

**WORD MAPPING GAMES IN DEVELOPING STUDENTS'
VOCABULARY MASTERY**

(A Classroom Action Research at the Second Year of MTs Lengkong, Sukabumi in
Academic Year of 2016/2017)

A RESEARCH PAPER

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APPROVAL SHEET

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STATEMENT

I hereby certify that this research paper entitled **“WORD MAPPING GAMES IN DEVELOPING STUDENTS’ VOCABULARY MASTERY (A Classroom Action Research at the Second Year of MTs Lengkong, Sukabumi in Academic Year of 2016/2017)”** is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree of Sarjana in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for the clarification.

Bandung, June 2017

Rini Kurniati

ABSTRACT

Vocabulary is important component in learn language including English. This study aims to develop student's vocabulary using word mapping games. It was conducted in class 8th B MTs AL-Hibsiyah Lengkong, Sukabumi in academic year 2016/2017. This research used classroom action research that follows spiral diagram of Kemmis and McTaggart. This research conducted in two cycles with planning, acting, observing, and reflecting. To collect data, the writer used qualitative and quantitative data. Qualitative data using interview and observation, while quantitative data using questionnaire and test. The result of research showed that there is a development in mastering and enriching students' vocabulary. This can be seen that the mean score of pre-test is 69.05 only 9 students or 28.12% who able to reached Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM). The mean score of post-test 1 is 72.06 there were 18 students or 56.25% who reached KKM. The mean score of post-test 2 is 79.44 there were 27 students or 84.38% who reached KKM. Thereby the criteria of success was achieved. While the results of students' questionnaire showed a positive response from the use of word mapping games. Before implementing CAR, students' pre-questionnaire showed 61.48% and post-questionnaire showed 92.63%. Interviews and questionnaires also received a positive response from teacher and students. Students felt more enthusiastic and motivated to learn vocabulary using word mapping games. Based on all the results obtained data showed that students' vocabulary developed and increased, students were motivated and enthusiastic in learning English vocabulary.

Key words: *Vocabulary, Word Mapping*

PREFACE

Alhamdulillah by the grace of Allah SWT, the writer has finally finished writing this research paper report entitled “Word Mapping Games in Developing Students’ Vocabulary Mastery (A Classroom Action Research at the Second Year of MTs Lengkong, Sukabumi in Academic Year of 2016/2017)”. This paper is written to meet the requirement for finishing the study at the English Education Study Program of STKIP Siliwangi Bandung to obtain Sarjana Pendidikan Degree.

Researcher would like find it difficult to get this work done without academic and psychologcal guidance from Dasep Suprijadi, S.Pd., M.Pd. as first supervisor and Asep Samsudin, S.Pd., M.Pd. as second supervisor to help her finish this paper. For that reason, there is no other word but deep and profound gratitude for their assistance. She considers that she will take many lessons from producing this paper. She does apologize for her entire attitudes during the supervision phases.

Further, the writer realized that criticism and positive suggestion are needed for better improvement of this research report. Finally, she entirely hopes this paper to be useful for those who are interested in the field of teaching English.

Bandung, June 2017

The Writer

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The Writer

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ALLAH DOES NOT CHARGE A SOUL
EXCEPT (WITH THAT WITHIN) ITS CAPACITY.

-(Qs. Al-Baqarah 2:286)-

INDEED, WITH HARDSHIP (WILL BE) EASE

-(Qs. Asy-Syarh 94:6)-

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the research, research question, objectives of the research, limitation of the research, benefits of the research, definition of key terms, and organization of the research paper.

A. Background of the Research

Language has an important role in communicating, beside the mother tongue we have already mastered, we must also be able to master national language although international language that is English. English is language which became an international communication tool. In studying foreign language, there is an important of basic aspect to be learned that is vocabulary.

According to Diamond & Gutlohn (2006) in Ferreira (2007:11) vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. Vocabulary is an essential component in support four language skills. Someone getting rich vocabulary then more easy and smoothly in communication both orally and in writing.

Vocabulary is important component in learn foreign language including English. In studying English process, often difficulty in developing vocabulary, especially in considering the vocabulary. Therefore the researcher tried to implement a technique of learning English especially for students of junior high school at MTs AL-Hibsiyah Lengkong. This technique is expected to develop student vocabulary and make the learning goes well, fun, and can achieve the learning objectives. In accordance with the times and technology, many learning technique that can be used in learning English vocabulary in junior high school. At recent days, games widely used in foreign language learning.

One of games that can develop student vocabulary is word mapping. This game is a game that mention words is derived from a word. Word Mapping strategy is a powerful approach to teaching vocabulary because it helps students think about word relationships, (Graves, M. In A. E. Farstrup & S. J. Samuels (Eds.), 2008:56-79) in Wardani (2015:134). According to (Lewis and Bedson, 1999) in Azar (2012: 253) games can be media that will give many advantages for teacher and the students either. The useful of games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact.

According to Antonacci and O'Callaghan (2012:94) Word mapping encourage active students to explore the relationship of words, directed to the deeper understanding of the word with develop their conceptual knowledge related to words.

In today's age, learners are very demanding teacher to teach more creatively so as not boring. Therefore, teachers need new methods and techniques in teaching. Teachers can use the game as a learning medium for instance using instructional media word mapping games. Application of word mapping media is expected to develop vocabulary and learning outcomes of students.

B. Research Question

The question of this research is how does word mapping games develop students' vocabulary mastery?

C. Objective of the Research

The objective of the research of this study is to know how the word mapping games develop students' vocabulary mastery.

D. Limitation of the Research

Limitation of the research is this research examined only word mapping game in a basic level of English language learning. Research subject is students of junior high school 8th b at MTs AL-Hibsiyah Lengkong. This research only examined the effectiveness technique word mapping game in vocabulary English language learning for students of junior high school. This research to examined student responses to the use of word mapping technique in develop vocabulary.

E. Benefits of the Research

The benefits of this research are:

1. Student

This research is expected to increase students' motivation in developing vocabulary mastery of English language.

To help develop student vocabulary mastery, to develop memory students with vocabulary that is already in control and finding new vocabulary.

2. Teacher

Able to contribute to the development of media language learning vocabulary for student.

Provides an alternative technique for teachers in developing student's vocabulary.

3. Researchers

Being contribute ideas development of education vocabulary associated with word mapping games.

Provide new knowledge about learning techniques to develop English vocabulary.

F. Definition of Key Terms

Vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing; it is expected the learners have to increase their

vocabulary by around 1000 words a year (Nation, 1990:22) in Wardani (2015). Word mapping is one of word association techniques. It is defined as a technique to make arrangement of words into a diagram, which has a key concept at the center or at the top, and related words and concept linked to the key concept by means of lines or arrows (Gairns and Redman, 1986) in (Thuy, p.634). Edward (2009) in Famula (2015) game is an effective tool for teach, because contains the principles of effective learning is used in strengthening the difficult levels.

G. Organization of the Research Paper

This paper present into five chapters, each chapter has some sub topics to elaborate the problem investigated.

1. Chapter 1 is an Introduction. This chapter presents the discussion on the background of the research, research question, objectives of the research, limitation of the research, benefits of the research, definition of key terms, and organization of the research paper.
2. Chapter 2 is Literature Review. This chapter discusses literature that are relevant to research. It is intended to provide some theoretical concepts which could support this research. The discussion presents under the following sub headings: Definition of word mapping, definition of vocabulary, and previous studies.

3. Chapter 3 is Research Methodology. This chapter deals with research methodology, which includes the research design, research method, research subject, research instrument, research procedure, research data collections techniques and analysis.
4. Chapter 4 is Finding and Discussion. This chapter including the data description and the result of research analysis as well.
5. Chapter 5 is Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter discusses literature that are relevant to research. It is intended to provide some theoretical concepts which could support this research. The discussion presents under the following sub headings: Definition of vocabulary, definition of word mapping, and previous study.

A. Vocabulary Development

1. Definition of Vocabulary

According to Zimmerman cited in Coady and Huckin (1998) in Al-Qahtani (2015:25) vocabulary is central to language and of critical importance to the typical language learning. Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies.

Diamond & Gutlohn (2006) in Ferreira (2007:11) suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognise words, and know their meanings as well. Thus, when a student is effectively able to recognise and use a word in different

contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

While Ur (1996:60) states: “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea.

Miller (1999, as cited in Zimmerman, 2007) in Mukoroli (2011: 6) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. Vocabulary is the total number of words in a language (Hornby, 1995) in Sorayaie Azar (2012: 252).

From the definition above can be concluded that vocabulary is a very important component in learning the language because no language without vocabulary. Vocabulary is also central to the language, students with large vocabularies are quicker at understanding new ideas than students who have limited vocabulary. With vocabulary we can express new ideas, and be able to communicate well.

2. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) in Al-Qahtani (2015: 25) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and

that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995) in Al-Qahtani (2015:25), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

According to Hornby in Surya Kumala Dewi (2016:37) vocabulary is divided into two types: Active Vocabulary and Passive Vocabulary.

a. Active Vocabulary

Active vocabulary is the word you see. This mean that vocabulary can be said to be active if we can use it to talk and write every day.

b. Passive Vocabulary

Passive vocabulary Students usually find the meaning of words in listening and reading materials. They will know the meaning of words in the text unknow. Teachers can help their students to learn the meaning of new words to explain the meaning. Students can improve their own vocabulary. According Hornby that passive vocabulary is the word that you understand but do not use. This means that the passive vocabulary are words that we recognize and understand when listening or reading material.

Cummins (1999, as cited in Herrel, 2004) in Mukoroli (2011: 6-7) states that there are different types of vocabulary:

1. Reading Vocabulary

This refers to all the words an individual can recognize when reading a text.

2. Listening Vocabulary

It refers to all the words an individual can recognize when listening to speech.

3. Writing Vocabulary

This includes all the words an individual can employ in writing.

4. Speaking Vocabulary

This refers to all the words an individual can use in speech.

According to Nation (2001: 11-12) categorized groups of English vocabulary by frequency of overall occurrence to determine which words are most necessary for learners to know. Two common divisions are high-frequency words and low-frequency words.

1. High-frequency words, including function words and content words, cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.
2. Low-frequency words make up over 5 percent of the words in an academic text. They include all words that are not high-frequency, academic or technical words for a particular subject.

From some of the definition above about kinds of vocabulary, we can learn that vocabulary has several types such as receptive vocabulary, productive vocabulary, passive and active vocabulary, reading vocabulary, listening vocabulary, writing vocabulary, speaking vocabulary, high frequency word, and low frequency word that we should know as a study in English language.

B. Teaching and Learning Vocabulary

According to Graves (2006: 4-8) offers a framework for successful vocabulary programs that supports effective teaching and students' development of word knowledge. The foundation of his instructional program includes a four-part approach to

developing robust vocabularies: (1) Provide rich and varied language experiences, (2) teach individual words, (3) teach word-learning strategies, and (4) foster word consciousness.

1. Provide rich and varied language experiences

Incidental word learning takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum. Examples of such experiences that promote rich and powerful vocabularies at all grade levels include (1) interactive read-alouds of outstanding children's literature, (2) dialogic-based instructional activities, (3) independent reading, (4) interactive writing, and (5) creating a print-rich environment where the "walls are dripping with words."

2. Teach individual words

Although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language-rich environment, children benefit from systematic and direct instruction of words. The research is clear with respect to effective teaching of words (Graves, 2006). Vocabulary instruction should (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words.

3. Teach word-learning strategies

An important aspect of developing students' robust vocabularies is teaching them tools to unlock the meaning of unknown words. The most effective tools use the context of the surrounding words or sentences to infer the meaning of a word, using meaningful word parts to make sense out of the unknown word and using the dictionary effectively to help define an unknown word.

4. Foster word consciousness

An important aspect of a strong vocabulary program is to engage students in learning new words. As teachers, we need to develop word consciousness within our students and maintain their interest in words. Graves and Watts-Taffe (2008) suggest that teachers “(1) create a word-rich environment, (2) recognize and promote adept diction, (3) promote word play, (4) foster word consciousness through writing, (5) involve students in original investigations, and (6) teach students about words” (p. 186).

Surya Kumala Dewi (2016: 37-38) states the key to success in communicating in English is mastering the vocabulary. Many of us have difficulty in learning new vocabulary. These are some tips on how to learn vocabulary effectively as follows:

1. Familiarize eyes and ears. Surrounds students with English.
2. Students are accustomed to seeing and hearing. It could be a movie or song. Your subconscious will easily catch the words, phrases, sentences and idioms. Get used first, the meaning can be followed.

3. Read. It can't be denied again, we'll get a lot of new vocabulary from reading. This could be from a book, newspaper, or website in English. Use a dictionary. Learning vocabulary without a dictionary? Do not dream. Use it to search for the meaning of words you do not understand. Choose the best dictionary or electronic dictionary or online.
4. Record. Make special note of words that can be read over and over again anytime. Record direct new words and review. In a note, making split by word. For example: words related to food (eating): spoon, knife, and fork. In a note, add a picture or describe if necessary, or if it's easier to remember words. After that, do not forget to read.
5. Improving the skills of context. Many words have different meanings depending on the context of the sentence or passage. Sharpen your ability to differentiate. How to hone the skills context: before deciding on the meaning of the word is a (based on knowledge or dictionary), look back at the context. Finding the meaning of the word in the dictionary. From some meaning or definition, select the meanings according to the context. Definitely a lot and often read to be very helpful.
6. Use or mnemonic tricks. Use the tricks and how to memorize in a fun way. Can create your own or take on an existing one. Example: to distinguish between types of pronouns we can read familiar with I/you/they/us with 'ayu goddess' (such as the person's name).

7. Practice! Many practices. Listen - speak! Read and write! After listening, trying to say. After reading, try to write practice.
8. Repeat and associations. Reply how to learn vocabulary effectively is through repetition and association. Repetition can do as I say: be familiar with the English language, making notes which can be re-read, read, use tricks to memorize, practice saying what he had heard and rewrite what has been read. Through the association: when they hear or read the word, what comes to mind? Use this image to remember new words.

Activities for teaching vocabulary (TAC W/M A “Word” About Vocabulary, 2014:5-13) as follows:

1. Keyword Method (Baumann & Kameenui, 1991), Using the keyword method, the student is taught to construct a visual image that connects the vocabulary word being taught with a familiar, concrete word that is similar auditorially and shares some common feature.
2. Semantic Feature Analysis (Pittelman, Heimlich, Berglund, & French, 1991) semantic feature analysis helps students see the relationship between words within categories. It illustrates how words are both similar and different and emphasizes the uniqueness of each word.
3. Word Map (Schwartz & Raphael, 1985; example from Holder, 1997) the word map technique is useful for helping students develop a general concept of definition.

4. Frayer Model (Hildroth, 1997) this organizer helps students select and organize information related to a key concept by focusing their attention on relevant details. Students learn to differentiate between essential and nonessential characteristics, as well as identify examples and nonexamples of the concept.
5. The Chain Game (adapted from Parrot et al., 1998) this game may be played by groups of eight students after the class has studied the vocabulary in a specific lesson or unit of study. It provides much repetition of words and their definitions.
6. Concentration, student pairs can play this game after studying the vocabulary in a lesson or unit.
7. Jeopardy, this game can be played with the whole class after studying the vocabulary in a unit of study.

Vocabulary is an important aspect which should be studied in the language because no language without vocabulary including English. Vocabulary is the first aspect that must be mastered in English in addition to other skills. Many methods that can be used in teaching vocabulary to students to develop their vocabulary. Teachers must be more creative in using the methods of learning to develop vocabulary, so that students' vocabulary develop and grow.

C. Word Mapping

1. Definition of Word Mapping

The word mapping is a generative vocabulary that enables students of figure out the meaning of new words (Harris, Schumaker, Deshler, 2009). A word map can be used as a tool for discovering the conceptual relationship between vocabulary items (Shoctak, 2003) in Abdollahzadeh and Amiri-Vardani (2010:4).

Vocabulary mapping is a graphic organizer, which enables students to expand definitions of words. As Schwartz and Raphael (1998) in TAC W&M A “Word” About Vocabulary (2014) the word mapping strategy to encourage students to move from simple dictionary-like statements to more complex critical thinking definitions that shows relationships: What is it (category)? What is it like (properties)? What are examples (illustrations)?.

Word Mapping strategy is to promote the students’ deeper understanding of words through depicting varying relationships between and among words. Word maps are visual displays of word meanings organized to depict relationships with other words. Research reveals that to develop students’ vocabularies, teachers need to promote in-depth word knowledge (Beck, McKeown, & Kucan, 2002) in Antonacci, A. Patricia and O’callaghan, M. Chatherine (2012). Students learn about words through mapping because it helps them examine the characteristics of the word concepts, categorize words, and see relationships among words that are similar as well as those that may be different. Such activities that are part of the Word Mapping strategy are cognitive

strategies that lead to a deeper understanding of words and the concepts that they represent (Antonacci, A. Patricia and O'callaghan, M. Chatherine, 2012).

The Word Mapping strategy is referred to by different names, such as semantic mapping, concept mapping, and word clusters. The strategy may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels. Further, Reutzel and Cooter (2008) suggest the use of word maps with English language learners for vocabulary instruction because it offers a way for them to demonstrate and connect their prior knowledge to new concepts and, at the same time, serves as a useful tool to categorize information (Antonacci, A. Patricia and O'callaghan, M. Chatherine, 2012).

