ABSTRACT

Ellisah. 2017. "**The Use of Semantic Mapping to Increase Students' Vocabulary Mastery"**. (An Experimental Study at the Fifth Grade of SDN Pamucatan Bandung Barat in the Academic Year of 2016/2017).

Mastering English skills such as listening, speaking, reading, and writing is impossible without words or vocabulary. Teachers are expected to use interesting techniques or strategies to motivate students to engage in learning vocabulary. However, conventional methods, such as lecturing and word memorizing are still used. It influences the process of teaching learning where learners are unable to identify the meaning of words they try to memorize. This research wants to find out whether using semantic mapping could increase students' vocabulary mastery, both the words and the meanings.

The aims of this research are 1) to find out students' vocabulary mastery before using semantic mapping in English teaching learning process, 2) to find out students' vocabulary mastery after using semantic mapping in English teaching learning process, and 3) to find out the effectiveness of semantic mapping to increase students' vocabulary mastery.

This is a quantitative research. The research examines how semantic mapping affects students' vocabulary mastery. The techniques used in this research are tests, including a pretest and a posttest. Moreover, the design of the research is one-group pretest-posttest design. Thus, the research only used one class as the experimental class. The analysis of the research would be in mathematical procedures called statistics. This research analyzes normalized gain (N-Gain), mean, normality and hypothesis test using parametric test.

Based on the data analysis, the result shows an increase of students' vocabulary mastery. It is proven by the different average scores (mean) between the pretest and the posttest. The average score of the pretest is 46,16. After given the treatments, the score has increased. The average score of the posttest is 70,94. It shows the improvement from the pretest to the posttest. It is also proven by the result of t-test calculation in which t_{count} is 11,32 and t_{table} is 2,75. It shows that t_{count} is higher than t_{table} (11,32 > 2,75). It means that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Thus, it can be concluded that semantic mapping is effective to increase students' vocabulary mastery. This research would hopefully be useful for the readers and could give a contribution for the development of English teaching learning process, especially in teaching learning vocabulary.