ENRICHING STUDENTS' ENGLISH VOCABULARY THROUGH WORD MAPPING STRATEGY

Risa Ristiani
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
Risar4734@gmail.com

Abstract: The research explored the enrichment of word mapping strategy in vocabulary learning and analyzed students' and teacher perception of learning vocabulary using the word mapping strategy. This qualitative case study research was carried out in one of the vocational schools in Ciamis. This research engaged eighteen students of ten grade and one English teacher in the academic year 2020/2021. The data obtained are classroom observation, semi-structured interviews, and a close-ended questionnaire. The application of the word mapping strategy enabled the students more enthusiastic and advanced because of their focus to remember the vocabulary. Moreover, it upgraded their motivation to memorize every single new vocabulary. Besides, the teacher felt comfortable giving the learning materials because of the nice classroom atmosphere. Students also made a good atmosphere when the teacher practiced word mapping strategy in teaching vocabulary in explaining the degree of comparison. However, both students and the teacher agreed that longer treatment using this strategy was required by the students to expand their vocabulary skills. Therefore, the future researcher is expected to employ this strategy with some modifications and adaptations to improve other skills in English learning.
Keywords: *English vocabulary; word mapping; teaching strategy.*

INTRODUCTION

In the world of education, English is a very compulsory subject for students to learn. Starting from elementary school to high school or vocational school, these lessons will always be there and require them to be able and understand English. According to Sucuoglu (2017) in bilingual and multilingual high school classes. English language teaching and learning have become fundamental objectives. ELT teaching approaches have included the requirement for effective strategies, and also strategies that can encourage students in the learning process. When learning a language, it is important not to overlook vocabulary.

However, the most serious issue facing Indonesian students is a lack of vocabulary, which may be due to laziness or a desire to remain ignorant. According to Dutta (2020) learning English is vital and all people around the world choose to study it as a second language in their school curriculum. The term "vocabulary" refers to a group of terms that are useful not just in school but also in everyday life. Because vocabulary is one of the most significant aspects of language, it is acknowledged as a tool that aids in the development of the language. When it comes to communicating.

Moreover, many students do not understand the vocabulary in English and when given English material, many of them are still confused, and many ask the teacher about the meaning of words. According to Thornbury (2002), vocabulary takes an important role in learning a foreign language. A rich vocabulary enables students to have good English competence. Based on this statement, the researcher wants to solve the problem of students' difficulties in vocabulary. In my experience when teaching practice, many students are still confused about vocabulary, especially at the vocational level because they focus on lessons that are in line with their majors, so for English lessons, they are less focused and sometimes just ignore it.

This research focuses on helping the students at one of the Vocational High Schools in Ciamis to an understanding of vocabulary, the researchers see and feel the students have a very big problem in learning English process because their vocabulary competence is still very lacking.

Besides that, this is a vocational school, and most of the students only focus on subjects according to their majors, so when given lessons outside of that they will feel bored and unfocused, used especially when given English lessons. This is my experience when doing a teaching practicum at the school.

From that problem, in teaching and learning activities strategies are needed that can help in learning activities in the classroom. So, in this study, the researcher will use a word mapping strategy that enable students understand English vocabulary and will certainly enrich the vocabulary they have.

Word mapping strategy can help to connect words in a text, and also can help to understand by making associations in a word. According to Harris (2009, p. 87) While reading and learning new material, students can utilize the word mapping strategy serves to predict the meaning of a foreign word. By using this strategy students can quickly learn how to predict unreachable words.

A previous study on a similar topic has been conducted by several researchers. The first is, conducted by Qomariyah & Nafisah (2020). This study aims to determine how much influence the use of word mapping strategies has on students' vocabulary mastery.

The Second is conducted by Dyah Ajeng Ayu (2018). Word Mapping Strategy to increase vocabulary for writing descriptive text for students in grade seven. This study aims to advance students' vocabulary mastery skills in writing an English text, namely descriptive text. The study employed a classroom research method. There are four stages in this research, namely planning, implementing, observing, and reflecting.

The third is conducted by Hakim (2018). This study aims to improve students' ability to master English vocabulary by using word mapping strategies of SMP 7 Mataram students.

The similarity of this research with previous research is that both studies discuss the implementation of word mapping strategy in the teaching and learning process. On the other hand, the difference between this study and previous research is that the researcher only emphases on the development of students in learning vocabulary. To fill this gap, this research will discuss how to apply Word

Mapping to help students be motivated in learning vocabulary. This research will focus on helping students' motivation in learning vocabulary.

