i> dan <i>singular</i>)</p>	3.4.2	<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan)
	3.4.3	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a</i>, <i>the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this</i>, <i>that</i>, <i>these</i>, <i>those</i> ... - Preposisi untuk <i>in</i>, <i>on</i>, <i>under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
<p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, 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</p>	4.4.1	Identifikasi materi tentang concept mapping strategy.
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang lingkungan sekolah.
	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui memorizing vocabulay tentang things.
	4.4.4	Identifikasi kosa kata secara lisan

Fokus penguatan karakter :Sikap santun, peduli, dan percaya diri

C. Tujuan Pembelajaran

Pertemuan Pertama

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menyanyikan lagu Good morning dan how are you
2. Menyapa ketika bertemu di pagi hari, siang hari, sore hari, dan malam hari.
3. Siswa dapat mengidentifikasi strategi pengembangan vocabulary melalui strategi konsep mapping

Pertemuan Kedua

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengungkapkan kosa-kata yang berkaitan dengan lingkungan sekolah
2. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan

Pertemuan Ketiga

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Berterimakasih dan menanggapi ungkapan terimakasih.
2. Mengungkapkan kosa kata yang berkaitan dengan benda
3. Menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan untuk mengucapkan terimakasih dan menanggapi.

Pertemuan Keempat

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Meminta maaf dan menanggapi.
2. Mengetahui seberapa jauh pemahaman siswa mengenai materi konsep mapping strategy.

D. Materi Pembelajaran

Materi Reguler

- Fungsi sosial
Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.
- Struktur teks
 1. Memulai

2. Menanggapi (diharapkan/di luar dugaan)
 - Unsur kebahasaan
 1. Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
 2. Penyebutan benda dengan *a, the*, bentuk jamak (-s)
 3. Penggunaan kata penunjuk *this, that, these, those ...*
 4. Preposisi untuk *in, on, under* untuk menyatakan tempat
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Materi Remedial

Unsur kebahasaan

- Ungkapan-ungkapan yang lazim digunakan

5. Metode Pembelajaran

Scientific Approach

6. Media/ Alat dan Bahan

Media/Alat: laptop, LCD, realia, gambar

7. Sumber Belajar

Kemendikbud dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/MTs Kelas VII, edisi revisi dan sumber lain yang sesuai.

8. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ul style="list-style-type: none"> ✚ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. ✚ Bertanya jawab tentang waktu ✚ Menyebutkan tujuan pembelajaran ✚ menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan Inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerjasama dengan teman, dan memanfaatkan bimbingan guru:</p> <p>Mengamati</p> <p>Mengamati power point.</p>	60'

	<p>Menanya</p> <ul style="list-style-type: none"> ✚ Bertanyajawabtentangfungsisosial, strukturteks, danunsurkebahasaandariteksinteraksitransaksionalte rkaitungkapan sapaan ketika bertemu dan menanggapi. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✚ Mengolah informasi yang didapat power point yang diputarakan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> ✚ Melengkapi konsep(classroom) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ✚ Menggunakankosakata dalam berinteraksi. ✚ Selama proses pembelajaransenantiasamendapatkanmasukan danbal ikandari guru/temanuntukmeningkatkanpenguasaan fungsi sosial, struktur teks dan unsur kebahasaan. 	
Kegiatan Penutup	<p>Siswabersama guru:</p> <ul style="list-style-type: none"> ✚ Membahasmanfaatpembelajaran yangbarudiselesaikan, ✚ Membahaskesulitan dalammelakukanaktivitaspembelajaran, ✚ Menyimpulkanhasilpembelajaran, ✚ Mengordinasikantugasrumahuntukmenuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh. 	10'

PertemuanKe-dua: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ul style="list-style-type: none"> ✚ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. ✚ Bertanyajawab tentang waktu 	10'