According to Harmer (2007:235) word map are an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know. Word map are sometimes used by teachers to show how words group together. Getting student to build up their own maps by working in groups (as we have suggested) has the added advantage of making them try to remember some of the many words they know, while at the same time learning new words their peers. Word Mapping strategy is a powerful approach to teaching vocabulary because it helps students think about word relationships, (Graves, M. In A. E. Farstrup & S. J. Samuels (Eds.), 2008:56-79) in Wardani (2015:134).

From the definition above, word mapping is a powerful approach in teaching vocabulary. Word mapping is a strategies to develop vocabulary with creative and fun. Word mapping can make students use their imagination to find words related to the word given by the teacher. So that they can develop a single word and discover new vocabulary and increase the vocabulary they already had previously. With word mapping learn vocabulary more fun and exciting.

2. Procedure of Using Word Mapping

The writer found several procedures on the use of word mapping in teaching vocabulary to students. According to Schwartz and Raphael (1998) in Wardani (2015:134) procedure of word mapping is:

1. Show students an overhead of the vocabulary-mapping organizer. Point out that in order to develop a meaningful definition, the map needs to contain three relationships: "What is it? What is it like? What are some? Examples?"
2. To model this strategy, the teacher begins by identifying a familiar vocabulary word that can be easily mapped. (Examples: yogurt, rain forest, shoes)
3. Teacher writes the word on map.
4. Ask "What is it?" Record selected student responses on map.
5. Ask "What is it like?" Record student responses on map.
6. Ask "What are some examples?" Record student responses on map.
7. Explain to students that the definition now includes properties, categories, and examples.

According to Antonacci, A. Patricia and O'callaghan, M. Chatherine (2012:95-96) the procedure of word mapping is:

1. Select words for vocabulary instruction. Prepare for vocabulary instruction by carefully selecting the words to be taught. Choose words by considering the readings and the words that are key to understanding the text.
2. Project a blank word map. Model how to construct a word map and demonstrate to students how to use the word map for building and exploring word relationships.
3. Write the key words on the word map. In each blank, write and say the key word that will be taught.
4. Use a think-aloud to model how to explore relationships between words. Use the think-aloud strategy to (a) demonstrate how to explore word relationships; (b) think about the meaning of the key word or related words; (c) model how to further the meaning of the word by examples and no examples, or synonyms and antonyms, of the word; (d) find the definition of the word in a glossary or dictionary and find its use in context or a discussion with another student about the word's meaning; and (e) draw a picture of the word to illustrate its meaning in context.
5. Record ideas that have been used to explore the word meanings and relationships.
6. Students are directed to use the word maps during and after reading to add information about the key words. Students use the word maps for recording new

information while they are reading. After reading, they may further develop their word meanings by looking for dictionary definitions, drawing pictures of words, and adding new words from their readings.

7. Students share their maps with others. During this sharing period, students use the information on their word maps to develop and expand the class map. Students write new information on the group map and are encouraged to revise their own word maps to incorporate these new ideas.

Word maps have effectively been used to activate background knowledge about a topic (Johnson & Pearson, 1984, Heimlich & Pittelman, 1986) in Lopez (2009:13)

Steps to follow include:

1. Select a word or topic and list the word on the chalkboard, overhead, or projection screen.
2. Before reading, ask students to think of as many words as possible that relate to the word or topic, then list their answers on the semantic map.
3. Review the words listed on the map, and then decide if the words could be reorganized and grouped into categories. The teacher and class can brainstorm these categories together, then work together to organize the groups into categories.
4. If the word or topic is related to a theme of study, then students can find new words to add to the map after reading or as the unit progresses. If it relates to a book, then read the book. Afterwards, students can add new words to the concept map based on the reading.

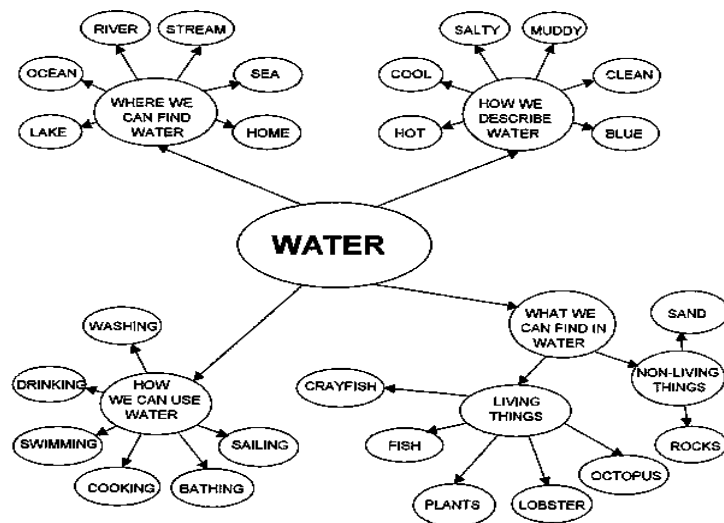


Figure 2.1

Word mapping sample

<http://learnenglishteens.britishcouncil.org>

According to several sources about how to teach word mapping to develop students' vocabulary, the writer conclude that steps teaches word mapping is as follows, example in teaching about one of the vegetable such as carrot, we have to divide into several categories such as what is it, what is it like, what is it not like as shown below. We specify a word of vegetable is carrots, then create a diagram and group them into categories. After that give a picture of the diagram to students and let them discuss to fill the blank diagram. Let them write the words associated with the vegetables that are in their minds and fill each column is empty as shown below. Then show what they have written to friends and teachers.

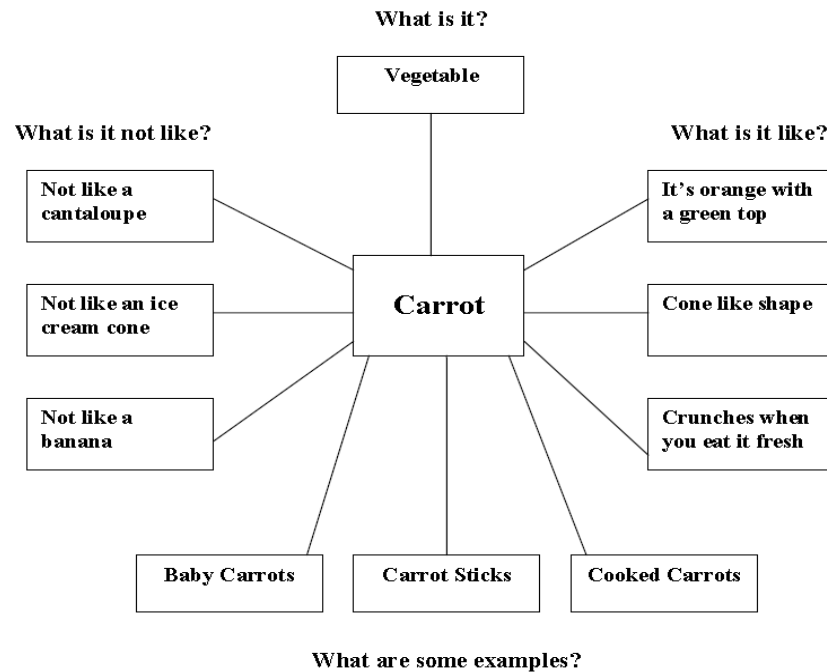


Figure 2.2

Word mapping sample

http://www.readingrockets.org/strategies/word_maps/.

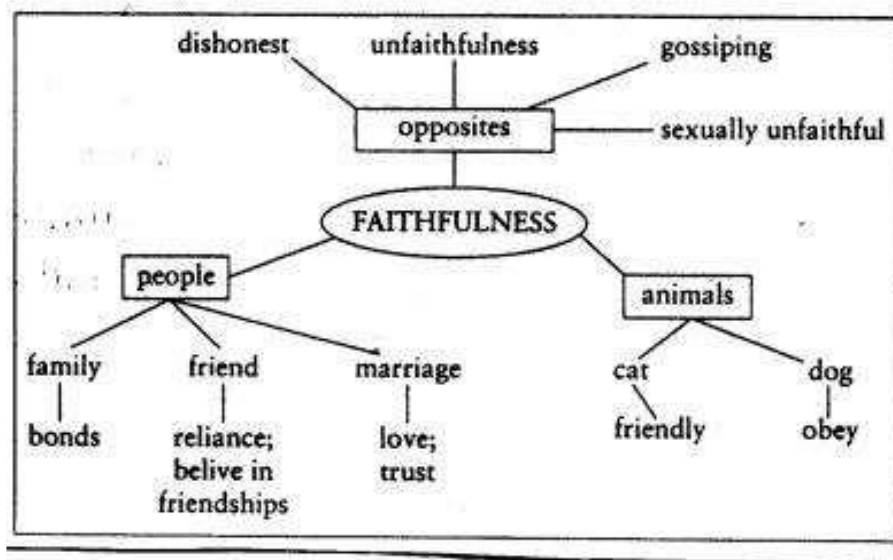
3. Form of Word Mapping

There are several form of word mapping found the writer from Vygotsky book How to Teach Vocabulary:

a. Word Mapping – ASSOCIATIONS

Word mapping generally refers to brainstorming associations which a word has and then diagramming the results. For example, when asked to give words they thought of when they heard the word “faithfulness”, low-intermediate ESL students generated sixteen

words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words as follows:



