

**THE INFLUENCE OF USING SEMANTIC MAPPING TECHNIQUE  
TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST  
SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 10  
BANDAR LAMPUNG IN THE ACADEMIC YEAR  
OF 2016/2017**

**A Thesis  
Submitted as a Partial Fulfillments of  
the Requirements for S1-Degree**

**By:  
NURIL HUDA  
NPM. 1111040183**

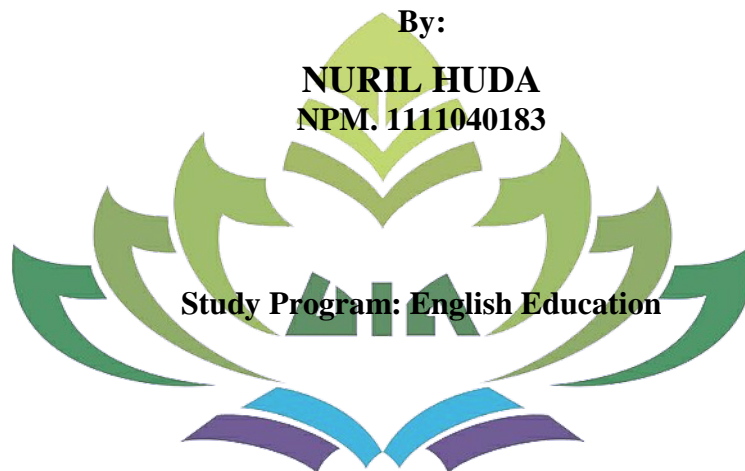
**Study Program: English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2017**

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**Advisor : Iwan Kurniawan, M.Pd**

**Co-Advisor : Rohmatillah, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2017**

## ABSTRACT

### **THE INFLUENCE OF USING SEMANTIC MAPPING TECHNIQUE TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMPN 10 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/ 2017**

By

**NURIL HUDA**

Vocabulary plays an important role in understanding a language. By having adequate vocabulary, people would be able to communicate to other people and express their idea clearly and easily. However, some students have problems to understand the meaning of the words. In addition, they have low ability to use some vocabularies in the sentences. This problem also happened to the students of SMP Negeri 10 Bandar Lampung. Their vocabulary mastery was poor. Due to this problem, this research was conducted to know whether there is a significant influence of using semantic mapping towards students' vocabulary mastery at the first semester of the eighth grade of SMP Negeri 10 Bandar Lampung in the academic year of 2016/2017.

In this research, the researcher used quasi-experimental design by employing group pretest-posttest. The writer took two classes, they were experimental class and control class. The sample was taken by using cluster random sampling technique. The writer took two classes, VIII A and VIII C consisted of 78 students. In collecting the data, the writer used multiple choice test which consisted of 30 items for pre-test and post-test after validation.

After analyzing the data, it was found that there was a significant influence of using semantic mapping towards students' vocabulary mastery at the first semester of the eighth grade of SMP Negeri 10 Bandar Lampung. It was found that the result of Sig. (2-tailed) of the equal variance was 0.00, and  $\alpha = 0,05$ .  $H_a$  is accepted if Sig. (Pvalue)  $\leq \alpha = 0,05$  and  $H_o$  is accepted if (Pvalue) if Sig  $\geq \alpha = 0.05$ . It means that Sig. (Pvalue) is  $0.00 \leq \alpha = 0.05$ . So  $H_a$  is accepted. It can be concluded that there is a significant influence of using semantic mapping towards students' vocabulary mastery at the second semester of the eighth grade of SMP Negeri 10 Bandar Lampung in the academic year of 2016/2017.

Keywords: Semantic mapping, quasi-experimental design, students' vocabulary mastery,



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

*Address : Jl. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260*

**APPROVAL**

**Title : THE INFLUENCE OF USING SEMANTIC MAPPING  
TECHNIQUE TOWARDS STUDENTS'  
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2016/2017**

**Students' Name : Nuril Huda**  
**Students' Number : 1111040183**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**to be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty,  
Raden Intan State Islamic University Lampung**

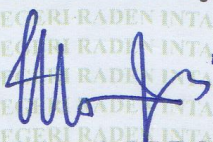
**Advisor,**

  
**Iwan Kurniawan, M.Pd**  
**NIP: 197405200 003 1 002**

**Co-Advisor,**

  
**Rohmatillah, M.Pd**  
**NIP: 198105082 00710 2 001**

**The Chairperson of  
English Education Study Program**

  
**Meisuri, M.Pd**  
**NIP: 19800515 200312 2 004**



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RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Address : Jl. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260**

**ADMISSION**

**A thesis entitled: "THE INFLUENCE OF USING SEMANTIC MAPPING  
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FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 10 BANDAR  
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NPM: 1111040183, Study Program: English Education was tested and defended  
in the examination held on:**

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| The Second Co-Examiner | : Rohmatillah, M.Pd     | (  ) |

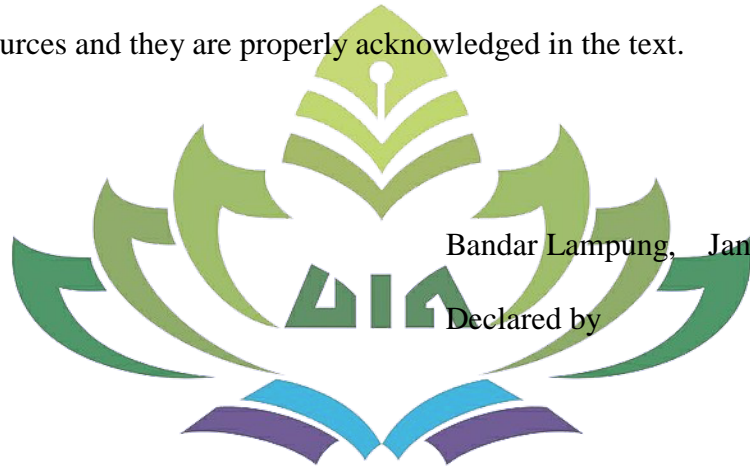


**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Dr. H. Chairul Anwar, M. Pd**  
**NIP: 19560810 198703 1 001**

## DECLARATION

I hereby state that this thesis entitled the Influence of Using Semantic Mapping Towards Students' Vocabulary Mastery at the First Semester of the Eighth Grade of SMP Negeri 10 Bandar Lampung in the Academic Year of 2016/2017 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, January 2018

Declared by

**NURIL HUDA**  
**NPM.1111040183**

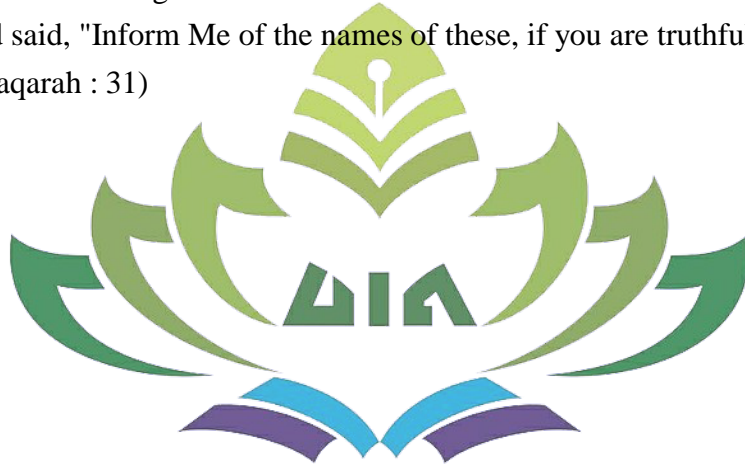
## MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning:”And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful.”<sup>1</sup>

(Q.S Al Baqarah : 31)



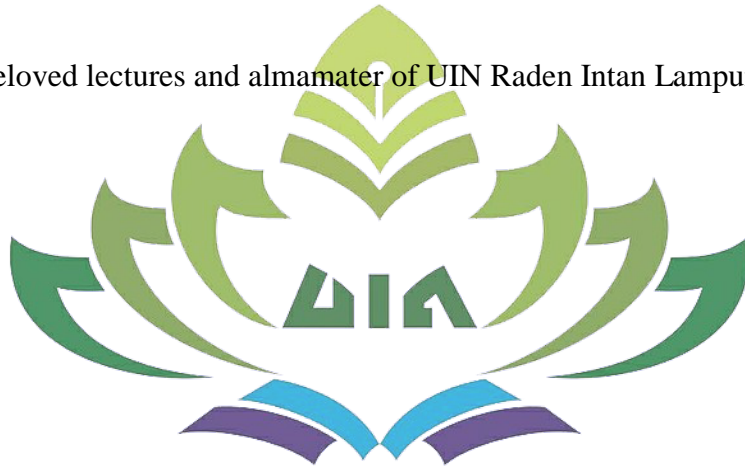
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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of Holy Quran*, (English : Amanah Corporation), 2004, P.24

## DEDICATION

The writer dedicates this thesis to:

1. My beloved parents, Mr. Masyhuri and Mrs. Eliyati who always pray and support for his success. Thanks for all motivation.
2. My beloved brother and sisters, Royhan, Elma, Suci who always give me support, smile, and positivity.
3. My beloved lectures and almamater of UIN Raden Intan Lampung.



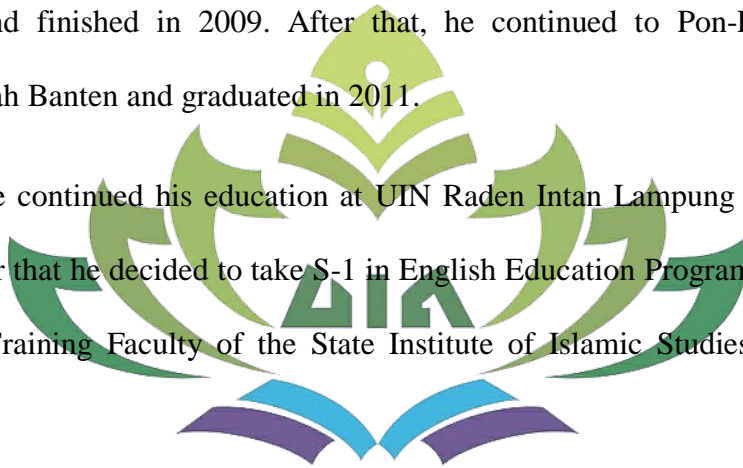


## CURRICULUM VITAE

The writer's name is Nuril Huda. He was born on May 12<sup>th</sup>, 1993 in Bandar Lampung. The writer lives in Sukarame, Bandar Lampung. He is the third child of four children of a lovely couple Mr. Masyhuri and Mrs. Eliyati.

The writer began his academic study in MIN Sukarame Bandar Lampung and graduated in 2005. Then, he continued his study to Pon-Pest Modern Al-Hasyimiyah Banten and finished in 2009. After that, he continued to Pon-Pest Modern Al-Hasyimiyah Banten and graduated in 2011.

Finally, he continued his education at UIN Raden Intan Lampung since 2011 up to now. After that he decided to take S-1 in English Education Program of Tarbiyah and Teacher Training Faculty of the State Institute of Islamic Studies of Raden Intan Lampung.



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8. The last, My friends in English Education Study Program of UIN Raden Intan Lampung 2011 who cannot be mentioned one by one, especially beloved friends in class D.

The writer realizes that this thesis is still far from perfect. So he expects any constructive criticism and suggestions. Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis.

Bandar Lampung, January 2018  
The writer,

**Nuril Huda**  
**1111040183**

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problems**

English consists of skills and components that cannot be separated. English skills consist of listening, speaking, reading and writing. In addition, English components consist of pronunciation, grammar and vocabulary. Vocabulary is one of the components that important in teaching English as a foreign language, besides the others components like grammar and pronunciation. Thornburry states that another components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.<sup>1</sup>In addition, it is supported by Laufer in Indriarti, he states that learning vocabulary is one of the most important elements without which neither comprehension nor production of language is possible.<sup>2</sup>

Based on the explanation above, it can be concluded that learning vocabulary cannot be separated from other language skills, such as listening, speaking, reading and writing. In addition, learning vocabulary is very important because the more words the learners know, they will be more better to understand what they hear or read and the more words they have, they will be more accurate to express their ideas in spoken or written form.

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<sup>1</sup>Scott Thornburry, *How to Teach Vocabulary* (London: Longman, 2002), p.13.

<sup>2</sup> Indriarti, *The Effectiveness Using Semantic Mapping in Teaching English*, Available on <http://journal.unnes.ac.id/sju/index.php/elt>. Accessed at August 10<sup>th</sup>, 2016.



Learning English vocabulary seems difficult for some Indonesian students to master as it is completely different from Indonesian language itself. They find difficulty to memorize new words and to enlarge their vocabulary knowledge. In fact, having low vocabulary proficiency will cause an obstacle for the students in learning English. While they have limited vocabulary in their minds, they are not able to use language accurately. It means that if the students are lack of vocabulary, it will influence them to use language skillfully to express their ideas.

Vocabulary has some types that needs to be learnt. According to Thornburry, he states that there are at least four types of vocabulary.<sup>3</sup> There are adverb, adjective, noun and verb. Those can be described as follows, adverbs are words that describe or modify verbs, adjectives, and other adverbs, adjective is modifier that has the grammatical property of comparison, that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts and verb has the grammatical properties of person and number, properties which require agreement with the subject.<sup>4</sup> It can be concluded that vocabulary has many types and it refers to adverb, adjective, noun and verb.

In this research, the researcher focuses on noun to teach students in vocabulary. One of the most effective ways of introducing vocabulary to students is by putting the new words into a particular context. Often vocabulary is grouped by theme, and the teacher can create a context related to the specific theme to assist in the learning process. For example, with vocabulary related to food, the teacher might

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<sup>3</sup> Scott Thornburry, *How to Teach Vocabulary* (London: Longman, 2002), p.4

<sup>4</sup> Marcella Frank, *Modern English a Partical Reference Guide* (New York: Oxford University Press, 1972), p.141.

present the new words by making mapping to make students remember the words and pointing out each food item to the students. By introducing vocabulary in this way, the students will remember the vocabulary longer because of the context in which it was taught.

Based on the preliminary research at SMP N 10 Bandar Lampung, the researcher conducted an interview with one of the English teacher there. He said that the students had low achievement of the vocabulary. In addition, they had low score in vocabulary. It can be seen from students' English score. The score was displayed in table 1.<sup>5</sup>

**Table 1**  
**English Vocabulary Score of Students at the Second Semester of Eighth grade of SMPN 10 Bandar Lampung in the Academic Year of 2016/ 2017**

| No | Score | The Number of Students |    |    | Total | Percentage |
|----|-------|------------------------|----|----|-------|------------|
|    |       | A                      | B  | C  |       |            |
| 1. | ≥ 65  | 10                     | 15 | 10 | 35    | 35%        |
| 2. | ≤ 65  | 22                     | 17 | 22 | 61    | 65%        |

*Source : Document of English Vocabulary score at the Eighth Grade of SMPN 10 Bandar Lampung in the Academic Year 2016/ 2017*

Based on the Table 1, the total students categorized failed is higher than the passed category. There were 61 students in categorized failed and 35 students in passed category. It could be seen that the achievement of the students' vocabulary is low. The teacher also said that the students cannot memorize the words. In addition, they have not known which one types of vocabulary in the words.

