

THESIS

THE IMPLEMENTATION OF SEMANTIC MAPPING STRATEGY ON
ENGLISH VOCABULARY MASTERY AT THE TENTH GRADE OF MA
RAUDHATUT THOLABAH IN THE ACADEMIC YEAR OF 2022/2023



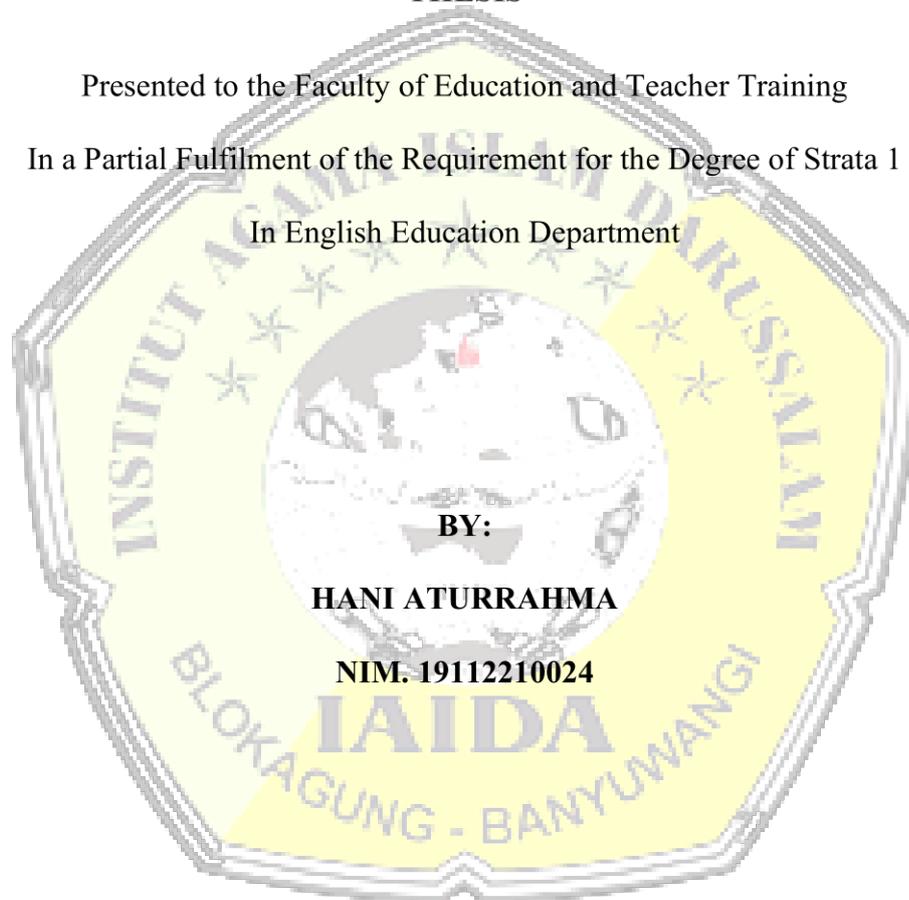
ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
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2023

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RAUDHATUT THOLABAH IN THE ACADEMIC YEAR OF 2022/2023**

THESIS

Presented to the Faculty of Education and Teacher Training
In a Partial Fulfilment of the Requirement for the Degree of Strata 1
In English Education Department



BY:

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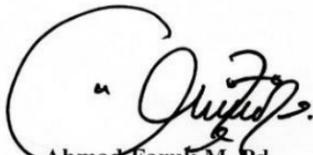
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This is to certify that the thesis of **Hani Aturrahma** has been approved by the advisor for further approval by the board examination.

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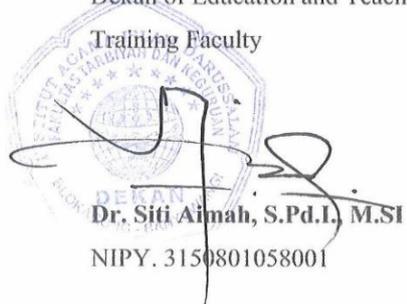
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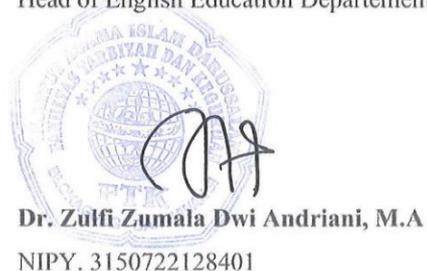
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MOTTO

“The Only One Who Can Make You Give Up Is Yourself”

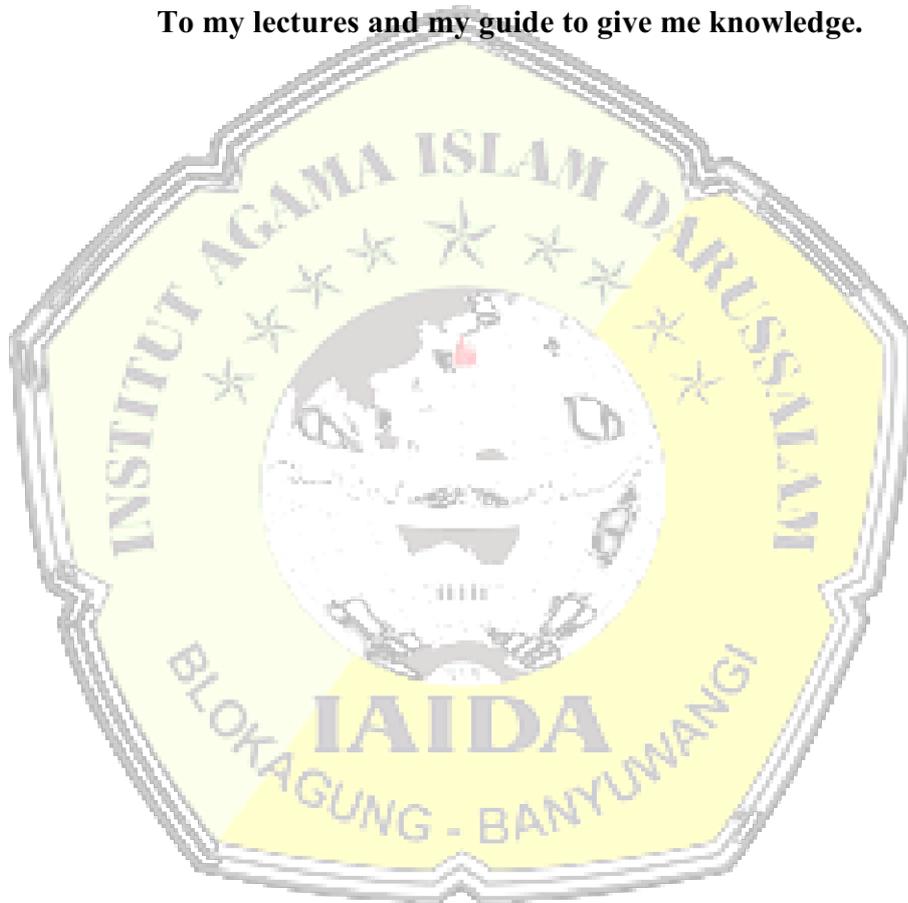
-Sidney Sheldon-



DEDICATION

I dedicate this thesis to myself who has been fighting on work
my beloved parents who give me the best support, and material
praying for me all of the time.

my beloved sister who be the success team, and
To my lectures and my guide to give me knowledge.



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First and foremost, praise be to Allah SWT, the almighty and the most beneficent. The great thankfulness is dedicated to Allah SWT for the blessing and inspiration that lead me to reach the completion of this final project. Bless and peace is upon the prophet Muhammad SAW, who has broken human beings from the darkness to the brightness era.

Thanks to my beloved mother Kholiah and my beloved father Dahroji for your support morally and materially during my academic years in completing my study at the Faculty of Education and Teacher Training, Islamic Institute of Darussalam Blokagung, Banyuwangi.

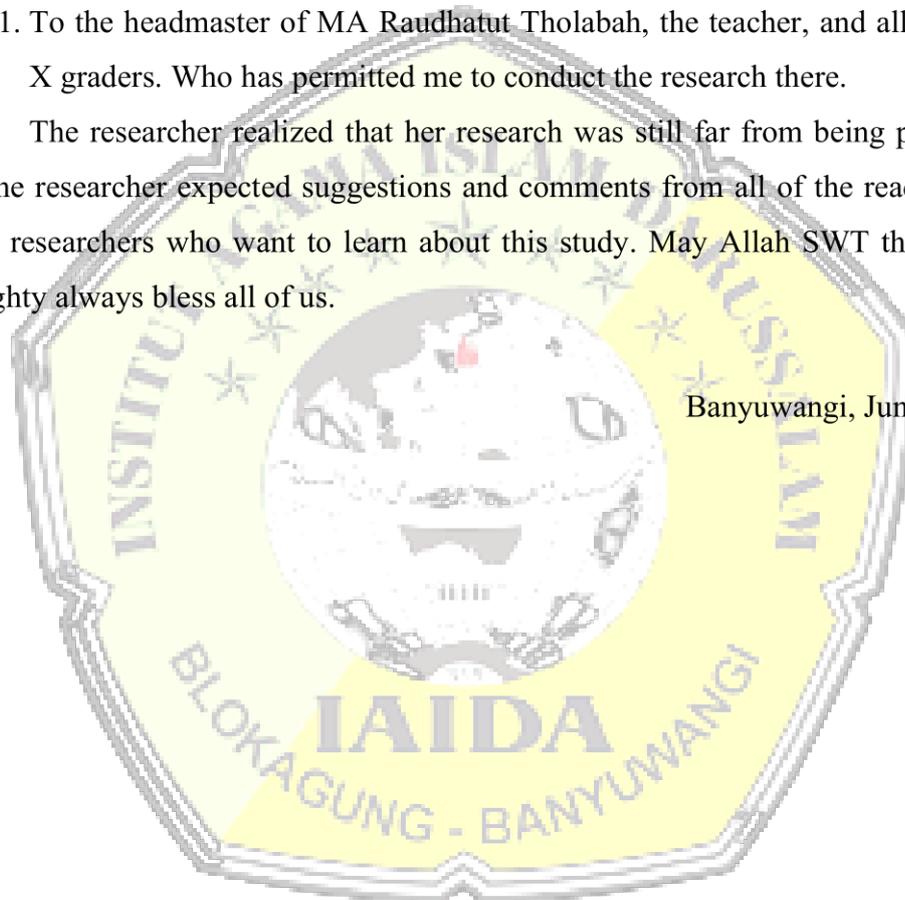
This research intended to fulfill one of the requirements in accomplishing an S-1 degree at the English Department of the Faculty of Education and Teacher Training Islamic Institute of Darussalam Blokagung Banyuwangi, Furthermore in finishing the research entitled **“The Implementation of Semantic Mapping Strategy on English Vocabulary Mastery at the Tenth Grade of MA Raudhatut Tholabah in Academic Year of 2022/2023”**, the research faced a lot of difficulties and problems and without much help from the following people, I couldn't finish it. The researcher also would like to thank to:

1. Dr. H. Ahmad Munib Syafa'at, Lc. M.E.I. the Rector of Islamic Institute of Darussalam
2. Dr. Siti Aimah, S.Pd.I., M.S.I. Dekan of Education and Teacher Training Faculty
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The researcher realized that her research was still far from being perfect. So, the researcher expected suggestions and comments from all of the readers or other researchers who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Banyuwangi, June 2023



ABSTRACT

Hani Aturrahma, 2023. “The Implementation of Semantic Mapping Strategy on English Vocabulary Mastery at the Tenth Grade of MA Raudhatut Tholabah in Academic Year of 2022/2023.”

Key Words: Semantic Mapping Strategy, Vocabulary

This study discusses the learning strategy used by a teacher in delivering material. The strategy in this study uses a semantic mapping strategy. Semantic mapping is a strategy made by connecting words related to topics using arrow diagrams, graphs, or pictures. Semantic mapping facilitated students' learning needs in terms of visual style to help build students' vocabulary understanding by grouping words. Visual is a style that utilizes the sense of sight to receive information. This research aims to find out the relationship between semantic mapping and influencing student memory and to describe the implementation of semantic mapping strategy on English vocabulary mastery at the tenth grade of MA Raudhatut Tholabah in the academic year of 2022/2023.

The design of this study used a descriptive qualitative method. This research was conducted in the tenth grade of MA Raudhotut Tholabah which consisted of 20 students. This research, observations, and interviews were carried out to obtain data, then carried out the analysis and conclusions.

The results of the semantic mapping strategy research state that this strategy is very appropriate for learning students' vocabulary mastery. This strategy is very easy to understand with a visual learning style. So, this research was declared successful because the results obtained by students met the predetermined success criteria. Based on the results it proves that the semantic mapping strategy increases students' vocabulary.

ABSTRACT

Hani Aturrahma, 2023. *“Penerapan Strategy Pemetaan Semantic Dalam Penguasaan Kosakata Bahasa Inggris Pada Siswa Kelas Sepuluh MA Raudhatut Tholabah Tahun Ajaran 2022/2023”*.

Kata Kunci : Strategy Pemetaan Semantik, Kosakata.

Penelitian ini membahas tentang strategy pembelajaran yang digunakan oleh seorang guru dalam menyampaikan materi. Strategy dalam penelitian ini menggunakan semantic mapping strategy. Peta semantic adalah strategy yang dibuat dengan menghubungkan kata terkait topik dengan menggunakan diagram panah, grafik, atau gambar. Peta semantic dapat memfasilitasi kebutuhan belajar siswa dalam segi gaya visual untuk membantu membangun pemahaman kosakata siswa dengan pengelompokan kata. Visual adalah gaya belajar yang memanfaatkan indra penglihatan untuk menerima informasi. Tujuan dari penelitian ini adalah untuk mengetahui keterkaitan semantic mapping dapat mempengaruhi daya ingat siswa dan mendeskripsikan penerapan strategy pemetaan semantic dalam penguasaan kosakata bahasa inggris pada siswa kelas sepuluh MA Raudhatut Tholabah tahun ajaran 2022/2023.