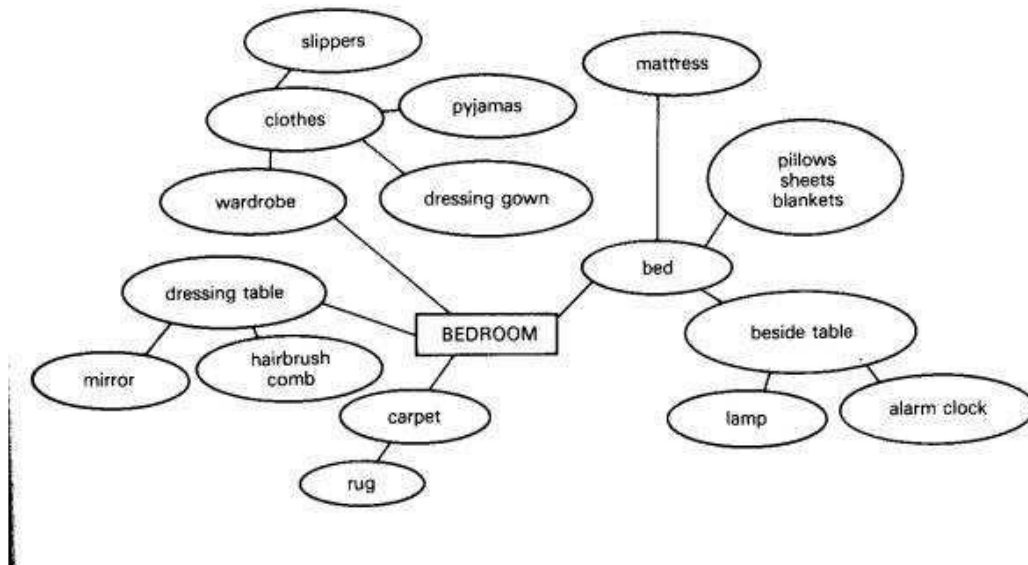
Because it is possible to analyze words in different ways and because features may be difficult to agree upon, word feature analysis and word mapping promote a great deal of group interaction. Over time, the learners may add new words to their charts and maps. These word exercises will then not only be visual reminders of links in the lexicon but of the learner's expanding vocabulary.

b. Word Mapping - WORD FIELD DIAGRAMS

Visuals are an extremely useful framework for storage of lexis, and they can be used to highlight the relationships between items. Word field diagrams are of interest here and

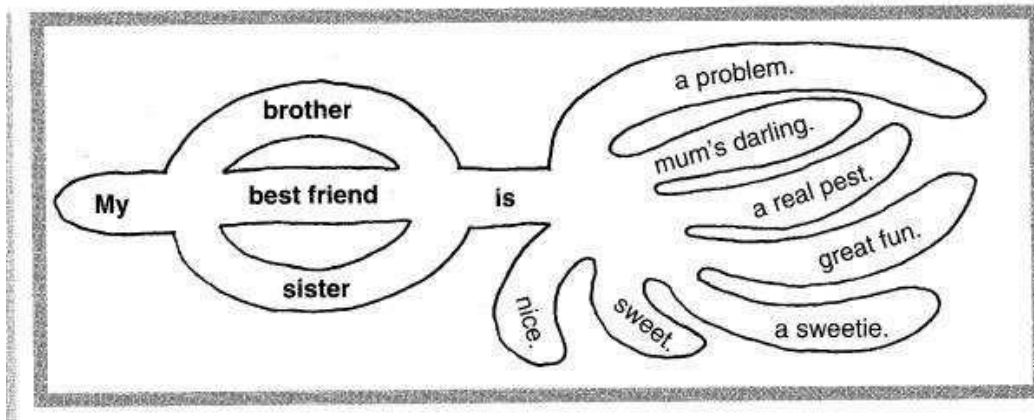
the example below could be used as a testing activity by omitting some of the items.

Learners could also be asked to organize their own diagrams of this type.



c. Word Mapping – Word fields

Word fields are arranged according to associative items. Here also structures are included – when they can be linked with the same semantic field. Students are asked to remember the word fields the same way as they are layout in the book.



d. Word Mapping strategy - Pictorial schemata

Creating grids or diagrams is another word strategy. Whether they are teacher- or student generated grids, these visual devices help students distinguish the differences between similar words and set up memory traces of the specific occurrence. Scales or clines, Venn diagram, and tree diagrams are especially interesting for group work when teachers present words for these pictorial schemata in scrambled order. Students are then asked to unscramble the words by putting them in a logical order.

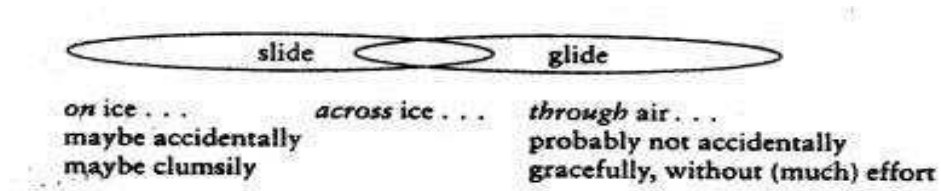
Scale or cline:

Arrange in order from happy to sad: upset, pleased, overjoyed, broken-hearted, in different.

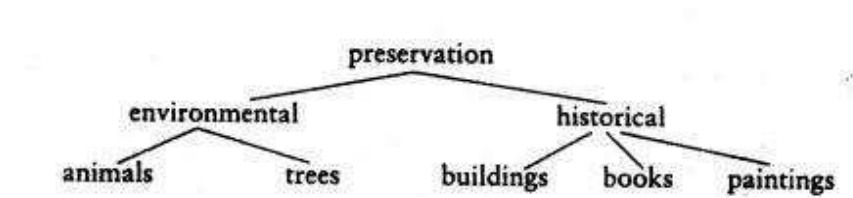


Venn diagram:

Illustrate how “slide” or “glide” are different.

**Tree diagram:**

Classify the parts of preservation.



These word techniques ask students to deeply process words by organizing them and making their meanings visual and more concrete.

D. Game**1. Definition of Game**

Game playing is effective in developing students' communicative ability in that it is a dynamic process of communication in which students as thinking beings, emotional beings and communicators instead of knowledge receptacles, try to get their ideas, concepts, thoughts, emotions and feelings expressed, based on their own life experiences, (Zhu, 2012: 802).

Games are valuable highly motivating, amusing, challenging and they encourage cooperation. As they give students a break and at the same time allow students to practice language skills, (Ersoze, 2000) in Mahmoud and Tanni (2014:16).

Games provide one way of helping the learners to experience language rather than merely study it, (Wright et al., 2006: 2) in Fitzgerald, S.L., & Suci, S. (2015: 775).

From the definition above, games are effective in students' communication skills because it is dynamic communication processes, highly motivating, challenging and encouraging them to work together, and helping learners experience language rather than just learning it.

2. Kinds of Game

There were several games used by the English teacher and they were categorized based on the purpose. The following were the kinds of games used based on the purpose, (Ayu and Murdibjono, (2012:3):

a. Games for assessing the students

There were some games used to assess the students. These games were: jeopardy, guess the word, etc.

b. Games for developing students' vocabulary/ for drilling a particular language item. These games were conducted by the English teacher to develop students' vocabulary or practicing a specific language items.

c. Games for delivering the material.

This game was called “Chain Writing” and used by the teacher to teach the students how to write a text. Before writing the students were given the knowledge about the structure of the text and the purpose of the text. The teacher gave a topic for students. The students would write in a group of four and exchanged the writing with other groups and did peer assessment. In the end the teacher would give feedback and correction.

3. The Advantages of Using Games to the Classroom

Ghada Sari in Rohani and Pourgharib (2013: 3541) lists several main advantages when games are used in the classroom, including:

- a. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- b. Games usually involve friendly competition, and they deep learners interested.
- c. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- d. Vocabulary games bring real word context into the classroom.

E. Previous Studies

Research on vocabulary using semantic mapping or word mapping has been completed by Siti Nur Vadilah that was “*Enriching Students Vocabulary Through Semantic Mapping (A Classroom Action Research in the First Year of Electro B Class of Triguna Utama Vocational School Ciputat)*” this study explains about using semantic mapping

or word mapping in teaching vocabulary. She started the observation of October up to November 2010. She use semantic mapping in teaching vocabulary of the 10th grade in Triguna Utama Vocational School Ciputat. This study also has been completed by Dian Surya that was “Improving Students’ English Vocabulary through Cluster Technique (A Classroom Action Research at the Second Grade of SMP AL-Kautsar BKUI Jakarta). This study explain about using cluster technique in teaching vocabulary. This strategy is expected to improve students’ vocabulary. The results of the data analysis in teaching vocabulary using semantic mapping or word mapping or cluster technique shows that there is progress in mastering and enrich the vocabulary.