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<sup>5</sup> Agus Pratama, *Interview of English Teacher of SMPN 10 Bandar Lampung*, Accessed on August, 29<sup>th</sup> 2015, Unpublished.

Besides doing the interview with the teacher, the researcher also talked to some students. They said that they felt difficult to learn English than other subjects. They are difficult to memorize the words and divide types of vocabulary. In addition, one of the reasons for the students' low vocabulary mastery and memorization can be influenced by teacher's technique in teaching vocabulary. Some teachers might still use lecturing technique and the students just write the word based on the textbook. They let the students depend more on the meaning of wordlists in textbook. As a result, the students cannot explore their vocabulary knowledge which they have known before, and they accustomed to learn vocabulary passively.

Teaching vocabulary plays the important role of a teaching and learning foreign language. For this reason, teacher should pay more attention to teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' need based on the curriculum. To achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught.

There are some techniques to learn vocabulary, one of them is semantic mapping. Semantic mapping is word mapping an extremely way of building up vocabulary knowledge as well as provoking students into retrieving and using what they

know.<sup>6</sup> It means that semantic mapping is used by the teacher to show how words group together, getting students to build up their own maps by working in groups and it makes students to remind some of words. In addition, it helps students to understand by creating associative network for words based on their thinking.

Semantic mapping technique allows the students to explore their knowledge of vocabulary by creating a map of word. It consists of a diagram which displays a single word or phrase, placed in the centre as topic and another associated words are added in the form of branches. According to Sthal, *et al* in Keshavarz semantic mapping technique involves drawing of the relationship between words according to their use in a particular text and it is the best introduced as a collaborative effort between the teacher and the students.<sup>7</sup> It means that semantic mapping is as technique to explore the students' knowledge of vocabulary by thinking about word relationships.

Based on the explanation above, it can be concluded that semantic mapping explores the students' knowledge of vocabulary by creating a map of word. In addition, it consists of diagram which displays a single word or phrase and it has the topic in the centre and another associated words are added in the form of branches.

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Pearson Education Publisher, 2002), p.235

<sup>7</sup> Mohammad Hossein Keshavarz, *et.al, The Effect of Semantic Mapping Technique Instruction on Vocabulary Learning of Intermediate EFL Students*, Available on <http://www.google.co.id/search>. The effect of semantic mapping technique instruction on vocabulary learning of EFL students & spell, Accessed on August 10<sup>th</sup>, 2016

There are some researches about semantic mapping. One of the researches was conducted by Aprillianto about Using Semantic Mapping Technique to Improve Reading Ability of IX - Grade of MTs Maarif Sukorejo – Pasuruan.<sup>8</sup>The result of the research showed that semantic mapping can be applied in all aspects (listening, speaking, reading, and writing).

Therefore, in line with the explanation above and the strong desire of finding solution of the problems, the researcher would like to research about “ The Influence of Using Semantic Mapping Technique toward Memorizing Vocabulary at the First Semester of the Eighth Grade at SMPN 10 Bandar Lampung in the Academic Year of 2016/ 2017”.



## **B. Identification of the Problems**

Based on the background of the problem above, the researcher found several problems as follows;

1. The students were lack of vocabulary.
2. The students were difficult to memorize the words and divide types of vocabulary.
3. The teacher’s technique in teaching English was still less interesting.

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<sup>8</sup> Aprillianto, *Using Semantic Mapping Technique to Improve Reading Ability of Ninth Grade of MTs Maarif Sukorejo*, Available on <http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/4936>, Accessed on August 26th, 2015

### **C. Limitation of the Problems**

In this research, the researcher focused on noun to teach the students by using semantic mapping.

### **D. Formulation of the Problems**

Based on the background of the problem above, the researcher formulated a formulation of the problem was there a significant influence of using semantic mapping technique towards memorizing vocabulary at the first semester of the eighth grade at SMPN 10 Bandar Lampung in the academic year of 2016/ 2017?

### **E. Objective of the Research**

Referring the formulation of the problem above, the objective of the research was to know whether there is an influence of using semantic mapping technique towards memorizing vocabulary at the first semester of the eighth grade at SMPN 10 Bandar Lampung in the academic year of 2016/ 2017.

### **F. Uses of the Research**

1. For the students

By using semantic mapping, it is hoped that the students will increase their target language by memorizing the words. In addition, the students will produce the target language on spoken and written form.

## 2. For the teacher

By using semantic mapping, the teachers can improve their creativity in teaching learning process, so the goal of learning can be achieved.

## 3. For the Institution

It is expected that this research can provide useful input in improving the quality of learning in the school

## **G. Scope of the Research**

Scopes of the research is as follows;

### 1. Subject of the Research

The subject of this research was the students at the first semester of the eighth grade at SMPN 10 Bandar Lampung.

### 2. Object of the Research

The object of this research was the influence of using semantic mapping technique towards memorizing vocabulary.

### 3. Place of the Research

The research was conducted at SMPN 10 Bandar Lampung.

### 4. Time of the Research

The research was conducted at the first semester of the eighth grade in academic year of 2016/ 2017.





## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Teaching English as Foreign Language

In teaching as a foreign language there are ways that is suitable with the school condition to make the students to be active, therefore the teacher's function in teaching and learning process is very important. The teacher should make a condition of the class environment effectively and can run well. It is supported by Cameron states that part of learning a foreign language is developing new understanding about the particular cues to meaning that the new language offers and that differ from those of our first language.<sup>1</sup> It means that teaching and learning English as foreign language is different from first language. English as foreign language is a target language in Indonesia.

Indonesia government decides English as a compulsory subject which is learnt in any levels of the school in order to achieve the qualified students and develop the quality of the human resources. In the school, there are main parts involved in learning and teaching process. As the country which use English as a foreign language the teacher should know what make the students are interested to English. Teaching English as a foreign language, the teacher prepares a technique well because language learning and teaching can be regarded as a process.

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<sup>1</sup> Lynne Cameron, *Teaching Language to Young Learners* (New Jersey: Language Teaching Library, 2001), p.136

In addition, learning and teaching process should be applied well to the students so that the students are able to understand the teaching and learning process in the classroom. If the teacher is able to manage the learning and teaching process well and also can create conductive class, so we can achieve the goal of our learning successfully.

Brown in Karolina states that foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.<sup>2</sup> English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life. In Indonesia, English is the first English foreign language.<sup>3</sup> It means that English in Indonesia is used only for communication in certain occasion, place and media. It is not actually used or spoken very much in the normal course of daily life, but it is typically learnt at school in which students have only little opportunity to use English itself outside of the classroom, and little motivation to learn it.

To achieve the objective of teaching English as foreign language the first step that we should know is the goal of teaching learning English. Then select the appropriate technique that is suitable for the students. In learning and teaching English as a foreign language students should be active to involve in doing the activities given by the teacher. Purpose of learning and teaching language is the

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<sup>2</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (3<sup>rd</sup> ed) (Oxford: Oxford University Press, 2001), p. 359.

<sup>3</sup> Elva Fitri Karolina, *The Correlation between Students' Vocabulary Mastery and Their Ability in Writing Descriptive Text at the First Semester of the Eight Class of MTs Guppi Natar South Lampung in 2013/ 2014 Academic Year*. (A Thesis of S-1 degree English Education IAIN Raden Intan Lampung, Bandar Lampung, 2013), p. 7, Unpublished.

students are able to listen, read, speak, and write in the target language and in this case the target language is English.<sup>4</sup>

Based on the explanation above, the researcher concludes that teaching English as foreign language means that it is taught in the school. In addition, it is used only for communication in certain occasion, place and media. It is not actually used or spoken very much in the normal course of daily life.

### **B. Concept of Vocabulary**

Vocabulary is a basic to learn the language. It is an important element to learn a language. Vocabulary is the first stage to learn and to know the language. It is supported by Cameron states that vocabulary is central to the learning of a foreign language at primary level.<sup>5</sup> It can be concluded that vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, we cannot communicate effectively or express ideas in both oral and written form.

In communication, vocabulary is often more important than grammar, when they discover they cannot communicate effectively because they do not know many of words they need. It is supported by Thornbury, he states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>6</sup>

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<sup>4</sup> Ag. Bambang Setiyadi, *Teaching English as Foreign Language 2* (Jakarta: Universitas Terbuka, 2007), p. 13.

<sup>5</sup> Ibid

<sup>6</sup> Scott Thornbury, *How To Teach Vocabulary*, (London: Longman,2002), p.13

The quality of language students skill depends on the quantity and quality of vocabulary. The more vocabulary of students have, the bigger possibility to have a skill to use the language. By having a good vocabulary, the students can express themselves clearly and communicate exactly the meaning they intend, whether they are writing, reading, or speaking.<sup>7</sup>

According to Lehr, *et al*, vocabulary is more complex than a definition suggests. First, words come not only in oral forms including those words that can be recognized and used in listening and speaking but also in print forms to be recognized and used in reading and writing. Second, word knowledge also comes in two forms: receptive and productive. Receptive vocabulary is words that can be recognized in reading and listening. Productive vocabulary refers to words that can be used in speaking and writing.<sup>8</sup>

According to Cameron, he states that vocabulary is to know a word if they can recognize its meaning when they see it.<sup>9</sup> It means that in learning vocabulary we have to know the meaning of it and also understand moreover can use it in sentence context. Moreover, according to Kamil, *et.al*, they state that vocabulary is defined as words in a specific language or freestanding items of language that have meaning.<sup>10</sup> It means that vocabulary is a word or list of

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<sup>7</sup> Mark, *et.al*, *Writing and Grammar*, (New Jersey: Prentice Hill, 2001),p.800

<sup>8</sup> Lehr, *et al*, *A focus on vocabulary. Pacific Resources for Education and Learning*. Available on [http://www.prel.org/products/re\\_/ES0419.htm](http://www.prel.org/products/re_/ES0419.htm). Accessed on August 10<sup>th</sup>, 2016.

<sup>9</sup> Lynne Cameron, *Teaching Language to Young Learners*, (New Jersey: Cambridge University Press, 2001), p.75

<sup>10</sup> Micheal Kamil, *et.al*, *Teaching and Learning Vocabulary: Bringing Research to Practice* (New Jersey: Lawrence Erlbaum Associates Publisher, 2005), p.3.

words which have meanings and used by individual or group to communicate with others either in verbal or written communication.

In addition, pronunciation, it means that research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners. Spelling, it means that sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.<sup>11</sup> It means that pronunciation mismatches are likely to be cause of errors and it can contribute to a word's difficulty.

Based on the explanation above, it can be concluded that vocabulary is the knowledge of words, word meaning, spelling and pronunciation. If we learn vocabulary, we can learn words and language. We know how to spell and pronounce the words. In addition, we can communicate and share our ideas more effectively. In addition, in learning vocabulary automatically, we have to know the meaning of words itself and can use it in sentences. Vocabulary is to discriminate progressing the meaning of words in the target language from the meaning of their nearest equivalent in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

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<sup>11</sup> Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p.15

### C. Concept of Vocabulary Mastery

Vocabulary is an important element which has to be mastered in learning a language. It is supported by Hornby states that mastery means great knowledge about understanding of a particular thing.<sup>12</sup> Hence, vocabulary mastery is someone's ability to understand or to use words in a language. If the learners want to learn a particular language, such as English, they should develop their vocabulary mastery first because it will influence every step of the process in learning language itself.

Vocabulary mastery refers to pronunciation, spelling, grammar and words meaning. It is supported by Thornbury, he states that some factors that make some words more difficult than others are; pronunciation, spelling, leight and complexity, grammar, meaning, range, connotation, and idiomatically.<sup>13</sup> In addition, pronunciation refers to words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners. Spelling refers to sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic. Grammar refers to use of the words and language correctly. Word meaning refers to two words overlap in meaning,

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<sup>12</sup> Hornby, As, *Oxford Advanced Learner Dictionary*. (New York: Oxford University Press.1995), p.78

<sup>13</sup> *Ibid*

learners are likely to confuse them. Words with multiple meaning can also be troublesome for learners.<sup>14</sup>

Based on the explanation above, it can be concluded that vocabulary mastery is very essential especially for understanding English in the class. Teacher should pay attention to teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques which is suitable for the students' need based on the curriculum.

#### **D. Types of Vocabulary**

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. It is explained by Thornbury states that there are four types of vocabulary.<sup>15</sup> They are adverb, adjective, noun, and verb. They are as follows:

##### **1. Adverb**

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.<sup>16</sup> It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs.

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<sup>14</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, (New Jersey: Cambridge University Press, 1996), p.23

<sup>15</sup> Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p.4

<sup>16</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Oxford University Press, 1972), p.141

## 2. Adjective

Frank states that adjective is modifier that has the grammatical property of comparison.<sup>17</sup> It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.

## 3. Noun

Frank states that noun is one of the most important parts of speech.<sup>18</sup> Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It means that noun is related with name of something like place, plant, people and others.

## 4. Verb

Frank states that verb is the most complex part of speech.<sup>19</sup> Its varying arrangements with nouns determine the different kinds of sentences statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.

Based on the explanation above, it can be concluded that there are types of vocabulary. They are adverb, adjective, noun, and verb. In addition, adverb is used to modify verb, adjective, and other adverbs. Adjective is used to identify derivational endings and adverbial modifiers. Noun is related with name of

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<sup>17</sup> Ibid

<sup>18</sup> Ibid, p.6

<sup>19</sup> Ibid, p.47



something like place, plant, people and others. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

### **E. Concept of Noun**

A noun is a naming word. It is the name of a person, place, thing or state of being. It means that a noun can be described as the name of a person, place, thing, and so on. It is supported by Maurer, she states that a noun can be defined as a word used to name a person, place, or thing.<sup>20</sup> By a thing here, it means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of. In addition, Frank states that noun is one of the most important parts of speech.<sup>21</sup> It arranges with the verb helps to form the sentence core which is essential to every complete sentence.

A noun group is a linguistic sequence which may function as subject, object, subject complement, complement of a preposition or in a possessive structure, or as dependent element of another noun head. In addition, it means that a noun has function as subject, object, subject complement, complement of preposition or possessive.

There are types of nouns, they are as follows;

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<sup>20</sup> Maurer, *Nouns in English System*. Available on <http://pdf.STR.Pdf.com>. Accessed on February 18<sup>th</sup>, 2016

<sup>21</sup> Marcella Frank, *Op. Cit*, p.6

1. Common noun: It does not name any particular person, place or thing. It speaks in general about all persons, places or things of the same kind.

