**THE EFFECTIVENESS OF USING CONCEPT MAPPING AS A STRATEGY TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT SEVENTH GRADE OF SMPN 31 PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

**By**

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**ABSTRACT**

This study is an experimental research. The aim of this research is to find out whether there is any effectiveness in using Concept Mapping as strategy in teaching vocabulary to the seventh grade students of SMPN 31 Purworejo in the academic year 2012/2013. In this research, the researcher took 64 students as sample. The researcher conducted pre-test and post-test. The researcher uses Concept Mapping as strategy in teaching reading vocabulary. Statistically, the researcher analyzed the data by using t-test. The result of the research shows that Concept Mapping is effective as strategy in teaching vocabulary to the seventh grade students of SMPN 31 Purworejo in the academic year 2012/2013. It found that the result of the t-value is 2.208. Based on the 0.05 significance level, the value of the t-table is 1.9691. The computation shows that the t-value is higher than t-table, that is 2.208>1969.

**Keywords: concept mapping, vocabulary**

1. **BACKGROUND**

Vocabulary plays an important role because it appears in every language skills. Vocabulary is one of essential in arranging language. Besides, Vocabulary is important in any language teaching and learning, especially in English as a foreign language. Furthermore, Vocabulary becomes a major problem in learning English.

English teacher plays an important role in improving students’ vocabulary mastery. They have to create appropriate technique which can make the students understand the vocabulary given easily. They should use strategy that appropriate and fun to learn on teaching learning process.

There are many factors that cause the students’ difficulties in learning English. One of them is the strategy used by teacher. There are a lot of strategies to get the English teaching effectively. One of them is concept mapping strategy. A concept map is a [diagram](http://en.wikipedia.org/wiki/Diagram) showing the relationships among [concepts](http://en.wikipedia.org/wiki/Concept). Concepts, usually represented as boxes or circles, are connected with labeled arrows in a downward-branching hierarchical structure.

 Concept mapping is the process of using a graph or map to help a student learn a particular subject area, such as vocabulary. A graph is used to help the students understand the progression of steps used to learn vocabulary words. Protzman & Raval (2006:112) state that concept map is a knowledge representation tool. Concepts are defined as perceived regularities in events or objects, or records of events or objects, designated by creating a visual map of the content. Novak (2008:89) concept mapping is a strategy or technique to build the students ideas by creating a visual map of the content words.

 Based on the background above, the researcher is interested in analyzing the use of Concept Mapping as strategy in teaching vocabulary. The researcher formulates the following research problem: Is the use of Concept Mapping as Strategy effective in teaching vocabulary at the seventh grade students of SMPN 31 Purworejo in the academic year 2012/2013? The result of this research is expected to be useful information to the teachers, the students and the other researcher.

**B**. **METHOD**

This research was carried out on May 1st to May 3rd. The type of this research is experimental research. This research was conducted at SMPN 31 Purworejo. The population of this research is 64 students (2 classes) of seventh grade students. They are class VII C as the experimental group and class VII A as the control group. In this research, the researcher uses purposive sampling. The researcher undertakes this research by giving pre-test, treatment and post-test. To collect the data, the instrument which is used is test. The researcher uses 25 items of matching test in both pre-test and post-test for the experimental group and the control group. For the technique of the data analysis, the researcher used descriptive analysis (mean, mode, median, standard deviation, variance, the low score and the highest score) and the inferential analysis (test of normality, test of homogeneity, and the test of hypothesis using t-test).

1. **RESEARCH FINDING**

|  |  |  |
| --- | --- | --- |
| Statistic | Control class | Experiment |
| Mean | 76.5 | 79.56 |
| Median | 77 | 80 |
| Modus | 80 | 80 |
| Range | 28 | 44 |
| Highest score | 88 | 100 |
| Lowest score | 60 | 56 |
| Standard deviation | 6.304 | 8.043 |
| Variance | 39.742 | 64.706 |

The highest score of the students of experimental group was 100 and the lowest score was 56. The mean was 79.56, the median was 80, the modus was 80, the range was 44, the standard deviation was 8.043, and the variance was 64.706.

 The highest score of the students of control group was 88 and the lowest score was 60. The mean was 76.5, the median was 77, the modus was 80, the range was 28, the standard deviation was 6.304, and the variance was 39.742.

 From the previous analysis, it shows that with the number of sample (N1=32 and N2=32) and the level significance 5%, the result of the computation of t-value is 2.208. Based on the value in the t-table for N1 − 1 = 31 and N2 − 1 = 31 and the significance level 5%, the value of t-table is 1.696. The computation shows that t-value is higher than t-table, that is 2.208>1.696. So, the hypothesis is accepted. It means that “the use of Concept Mapping to improve students’ vocabulary mastery of the seventh grade of SMPN 31 Purworejo in the academic year 2012/2013 is effective”.

1. **CONCLUSION**

 Teaching vocabulary mastery using Concept Mapping is effective in improving students’ vocabulary mastery of the seventh grade of SMPN 31 Purworejo in the academic year 2012/2013. It can be seen from t-test result from the post-test result of control class and experiment class. The t-test result is 2.208 and the t-table is 1.696, it shows that the t-value is higher than t-table (2.208>1.696). It means that the Concept Mapping strategy that used the researcher is effective to improve the students’ vocabulary mastery of the seventh grade of SMPN 31 Purworejo.

 Moreover, it can be seen from the mean score of pre-test and post-test result. The mean score of pre-test result is 63.38. Meanwhile, the mean score of post-test result is 79.56. It shows that the mean score of post-test result is higher than the mean of the pre-test result. It means that the score of students on doing post-test Vocabulary test increase.

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