Using the word mapping, researcher hopes the students will be interested in studying vocabulary in a fun way. So that they develop vocabulary mastery with word mapping

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research methodology, which includes the research method, research subject, research instrument, research procedure, research data collections.

A. Research Design

The writer used a qualitative method in this research. Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are. It is concerned with the social aspects of our world and seeks to answer questions (Hancock, Ockleford, Windridge, 2009:7).

B. Research Method

The writer used classroom action research for this research. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Ferrance, 2000:1).

According to Kaswan and Suprijadi (2016) from Costello (2003: 5), action research is educational practice. Action is undertaken to understand, evaluate and change referred to variously as a term, process, enquiry, approach, flexible spiral process and cyclic. It has a practical, problem-solving emphasis. It is carried out by individuals, professionals and educators. It involves research, systematic, critical reflection and action. It aims to improve.

It means action research is process approach to solve a problem in a systematic through the act of using a research technique to improve educational practice conducted by understanding, evaluation, and change.

Classroom action research typically involves the use of qualitative interpretive modes of inquiry and data collection by teachers (often with help from academics) with a view to teachers making judgments about how to improve their own practices. The practice of classroom action research has a long tradition but has swung in and out of principally because the theoretical work that justified it lagged behind the progressive educational movements that breathed life into it at certain historical moments (McTaggart, 1991; Noffke, 1990, 1997) in Denzin and Lincoln (2007).

The main aims of action research is to identify a ‘problematic’ situation or issue that the participants - who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns, 2010:2).

The writer chose to use classroom action research method, because this method can improve and make changes towards the better in the learning process.

C. Research Subject

The research subject of this research is the students of junior high school in grade 8th at MTs AL-Hibsiyah Lengkong, Sukabumi. The reasons for choosing the students in grade 8th of MTs AL-Hibsiyah Lengkong, because many students who have difficulty in learning English and has very low vocabulary. They should be able to add and

develop their vocabulary. In this sample included students in grade 8th B of MTs AL-Hibsiyah Lengkong.

D. Research Instruments

Research instrument are certain tools and certain techniques are used to collect data in research (Kuntjojo, 2009:35). According to Tavakoli (2012:277) Instrument is any device which is used to collect the data, Kaswan & Suprijadi (2016:86). Instrument can be presented in written, audio, or visual format.

As for the instruments used by the author in this study is interview, observation, questionnaire, and test.

1. Interview

Interviews were conducted with teacher before implementing CAR to collect information. Interview can be completely unstructured such as a free-flowing conversation. The writer ask some questions about students' difficulties, activity in the class, and strategies or methods that teacher use in learning English especially vocabulary. Second interview conducted after implementing word mapping games to know teacher and students response to learning by using word mapping games.

2. Observation

Observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate (Hancock, Ockleford, Windridge, 2009:18-19).

Techniques for collecting data through observation, (Hancock, Ockleford, Windridge, 2009:18-19):

- a. *Written descriptions.* The researcher can record observations of people, a situation or an environment by making notes of what has been observed.
- b. *Video recording.* This frees the observer from the task of making notes at the time and allows events to be reviewed repeatedly.
- c. *Artefacts.* Artefacts may be objects which inform us about a phenomenon under study because of their significance to the phenomenon.

Observation conducted before and during CAR, to observe and note all the phenomena like students activities, students participation that occur in the classroom during the teaching and learning process.

3. Questionnaire

Questionnaires give to students in grade 8th B MTs AL-Hibsiyah Lengkong to determine their response to the learning process using word mapping and also their motivations and problems before and after using the word mapping in the learning process.

4. Test

The writer used pre-test and post-test. Pre-test is to know the students' ability before using word mapping strategy in developing vocabulary. Post-test is given to know the result after using word mapping strategy. In this study the test is given in the form of multiple choice and essay. The test is done in each cycle.

To obtain the desired data and as material for writing the study, the writer use the junior high school students in developing vocabulary mastery use word mapping games. To find the data, the writer uses several instruments as a tool for collecting information needed by writer and several list questions to conduct interviews with teacher, questionnaire and test for students.

E. Research Procedure

This study used classroom action research, the writer used 2 cycle in this research. The writer has a role as a teacher and researcher. The writer used lesson plan as guidance in teaching vocabulary using word mapping strategy and she is making pre-test and post-test material for each cycle. According to Burns (2010:7) from Kemmis and McTaggart (1988:11-14) the procedure of each cycles are as follow:

1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: what kind of investigation is possible within the realities and constraints of your teaching situation; and what potential improvements you think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed

period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.

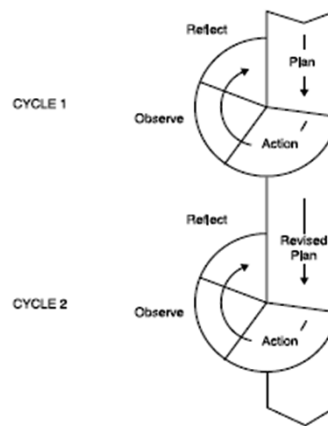


Figure 3.1 Cyclical AR model based on Kemmis and McTaggart (1988).

F. Data Collections Techniques and Analysis

In this study the writer uses classroom action research to complete this study. To collect the necessary information in this study, the writer conducted interview with the teacher before and after CAR, pre-test, post-test, and questionnaire for students. This study also uses word mapping games as a tool to develop their vocabulary.

To collect data in this study, the writer follow this procedure:

1. The researcher choose students of 8th B grade junior high school as research object.
2. Collecting evidence development students' vocabulary using word mapping games.
3. Conduct research on students who selected to formulate a research questions.

4. Taking test to students using word mapping games as a tool for developing students' vocabulary.
5. Discuss the problems they face when learning English especially when studying vocabulary.
6. Process the research data.
7. Interpret data, giving suggestion, and draw conclusions of the study.
8. Preparing the research report.

Data analysis techniques in this study using qualitative and quantitative technique analyst. Qualitative analysis to analyze the learning process is carried out continuously from the start of the study until the end of the study. For the test data were analyzed quantitative, with the following steps:

1. Calculate the value of the respondents from each aspect.
2. Recap students score.
3. Calculates the average value of the students.
4. Calculate the percentage value.

The average value is calculated using the following formula (Konadi: 49):

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

M : Mean

$\sum x$: Individual score

n : Number of students

The percentage value is calculated using the following formula (Ibid: 43) in Surya (2014:24):

$$p = \frac{f}{n} \times 100\%$$

P : The class percentage

f : Total percentage score

n : Number of students

The improvement value of students' vocabulary score is calculated using the formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

P = Percentage of students' improvement

y = Pre-test result

y1 = Post-test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

P = Percentage of students' improvement

y = Pre-test result

y2 = Post-test 2

Student scores count results of each test are the compared between the test results cycle 1 and the test results cycle 2. These results will provide an overview of the percentage increase students achievement by using word mapping strategy in learning English process.

G. Criterion of Classroom Action Research Success

Classroom Action Research (CAR) can be called successful if it fulfill the criteria that have been determined. It can be called a failure if it does not fulfill the criteria that have been determined.

Based on criterion of minimum completeness (KKM), and based on agreement between researcher and teacher, where there should be 75% of students experience improvement especially in learning English vocabulary. Students should be able to reach score 72 (seventy-two) or more of vocabulary test, start from pre-test until post-test cycle 2. It means this research can be called successful and action will be stopped. But, if it has not reached the criterion of success, the alternative will be completed in the next cycle.

CHAPTER IV

FINDING AND DISCUSSION

This chapter including the data description and the result of research analysis as well. In this case the way to develop students' vocabulary through word mapping games at 8th B class of MTs AL-Hibsiyah Lengkong, Sukabumi. Academic year 2016/2017. Related to the discussion of the finding, it is divided into three parts. Those are before applying the action, the implementation of the action and discussion of the data after implementation the action.

A. Description of the Data

1. Before Implementing the Action

a. The Result of Pre Interviewed

Pre-interview conduct in this study was unstructured interview. Interview was conducted on Monday, March 6th 2017 with the English teacher. Started at 09.30 am and finished at 10.30 am. The writer asked some questions to the English teacher. The question is made in three categories, first asked about the general condition in the class, especially in vocabulary learning. Second asked about techniques or strategies used by teacher in vocabulary learning. And the last asked about obstacles faced by teacher while teaching vocabulary and asked about word mapping games.

First category discussed about the general condition in the class especially in vocabulary learning. Teacher said that most of students have difficulty in learning English, because they have very lacking basic vocabulary. They also still have difficulty especially in memorizing vocabulary. In vocabulary teaching, teacher used translation methods and exercises. In vocabulary teaching activities, she used the method of drilling, translating, and giving many vocabulary. Media used by her is dictionary, text, and dialogue.