Examples:

The boy kicked *the ball*.

The plate is lying *on the table*.

2. Proper noun: It names a particular person, place or thing.

Examples:

Jaya surya lives in *Sri Lanka*.

3. Abstract noun: It names a feeling or a state of being which has no form or shape and which cannot be seen or touched, but whose existence we recognize.

Examples:

*A thing of beauty* is a joy forever.

4. Collective noun: It names a group or collection of persons or things taken together and treated as one.

Examples:

He gave me *a bunch of flowers*.

*The pride of lions* was sleeping.

Nouns can be further classified into:

1. Countable nouns: Nouns which can be counted are called countable nouns. So these nouns can be either singular or plural. Some common nouns and collective nouns belong to this category.

Examples: one boy, many boys, a herd of elephants, herds of elephants

2. Uncountable nouns: Nouns which cannot be counted are called uncountable nouns. So they are neither singular nor plural. Some common nouns and abstract nouns belong to this category.

Examples: some rice, much happiness

- a. Some nouns have no plural form. They are always used in the singular form.

Examples: information, traffic, furniture, news, physics

- b. Some nouns are always in the plural form.

Examples: scissors, trousers, spectacles

Based on the explanation above, it can be concluded that noun has function as subject, object, subject complement, complement of preposition or possessive. In addition, there are types of nouns. They are common noun, proper noun, abstract noun, collective noun, countable noun, and uncountable noun.

#### **F. Approach, Method, and Technique**

In order to define appropriately actually is, it is necessary to initially look at the differences among approach, method, and technique. Brown states that proposes three conceptualizations of approach, method, and technique as follows:<sup>22</sup>

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<sup>22</sup> Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Longman, 2001).

### 1. Approach

Theoretically, method is well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

### 2. Method

A generalized is a set of classroom specification for accomplishing for accomplishing linguistics objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondary with such features as linguistics and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audience in a variety of contexts.

### 3. Technique

Any of a wide variety of exercise, activity, or tasks used in the language classroom for realizing lesson objectives. Teacher's understanding on the learners will determine the technique to use in their teaching. Brown says teacher's understanding of how he learners learn will determine their philosophy of education, teaching style, approach, methods, and classroom techniques.<sup>23</sup> Therefore, technique is variety of activities or procedures that used in the language classroom for reaching lesson objectives.

Based on the explanation above, it can be stated that approach is a belief about the language learning, applicability, and pedagogical. In

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<sup>23</sup> Ibid

addition, method is teacher and students' role with such features as linguistics and subject matter objectives. Furthermore, technique is activity used in the language classroom for achieving the lesson goal.

### G. Concept of Semantic Mapping

There are some of techniques that can be used used to teach vocabulary. One of them is semantic mapping. Semantic mapping technique allows the students to explore their knowledge of vocabulary by creating a map of word. It consists of a diagram which displays a single word or phrase, placed in the centre as topic and another associated words are added in the form of branches. According to Graves, she states that semantic mapping is one of the most powerful approaches to teach vocabulary because it engages students in thinking about word relationships.<sup>24</sup>

In addition, semantic mapping is a technique for representing word concepts graphically. It helps the students to develop their vocabulary through a deeper understanding conceptual knowledge by displaying words into categories to show how they are related to each other.<sup>25</sup> In the other word, semantic mapping generally refers to brainstorming associations which a word has and then

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<sup>24</sup> Yulia Agustina, *The Effectiveness Using Semantic Mapping to Teach Reading Viewed from Students' Intelligence*, Available on <http://journal.unnes.ac.id/sju/index.php/elt>. Accessed on August 10<sup>th</sup>, 2016

<sup>25</sup> Kashraz, *et.al*, *The Effect of Semantic Mapping Strategy Instruction on Vocabulary Learning of Intermediate EFL Students*, Available on <http://google.co.id>. The effect of semantic mapping strategy instruction on vocabulary learning of intermediate EFL students.. Accessed on August 10<sup>th</sup>, 2016

diagramming the result. Teaching a concept to others when the pupil brainstorming will increase students retention of information greatly.

In other word, according to Heimlich in Agustina, he asserts that semantic mapping represent a graphic teaching technique which offers the students a visual representation of how words and concept are related through a network of organized knowledge.<sup>26</sup> In short, semantic mapping is a strategy for representing word concepts graphically. It helps the students to develop their vocabulary through a deeper understanding conceptual knowledge by displaying words into categories to show how they are related to each other.

Nevertheless, Semantic mapping is a graphic presentation that illustrates the interaction between words and ideas, visually, to the learners as they carry out the learning task. It is one of the cognitive strategies which resembles advance organizer as a preliminary means to triggers learners' schemata or background knowledge.<sup>27</sup> It means that semantic mapping is as graphic organizers that are visual presentations of overall related concepts and it has been used in a variety of ways including pre reading or pre listening activities designed to help learners understand and remember vocabulary that will be heard or read.

In addition, it considers the advance organizers as a helpful strategy for teachers to aid their learners' memorization of information. They mention that it can be both helpful and important when introducing a new topic or set of

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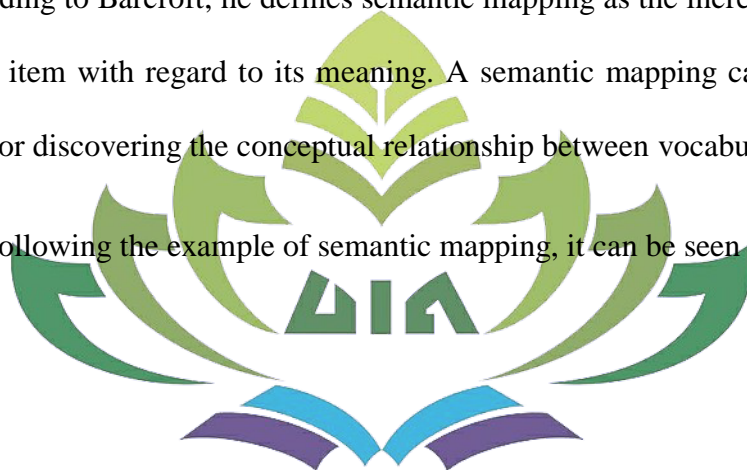
<sup>26</sup> Ibid

<sup>27</sup> Touran Ahour, *The Effect of Semantic Mapping Strategy Instruction on Iranian Intermediate EFL Learners' Listening Comprehension*, Available on Journal of Theory and Practice in Language Studies ISSN 1799-2591 Volume 5, Number 8, August 2015

ideas to begin by talking about what will follow from these ideas even before the ideas themselves are grasped.<sup>28</sup>

According to Sthal, *et al* in Kashraz, semantic mapping technique involves drawing of the relationship between words according to their use in a particular text and it is best introduced as a collaborative effort between the teacher and the class.<sup>29</sup> It means that semantic mapping has relationship between words and in particular text and it can be used by the teacher and students. In addition, according to Barcroft, he defines semantic mapping as the increased evaluation of an item with regard to its meaning. A semantic mapping can be used as a tool for discovering the conceptual relationship between vocabulary items.<sup>30</sup>

The following the example of semantic mapping, it can be seen in figure 2.1.<sup>31</sup>




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<sup>28</sup> *Ibid*

<sup>29</sup> Kashraz, *et.al*, *The Effect of Semantic Mapping Strategy Instruction on Vocabulary Learning of Intermediate EFL Students*, Available on <http://google.co.id>. The effect of semantic mapping strategy instruction on vocabulary learning of intermediate EFL students.. Accessed on August 10<sup>th</sup>, 2016

<sup>30</sup> Barcroft, *The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' Awareness of the Affective Dimensions of Deep Vocabulary Knowledge*, (Faculty of Foreign Languages, Islamic Azad University, Central Tehran Branch, Tehran, Iran), p.166. Accessed on August 10<sup>th</sup>, 2016

<sup>31</sup> Soheila Mossahebi Mohammad, *The Effect of Semantic Mapping Technique Instruction on Vocabulary Learning of Intermediate EFL Students*, Available on <http://google.co.id>. the effect of semantic mapping technique instruction on vocabulary learning of intermediate EFL students. Accessed on August 10<sup>th</sup>, 2016

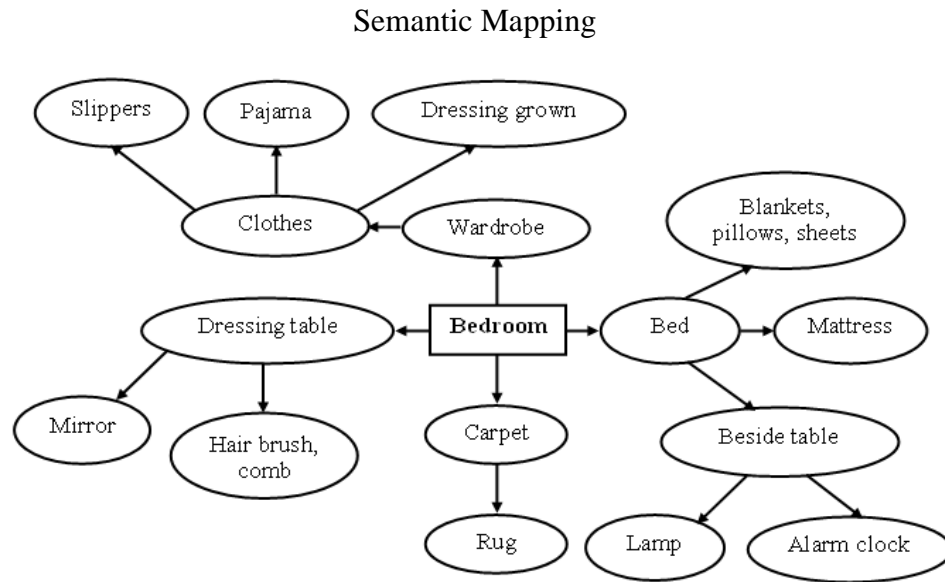


Figure 2.1

Based on the explanation above, it can be concluded that semantic mapping is a technique involves drawing of the relationship between words according to their use in a particular text and it is best introduced as a collaborative effort between teacher and class. It is an activity that helps bring into consciousness relationship among words in a text and help deepen understanding by creating associative network for words. When teaching vocabulary explicitly, it can be used as a tool for students to discover the relationship between vocabulary words. As semantic mapping builds on prior knowledge, and is an active form of learning, it can be very effective teaching tool.

### **H. Advantages of Using Semantic Mapping**

Semantic mapping is a visual display that demonstrates relationships between one word to another. There are seven advantages of using semantic mapping in teaching-learning process:



1. Helping students to remember the words easily because it organized in some categories of word.
2. Decreasing students' boredom in learning vocabulary.
3. Helping students become active participants in the class because they can have their ideas represented.
4. Increasing the students' motivation to learn new vocabulary because of the attractiveness of semantic mapping technique in teaching vocabulary.<sup>32</sup>

Based on the explanation above, it can be concluded that there are some of advantages of using semantic mapping. They are as follows; . Helping students to remember the words easily because it organized in some categories of word, decreasing students' boredom in learning vocabulary, helping students become active participants in the class because they can have their ideas represented, increasing the students' motivation to learn new vocabulary because of the attractiveness of semantic mapping technique in teaching vocabulary.

#### **H. Disadvantages of Using Semantic Mapping**

Semantic mapping has disadvantages for its use. The following are disadvantages of semantic mapping, they are as follows:

1. It is not easy to apply by beginner students, it requires extensive training.
2. It is difficult to find out the relation between the ideas.
3. The overall pattern does not necessarily assist memorability.<sup>33</sup>

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<sup>32</sup> Indriati, *The Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery*, Available on <http://journal.unnes.ac.id/sju/index.php/>. Accessed on August 10<sup>th</sup>, 2016.

Based on the explanation above, it can be concluded that there are three disadvantages of using semantic mapping, they are as follows; it is not easy to apply by beginner students, it is difficult to find out the relation between the ideas and the overall pattern does not necessary assist memorability. It means that the teacher should guide the students to be able to apply semantic mapping technique well based on the procedures. Besides, the teacher should drill students to memorize their vocabulary.

### **I. Procedure of Teaching Vocabulary by Using Semantic Mapping**

The framework of semantic mapping includes, to concept of word, two categories example, and another examples. This is a very interactive process and should be modeled by the teacher first. The step involved in semantic mapping are: write the concept word on the board, explain the steps involved and have students think of as many words as they can for the concept word, write the list on the board or overhead and have students copy it, and finally in group have students put the words into categories.

According to Nation, below are the steps to use semantic mapping in teaching vocabulary:<sup>34</sup>

1. The teacher writes the topic on the board. Example: Transportation

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<sup>33</sup> Yulia Agustina, *The Effectiveness Using Semantic Mapping to Teach Reading Viewed from Students' Intelligence*, Available on <http://journal.unnes.ac.id/sju/index.php/elt>. Accessed on August 10<sup>th</sup>, 2016

<sup>34</sup> Paul Nation, *New Ways of Teaching Vocabulary*, (New York: Teacher of English to Speaker of Another Language/TESOL Inc, 1994). p.3

2. The learners then suggest ideas that they have about transportation and the teacher notes the most important words from these ideas on the board. If ideas are slow in coming the teacher can give some guiding questions.
3. After a reasonable number of words on the board, the teacher asks learners to suggest how these ideas on the board.
4. If the teacher wants to make sure that the words are actually remembered, the teacher tells the learners to look on the board for a minute and then clean the board. The learners then come up one by one to construct what was on the board, or tell the teacher what to write and where.

Other steps are:

1. The teacher decides on topic for instruction and the new words that are important to be taught. The topic or concept is briefly introduced, and a key word is written on the chalkboard or chart paper.
2. Students are asked to think of other words that come to mind when they read the key word. It is also appropriate for the students to write down a list of these words to be shared with the class.
3. The students share their recorded words. If any of the teacher's "new word" is not suggestion, the teacher presents them for discussion.
4. After the list or word is completed, the words are grouped by category. Students discuss why certain word go together
5. A class map of the words is created by putting the information on a large sheet on the paper. The map is discussed. At the time, students are encouraged to add items to the categories or even to suggest new categories.

6. As other new words that relate to the topic are discovered through the reading of the text, additions are made to the map.<sup>35</sup>

Based on the explanation above, it can be concluded that the steps of using semantic mapping in teaching vocabulary is like this, for example in teaching about Transportation we might divide transportation at the air, land, and water in diagram like in the picture below. Next, begin instruction by having students brainstorm words related to the concept of transportation in air, land and water. When they brainstorm, make them list their words on their worksheet and make sure the target words are included. During the brainstorm session, announce to the students that they can discuss it to other friends in order they can get the right words in each categories. Finally, the students write words that they have got a whiteboard.

