LANGUE

The Impact of Words Mapping Toward the Vocabulary Mastery on Young Learners at Madrasah Ibtidaiyah Mauizatun Hasanah School Muaro Jambi

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ARTICLE INFO	ABSTRACT
	In this line the researcher tries to find some important points in this research which can be helpful in the future, the research objectives to be achieved is to find out whether there is Significant impact using words mapping towards vocabulary mastery on young learner at Madrasah Ibtidaiyah Mauizatun Hasanah School Muaro Jambi in the academic year 2022/2023.This study is experimental in nature and employs a quantitative methodology with two random groups for the pre- and post-tests. Images or photos are used in quantitative research to determine the current condition, which is then used to inform a descriptive study that provides an explanation of the issue after it has been identified.Data from the experimental class' pre-test show a result of 0,165, whereas data from the control class show a result of 0,174, and data from the experimental class' post-test show a result of 0,081, as opposed to 0,200 for the control class' data. All of the data used in this study were normal, it can be said.it can be concluded that word mapping approach was regarded as a useful strategy to enhance the students'' vocabulary mastery in relation to reading, writing, speaking and understanding about the meaning. It was in line with the word mapping strategy's purpose of helping students understand the material more easily while also training them to be more engaged and imaginative.

1. Introduction

There are various abilities in English that should be learned and practiced. Listening, speaking, reading, and writing are some examples. They are the fundamental language skills, particularly for teaching English as a foreign language in schools, courses, or other educational settings, whether formal or informal, but reading is regarded as the most significant foreign language skill. Millions of individuals today require the capacity to comprehend English. Understanding English allows people to converse in English as well as comprehend a variety of English texts. The ability to read is essential in today's culture. Many writings are written in English, including product branding, academic literature, newspapers, magazines, advertisements, and so on. As a result, the ability to comprehend English literature in any form will provide several benefits in our lives.

When learning English, The most important thing that should be learned is vocabulary because without having enough vocabularies and understanding their meaning, someone will

get hindrance in speaking. Moreover, without pronouncing the words correctly it will be able to cause someone else misinterpret in listening. The choice of vocabulary and methods used in teaching vocabulary are important factors. In reality, developing a vocabulary is more difficult than we may initially believe. One reason for this is that many students struggle to learn new words and have limited vocabulary knowledge as a result. As a result, they have trouble comprehending both written and spoken language.

Due to the apparent ineffectiveness of teaching vocabulary based solely on word meanings at the time, idea mapping was created to aid in vocabulary learning. An illustration of a word's meaning is created using the word mapping approach. A method for displaying information in graphs is called word mapping. The networks of concepts in knowledge graph. Link and node components make up networks. According to Rohania (2010), nodes represent concepts, while links show how the concepts are related to one and another.

Concept mapping helps students see the relationships between words, especially those between synonyms and antonyms, by graphically representing them in relation to one another (Nicole Schmool, 2008). In other case, vocabulary also becomes challenging for teachers since English has a role as foreign language in some countries, including Indonesia. The problem that usually faced by teachers is they usually spend the time in explaining about structure instead of vocabulary. They use grammar as the standard of students' English development and achievement (Susanto, 2017).

This is because teachers are feeling unsure about the appropriate way and do not know how to deliver vocabulary to the students (Berne & Blachowicz, 2008). Meanwhile, considering to acquire vocabulary around 1000 words family that are learned by native speakers in each age until 20 years or more is a way to gain the goal in learning vocabulary (Nation, 2006).

2. Literature Review
2.1 Theories of Vocabulary

Vocabulary is crucial in English. Vocabulary is also the initial level of English learning since, without it, we cannot write, talk, read, or listen in English. This is why, at the beginning, you should expand your vocabulary. From Cambridge Advanced Learners Dictionary book the definition of vocabulary is typically described as "all the words known and used by a specific person." Knowing a word, on the other hand, entails more than just being able to recognize or use it. There are various characteristics of word knowledge that are used to assess it. Ammon Shea (2014) states that "the lexicon of English is currently 70 to 80 percent consists of words of Greek and Latin origin, but it is definitely not a Romance language, it is a Germanic language. The fact that it is very simple to construct a phrase devoid of terms of Latin ancestry but virtually impossible to do so with words from Old English serves as evidence of this.

