

**THE USE OF SEMANTIC MAPPING STRATEGY TO ENHANCE STUDENTS'  
VOCABULARY THROUGH HORROR FILMS  
(A Classroom Action Research at Class XI.IPA 5 of SMAN 1 Bajeng)**

**By**

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**ABSTRACT**

The objectives of the research were (1) to describe the learning process in the classroom, about the implementation of learning English vocabulary by using Semantic Mapping Strategy through Horror Films at class XI.IPA 5 of SMAN 1 Bajeng, (2) to find out the enhancement of students' form of words of learning English vocabulary by using Semantic Mapping Strategy through Horror Films at class XI.IPA 5 of SMAN 1 Bajeng, (3) to find out the enhancement of students' function of words of learning English vocabulary by using Semantic Mapping Strategy through Horror Films at class XI.IPA 5 of SMAN 1 Bajeng, and (4) to find out the enhancement of students' meaning of words of learning English vocabulary by using Semantic Mapping Strategy through Horror Films at class XI.IPA 5 of SMAN 1 Bajeng.

The researcher used A Classroom Action Research (CAR). The researcher had conducted two cycles, where each cycle consisted of four meetings. It employed vocabulary test as instrument. The instruments were form, meaning and function of vocabulary item. A number of subjects of the research were 36 students in class XI IPA. Those consist of 25 women and 11 men. The researcher took data real from the school to know the students' vocabulary.

The research findings indicate that the use of semantic mapping strategy enhance students' vocabulary item of form, meaning and function through horror films. It is proved by the mean score of cycle I is 65.31 then improved to be 80.78 in cycle II. They are higher than the mean score of diagnostic test is 55.73 . And the standar KKM (75), that could be achieved after conducting cycle II. From these findings, the researcher made conclusion that by using semantic mapping could improve the students' vocabulary in learning process.

*Keywords: Semantic Mapping, Vocabulary, Horror Film*

## **INTRODUCTION**

Educating is one effort to educate the next generation of the nation to have a good knowledge in accordance with the development of science and technology and has the ability to equip the community in society. Given the problem of education, the learning activities in the classroom must be improved so that the quality of educating at schools is increased.

Vocabulary is the basic access to a language. It is the foundation of a pyramid. Without words, there would be no language structures. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning (Nation, 2004). The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field.

The low vocabulary of students in English is generally influenced by various factors, among others ; lack of knowledge of students; low students' willingness to readings, especially reading in English, lack of media in vocabulary teaching, poor quality of student task, and inappropriate teaching strategies used by teachers.

In SMAN 1 Bajeng, students' vocabulary competence was low. To overcome this weaknesses, it needed to use an interesting learning strategy, fun, communicative, and in accordance with the meaning of teaching, so teaching vocabulary using this learning strategy, opened opportunities for students to interact, practice to analyze, and conclude the use of the learned vocabulary.

One of the strategies that could enhance students' vocabulary was Semantic Mapping Strategy. This strategy could stimulate the students to use the words which they had already known and brainstorm the new words around the topic.

Horror film is one of the learning media that some people consider that it was a media that should not be applied to the students because it is so scary that it could affect their psychology. The notion of horror, according to The Merriam-Webster Dictionary (2004), has three meanings. First, horror, fear, and anxiety that is painful and so great. Second, incredible disgust. Third, something frightening. Where the three understanding of the horror is based on the emotional aspects of the audience. In fact, the horror film itself is very good as a learning medium because it can provoke students' curiosity. In other words, the researchers concluded that the horror movie is one of the media that can attract the attention of students in the learning process.

Based on the explanation above the researcher tried to conduct a research entitle "The Use of Semantic Mapping Strategy to Enhance Students' Vocabulary through Horror Films (A Classroom Action Research at Class XI.IPA 5 of SMAN 1 Bajeng)."

## **Research Question**

Based on description above, the researcher formulates the problems of the research in question form as follows:

1. How is the implementation of learning English vocabulary by using Semantic Mapping Strategy through Horror Films at class XI.IPA 5 of SMAN 1 Bajeng?
2. How is the students' vocabulary improvement in term of form by using semantic mapping strategy through horror film at class XI.IPA 5 of SMAN 1 Bajeng?
3. How is the students' vocabulary improvement in term of function by using semantic mapping strategy through horror film at class XI.IPA 5 of SMAN 1 Bajeng?

4. How is the students' vocabulary improvement in term of meaning by using semantic mapping strategy through horror film at class XI.IPA 5 of SMAN 1 Bajeng?

