

Improving Students' Vocabulary In Descriptive Text Through Words Mapping Technique at SMP N 2 Tompasso

JILIA WUON, NOLDY PALENKAHU, TIRZA KUMAYAS

Universitas Negeri Manado

Correspondance author: jiliawuon@gmail.com

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Abstract : The purpose of the study is to determine whether the word mapping technique can improve students' vocabulary. The research involved 20 students from class VIII at SMP N 2 Tompasso. This study is a quantitative research using pre-experimental design with pre-test and post-test design. Data were collected using multiple-choice test, each consisting of 15 items. The result reveals a significant improvement in student performance between the pre-test and the post-test. The average score increased from 47,7 in the pre-test to 81,5 in the post-test. This suggests that word mapping technique effectively improves students' vocabulary at SMP Negeri 2 Tompasso. Furthermore, students reported that word mapping helped them improve their vocabulary and write descriptive text more effectively. This research recommends using the word mapping technique as an alternative teaching strategy, especially in teaching vocabulary for descriptive texts, to improve students' vocabulary in school. Using the word mapping technique is highly effective for teaching vocabulary to students.

Keywords: *Word Mapping, Vocabulary.*

INTRODUCTION

Learning a new language cannot be started without knowing the words of that language, because words form the basis of language learning. Words "are basic building blocks of language" (Brown, 2001).

In Indonesia there are various tribes and nations. There are various languages. One of the languages used is English. English is the first foreign language in Indonesia. That is why English is very important, because English has become an international language, which is used by most societies in this universe. According (Liando, 2009) "Indonesia has adopted English as a tool of communication to establish with other countries". English is one of the subjects taught to students from elementary to college level. Besides, to master English is a demand of recent days.

In learning English, the most important thing that should be learned is vocabulary. Vocabulary is one of the most important language components in learning English (Nation, 2001). Vocabulary is the set of words or terms that a person knows and uses for communication, understanding, and expression in language. It encompasses the range of words an individual can effectively use in speaking, writing, reading, or comprehension. (Thornbury, 2002) holds that language comprehension and production will be hampered because of lack of vocabulary.

The most important of learning English is mastering the vocabulary. Vocabulary is a very important and fundamental aspect in language learning (Hampp, 2021). Vocabulary is important because it's miles the idea of all languages (Maru, 2024). To master English, students must master an adequate vocabulary. Without having an adequate vocabulary, students often fail to develop their potential in learning English. In addition, vocabulary helps with their understanding of other English skills, such as writing, reading and speaking. Beside other components such as structure, pronunciation and intonation.

The lack of vocabulary makes it difficult for students to understand English. If a student has adequate English vocabulary, it will automatically contribute to achieving the four English language competencies. According to the Basic Competencies of the 2013 curriculum for Junior High School (SMP/MTs), students should be able to use vocabulary both passively and actively, to help them recognize and understanding learning materials. Refer to the 2013 curriculum, one of the learning materials they need to master is descriptive text.

The problems of the lack vocabulary is also faced by students at SMP Negeri 2 Tompaso. Based on the pre-observation and pre-interview at SMP Negeri 2 Tompaso, the writer found there the majority of students in the Eight grade find it hard to achieve a basic competence because of the lack English vocabulary. The teachers tend use the traditional method in teaching vocabulary. It makes the students become unmotivated to learn English. So teachers need extra attention to make the process of teaching vocabulary in English easier to understand and more enjoyable. Andries, et al. (2019) states "To ensure that our students are successful in the four skills of listening, speaking, reading, and writing, we must be clever and innovative in creating engaging instructional materials." The writer decides to use a good and interesting strategy. It called word mapping technique.

A definition of words mapping is a graphic rendering of the words' meaning. Words mapping is strategy for representing knowledge in graphs. According to (Jane Sarah Marianca, 2022) "Word mapping is a game technique that can encourage students to actively explore the relationship of each words, thus leading to a deeper understanding of word meanings by developing conceptual knowledge related to words". The words mapping technique is one activity to improve students' vocabulary in English. It is a method where students associate new words with words or images their already know.