METHOD

The research was qualitative research with a case study design. Qualitative research is a source of data collected with rich descriptions and explanations and accompanied by reasons for the processes experienced and felt by researchers in the field. With qualitative data, researchers can pay attention to every moment that occurs and can obtain detailed and useful explanations. (Miles, 2014, p. 55). The sample of this research was an English teacher and eighteen students in the tenth grade of the vocational school in Ciamis in the academic year 2021/2022. The researcher conducted a three times participant classroom observation while using a smartphone camera and the observation checklist as an instrument to get the data. The researcher also conducted a semi-structural interview containing five questions adapted from Wulandari (2012) and eight statements with a 5 Scale of Likert options adapted from Rianto (2020) for the close-ended questionnaire. The data was then analyzed through the triangulation data analysis technique which according to Hatch & Lazarton, (1991, P. 136) defined as the use of different methods and/or types of data to study the same research question. Meanwhile, to Meijer et al (2002, p.146). Triangulation is defined as the practice of getting more accurate answers to questions by combining results from different approaches. The researcher coded and interpreted a conclusion to answer the RQ based on the aim of this study followed by transcribing several highlights, translating them into English, and interpreting conclusions to analyze data from the interview. Additionally, the researcher used the percentage on the computer to analyze the questionnaire data, then the researcher drew a conclusion based on the data gathered from these instruments.

RESULTS AND DISCUSSION

The researcher highlighted the finding of this study based on the research question (1) How is the word mapping strategy applied in English Vocabulary Class? (2) What are the students' perceptions of the use of word mapping strategy in vocabulary learning? (3) What are the teacher's perceptions of the use of word mapping strategy in vocabulary learning? To answer the first research question, the researcher conducted three-time classroom observations. Based on the first observation, the teacher implemented the first stage named "activating background knowledge'' in this stage the teacher was asked about the basic material students' and their knowledge about the material. Moreover, the teacher conveyed the material by giving a paper to the students and supporting them with a whiteboard in the classroom. The teacher explains the material, give example, and try to assess students without using the strategy because the first meeting is only an introduction to the material.

The second observation resulted that the teacher had carried out the stage named "discuss 1" in this stage, the teacher continued the material deeper, and in

this meeting, the teacher begins to introduce the word mapping strategy, the teacher explain what is the word mapping strategy and explain how to use this strategy and the teacher give the example the use of this strategy. And the teacher also had a quiz using this strategy, but this quiz is not too serious it only aims to make students can use this strategy and know the new vocabulary. Furthermore, the teacher arranges the boxes on the whiteboard and directs students to guess the meaning, change words and make sentences. One by one the students were invited to come forward and fill it out on the whiteboard.

In the last observation, the students were given a blank paper with a word mapping strategy concept that they had to fill in, there were 8 vocabularies that they had to explore, this is just an exercise or repeats what they have learned so far.

The teacher implemented the word mapping strategy in teaching vocabulary very well and followed appropriate steps, as suggested by (Yost & Stevenson, 2009) in word mapping strategy implementation as a teaching strategy. In the first step, the teacher determines his vocabulary in the first box. In the second step, the teacher provides an empty place in the second box that must be filled in by students regarding the meaning of the word that has been determined by the teacher in the first box. In the third step, the teacher provides an empty place in the third box that must be filled in by students with changes in vocabulary from the original vocabulary to vocabulary that has changed according to the formula of degree of comparison. In the last step, the teacher provides an empty place in the fourth box that must be filled in by students with the sentences they made according to the vocabulary that has been converted into a degree of comparison pattern.

Besides, the researcher analyzed the close-ended questionnaire to find the answer of the second research question that has been given to the students to know their perceptions of the strategy. Through various answers, the researcher found that almost all the students gave a positive perception of the use of the strategy. The use of a word mapping strategy could make students more active and feel enjoy the learning activity. This finding is supported by Yost Stevenson (2009) who found that the student's motivation in learning vocabulary was improved through the implementation of the word mapping strategy.

Moreover, to answer the third research question, the researcher had been completed a semi-structured interview with the teacher. According to the interview, the researcher concluded that the use of the word mapping strategy is a useful strategy for teaching a degree of comparison material, the teacher felt that this strategy made it smooth to teach the learning materials. Students also created a positive atmosphere by the time the teacher employed the word mapping strategy in explaining the degree of comparison. Students are excited, happy, and interested when the teacher delivers the materials using this strategy since the learning situation is not boring. However, the implementation of a word mapping strategy for teaching vocabulary could not help to improve students' vocabulary skills.

CONCLUSION

Based on this study the researcher concluded several points as follows: The first conclusion was about running a word mapping strategy. The researcher concluded the teacher did all the steps needed to implement word mapping strategy in the process of teaching and learning. Namely vocabulary word, the meaning of the word, changes word and sentences.

The second conclusion was about the students' perceptions toward conducting word mapping strategy for teaching vocabulary. Based on the questionnaire, the result showed that the students shared positive feedback toward the teaching and learning process. Most of the students enjoyed it when the teacher implemented the word mapping strategy in learning vocabulary. Moreover, the students felt that this strategy could help them in understanding and remembering a new vocabulary.

The third conclusion was about the teacher perception toward conducting word mapping strategy for teaching vocabulary. Based on the interview with the English teacher, it was concluded that using word mapping strategy on degree of comparison material is very effective because the students more enthusiastic to remember all the word and they feel brave to guessing the meaning of each word. This strategy also made the teacher felt easier in delivering some examples of every kind of word and gain students' attention and focus. However, the teacher felt that this strategy can improved students' motivation.

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