2.1.1 Vocabulary Mastery

One part of language that needs to be learned is vocabulary. Learning vocabulary is crucial since it's necessary for us to be able to communicate effectively in speech, writing, and listening. If you can understand a word's meaning when you first encounter it, you are said to "know" it. It indicates that in order to learn a word, we must comprehend what it means as well as how to employ it in a sentence. Vocabulary is important in young learners' academics because if they have a decent discussion or compose a phrase, they have enough vocabulary. Many of the young learners have difficulty learning English due to a lack of vocabulary. Because of a lack of language, young learners are hesitant to express their opinions. This is

why the instructor must properly grasp terminology and how to teach vocabulary to young learners.

2.1.2 Types of Vocabulary

Then, according to Kamil and Hiebert (2004), vocabulary is the understanding of what words signify. According to Kamil and Hiebert, there are two types of words: oral and written. The oral vocabulary contains words learned through hearing and speaking. The terms identified in reading and writing are then included in the written vocabulary. So there are two kinds of vocabulary:

a. Productive Vocabulary

   A productive vocabulary is a group of words that a person may utilize when writing and speaking.

b. Receptive or Recognition Vocabulary

   A Group of words that an individual hears or reads is known as receptive or recognition. It is competence in English—the terms that students commonly known but use less frequently.

2.2 Teaching Young Learners

However, since it involves more than just imparting knowledge, teaching English to young students requires extra effort. Young learners' activities in acquiring and understanding English's knowledge, skills, and information are guided, nurtured, and made easier by the English language teacher when they are teaching English to young students, According to Lyne Cameron (2011). Teachers must pique their students' interest in English because it is typically a new topic in elementary school. The ability to pique their interest is crucial for retaining their attention. There are differences between teaching English at a higher level and English to primary school children. The pupils in primary schools pick up things from people in their environment. In line with Scott and Ytreberg's (1993:11) assertion that "children respond well to surroundings, which are pleasant and familiar," The success of teaching English is supported by the physical environment, so to speak.

2.2.1 Characteristic of Young Learners

Young learners are an incredibly diverse bunch. They have a variety of backgrounds and personalities, and they study English in a variety of settings. Even across children of the same age range, young language learners exhibit a wide range of linguistic proficiency. According to their age and the number of languages they use on a daily basis, learners may also differ in terms of the language abilities they have mastered in their native tongue(s). Understanding the cognitive phases is the key, but it's also crucial to comprehend how to translate these stages into student behaviors at each stage.

a. Early Childhood (ages 2–4)

   For language development, this is a critical time. The ability to mimic speech sounds in children is typically pretty good at this age. Despite the fact that they like parallel play— playing alongside other kids but not directly with them—they do not perform well in groups and prefer to work alone on an interest of their own. They can only focus for extremely brief periods of time and like doing the same thing continuously and repeatedly.

b. Kindergarten (ages 5–6)

   They require tangible experiences, enjoy naming and defining things and learning about things in their own world, just like pre-schoolers. They learn new ideas more effectively when they are presented as binary opposites. They relate the concept of enormous to

something tiny in their reality in order to understand what it means. At this age, kids also have active imaginations and are receptive to fantasy literature. They learn best orally at this age, so they enjoy listening to stories that have a clear beginning, middle, and end. Teachers must keep in mind that young students at this age lack the skills necessary to coordinate fine motor skills and use small muscles (such as the intrinsic muscles). When learning is still developing, it is helpful to reinforce routines.

c.   Elementary (ages 6–12)

At this age, kids start to acquire traits of concrete activities, like the capacity to comprehend cause and effect. They are also most receptive to people, circumstances, and ideas that are foreign to them at this age. It is crucial to expose kids to facts about other cultures and nations at this age. In addition, young children at this age can learn how to collaborate with other students, especially in groups, and they enjoy writing letters to friends and classmates as well as to pen pals, performing skits, and taking part in role plays. They continue to benefit from imaginative play and creative activities, much like kids in lower grades, and they also enjoy stories with clear beginnings, middles, and ends. The population for this study included young learners in elementary grades 1-6 (ages 6–12) based on the aforementioned supposition. The researcher used English pictures to increase the young learners' engagement because they were still playing at this level.