Mapping concept is a technique to represent knowledge in a graphic form. Word maps are visual tools that encourage vocabulary development. By using graphic organizers, students contemplate terms or concepts in various ways. This technique involves three questions: "What is it?", "What is it like?", and "What are some examples?", these questions have different meanings to help students understand the types of information that can be used to form a definition of an object or concept, as well as how to organize that information correctly. Word mapping is one of the most powerful approaches to teaching vocabulary because it engages students thinking about word relationship. (Grave, M. In A. E. Farstrup & S. J. Samuels (Eds), 2009:56-79; in Indah, 2015).

Based on the background above, the writer is motivated to conduct research on "Improving Students' Vocabulary Mastery In Descriptive Text Through Words Mapping Technique at SMP N 2 Tompaso".

RESEARCH METHOD

The method to be used in this research is quantitative, the type of research is pre-experimental, with one group pre-test and post-test. Pre-test is a test to know students' knowledge before treatment. A post-test is administered to know the students' achievement after treatment. The form of the pre-experimental study used by the writer can be seen below:

Y1 X Y2

This design writes Y1 X Y2 which indicates a pre-test, treatment, and post-test. According to (Hatch, 1982) 'Pre-test and post-test designs are similar to one occasion case study'. So there are 2 tests, Y1 is pre-test and Y2 is Post Test.

The population of the research was SMP N 2 Tompaso, which is located at Jl. Siswa No 1 Pinabetengan, Kec. Tompaso, Kab. Minahasa, Sulawesi Utara in the odd Semester 2024/2025. The sample of this research is the students in class VIII, which consisted in 20 students.

In this research, a vocabulary test is used as the instrument. It was administered in both the pre-test and post-test stages. The purpose of the pre-test is to assess the students vocabulary skills before treatment, while the post-test is intended to determine whether there has been any improvement in their vocabulary after the treatment.

Data Collection

The writer was collect data using several procedures as follow (ASNI, 2018):

1. Pre-test

Before giving treatment, the writer was give a pre-test to measure students' previous vocabulary knowledge.

2. Treatment

After students are given the pre-test, the students are treated by using Words Mapping Technique.

3. Post-test

In the post-test, the writer was give the students a second test after the writer applying the method teaching of vocabulary by using the Words Mapping technique, to know how far distinction of developing students' vocabulary.

In analyzing the data, the mean score formula was used (Hatch, 1982) stated that:

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

x = Mean (average score)

$\sum x$ = Total number of students' score

n = Total number of students'

The data presented in frequency distribution. Computation or mean score and standard deviation and the entire test is presented on frequency polygon.

FINDINGS AND DISCUSSION

This chapter presents the research results. Two sets of data obtained: pre-test scores ad post-test scores. The pre-test was administered before teaching the students using the words mapping technique, and the post-test was given after treatment. The following were the score of pre-test and post-test:

Table 1. The score of students in Pre-test (Y1)

Name of Students	Y1
1	75
2	40

3	45
4	40
5	20
6	50
7	45
8	25
9	50
10	45
11	30
12	75
13	75
14	45
15	50
16	45
17	45
18	75
19	5
20	75
<i>n= 20</i>	$\sum x1= 955$

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

$$x = \frac{955}{20} = 47,7$$

Table 2. The score of students in Post-test (Y2)

Name of Students	Y2
1	95
2	75
3	80
4	80
5	70
6	80
7	75
8	80
9	90
10	85
11	70
12	90

13	95
14	85
15	90
16	75
17	75
18	85
19	65
20	90
<i>n= 20</i>	$\sum x^2= 1630$

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

$$x = \frac{1630}{20} = 81,5$$

The frequency distribution of the presentesions, based on the calculated totals for n, Y1, and Y2, is shown in Table 3 and Table 4.

Table 3. The Frequency Distribution of Pre-test (Y1)

Score	Tally	Frequency	Frequency %	Cumulative Frequency	Cumulative Percentage
75	V	5	25 %	20	100
50	III	3	15 %	15	75
45	VI	6	30 %	12	60
40	II	2	10 %	6	30
30	I	1	5 %	4	20
25	I	1	5 %	3	15
20	I	1	5 %	2	10
5	I	1	5 %	1	5

Based on the calculation above, out of 20 students who took pre-test, the distribution of scores is as follow: 5 students scored 75 (25%), 3 students scored 50 (15%), 6 students scored 45 (30%), 2 students scored 40 (10%), 1 student scored

30 (5%), 1 student scored 25 (5%), 1 student scored 20 (5%), 1 student scored 5 (5%).