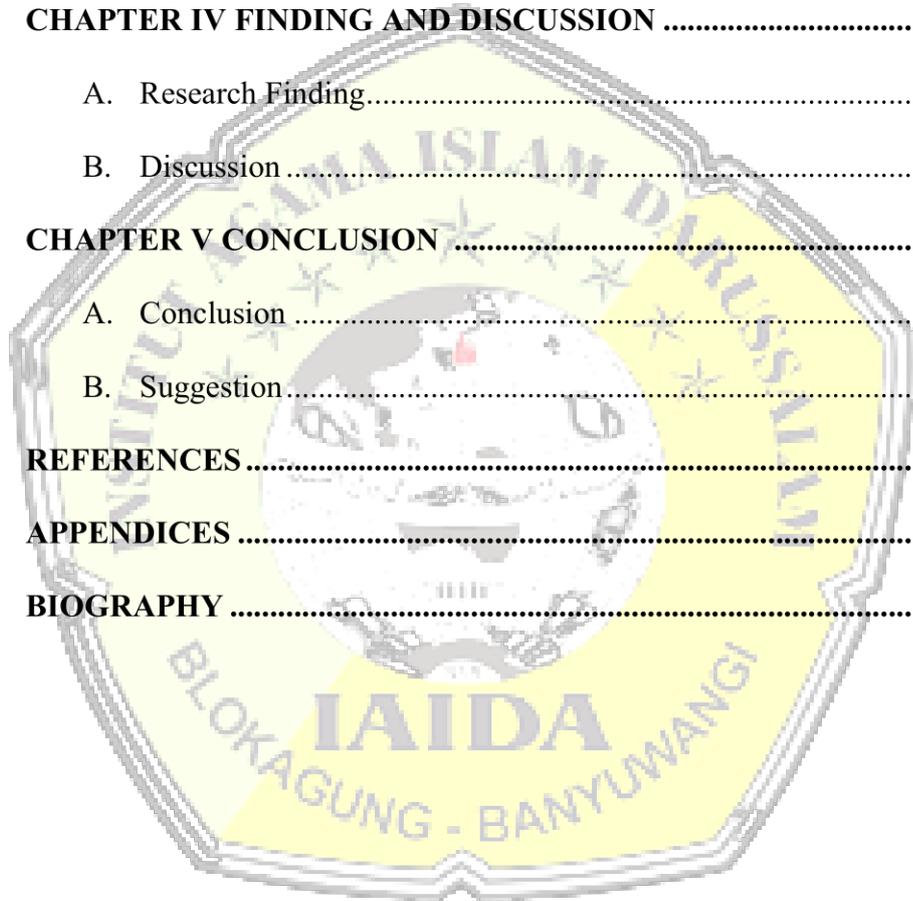
Design dari penelitian ini menggunakan metode descriptive qualitative. Penelitian ini dilakukan di kelas sepuluh MA Raudhotut Tholabah yang terdiri dari 20 siswa. Penelitian ini, observasi dan interview dilakukan untuk memperoleh data, kemudian melakukan analysis dan membuat conclusion.

Hasil dari penelitian strategi pemetaan semantic menyatakan bahwa strategi ini sangat tepat digunakan untuk pembelajaran penguasaan kosakata siswa. Strategy ini sangat mudah dipahami dengan gaya belajar visual. Jadi, penelitian ini dinyatakan berhasil karena hasil yang diperoleh siswa telah memenuhi kriteria keberhasilan yang telah ditentukan. Berdasarkan hasil membuktikan bahwa strategi pemetaan semantic meningkatkan kosakata siswa.

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CHAPTER I

INTRODUCTION

A. Research Background

English is one of the subjects that must be taught at an educational institution because it is an international language. The pupils were given a head start on learning how to speak a foreign language, but teaching English in the class was challenging. Because English is fundamentally different from Indonesian and has good aspects of structure and pronunciation, and few students are familiar with it, many students believe that it is difficult and uninteresting to speak. Vocabulary memorization is encouraged for English learners who are just beginning because it is one crucial aspect of the language that beginners need to know and learn. The fact that vocabulary could be used as a tool to convey urgency in communication attracts the attention of teachers in institutions of higher learning.

Every teacher has a different way of conveying learning material. In class, each teacher uses a technique that is considered the most appropriate to make the study atmosphere interesting and fun for students to follow learning activities well. During the learning process, the teacher must have various goals to keep pupils engaged and inspired. For the learning process to be successful while teaching English, the teacher's inventiveness is essential. While teaching vocabulary is generally regarded as being of low importance, it can be challenging to ensure that pupils

always retain all of their word meanings. Memorization goals must be met today but will be forgotten tomorrow.

Learning a foreign language is no easy task for students because a foreign language is completely different from Indonesian. Some students also have a perspective that considers that English is difficult; this becomes a challenge for teachers because there is no easy task of teaching vocabulary to students. Teachers need their proper technique in the class to change the study atmosphere to make it interesting and fun for students to follow learning activities well. The teaching and learning process must be varied to make students feel happy and motivated during the process. In teaching English, teacher creativity is needed for the success of the learning process. To learn a foreign language, you need an understanding of vocabulary. Because vocabulary has become the main key to speaking English, more and more people are controlling their vocabulary so that they become more proficient at speaking English as a foreign language.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential. Vocabulary is not only defined as a bunch of words; experts have already interpreted the meaning of the vocabulary from a different point of view.

Vocabulary is a strong foundation that must be mastered by students learning English. According to Clouston (2013), vocabulary is central to English language teaching because, without sufficient

vocabulary, students cannot understand others or express their ideas. Students will experience difficulties doing activities related to English if they do not know the intended purpose. Because of that, vocabulary becomes a very important part of learning; remembering vocabulary is the first way to communicate a certain meaning to others. Without a good vocabulary, students cannot communicate effectively to express their ideas. According to Burton (2019: 2), help them understand the meaning of words and express their ideas correctly. Vocabulary is considered the most important factor in enhancing the learning of foreign languages. Through vocabulary, students can express their ideas.

A speaker of the language will experience difficulties if you don't control your vocabulary, because someone must know the big part of vocabulary to become a stock capital of speaking English. If the student does not know the vocabulary, then he is not able to communicate in an effective way to express ideas both in oral form as well as in writing, and interaction becomes hampered. Through intelligence, speaking can show creativity and ability that can be used to share discourse life later after the participants' educate finished education. Creativity language It means to produce new something from language. Building vocabulary is a complicated and time-consuming process long time. English seems very rich vocabulary, a medium dictionary contains up to 55,000 doc vocabulary even more and no seldom there is one of the vocabulary own many meanings or the same meaning but different vocabulary, this process

is complicated because the students must memorize at a time to understand the difference.

Mastering vocabulary is not an easy thing for students, in a term it says the quality of somebody's speaking skills depends on the quality of the vocabulary he mastered. The more vocabulary is mastered, then the more there is fine further for developing foreign speaking skills. The lack of vocabulary knowledge creates a barrier that discourages students from learning English. Thus, it is a big challenge for teachers to find an effective and efficient strategy in teaching vocabulary so that they can help the students to memorize words better to improve their vocabulary achievement. Nevertheless, the aim of teaching vocabulary should provide students with the ability to distinguish the meaning of words and to enhance the mastering of word usage instead of knowing the meaning only. Therefore, teachers should vary their strategy in teaching vocabulary and motivate the students to learn English vocabulary actively and independently.

One of the strategies that can be used to teach vocabulary is semantic mapping. According to Graves (2008:56), semantic mapping is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships. This strategy increases students' active exploration of word relationships. Therefore, it leads them to a deeper understanding of word meanings by developing their conceptual knowledge related to words. This strategy can help the students to memorize some new words easily and effectively. Semantic

mapping showed as the one of active learning strategies recommended for students.

Semantic mapping is a viable strategy used in all disciplines to show knowledge of connections between ideas. Semantic mapping is built based on previous knowledge to find connections between vocabulary and is a form of an active and interesting learning in the learning process. Hurford and Heasley (1983) explained that semantics is a study of meaning in language whereas mapping originates from the word map. Semantic mapping is a graphic form from categorized information through organizing graphics or weaves of related words and phrases. On the other hand, semantic mapping can also be used interpreted as a strategy where students' knowledge and vocabulary can be expanded by identifying terms through visual representation.

Semantic mapping can help students to classify their ideas in lists or draft forms. After writing down the main idea, the student explores several vocabularies and expands it at a time to practice the student's level of ability in developing the vocabulary. Semantic mapping is a strategy to be made to indicate keywords and related concepts one to another. By using this strategy students can know the connection with the words they already know, at once they will learn new words to add to their understanding of vocabulary. Yulitriana (2022) argue that semantic mapping facilitates students to create brainstorming ideas and information. It becomes the reason to propose it as a solution to upgrade the students' vocabularies.

Semantic Mapping Strategy is a strategy that can enrich students' vocabularies. The application of the semantic mapping strategy is as follows, 1) introduce the theme or choose the word as the center topic, one teacher describes a large oval shape and lays out the theme in it, then writes down the parts related to the theme. 2) brainstorm or invite students to say as many words as possible, the teacher proposes several questions related to students with the theme, this aims to stimulate information to be obtained from students. 3) categorize the word into similar categories, and prompt students to make word categories by seeing the connection between words. Then create sub-ideas from paragraphs. 4) Personalize maps or make maps based on the word list, students requested to make maps in the book. Students determine vocabulary as the main title and then develop it into sub-ideas.

According to Bromley (1992) and Rubin (1993), semantic mapping is a strategy that focuses on how words and vocabulary are used by each other related semantically one each other and can be categorized. In other words, this strategy focuses on graphically organizing information on a semantic map. This strategy is very good for students with a visual learning style, students can control vocabulary to get knowledge about vocabulary meaning. Through this strategy, it is hoped that it will help students learn new vocabulary more easily based on the semantic map strategy because it is difficult for student experience to give different vocabulary and memorize it easily when facing to face with a topic, well in reading, writing, speaking, and listening.

Based on a preliminary study of MA Raudhatut Thalabah, the problem experienced by students in vocabulary is that they don't have enough control over a large part of English vocabulary, so the matter can hinder students' skills in demonstrating the ability of the English language. The first factor was that students had difficulty memorizing new words which were unfamiliar to students, and the second factor was that students did not understand the meaning of those new words. From the problems mentioned above, students had difficulty well in English. In this matter writer's strategy is to help students in finding ideas to make it easy for students to master vocabulary smoothly. Semantic mapping can help students map their ideas and develop them into broad forms (Oxford, 1990).

Because of that, the writer up the title "**The Implementation of Semantic Mapping Strategy on English Vocabulary Mastery at the Tenth Grade of MA Raudhatut Tholabah in Academic Year of 2022/2023**". This study aims to investigate whether the Semantic Mapping Strategy helped students solve their problems.

B. Research Problem

Based on the background of the study above, the research problem of the formulation is "How is the implementation of semantic mapping strategy on English vocabulary mastery at the tenth grade of MA Raudhatut Tholabah in the academic year of 2022/2023?"

C. Research Objectives

Based on the formulation of the research problem, the research aims to describe the implementation of a semantic mapping strategy for English vocabulary mastery in the tenth grade of MA Raudhatut Tholabah in the academic year 2022/2023.

D. Research Scope and Limitations

The scope and limitations of this study intended to discussion are focused on the process of English learning vocabulary in the Setail, Genteng region precisely at the MA Raudhatut Tholabah School of tenth graders with a total of 20 students in the academic year 2022/2023. The limitation of the scope of this research is “The Implementation of Semantic Mapping Strategy in English Vocabulary Mastery”.

E. Research Significant

The method used by the writer is the triangulation method for English teachers and students. From the results of this research, it is expected to be able to provide benefits and some contributions as follows:

1. Theoretically

It is hoped that this study will become an addition to new information for writers and readers about deep semantic mapping strategies for mastering English vocabulary students. This strategy is used to make it easy for students to master vocabulary through developed mapping into subjects related to the main title.

2. Practically

a. Teacher

The results of this study can contribute and provide information to English language teachers to help teach vocabulary, through semantic mapping to make it easier for students to understand.

b. Student

The writer hopes that the results of this study can make students realize that it is very important to control vocabulary for the stock English language, through mapping strategies to make it easy for students to understand the material.

c. The Next Researcher

This study will give me something new, good knowledge, and experience in learning English. And it is expected to be able to provide contributions, and information and be a reference as a process of performance improvement taught more carried on by both teacher and writer.

F. Definition of Key Terms

1. Vocabularies

According to Hatch (2019), vocabulary refers to a list or a set of words used by everyone for a certain objective. Vocabulary is a basic element that must be mastered by English students before controlling other elements in the language. From the statement above, it is very clear that the position of vocabulary is very important as a base for

studying English speaking skills. In other terms, it is stated that vocabulary is the key to conveying something. Without being supported by one's vocabulary it will be difficult to express ideas and ideas to others. Meaning of vocabulary in corner Another point of view was expressed by Kridalaksana (2015) vocabulary is a component loading language all meaning information and word usage language. Based on the definition above, got said that vocabulary is a list of words or groups of words used by someone in containing language meaning, and usage can be found in a dictionary or glossary.

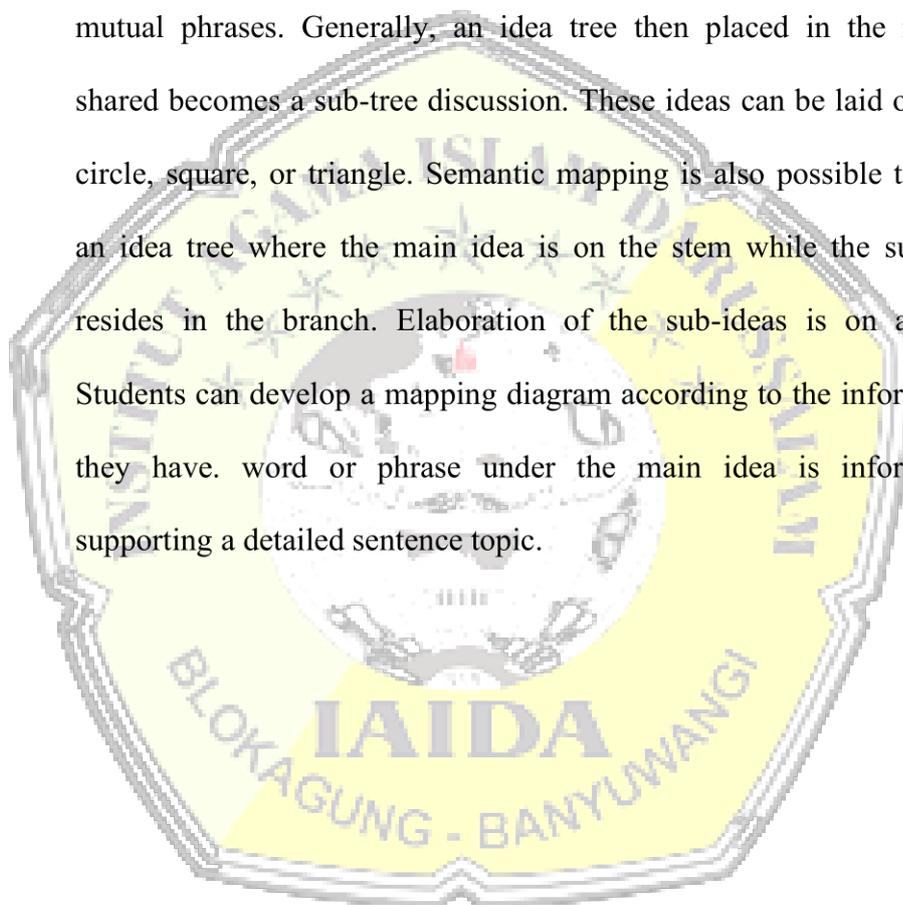
Based on the theory above, it can be defined that vocabulary is a word or list of words that have meanings and are used by individuals or groups to communicate with others either in verbal or written communication.