### **Objectives of the Research**

The objectives of this research are:

1. To describe the learning process in the classroom, about the implementation of learning English vocabulary by using Semantic Mapping Strategy thorough Horror Films at class XI.IPA 5 of SMAN 1 Bajeng .
2. To find out the enhancement of students' form of words of learning English vocabulary by using Semantic Mapping Strategy thorough Horror Films at class XI.IPA 5 of SMAN 1 Bajeng.
3. To find out the enhancement of students' function of words of learning English vocabulary by using Semantic Mapping Strategy thorough Horror Films at class XI.IPA 5 of SMAN 1 Bajeng.
4. To find out the enhancement of students' meaning of words of learning English vocabulary by using Semantic Mapping Strategy thorough Horror Films at class XI.IPA 5 of SMAN 1 Bajeng .

### **Significance of the Research**

This research had some benefits in the English learning process, especially in teaching vocabulary. There were two kinds of benefits of this research namely theoretical benefit and practical benefit.

1. Theoretical Benefit
  - a. The result of this research enriched the theory of teaching vocabulary through Semantic Mapping through Horror Films.
  - b. The result of this research could be used as the references for those who want to conduct a research in vocabulary by using semantic mapping.
  - c. The result of this research could be used as the references for those who want to conduct a research in vocabulary by using Horror films.
2. Practical Benefit
  - a. Teaching vocabulary through Semantic mapping was expected to be able to motivate students to be interested in learning vocabulary.
  - b. It could help the teachers facilitate the students' teaching vocabulary.

### **Scope of the Research**

By discipline, the students use semantic mapping strategy to enhance their vocabulary through horror films.

By content, this research emphasized on semantic mapping and. In addition the researcher focused on form, meaning and function of words of vocabulary.

By activity, it was conducted in SMAN 1 Bajeng Gowa at class XI.IPA 5. To gather the data, the researcher observed the use of semantic mapping to enhance students' vocabulary in process learning after watching horror films. After that, the researcher gave students vocabulary test to found their enhancement about form, meaning and usage of words.

## LITERATURE REVIEW

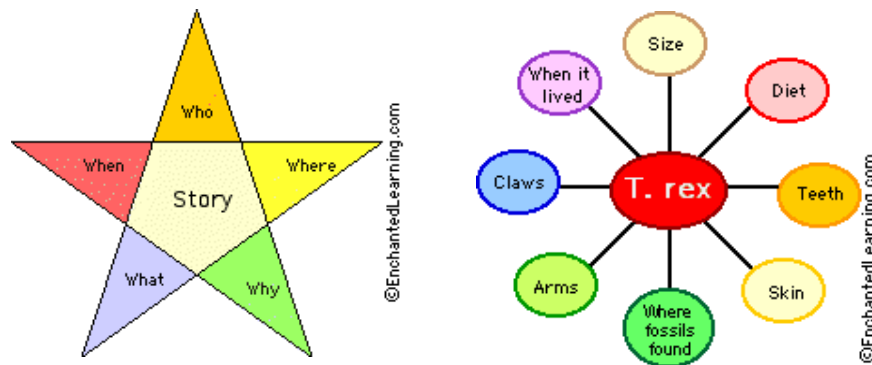
### Semantic Mapping Strategy

The concept of semantic mapping in this study refers to the identification of whether given semantic features are inside or outside the semantic boundary of word.

Various terms have been used in the literature to refer to the term semantic mapping. In language learning, the term semantic mapping is usually used to refer to “brainstorming associations which a word has and then diagramming the results. (Hatch and Brown, 1995: 387)

There are several forms of semantic map that the researcher finds from [enchantlearning.com](http://enchantlearning.com) that is found by Col and Spector (1993)

