

**THE EFFECTIVENESS OF USING WORD MAP TECHNIQUE IN
TEACHING VOCABULARY AT THIRD GRADE STUDENTS OF IKIP
MATARAM IN ACADEMIC YEAR 2015/2016**

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ABSTRACT

This research aims to find out the effectiveness of using “Word Map” Technique in teaching vocabulary at third grades students of IKIP Mataram in academic year 2015/2016?”. This was a quasi experimental research. The sample of this research was two classes, they were A class and B class in which consist of 39 students. It takes by using cluster random sampling. The sample of the research divided into two groups namely experimental group and control group. Experimental group was taught by Word Map Technique and control group was taught by Three Phase Technique. The design of the research as follow: Pre-test, Treatment, and Posttest. The instrument was multiple choices test consist of 25 items for right answers was 4 for each item. Then, for all right answer ranged 100 for the highest and for the lowest was 0. Based on the data analysis it was found that t-test score was 7.743 and t-table was 1.668. The result showed that the value of t-test was highest then the value of t-table. So, it conclude that there was significant effect of Word Map Technique in teaching vocabulary at third grades students of IKIP Mataram in academic year 2015/2016.

Keywords: *Teaching, Vocabulary, Word Map*

INTRODUCTION

Language is the most important aspect in human interaction. People communicate and interact with each others by using their own languages. One of the language uses is English. It becomes an International language. Most of the community use English to communicate with others who have different language.

That is why English language is very important to be taught and learned by the students. There are four skills; listening, speaking, reading,

writing in English as a foreign language. In English teaching, those skills must be served integrated as much as possible. One of the most important elements must be mastered by students are vocabulary. Because, it is impossible for the people to be able to make sentences or utterances English without mastering enough English vocabulary. Adil Al-Khufaisi (1984:42) says that “one thing that is very fundamental for everyone to know in learning English is to master vocabulary”.

Before concentrating on the other of English skills, basically, learning vocabulary is easy but teacher realizes that many students still have problem in increasing and mastering vocabulary. It caused the people who study English cannot understand the meaning of the words. It is very impossible to the students to read English with good pronunciation and fluently. This phenomenon faced by researcher during teaching English at IKIP Mataram, some of students found the difficulty words in mastery vocabulary.

Above is evident emerged at the third grade students of IKIP Mataram they still difficult in English especially in vocabulary. Those problem frequently found is that their native language it make them difficult to use the foreign language.

Besides, there no single technique was perfect that why the researcher would like proof the Word Map technique in teaching vocabulary.

So researchers were conducted an Experiment research entitled "The Effectiveness of Word Map Technique in Teaching Vocabulary at Third Grade Students of IKIP Mataram in academic year 2015/2016"

Based on the description above, the problem statement of the research was formulated as follow: "Is there any effect of Word Map Technique in teaching vocabulary at third grades students of IKIP Mataram in academic year 2015/2016?"

The scope of this study was limited to the effectiveness of "Word Map Technique" in teaching vocabulary at the third grade students of IKIP Mataram in academic year 2015/2016.

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Vocabulary

Vocabulary is knowledge of words and word meanings. According to Thornburry (2006: 240), Vocabulary describes that area of language learning that is concerned with word knowledge. However, vocabulary more complex than definition suggests. The first, words come in two forms: oral and print/written. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print/written vocabulary includes those words that we recognize and use in reading and writing. The second, word knowledge also comes in two forms, receptive and productive.

Receptive vocabulary includes words that we recognize when we hear or see them, and Productive vocabulary includes words that we use when we speak or write (Kamil & Hiebert, 2005: 4). From the above theories, it can be concluded that vocabulary is one of aspect of language that is study about the meaning of each word, and how the word are used in sentence context, recognize and memorizing the meaning of words and understand in used.

2. Teaching Vocabulary (How to Present Vocabulary)

According to Thornburry (2002: 75), there are some ways in teaching Vocabulary:

a. Presenting Vocabulary.

It means the teacher has decided to teach a related set of words. For example, items of clothing: *shirt, trouser, jacket, shock, dress and jean*. The teacher has number of options available. Firstly, there is a question how much word to present.

This will depend on the following factors: 1) the level of the learners (whether beginners, intermediate, or advanced) 2) The learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary) 3) The difficulty of the items (whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce. 4) The ability (whether, for example, they can easily explained or demonstrated) 5) Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading) Furthermore, the number of new words presented should not overstretch the learners' capacity to remember them.

Nor should the presentation extend so far into the lesson that no time is available to put the words to work.

b. Using Translation

Translation has been the widely used means of presenting the meaning of a word in monolingual classes.

Translation has the advantage of being the most direct route to a word's meaning. Assuming that there is a close match between the target word and its L1 equivalent. It is therefore very economical, and especially suitable for dealing with incidental vocabulary that may crop up in a lesson. However, as we have seen, an over reliance on translation may mean that learners fail to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their L1 equivalent, rather than directly.