#### **J. Definition of Lecturing Technique**

A lecturing is probably the oldest teaching technique and is still used widely by many teachers in the classroom. A lecturing is an oral presentation intended to presented material or teach people about particular subject. It is supported by Kelly, she states that lecturing is a teaching technique where an instructor is the central focus information transfer.<sup>36</sup>Sometimes, they will write on a board or use an over head projector to provide visuals for students. Students are expected to take notes while listening to teacher.

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<sup>35</sup> *Ibid*

<sup>36</sup> Yulia Agustina, *The Effectiveness Using Semantic Mapping to Teach Reading Viewed from Students' Intelligence*, Available on <http://journal.unnes.ac.id/sju/index.php/elt>. Accessed on August 10<sup>th</sup>, 2016

In addition, according to westwood states that the main objection to lecturing is that they imply the possibility of creating knowledge and understanding in students simply by talking at them.<sup>37</sup> In fact, the formal lecturing is the classic example of transmission technique. It emphasizes on the teachers role in presenting information by talking to students, while students are passive, they only receive the information from teacher's presentation.

According to Bruner, below are the steps to use lecturing technique in teaching vocabulary:

1. Determining the object learning
2. Identifying characteristics of students (initial capabilities, interests, learning styles, etc.)
3. Choosing the subject material
4. Determining the topics that can be studied inductively students (from examples to generalize).
5. Developing the learning materials in the form of examples, illustrations, tasks etc. to learn students.
6. Organizing the topics lesson from the simple to the complex from the concrete to the abstract, or from stage enaktif, iconic to symbolic.
7. Conducting the assessment process and the result student learning.<sup>38</sup>

Based the explanation above, there are some disadvantages in lecturing technique. They are as follows in lecturing the students are often passive

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<sup>37</sup> Ibid

<sup>38</sup> Ibid

because there is no mechanism to ensure that they are intellectually engaged with the material, the students' attention wanes quickly after fifteen to twenty-five minutes and information tends to be forgotten quickly when students are passive.

### **K. Frame of Thinking**

Vocabulary is defined as words in a specific language or freestanding items of language that have meaning. It means that vocabulary is a word or list of words which have meanings and used by individual or group to communicate with others either in verbal or written communication. In addition, vocabulary is one of the most important elements without which neither comprehension nor production of language is possible. On the other word, it means that learning vocabulary cannot be separated from other language skills, such as listening, speaking, reading and writing.

In the other word, the teacher creates some of techniques to teach vocabulary. One of them is semantic mapping. Semantic mapping is a technique for representing word concepts graphically. It helps the students to develop their vocabulary through a deeper understanding conceptual knowledge by displaying words into categories to show how they are related to each other. In addition, semantic mapping is technique that can be used in all disciplines to demonstrate the relationship between ideas. It is an activity that helps bring into consciousness relationship among words in a text and help deepen understanding by creating associative network for words.

Furthermore, semantic mapping helps students to remind the words easily because it organized in some categories of word. In addition, it is decreasing students' boredom in learning vocabulary. In other word, it is helping students become active participants in the class because they can have their ideas represented. At least, it is increasing the students' motivation to learn new vocabulary because of the attractively.

Finally, semantic mapping generally refers to brainstorming associations which a word has and then diagramming the result. Teaching a concept to others when the pupil brainstorming will increase students retention of information greatly. In addition, semantic mapping can improve students' vocabulary. It can be seen when the students do brainstorming to increase students' information greatly.

### **L. Hypothesis**

The hypothesis of this research is as follows:

$H_0$  : There is no significant influence of using semantic mapping technique towards memorizing vocabulary at the first semester of eight grade at SMPN 10 Bandar Lampung in the academic year of 2016/ 2017.

$H_1$  : There is a significant influence of using semantic mapping technique towards memorizing vocabulary at the first semester of eight grade at SMPN 10 Bandar Lampung in the academic year of 2016/ 2017.





## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher applied quasi experimental pretest and posttest design. Creswell states that quasi experiments include assignment, but not random assignment of participants to groups. We could apply the pretest and posttest design approach to a quasi-experimental design. The researcher assigned intact groups the experimental and control treatments, administers a pretest to both groups, conducted experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.<sup>1</sup> The research design can be presented as follows:

**Table 3**  
**Research Design**

|                           |         |                        |          |
|---------------------------|---------|------------------------|----------|
| Select Control Group      | Pretest | No Treatment           | Posttest |
| Select Experimental Group | Pretest | Experimental Treatment | Posttest |

Based on the table above, the researcher chose two classes as the sample of this research that consists of experimental class and control class. The experimental class was taught by using semantic mapping technique as a treatment whereas in the control class was taught by using lecturing technique. In this research, the students

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<sup>1</sup> John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 4th ed., 2012), pp. 309-310

were given pretest to both classes before the treatment to know the students' ability in vocabulary. Then the posttest was given to know their vocabulary after the treatment was done by using semantic mapping for experimental class and by using lecturing technique for control class. The researcher also conducted this post test for control class and experimental class.

### **B. Variable of Research**

Variable is a quality which can take a number of different values or states. According to Sudjana there are two kind of variable: they are independent variable and dependent variable. Independent variable is a variable that are easily obtained and can be diversified into free variable, while dependent variable is the effect of independent variable.<sup>2</sup> In the study, the writer focuses on two variables :

1. the independent variable is using “semantic mapping technique” (X)
2. the dependent variable is the students' vocabulary mastery (Y)

### **C. Population, Sample and Sampling Technique**

#### 1. Population

Fraenkel and Wallen state that a population in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.<sup>3</sup> The population of this research was all the eighth grade of SMPN 10 Bandar Lampung at the first semester in 2016/2017 academic year. The

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<sup>2</sup> Sudjana, metode statistika (bandung: Tarsito, 1996) p.310

<sup>3</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 7<sup>th</sup> ed., 2009), p. 90

total numbers of all the students were 145 students that are divided into 4 classes. Based on the statement, all the students were the population in this research. The total number of the students at the eighth grade of SMPN 10 Bandar Lampung at the first semester in 2016/2017 academic year could be seen from the table below:

**Table 4**  
**The Total Number of the Students at the Eighth Grade of SMPN 10 Bandar Lampung in 2016/2017 Academic Year**

| No           | Class  | Gender    |           | Number of Student |
|--------------|--------|-----------|-----------|-------------------|
|              |        | Male      | Female    |                   |
| 1.           | VIII A | 28        | 8         | 36                |
| 2.           | VIII B | 19        | 16        | 35                |
| 3.           | VIII C | 12        | 25        | 37                |
| 4.           | VIII D | 25        | 12        | 37                |
| <b>Total</b> |        | <b>94</b> | <b>51</b> | <b>145</b>        |

*Source : SMPN 10 Bandar Lampung in 2016/2017 Academic Year.*

## 2. Sample

Fraenkel and Wallen state that most people, we think, base their conclusions about a group of people (students, Republicans, football players, actors, and so on) on the experiences they have with a fairly small number, or sample, of individual members.<sup>4</sup>

It meant that sample is part of individual members which was chosen to represent of the whole population. Based on the population above, the researcher took two classes as the sample of the research. The first class was experimental class and the second class was control class.

## 3. Sampling Technique

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<sup>4</sup> Ibid

In this research, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>5</sup> The researcher used this sampling because the population was in groups and the researcher would take the sample from a group or a class where one class as control class and one class as experimental class. There were three procedures to take the classes as sample:

1. First, the researcher made four small pieces of rolled paper which each piece was the name of each class, they were VIII A, VIII B, VIII C, VIII D. All small pieces was put into a bottle.
2. Second, the bottle was shaken and the researcher took one small piece of rolled paper. It was a control class and the small piece of rolled paper was included into the bottle again.
3. Next, the researcher shook the bottle again and took one small piece of rolled paper. The name of class should be different with the name in the first shake so that it could be an experimental class. As the result, the first paper was as the control class and the second paper was as the experimental class.

#### **D. Data Collecting Technique**

In collecting the data, the researcher used tests. They are Pre-test and Post-test as described below:

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<sup>5</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, New York, McGraw-Hill, 7th ed., 2009, p. 90

1. Pre-test, it was done to know the students' vocabulary before the treatment. The test was multiple choice, the students were given 30 multiple choice. It referred to nouns.
2. Post-test was done to know the students' vocabulary after the students were given the treatment by using semantic mapping. The system was same with the pre-test. In this research, the control class and the experimental class had same pre-test and post-test. The result of the test was written in the scoring column on the paper.

#### E. Research Instrument

The research instrument was a device used by the researcher during the data collecting by which the work is easier as the data were complete and systematic. In this research, the researcher used a test to get the data about vocabulary mastery with; proper noun, common noun, abstract noun, and complex noun.

The specification of test for pretest and posttest are as follows;

**Table 5**  
**Specification of pre-test and post-test**

| Aspect              | Indicator                            | Type of noun    | Odd       | Even      | Total     | Distribution |           |
|---------------------|--------------------------------------|-----------------|-----------|-----------|-----------|--------------|-----------|
| <b>Word Use</b>     | Able to use the word in the sentence | Proper noun     | 3         | 3         | 6         | 5,7,39       | 2,6,38    |
|                     |                                      | Common noun     | 3         | 2         | 5         | 9,31,32      | 4,23      |
|                     |                                      | Abstract noun   | 1         | 3         | 4         | 13           | 12,24,40  |
|                     |                                      | Collective noun | 3         | 1         | 4         | 1,11,33      | 36        |
| <b>Word meaning</b> | Able to know the meaning of the word | Proper noun     | 3         | 3         | 6         | 3,15,27      | 10,18,28  |
|                     |                                      | Common noun     | 2         | 3         | 5         | 19,21        | 8,30,34   |
|                     |                                      | Abstract noun   | 2         | 3         | 5         | 35,37        | 14,16,20  |
|                     |                                      | Collective noun | 3         | 2         | 5         | 17,25,29     | 22,26     |
| <b>Total</b>        |                                      |                 | <b>20</b> | <b>20</b> | <b>40</b> | <b>20</b>    | <b>20</b> |
|                     |                                      |                 | <b>40</b> |           |           | <b>40</b>    |           |

Based on the table above, it was concluded that there were 40 questions for instruments. In proper noun, there were 6 odd questions and 6 even questions the total was 12 questions. In odd questions they were 3, 5, 7, 15, 27, 39 and even questions they were 2, 6, 10, 18, 28, 38. Then, common noun there were 5 odd questions and 4 even questions. In odd questions they were 9, 19, 21, 31, 33 and even questions were 4, 8, 30, 32. And then, abstract noun there were 3 odd questions and 7 even questions. In odd question they were 13, 35, 37 and even questions were 12, 14, 16, 20, 24, 34, 40. Finally, collective noun there were 6 odd questions and 3 even questions. In odd questions were 1, 11, 13, 17, 25, 29, 33 and even questions were 22, 26, 36.

**Table 6**  
Specification of pre-test and post-test after validity

| Aspect              | Indicator                            | Type of noun    | Odd       | Even      | Total     | Distribution |           |
|---------------------|--------------------------------------|-----------------|-----------|-----------|-----------|--------------|-----------|
| <b>Word Use</b>     | Able to use the word in the sentence | Proper noun     | 2         | 2         | 6         | 5,39         | 2,38      |
|                     |                                      | Common noun     | 2         | 2         | 5         | 9,32         | 4,23      |
|                     |                                      | Abstract noun   | 1         | 2         | 4         | 13           | 12,24     |
|                     |                                      | Collective noun | 3         | 1         | 4         | 1,11,33      | 36        |
| <b>Word meaning</b> | Able to know the meaning of the word | Proper noun     | 2         | 2         | 6         | 3,27         | 10,28     |
|                     |                                      | Common noun     | 1         | 2         | 5         | ,21          | 8,34      |
|                     |                                      | Abstract noun   | 2         | 2         | 5         | 35,37        | 16,20     |
|                     |                                      | Collective noun | 2         | 2         | 5         | 25,29        | 22,26     |
| <b>Total</b>        |                                      |                 | <b>15</b> | <b>15</b> | <b>30</b> | <b>15</b>    | <b>15</b> |
|                     |                                      |                 | <b>30</b> |           |           | <b>30</b>    |           |

Based on the table above, it was concluded that there were 30 questions for instruments after validity. In proper noun, there were 4 odd questions and 4 even questions the total was 8 questions. In odd questions they were 5,39,3,27 and even

questions they were 2,38,10,28. Then, common noun there were 3 odd questions and 4 even questions. In odd questions they were 9,32,21 and even questions were 4,23,8,34. And then, abstract noun there were 3 odd question and 4 even questions. In odd question they were 13, 35, 37 and even questions were 12,24,16,20. Finally, collective noun there were 5 odd questions and 3 even questions. In odd questions were 1, 11, 13, 17, 25, 29, and even questions were 22, 26, 36.

## **F. Research Procedures**

There were three steps that was done in conducting this research. They were as follows;

### **a. Planning**

#### **1. Determining the subject of the research**

The subjects of the research were the students at the first semester of the eighth grade at SMPN 10 Bandar Lampung.

#### **2. Preparing try out**

The researcher prepared 40 multiple choice based on the materials on vocabulary. The researcher evaluated the the test item to get good items that would be tested pretest and posttest. The researcher analyzed the data of try out by using application of SPSS verse 16.

#### **3. Preparing pre-test**

The researcher prepares pre-test that given to the students. The researcher prepared 30 multiple choice that related to vocabulary test.

#### 4. Giving treatment

The researcher applied the procedures of teaching and learning vocabulary by using semantic mapping in the experimental class for 3 meetings.

#### 5. Determining the material to be taught

The researcher determined the material to be taught to the students. The materials were about nouns (proper, common, abstract, and collective word).

#### 6. Preparing post-test

The researcher prepared 30 multiple choice based on the result of validity in try out. The researcher know wether the students' vocabulary mastery after giving treatment.

#### **b. Application**

After making the planning, the researcher tried to apply the research procedure that has been already planned before. There were some steps in doing this research :

1. In the first meeting, the researcher gave pre-test.

The test was multiple choice test that its validity, reliability, and readability have been known. The researcher prepared 30 multiple choice based on vocabulary.

2. After giving the pre-test to the students, the researcher conducted the treatment in the control class and experimental class. In the control class, the researcher conducted lek the treatment through lecturing technique and the researcher conducted the treatment by using semantic mapping in the experimental class.

3. In the last meeting, the researcher gave post-test.



The test was multiple choice test that its validity, reliability, and readability have been known. The system was same with the pre-test. This post-test was done to know the students' improvement after the treatment.