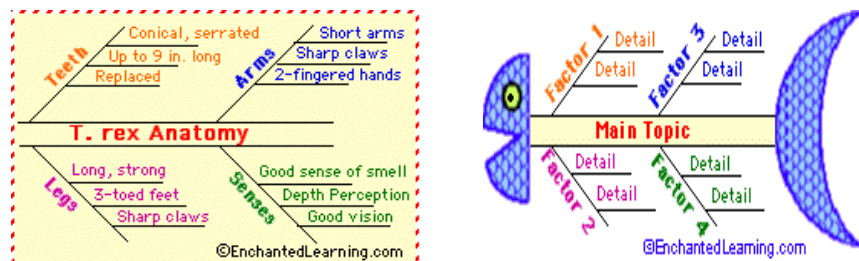
#### a. Star Diagram



#### b. Spider Diagram



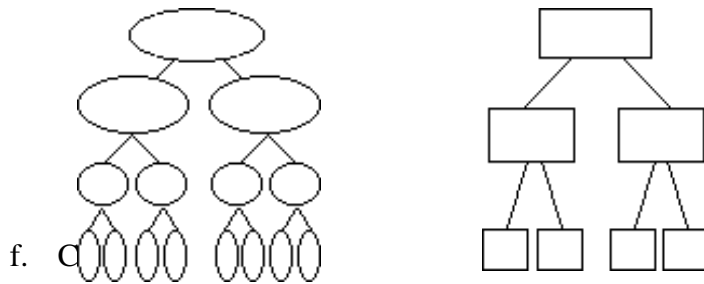
#### c. Fishbone Diagram



d. Cluster/Cloud Diagram



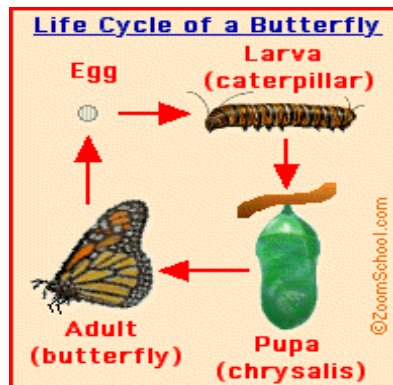
e. Tree Diagram



f.



g. Cycle Diagrams





for example, 'to blow somebody a kiss' that means to kiss hand and pretend to blow the kiss to someone.

### Word Formation

Word formation is also connected with suffixes and prefixes. For example, the word 'happy'. If we add the prefix 'un-', we create a new word 'unhappy' but this word make the opposite meaning.

### Word Grammar

There are differences between countable and uncountable nouns. According to the grammar rule countable nouns can be singular and plural. We can say 'one angel' or 'two angels'. Uncountable nouns can only be singular, for example, 'weather' we cannot say 'two weathers'.

## **Horror Film**

Horror film is a film that tries to provoke emotion in the form of fear and horror from the audience. Their plot often involves themes of death, supernatural, or mental illness. Many horror movie stories center on a certain evil antagonist. According to an American film critic Charles Derry in his book *Dark Dreams: A Psychological History of the Modern Horror Film* (1977: 97) divides the horror genre into three subgenres;

1. Horror-of-personality is a kind of horror movie that no longer reinforces mythical characters as a source of horror. In this type of horror, horror object is no longer a monster character, but a normal human who looks normal and usually new at the end of the story looks terrible behavior. Typically, these types of films exert pressure on Freud's psychological themes and sex. Examples of movies from this horror subgenre are Hannibal and Saw movies.
2. Horror-of-the-Armageddon is a type of horror film that plays the archetypal story / biblical mythology about the apocalypse. However, in the film, this archetype was taken over the course of the development of science-fiction films in the 1950s. Examples of movies from this horror subgenre are the Zombie movies that is, 28 Weeks Later, Dawn of the Dead, Shaun of The Dead and The Birds.
3. Horror-of-the-Demonic is a film that offers a theme of a bad world because the power of Satan is in the world, and always threatening the life of the human mat. The power of Satan / Evil can only be a mere spiritual appearance. Examples of movies from this horror subgenre are Child's Play, Nightmare On Elm's Street, The Exorcist and The Omen.

## **RESEARCH METHOD**

### **The Design of the Research**

his classroom action research was done through two cycles including trying out the semantic mapping strategy, to test how much the semantic mapping solve the students' vocabulary problem.

### **Research Variables**

1. Variables
  - a. The independent variable in this research was the use of semantic mapping strategy through horror film.
  - b. The dependent variable was students' vocabulary about form, meaning and function of words.

### **Research Location**

The location of this research was at SMAN 1 Bajeng Kab Gowa

### **Research Procedure**

#### **Cycle 1**

The first cycle in this classroom action research consist of planning, action, observation and reflection as follows:

1. Planning

In this phase included:

- a. Making lesson plan before doing classroom action research.
- b. Preparing model and materials of semantic mapping.
- c. Making instrument evaluation that was used in classroom action research cycle.

2. Action

The second step after planning was action, to implement the instructional strategy that planned in a lesson plan. The implementation took in five meetings in each cycle where four meetings are used for learning process and the fifth meeting was used for cycle test.

- a. Implementing the teaching learning process based on the lesson plan.
- b. Describing to the students about technical object by introducing some new words through semantic mapping.
- c. Showing the Horror film to the students by deciding on a topic for instruction about nouns and adjectives in the film.
- d. Asking the students to pay attention of as many words as they could that was in the film and asking them to write down a list of these words.
- e. After the list of words was completed, the words are grouped by category.
- f. The map was discussed.