2. Semantic Mapping Strategy

Mapping semantics originates from the word "*semantics*" and "*map*". Explained that semantics are "study about meaning in language" or studying science about language meaning. (Hurford R. & Heasley, 1983) While "Mapping" originates from the word "map" which means "map" in Indonesian. Harmer (2007:235) defines semantic mapping or word maps as a very exciting way to build vocabulary knowledge as well as encourage students to take and use what they know. This is a prewriting technique with raw word diagrams using lines, squares, arrows, circles, words, and phrases to show how new words and ideas are related to the topic. Brown

(2000:308-309) states that practicing map strategy semantics can be done individually.

Based on the definition above, semantics mapping is a chart or presenting diagrams of verbal ideas. Those ideas consist of the main idea which is the tree discussion to be discussed and sub-ideas explaining the tree discussion. This sub-idea can be related words or mutual phrases. Generally, an idea tree then placed in the middle shared becomes a sub-tree discussion. These ideas can be laid out in a circle, square, or triangle. Semantic mapping is also possible to form an idea tree where the main idea is on the stem while the sub-idea resides in the branch. Elaboration of the sub-ideas is on a twig. Students can develop a mapping diagram according to the information they have. word or phrase under the main idea is information supporting a detailed sentence topic.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

this chapter gives an explanation related to a review related to theory with research problems and from a few reviews of studies previously done in the same field related to the topic of this study.

1. Vocabularies

a. Definition of Vocabulary

Vocabulary is all the words in a language which has a meaning that is produced by human beings to express their thoughts. They use words in communication to convey meaning so that others can understand them. Hatch and Brown (1995:24) state that vocabulary is a list or set of words of a particular language or a list or set or set of words individual speakers of a language might use. Vocabulary is an important part of language, students should learn before they want to control their ability to speak English. Based on the study before, students must learn vocabulary because they couldn't be able to do something related to English before they know and have enough vocabulary knowledge.

b. Vocabulary Mastery

Vocabulary is an important element that must be mastered in learning a language. Hornby (1999:207) stated that mastery means great knowledge about understanding a particular thing. In addition, Fries (1945:22) stated we are never separate from

mastery of vocabulary, because whenever we think of language learning, we usually think of mastering the vocabulary or learning the word. The words one knows depend on the experience one has got, for example, a child's experience is very limited in its range, and therefore, his vocabulary is limited too.

Hence, ability vocabulary is somebody's ability to understand or use deep words language. if a student wants to study a particular language or related matters with English, they should develop mastery of the vocabulary especially formerly as stock fluency in English study. Because that can influence every deep process step of learning a language for students.

c. The Concept of Vocabulary

The term vocabulary has been defined in various forms and perspectives. Homby (1995:1331) states that vocabulary is the amount of all the words that make up something language. Additionally, according to Dupuis (1989:67), vocabulary is a group of words or labeling phrases that are components of the topic that must be studied and employed while speaking or writing the material. Owning extensive vocabulary is something big skill to acquire knowledge about a group of words that are known by someone as part of a certain language. Control vocabulary role big for mastery of language.

d. The Importance of Learning Vocabulary

Vocabulary is all the words in a language which has a meaning that is produced by human beings to express their thoughts. They use the word to communicate and interact so others will understand the intended purpose. Hatch and Brown (1995:24) state that vocabulary is a list or set of words of a particular language or a list or set or set of words individual speakers of a language might use. Mastery of vocabulary will determine mastery of other skills. That somebody can't speak proficiently if somebody has a limited vocabulary in their thoughts.

According to Laufer (1997:142), learning vocabulary is one of the most important elements without which neither comprehension nor production of language is possible. It would be impossible to learn a language without having vocabulary mastery because people need several words to convey the intended meaning to communicate with others. Besides that, studying vocabulary is a component tree of learning a language. Learning four skills such as listening, reading, writing, and speaking English will be difficult for learners without vocabulary mastery, they will have difficulty conveying information to be expressed. Through good knowledge of vocabulary, students will feel confident in their appearance ability.

e. The Importance of Vocabulary Teaching

Basic must be held by a teacher before diving into English is teaching word understanding for students, because that is a very important part in study language. Before students truly control another aspect of their language, they should have enough word knowledge. Because the master vocabulary becomes a base for students to learn other aspects of the English language. To make a person speak English proficiently, it must be built with mastery of vocabulary as much as possible so as not to get difficulty in its application. The limitations of vocabulary in the knowledge of language will impede the success of communication.

2. Semantic Mapping Strategy

a. Definition of Semantic Mapping

Nilforoushan (2012) defines semantic mapping as a strategy that displays graphs and relationships between ideas and task terms. Semantic mapping is also defined as a strategy that shows how a word's meaning is categorized in a detailed manner. Saeidi and Atmani (2010) stated that semantic mapping is a grateful way of teaching and learning vocabulary.

In short, semantic mapping is a strategy to graphically represent word concepts. It helps students to develop their vocabulary through a deeper understanding of conceptual knowledge by displaying words into categories to show how they are related to each other.

b. Procedures of Implementing Semantic Mapping

There are procedures of semantic mapping strategy modified from the Center for Gifted Education the College of William and Mary (1998), that is: (1) Introduce semantic mapping strategy, (2) Find the definition, (3) Determine the part of speech and stems, (4) Determines the origin and word families of the word, (5) Students have to write the text based on the student's semantic mapping using their word.

c. Semantic Mapping Strategy

Bromley (1992:218) mentions that a semantic map is a graphic representation of category information and relationships with each other. Gunning (1992:162) also supports the same idea that semantic maps can be used for concepts, vocabulary, topics, and background backgrounds. Whereas according to Rubin (1993) stated that semantic mapping is a technique for arranging information, and helping to give instructions or structure. This can help somebody to see the connection between concepts and show various types of information that can be organized and categorized in more general or specific terms.

Example chart of semantics mapping:

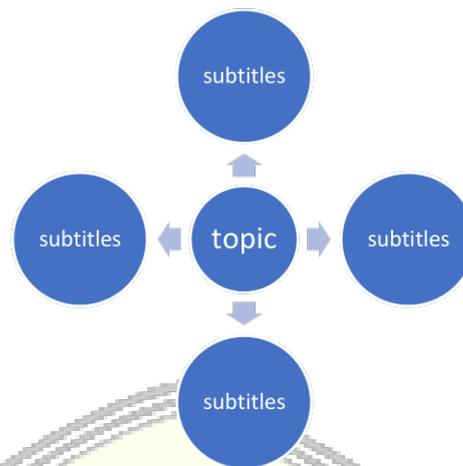


Figure 4.1: semantics map chart example (adapted from Jordan, 1999:32)

Like the case with other strategies used in the learning process, the semantic mapping strategy has several superiorities as stated by Rubin (1993: 175-176), among others: 1). Strategy semantic mapping allows students to remember words and their connections easily because it serves as a visual representation. 2). Strategy semantic mapping is an interactive learning process that involves all students. 3). this strategy is used for motivating and engaging students in aspects of thinking. Students will think of words to be reference keywords and they will think of related words other related to keywords. 4). this strategy helps students become independent learners with brainstorming. 5). The semantic strategy improves vocabulary development mapping by helping students connect new information with prior experience.

d. The Advantages of Using Semantic Mapping

Semantic mapping is a visual display that demonstrates relationships between one word to another. There are six advantages of using semantic mapping in the teaching-learning process, which are: (1) Helping students brainstorm and generate new ideas, (2) Encouraging students to discover new concepts and the prepositions that connect them, (3) Allowing students to more clearly communicate ideas, thoughts, and information, (4) Identifying complex relationships between issues, factors, and so on in a graphic format, (5) Participating focused, everybody can have his or her ideas represented, (6) Promoting active participation, therefore ensuring that participants stay on task.

e. Semantic Mapping as a Teaching Strategy

Semantically linked words are groups of words that have particular connections, have similar meanings, or make up a network of meanings in vocabulary instruction. The pragmatic advantage may have helped lexical sets gain popularity in several highly regarded English coursebooks (Nation and Waring, 1997). It is important to remember that different criteria can be used to group words (make them connected). For instance, animals can be categorized based on their physical characteristics or non-physical characteristics like whether they are pets, wild animals, food, etc (Gairns and Redman, 1986).

First, rote learning is a passive process, while meaningful learning is an active activity that connects new knowledge or concepts to learners' past knowledge. This is one justification for providing related words. In this model, the network consists of nodes representing words and lines between nodes representing the connection between words. The length of the line shows how strongly the words are semantically associated (Randall, 2007). The simultaneous presentation of related words may make the connections between words stronger and make learning vocabulary easier.

B. Previous Study

Related to this study, several other studies also raise the same theme from this study. So, to strengthen and support studies, researchers choose some relevant previous literature with this study.

The first study title is *“Enriching Students' Vocabulary by Implementing Semantic Mapping Strategy at the Tenth Grade of SMK Negeri 1 Ambon”* by Renata. CGV Nikijuluw, S.Pd and Stephanie Rosalina Cangkat, S.Pd (2018) from Pattimura University Ambon, Indonesia. This study aims to enrich student vocabulary by implementing the semantic mapping strategy carried out in class ten of SMK Negeri 1 Ambon. This research subjects a total of 20 students consisting of 4 males and 16 females. Study This uses study action collaborative class (CAR). with the class teacher English language. This study was carried out with

two cycles, the results of the cycle test I was 16 students at a "good" level. Meaning most students capable write simple sentences almost right. Although they are capable of writing short sentences, 4 students are at the level of "bad" because they write sentences using Indonesian and not English. In cycle II the results of the student test show there is an improvement, there were 19 students who passed and were at the "very good" level and there were no students who were at the level of "less". In other words, almost all students can write simple sentences using English. Research results show that in the first and second cycles, the success criteria reached 70% of the students worked. Based on the results of testing it can be stated that the semantic mapping strategy is effective in enriching vocabulary and understanding the meaning of new words. The difference between the study previously and this study lies in the use of research methods. The study previously used the design method study action class (PTK), meanwhile, this time the researchers used the design method study descriptive qualitative. existing equations between past studies and this research you are welcome to use the qualitative method in semantic mapping strategies and students' vocabulary mastery.

The second study titled "*Semantic Mapping Strategy on Students' Vocabulary Learning Result*" by Reza and Azizah (2018) from As-Syafi'iyah Islamic University, Jl. Jatiwaringin Raya no. 12 Huts Gede, East Jakarta, Indonesia. This study in principle aims to know whether the semantic mapping strategy has a significant effect on student vocabulary study results. This study was carried out at Pusaka 1 Jakarta Vocational

School, with as many students as many as 72 students. This study uses a *true experiment method*, with a research design *randomized posttest-only control group design*. In student data collection given objective tests totaling 30 items, then research data is analyzed descriptively and inferentially. Findings show there is a significant difference in post-test scores between students who got the semantic mapping strategy treatment and students who did not accept the semantic mapping strategy treatment. this can be seen from data analysis using ANOVA stated that for known F_{table} , use degrees of freedom (df) (1;70), that is researcher (3.98). Data shows that **more than 7,801** observed values **tall (>)** from F_{table} 3.89. From the data above it can be concluded that the semantic mapping strategy has a significant effect on student vocabulary study results. The difference between the study previously and this study lies in the use of research methods. A study previously used a true experiment method randomized post-test only control group design method, meanwhile, research this time using the design method study qualitative design descriptive qualitative. existing equations between past studies and this research are using the same strategy which is semantic mapping on students' vocabulary mastery.

The third study titled *“Using Semantic Mapping to Improve 9th Grade Students' Vocabulary Mastery in Mts Al-Mubarakah Batujajar in the Academic Year of 2016/2017”* by Ade Sopian (2018) from IKIP Siliwangi. The objective of this study is to know how to use semantic mapping to increase student vocabulary mastery. This study uses a

quantitative quasi-experimental design method with two groups pre-test and post-test. This means that methods and instruments involve numerical measurement and quantification statistics. The amount of population in this study is 60 students in class 9 at Mts Al-Mubarakah, with a sample of 30 students as an experimental class and 30 other students as a control class. Data analysis is calculated using IBM SPSS version 16 using the Mann-Whitney U test. The results in this study state that the semantic mapping technique can increase students' vocabulary, this is proven by comparing the average score obtained from the class post-test results of the experimental and control class. The average value of the post-test class experiment is 73.50, meanwhile, the grade point average for the control is 71.33, which means that the class experiment gets a mark taller than the control class ($73.50 > 71.33$). The grade point average for the experiment is 73.50 and the class average value for control is 71.33. Based on data calculation, the alternative hypothesis (H_a) is accepted, because the Mann-Whitney test P value $U = 0.036$ which is less than a significant level of 0.05 means $H_0: x_1 > x_2$ is rejected. There is a significant difference between the study results of students in the experimental class and the control class showing that semantic mapping techniques can increase student vocabulary mastery. The difference between the study previously and this study lies in the use of research methods. The study previously used a quantitative quasi-experimental design method, meanwhile, this time research used a qualitative study method a descriptive qualitative

design. existing equations between past studies and this research using the same strategy that is semantic mapping on students' vocabulary mastery.



CHAPTER III

RESEARCH METHOD

In this chapter, the research approach used in research methods is presented. The research design, research setting, research subject, data source, procedure of data collection, data analysis, and data validity.

A. Research Design

This study used qualitative research methods. According to Lincoln and Guba (1985), qualitative research is characteristic of naturalistic research. This means that the study is focused on one phenomenon that is selected and wants to be understood deeply, ignoring other phenomena (Sukmadinata, 2020). Based on the theory above, the focus of this study is to describe the goal achievement of MA Raudhatut Tholabah regarding the strategy of semantic mapping for improved student vocabulary mastery to help students easily and effectively manage problems experienced in language study. The qualitative method demanded careful planning to determine the location and informant and begin data collection. This method studies a small scale or group, in this case, the studied group is a subgroup that has differences in group size. One of the phenomena of qualitative study is the formation of a school or education leader, a group of students, etc.