Also, because learners don't have to work very hard to access the meaning, it may mean that the word is less memorable.

c. How to Illustrate Meaning

It means how to illustrate or demonstrate word to translate. The use of realia, picture, and demonstration. It is an alternative way in translation and also it is an obvious choice if presenting a set of concrete object (called realia) or picture or mime.

d. How to Explain Meaning

It means how the teacher explains the meaning of the word, such as by giving the definition of the word. An alternative way of conveying the meaning of a new word is simply to use words and other words. This is the principle behind dictionary definitions. Nonvisual, verbal means of clarifying meaning include

- 1) Providing an example situation
- 2) Giving several examples of sentences

- 3) Giving synonyms, antonyms, or superordinate terms
- 4) Giving a full definition.

All of the above procedures can be used in conjunction, and also in combination with visual means such as board drawing or mime.

Although a verbal explanation may take a little longer than using translation, or visual or mime the advantages are that the learners are getting extra free listening practice and by being made to work a little harder to get to the meaning of a word, they may be more cognitively engaged.

3. Assessing Vocabulary

Thornburry (2002: 135) says that an alternative approach is to evaluate the data quantitatively that is, using objective and measurable criteria. Three aspect of Vocabulary knowledge that are measurable quantitatively are:

1. Lexical Density

Lexical density is a measure of the proportion of content word in a text. Content words as opposed to function words that are words that carry a high information load, such as noun, adjective, and verb. Written text that contains a high proportion of such words is characteristic of proficient writers.

Based on related literature and its then connect with the hypothesis. Therefore, the writer states two hypothesis statements:

1. Alternative hypothesis (Ha): Word Map Technique is effective in teaching English vocabulary at the third grade students of IKIP Mataram in the academic year of 2015/2016
2. Null hypothesis (Ho): Word Map Technique is not effective in teaching English vocabulary at the third grade students of IKIP Mataram in the academic year of 2015/2016.

METHOD

A. Research Design

The researchers in this research used quasi experimental design by using pre test and post test control group.. Experimental group was treated by Word Map Technique and Control group will be treated by Three Phase Technique. The design of the research was follow:

Table 01

The Scheme of Research

Sample	Experimental group	Control Group
Pretest	X1	X3
Treatment	X (Word Technique)	X (Three Phase)

		Technique)
Post test	X2	X4

Where:

- X= Pre-test for experimental group
- X1 = Post-test for experimental group
- X2 = Pre-test for control group
- X3= Post-test for control group
- X4 = Treatment

The result of the different treatment was analyzed and compared using statistical computation

B. Population and Sample

1. Population

According to Sugiyono (2013: 80) population is a generalizing area which consists of: object/subject that

has certain quality and characteristic determined by the researcher to be learned and then concluded.

The population of this research was all the Third Grade Students of IKIP Mataram in the academic year 2015/2016, which consists of 6 classes, students The total number of students was 158 students.

2. Sample

The number of classes for the second year is 6 classes and it consists of 158 students in total. Therefore the researchers used cluster random sampling technique; it takes two classes as the sample for this research. The researcher used lottery and the two classes that popped out were A and B class. A class was experimental group and B class was the control group.

C. Research Instrument

Only one type of instrument was used in this research. It was multiple choice tests which consist of 25 items for both experimental and control group. 25 items for the multiple choice tests covered three aspects in vocabulary; form, meaning and function.

D. Techniques of the Data Collection

The researcher used 2 kinds of tests to collect the data. The pre-test and posttest, it was administrated to both experimental group and control group.

1. The pre-test was conducted before giving the treatment as the instrument to measure the

students' ability in vocabulary at the third grade students of IKIP Mataram in the academic year 2015/2016.

2. The post-test was conducted after the treatment was given to both control and experimental group.

E. Techniques of the Data Analysis

For that, the writer will use two steps in analyzing the data, they are:

1. Descriptive statistics is used to display the important features of the data. The most commonly used measures of central tendency are mean, mode, median, and standard deviation

After that, the formulae below will be used to precede the data score in descriptive statistics to know the mean, mode, median, and standard deviation:

- a. Calculating the mean score of Experimental and control group by using formula (pre-test and posttest):

Experimental group:

Control group:

$$\bar{X}_1 = \frac{\sum X_1}{N_1}$$

$$\bar{X}_2 = \frac{\sum X_2}{N_2}$$

Where:

X1 = Mean score of the experimental group

X = Mean score of the control group

$\sum X_2$ = the total students scores of experimental group

$\sum X_1$ = the total students scores of control group

N_2 = the total number of

FINDING

Before giving different treatment for both Experimental group and Experimental group treated by "Word Map Technique" and control group was treated by "Three-Phase Technique", the first one was Pretest was given. The result of Pretest can be seen on the table below:

Table 4.2 Description Analysis Pre-Test of Experimental Group

38	46	30	50
28	58	28	38
40	50	48	30
44	32	46	36
40	36	36	

1. The highest score was 58
2. The lowest score was 38
3. Range (r) $58 - 28 = 30$
4. The number of class is
 $1 + (3.3) \log n = 1 + (3.3) \log 19 = 1 + (3.3)$
 $(1, 2787) = (5.21971)$
5. Interval = $30/5 = 6$ use was

Table 4.5 Description Analysis Pre-Test of Control Group

30	40	30	32
12	22	36	30
10	34	24	20
38	40	28	32
38	42	24	

1. The highest score was 42
2. The lowest score was 10
3. Range (r) $42 - 10 = 32$
4. The number of class was $1 + (3.3) \log n = 1 + (3.3) \log 19 = 1 + (3.3)$
 $(1, 2787) = (5.21971)$
5. Interval = $32/5 = 6,4$ Use was 6

Table 4.9 Description Analysis Post-Test of Experimental Group

52	58	46	62
46	72	42	58
48	70	58	62
48	56	50	50
46	50	50	

1. The highest score was 72
2. The lowest score was 42
3. Range (r) $72 - 42 = 30$
4. The number of class was $1 + (3.3) \log n = 1 + (3.3) \log 19 = 1 + (3.3)$
 $(1, 2787) = (5.21971)$
5. Interval = $30/5 = 6$ Use was 6

Table 4.12

Description Analysis post-test of control Group

30	42	34	42
24	28	26	36
26	36	34	20
40	40	28	34
38	46	22	

1. The highest score was 46
2. The lowest score was 20
3. Range (r) $46 - 20 = 26$
4. The number of class was $1 + (3.3) \log n = 1 + (3.3) \log 19 = 1 + (3.3)$
 $(1, 2787) = (5.21971)$
5. Interval = $26/5 = 5$ Use was 5

Based on the data above, it shows that the hypothesis of this research was value of t-test < value of t-table at significant level of 0,05% with 19 subjects for both of the classes. The result of t-test: $7.743 < t\text{-table}: 1,688$.

The mean score of experimental group who was taught by Word Map Technique was highest than the control group who taught by Three-

Phase Technique and has significant difference from both of them. It shown that the result of mean score for experimental group and control group was $7.743 < 1,668$. So, it concluded that the Word Map

Technique was effective in teaching vocabulary; it means that the alternative hypothesis was accepted.

DISCUSSION

In this research the researcher applied the Word Map Technique in teaching vocabulary at the third grade students of IKIP Mataram which used quasiexperimental design, then the researcher aimed to find out whether the use of Word Map Technique is effective or not in teaching vocabulary. This research aims to find out the effectiveness of using "Word Map" Technique in teaching vocabulary at third grades students of IKIP Mataram in academic year 2015/2016". This was a quasi experimental research. The sample of this research was two classes, they were A class and B class in which consist of 39 students. It takes by using cluster random sampling. Based on the data analysis it was found that t-test score was 7.743 and t-table was 1.668. The result showed that the value of t-test was highest than the value of t-table. So, it conclude that there was significant effect of Word Map Technique in teaching vocabulary at third grades students of IKIP Mataram in academic year 2015/2016.

Table 4.15
Comparison of value t-test and t-table

T-Test	T-Table
7.743	1.668

Therefore, the hypothesis could be concluded that the alternative Hypothesis "There were positive effect of teaching Word Map Technique towards the students' vocabulary" it was Accepted and the null Hypothesis "there is no positive effect of teaching Word Map Technique towards the students vocabulary was rejected.

So, finally teaching Word Map Technique is effective towards the students' vocabulary at the second grade students of at third Grade Students of IKIP Mataram in academic year 2015/2016.

CONCLUSION

After conducting this research, the writers conclude that the difference scores between experimental group and control group was significant. It shows that the result of score for experimental group was highest than control group. It means that, there was positive effect of Word Map Technique in teaching students

Vocabulary and for the Alternative Hypothesis (Ha) was accepted, in the mean while, the Null Hypothesis (Ho) was rejected. So, the Word Map Technique was effective in teaching Vocabulary at the third

Grade students of IKIP Mataram in academic year 2015/2016.

SUGGESTION

For the suggestion, the researchers give some suggestion for who teachers or someone who want to apply the Word Map Technique in Teaching Vocabulary.

First the teachers or lecturers must be creative in teaching vocabulary especially in chosen the techniques. For example, in creating word map by means of the teachers should give more attention to their students' progress in mastering

vocabulary it is a kind of support in encouraging their learner in a desire to learn.

Second, the teachers or lecturers should give their students to show them the best word maps like what the researcher uses, it was colorful and uses much pictures and graphics because teaching vocabulary referred to by different names, such as semantic mapping, concept mapping, and word clusters.

Third, the teacher or lectured should be able to the nature of vocabulary instruction, the learning outcomes

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