### **c. Reporting**

The last point has been in the research procedure was reporting. There were some steps in reporting. The steps were as follow :

1. Analyzing the data that receives from the pre-test and post-test.
2. Making a report on the findings.

### **d. Validity**

Best and Kahn state that a test is valid if it was measured what it claims to measure.<sup>6</sup> It means that the test must have good validity so that the test can measure the aspects which will be measured. In this research, the researcher uses content and construct validity.

#### 1. Content validity

Best and Kahn stated “*Content validity* refers to the degree to which the test actually measures, or is specifically related to, the traits for which it is designed. Content validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists”.<sup>7</sup> It means that the content validity was based on the material, and the material is agreement with the objectives of learning in the syllabus.

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<sup>6</sup> John W. Best and James V. Kahn, *Research in Education*, (New Delhi, Prentice-Hall, 7th ed., 1995). p. 218

<sup>7</sup> Ibid, p. 219

The instrument of the test must be agreement with the objectives of learning in the school which it was based on the syllabus at the eighth grade of junior high school. The researcher consulted the instrument to the English teacher of SMPN 10 Bandar Lampung.

## 2. Construct validity

Best and Kahn stated “*Construct validity* is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.”<sup>8</sup> It means that construct validity was focused on the kind of test that is based on the concept and theoretical which can measure the ability especially for speaking ability.

In this research, the researcher made multiple choice test that can measure the students’ vocabulary. The researcher consulted the instrument of the test, pre-test and post-test, to the English teacher of SMPN 10 Bandar Lampung to make sure whether the instrument has been valid or not.

## G. Reliability and Readability of the Test

### 1. Reliability of the Test

Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>9</sup> Besides having high validity, a good test must have high reliability too. To get the reliability of the test,

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<sup>8</sup> Ibid

<sup>9</sup> Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

the researcher used inter rater reliability. This inter rater reliability count level of the reliability based on two series of score that were gotten by two raters or more simultaneously. The statically formula for counting the inter rater reliability was as follows:

$$r = 1 - \frac{6(\sum D^2)}{N(N^2-1)}$$

Where:

r = Reliability

D = The differences of rank correlation

N = Number of student

Then the result was consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low<sup>10</sup>

## 2. Readability of the Test

Readability tests are indicators that measure how easy the direction and instruction can be read and understood.<sup>11</sup> The readability of the vocabulary was given to the some students in the eighth grade as the test takers. The researcher

<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 319

<sup>11</sup>Julien B.Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Available on <http://google.co.id>. Using readability test to improve the accuracy of evaluation documents intended for low literate participants.. Accessed on August 10<sup>th</sup>, 2016

conducts the readability in order to see the clarity of the instruction and readability test was conducted before the treatment which was given by the researcher.

## H. Data Analysis

After collecting the data, the researcher analyzed the data by using t-test. There were two assumptions that was done, before the researcher analyzed the data by using t-test.

1. Fulfillment of the assumptions as follows:

### a. Normality Test

The researcher did this normality test to know whether the data has normal distribution or not. The researcher used SPSS (Statistical Program for Social Science) of version 16 to calculate the Kolmogorov-Smirnov test and the Shapiro-Wilks test. After the researcher gets conclusion that the data were normal or not, the researcher continued into the next test. It was homogeneity test.

The hypothesis for the normality test are formulated as follow:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

While the criteria for the normality test are as follow :

$H_0$  is accepted if  $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

### b. Homogeneity Test

After the researcher got the conclusion of the normality test, the researcher did this homogeneity test to know whether the data were homogeneous or not. The researcher

used SPSS (Statistical Program for Social Science) of version 16 to calculate the Levene's test.

The hypotheses for the homogeneity test are formulated as follows :

$H_0$  = The variance of the data is homogenous

$H_a$  = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows :

$H_0$  is accepted if  $\text{Sig. } (p_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$

## 2. Hypothetical Test

After the researcher knew that the data were normal and homogeneous, the data is analyzed by using t-test in order to know the significance of the treatment effect. The reseracher used SPSS (Statistical Program for Social Science) of version 16 to calculate the independent sample t-test.

The hypotheses are:

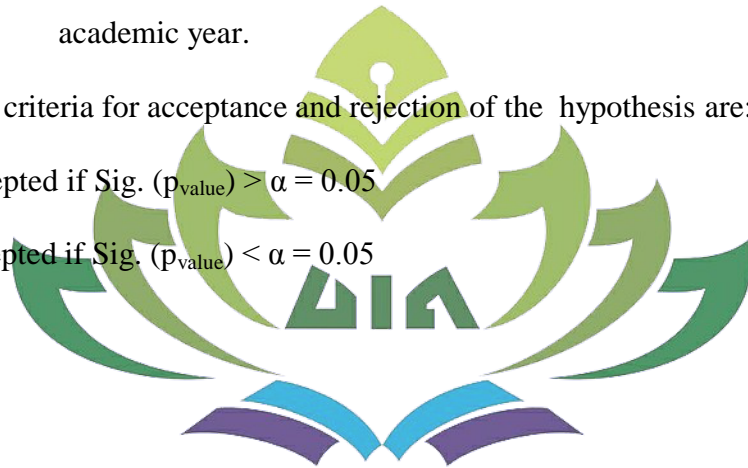
$H_0$  : There was no significant influence of using semantic mapping technique towards students' vocabulary mastery at the first semester of the eighth grade of SMPN 10 Bandar Lampung in 2016/2017 academic year.

$H_a$  : There was a significant influence of using semantic mapping technique towards students' vocabulary mastery at the first semester of the eighth grade of SMPN 10 Bandar Lampung in 2016/2017 academic year.

While the criteria for acceptance and rejection of the hypothesis are:

$H_0$  is accepted if  $\text{Sig. } (p_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$



## **CHAPTER IV RESULT AND DISCUSSION**

### **A. The Research Procedure**

The research was conducted in November 20<sup>th</sup>, 2016. Before conducting the research, the writer asked the headmaster and the English teacher for permission at the school.

After getting the permission, the writer conducted through the following steps:

1. Determined the subject of the research, namely the students at the eighth grade of SMPN 10 Bandar Lampung.
2. Designed the test which consists of 30 items for each of pre-test and post-test with four options a,b,c, and d.
3. Determined the sample of research by using cluster random sampling.
4. Held the try out test to know the reliability of the test and validity of the test (it was given to the students out of the research sample).
5. Analyzed the data gotten in try out test.
6. Held pre-test in order to know the students' score in vocabulary mastery before they had treatments.
7. Analyzed the data gotten through pre-test.
8. Gave the treatments to the sample of the research by implementing Semantic Mapping Technique in teaching and learning vocabulary mastery.

9. Held post-test in order to know the students' score in vocabulary mastery after the treatments.
10. Analyzed the data gotten through post-test. The data were analyzed by using statistic formula.
11. Tested the hypothesis and made the conclusion.
12. Reported the result of the research.

## **B. Research Findings**

### **1. Result of the Analysis**

This research was aimed to know whether there is significant influence of Semantic mapping technique towards students' vocabulary memorizing at the first semester in the eighth grade of SMPN 10 Bandar Lampung in the academic year of 2016/ 2017. The total number of the sample was 48 students, two classes were chosen as control class and experimental class.

The instrument of this research was test. Pre-test consisted of 30 multiple-choice items with four options a, b, c, and d then post-test consisted of 30 multiple-choice items with four options a, b, c, and d. Pretest was conducted previously on December 07<sup>th</sup>, 2016 at 08.00 a.m for class VIII A as the experimental class and on December 09<sup>th</sup>, 2016 at 12.45 p.m for class VIII B as the control class. The pre-test was administrated in order to see the students' score in vocabulary mastery before the treatment.



After conducting the two meetings of using Semantic Mapping Technique, the writer gave the posttest to the sample. The posttest was conducted on January 3<sup>th</sup>, 2017 at 11.30 a.m for the experimental class and on January 5<sup>th</sup>, 2017 at 12.15 p.m for control class. The post-test was administrated in order to see the students' score in vocabulary mastery after the treatment.

## 2. Result of the Difference on Students' Pretest and Posttest in Experimental Class

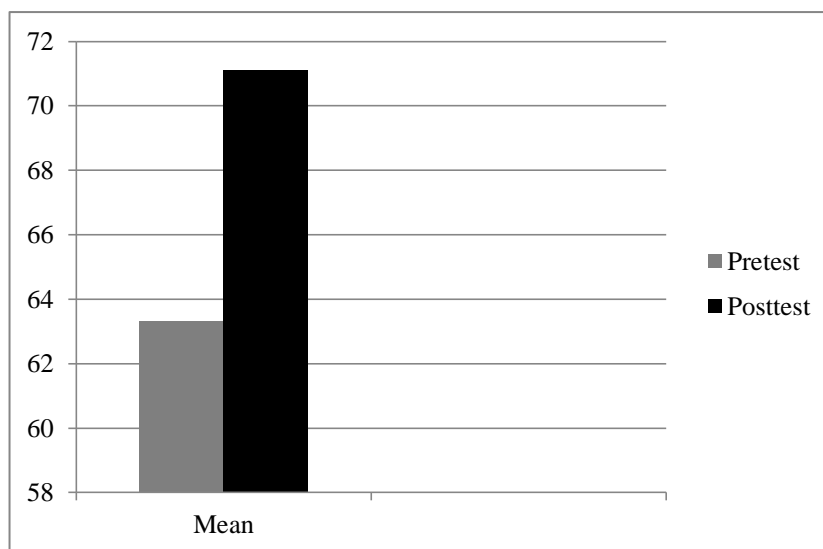
After administering both pretest and posttest, the result of the pretest was compared with the result of the posttest to analyze the difference on students' vocabulary mastery before and after the application of semantic mapping. The difference between the pretest and the posttest score showed that students' mean score of posttest was higher than that of in the pretest, that is,  $71.12 > 63.33$ . Those scores could be seen on the following table.

**Table 4.1. The Difference on Students' Pretest and Posttest Mean Score**

|                           | Pretest Score | Posttest Score | Gain |
|---------------------------|---------------|----------------|------|
| <b>Total students (n)</b> | 24            | 24             |      |
| <b>Mean (m)</b>           | 63.33         | 71.12          | 7.79 |

That students' difference (gain) between pretest and posttest mean score could also be seen on the following graph.

**Graph 4.1. The Difference on Students' Pretest and Posttest Mean Score**



In line with Graph 4.1.above, there was a difference between students' pretest and posttest mean score. Furthermore, that difference indicated that there had been an increase on students' mean score from the pretest to the posttest, that is, 63.33 to 71.12 with its gain score, 7.79. To know whether that difference and increase was significant or not, the hypothesis testing was done as in the following section.

## 2.1 Hypothesis Testing

The hypothesis testing was done to find out whether the first hypotheses proposed in this research were accepted or not. In testing the hypothesis, *Repeated Measures t-test* computed through IBM SPSS Statistics 16 was used to analyze the data whether it was significant or not, in which the significance was determined by  $p < 0.05$ . This

meant that the probability of error in the hypothesis was only 5%. The result of *t-test* was shown on the following table:

**Table 4.2. The Analysis of the Hypothesis**

|        |                    | Paired Samples Test |                |                 |   |         |       |    |                 |
|--------|--------------------|---------------------|----------------|-----------------|---|---------|-------|----|-----------------|
|        |                    | Paired Differences  |                |                 | 95% Confidence Interval of the Difference |         | t     | Df | Sig. (2-tailed) |
|        |                    | Mean                | Std. Deviation | Std. Error Mean | Lower                                     | Upper   |       |    |                 |
| Pair 1 | Posttest – Pretest | 7.79167             | 7.86164        | 1.31027         | 10.45166                                  | 5.13167 | 5.947 | 24 | .000            |

The result of the computation showed that t-value was 5.947 and the two tail significance showed that  $p < 0.05$ , ( $p = .000$ ). Referring to the criteria, that is,  $H_{01}$  was accepted if  $t_0 < t_{tab}$  and  $p < 0.05$ ,  $H_{01}$  was rejected because  $5.947 > 1.960$  and  $.000 < 0.05$ . That meant, there was a significant difference on students' vocabulary mastery before and after the application of semantic mapping technique.

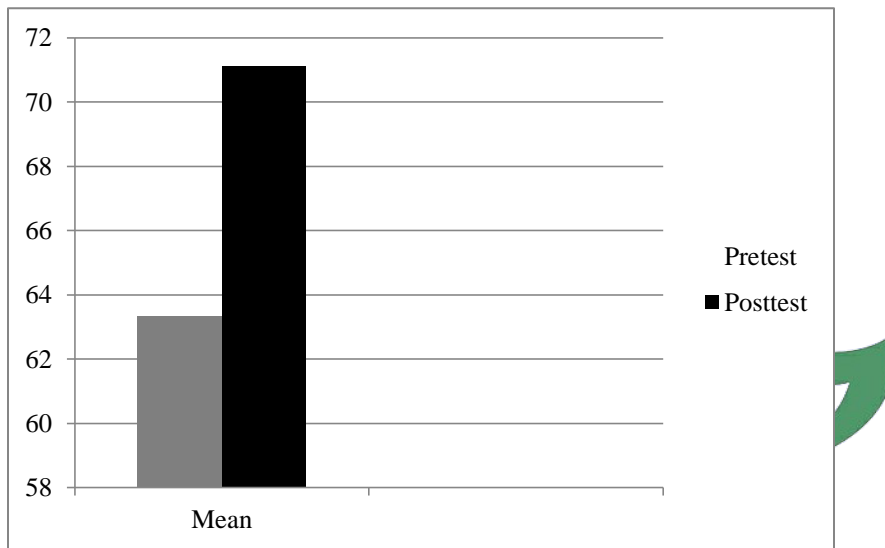
### 3. Result of the Difference on Students' Pretest and Posttest in Control Class

After administering both pretest and posttest, the result of the pretest was compared with the result of the posttest to analyze the difference on students' vocabulary mastery before and after the application of semantic mapping. The difference between the pretest and the posttest score showed that students' mean score of posttest was higher than that of in the pretest, that is,  $28.46 > 24.71$ . Those scores could be seen on the following table.

**Table 4.3. The Difference on Students' Pretest and Posttest Mean Score**

|                           | Pretest Score | Posttest Score | Gain |
|---------------------------|---------------|----------------|------|
| <b>Total students (n)</b> | 24            | 24             |      |
| <b>Mean (m)</b>           | 24.71         | 28.46          | 3.19 |

That students' difference (gain) between pretest and posttest mean score could also be seen on the following graph.


**Graph 4.2. The Difference on Students' Pretest and Posttest Mean Score**

In line with Graph 4.1.above, there was a difference between students' pretest and posttest mean score. Furthermore, that difference indicated that there had been an increase on students' mean score from the pretest to the posttest, that is, 24.71 to 28.46 with its gain score, 3.19. To know whether that difference and increase was significant or not, the hypothesis testing was done as in the following section.