Table 4. The Frequency Distribution of Pre-test (Y2)

Score	Tally	Frequency	Frequency %	Cumulative Frequency	Cumulative Percentage
95	II	2	10 %	20	100
90	IV	4	20 %	18	90
85	III	3	15 %	14	70
80	IV	4	20 %	11	55
75	IV	4	20 %	7	35
70	II	2	10 %	3	15
65	I	1	5 %	1	5

Based on the calculation above, out of 20 students who took post-test, the distribution of scores is as follow: 2 students scored 95 (10%), 4 students scored 90 (20%), 3 students scored 85 (15%), 4 students scored 80 (20%), 4 students scored 75 (20%), 2 students scored 70 (10%), 1 student scored 65 (5%).

Figure 1. The Frequency Polygon of the Pre-Test Score (Y1)

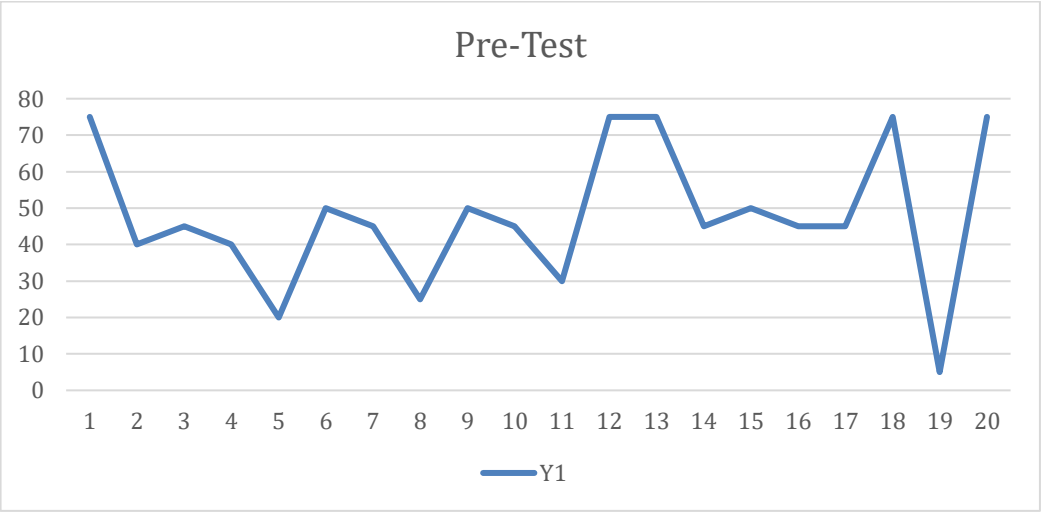


Figure 2. The Frequency Polygon of the Post-Test Score (Y2)