The reason the researcher used this method is that to pick up data collection, the researcher interviewed and observed to see and analyze the events there. So, the right method for this event is the qualitative method. A qualitative study is something intended for research to describe and

analyze phenomena, events, social activities, or individual or group thoughts. Where does one researcher merge situations and phenomena studied This study uses an approach descriptive qualitative. This addressed the need to describe existing phenomena, This research study is about form, activity, change, and similarities and differences with other phenomena.

B. Research Settings

This study was implemented in Madrasah Aliyah Raudhatut Tholabah Setail, Genteng, which is located in the south of Banyuwangi City, East Java. This was conducted in the second semester with the tenth-grade IPS II students. The researcher attended directly to the research site, namely MA Raudhatut Tholabah, to observe students' progress in understanding vocabulary using a semantic mapping strategy. In the learning process, the researcher participates in class when the teacher is teaching, then observes the process of interaction between the teacher and students and sees the progress of the student's acceptance and understanding of vocabulary learning using a semantic mapping strategy. The results of this study show that students are expected to be able to make root trees with one subject and then develop them by looking for vocabulary related to the topic.

This researcher discloses the learning strategies used by teachers to make it easy for students to master vocabulary through an interesting

strategy that is also easy or understandable. This strategy was to fulfill students' needs in understanding and improving vocabulary mastery.

C. Research Subjects

In this study, the term population is not used. But using the term sample, sampling means determining and calculating the magnitude of the number of samples to become the subject of research. This research period was held from November 2022 to June 2023. In MA Raudhatut Tholabah, the subjects of this study were one female English teacher and 20 female students. This study has been ongoing since the second semester, and in addition to general knowledge, students above learn about religion. This activity will make it easy to collect a large amount of data because they all lived in one building of an Islamic Boarding School. If something other than momentary data is needed, the researcher is not required to come over to house informants but rather to boarding school, so all informants were female students, which made it easy to find them.

D. Data Sources

Data sources are all things that can provide information in a deep way related to what is being researched. According to Sugiyono (2016), there are two sources of data, namely primary data and secondary data.

1. Primary Data

A primary source is a direct data source that provides data to the data collector. The technique of collecting data is carried out by

researchers alone in a manner direct to parties to be respondents and places where they did study through stage surveys, interviews, and observations. The data obtained were in the form of interview results, the conditions of the research location, and learning outcomes regarding student vocabulary.

2. Secondary Data

Secondary sources are sources that process of getting the data not in a direct manner provide data to data collectors, for example through other people or documents. In this technique the data collector does face-to-face direct to respondents, however, researchers obtain data through other people, documents, archives, and other sources related to research.

E. Procedures of Data Collection

Data collection techniques are the most important step in research because the main objective of a study is to obtain data. Without knowing the necessary techniques used in data collection the not researcher will get relevant data.

Data collection can be done in three stages: setting, source, and method. When viewed in terms of settings, data can be collected in natural settings. For example, at the school with power teachers, at home with various respondents, in seminars, etc. when seen from the perspective of the source, data can be collected through primary and secondary data. Meanwhile, at this stage, data collection techniques can be done through

observation, interview, and documentation, or what we call triangulation or the combined method.

Catherine Marshall and Gretchen (2016) said that the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, and document review.

1. Observation

As the observation data collection technique has more specific features compared to other techniques. If the interview technique always engages and communicates with people, then observation is not limited to people but also objects of a different nature. According to Hadi (1986), put forward observation is a complex process, a structured process from various biological and psychological processes. Two of the most important are the processes of observation and memory.

Observational data collection techniques are used if the study is related to actions demanded by humans, work processes, symptoms of nature, and when the respondent is observed not too big. Marshall (1995) stated that through observation, the researcher learned about behavior and the meaning attached to those behaviors. Scientists can only work based on data, in which facts (reality) are obtained through observation.

Sanafiyah Faisal (1990) clarifies observation to be:

a. Observation participative, in this observation the researcher is involved with the activity of an average person every day observed or someone used as a research data source. While doing observation, researchers observe the actions taken by data sources as well as sense her sorrow. The information gathered will be more thorough and precise with this participant's observation, even crisp enough to determine the level of significance of each observed activity.

b. Observations keep going bright or disguised, in collecting data, researchers state the goal that they want to research data sources, so that respondents know from beginning to end related activities of researchers.

object study observed qualitative according to Spradley (1980) named social situation, consisting of three components, namely:

- a) Place, where interaction in the social situation is currently going on.
- b) Actors, perpetrators observation.
- c) Activity, activities carried out by informants in moderate social situations going on.

2. Interviews

Esterberg (2002) defined an interview as a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a

particular topic. Interviews are used as data collection techniques when researchers want to do introductory studies to find most research problems, besides that too to know all matters further than informants. The theory corroborated by Susan (1988), put forward that interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation alone. This means that more interview techniques are superior in obtaining data and forming his heart study socially. If you pay attention, all studies are good from journals and other scientific writing works based on an interview to obtain data. Although so, stay needed technique observation so that the data obtained by the data field.

According to Esterberg (2002), the interview distinguished become several parts, namely:

- a. Structured interviews are interviews conducted in which the data collector had to prepare a study instrument in the form of a series of written questions. When conducting interviews, you must include instruments as guidelines for interviews, besides that certain media tools are also needed, such as tape recorders, pictures, brochures, and other potential materials to help smooth the interview process.
- b. Unstructured interviews are a form of the free interview where researchers did not use instruments as interview guidelines. An interview of this type is often used in study introduction or

even characteristic research deep about the subject under study. In the research introduction, the researcher tries to get information beginning about the appearance of various issues with objects. To get a complete description of the problem, researchers need to conduct interviews with related parties to represent various existing levels in objects. When conducting an interview, the researcher will not know what data the researcher will get, because the researcher will listen more to explanations from the respondent. From the explanation that's it, researchers will submit several questions next to more goal-oriented research.

After the interview, the results obtained must be quick to note that not one forgot or even lost. On this occasion, the subject of the interview was Miss Alifatus Sa'diyah an English teacher from twelve grade and the tenth grade.

3. Documentation

Documentation were notes of past events passed, documents can be in the form of text, pictures, or monumental work of someone. Documents in written form note daily everyday life (life histories), life history, geography, etc. whereas shaped document images, for example, photos, pictures live, sketches, etc. and form documents work art, can also take the form of statues, movies, etc.

The object's personal life history will give research findings based on observations and interviews greater credence. For the discerning

qualitative researcher, published autobiographies offer a readily accessible source of data (Bogdan, 2016). The research findings will be more convincing if they are accompanied by images or words from academics and the arts.

F. Data Analysis

In qualitative research, data were obtained from various sources. With used various data collection techniques were carried out continuously until the data was complete. With observations made continuously, it produces a wide variety of data. In matter qualitative data analysis, Bogdan (2016), said that data analysis is the process of systematically searching and arranging interview transcripts, field notes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others. So, after obtaining results from interviews and field notes, compile the return data systematically with easy language understood and informed to other researchers.

Susan Stainback asserts that data analysis is essential to the conduct of qualitative research. The development and evaluation of hypotheses and claims depend on the identification, examination, and comprehension of the interrelationships and concepts in your data. Finding patterns is the goal of data analysis. Based on the aforementioned topic, it was proposed that data analysis is the process of searching and gathering

results methodically by creating conclusions that are simple for both you and other people to understand.

Process of data analysis Miles and Huberman (1984:246-252) model through stages as follows:

1. Data Reduction

The data obtained from the field is quite a lot, so it is necessary to immediately carry out data analysis through data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. Thus, the reduced data will provide a clearer picture.

The main objective of qualitative research in reducing data is on findings. Therefore, if something that looks foreign is found, it will be a concern for researchers. By summarizing the data, it makes it easier for researchers to obtain information in the form of field findings, then organize the data by creating categories to obtain final results that can be verified.

2. Data Display

After reducing the data, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, and flowcharts. Miles and Huberman (1984:249) state that the most frequent form of display data for qualitative research data in the past has been narrative text.

By displaying data, it will make it easier to understand what happened and plan further work according to what has been

understood. All the data that has been obtained in data reduction is then displayed by displaying the data by rearranging the data according to categories into sequences so that the structure can be understood.

3. Conclusion Drawing/Verification

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. Conclusions in qualitative research may be able to answer the formulation of the problem that has been formulated from the start, but maybe not because it is still temporary and will change after field research. The conclusion in qualitative research can be in the form of a description or picture of an object that was previously still dim after being examined becomes clear. That way, it can be said that the conclusion is continuously analyzed and verified the validity to get the perfect conclusion about the implementation of semantic mapping strategy on English vocabulary mastery at the tenth grade of MA Raudhatut Tholabah in the academic year of 2022/2023.

G. Data Validity

The test of the validity of the data in the study is often emphasized on the test of validity and reliability. validity is the level of accuracy between the data that occurs in the object study with the data reported by the researcher. Because valid data is information that is consistently reported across data sources and actual field data. If there is a discrepancy

between the reported data researchers and the real events in the object under study, the data findings in a qualitative study are deemed legitimate. But need is known that the truth of the reality of the data according to the qualitative study is not characteristic of a single, but plural and depends on the abilities of researchers in addressing observed social phenomena.

Heraclitus (1988:366), stated that we no can enter twice a river whose water is the same, water continues to flow and time keeps going change, the situation will always change and so did the attitudes of the humans involved in social situations, thus no there is a data nature permanent or stable.

To ensure credibility or trust in the result data study qualitative research was carried out at MA Raudhatut Tholabah after all, among other things done with technique triangulation and member checks.

1. Triangulation

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures (William Wiersma, 1986:372). Triangulation in testing credibility is interpreted as internal data checking various sources. With this triangulation distinguished to be:

- a) Triangulation of sources, for testing data credibility is carried out with the method of checking the existing data obtained through several sources with different angles of view.

b) Triangulation time, this technique could influence data credibility. Data collected by researchers through interviews in the morning with the condition of the informant still fresh will provide more valid and credible data results. In different cases when the interview was conducted at the time of the afternoon or afternoon when the emotional situation of the informant changed, so different data will be provided. because that need exists do repeated data checks to ensure the data obtained correctly exists.

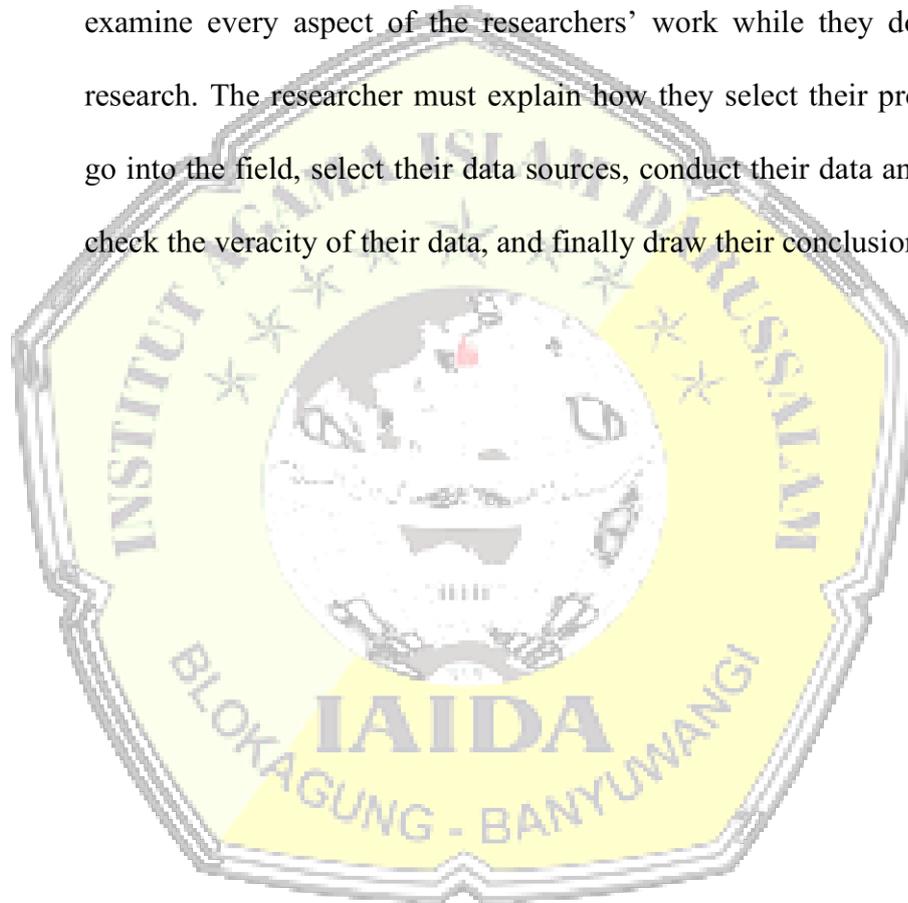
2. Member Check

According to Sugiyono (2016:375-376), says that member check is the process of checking the data obtained by the data provider to know the extent to which the data obtained by the researcher and whether the data already corresponds to those given by informants. If the data found is already agreed upon by the data providers means the data is valid and more credible. But, otherwise, if the data is found by researchers with various interpretations agreed upon by the data provider, then researchers need to carry out discussions with informants. So, the aim of the member check is so that the information obtained will be used in writing reports corresponding to what is meant by the data source.

3. Dependability

Dependability is also known as reliability. Reliable research is when other people can repeat the research process. Reliability testing in qualitative research through audit of the research process is done as part of the dependability test.

An independent auditor or a supervisor uses this strategy to examine every aspect of the researchers' work while they do their research. The researcher must explain how they select their problem, go into the field, select their data sources, conduct their data analysis, check the veracity of their data, and finally draw their conclusions.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents research findings and discussion. Researchers describe the results of the analysis in the research findings. The data was taken from observations, interviews, and documentation conducted by the teacher and students X IPS II of MA Roudhotut Tholabah in English lessons. The data is about how the implementation of a semantic mapping strategy on English vocabulary mastery in the academic year of 2023/2024, shown in research findings.

A. Research Finding

1. Description of Located Research

The implementation of this study took place at Madrasah Aliyah Raudhatut Tholabah, which is a part of the Raudhatut Tholabah Genteng-Banyuwangi boarding school that is located under the shade of a cottage. Over some time, data was collected using the methods of interview, observation, and subject research documentation. Roudhutut Tholabah his formal education at the kindergarten or early childhood level, elementary school, and junior high school level, then a long time, and the progress of the technology party management foundation continues to establish formal education at the high school level to facilitate that students can continue education in the same place. High school level started operationally in 2019 and already accepting operational permission, as it has been known that level

(SLTA) MA Roudhotut Tholabah is included in the category of the new institution, so the educators assigned to handle the formal education must try to look for students to fulfill possible target conditions held in education institutions new order activity process Study teach can be carried out.

