

**THE EFFECTIVENESS OF MAPPING AND ACRONYMS AS
TEACHING TECHNIQUES TO TEACH VOCABULARY TO
IMPROVE JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY
ACHIEVEMENT**

A THESIS

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This Thesis entitled **THE EFFECTIVENESS OF MAPPING AND ACRONYMS AS TEACHING TECHNIQUES TO TEACH VOCABULARY TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY ACHIEVEMENT**

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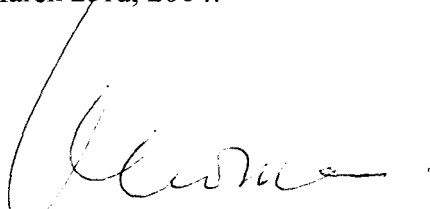
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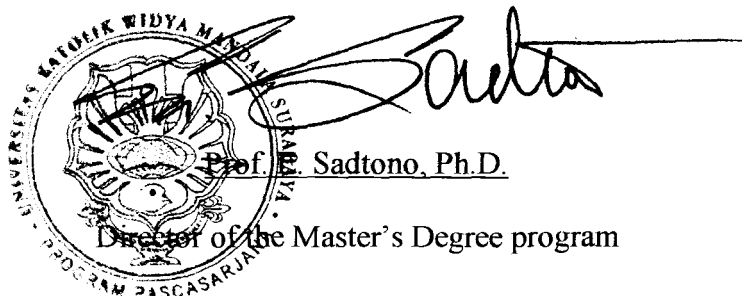
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Abstract

Santoso, Meliana. (2004). *The Effectiveness of Mapping and Acronyms as Techniques to Teach Vocabulary to Improve Junior High School Students' Vocabulary Achievement*. Thesis. Master's Program in Teaching English as a Foreign Language. English Education Department. Graduate School. Widya Mandala Catholic University.
Advisor: Prof. E. Sadtono Ph.D.

Key Terms: vocabulary, technique, mapping, and acronyms.

In the real English teaching and learning practice, most of English teachers at Junior High Schools always try to finish all of English materials that were prepared for their students based on the curriculum on time. Thus, the teachers tend to deliver the materials quickly without considering whether their students have really mastered the materials or not.

Due to time limitation, teachers at school do not give the same portion to teach English skills and English components. What is more, they rarely give special time to teach vocabulary. They teach vocabulary items indirectly while they are teaching reading. In addition to this, they rarely use various teaching techniques to teach English materials. Consequently, most of Junior High School students do not like to learn English. They feel that English is so boring and it is very difficult to learn. As a result, they lack English ability.

Since vocabulary is the heart of language teaching and learning (Carter & Mc. Carthy, 1988: vii); and it is needed by students in order to be able to listen, speak, read, and write (Finocchiaro, 1969: 8), the writer realizes that vocabulary development is very important for students to develop their English skills. Thus, the writer wants to help the English teachers to overcome these problems. She wants to tell the teachers which teaching techniques are effective to teach vocabulary.

The writer was very interested in mapping and acronyms because of their benefits and usefulness in teaching and learning vocabulary. Therefore, she wanted to know whether or not mapping and acronyms could be used as teaching techniques to improve students' English development; and whether they significantly influence students' English development. Thus, to find the answer, the writer conducted the experimental study in two classes of Stella Maris Junior High School Surabaya for three months. The samples of the experiment were the students of class II-A and class II-B; and the doer of the experiment was the English teacher of the classes.

From the result of the experiment, it showed that mapping and acronyms gave significant influence to improve students' vocabulary

development. Thus, the writer wished to suggest both Stella Maris Junior High School English teachers and students to use mapping and acronyms as their teaching and learning techniques in their teaching and learning process.

However, since the study was only conducted in three months; and there were many limitations in this study, the writer did not aim to generalize the result to all of Junior High Schools. In addition, further studies related to this topic are needed.