### 3.1 Hypothesis Testing


The hypothesis testing was done to find out whether the first hypotheses proposed in this research were accepted or not. In testing the hypothesis, *Repeated Measures t-test* computed through IBM SPSS Statistics 16 was used to analyze the data whether it was significant or not, in which the significance was determined by  $p < 0.05$ . This meant that the probability of error in the hypothesis was only 5%. The result of *t-test* was shown on the following table:

**Table 4.2. The Analysis of the Hypothesis**



**Paired Samples Test**

|                              | Paired Differences |                   |                       |   |         | t     | Df | Sig.<br>(2-tailed) |
|------------------------------|--------------------|-------------------|-----------------------|---|---------|-------|----|--------------------|
|                              | Mean               | Std.<br>Deviation | Std.<br>Error<br>Mean | 95% Confidence<br>Interval of the<br>Difference |         |       |    |                    |
|                              |                    |                   |                       | Lower   | Upper   |       |    |                    |
| Pair 1 Posttest -<br>Pretest | 3.19167            | 3.16164           | 2.31027               | 9.45166   | 3.13167 | 5.947 | 23 | .000               |



The result of the computation showed that t-value was 5.947 and the two tail significance showed that  $p < 0.05$ , ( $p = .000$ ). Referring to the criteria, that is,  $H_{01}$  was accepted if  $t_0 < t_{tab}$  and  $p < 0.05$ ,  $H_{01}$  was rejected because  $5.947 > 1.960$  and  $.000 < 0.05$ . That meant, there was a significant difference on students' vocabulary mastery before and after the application of semantic mapping technique.

#### 4. Result of the Difference on Students' Normality Test in Experimental and Control Class

The normality test is used to measure whether data in both control and experimental class are normally distributed or not. In this case, the researcher used liliefors formula to test the normality of the data.

The hypothesis for normality test formulated as follows:

$H_0$ : the data have normal distribution

$H_a$ : the data do not have normal distribution

The test criteria:

$H_0$  is accepted if  $L_{observed}$  is lower than  $L_{critical}$  it means that the distribution of the data is normal.

$H_a$  is rejected if  $L_{observed}$  is higher than  $L_{critical}$  it means that the distribution of the data is not normal.

##### Tests of Normality

| Teknik | Kolmogorov-Smirnov |    |      | Shapiro-Wilk |    |      |
|--------|--------------------|----|------|--------------|----|------|
|        | Statistic          | df | Sig  | Statistic    | df | Sig  |
| GAIN 1 | .195               | 24 | .019 | .943         | 24 | .190 |
| 2      | .164               | 24 | .094 | .959         | 24 | .409 |

Based on the Table above, it can be seen that Sig ( $P_{value}$ ) for control was 0.409 and ( $P_{value}$ ) for experimental class was 0.190 and  $\alpha = 0.05$ . It means that Sig ( $P_{value}$ )  $> \alpha$  and  $H_0$  was accepted. The conclusion was the data were in the normal distribution. It is calculated based on the gain of the experimental and control class.

## 5. Result of Homogeneity Test

The hypothesis for the homogeneity test formulated as follows:

$H_0$  : Data have the homogenous variances

$H_a$  : Data do not have the homogenous variances

The criteria for homogeneity test are as follows:

a.  $H_0$  is accepted if  $F_{\text{observed}} \leq F_{\text{critical}}$ ,

b.  $H_a$  is rejected if  $F_{\text{observed}} > F_{\text{critical}}$ ,

From the data gained the homogeneity test for pre-test was 1.03. From the result of homogeneity was consulted to *fisher* table, it was found that  $F_{\text{critical}}$  of 0.05 = 0.906.

The data come from homogeneous data provided  $F_{\text{observed}}$  is lower than  $F_{\text{critical}}$  ( $F_{\text{observed}} \leq F_{\text{critical}}$ ) it means that the variance of the data of post-test in both control class and experimental class are homogenous.

From the data gained the homogeneity test for post-test was 1.38. From the result of homogeneity was consulted to *fisher* table, it was found that  $F_{\text{critical}}$  of 0.05 = 0.906.

The data come from homogeneous data provided  $F_{\text{observed}}$  is lower than  $F_{\text{critical}}$  ( $F_{\text{observed}} \leq F_{\text{critical}}$ ) it means that the variance of the data of post-test in both control class and experimental class are homogenous.

## 6. Result of Hypothetical Test

The hypotheses are:

$H_a$ : There is significant influence of using semantic mapping technique towards students' vocabulary mastery at the first semester at the eighth grade of SMP Negeri 10 Bandar Lampung in the academic year of 2016/2017.

$H_0$ : There is no significant influence of using semantic mapping technique towards students' vocabulary mastery at the first semester at the eighth grade of SMP Negeri 10 Bandar Lampung in the academic year of 2016/2017.

The criteria of the test were as follows.

$H_a$  is accepted if  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$ , or  $(t_{\text{observed}} > t_{\text{critical}})$

$H_0$  is rejected if  $t_{\text{observed}}$  is lower than  $t_{\text{critical}}$ , or  $(t_{\text{observed}} < t_{\text{critical}})$

In this case, the writer used the level of significant  $\alpha = 0.05$

Based on the calculation of the data, it is clear that value of significant generated Sig. (2-tailed) of the equal variance was 0.00, and  $\alpha = 0,05$ .  $H_a$  is accepted if Sig. (Pvalue)  $\leq \alpha = 0,05$  and  $H_0$  is accepted if (Pvalue) if Sig  $\geq \alpha = 0.05$ . It means that Sig. (Pvalue) is  $0.00 \leq \alpha = 0.05$ . So  $H_a$  is accepted. Based on the computation, it can be concluded that there is a significant influence of using semantic mapping towards students' vocabulary mastery at the second semester of the eighth grade of SMP Negeri 10 Bandar Lampung in the academic year of 2016/2017.



### C. Discussion

Based on the finding of the research, it was found that the students who were taught by using semantic mapping technique have increased their ability in vocabulary mastery. It might due in semantic mapping technique the students were highly involved in vocabulary process, since they had to explore the spoken text and related it to their background knowledge.

Based on the result of the pre-test before semantic mapping technique was implemented, the ability of students to masteru in vocabulary was lower than after semantic mapping was implemented. After getting the treatments and post-test were conducted, it was found that there was a significant difference between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 24.71 and in the post-test was 28.46 while the mean of pre-test score of experimental class was 48.54 and in the post-test was 62.29. It meant that the most improvement was in the experimental class.

The result of the data analysis showed that the use of semantic mapping technique in teaching vocabulary seemed to be applicable for the eighth grade of SMPN 10 Bandar Lampung. The technique encouraged the students to be more active and motivated in

teaching vocabulary, especially in types of nouns. Teachers who use good technique will make the students interested with the lesson and for the result students can get high score.

Besides, it could be concluded that using semantic mapping technique was in the experimental class made the students actively in memorizing the words and understanding material. It was also supported by Heimlich that semantic mapping is a technique for representing word concepts graphically. It helps the students to develop their vocabulary through a deeper understanding conceptual knowledge by displaying words into categories to show how they are related to each other. While, the students were in the control class which taught by using the lecturing technique looked passive in memorizing the words and understanding the material.

There were differences in the students' outcome that was taught using semantic mapping technique between those who taught without semantic mapping. It could be seen in teaching learning process, they were as follow:

1. In the experimental class

When the writer taught using semantic mapping technique, it made the students more interested in learning. In the teaching and learning process, the students felt relaxed, so they could express their idea in the classroom freely. Then by using semantic mapping technique could help the students understood the mater

## 2. In the control class

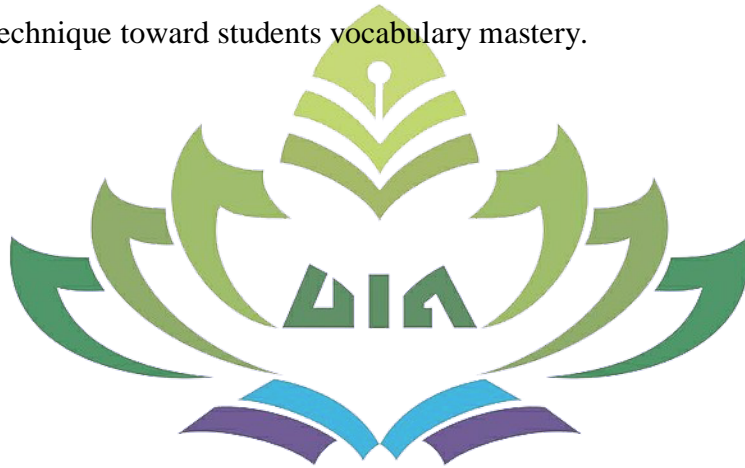
When the writer used lecturing technique, he explained the material and asked the students to write the words. The students seemed bored with it because they only wrote and remind the words. It looked like monotonous activity in the class that could make the students got tired in their class. It made them difficult to absorb the materials. The students were also lazy when the writer gave them some questions. The last they could not improve their vocabulary mastery. Some students had difficulty to memorize the words and understanding the materials. Therefore, the students could not get high score in their vocabulary class.

Based on the statement above, it could be seen that there was difference between the students who were taught by using semantic mapping technique and those taught by using lecturing technique. The students who were taught using semantic mapping technique could increase their vocabulary ability in understanding and remembering the words, because they saw the object of the material that could make them easier to understand. While the students who were taught using the lecturing technique could not increase their vocabulary ability in understanding the material. They were only asked to listened the material and make them difficult to understand and write some words.

In conclusion, the teaching learning process ran well, the students cooperated well throughout third treatmeants. And based on the analysis of the data and the testing of

hypothesis, the result of the calculation is found that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. From the analysis above, we know that the students who got high frequency of using semantic mapping technique get better result than the students using lecturing technique in teaching vocabulary.

In summary, the writer would like to say that the semantic mapping technique is a good technique in motivating students learning English, especially in vocabulary mastery. It can be conclude that there is significant influence of the using of semantic mapping technique toward students vocabulary mastery.



## CHAPTER V CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

Based on the research that was carried out in SMPN 10 Bandar Lampung in the academic year of 2016/2017, the writer might draw conclusions that there was a significant influence of using semantic mapping technique towards students' vocabulary mastery. It was proved as the result of t-test where  $t_{\text{observed}}$  was 3.636 and  $t_{\text{critical}}$  was 1.675. On other word,  $t_{\text{observed}}$  was higher than  $t_{\text{critical}}$  ( $3.636 > 1.675$ ). For further information see Appendix 15. By using semantic mapping technique, it could give influence towards students' vocabulary mastery. It could gain the result of student' vocabulary test and could improve the students' vocabulary mastery. So the use of semantic mapping technique in teaching learning process could make a good improvement.

In this research, the writer could conclude that semantic mapping technique could give influence to the students' vocabulary mastery. It was supported by the students' score that they received higher score in the post-test than in the pretest after the writer gave treatment by using semantic mapping technique in learning vocabulary. In other words, the use of semantic mapping technique had significant influence toward students' vocabulary mastery at the first semester of the eighth grade of SMPN 10

Bandar Lampung. Therefore this research could be used for the reader to conduct the other research by using semantic mapping technique.

## **B. Suggestions**

Based on the result of this research, the researcher proposed suggestion for the students, the teachers, and the next writers as follows:

### **1. Suggestion for the Students**

Based on the result of the research, the researcher proposed suggestions for the students. They were as follows;

- a. The students should learn and practice English material more in order to improve their English skill especially in vocabulary.
- b. The students should learn English material more in order to enrich their vocabulary, especially on words.

### **2. Suggestion for the Teachers**

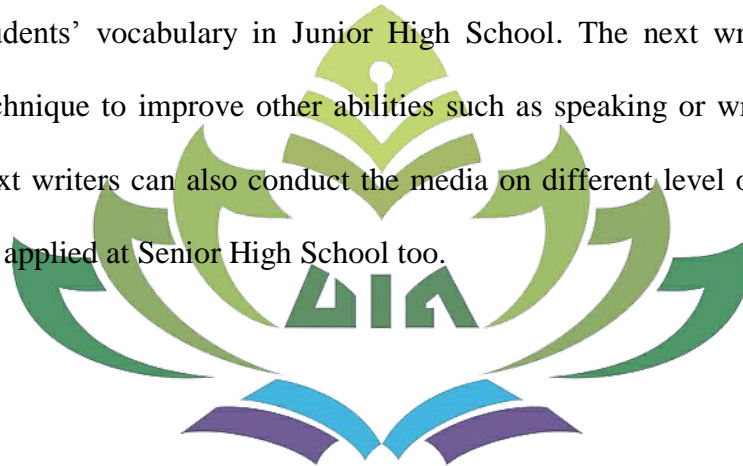
Based on the result of the research, the researcher proposed suggestions for the teachers. They were as follows;

- a. It is better for the teacher to give motivation to the students to be more active in the result they are able to do activities in vocabulary by themselves.
- b. The writer would suggest the English teachers to use semantic mapping technique in teaching vocabulary.
- c. Teacher could apply this technique in other skills, such as listning, speaking, reading, and

### 3. Suggestion for the Next Researchers

Based on the result of the research, the researcher proposed suggestions for the researchers. They were as follows;

- a. In this research, the treatments were held in two times of meeting. The next writers can spend more time in giving the treatments to the students so that they can get enough exercise.
- b. In this research, the writer used semantic mapping technique to improve students' vocabulary in Junior High School. The next writers can use the technique to improve other abilities such as speaking or writing ability. The next writers can also conduct the media on different level of students. It can be applied at Senior High School too.



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*(Lesson Plan for control Class)*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMPN 10 Bandar Lampung  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/II  
**Alokasi Waktu** : 2 x 40 menit  
**Tema** : *Expressing Asking and Giving Something*

**A. Standar Kompetensi**

Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

**B. Kompetensi Dasar**

Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

**C. Indikator Pencapaian Kompetensi**

1. Melafalkan kosakata dalam bentuk *nouns* (*proper noun, common noun, abstract noun, collective noun*) dengan benar.

2. Mengartikan kosakata dalam kalimat sederhana dengan cermat.
3. Menggunakan kosakata dalam bentuk *nouns* di dalam kalimat sederhana dengan tepat.

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Melafalkan kosakata dalam bentuk *nouns* (*proper noun, common noun, abstract noun, collective noun*) di dalam kalimat-kalimat sederhana dengan benar.
2. Mengartikan kosakata di dalam kalimat-kalimat sederhana dalam bentuk *nouns*
3. Menggunakan kosakata di dalam kalimat-kalimat sederhana dalam bentuk *nouns*.

#### E. Materi Pembelajaran

##### Nouns

##### Common nouns

##### Examples

**People:** Brother, sister, mother, father, child, baby, teenager, teacher, students, minister, president, and so on.

**Places:** Country, city, town, village, state, building, shop, restaurant, hotel, school, park, mall, house, and so on.