2.3 Word Mapping Strategy

Word mapping is one approach for teaching vocabulary since it encourages students to think critically about the terms (Graves, 2008: 56–57). This method can assist young learners in developing a general vocabulary. This method is centered on three questions: "What is it?", "What is it like?" and "What are some examples?" Each of the following inquiries has a separate meaning to make students aware of the different forms of information that may be used to construct a definition of something and how to organize the information. Using a word mapping method in school, according to Sinatra, Gemake, and Berg (1999), can benefit young learners with instruction. The mapping of words is a visual approach for developing vocabulary, beginning with a modestly expanded vocabulary and expanding to include information about the word. This technique is quite beneficial to young learners in establishing concepts, meanings, synonyms, and antonyms of origin words.

2.3.1 Steps of Using Word Mapping Strategy

Using word maps in the classroom involves these five steps:

1.   The students are told by the teacher to place a key word in the center box. First, the teacher instructed the students to construct five boxes. One box is placed in the corner of the other four boxes, and the students are instructed to write a key to the language they will be defining in the middle box.

2.   The teacher instructs to the class to fill up the upper right-hand box with examples or the word's key properties. The students filled up the upper right-hand box with a list of qualities that go well with the term (which might alternatively be a synonym or antonym).

3.   The student's description of the word is to be written in the upper left-hand box, according to the teacher. After looking up the definition in a dictionary, the teacher instructs the students to create their own definition of the word.

4.   The instructor instructs the class to construct their own phrases using the word in the lower left-hand box. After creating a definition, the teacher instructed the class to create a sentence in the lower left-hand box based on their own opinions.

5. The teacher advises the students to draw a representation of the keyword in the box in the lower right-hand corner. The final step requires the pupils to depict the keyword in the lower right-hand box using the appropriate drawing.

3.   Research Methodology
3.1 Research Design

This study was used experimental in nature and employs a quantitative methodology with two random groups for the pre- and post-tests. Images or photos are used in quantitative research to determine the current condition, which is then used to inform a descriptive study that provides an explanation of the issue after it has been identified. According to Suwartono (2014): 159, a quantitative approach to research starts with a causal hypothesis, is followed by a test, a treatment supplied to an experiment group, and a post-test. The experimental study's goal is to identify the links between causes and effects. Arikunto (2006) asserts that the goal of an experimental study is to examine the impact of a treatment on the research topic. Additionally, the experimental investigation included pre-tests and post-tests to observe the relationships between causes and effects.

3.2 Participants

Participants in this research were the sixth grade class of Madrazah Ibtidaiyah Mauizatun Hasanah in Sengeti for the academic year 2022/2023 makes up the study's population. There are two classes. 32 students make up the population as a whole, which comprises 16 students. According to the previous explanation, 32 young learners in grades VI A and VI B make up the population of Madrazah Ibtidaiyah Mauizatun Hasanah. Using specific guidelines, a sample is drawn from the entire population. So, VI A and VI B are used to collect the sample.

3.3 Instruments

The Primary Data for this research collected through Tests (pre-test and post-test) were used as the instruments for data collection in this study. Both the experimental group and the control group participated in the test. There are 40 questions in the multiple-choice test. The possibilities for each test question were a, b, c, and d. The students then decided on the right response.

3.4 Data Analysis Procedurs

The mean of the experimental group and control group is compared using a t-test in order to ascertain the impact of employing a word mapping approach to boost students' vocabulary. The researcher will test the data for normality using Liliefors and homogeneity testing before applying the t-test.

4.   Findings
4.1 Analysis Data

Pre- test was given before the treatment in order to know students' capability of their vocabulary knowledge. The result of pre- test of both experimental and control class is in table

Table 1. Normality of Pre-Test

Normality of Pre-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Control Class	,174	16	,200	,960	16	,669
Pre Test Experimental Class	,165	16	,200	,900	16	,080

The table shows that the significance of the experimental class data is 0,200 whereas the significance of the control class data is also 0,200. Significantly more than those of the Lilliefors calculation table are both the significance for the experimental and control classes. The pre-test results therefore exhibit a normal distribution for both the experimental and control classes.