	<ul style="list-style-type: none"> ✚ Menyebutkan tujuan pembelajaran ✚ Menyebutkan kegiatan belajar yang akan dilakukan 	
Kegiatan Inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerjasama dengan teman, dan memanfaatkan bimbingan guru:</p> <p>Mengamati</p> <ul style="list-style-type: none"> ✚ Mengamati power point (concept maaping) <p>Menanya</p> <ul style="list-style-type: none"> ✚ Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksional terkait dengan vocabulary. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✚ Mengolah informasi yang didapat dari power point yang diputar. <p>Mengasosiasi</p> <ul style="list-style-type: none"> ✚ Bermain mengenai continue word (Binatang). <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ✚ Menggunakan secara aktif vocabulary sehari-hari. ✚ Selama proses pembelajaran senantiasa mendapatkan masukan dan balik dari guru/teman untuk meningkatkan penguasaan fungsi sosial, struktur teks dan unsur kebahasaan. 	60'
Kegiatan Penutup	<p>Siswa bersama guru:</p> <ul style="list-style-type: none"> ✚ Membahas manfaat pembelajaran yang baru diselesaikan, ✚ Membahas kesulitan dalam melakukan aktivitas pembelajaran, ✚ Menyimpulkan hasil pembelajaran, ✚ Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh. 	10'

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ul style="list-style-type: none"> ✚ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. ✚ Bertanyajawab tentang waktu ✚ Menyebutkan tujuan pembelajaran ✚ menyebutkankegiatanbelajar yang akandilakukan 	10'
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ✚ Menonton power point <p>Menanya</p> <ul style="list-style-type: none"> ✚ Bertanyajawabtentangfungsisosial, strukturteks, danunsurkebahasaandariteksinteraksitransaksionalte rkai vocabulary. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✚ Mengolah informasi yang didapat dari power point yang diputarkan mengenai ungkapan vocabulary “Things” <p>Mengasosiasi</p> <ul style="list-style-type: none"> ✚ Melengkapi kata yang tertera dalam konsep. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ✚ Menggunakan secara aktif vocabulary dalam interaksi pembelajaran sehari-hari. ✚ Selama proses pembelajaransementiamendapatkanmasukandanb alikandari guru/temanuntukmeningkatkanpenguasaan fungsi sosial, struktur teks dan unsur kebahasaan. 	60'
Kegiatan Penutup	<p>Siswabersama guru:</p> <ul style="list-style-type: none"> ✚ Membahasmanfaatpembelajaranyangbarudiselesai kan, ✚ Membahas kesulitandalammelakukan aktivitaspembelajaran, ✚ Menyimpulkanhasilpembelajaran, 	10'

	<ul style="list-style-type: none"> ✚ Mengordinasikan tugas rumah untuk menuliskan jadwal kegiatan yang siswa lakukan dalam satu hari penuh. 	
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Pertemuan ke empat :

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ul style="list-style-type: none"> ✚ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif. ✚ Bertanya jawab tentang waktu ✚ Menyebutkan tujuan pembelajaran ✚ menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan Inti	<p>Menanya</p> <ul style="list-style-type: none"> ✚ Bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksional terkait vocabulary. <p>Mengasosiasi</p> <ul style="list-style-type: none"> ✚ Menjawab latihan. 	60'
Kegiatan Penutup	<p>Siswa bersama guru:</p> <ul style="list-style-type: none"> ✚ Membahas soal latihan ✚ Membahas kesulitan dalam melakukan aktivitas pembelajaran, ✚ Menyimpulkan hasil pembelajaran, 	10'

9. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian otentik

Sikap : Observasi

Pengetahuan: penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

2. Keterampilan:

Unjukkerjadalam bentuk tindakan komunikatif lisan dan karya tertulis

✓ Praktik :

Bermain games “ continue word “ untuk mendapatkan vocabulary baru.

Instrumen penilaian untuk test tertulis

Indikator	Soal	Teknik/ bentuk Penilaian
<p>Menentukan Fungsi sosial</p> <p>Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</p>	<p>Write down 15 vocaularies related to schoo that you know !:</p> <p>1..... 2..... 3.....</p> <p>Mention 15 vocabularies related to animals!</p> <p>1. 2. 3.</p> <p>Write down 10 vocabularies that you know a bout fruits!</p> <p>1. 2. 3.</p> <p>Mention 10 vocabularies related to color</p> <p>1. 2. 3.</p>	
<p>Menentukan Struktur teks</p> <p>- Memulai</p> <p>- Menanggapi</p>	<p>Translate into English!</p> <p>1. Kursi =.... 2. Meja =.... 3. Pencil =.... 4. Buku =....</p>	
<p>Menentukan Unsur kebahasaan</p> <p>- Ungkapan-ungkapan yang</p>	<p>Spelling the word bellow:</p> <p>1. Cat 2. Mouse 3. Horse</p>	

lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	4. Ant	
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1. Rubrik Penilaian dan Pedoman Penskoran

a. Rubrik penilaian pengetahuan

ASPEK	KRITERIA	SKOR	JUMLAH SOAL	SKOR PEROLEHAN
Fungsi Sosial	Sangat memahami	3	4	
	Memahami	2		
	Kurang memahami	1		
Struktur Teks	Sangat runtut	3	4	
	Runtut	2		
	Kurang runtut	1		
Unsur Kebahasaan	Sangat tepat	3	4	
	Tepat	2		
	Kurang tepat	1		
Keterangan : Nilai akhir = (Nilai perolehan : Nilai maksimal) x 100				

b. Rubrik penilaian keterampilan (Praktik/ Unjuk Kerja)

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Game “continue word”	kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan penyebutan kurang pas	Lancar mencapai fungsi sosial, kosakata yang lancar dal penyebutannya baik.
Keterangan : Mahir mendapat skor 3			

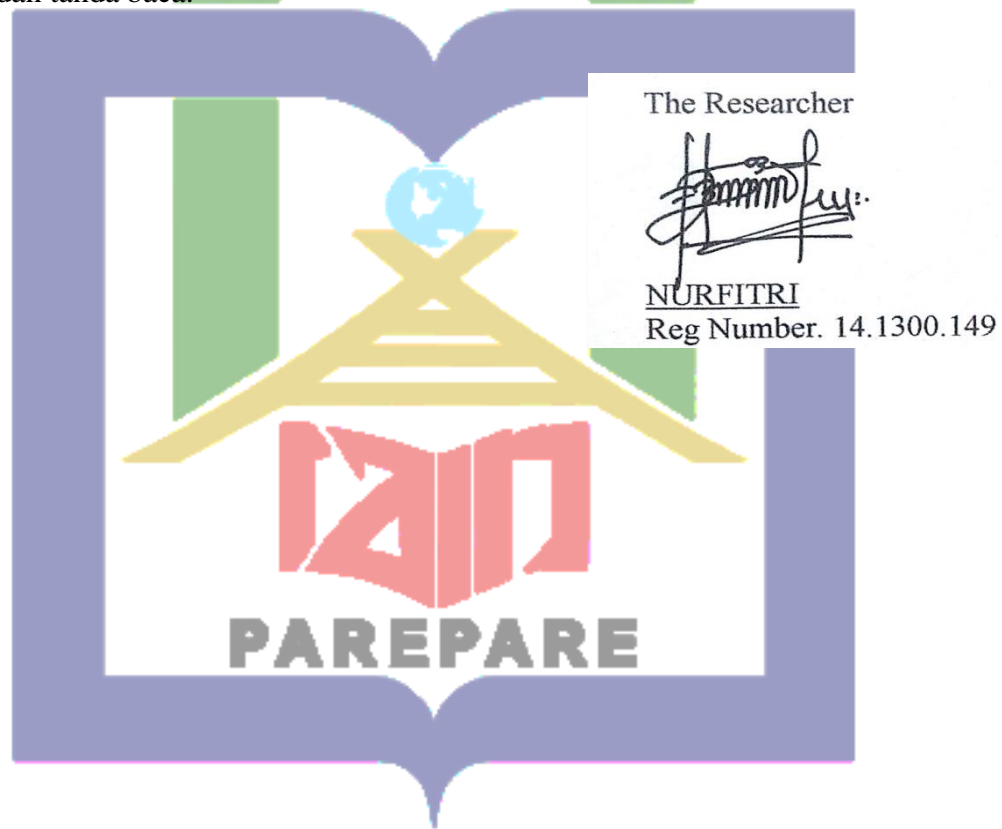
Memuaskan mendapat skor 2
Terbatas mendapat skor 1

Pembelajaran Remedial :

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa pembelajaran ulang atau penugasan terkait struktur teks dan unsur kebahasaan

Pembelajaran Pengayaan :

Pembelajaran Remedial diberikan kepada siswa yang telah mencapai KKM berupa penugasan terkait unsur kebahasaan berupa ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.