3. Observation

In this phase, the researcher observed:

- a. Students' participation and response during teaching and learning process.
- b. Students' competence in vocabulary.

4. Reflection

Reflection was aimed to see the result of each cycle action process, to analyze, understand and conclude the activity in each cycle. The researcher analyzed each cycle to know whether the action was success criteria or not than what was the lack of that activity based on evaluation at the end of the cycle.

**Cycle 2**

In cycle 2 also consisted of same activity with cycle 1 they are:

1. Planning

In this phase include:

- a. Continuing the activities that were done in the first cycle.
- b. Repairing the weakness in the first cycle.
- c. Making lesson plan before doing classroom action research.
- d. Preparing model and materials of semantic mapping.
- e. Making instrument evaluation that was used in classroom action research cycle.

2. Action

In this stage, action was done to improve the result based on the cycle 1 reflection. The stages had same procedure but different material.

- a. The researcher gave more motivation to be more active.
- b. Implementing the teaching learning process based on the lesson plan.
- c. The researcher gave brief explanation about the semantic mapping steps slowly and clarity.
- d. The researcher devided students to be some gorups where every group had to focus on one actres.
- e. Sowing the Horror film to the students



- f. Asking the students to think of as many words as they could that was related to the actress whom was their choice and asking them to write down a list of these words.
- g. After the list of words was completed, the words are grouped by category.
- h. The map was discussed.

### 3. Observation

The observation at the cycle 2 is same with the observation at the cycle 1

### 4. Reflection

After collecting the data, the researcher evaluated the teaching learning process. Then, the researcher did reflection by seeing the result of the observation whether the teaching learning process reached success criteria based on the test result of the second action.

#### **Research Instrument**

The researcher used test to assess and examine the students' mastery in vocabulary. The researcher gave formative and summative test.

#### **Technique of Data Collection**

Test; the researcher gave vocabulary test to know the result of activities in each cycle.

#### **Technique of Data Analysis**

The data from cycle 1 and cycle 2 was analyzed by using the following steps:

1. The students' score answer of the vocabulary test by using the following formula:

Indicator	Score
Correct	1
Incorrect	0

2. To score the students' answer of test, the researcher uses formula:

$$\text{Scoring} = \frac{\text{Total correct answer}}{\text{Total number of items}} \times 100$$

3. To calculate the mean score of students' vocabulary test, the researcher uses formula:

$$X = \frac{\sum X}{\sum N}$$

X : the mean score

$\sum X$  : the total students' score

$\sum N$  : the total students

4. To get the class percentage, the researcher uses formula:

$$P = \frac{\sum \text{Complete students in studying}}{\sum \text{Students}} \times 100\%$$

5. To know percentage of students' enhancement by applying the following formula:

$$(C1 \rightarrow CII) P = \frac{X_2 - X_1}{X_1} \times 100\%$$

P : Percentage of the students

$X_1$  : First Cycle

X<sub>2</sub> : Second Cycle

6. To score the percentage of the students' participation through the following formula:

$$P = \frac{FQ}{4 \times N} \times 100$$

P : percentage

FQ : sum of all the students' score

N : total students

## FINDINGS

In this chapter consists of findings of the research and its discussion. The findings of the research present the result of the improvement of the students' vocabulary that covers the form, meaning, and function of word, and the discussion of the research covers further explanation of the findings.

The findings of this Classroom Action Research deal with the answer of the problem statements which is aimed to improve the students' competence of vocabulary that covers form, meaning and function. The findings of the research detect that the use of semantic mapping strategy can improve the students' vocabulary through horror film at class XI.IPA in SMAN 1 Bajeng.

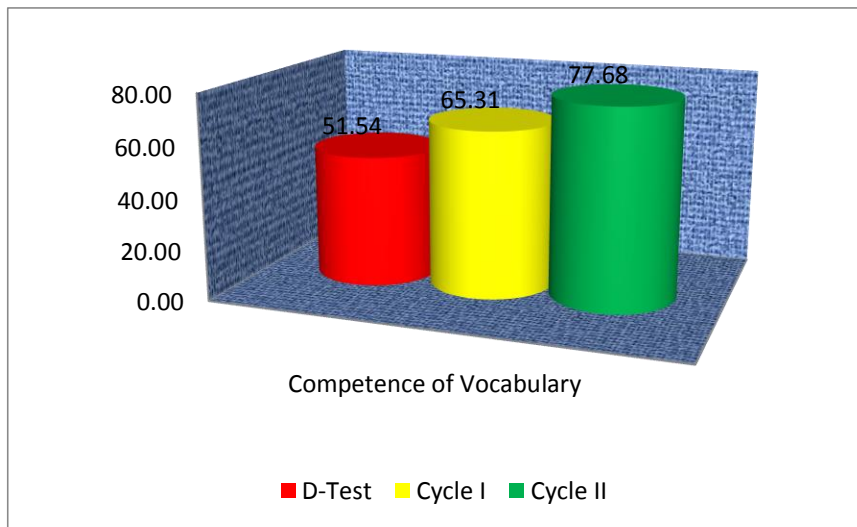
### 1. The Improvement of Students' Competence of Vocabulary