Madrasah Aliyah Raudhatut Tholabah is one of the educational units below the Islamic boarding school, namely Raudhatut Tholabah, which still has a connection with the Darussalam Islamic Boarding School, which is located in the Setail, Genteng, and Banyuwangi regencies.

This school begins to operate in 2019. With the total number of teachers, there are ten who could be students' counselors. Because the school is currently in a new building, there are only about 50 students enrolled at present. Under the leadership of Chakim Maulana S.Pd who served as headmaster of MA Raudhatut Tholabah, as a new building, this school must own enhancement students so they can keep going. The facilities owned by the school already provide enough space to sustain learning activities. There is a room in the library to facilitate students adding outlook knowledge through activities read from existing books provided. Every teacher's table has also been equipped with a computer, which makes it easier for teachers to store student data and save important documents related to the school. Learning activities start at 6:30 to 11:50 WIB. There are five rooms

for class levels X IPS I, X IPS II, XI IPS I, XI IPS II, and XII IPS II. The objects of this research are classes X IPS I.

Since the establishment of Madrasah Aliyah Raudhotut Tholabah until 2022, still following the Madrasah Diniyyah Curriculum Program (Madrasah in the Darussalam Blokagung Islamic Boarding School Banyuwangi), students in the teaching-learning process are separated between son and daughter, and their uniforms still use cottage style boarding schools that use sarongs and slippers. Materials are mixed between originating material from the Ministry of Religion and originating material from Diniyyah Cottage Islamic Boarding School Banyuwangi. However, along with the times, situations, and progress of technology, educational circumstances in Madrasah Aliyah Raudhotut Tholabah also experienced a good change in the learning process field teaching and neatness, as well as the orderly implementation of the Learning Process Teaching.

2. Vision and Mission

At Madrasah Aliyah Raudhotut Tholabah there is a vision and mission as follows:

Vision

Realization generation of superior Islamic achievement and global outlook.

Mission

1. running education cultured Islamic and ethical karima.

2. Build generation excel in the field of academic and non-academic.
3. Grow student creativity in work.
4. Operate-based learning informatics.

objective

- a. Able to run and practice the knowledge acquired in society.
- b. Own ability in memorizing the Qur'an, nahwu, sorof, and glorious morals.
- c. Become a pioneer madrasa that is in demand in society.
- d. Control the basics technology computer and network for stock continue to college high school.

Vision mission is guidelines to be created by the school

3. Condition of Facilities and Infrastructure

Following this, the relevant Regulation of the Minister of National Education of the Republic of Indonesia with Facility and Infrastructure Standards.

- a. Regulation of the Minister of National Education of the Republic of Indonesia No. 24 of 2007 concerning Facilities and Infrastructure Standards For Elementary School/Madrasah Ibtidaiyah (SD/MI), School Intermediate First/Madrasah Tsanawiyah (SMP/MTs), and Schools Senior High School/Madrasah Aliyah (SMA/MA).
- b. Regulation of the Minister of National Education of the Republic of Indonesia No. 40 of 2008 concerning Infrastructure Standards

for Intermediate Vocational Schools (SMK) and Vocational Aliyah Madrasah (MAK).

- c. Regulation of the Minister of National Education of the Republic of Indonesia Number 33 of 2008 concerning Infrastructure Standards for Schools Outside Normal.

kindly etymology (language) infrastructure means tool no direct for reaching objectives in education. While means a direct tool for reaching objective education. In framework support activities, Study teaching, internal and externally extracurricular Madrasah Aliyah Raudhotut Tholabah provides several facilities and infrastructure, including:

Madrasah Aliyah Raudhotut Tholabah facilities are used as a tool direct in reaching objective education room classes, books are available in the library nor book to be handled by students who are commonly called LKS as well as book packages and writing tools used by teachers, laboratories, etc. whereas infrastructure is a tool not directly used in reaching education like place/location of teaching and learning activities, school buildings cover several classes, field sports, funds used, etc.

4. Performance of School

In the period of 4 years since the establishment of Madrasah Aliyah Raudhatut Tholabah in 2019 Already capable of achieving brilliant achievements including:

- a. 1st winner of the Aliyah /equivalent science level competition in the Banyuwangi district year 2022.
- b. Champion hopes 3 races competition science level aliyah or equivalent in the Banyuwangi district year 2022.
- c. Champion 2 branches race read district news Banyuwangi.
- d. Champion 1 branch race aswaja throughout the district.

The research findings were based on the data collection from May 19 to 20, 2023. According to the data gained from observation, interview, and documentation, the researcher found how the implementation of semantic mapping strategy affects English vocabulary mastery in the tenth grade of MA Raudhatut Tholabah in the academic year 2022-2023. The results were obtained from classroom observation and then strengthened by interviewing the teacher. When observing classroom lessons, the researcher was at the back of the class, observing and listening to lessons from teachers in the classroom. The researcher also created documents, which would later be written as a research result. Below are the results of observations, interviews, and documentation carried out by researchers.

5. Data Verification

Activity observation was to be held in 2023 at MA Raudhatut Tholabah in the tenth grade of IPS I in English lesson class. Before doing the study, the field researcher requested permission from the

party head school and English teacher for objective research. At a meeting together, school researchers keep going bright and convey reasons and goals for the study.

This section presents research findings. This concerns the implementation of semantic mapping for English vocabulary students. Observed classes and interviews were conducted to determine the student's level of understanding of vocabulary. The results of research conducted by researchers on the semantic mapping strategy on English vocabulary mastery conducted in the tenth graders of IPS I of MA Raudhatut Tholabah, Banyuwangi. The subjects of this research are one female teacher and 20 students.

Observation is done of school facilities and social interactions between teachers and students during the internal learning process. To carry out the observation process, the researcher follows as well as enters the class with students during learning. The teacher who conveys the material is Miss Alifatus Sa'diyah, who is an English lesson teacher. Observation in that class is done to observe the learning strategy used by the teacher, the response, and how students can understand the material conveyed.

a. Problem of the English lesson

The issues encountered in the English lesson for students of MA Raudhatut Tholabah are the same as those encountered by students of other schools in general. At first, they get quickly bored. Second, they have trouble understanding the meaning of

context because they lack the vocabulary words that students have mastered.

b. Problem-Solving of the English lesson

In solving the problems above, the teacher must have the right strategy and be creative in serving the material to be discussed. In conveying the teacher's material using a semantic mapping strategy, the teacher invites students to discuss moderate topics, like family material. To get information from students as well as invite students to be active in learning, the teacher asks the student to give their opinion. For example, the teacher gives several questions related to family members, and up to one student mentions one family that he loves very much.

For example, the word "my father/mother" then the teacher wrote the word on the board. After that, the student requested to mention some words related to my father or mother in a detailed way, like beautiful or dashing, smart, and many others. Then the teacher wrote down all those words in the form of an image and a root tree. Relevant information related to the material can be obtained from students according to the knowledge they have about building semantic maps. Learning style: it's so fun and easy to understand; this is called the visual learning style. A visual learning style is a learning process that depends on the sense of vision as the recipient of information and knowledge presented.

Someone who has a visual learning style will easily accept ideas, concepts, and packaged information in the form of pictures.

The following are lots of the components of the semantic mapping framework: 1) Select the word as the main theme or topic. 2. Encourage kids to speak as much as they can. 3. Making similar inner words clear. 4. Instruct students to create semantic maps using open-ended topics.

1. Write Keywords or Topic

Define the topic, especially as keywords, on a sheet of paper or whiteboard. Make a title to determine the direction and draw boundaries so that the results obtained are more specific. The goal is to make the title a reference point of focus so that students only look for vocabulary related to the title.

2. Brainstorming

Apply several questions and encourage students to think about as many words as possible related to the selected word as keywords. Invite students to think and find similar words.

Brainstorming is a technique used to collect ideas or a group activity in which participants share ideas about a topic or problem. This method can be used to find ideas for a solution to a particular problem.

The purpose of brainstorming is to collect various opinions, information, or experiences that will be used as information maps or idea maps.

3. Categorize

The third step is to categorize and guide the student in creating word lists based on related word categories as sub-chapters. After finding various words related to the title, the next step is to make groups of words according to their type. Word grouping aims to adjust words based on their parts so that they are arranged and structured.

4. Personalize

The last step in creating a semantic map is personalizing it. Draw from maps using graphs on paper or a whiteboard, then connect related word groups based on category. After grouping words based on their parts, make a diagram and connect each word by using a pattern based on a group of words to form a structure that explains the relationship between words; that is what is called semantic mapping.

Semantic mapping, or word mapping, is a method for building vocabulary knowledge as well as encouraging students to disclose their opinions about related words with keywords (topics). Semantic mapping is the technique of drawing with word

or line diagrams to show how new words and ideas are related to the topic, showing how terms that each other relate to.

The semantic mapping technique can help the student find ideas and also the next new word mapping is a visual representation of knowledge, an image conceptual relationship. Because of that, semantic mapping is a technique that can make it easier for students to understand vocabulary as well as help them describe their ideas by looking for related words with keywords. In the class, the English teacher, MA Raudhotut Tholabah, implemented the semantic mapping strategy in conveying material learning. Things done are as follows:

a. Opening

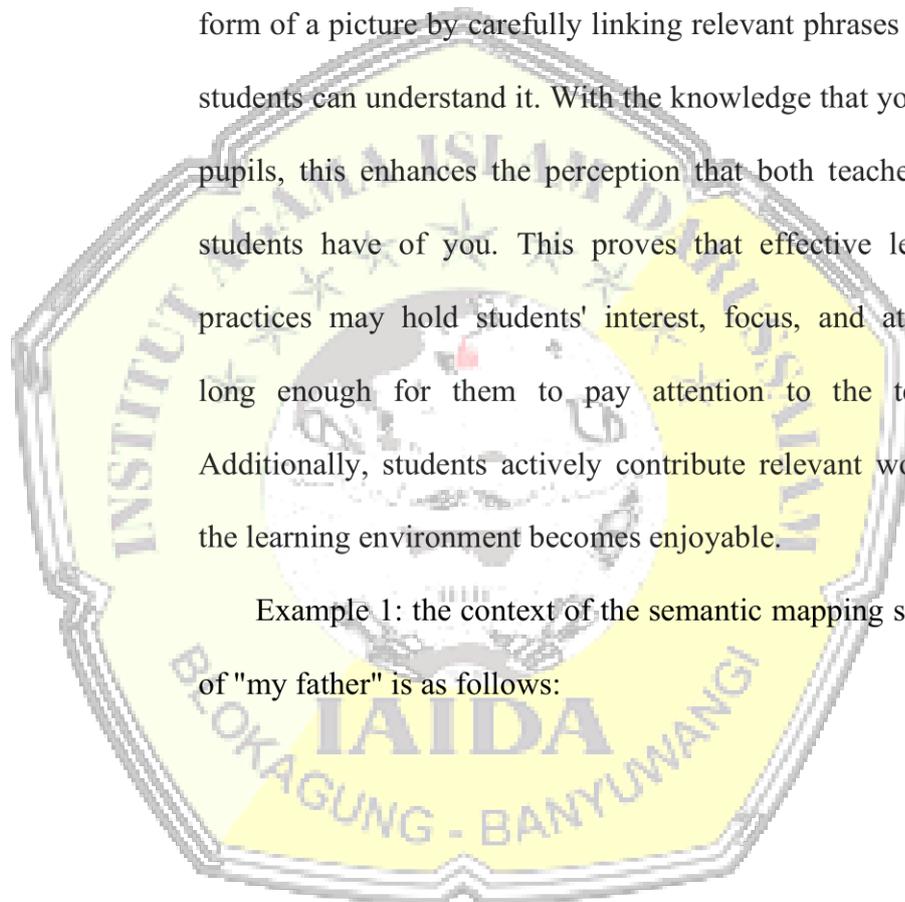
Before the start of the lesson, the teacher does the opening or greeting first inside the class, checking for absences, and doing related brainstorming lessons to be discussed. Here, the aim is to gain knowledge for students and also for students who don't feel foreign to the lesson. Then the teacher gives the motivation to study for students to be excited to learn.

b. Description

The description is a method for describing the implementation of the mapping strategy semantics carried out by the teacher in the learning process in a detailed manner. In the matter description, the implementation of the running

strategy was as expected by what was prepared by the teacher. After opening, the teacher explained related learning material to be delivered in detail using a mapping strategy and semantics, and students noticed the explanation from the teacher. This tactic is highly intriguing since it is a visual learning method that entails creating an explanation in the form of a picture by carefully linking relevant phrases so that students can understand it. With the knowledge that you have pupils, this enhances the perception that both teachers and students have of you. This proves that effective learning practices may hold students' interest, focus, and attention long enough for them to pay attention to the teacher. Additionally, students actively contribute relevant words as the learning environment becomes enjoyable.

Example 1: the context of the semantic mapping strategy of "my father" is as follows:



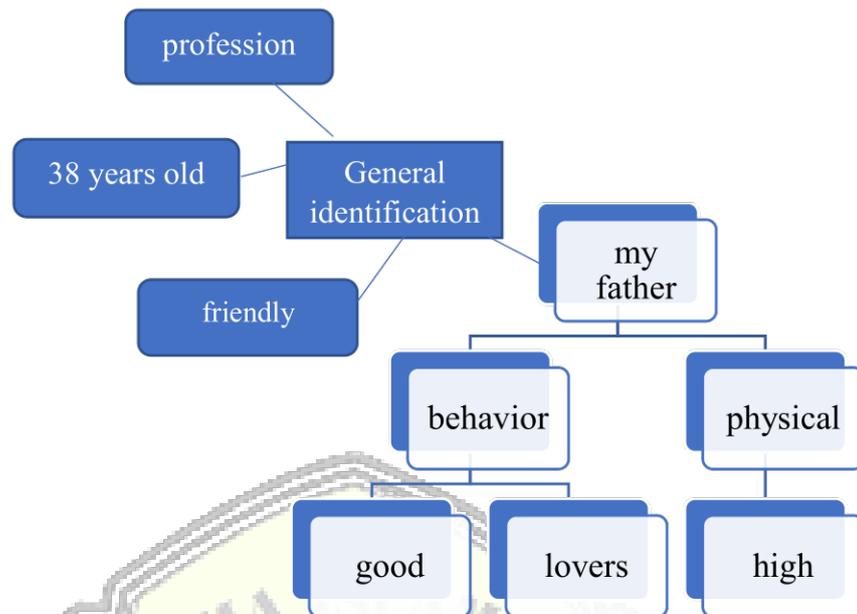


Figure 4.2: Example 1 of semantic mapping strategy "my father" theme (Adapted from the board of studies NSW, 1994:2004) (NSW, 1994)

Below, another example is also given with a different theme so that you can make students understand more about the use of semantic mapping on vocabulary shapes so that they can easily memorize and master them. Through strategy and visual style learning, it is very helpful for students to understand concepts at a time, add mastery of vocabulary, and understand concepts as related words with keywords.