The second category discussed about the difficulty faced by the teacher while teaching vocabulary. Teacher said that in learning vocabulary, students' dependence with the dictionary and they quickly forget the vocabulary they have learned. But in the learning process, students are quite active and pay attention to every material taught by the teacher. In teaching vocabulary the teacher often delivers the task, i.e. translating the dialogue and then presented by the students. The students must achieve the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM).

The third category discussed about word mapping games strategy. Teacher said that she has heard about word mapping games strategy, but the strategy has never been applied in the vocabulary learning process. She said word mapping effective in learning vocabulary, because students can easily memorize vocabulary and not easy to forget. And also she said word mapping can improve the vocabulary of students, because can develop one word into a few words.

From the interviews above can be concluded, grade 8 B students still have a low vocabulary and have obstacles in remembering vocabulary.

b. Result of Pre Observation

Pre-observation was conducted to observe vocabulary teaching learning process before applying the action. This is done in grade 8th B MTs AL-Hibsiyah Lengkong, Sukabumi. There consisted 32 students in this class. Observation conducted on Monday, March 6th 2017 at 10.40 am until at 11.50 am.

The writer observed and recorded some notes about the learning process of students. In the learning process of grade 8th B students of MTs AL-Hibsiyah Lengkong quite active, but there are some who pay less attention to the teacher while explaining the material. In the learning activity the teacher give a text, many students get bored because they didn't understand the content of the text given by the teacher. Some students just kept talking with seatmate. So, teacher should reprimand them by asking questions about the meaning of the vocabulary in the text to get students to pay attention to the teacher again.

c. Result of Pre Questionnaire

The pre-questionnaire was conducted to find out the students response about the English lesson especially in vocabulary learning. Questionnaire used in this study is a structured questionnaire. Questionnaire given to students in the second year of grade

8th B on Monday, March 13th 2017. The given questionnaire contains 10 items they should answer with Yes or No. Questionnaire three have categories: student's responses about learning process of English (2 items, no 1&2), result of students score from learning vocabulary (2 items, no 3&4), solution of the problems faced in vocabulary learning (six items, no 5-10).

The first category is the student's response to teaching learning process in English learning especially vocabulary. The result showed 100% students are excited while studying English in vocabulary. The next item is the students understand the English lesson of vocabulary material, the result showed 74.07% understand what the teacher explained. This showed that most of the grade 8th B students like vocabulary learning, although they have not mastered English vocabulary.

The second category is the results from students' vocabulary. The result showed 92.59% of students were not satisfied with their English vocabulary scores. Next item, 62.59% students could answer the questions from the teacher about vocabulary material. This showed that most students hadn't able to achieved good scores in accordance to Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) English subject.

The third category is about the solution of problems in vocabulary learning. For the first item, many students asked their teacher if they had difficulty learning vocabulary material, this showed 62.96%. This showed that students were active in

English learning process vocabulary material. So, they were easy to understand the material although their score is many who had not able to reach the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM). The second item, 85.18% students said that teacher used techniques that could solve their difficulties in learning vocabulary. This means that teacher used appropriate techniques to solve their learning vocabulary problems. Next point, the most of students or 85.18% students said that the techniques provided by teacher could help them easily remember the vocabulary and could add their vocabulary. Next point, 100% students said the teacher gave exercise to develop students' vocabulary. But, 88.88% students could not do the task from teacher easily. It means that the most of students faced difficulty in used the techniques from the teacher to develop their vocabulary. The last, only 14.18% students who felt they had many vocabulary. So, it means that the most of students grade 8th B still had low vocabulary.

d. Result of Pre Test

The pre-test was conducted before classroom action research (CAR). It was conducted on Monday, March 13th 2017. Started at 08.50 am and finished at 10.00 am. Students must answer the questions in multiple choice and essay.

Table 4.1

Students' Vocabulary Score of Pre-Test

No.	Students' Name	Post-Test Score
1	Student 1	60

2	Student 2	67
3	Student 3	80*
4	Student 4	43
5	Student 5	57
6	Student 6	76*
7	Student 7	67
8	Student 8	87*
9	Student 9	65
10	Student 10	57
11	Student 11	57
12	Student 12	53
13	Student 13	53
14	Student 14	57
15	Student 15	67
16	Student 16	67
17	Student 17	55
18	Student 18	65
19	Student 19	76*
20	Student 20	80*
21	Student 21	87*
22	Student 22	87*
23	Student 23	43
24	Student 24	53
25	Student 25	76*
26	Student 26	50
27	Student 27	60
28	Student 28	70
29	Student 29	60
30	Student 30	70
31	Student 31	65
32	Student 32	73*
	MEAN	65.09

*students who passed the KKM the score are processed from students answer sheets.

To get the result of pre-test, firstly, the researcher calculated the mean score:

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

$$Mx = \frac{2083}{32}$$

$$Mx = 65.09$$

Then the percentage of students' who passed the KKM score, the researcher used the following formula:

$$p = \frac{f}{n} \times 100\%$$

$$P = \frac{9 \times 100\%}{32}$$

$$P = 28.12\%$$

Based on the data of pre-test, the data showed that the average score of pre-test is 65.09. Only nine of students or 28.12% who gained the score above the Minimum Mastery Criterion (KKM). While 23 students were still below criterion. The lowest achievement gained score 43. From the data above could be seen that the most of students grade 8th b score still had low vocabulary.

2. Findings of the First Cycle

a. Planning

- 1) In this phase, the writer and teacher preparing the material (standard competency and basic competence) which will be presented to students using word mapping strategies with collaborator.

- 2) Making lesson plan with collaborator.
- 3) Preparing model of vocabulary word mapping.
- 4) Preparing material (taken from English book and internet).
- 5) Prepared students worksheet.
- 6) The writer prepared the instrument (post-test 1 & observation note)
- 7) Determining the criteria of success with collaborator (75% of 32 students or 24 students achieve the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) of English 72 or above.

b. Acting

First Meeting (Tuesday, March 14th 2017 at 08.50 am – 10.00 am)

- 1) Implemented the teaching learning process based on the lesson plan.
- 2) Explain to student the descriptive text (text of an animal). Students understand the text and how the text to create into word mapping.
- 3) Firstly, the writer gave the example how to create word mapping from the text.
- 4) Asked students to create word mapping based on the words in the text individually.
- 5) Students should write down the word derivative that relates to the text as much as possible and the most is the winner.
- 6) Give the students home work.

Second Meeting (Monday, March 20th 2017 at 10.40 am – 11.50 am)

- 1) Asked their understanding about last lesson.

- 2) Students showed their home work to the teacher.
- 3) Students presented word mapping that they had created individually to other students and teacher.
- 4) Asked to students to remember their vocabulary by keep their memory through word mapping.

Third Meeting (Tuesday, March 21st 2017 at 08.30 am – 10.00 am)

- 1) Review the material and students task.
- 2) Post-test cycle 1.

c. Observing

In this phase, the researcher observed students participation in the classroom in teaching learning process on pre and post vocabulary through observation. In the first meeting, researcher seen students enthusiastic in learning vocabulary used word mapping games strategy. But, they still had difficulty in making word mapping, especially in categorized every word in an object that they would create into word mapping.

In the second meeting, the observer seen the class condition better. Students more enthusiastic and more active in sharing their opinions about word mapping. There were some students who presented the result of the word mapping they had created. But, students still found difficulties to work individually.

Next, collected the data for the post-test 1. The result of post-test 1 showed the mean score of the class increased to 72.03. In which there were 18 students who passed the Minimum Mastery Criterion or KKM 72. The detailed result of instruments used in the first cycle can be seen below.

1) The result of students' vocabulary achievement (cycle 1)

To know the result from students' vocabulary achievement. First, the researcher need to calculate the mean score of students. The mean score derived from the following formula:

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

$$Mx = \frac{2306}{32}$$

$$Mx = 72.06$$

Then the researcher calculated the class percentage that's passed the Minimum Mastery Criterion using the following formula:

$$p = \frac{f}{n} \times 100\%$$

$$P = \frac{18 \times 100\%}{32}$$

$$P = 56.25\%$$

Table 4.2

Students' Vocabulary Score of Post-Test 1

No.	Students' Name	Post-Test Score
1	Student 1	85*
2	Student 2	75*
3	Student 3	78*
4	Student 4	75*
5	Student 5	75*
6	Student 6	52
7	Student 7	72*
8	Student 8	85*
9	Student 9	68
10	Student 10	62
11	Student 11	70
12	Student 12	70
13	Student 13	80*
14	Student 14	68
15	Student 15	62
16	Student 16	62
17	Student 17	72*
18	Student 18	80*
19	Student 19	52
20	Student 20	65
21	Student 21	92*
22	Student 22	82*
23	Student 23	70
24	Student 24	75*
25	Student 25	88*
26	Student 26	78*
27	Student 27	80*
28	Student 28	75*
29	Student 29	80*
30	Student 30	68

31	Student 31	55
32	Student 32	55
	MEAN	72.06

The score as seen in the table 4.2 above, showed that the mean score of students on post-test 1 was 72.06. There were 18 students or 56.25% students who scored achieved Minimum Mastery Criterion (KKM) or above. Meanwhile the other students were below the criterion. It showed that the first criterion unfulfilled.