Abstrak

Santoso, Meliana. (2004). *The Effectiveness of Mapping and Acronyms as Techniques to Teach Vocabulary to Improve Junior High School Students' Vocabulary Achievement*. Tesis. Magister Pendidikan Bahasa Inggris. Program Pascasarjana. Universitas Katolik Widya Mandala.
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Kata kunci: kosakata, teknik, mapping dan singkatan

Dalam praktek belajar mengajar bahasa Inggris yang sesungguhnya di sekolah - sekolah lanjutan tingkat pertama, sebagian besar guru - guru bahasa Inggris selalu berusaha untuk menyelesaikan semua materi pelajaran bahasa Inggris yang telah ditentukan dalam kurikulum tepat pada waktunya. Karena itu, guru - guru di sekolah cenderung menyampaikan materi pelajaran dengan cepat tanpa mempedulikan apakah materi yang telah disampaikan kepada murid - murid mereka telah dimengerti dan dipahami atau belum.

Sehubungan dengan keterbatasan waktu yang ada untuk menyampaikan seluruh materi, guru - guru di sekolah tidak menggunakan alokasi waktu yang sama dalam mengajar ketrampilan berbahasa Inggris dan elemen - elemen bahasa Inggris. Lebih dari pada itu, mereka jarang sekali menyediakan waktu khusus untuk mengajar kosakata. Mereka mengajar kosakata secara tidak langsung ketika mereka mengajar ketrampilan membaca. Selain itu, mereka jarang menggunakan berbagai macam teknik dalam mengajar. Sebagai akibatnya, sebagian besar murid - murid SLTP tidak suka belajar bahasa Inggris. Siswa - siswi merasa bahwa belajar bahasa Inggris adalah sesuatu yang membosankan dan sangat sulit dipecahkan. Sebagai akibatnya, kemampuan berbahasa Inggris mereka kurang.

Karena kosakata adalah bagian terpenting dari pengajaran dan pembelajaran suatu bahasa (Carter & Mc. Carthy, 1988: vii); dan kosakata juga sangat dibutuhkan oleh siswa - siswi supaya mereka dapat mendengar, berbicara, membaca dan menulis (Finocchiaro, 1969: 8), penulis menyadari bahwa kosakata sangat penting bagi mereka untuk mengembangkan ketrampilan bahasa Inggris mereka. Karena itu, penulis ingin membantu guru - guru bahasa Inggris untuk memecahkan masalah ini. Dia ingin memberi informasi kepada para guru tentang teknik mana yang efektif untuk mengajar kosakata.

Penulis sangat tertarik dengan teknik mapping dan singkatan karena keuntungan dan manfaat yang diberikan kedua teknik tersebut di dalam pengajaran dan pembelajaran bahasa Inggris. Karena itu, dia ingin mengetahui kalau - kalau mapping dan singkatan dapat digunakan sebagai teknik pengajaran untuk meningkatkan kemampuan berbahasa Inggris siswa - siswi., dan kalau - kalau kedua teknik tersebut memberikan dampak yang berarti

terhadap perkembangan bahasa Inggris mereka. Karena itu, untuk menemukan jawaban dari rasa keingintahuannya, dia mengadakan eksperimen selama tiga bulan di SLTP Stella Maris, Surabaya. Sebagai sampel dari eksperimen ini adalah siswa-siswi kelas II-A dan II-B, di mana guru bahasa Inggris kelas tersebut sebagai pelaku eksperimen ini.

Dari hasil eksperimen tersebut, dapat diketahui bahwa mapping dan singkatan memberi pengaruh yang berarti untuk meningkatkan perkembangan kosakata para murid. Karena itu, penulis ingin memberi saran baik kepada guru bahasa Inggris maupun siswa - siswi di sekolah untuk menggunakan mapping dan singkatan sebagai teknik mereka di dalam proses mengajar dan belajar bahasa Inggris.

Menyadari bahwa eksperimen ini hanya dilakukan selama tiga bulan karena adanya keterbatasan waktu, maka penulis tidak bermaksud untuk menunjukkan hasil eksperimen bagi semua sekolah – sekolah lanjutan tingkat pertama yang ada. Selain itu, eksperimen lebih lanjut mengenai topik ini sangat dibutuhkan.

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