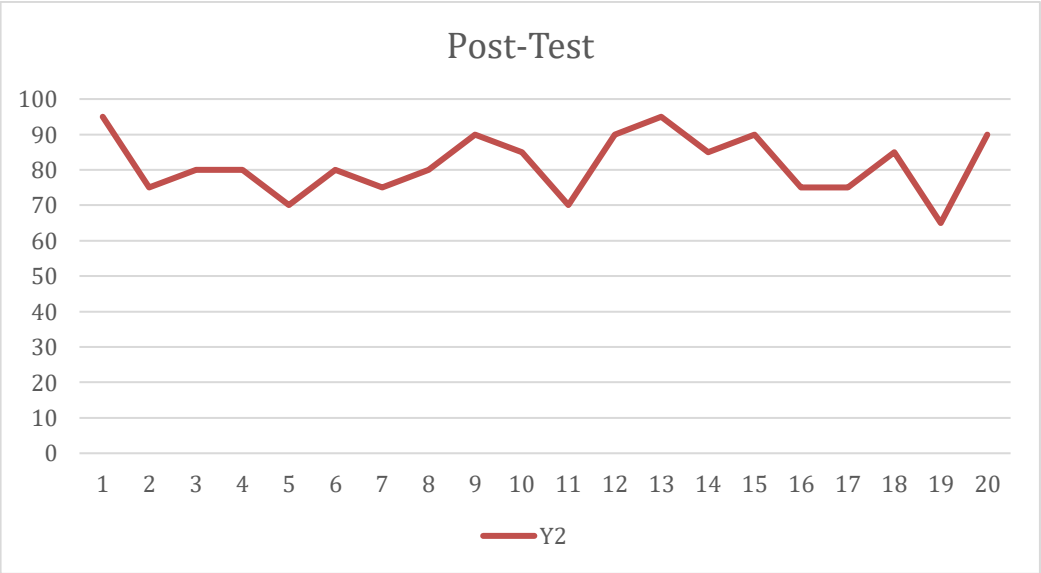
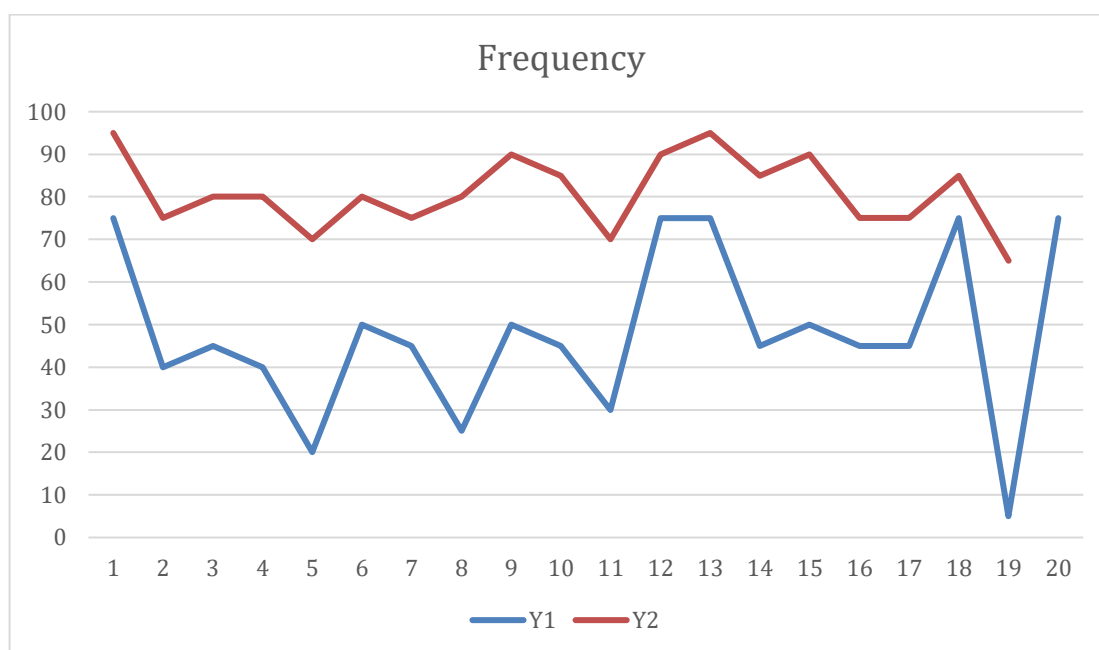


Figure 2. The Frequency Polygon of the Pre-Test Score (Y1) and Post-Test Score (Y2)



Discussion

There were 20 students in the class. In the pre-test, 5 students got the highest score of 75, 3 students scored 50, 6 students scored 45, 2 students scored 40, 1 student score 30, 1 student scored 25, 1 student scored 20, and 1 student scored 5. In the post-test, 2 students got the highest score of 95, 4 students scored 90, 3 students scored 85, 4 students scored 80, 4 students scored 75, 2 students scored 70, and 1 student scored 65.

From the data above, we can interpret that the average score of the pre-test (Y1) is 47.7, while the post-test (Y2) is 81.5. The post-test score is significantly higher than the pre-test score.

Based on the research results, using the word mapping technique is highly effective for teaching vocabulary to students.

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