#### F. Media Pembelajaran:

Technique : lecturing technique  
 Media : Pictures (Nouns)



|   |   |     |                |
|---|---|-----|----------------|
|   | <p>menemukan dan mencatat kosakata <i>nouns</i></p> <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi:</p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang telah di kerjakan</li> <li>• Memberi motivasi kepada siswa</li> </ul>   |     | Kreatif        |
| 3 | <p><b>Post Activity</b></p> <p>Dalam Kegiatan penutup:</p> <ul style="list-style-type: none"> <li>• Siswa bersama guru menyimpulkan materi yang telah dipelajari</li> <li>• Guru memberikan tugas atau pekerjaan rumah kepada siswa</li> <li>• Salam penutup<br/>- <i>Ok, class. That's all for today and thanks for your attention. See you next meeting!</i></li> </ul> | 10' | Tanggung Jawab |

#### H. Alat, Sumber, dan Media Pembelajaran

Alat : Spidol, papan tulis, dll

Sumber : Buku cetak Bahasa Inggris "*When English Rings a Bell*"

Media : Pictures

#### I. Penilaian

Teknik : tes tertulis

Instrument : terlampir

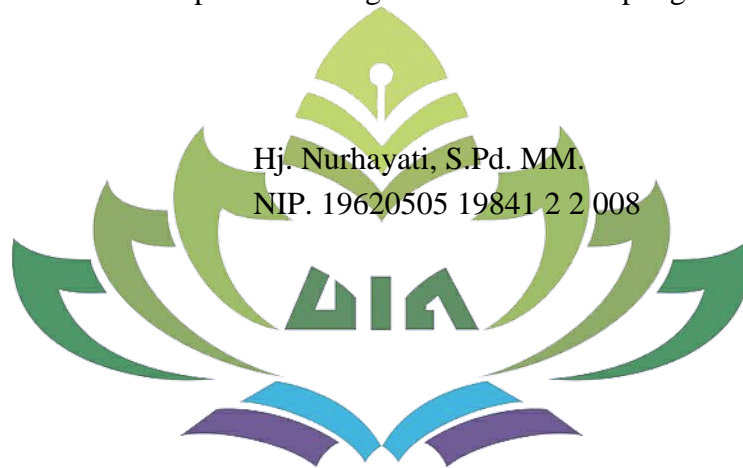
Guru bidang study Bahasa Inggris

Mahasiswa

Asri Rinawati I, S.Pd.  
NIP.19750127 201001 2 006

Nuril Huda  
NPM.1111040183

Mengetahui,  
Kepala SMP Negeri 10 Bandar Lampung



Hj. Nurhayati, S.Pd. MM.  
NIP. 19620505 19841 2 2 008

*(Lesson Plan for control Class)*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMPN 10 Bandar Lampung  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/II  
**Alokasi Waktu** : 2 x 40 menit  
**Tema** : *Expressing Asking and Giving Something*

**A. Standar Kompetensi**

Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

**B. Kompetensi Dasar**

Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

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3. Menggunakan kosakata dalam bentuk *nouns* di dalam kalimat sederhana dengan tepat.

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3. Menggunakan kosakata di dalam kalimat-kalimat sederhana dalam bentuk *nouns*.

#### E. Materi Pembelajaran

Collective nouns can be singular or plural which depends on the context.

However, it is quite difficult to find out which one noun is singular or plural and which verbs and pronouns, we should use with the collective noun.

##### Nouns

##### Examples

Collective nouns

**For people:** A class of students, a crew of sailors, a group of dancers, a staff of employess, a team of players, and so on.

**For animals:** A catch of fish, a flock of birds, a pack of wolves, a zoo of wild animals. And so on.

**For things:** A library of books, a bowl of rice, a bunch of flower, a pair of shoes, and so on.





|   |  |     |                              |
|---|--|-----|------------------------------|
|   | <p>papan tulis.</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan secara lisan materi pembelajaran tentang <i>nouns</i> dan dikaitkan dengan kosakata yang disebutkan</li> <li>• Guru menginstruksikan siswa untuk dapat menemukan dan mencatat kosakata <i>nouns</i></li> </ul> <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi:</p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang telah di kerjakan</li> <li>• Memberi motivasi kepada siswa</li> </ul> |     | <p>Berani</p> <p>Kreatif</p> |
| 3 | <p><b>Post Activity</b></p> <p>Dalam Kegiatan penutup:</p> <ul style="list-style-type: none"> <li>• Siswa bersama guru menyimpulkan materi yang telah dipelajari</li> <li>• Guru memberikan tugas atau pekerjaan rumah kepada siswa</li> <li>• Salam penutup<br/>- <i>Ok, class. That's all for today and thanks for your attention. See you next meeting!</i></li> </ul>  | 10' | <p>Tanggung Jawab</p>        |

#### H. Alat, Sumber, dan Media Pembelajaran

Alat : Spidol, papan tulis, dll

Sumber : Buku cetak Bahasa Inggris "*When English Rings a Bell*"

Media : Pictures

#### I. Penilaian

Teknik : tes tertulis

Instrument : terlampir

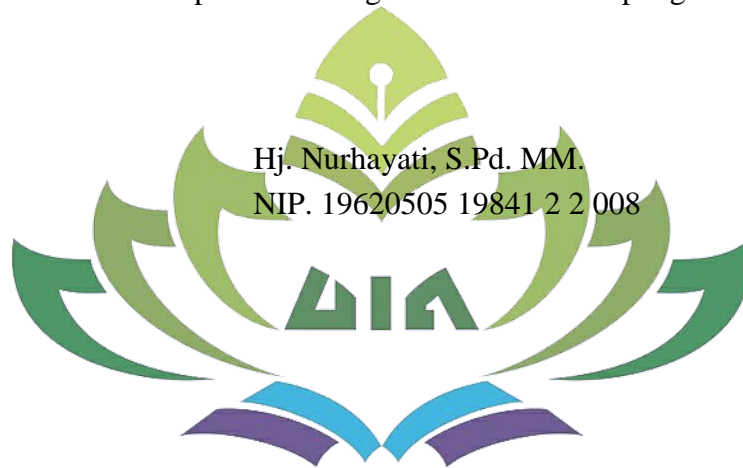
Guru bidang study Bahasa Inggris

Mahasiswa

Asri Rinawati I, S.Pd.  
NIP.19750127 201001 2 006

Nuril Huda  
NPM.1111040183

Mengetahui,  
Kepala SMP Negeri 10 Bandar Lampung



Hj. Nurhayati, S.Pd. MM.  
NIP. 19620505 19841 2 2 008

*(Lesson Plan for controlClass)*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMPN 10 Bandar Lampung  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/II  
**Alokasi Waktu** : 2 x 40 menit  
**Tema** : *Expressing Asking and Giving Something*

**A. Standar Kompetensi**

Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

**B. Kompetensi Dasar**

Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

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3. Menggunakan kosakata di dalam kalimat-kalimat sederhana dalam bentuk *nouns*.

#### E. Materi Pembelajaran

##### Nouns

Proper nouns

Abstract nouns

##### Examples

Andi, Sri Lanka, Television, etc

**Emotions or feelings:** Adoration, anger, anxiety, delight, disappointment, friendship, happy, hate, joy, and so on.

**Human characters:** Beauty, elegance, charity, dedication, calm, coldness, hope, an so on.

#### F. Media Pembelajaran:

Technique : Lecturing technique

Media : Pictures (Nouns)



|   |   |     |                |
|---|---|-----|----------------|
|   | <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi:</p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang telah di kerjakan</li> <li>• Memberi motivasi kepada siswa</li> </ul>   |     | Kreatif        |
| 3 | <p><b>Post Activity</b></p> <p>Dalam Kegiatan penutup:</p> <ul style="list-style-type: none"> <li>• Siswa bersama guru menyimpulkan materi yang telah dipelajari</li> <li>• Guru memberikan tugas atau pekerjaan rumah kepada siswa</li> <li>• Salam penutup<br/>- <i>Ok, class. That's all for today and thanks for your attention. See you next meeting!</i></li> </ul> | 10' | Tanggung Jawab |

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#### I. Penilaian

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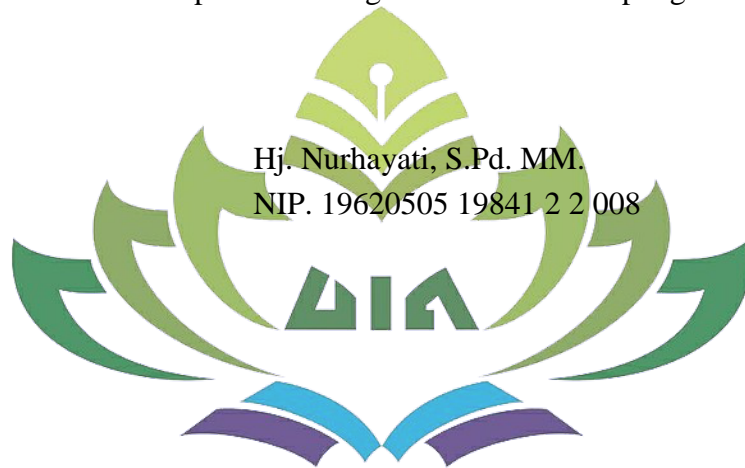
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Mahasiswa

Asri Rinawati I, S.Pd.  
NIP.19750127 201001 2 006

Nuril Huda  
NPM.1111040183

Mengetahui,  
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Hj. Nurhayati, S.Pd. MM.  
NIP. 19620505 19841 2 2 008



*(Lesson Plan for Experimental Class)*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMPN 12 Bandar Lampung

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII/II

**Alokasi Waktu** : 2 x 40 menit

**Tema** : *Descriptive teks "My School"*

**A. Standar Kompetensi**

Berbicara

3. Menggunakan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

**B. Kompetensi Dasar**

Menggunakan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

**C. Indikator Pencapaian Kompetensi**

1. Melafalkan kosakata dalam bentuk *nouns* (*proper noun, common noun, abstract noun, collective noun*) dengan benar.
2. Mengartikan kosakata dalam kalimat sederhana dengan cermat.
3. Menggunakan kosakata dalam teks sederhana berbentuk *descriptive* teks.

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Melafalkan kosakata dalam bentuk *nouns* (*proper noun, common noun, abstract noun, collective noun*) di dalam kalimat-kalimat sederhana dengan benar.
2. Mengartikan kosakata di dalam kalimat-kalimat sederhana dalam bentuk *nouns*
3. Menggunakan kosakata di dalam teks sederhana dalam bentuk *descriptive teks*.

#### E. Materi Pembelajaran

##### Nouns

##### Examples

##### Common nouns

**People:** Brother, sister, mother, father, child, baby, teenager, teacher, students, minister, president, and so on.

**Places:** Country, city, town, village, state, building, shop, restaurant, hotel, school, park, mall, house, and so on.

Contoh descriptive teks about common noun

This is my school I study at SDN 5 Bandar Lampung. My school is clean and comfortable. My school has many facilities, they are : office, classroom, library, mosque, toilet, teachers' room and canteen.

My school has one office and two teachers' room. It has fifteen classroom. In addition, it has one mosque one library, and two toilet. Besides my school has three canteens and they are behind in the school, I like my school.

#### F. Media Pembelajaran:

Technique : Semantic Mapping



|   |  |     |                |
|---|--|-----|----------------|
|   | <p>disebutkan dan ditulis di papan tulis kepada temannya.</p> <ul style="list-style-type: none"> <li>• Guru dan siswa mengidentifikasi kata-kata dalam kategori nouns (<i>common nouns</i>)</li> <li>• Guru meminta siswa menjelaskan kosakata dengan bahasa mereka sendiri (target language).</li> <li>• Guru membagi siswa dalam beberapa kelompok dan setiap kelompok memiliki topik kosakata yang bisa disebutkan oleh teman kelompok lain.</li> </ul> <p>Konfirmasi<br/>         Dalam kegiatan konfirmasi:</p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang telah di kerjakan</li> <li>• Memberi motivasi kepada siswa</li> </ul> |     | Kreatif        |
| 3 | <p><b>Post Activity</b><br/>         Dalam Kegiatan penutup:</p> <ul style="list-style-type: none"> <li>• Siswa bersama guru menyimpulkan materi yang telah dipelajari</li> <li>• Guru memberikan tugas atau pekerjaan rumah kepada siswa</li> <li>• Salam penutup<br/> <i>- Ok, class. That's all for today and thanks for your attention. See you next meeting!</i></li> </ul>   | 10' | Tanggung Jawab |

#### H. Alat, Sumber, dan Media Pembelajaran

Alat : Spidol, papan tulis, dll

Sumber : Buku cetak Bahasa Inggris "*When English Rings a Bell*"

#### I. Penilaian

Teknik : tes tertulis

Instrument : terlampir

Guru bidang study Bahasa Inggris

Mahasiswa

Asri Rinawati I, S.Pd.  
NIP.19750127 201001 2 006

Nuril Huda  
NPM.1111040183

Mengetahui,  
Kepala SMP Negeri 10 Bandar Lampung

Hj. Nurhayati, S.Pd. MM.  
NIP. 19620505 19841 2 2 008



*(Lesson Plan for Experimental Class)*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMPN 10 Bandar Lampung  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/II  
**Alokasi Waktu** : 2 x 40 menit  
**Tema** : *Descriptive teks "My English Teacher and Happiness"*

**A. Standar Kompetensi**

Berbicara

3. Menggunakan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

**B. Kompetensi Dasar**

Menggunakan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

**C. Indikator Pencapaian Kompetensi**

1. Melafalkan kosakata dalam bentuk *nouns* (*proper noun, common noun, abstract noun, collective noun*) dengan benar.
2. Mengartikan kosakata dalam kalimat sederhana dengan cermat.
3. Menggunakan kosakata dalam teks sederhana berbentuk *descriptive* teks.

## D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Melafalkan kosakata dalam bentuk *nouns* (*proper noun, common noun, abstract noun, collective noun*) di dalam kalimat-kalimat sederhana dengan benar.
2. Mengartikan kosakata di dalam kalimat-kalimat sederhana dalam bentuk *nouns*
3. Menggunakan kosakata di dalam teks sederhana dalam bentuk *descriptive teks*.

## E. Materi Pembelajaran

### Nouns

### Examples

Proper nouns

Andi, Sri Lanka, Television, etc

Abstract nouns

**Emotions or feelings:** Adoration, anger, anxiety, delight, disappointment, friendship, happy, hate, joy, and so on.

**Human characters:** Beauty, elegance, charity, dedication, calm, coldness, hope, and so on.

Contoh descriptive teks about common noun

He is Mr Andi. He is my English teacher. He teaches at junior high school one Bandar Lampung he is very kind and smart, he always speak english when he teaches in the classroom. He has family. His wife and his soon and daughter. His wife is a teacher at junior high school two bandar lampung, his soon and daughter are students at SDN one Bandar Lampung. Mr andi gives english lesson for his childrens at home. His children is always be attention to learn english. He loves his family.