Table 2. Normality of Post-Test

Normality of Post Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test Control Class	,148	16	,200	,947	16	,437
Post Test Experimental Class	,224	16	,081	,919	16	,160

It can be seen from table that the experimental class's data are 0,081 and the control class's are 0,200. The experimental and control classes' data, it might be stated, are more significant than those in Lilliefors' calculated table. The findings of the post-test for both the experimental class and the control class can therefore be deduced to be regularly distributed.

Post Test of Homogeneity of Variances Both Control and Experimental Test of Homogeneity of Variances can be seen below:

Table 3. Homogeneity Test

Levene Statistic	df1	df2	Sig.
,012	1	30	,915

After doing the homogeneity test to determine how comparable the experimental and control classes were, the researcher ran the normalcy test. The researcher calculated the

homogeneity test using the Levene statistic test. The data would be homogeneous, as shown below, if the calculation's result was greater than 0,05.

4.2 T-Test

After analyzing the results of the normality and homogeneity test, the researcher created data using a t-test in SPSS to identify whether there was a statistically significant difference between the vocabulary knowledge of the students in the experimental class and the control class. The researcher used a t-test to assess the impact of the word mapping strategy on the students' vocabulary learning in SPSS. Using post-test results from the experimental and control groups, the researcher computed the results for both classes. The post-test scores for the control and experimental classes' t-test results are as follows:

Table 4. Descriptive statistic of Experimental and Control Classless Post-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post Test Experimental Class	72,8125	16	3,40037	,85009
Post Test Control Class	65,1563	16	4,95553	1,23888

Table 5. T-test Result

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	3,130	,087	4,593	30	,000	7,34375	1,59905	4,07805	10,60945
	Equal variances not assumed			4,593	25,231	,000	7,34375	1,59905	4,05197	10,63553

Both the experimental class and the control class had a post-test following the processing treatment. Based on the statistics, it can be shown that there was a substantial difference between the experimental class (M=72,8125) and the control class (M=65,1563). The researcher then examined t-value and t-table to ascertain whether or not word mapping while teaching vocabulary has an effect on students' vocabulary development. After analyzing the data, it was determined that the t-value was 4,593, the Sig. (2-tailed) was 0,00, and the t-table was 0,05 (5%) with a significance level of 1,746 and 30 degrees of freedom (df). t-value = 4,593 > t-table = 1746, and the sign (2-tailed) is 0,000 < 0,05, it can be discovered. This indicates that young learners benefit significantly from the words mapping technique in terms of vocabulary mastery.

5. Discussion

Based on the justification provided, the researcher came to the conclusion that employing the word mapping approach had a significant impact on students' vocabulary mastery, particularly for those attending Madrasah Ibtidaiyah Mauizatun Hasanah Muaro Jambi.

It suggested that the word mapping technique had a considerable or significant impact on the young learners' vocabulary development. The examination of the data showed that, after using the word mapping technique to teach the students, there was a noticeable improvement in the students' vocabulary mastery by following the application of the word mapping approach. Since word mapping is a method for visualizing knowledge as graphs, the young learners' vocabulary competence increased. The vocabulary was better understood and expanded upon by the young learners.

The option to think about words in many ways could be provided to the young learners by word mapping. Additionally, the researcher discovered that word mapping strategies, which were based on graphics, provided students with a practical means of engaging in such a useful practice, whether they were engaged in an activity inside the classroom or outside.

6. Conclusions

The word mapping strategy approach was an effective way to increase students' vocabulary proficiency and reading comprehension. Each and every word that the students learned as a consequence of word growth through word-map organizer served as schemata (background knowledge) that aided in their english comprehension. The young learners were able to anticipate what the texts would be teaching them about by being familiar with words that would appear in the texts. In other words, this strategy can assisted the young learners in preparing their information before to starting the primary reading activity. The word mapping method helped the students remember the name, words, and sentences by the pictures. Story's details more completely and precisely while also helping them store knowledge in their own schema more effectively.

It can be concluded that word mapping approach was regarded as a useful strategy to enhance the students' vocabulary mastery in relation to reading, writing, speaking and understanding about the meaning. It was in line with the word mapping strategy's purpose of helping students understand the material more easily while also training them to be more engaged and imaginative. The results of the pre- and post-tests, which were administered before and after the word mapping approach was implemented, served as evidence.

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