Appendix 7 Instrument of the post-test

Post-Test

Nama :

Class :

Choose the best answer!

1. I like to eat for breakfast.



- a. Bread
 - b. Fried Rice
 - c. Porridge
 - d. Potato
2. This is a



- a. Cucumbar
- b. Cabbage
- c. Spinach
- d. Chili

3. I need to play badminton.

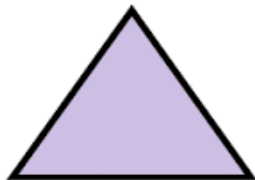
- a. Sun Glasses
- b. Shuttle cook
- c. Cook
- d. Racket

4. My father likes in the morning.



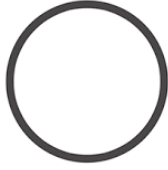
- a. Jogging
- b. Playing basket ball
- c. Swimming
- d. Football

5. This is a



- a. Circle
- b. Square
- c. Triangel
- d. Rectangle

6. This shape is



- a. Circle
- b. Square
- c. Rectangle
- d. Triagle

7. I can see with my

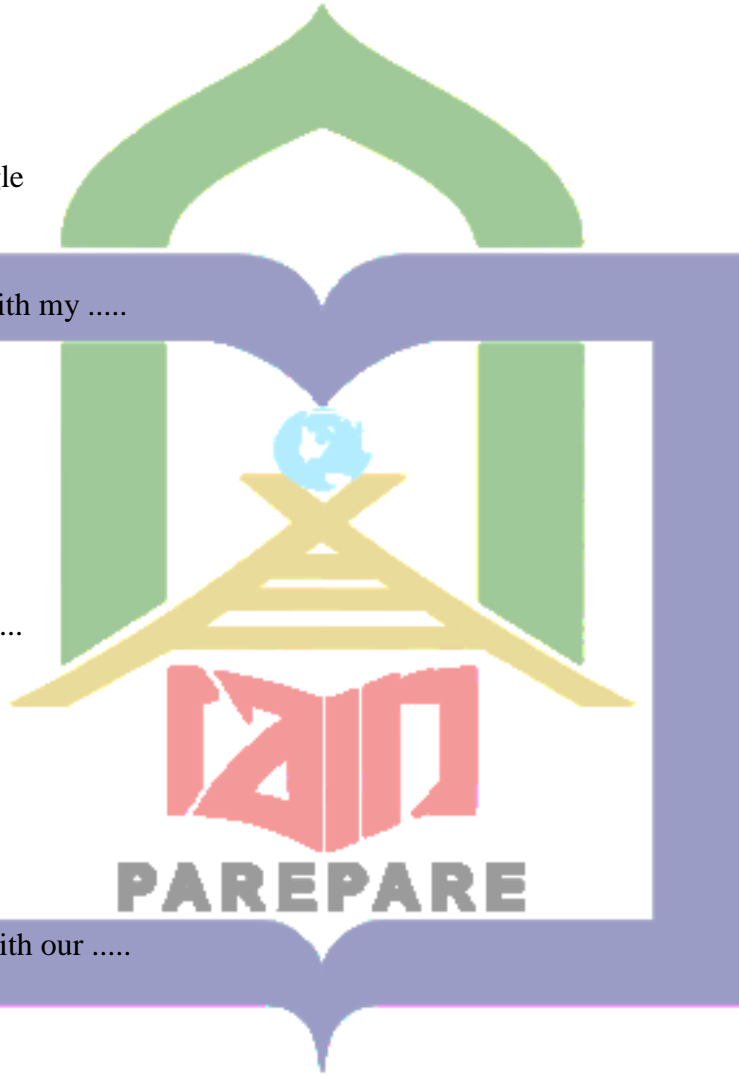
- a. Eyes
- b. Nose
- c. Hands
- d. Foot