Example II

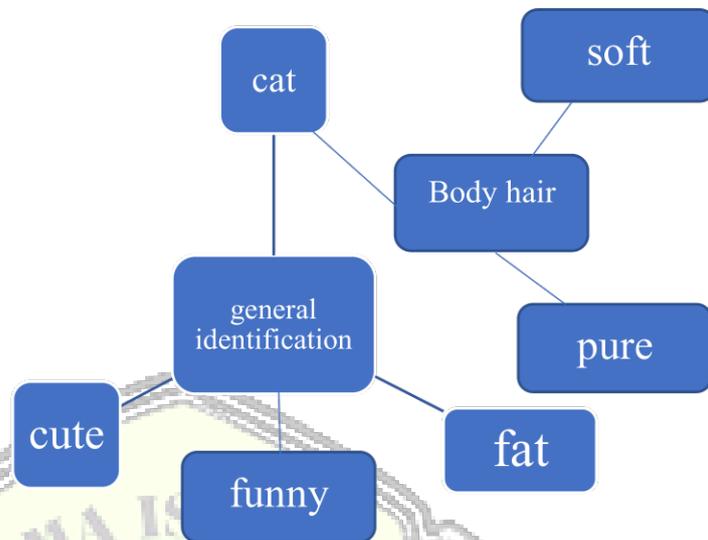


Figure 4.3: Example II of the semantic mapping of the “cat” theme (Adapted from Jordan, 1999:32)

Based on the example above, student vocabulary mastery will improve, and students will easily memorize new vocabulary. With the implementation of the mapping strategy, student vocabulary semantics will keep increasing with the recognition of new emerging words, and student abilities in the mastering vocabulary will greatly improve. It means that the strategy used to run optimally, after understanding the example above, will give a task to the student by requesting the student to make a tree root using the semantic mapping strategy as already explained.

c. The interview with an English teacher in the tenth grade

The respondent of this study involved Miss Alifatus Sa'diyah as an English teacher, especially in the tenth and twelve grades of MA Raudhotut Tholabah.

The researcher interviewed Miss Alifatus Sa'diyah an English teacher in the tenth and twelfth grades. The interviews focused on the implementation of semantic mapping strategies for English vocabulary mastery in the tenth grade of MA Raudhotut Tholabah and on English learning strategies in the classroom.

Some questions were given to the first informant by the researcher, such as: how is the learning process in the tenth graders, what efforts have been made for the guard class to remain conducive, how is the implementation of the semantic mapping strategy within the class, is evaluation always given to students at the end of learning, and what is the goal.

From several questions asked, the researcher obtained several pieces of information. The first question is, "How is the learning process in the tenth classroom?" The informant said

"Pembelajaran Bahasa Inggris di kelas berjalan dengan lancar sesuai waktu dan siswa aktif dan bersemangat mengikuti pembelajaran dan mengerjakan tugas jika diberikan, baik dikerjakan sendiri maupun bersama teman".

English material is a lesson that must be followed by students. Students are provided with foreign language study since elementary school with the hope that they will be proficient in speaking English because English alone is an international language whose use is very wide around the world. The atmosphere of English study in the classroom is the same as the

atmosphere of learning in general, there is a feeling of students being bored with the material because half of the students consider English difficult, so the atmosphere is less conducive. Although the teacher remains to carry out his job of still giving material and making sure that students understand it, he still tries to keep the class conducive.

Continue to the second question, "What efforts that were used for guard class are still conducive?" The informant said

"Jadi, kelas yang masih kondusif biasanya juga dipengaruhi oleh waktu belajar, jika pembelajaran bahasa Inggris dilakukan pada jam pertama masih mudah mengkondisikan siswa karena suasana masih pagi dan segar, namun jika pembelajaran bahasa Inggris dilakukan pada jam akhir itu agak sulit karena sudah siang dan siswa sudah malas, mungkin mereka sudah lelah. Jadi, saya biasanya mengikuti apa yang diinginkan anak-anak, seperti main game, tapi tetap mengerjakan tugas. Jadi, mereka bermain sambil belajar".

Doing the clock final is, of course, a little challenging for the conditioning class. Particularly in English lessons, where the language is already assessed as difficult by the students and is frequently thought to be boring, the teacher must go above and beyond to make the learning environment enjoyable to pique the students' attention and keep them engaged. Students like teachers who have a certain level of creativity. Smart students adapt the

study atmosphere with a learning strategy for class to become active and not monotonous. Owning the right strategy technique is also one teacher's creativity, smart choice of a learning strategy, and adapting situations inside the classroom.

Continue to the third question “How is the implementation of the semantic mapping strategy within the class” The informant said

"Pembelajaran menggunakan strategi pemetaan semantik, strategi ini merupakan strategi yang menggunakan diagram panah yang dihubungkan dengan kata-kata yang masih berhubungan satu sama lain. Strategi pemetaan semantik dipilih karena gaya belajar lebih mengutamakan visual sehingga sangat mudah diterima oleh siswa"

semantic mapping strategy is one most powerful approaches applied in teaching English especially again for vocabulary material using strategies that are easy to understand for students because involve the student in thinking about semantic relationships. In this study, the word was used for interpretation methods teaching possible vocabulary students to make connections between semantic-related vocabulary items other than or already known to use symbols, pictures, and lines. Vocabulary is something component important in learning a language and is considered an aspect shrug critical in mastering a foreign language.

Continue to last question is “What evaluation is always given to students at the end of learning and what is the goal,” The informant said

“Evaluasi selalu diberikan pada akhir pembelajaran, tujuannya adalah untuk mengetahui apakah siswa sudah benar-benar paham atau belum, jika sudah paham pasti dia bisa mengerjakan evaluasi yang diberikan, Namun jika belum paham siswa bisa bertanya pada guru atau bertanya pada teman tempat duduknya.”

For a known level of understanding of the student to material, make it evaluation learning. Students who still don't comprehend should contact the teacher for clarification. However, a shy kid can ask his teacher a question that his peers have already understood, and other students can engage in normal conversation by exchanging ideas. so that friends who already understand can teach friends who haven't understood.

B. Discussion

Based on the results the findings obtained from observations, interviews, and documentation conducted at MA Raudhatut Tholabah with the title “The Implementation of Semantic Mapping Strategy on English Vocabulary Mastery at the Tenth Grade of MA Raudhatut Tholabah in Academic Year of 2023/2024" obtained positive results and the semantic mapping strategy is very easily accepted by students. The

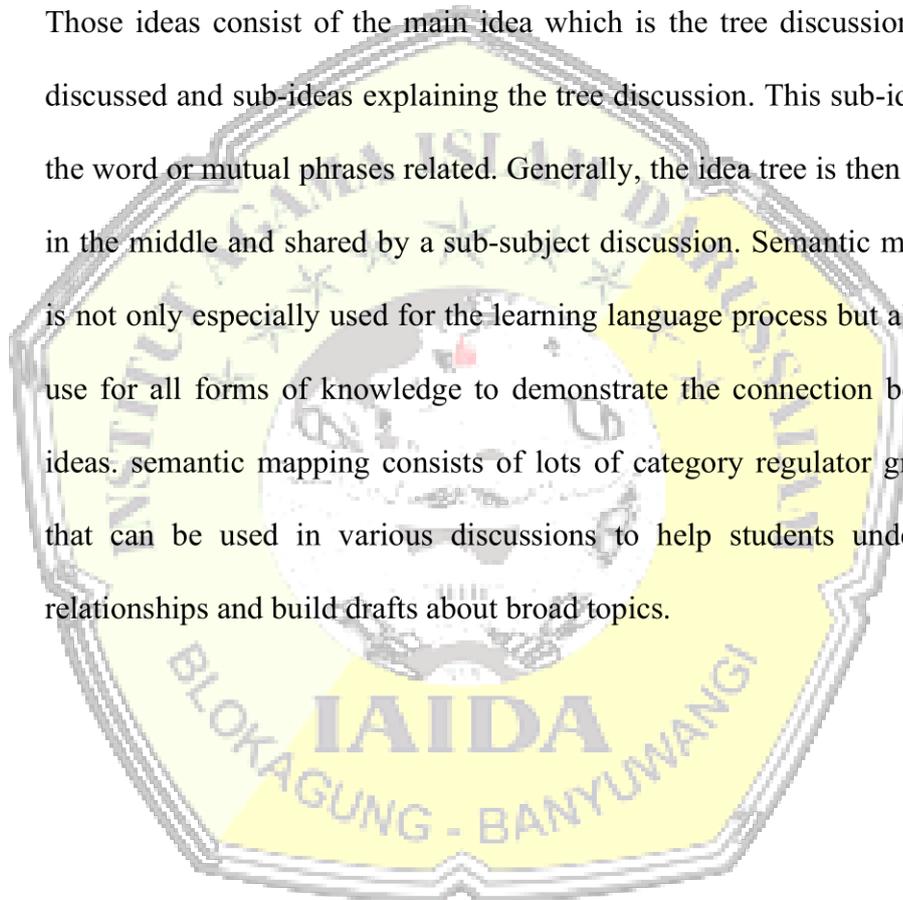
visual style of learning is very beneficial for students because it is served in arrow diagrams in the form of connecting related words.

In teaching English to students, it takes a series of efforts to increase their interest in learning so that the maximum results are obtained. Vocabulary is a component playing a key role in language learning. Vocabulary is the part that can't be separated in the language process, For the person who can't English without mastering vocabulary before, vocabulary is the most important element to master to be able to understand English well. understand the meaning of words and help students express the ideas that are needed. Vocabulary is considered the most important factor in enhancing learning and teaching English.

Based on the findings obtained, the use of a semantic mapping strategy is very good for learning. This visual learning style is optimally used, student responses in accepting learning with this strategy are very good and they are easy to understand. In teaching vocabulary, related words in manner semantics are collections of words that have connection certain, share the same meaning, or compile network meaning. In this study semantic mapping technique to increase mastery of student vocabulary, this technique builds knowledge for beginning students. With used that strategy, the students can study in a manner independent in the sense of learning with the use of their thoughts alone.

In applying the semantic mapping strategy to vocabulary, the teacher determines the topic especially formerly as keywords, then the teacher gives brainstorming students to enable knowledge beginning

them, give questions as much as possible for a fishing student to express related words with the topic, image semantic mapping with use the arrow diagram to find out sub-chapter flow, ask for it student for fill in sub next chapters. In general semantic mapping refers to the brainstorming associations that a word then has result made in diagrammatic form. So, semantic mapping is a chart or presenting diagrams of verbal ideas. Those ideas consist of the main idea which is the tree discussion to be discussed and sub-ideas explaining the tree discussion. This sub-idea can the word or mutual phrases related. Generally, the idea tree is then placed in the middle and shared by a sub-subject discussion. Semantic mapping is not only especially used for the learning language process but also can use for all forms of knowledge to demonstrate the connection between ideas. semantic mapping consists of lots of category regulator graphics that can be used in various discussions to help students understand relationships and build drafts about broad topics.



CHAPTER V

CONCLUSION

This chapter presents the conclusion and recommendation. In conclusion, the writer summarizes the whole study in the recommendation, the writer gives some suggestions for further research.

A. Conclusion

From the discussion of the research results, several points about the implementation of semantic mapping strategy on English vocabulary mastery at the tenth grade of MA Raudhatut Tholabah in the Academic Year of 2022/2023. The semantic mapping strategy is a visual learning style that places more emphasis on the visual eye in receiving information. Semantic maps can demonstrate knowledge ideas through network diagrams. The semantic mapping strategy is very precise for use in learning English vocabulary, students will train to think independently to find other words that are mutually exclusive and connected with keywords.

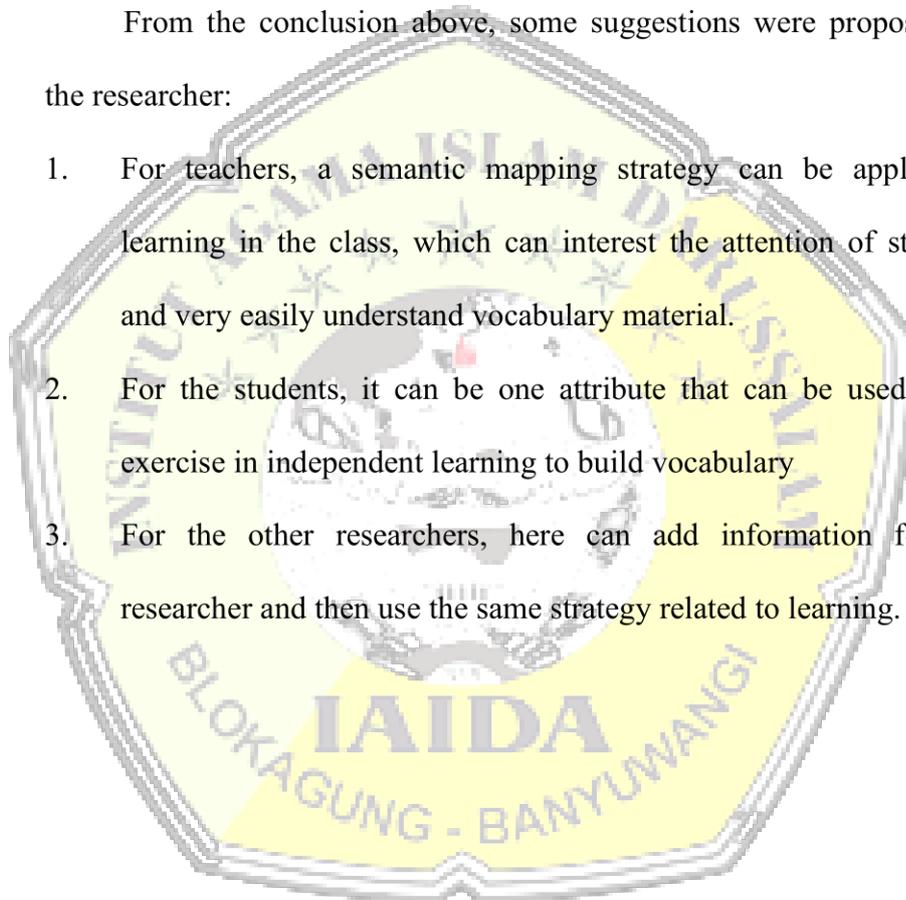
At MA Raudhatut Tholabah school this strategy is used as a strategy for learning English in the context of vocabulary. Before practicing making semantic mapping, the teacher explains in advance the procedure for making semantic mapping, after understanding students will practice making semantic mapping automatically independently by connecting all related ideas.