Contoh descriptive teks about abtract noun

Happiness is something everyone wants to have. Happiness is what you think, what you say, and what you do are in harmony. You may be successful and have a lot of money, but without happiness it will be meaningless.

Understanding what happiness is will give us a good ground upon which to build our lives. In addition, happiness is different from pleasure; happiness has something to do with struggling and enduring and accomplishing.

**F. Media Pembelajaran:**

Technique : Semantic Mapping

**G. Langkah-langkah Kegiatan Pembelajaran**

| No | Kegiatan Pembelajaran   | Durasi | Karakter   |
|----|---|--------|--|
| 1  | <p><b>Pre Activity</b></p> <ul style="list-style-type: none"> <li>• Berdoa</li> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas<br/>- <i>Good Morning, class!</i></li> <li>• Mengecek kehadiran siswa<br/>- <i>I will check your attendance, please raise your hand when i call your name!</i></li> <li>• Menanyakan materi minggu lalu kepada siswa</li> </ul> | 10'    | Religius<br><br>Santun<br><br>Disiplin<br><br>Tanggung Jawab |
| 2  | <p><b>Main Activity</b></p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi, guru:</p> <ul style="list-style-type: none"> <li>• Membagikan penjelasan sedikit tentang materi <i>descriptive teks</i></li> <li>• Membagi siswa dalam beberapa kelompok untuk mendiskusikan materi (Buku: bahan ajar Bahasa Inggris mengenai <i>descriptive teks</i>)</li> </ul>                                 | 60'    | Kreatif  |





Alat : Spidol, papan tulis, dll

Sumber : Buku cetak Bahasa Inggris "*When English Rings a Bell*"

## **I. Penilaian**

Teknik : tes tertulis

Instrument : terlampir



*(Lesson Plan for Experimental Class)*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Sekolah** : SMPN 10 Bandar Lampung

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII/II

**Alokasi Waktu** : 2 x 40 menit

**Tema** : *Descriptive Teks "Lion"*

**A. Standar Kompetensi**

Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

**B. Kompetensi Dasar**

Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

**C. Indikator Pencapaian Kompetensi**

1. Melafalkan kosakata dalam bentuk *nouns* (*proper noun, common noun, abstract noun, collective noun*) dengan benar.

2. Mengartikan kosakata dalam kalimat sederhana dengan cermat.
3. Menggunakan kosakata dalam bentuk *nouns* di dalam kalimat sederhana dengan tepat.

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Melafalkan kosakata dalam bentuk *nouns* (*proper noun, common noun, abstract noun, collective noun*) di dalam kalimat-kalimat sederhana dengan benar.
2. Mengartikan kosakata di dalam kalimat-kalimat sederhana dalam bentuk *nouns*
3. Menggunakan kosakata di dalam kalimat-kalimat sederhana dalam bentuk *nouns*.

#### E. Materi Pembelajaran

Collective nouns can be singular or plural which depends on the context.

However, it is quite difficult to find out which one noun is singular or plural and which verbs and pronouns, we should use with the collective noun.

##### Nouns

##### Examples

Collective nouns

**For people:** A class of students, a crew of sailors, a group of dancers, a staff of employess, a team of players, and so on.

**For animals:** A catch of fish, a flock of birds, a pack of wolves, a zoo of wild animals. And so on.

**For things:** A library of books, a bowl of rice, a bunch of flower, a pair of shoes, and so on.

Contoh descriptive teks :

I have a rabbit. His fur his white and has black spots. He has long ears and a short tail. He also has cute red big eyes, my rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I am afraid that he might running away. I do not wanna lost my rabbit because I love him very much.

#### F. Media Pembelajaran:

Technique : Semantic Mapping

#### G. Langkah-langkah Kegiatan Pembelajaran

| No | Kegiatan Pembelajaran   | Durasi | Karakter   |
|----|---|--------|--|
| 1  | <b>Pre Activity</b> <ul style="list-style-type: none"><li>• Berdoa</li><li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas<br/>- <i>Good Morning, class!</i></li><li>• Mengecek kehadiran siswa<br/>- <i>I will check your attendance, please raise your hand when i call your name!</i></li><li>• Menanyakan materi minggu lalu kepada siswa</li></ul> | 10'    | Religius<br>Santun<br>Disiplin<br>Tanggung Jawab |
| 2  | <b>Main Activity</b><br>Eksplorasi<br>Dalam kegiatan eksplorasi, guru: <ul style="list-style-type: none"><li>• Membagikan penjelasan sedikit tentang materi <i>Nouns</i></li><li>• Membagi siswa dalam beberapa kelompok untuk mendiskusikan materi (Buku: bahan ajar Bahasa Inggris mengenai <i>Nouns</i>)</li><li>• Memberikan lembaran kertas dan meminta</li></ul>            | 60'    | Kreatif  |

|   |  |     |   |
|---|--|-----|---|
|   | <p>siswa menyebutkan kosakata yang mereka ketahui.</p> <p>Elaborasi<br/>           Dalam kegiatan elaborasi:</p> <ul style="list-style-type: none"> <li>• Guru menulis topik yang berkaitan dengan noun. Contoh: “Collective nouns “Lion””</li> <li>• Siswa menebak dan menyampaikan ide mereka tentang Lion</li> <li>• Guru menulis ide-ide mereka di papan tulis terkait topik yang diberikan dengan membentuk peta konsep (mapping)</li> <li>• Siswa membagikan kosakata yang telah disebutkan dan ditulis di papan tulis kepada temannya.</li> <li>• Guru dan siswa mengidentifikasi kata-kata dalam kategori nouns (<i>collective nouns</i>)</li> <li>• Guru meminta siswa menjelaskan kosakata dengan bahasa mereka sendiri (target language).</li> <li>• Guru membagi siswa dalam beberapa kelompok dan setiap kelompok memiliki topik kosakata yang bisa disebutkan oleh teman kelompok lain.</li> </ul> <p>Konfirmasi<br/>           Dalam kegiatan konfirmasi:</p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang telah di kerjakan</li> <li>• Memberi motivasi kepada siswa</li> </ul> |     | <p>Komunikatif</p> <p>Berani</p> <p>Kreatif</p> |
| 3 | <p><b>Post Activity</b><br/>           Dalam Kegiatan penutup:</p> <ul style="list-style-type: none"> <li>• Siswa bersama guru menyimpulkan materi yang telah dipelajari</li> <li>• Guru memberikan tugas atau pekerjaan rumah kepada siswa</li> <li>• Salam penutup<br/> <i>- Ok, class. That’s all for today and thanks for your attention. See you next meeting!</i></li> </ul>   | 10’ | <p>Tanggung Jawab</p>                           |

## H. Alat, Sumber, dan Media Pembelajaran

Alat : Spidol, papan tulis, dll

Sumber : Buku cetak Bahasa Inggris "*When English Rings a Bell*"

## **I. Penilaian**

Teknik : tes tertulis

Instrument : terlampir

Guru bidang study Bahasa Inggris

Mahasiswa

**Asri Rinawati I, S.Pd.**

**NIP.19750127 201001 2 006**

**Nuril Huda**

**NPM.1111040183**



Mengetahui,

Kepala SMP Negeri 10 Bandar Lampung

**Hj. Nurhayati, S.Pd. MM.**

**ONIP. 19620505 19841 2 2 008**

Name :

Class :

**Choosing the corret answer by crossing a, b, c, or d!**

1. A : Hi Anton, could you mind if I lend your book?  
B : Certainly, here it is.  
A : Thank you  
B : ....

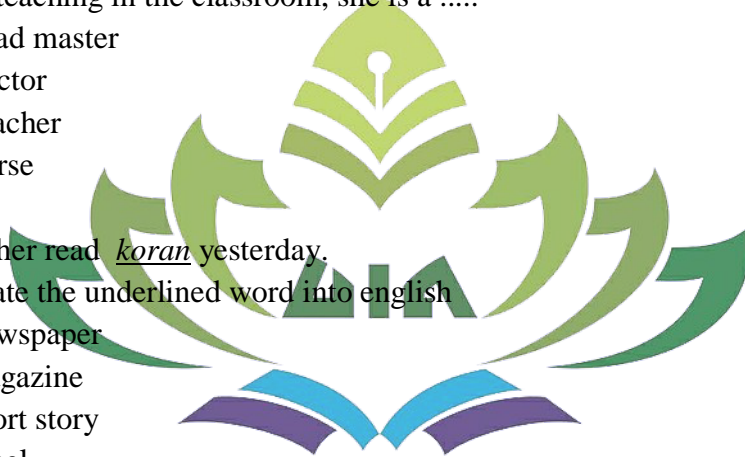
- A. Just so so  
B. You are welcome  
C. It's good  
D. It's great

2. She is teaching in the classroom, she is a .....
- Head master
  - Doctor
  - Teacher
  - Nurse

3. My father read koran yesterday.  
Translate the underlined word into english
- Newspaper
  - Magazine
  - Short story
  - Fabel

4. There are so many books in the case. It is very ....
- Comfortable
  - Dirty
  - Heavy
  - Easy

5. Tiger is a kind of wild..... It usually lives in the jungle.
- Animal
  - Jungle
  - Pets
  - Zoo





6. Samuel studies English in the classroom. He is a ....
- Teacher
  - Head master
  - Librarian
  - Students
7. Siti Nurhaliza sang a song in Malaysia last week. She is a ...
- Host
  - Singer
  - Dancer
  - Produser

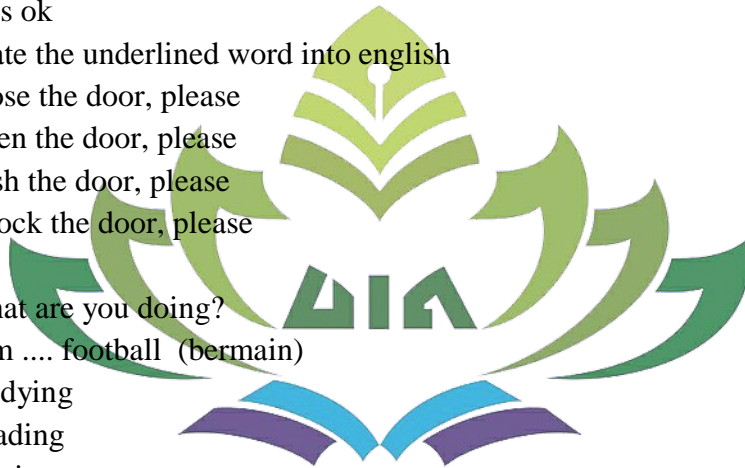
8. A : Could you help me please?  
B : Sure, what can I do for you?

A : Tolong, Buka pintu itu

B : It is ok

Translate the underlined word into english

- Close the door, please
  - Open the door, please
  - Push the door, please
  - Knock the door, please
9. A : What are you doing?  
B : I am .... football (bermain)
- Studying
  - Reading
  - Playing
  - Watching
10. A : What is she doing?  
B: She is writing .... (surat)
- Latter
  - Letter
  - Story
  - Poetry



11. The three ..... are very clever

- a. A students
- b. A student
- c. Students
- d. Student

12. She has ..... voice

- a. Handsome
- b. Beautiful
- c. Thick
- d. Large

13. He has ..... face

- a. Pointed
- b. Oval
- c. Thick
- d. Large

14. She is wearing a ..... t-shirt (kotor)

- a. Dirty
- b. Clean
- c. Small
- d. Big

15. Please come back .... (besok)

- a. Yesterday
- b. Last week
- c. Tomorrow
- d. Today

16. It is very .... (mahal)

- a. Cheap
- b. Cheaper
- c. More Expensive
- d. Expensive

17. Most students do not like .... (pekerjaan rumah /PR)

- a. House wife
- b. Home work



- c. House kipper
  - d. House life
18. People usually keep their money in their ... (dompet)
- a. Wallet
  - b. Pocket
  - c. Bag
  - d. Pouch
19. Angga is ..... than andi (lebih pintar)
- a. As smart as
  - b. More smart
  - c. Smarter
  - d. Smart

20. He has lost his... last Friday. (dompet)

- a. wallet
- b. bag
- c. book
- d. dictionary

21. I put my book .... (di atas meja)

- a. At the table
- b. In the table
- c. On the table
- d. Beside the table

22. A : Could you help me pleas?

B : What can I do for you?

A : Tolong, ambikan buku di atas meja itu.


Translate the underlined word into english

- a. Take a book on the table, please
- b. A take a book on the table, please
- c. Taking a book on the table, please
- d. Is taking a book on the table, please

23. He is ..... in speaking English. (Lancar)

- a. Stupid
- b. Fluently



- c. Smart  
d. Clever
24. The book is .... than a bag  
a. Cheap  
b. Cheaper  
c. Is cheap  
d. Is cheaper
25. We are playing football .... (di lapangan)  
a. On the yard  
b. Beside the yard  
c. Behind the yard  
d. In the yard
26. They have a buku baru  
Translate the word into english  
a. New book  
b. New books  
c. New box  
d. New boxes
27. I visit my grandparents' rumah  
Translate the word into English  
a. Yard  
b. House  
c. Address  
d. Place
28. We spend our liburan in Bandung  
Translate the word into English  
a. Holiday  
b. Happy  
c. Good day  
d. History
29. Before we go to school, we always ..... in the morning. (makan pagi)  
a. Breakfast  
b. Lunch  
c. Dinner
- 

- d. Coffee break
30. Tom is playing traditional music like *seruling*
- Piano
  - Guitar
  - Flute
  - Drum
31. It is kind of means of transportation, it has two tires. It uses engine. What is it?
- Bicycle
  - Motorcycle
  - Car
  - Bus
32. It is a kind of transportation. It has two tires- front and back. It does not use engine. What is it?
- Bus
  - Car
  - Motorcycle
  - Bicycle
33. Many moslems people come to this place usually on Friday to do prayer. What is it?
- Mosque
  - Hospital
  - Chruch
  - Stasiun
34. Badu is a ..... student. He has difficultt in all subjects of his study.
- Smart
  - Stupid
  - Dilligent
  - Creative
35. Do not make any noisy, so will not distrub other people. What does mean?
- Silent
  - Talking
  - Noisy
  - Listening



36. "Do not eat ..... in the classroom", the teacher says.
- magazine
  - garage
  - buble gum
  - smoking
37. Ishak always get a good rank and score. He is *siswa terpandai* in the classroom
- Is smarter
  - Smart
  - Smarter
  - Smartest
38. We put our clothes in the ....
- Bathroom
  - Cupboard
  - Bedroom
  - Whiteboard
39. Where do we buy something?
- Shopping
  - Place
  - Market
  - Station
40. She has nice hair. She looks ...
- Beautiful
  - Lazy
  - Crazy
  - Ugly