8. I have ten.....

- a. Ayes
- b. Nose
- c. Hands
- d. Fingers

9. We smell with our

- a. Nose
- b. Mouth
- c. Hands
- d. Eyes



10. I can write a letter with my.....

- a. Nose
- b. Foot
- c. Hand
- d. head



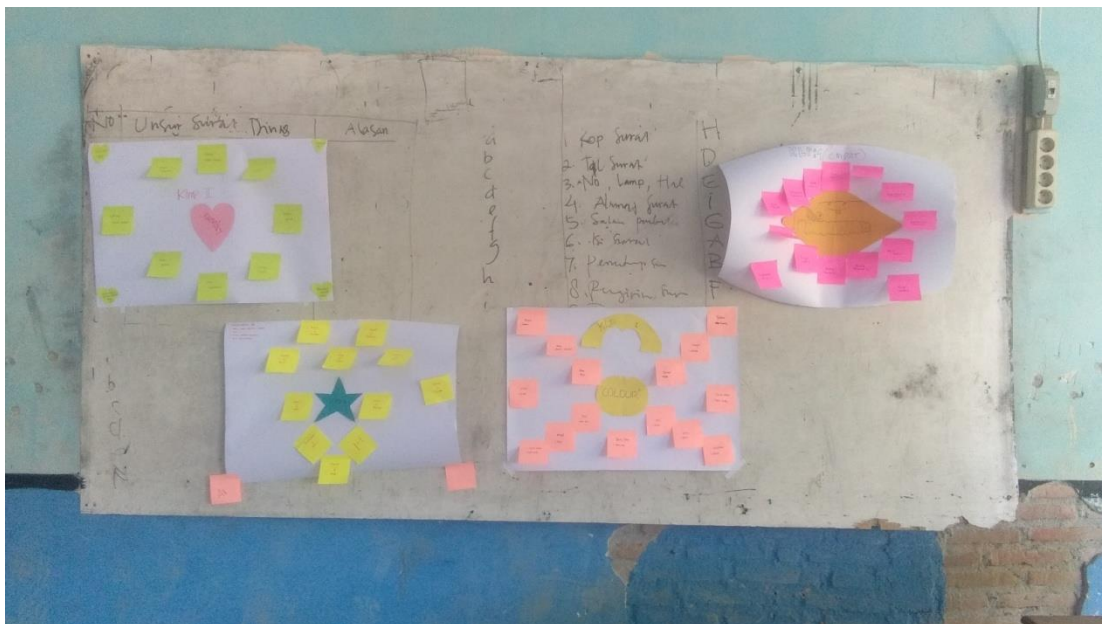
Appendix 8 .Distribution of T-Table

Df	α (level of significance) (<i>one-tailed test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 9 Documentation











**KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE**

Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B **1052** /Sti.08/PP.00.9/03/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. MAJENE
Cq. Badan Kesatuan Bangsa dan Politik
di
KAB. MAJENE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : NURFITRI
Tempat/Tgl. Lahir : BABABULO, 12 Maret 1997
NIM : 14.1300.149
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : DESA BABABULO, KEC. PAMBOANG, KAB. MAJENE

Bermaksud akan mengadakan penelitian di wilayah **KAB. MAJENE** dalam rangka penyusunan skripsi yang berjudul :

" INCREASING VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF SMP NEGERI 3 PAMBOANG THROUGH CONCEPT MAPPING STRATEGY"

Pelaksanaan penelitian ini direncanakan pada bulan **Maret** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

22 Maret 2018

A.n Ketua

Wakil Ketua Bidang Akademik dan
Pengembangan Lembaga (APL)





**PEMERINTAH KABUPATEN MAJENE
BADAN KESATUAN BANGSA DAN POLITIK**

*Alamat : Jl. Jend. Ahmad Yani No. 105 Deteng-Deteng Majene
Telp. (0422) 21353 Email : kesbangpolitik2@gmail.com*

REKOMENDASI PENELITIAN

Nomor : 070 / 116 / BKBP / III / 2018

1. Dasar : 1. Undang-undang Nomor 32 Tahun 2004 tentang Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4437) sebagaimana telah beberapa kali diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 tentang Perubahan Kedua atas Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 59, Tambahan Lembaran Negara Republik Indonesia Nomor 4844);
2. Peraturan Menteri dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 atas perubahan peraturan Menteri dalam Negeri RI No. 64 Tahun 2011 Pedoman Penerbitan Rekomendasi/Izin Penelitian;
3. Peraturan Daerah Kabupaten Majene Nomor 12 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kabupaten Majene.
2. Menimbang : 1. Untuk Tertib administrasi pelaksanaan kegiatan penelitian dalam lingkup Badan Kesbang dan Politik Kabupaten Majene perlu adanya Rekomendasi Penelitian.
2. Surat Permohonan Izin Penelitian Ketua STAIN Parepare Nomor: B/052/Sti.08/PP.00.9/03/2018 Tanggal 22 Maret 2018.