Based on the results achieved by students in the first cycle, this showed that there was an increasing in students' value. The mean score of students on the pre-test showed 65.09 and the post-test showed 72.06. It means that was 10.71% of mean score improvement. The improvement score derived from the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{72.06 - 65.09}{65.09} \times 100\%$$

$$P = 10.71\%$$

d. Reflecting

In this phase, discussed the result of the action. The researcher and teacher discussed about the result of the action. Based on analyzed from students score on post-test 1 had no reached the criteria of success that was 75% of students must reached Minimum Mastery Criterion or KKM. This could be seen that only 56.25% students who reached

Minimum Mastery Criterion or above. So, the implemented of word mapping games strategy had not gained a satisfied score in developing students' vocabulary.

Therefore, it need to revise planning and acting before implement the next cycle. Previous test showed that this first cycle had not achieved a successful action. It need 18.75% of students to achieve Minimum Mastery Criterion or KKM.

e. Revision of the First Cycle

Based on students' achievement in vocabulary learning in first cycle, the implementation of word mapping games strategy had not given a satisfactory result in developing a students' vocabulary. Therefore, the researcher and collaborator do some revisions before implementing word mapping on the next cycle in achieving the criteria of success in this study.

- 1) First, the revision was focused on how students work. In the first cycle students were required to be able to make work mapping individually. For the next cycle students will work in group.
- 2) Second, without reading text. Students focused too much on the text, so their vocabulary was limited.
- 3) Students will use dictionary in the next cycle. To help them to find new vocabularies that they do not know yet.
- 4) The writer give more motivation to students.

- 5) The writer gives more explanation of the word mapping more clearly and easily to understand.

3. Finding of the Second Cycle

a. Planning

- 1) The writer and collaborator made the new lesson plan.
- 2) Students work in group.
- 3) Students bring a dictionary.
- 4) Students should explore their vocabulary.
- 5) The writer giving more motivation to students.
- 6) The writer give examples of word mapping and explain it clearly and easily to understand.
- 7) The writer prepared the instrument (post-test 2).

b. Acting

First Meeting (Monday, March 27th 2017 at 10.40 am – 11.50 am)

- 1) Implemented teaching learning process based on lesson plan.
- 2) Students mention the pride of Indonesia.
- 3) The writer gave the example of word mapping with new theme about the new thing that was in Indonesia, for the example about sea, animal, forest, etc.
- 4) The writer determined 5 words or things that exist in Indonesia.
- 5) Every group choose one word that they will make word mapping.
- 6) Students create word mapping in group with facilitated dictionary.

- 7) Students should write down the word derivative that relates to the text as much as possible and the most is the winner.

Second Meeting (Monday, April 3rd 2017 at 10.40 am – 11.50 am)

- 1) Review the material and students work.
- 2) Students showed the word mapping they had created to the teacher.
- 3) Writer revised their work.
- 4) Students presented the result of the word mapping they have created to other group and teacher.
- 5) Writer watched their process of presented the word mapping. Students pay attention to presentations from other group and noted that.
- 6) Writer appreciate students' work.
- 7) Asked students to remember the vocabulary they have learned and keep it in their memory.

Third Meeting (Tuesday, April 4th 2017 at 08.50 am – 10.00 am)

- 1) Writer review the previous learning, still having difficulty or not.
- 2) Post-test 2.

c. Observing

The researcher and collaborator teacher observed the teaching learning process through observational notes. The class conditions are better than ever after implemented word

mapping. Students more active, more excited, because work in group. Students were more interested in learning process.

The next cycle, researcher and teacher collected the data for post-test 2. The result of post-test 2 showed that students reached Minimum Mastery Criterion or above there were 84.38% or 27 students.

1) The result of students' vocabulary achievement (cycle 2)

The calculation of the mean of students' score in vocabulary post-test 2:

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

$$M_x = \frac{2542}{32}$$

$$M_x = 79.44$$

Then the calculation of class percentage about the students who passed the Minimum Mastery Criterion or Kriteria Ketuntasan Minimal (KKM):

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{27}{32} \times 100\%$$

$$P = 84.38\%$$

Table 4.3
Students' Vocabulary Score of Post-Test 2

No.	Students' Name	Post-Test Score
1	Student 1	88*
2	Student 2	78*
3	Student 3	92*
4	Student 4	78*
5	Student 5	82*
6	Student 6	65
7	Student 7	75*
8	Student 8	88*
9	Student 9	88*
10	Student 10	65
11	Student 11	72*
12	Student 12	62
13	Student 13	82*
14	Student 14	82*
15	Student 15	72*
16	Student 16	75*
17	Student 17	85*
18	Student 18	72*
19	Student 19	78*
20	Student 20	88*
21	Student 21	92*
22	Student 22	88*
23	Student 23	75*
24	Student 24	90*
25	Student 25	90*
26	Student 26	78*
27	Student 27	82*
28	Student 28	80*
29	Student 29	85*
30	Student 30	70
31	Student 31	70

32	Student 32	75*
	MEAN	79.44

As seen in the table above showed that the mean score of students on post-test 2 is 79.44 there were 27 students or 84.38% who reached KKM or above. It showed that the criterion of success 75% of students who gained score KKM or above had achieved.

The calculation of the improvement score percentage is gained from following formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{79.44 - 65.09}{65.09} \times 100\%$$

$$P = 22.04\%$$

Based on the results achieved by students in the second cycle, this showed that there was an increasing in students' score. The mean score of students on the pre-test showed 65.09 and the post-test showed 79.44. It means that was 22.04% of mean score improvement.

d. Reflecting

In the cycle 2, students were able to do their tasks of making word mapping well, because they work in groups. So, they easily complete their tasks well, students were

also more active, and more eager than they do individually. They were also not too difficult because of facilitated dictionary. Every tasks they had completed, they always revise it with teacher.

The result of students' score on this cycle was 84.38% or 27 students able to reached Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) or above.

After getting the result of observational notes and post-test 2, researcher and teacher (collaborator) doing the reflection. They were satisfied with the action. The result of post-test 2 showed that 84.38% of students who gained KKM or above. So, it means the first criterion of success 75% students who must reach KKM achieved. Because of this satisfactory result, the researcher and collaborator decided to stop the action.

4. Findings After Implementing the Action

The researcher conducted interview to the English teacher who act as collaborator and observer after carried out classroom action research. This interview conducted to know her response about the implementation of word mapping games in learning vocabulary. And to know students' response in learning vocabulary used word mapping games strategy, researcher gave questionnaire to students.

a. Result of Post Interview

Interview conducted on April 4th 2017 at 10.00 am – 10.40 am, right at rest. The writer asked some questions to the teacher, this question was made in three categories. First, the condition in the class when implementing word mapping games takes place. Teacher said that the students more interested and more enthusiastic while learning vocabulary used word mapping games, students' participation was good in the class.

Second, discussed about obstacles and solution in implementing word mapping games strategy. She said that students found obstacles when would categorize the term in word mapping, and she also said students should often practice to get used to making word mapping.

Third, discussed about the teacher's opinion on word mapping games strategy. The teacher said using word mapping in learning vocabulary, learning is more interesting, and quite easy to understand by students of junior high school level. Other than that word mapping was easier to learn. Word mapping also effectively applied in vocabulary learning, because make the child remember the vocabulary they had learned. And the last, word mapping could also enrich the students' vocabulary.

From the interview above could be concluded that the teacher gave the positive response to the application of word mapping games strategy in vocabulary learning. Word mapping games gave a positive impact on the development of students' vocabulary.

b. Result of Post Questionnaire

The students' response after learning vocabulary used word mapping games strategy could be seen from post questionnaire. The questionnaire in this research was closed questionnaire. The questionnaire gave to the students grade 8th B on Tuesday, April 4th 2017. This questionnaire there was 4 category, explained bellow:

The first category is the response of students about teaching learning process in learning vocabulary used word mapping games. The points that included to this category are number 1, 3, and 15. The result showed that 100% students were excited in learning English vocabulary using word mapping games. Next, number 3, 100 % students were motivated in learning English vocabulary using word mapping games. The last, number 15, 92.82% students said that learning vocabulary English used word mapping games was better than ordinary learning. It could be concluded that their response to the learning process using word mapping games was well.