Semantic mapping has several components that become a technique for compiling information, helping to provide structural regularity, namely: 1). Write the keywords or topic. 2). Brainstorming. 3). Categorize. And 4). Personalized.

B. Suggestion

From the conclusion above, some suggestions were proposed by the researcher:

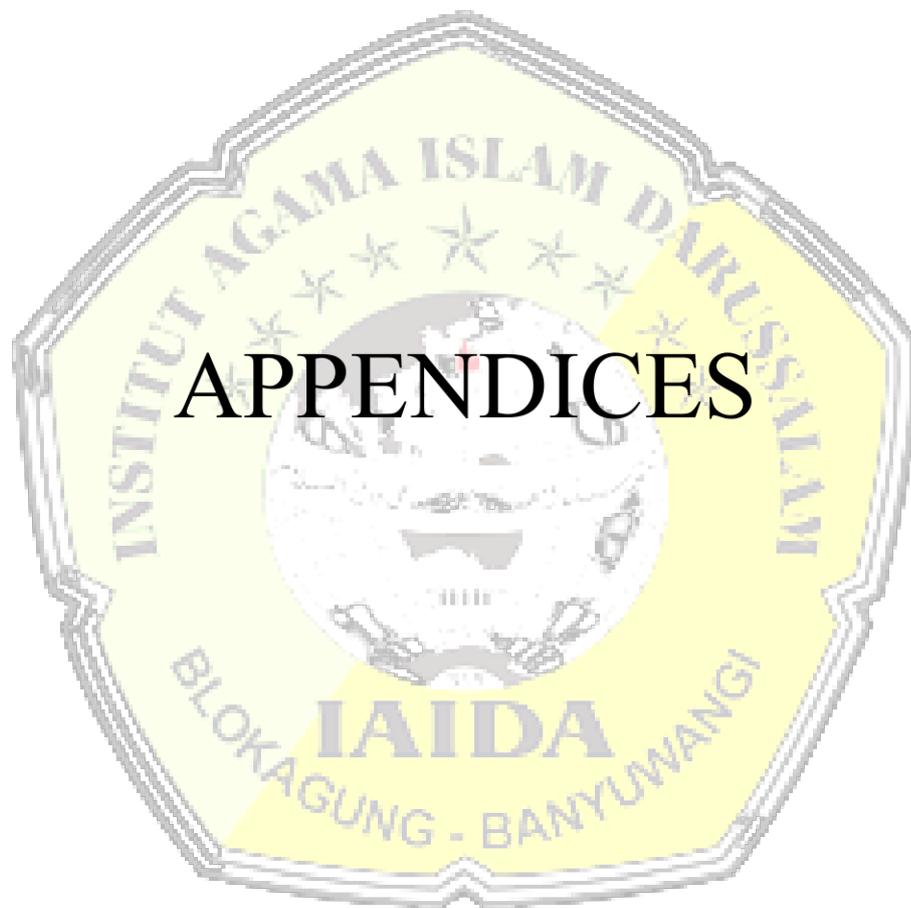
1. For teachers, a semantic mapping strategy can be applied to learning in the class, which can interest the attention of students and very easily understand vocabulary material.
2. For the students, it can be one attribute that can be used as an exercise in independent learning to build vocabulary
3. For the other researchers, here can add information for the researcher and then use the same strategy related to learning.



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APPENDICES

Appendice : Profil of MA Raudhatut Tholabah School

PROFIL



MA RAUDHATUT THOLABAH GENTENG

PROFIL SEKOLAH

2022 – 2023



**YAYASAN LPDS RAUDHATUT THOLABAH
MA RAUDHATUT THOLABAH**

NSM : 131235100062 NPSN: 69994704

Email : raudhatutholabah@gmail.com

**Jl. Jember No. 55 Setail Genteng Banyuwangi Jawa Timur
Kode Pos 68465 - Telp. 0333 846382 / 08520463311**

PROFIL MA RAUDHATUT THOLABAH

1. Nama Madrasah : Madrasah Aliyah Raudhatut Tholabah
2. Status : Swasta
3. NSM : 131235100062
4. NPSN : 69994704
5. Alamat Sekolah : JL. Jember
Desa Setail
Kecamatan Genteng
Kabupaten Banyuwangi
6. Nama Kepala Madrasah : Chakim Maulana, S.Pd
7. No. Hp. Kepala Madrasah : 085205463311
8. Tahun Didirikan : 2019
9. Nama Yayasan : Yayasan LPDS Raudhatut Tholabah
10. Alamat Yayasan : JL. Jember
Desa Setail
Kecamatan Genteng
Kabupaten Banyuwangi
11. Nama Ketua Yayasan : KH. Masruchin Aba Hidayat
12. Status Yayasan : Terdaftar di KEMENKUMHAM RI
Nomor: AHU - 0013947.AH.01.04.Tahun
2015
13. Status Tempat Belajar : Milik Yayasan
14. Status Tanah Rencana Gedung : Sertifikat Wakaf
15. Luas Tanah : 2800 m²

16. Nomor Sertifikat Tanah : 15
 17. Luas Bangunan : 248 m²
 18. Nomor Rekening Sekolah :-

A. Data Siswa

Tahun Ajaran	Kelas X		Kelas XI		Jumlah (cls. X +XI)	
	Jml siswa	Jmlro mb. belajar	Jmlsi swa	Jmlro mb. belajar	Siswa	Rombonganbel ajar
2019/2020	22	1rbl			22	1 rbl
2020/2021	15	1rbl	15	1rbl	15	1 rbl
2021/2022	46	2rbl	46	2rbl	46	2rbl
2022/2023	48	2rbl	48	2rbl	48	2rbl
					131	6rbl

B. Data Sarana dan Prasarana

1. Data RuangKelas

Kondisi	JumlahRuangKelasAsli (d)			Jumlahruang lainnya yang digunakanunt ukruangk kelas (d)	Jumlahruan g yang digunakanu ntukruangk elas
	Ukuran 7 X 9 m ² (a)	Ukuran 8 X 9 m ² (b)	Jumlah c=(a+b)		
Baik	6	-	6	-	6
Rusak Ringan	-	-	-		
RusakSedang	-	-	-		
Rusak Berat	-	-	-		
Rusak Total	-	-	-		

2. Sarana Penunjang

Nama	Keadaan	Ukuran	Keterangan
Lab Komputer	-	-	Ada
Perpustakaan	-	-	Ada

C. Visi & Misi Sekolah

a. Visi

Terwujudnya generasi islami unggul berprestasi dan berwawasan global.

b. Misi

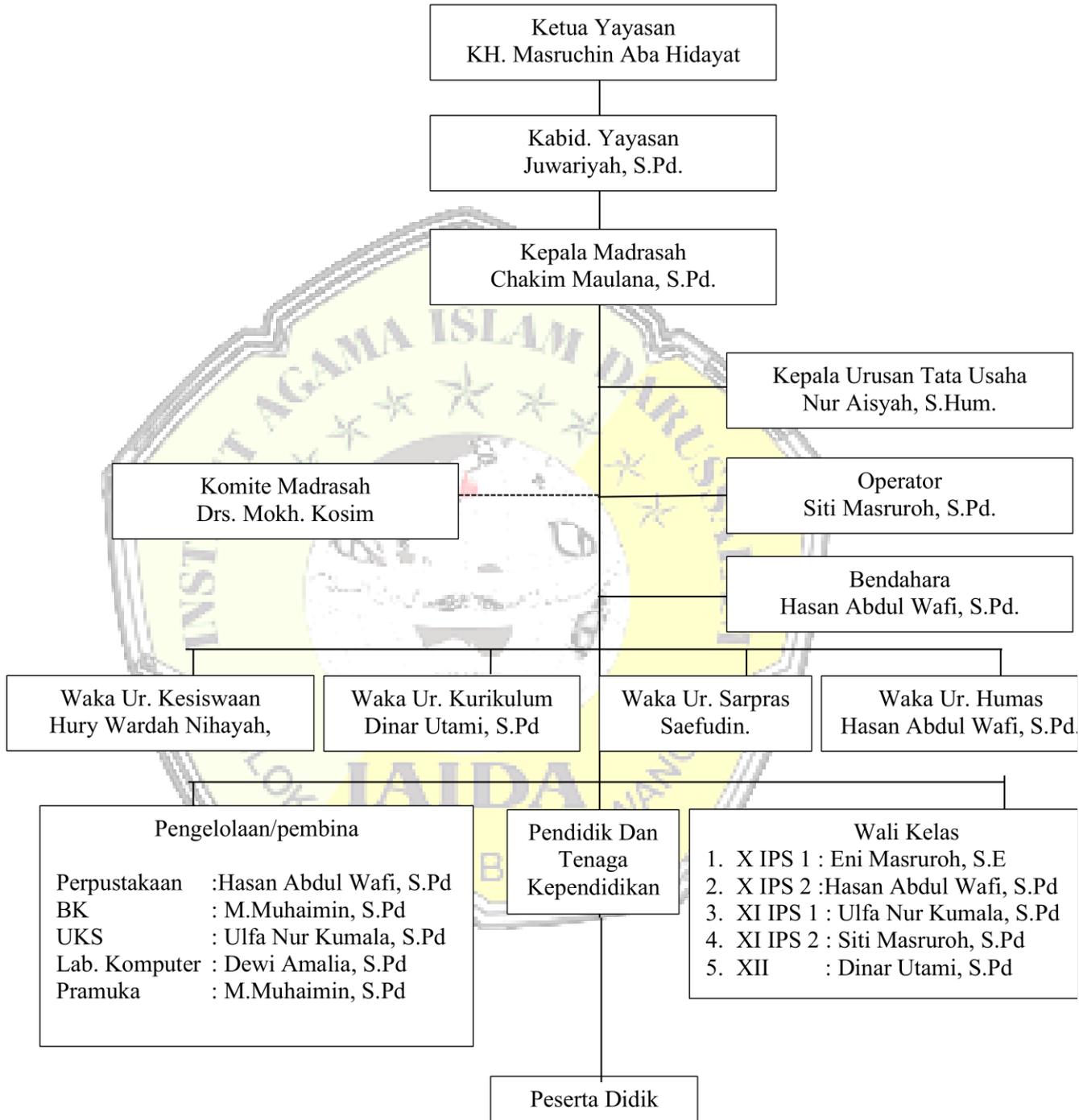
1. Menjalanan pendidikan berkultur islami dan berakhlakul karimah.
2. Membangun generasi berprestasi di bidang akademik dan nonakademik.
3. Menumbuhkan kreatifitas siswa dalam berkarya.
4. Menjalankan pembelajaran berbasis informatika.

c. Tujuan

1. Mampu menjalankan dan mengamalkan ilmu yang diperoleh di masyarakat.
2. Memiliki kemampuan dalam menghafal al-qur'an, nahwu, sorof, dan berakhlak mulia.
3. Menjadi madrasah pelopor yang diminati masyarakat.
4. Menguasai dasar-dasar teknologi komputer dan jaringan untu bekal melanjutkan ke perguruan tinggi.

D. Structure Organisasi

Struktur Organisasi MA Raudhatut Tholabah Tahun Pelajaran 2022 / 2023



E. Daftar Guru dan Karyawan

Data Guru Dan Karyawan
Madrasah Aliyah Raudhatut Tholabah

NO	NAMA	PEALAJARAN
1.	Dewi amalia, S,Pd.	Teknologi Informatika
		Geografi
2.	Dinar utami,S,Pd.	Sejarah
		Sejarah Indonesia
		Geografi Kelas Xii
3.	Laila fitria, S,Pd.	Kewarganegaraan Kelas X
4.	Eni masruroh, S,Pd.	Ekonomi
		Sosiologi
5.	Febrianti dwi rahayu, S,Pd.	Bahasa Indonesia
6.	Ulfa nur kumala, S,Pd.	Qur'an Hadist
		Bahasa Arab
7.	Muhamad muhaimin, S,Pd.	Penjaskes
		Seni Budaya
8.	Siti masruroh, S,Pd.	Matimatika
		Biologi
9.	Mohamad saefudin	Akidah Akhlak
10.	Alifatus sa'diyah, S,Pd.	Bahasa Inggris Kelas X Dan Xii

F. Jumlah Siswa

Kelas X IPS 1 Putra

NO	NAMA	KELAS
1.	Ahmad desta feril .H	Kelas x ips 1
2.	Ahmad kholili aqmal	Kelas x ips 1
3.	Ahmad nebuchad nezzar	Kelas x ips 1
4.	Ahmad sabili rosyad	Kelas x ips 1

5.	Alfin mangarif	Kelas x ips 1
6.	Bagas windarto	Kelas x ips 1
7.	Fajar darma saputra	Kelas x ips 1
8.	Fatkhul khirom	Kelas x ips 1
9.	Galan bagus hariansyah	Kelas x ips 1
10.	Habib huda pratama	Kelas x ips 1
11.	Chilmal muftofa	Kelas x ips 1
12.	Lutfi maulana	Kelas x ips 1
13.	M tio reza purnama	Kelas x ips 1
14.	Muhammad umarul faruq A	Kelas x ips 1
15.	Muh wildan al farohi	Kelas x ips 1
16.	Muh dimas sanjaya	Kelas x ips 1
17.	Muh wildan al ghifary azhar	Kelas x ips 1
18.	Muhammad lufti rohman	Kelas x ips 1
19.	Muhammad azka wildanie	Kelas x ips 1
20.	Muhammad azril al ichksan	Kelas x ips 1
21.	Muhammad chasib abbas	Kelas x ips 1
22.	Muhammad naqi muqoffiy	Kelas x ips 1
23.	Muhammad syafiq ramadani	Kelas x ips 1
24.	Roisul mu'min	Kelas x ips 1
25.	Syahrul amaludin	Kelas x ips 1
26.	Syarif al-anwar hidayat	Kelas x ips 1
27.	Taofik hidayat	Kelas x ips 1
28.	Taufik hidayat	Kelas x ips 1

Kelas X IPS 2 Putri

NO	NAMA	KELAS
1.	Alifa putri adenia	Kelas x ips 2
2.	Anum maulida zahra	Kelas x ips 2
3.	Arina manasikana	Kelas x ips 2
4.	Desi novianti	Kelas x ips 2

5.	Devi mufidatun nisa	Kelas x ips 2
6.	Betri nur ariyanti	Kelas x ips 2
7.	Indri aisyah	Kelas x ips 2
8.	Intan meilinda	Kelas x ips 2
9.	Izza milatul hakimah	Kelas x ips 2
10.	Malihatun	Kelas x ips 2
11.	Mirna salsabila asyifa	Kelas x ips 2
12.	Nabila indana zulfa	Kelas x ips 2
13.	Najwa laili sajidah	Kelas x ips 2
14.	Naisilia ayu felani	Kelas x ips 2
15.	Novi millatillah	Kelas x ips 2
16.	Riska maulina	Kelas x ips 2
17.	Sabila anjani	Kelas x ips 2
18.	Uti mutafingatun amanah	Kelas x ips 2
19.	Wardatul jannah	Kelas x ips 2
20.	Zumrotul kumala	Kelas x ips 2