Badan Kesatuan Bangsa dan Politik Kabupaten Majene, memberikan Rekomendasi/Izin Kepada :

N a m a : **NURFITRI**
N I M : 14.1300.149
Pekerjaan : Mahasiswi STAIN Parepare
Alamat : Dusun Buyung Kel/Desa Bababulo Utara Kec. Pamboang Kab. Majene

Untuk melakukan penelitian di **SMP Negeri 3 Pamboang**; yang dilaksanakan selama 1 (Stua) bulan, dengan Proposal berjudul :

“ INCREASING VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF SMP NEGERI 3 PAMBOANG THROUGH CONCEPT MAPPING STRATEGY ”

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui kegiatan penelitian tersebut dengan ketentuan :

1. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
2. Sesudah melaksanakan kegiatan, yang bersangkutan diharapkan melapor kepada Bupati Majene melalui Badan Kesatuan Bangsa dan Politik Kabupaten Majene dengan menyerahkan 1 (satu) eksampilar foto copy hasil kegiatan.
3. Surat Rekomendasi ini dinyatakan tidak berlaku lagi setelah sampai waktu yang telah ditentukan serta dinyatakan sah apabila telah diberikan nomor register sah saat yang bersangkutan telah melapor sebagaimana ketentuan poin 2 (dua) diatas.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Majene, 26 Maret 2018

An. **BUPATI MAJENE**
KEPALA BADAN KESBANG DAN POLITIK


H. RUSTAM RAUF, S.Sos., MM.
 Pangkat : Pembina Utama Muda
 NIP. 19631112 198301 1 006

Tembusan disampaikan kepada Yth. :

1. Bupati Majene (Sbg. Laporan);
2. DanRamil Pamboang;
3. Kapolsek Pamboang;
4. Ka. Dinas Pendidikan & Pemuda Olahraga;
5. Ketua STAIN Parepare;
6. Sdri. Nurfitri;

Nomor Register Sah :



**PEMERINTAH KABUPATEN MAJENE
DINAS PENDIDIKAN DAN PEMUDA OLAHRAGA
SMP NEGERI 3 PAMBOANG**

Alamat : Jl. Poros Majene Mamuju Km. 11 Bababulo Kec. Pamboang Kab. Majene 91451

SURAT KETERANGAN PENELITIAN

Nomor : 068/133.02/SMP.3 – PMB/KP/2018

Yang bertanda tangan di bawah ini Kepala SMP Neg. 3 Pamboang menerangkan bahwa :

Nama : **NURFITRI**
 NIM : 14.1300.149
 Jenis Kelamin : Perempuan
 Jurusan/Prodi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 Alamat : Dusun Buyung Desa Bababulo Utara Kec. Pamboang
 Kab. Majene

Adalah benar nama tersebut di atas telah melaksanakan Penelitian di SMP Negeri 3 Pamboang dari tanggal 26 Maret sampai dengan 26 April 2018 dengan Judul Penelitian : “ **INCREASING VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF SMP NEGERI 3 PAMBOANG THROUGH CONCEPT MAPPING STRATEGY** ” dengan Baik.

Demikian surat kerangan penelitian ini kami berikan untuk digunakan sepenuhnya.

Pamboang, 26 April 2018

Kepala SMP Negeri 3 Pamboang



SUNDIN, S.Pd

NIP. 19631231 198803 1 316

CURRICULUM VITAE



The researcher was born on March 12th, 1997 in Bababulo, Pamboang, Majene. She is the first fifth in her family; she has three brothers and three sisters. Her father name is Arifin and her mother name is Badariah. Her educational background began 2002 in SDN 2 Bababulo, Kec. Pamboang, Kab. Majene and graduated on 2008. She continued her study at SMPN 3 Pamboang, Kab. Majene and graduated on 2011. At the same year, she registered in Senior High School (SMA) N 1 Pamboang Kab. Majene and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Department on 2018. With the title of her skripsi “Increasing Vocabulary Mastery of The First Year Students of SMP Negeri 3 Pamboang Through Concept Mapping Strategy”