The second category is the result of students' vocabulary learning activity through word mapping games. The points that included to this category are number 7, 8, 10, 14, and 16. First, number 7, 96.42% students who felt that word mapping could help them in developing their vocabulary. Next, point number 8, 85.71% students felt that word mapping games could solve the problem in learning English vocabulary. Next point, number 10, 96.42% students felt that used word mapping could make easier

to remember the new vocabulary. Point number 14, there were 85.71% students who felt that their English score of vocabulary material increases. The last, number 16, showed that 67.85% students who felt that their vocabulary increases after learning used word mapping games techniques. From this result could be concluded that word mapping games provides great result in learning activity.

The third category is solution of students' problem in vocabulary. The points that included to this category are number 12 and 13. The first point that is number 12, 100% students said that teacher gave opportunity to ask when students had difficulty in doing English vocabulary task. The next point, 71.42% students used that opportunity to ask. From this could be concluded that students asked about their difficulties during the learning process, teacher become aware of the problems that students faced and teacher can provide solutions to the students' problem. So, the learning process runs smoothly.

The last category is students' response to word mapping games strategy. In this category, points included in this category are number 2, 4, 5, 9, and 11. 100% students said learning vocabulary was better using word mapping games, word mapping suitable applied in learning English vocabulary. They also like learning English vocabulary using word mapping games. Other than that word mapping does not hinder their learning, and the last, they felt easier to work on vocabulary tasks after applying the word mapping games technique. 92.85 students said easier to understand English vocabulary using word mapping games technique.

From the result above could be concluded that students' response to word mapping games technique in learning vocabulary very well. Word mapping games also could solve students' problem in learning vocabulary.

B. Discussion

1. Data of Observation

Based on data collected from the first observation before classroom action research (CAR), based on the result of students participation during teaching and learning process of English vocabulary class used observation notes. In observation before CAR, the techniques provided by teacher are less interesting, thus making students felt bored. The teacher only gave the text to the students and they must translate and memorize the vocabulary contained in the text. Many students didn't understand the text content provided by the teacher, because some English vocabulary has several meanings. So, this causes them difficulties in performing tasks assigned by the teacher.

However, after learning using word mapping games students felt enjoyed and motivated in learning vocabulary. It could be seen of their enthusiastic while learning English used word mapping games. Word mapping games makes them more active when the learning process takes place. With word mapping games, they were able to achieve a good score and also make their vocabulary develop.

2. Data of Interview

Based on data collected of pre interview with English teacher indicated that vocabulary owned by students was still very low, because students had difficulty in memorizing vocabulary. So, when their vocabulary learning was still dependant on the dictionary. Therefore, it requires a suitable and fun technique in learning vocabulary.

Researcher introduced the method of word mapping games as a strategy in teaching vocabulary. After implemented the action, the English teacher gave positive response to word mapping. English teacher satisfied in development of students' vocabulary using word mapping games. She was motivated to use word mapping games technique, because it can facilitate students in memorizing vocabulary.

3. Data of Questionnaire

Based on data collected from pre questionnaire given to students indicated that students still had difficulty in memorizing vocabulary, students were not satisfied with the score they gained. They were still very difficult to do the task and still focused on the vocabulary given by the teacher. Students didn't develop their vocabulary. So, their vocabulary had still low.

However, from the result of questionnaire after used word mapping games in learning vocabulary showed that students gave positive response to this strategy. According to them, word mapping could help them develop their own vocabulary.

Word mapping makes them felt excited while learning English vocabulary. They said that word mapping makes them felt easier doing vocabulary tasks.

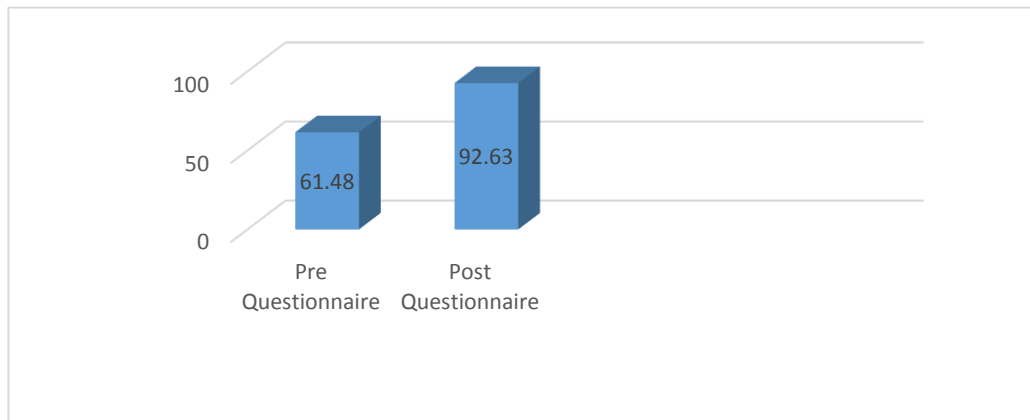


Figure 4.1: Result of Students' Questionnaire

4. Data of Test

Based on the result of students' vocabulary test, it showed that students' vocabulary score had increased. It showed that by using word mapping games to make the students score increased and developed. Many students got a good score at each end of the cycle. The mean score of students at the time of pre-test was 65.09 or 28.12% and after implemented word mapping, students score on the first cycle was 72.06 or 56.25%. Because, the result of post-test 1 was not satisfactory, the researcher continued with cycle 2. The result of mean score post-test 2 was 79.44 or 84.38% students could gained Minimum Mastery Criterion or KKM 72 as the criterion of success determined. It means from the result above, the criterion of success 75% that must reach the KKM had achieved.

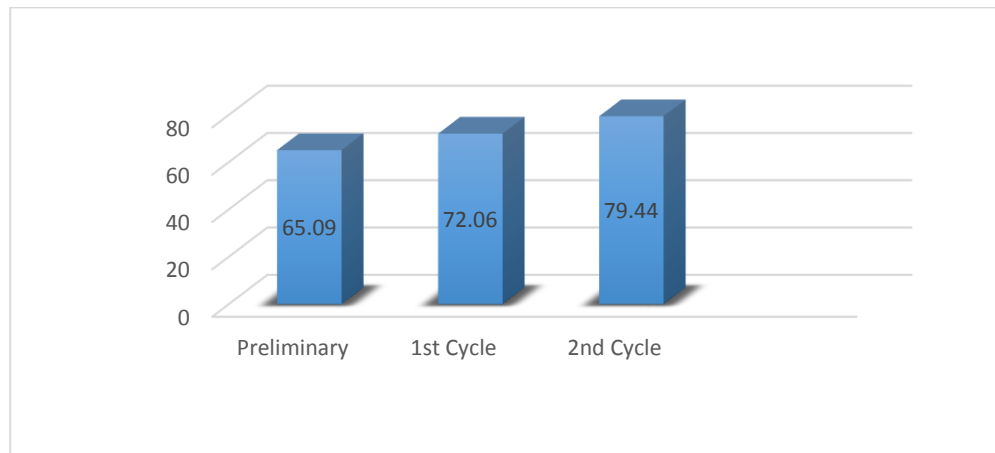


Figure 4.2: the Students' Achievement in Vocabulary Development

5. The Impact of Word Mapping in Developing Vocabulary Mastery

Based on data collected from the implementation of word mapping games in developing students' vocabulary mastery, there was some impacts as follows:

- a. Word mapping games makes students felt enjoyed, motivated, active, and excited in learning vocabulary.
- b. Word mapping games help them easier to memorize vocabulary and doing vocabulary tasks.
- c. Word mapping games could help them develop their own vocabulary.
- d. Word mapping games make the students' vocabulary score increased and developed.

So, this means word mapping games gives a positive impact in developing students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

After conducting the research and analyzing the data, it can be concluded that by using word mapping games, students can develop their vocabulary. Word mapping games can help students to think about word relationship, and help them easier to memorize vocabulary. It also makes students enjoyed, active, and excited.

Moreover, there is significant improvement by using word mapping games strategy. Based on the result test showed that the mean score of post-test is greater than the mean score of pre-test. The mean score of pre-test was 65.09 or 28.12% and only nine students who could reached KKM or above. The mean score of post-test one was 72.06 or 56.25% and there were eighteen students who could reached KKM or above, and cycle two was 79.44 or 84.38%, there were twenty seven students who could reached KKM or above. So, it can achieved the criteria of success.

The implementation of word mapping games can increase students' interest in learning English especially vocabulary. Students also gave positive response to learning English through word mapping. Students told that word mapping make easier for them to learn vocabulary.

D. Suggestion

Based on the result of research and conclusion, the writer would like to suggest as follows:

1. To students

Students have to more active in learning English. Word mapping games can help students easier to learn English, and as an alternative to increase students interest in learning English.

2. To teacher

Teacher should be more creative to create new strategies in learning English especially vocabulary, so that students are more interested and not bored. For example, teacher can use word mapping strategies in developing students' vocabulary, because it can facilitate students in memorizing vocabulary and can help them develop their own vocabulary.

3. To other researchers

The researcher hopes, the other researchers can take some advantage of this research. Base on the result of this research can be used as additional reference for the next research, there will be further research with different discussion which can make a revision within development of this word mapping games strategy.

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