

**INCREASING STUDENTS' VOCABULARY MASTERY
BY USING CONCEPT DEFINITION MAP STRATEGY THROUGH
READING ACTIVITY TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

*Submitted as Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



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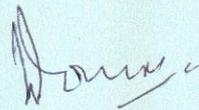
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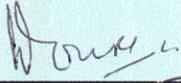
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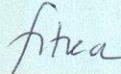
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ABSTRAK

Nengsi, Aldona Fitria. 2016. Increasing Students' Vocabulary Mastery by Using Concept Definition Map Strategy through Reading Activity to Junior High School Students. Makalah. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini membahas tentang salah satu strategi pengajaran kosa kata Bahasa Inggris melalui "*Concept Definition Map*". *Concept Definition Map* adalah sebuah strategi pengajaran yang digunakan untuk mengajarkan siswa tentang konsep dari sebuah kata kunci yang mereka ketahui sebelumnya. Strategi ini membantu siswa untuk menemukan konsep baru dari kata tersebut dengan mengisi beberapa petunjuk sesuai dengan grafik yang telah disediakan guru. Siswa diminta untuk *me-recall* pengetahuan mereka tentang kata tersebut sampai pada akhirnya mereka menemukan konsep baru yang lebih detail tentang kata itu. Strategi ini sangat cocok untuk pembelajaran kosa kata melalui *reading activity*; karena disamping belajar tentang sebuah teks, siswa juga bisa menambah pengetahuan mereka secara lebih mendalam tentang konsep sebuah kata. Oleh karena itu, melalui penggunaan strategi ini diharapkan pengetahuan kosa kata siswa bisa bertambah dengan mudah.

Kata kunci: *Vocabulary, Concept definition map strategy, reading activity, junior high school students.*

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By saying “*Alhamdulillahirabbil ‘Alamin*”, the writer would like to express her praise to Allah SWT, who has given the writer chance, knowledge and strength in finishing this paper entitled “Increasing Students’ Vocabulary Mastery by Using Concept Definition Map Strategy through Reading Activity to Junior High Students”. She also sends *shalawat* and *salam* along with greetings to the prophet Muhammad SAW, the greatest leader of human being.

Moreover, she would like to dedicate her sincere gratitude and appreciation to her advisor, Drs. Don Narius, M.Si, who has kindly and patiently given his much attention, professional help, support, suggestion, time and advice throughout the process of writing this paper from the beginning until the end. A sincere gratitude is also given to her examiners, Dr. Ratmanida, M.Ed and Fitrawati, S.S., M.Pd. Then the writer also thanks to her academic advisor, Dra. Yenni Rozimela, Ph.D for her support and attention during the studies. Additional thanks is also dedicated to Dr. Refnaldi, S.Pd, M.Litt as the chairperson of English Department, similarly to Fitrawati, S.S., M.Pd as the secretary of English Department and all lecturers who have taught and guided her during her studies.

Besides that, deeply appreciation and thankfulness are expressed to her beloved parents (Samsuardi and Erlina), brother, sister and entire family members for their continuous prayer, love, support advice, sacrifice, care, hope, and understanding. In addition, she also expressed her gratefulness to her boyfriend and her best friends; then to her classmates especially K2-2012 English department for sharing ideas, happiness, and motivation.

Finally, the writer realizes that this paper is still having some weaknesses. Therefore, the writer expects and needs critics and suggestions that can make this paper become much better.

Padang, August 2016

The writer

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CHAPTER I

INTRODUCTION

A. Background of the problem

Vocabulary knowledge is an important key in language learning; either in first or second language. Someone who wants to be able to communicate in certain languages, they must learn about its language vocabulary first; it is impossible to master a language without knowing its vocabulary.

Furthermore, vocabulary is the basic tool must be learned by the students before coming to learn the other skills. Vocabulary itself is a core component of language proficiency and becomes the foundation for how well the students listen, speak, read, and write. Without having vocabulary mastery, it is difficult for the students to convey the information which they want to express.

Rivers in Nunan (1991) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will not be able to use the structures and functions we may have learned for comprehensible communication. Besides, in language learning, by having a good comprehending in vocabulary, it makes the students easier to understand what the teacher teaches them about the materials and they also can give some feedbacks about it.

In Indonesia, English becomes one of the compulsory subjects taught in every level of education system; from elementary school up to university level. The writer focus here is English subject taught in junior high school. The teaching of English at junior high school includes all of the language competencies:

listening, speaking, reading and writing. These skills have to be mastered by students in order to achieve the aims of teaching English at junior high school level.

Teachers in junior high schools seem have done several methods to improve their students about the vocabulary knowledge, but in fact it still not success yet. Based on writer's experience during field practice as an English student-teacher at SMP Negeri 29 Padang, many students do not understand a number of vocabularies; which leads them become difficult in other skills of English. As a result, they are difficult to follow the teacher in learning process; such as they are difficult to catch the information given by the teacher, they are difficult to write some projects with their own idea, they unable to use English in spoken form and they are difficult to understand the text in reading section.

Teaching vocabulary is not only teach a definition and translation of a language; but also how to make the students become understand more about the words that have been taught, it includes the relation to the other words. Vocabulary instruction must include elaboration of definitions, discussion, and writing (Beck & McKewown, 1991). It is hoped that students both knowing the words, and as well as relate them to the other skill of learning.

Moreover, students' word knowledge is crucial and it is linking to reading comprehension. In order to understand a text, students need to know the meanings of individual words. Vocabulary knowledge also determines how well the students comprehend the text that they read. Nevertheless, in reality the writer find that many of the students are still difficult in reading; especially in understanding word

by word of the text. They also have problem to find the idea from the text. Those all problems caused by lack of vocabulary knowledge which makes the students do not understand the meaning of the words on the text. Additionally, the lack of vocabulary makes them become lazy to read the text given by the teacher.

For instance, in teaching reading, teaching and learning process is often monotonous, less variety, and less attractive, so the students become bored, uninterested to read and also to learn. Besides that, the teachers only give the text to the students and then ask them to read it without giving any further explanation. Then, the students are asked to answer the questions based on the text. Another reason that makes reading difficult is the teachers often do not pay attention much to the stages in teaching reading process, like pre-reading, whilst reading and post reading, whereas these stages are very important to be followed.

To solve these problems the teachers have to find an interesting strategy that can improve students' knowledge about English. The strategies that make the students easy to remember and to increase the new vocabularies related to the lesson. The traditional way of teaching and learning vocabulary like providing word translation or asking the students to memorize the words; seems repetitive practices which is not effective for students' understanding.

Based on explanation above, the writer is interested in presenting one strategy in improving vocabulary mastery of junior high school students by using Concept Definition Map strategy. The goal of this strategy is to find new concept of the word being studied and in direct relationship to the known ones. As a strategy, it does not only enrich students' understanding of a word or concept but

also encourages them to integrate their personal knowledge into the definition. So, it can be used to increase students' vocabulary mastery especially in reading skill.

B. Limitation of the problem

Based on the background of the problem above, this paper is limited to increasing students' vocabulary mastery by using Concept Definition Map strategy to junior high school students.

C. Formulation of the problem

The writer formulates the problems into the following question: "How does the teacher use the concept definition map as a strategy in teaching vocabulary mastery to junior high school students?"

D. The purpose of the paper

The purpose of this paper is to explain that Concept Definition Map can be used as an effective strategy for the teachers in teaching vocabulary to junior high school students.