Kelas XI IPS 1 Putra

NO	NAMA	KELAS
1.	Ahmad zainul ibad	Kelas xi ips 1
2.	Ahmad daenuri	Kelas xi ips 1
3.	Ahmad fauzi mahbub	Kelas xi ips 1
4.	Ahmad hilman wajdi	Kelas xi ips 1
5.	Ahmad randi raya swardana	Kelas xi ips 1
6.	Ahmad zainul yaqin	Kelas xi ips 1
7.	Akhsan maulana	Kelas xi ips 1
8.	Danis aula	Kelas xi ips 1
9.	Febriansyah a.n	Kelas xi ips 1
10.	Fian apriansyah	Kelas xi ips 1
11.	Muhammad fajar uqorrobin	Kelas xi ips 1
12.	Muhammad ifan hidayat	Kelas xi ips 1

13.	Muhammad danil ma'ruf	Kelas xi ips 1
14.	Muhammad suhaimi	Kelas xi ips 1
15.	Muhammad rizal mahsun hamid	Kelas xi ips 1
16.	Noval aziz	Kelas xi ips 1
17.	Riski faeturrohman	Kelas xi ips 1
18.	Yusuf suhendra putra	Kelas xi ips 1
19.	Zaki amrullah	Kelas xi ips 1

Kelas XI IPS 2 Putri

NO	NAMA	KELAS
1.	Annajwa fiqha aini	Kelas xi ips 2
2.	Kharisma kholitaton aulia	Kelas xi ips 2
3.	Cindy cahya maulidia	Kelas xi ips 2
4.	Dian nasikha arofah	Kelas xi ips 2
5.	Farida ariyanti	Kelas xi ips 2
6.	Firda darajatul aulia	Kelas xi ips 2
7.	Khifna riskiyani mauida	Kelas xi ips 2
8.	Ila alfi hidayah	Kelas xi ips 2
9.	Irsyadatun nadifa	Kelas xi ips 2
10.	Khoirunnisa	Kelas xi ips 2
11.	Lailia khoirunisa	Kelas xi ips 2
12.	Laila norma hidayah	Kelas xi ips 2
13.	Mei sinta yevi pratiwi	Kelas xi ips 2
14.	Mely putrianti	Kelas xi ips 2
15.	Nadia inayatul laili fadilah	Kelas xi ips 2
16.	Nail nilatu zahra	Kelas xi ips 2
17.	Nurdila fitriyani	Kelas xi ips 2
18.	Qotrunnada mufarrokhah	Kelas xi ips 2
19.	Rahma tri uswatun khasanah	Kelas xi ips 2
20.	Salma qorina fauziah	Kelas xi ips 2
21.	Siti lailatul maghfiroh	Kelas xi ips 2

22.	Zakiyahtul fitriyah	Kelas xi ips 2
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Kelas XII IPS 1 Putra Putri

NO	NAMA	KELAS
1.	Jauharul latifah	Kelas XII ips 1
2.	Khafif burhan	Kelas XII ips 1
3.	Lailatul farhah	Kelas XII ips 1
4.	Mohammad ghonyyun salis muzaky	Kelas XII ips 1
5.	Muhammad alfi khusni	Kelas XII ips 1
6.	Muhammad faqih	Kelas XII ips 1
7.	Muhammad miftakhul huda	Kelas XII ips 1
8.	Naila ridho robbina	Kelas XII ips 1
9.	Najwa ali firdaus	Kelas XII ips 1
10.	Nurul faizah	Kelas XII ips 1
11.	Siti tsuwa'ibatun nayiroh	Kelas XII ips 1

G. Daftar Kelas

NO	RUANG	KELAS	WALI KELAS
1.	01	X ips 1	Eni masruroh, S.E
2.	02	X ips 2	Hasan abdul wafi, S,P.d.
3.	03	Xi ips 1	Ulfa nur kumala, S,P.d.
4.	04	Xi ips 2	Siti masruroh, S,P.d.
5.	05	Xii ips 1	Dinar utami, S,Pd.

H. Kegiatan Intra dan Ekstrakurikuler

a. Kegiatan intra sekolah

No	Kegiatan	Jam	Waktu	keterangan
1.	Apel pagi dan mauizdoh hasanah		06:30 s/d 06:50 wib	Guru dan seluruh siswa
2.	Sholat duha		06:50 s/d 07:10 wib	Seluruh siswa
3.	Kegiatan belajar mengajar	1-3	07:10 s/d 08:55 wib	Seluruh siswa
4.	Istirahat	4	08:55 s/d 09:30 wib	Seluruh siswa
5.	Kegiatan belajar mengajar	5-7	09:30 s/d 11:50 wib	Seluruh siswa

b. Kegiatan ekstra sekolah

NO	EKSTRAKULIKULER	WAKTU	TUTOR
1.	Qiro'at	09:30 s/d 10:45 wib	Akhmad akbar ashari
2.	Kaligrafi	09:30 s/d 10:45 wib	Aid fitrah wardana
3.	Tata busana	09:30 s/d 10:45 wib	bapak endang
4.	Mekanik	09:30 s/d 10:45 wib	Ali makhrus
5.	English club	09:30 s/d 10:45 wib	Huri wardah nihayah, S,Pd.
6.	Desain	09:30 s/d 10:45 wib	Ahmad sholeh

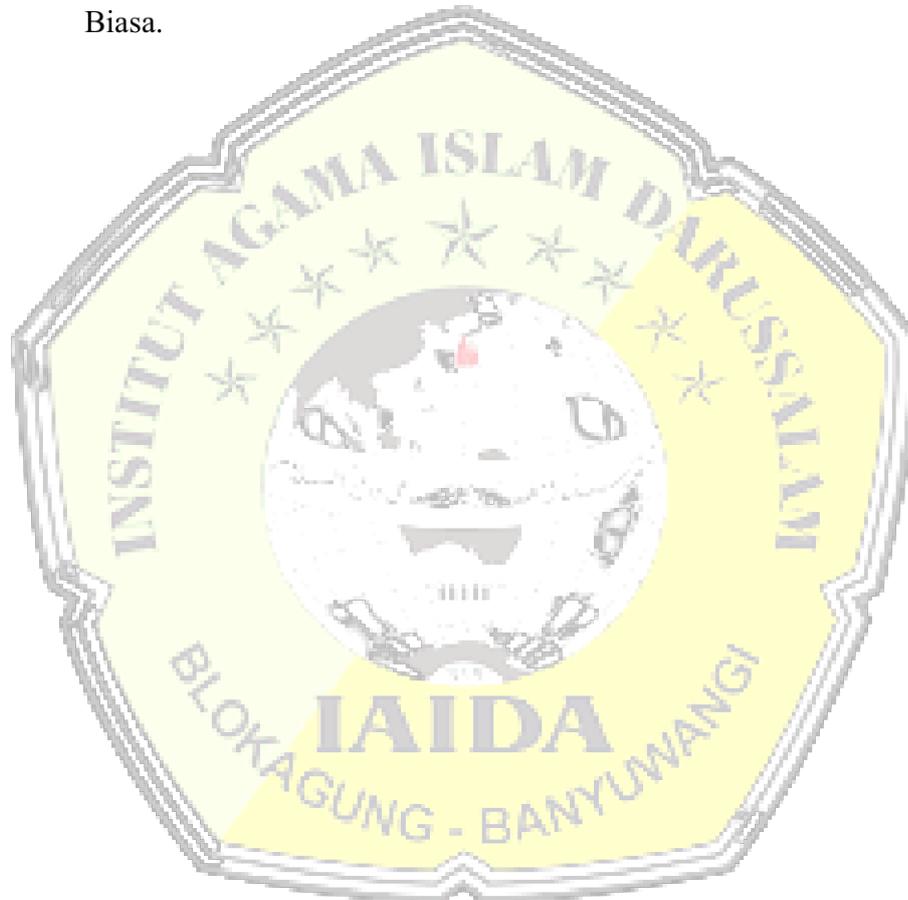
I. Kondisi Sarana dan Prasarana

Berikut ini, Peraturan Menteri Pendidikan Nasional Republik Indonesia yang berkaitan dengan Standar Sarana dan Prasarana.

1. Peraturan Menteri Pendidikan Nasional Republik Indonesia No 24 Tahun 2007 tentang Standar Sarana dan Prasarana untuk Sekolah

Dasar/Madrasah Ibtidaiyah (SD/MI), Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs), dan Sekolah Menengah Atas/Madrasah Aliyah (SMA/MA).

2. Peraturan Menteri Pendidikan Nasional Republik Indonesia No 40 Tahun 2008 tentang Standar Sarana Prasarana untuk Sekolah Menengah Kejuruan (SMK) dan Madrasah Aliyah Kejuruan (MAK).
3. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 33 Tahun 2008 tentang Standar Sarana Prasarana untuk Sekolah Luar Biasa.



Appendice : Documentation



Gambar 1: Wawancara Terhadap Guru Bahasa Inggris Kelas X IPS I



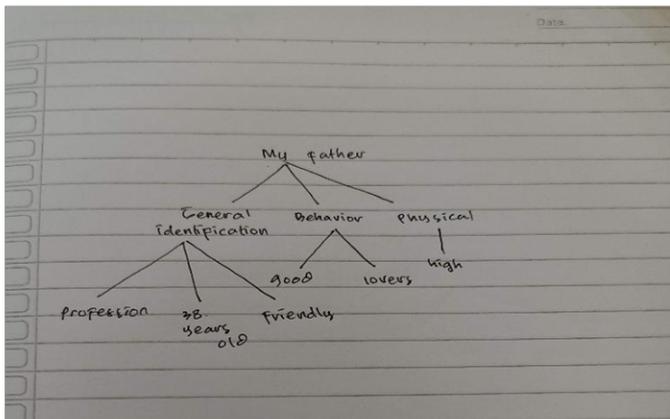
Gambar 2: Suasana Belajar Mengajar Siswa Kelas X IPS I



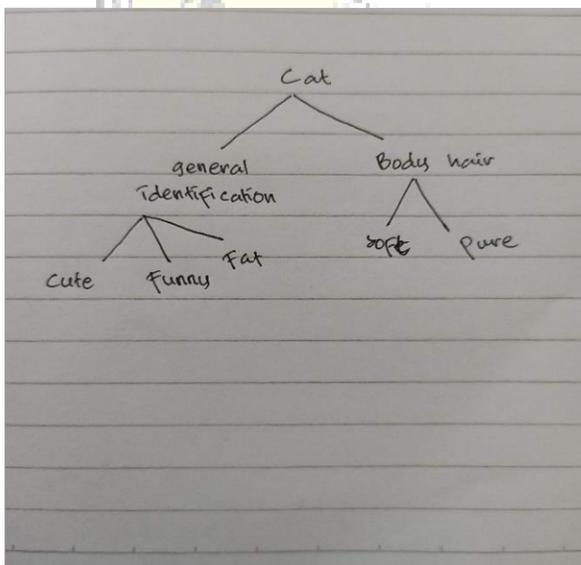
Gambar 3: Kegiatan Belajar Mengajar Siswa Kelas X IPS I



Gambar 4: Kegiatan Belajar Mengajar Siswa Kelas X IPS I



Gambar 5: Contoh Strategi Pemetaan Semantik Dengan Tema “Ayahku”



Gambar 6: Contoh Strategi Pemetaan Semantik Dengan Tema “Kucing”



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Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala MA Roudlotut Tholabah Setail Genteng

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **HANI ATURRAHMA**
TTL : **Salukue, 3 Agustus 2001**
NIM : **19112210024**
Fakultas : **Tarbiyah dan Keguruan (FTK)**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Sidomakmur – Campaloga – Tommo – Mamuju - Sulawesi Barat**
HP : **08234387792**
Dosen Pembimbing : **Ahmad Faruk, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

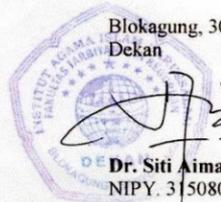
Adapun judul penelitiannya adalah:

The Implementation of Semantic Mapping Strategy on English Vocabulary Mastery at the Tenth Grade of MA Raudhatul Tholabah

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 30 Maret 2023
Dekan



Dr. Siti Aimah, S.Pd.L., M.Si.
NIPY. 3150801058001



YAYASAN LPDS RAUDHATUT THOLABAH
MA RAUDHATUT THOLABAH
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Email : raudhatuthalabah@gmail.com
Jl. Jember No. 55 Setail Genteng Banyuwangi Jawa Timur
Kode Pos 68465 - Telp. 0333 846382 / 085205463311

SURAT KETERANGAN

No. 425/0158/MARTS/0062/704/V/2023

Yang bertanda tangan dibawah ini Kepala MA Raudhatut Tholabah Genteng, menerangkan bahwa:

Nama : Hani Aturahma
NIM : 19112210024
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Judul skripsi : The Implementation of Semantic Mapping Strategy on English Vocabulary Mastery at The Tenth Grade of MA Raudhatut Tholabah.

Yang bersangkutan telah melakukan penelitian di MA Raudhatut Tholabah pada tanggal 19 s.d 20 Mei 2023.

Surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Genteng, 20 Mei 2023
Kepala Madrasah

CHAKIM MAULANA, S.Pd

NIM	19110210024	
NAMA	NANI ATURRAKHA	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	2022	
JUDUL	THE IMPLEMENTATION OF SEMANTIC MAPPING STRATEGY ON ENGLISH VOCABULARY MASTERY AT THE TENTH GRADE OF MAIRAUJUNATUT THOLABAH	

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1	2022	22 Mei 2023	07 Juni 2023	sektor bab 3	revisi bab 3
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3	2022	12 Februari 2023	16 Maret 2023	sektor metodologi penelitian	revisi metodologi
4	2022	18 Januari 2023	23 Januari 2023	sektor bab 3	revisi bab 3
5	2022	10 Januari 2023	13 Januari 2023	sektor bab 3	revisi bab 3
6	2022	03 Januari 2023	10 Januari 2023	sektor bab 1	revisi bab 1
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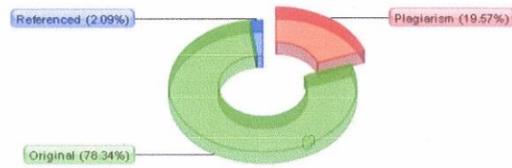
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Appendice : Curriculum Vitae



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