The use of Semantic Mapping Strategy in improving the students' vocabulary deals with form, meaning and function. The improvement of the students' vocabulary deals with form, meaning and function can be seen clearly in the following table:

**Table 1: The Improvement of the Students' Vocabulary**

No	Indicators	D- T	CI	CII	Enhancement (%)		
		Scores	Scores	Scores	DT→CI	CI→CII	DT→CII
1.	Form	45,83	65,62	80,83	43,18	23,18	76,37
2.	Meaning	54,72	72,5	77,22	32,49	6,51	41,12
3.	Function	54,06	57,81	75	6,94	29,74	38,73
<b>∑X</b>		<b>154,61</b>	<b>195,93</b>	<b>233,05</b>	<b>82,61</b>	<b>59,42</b>	<b>156,22</b>
<b>X</b>		<b>51,54</b>	<b>65,31</b>	<b>77,68</b>	<b>27,54</b>	<b>19,81</b>	<b>52,07</b>

Table 1 above indicates that the indicators of the students' vocabulary in terms of form, meaning and function of word improve significantly. It indicates that there is an improvement of the students' vocabulary achievement from D-Test, cycle I and cycle II, where Diagnostic test the students' mean score is 51,54, improve to 65,31 in cycle I and in cycle II improve 77,68. So, the improvement from D-Test to cycle I is 27,54%, cycle I to cycle II is 19,81% and D-Test to cycle II is 52,07%. To see clearly the improvement of the students' vocabulary covers the following chart is presented:



**Chart 1: The Improvement of the Students' Vocabulary**

Chart 1 above shows that the improvement of the students' vocabulary after taking an action in semantic mapping strategy through horror film is higher than before. It also shows the improvement of the students' score in cycle II is 77,68 which is higher than cycle I is 65,31 and D-Test is 51,54.

Then from cycle I to cycle II the students' percentage is 19,81%. Based on the findings above, it shows that there is an enhancement of the students' vocabulary achievement cycle I to cycle II in terms of form, meaning and function by using semantic mapping strategy.

**Table 2: The Students' Mean Score in Using Form, meaning and function**

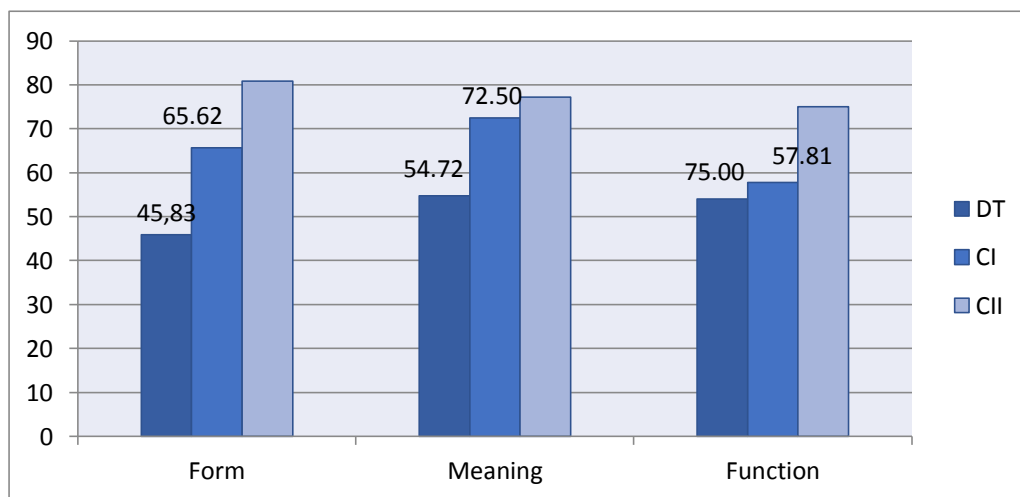


Table 2 above shows mean scores of the students' enhancement in terms of form, meaning and function through semantic mapping. The table indicates that there is a significant enhancement of the students' vocabulary in terms of form, meaning and function from cycle I to cycle II through

semantic mapping, where the mean score in cycle I is 65.31 and cycle II is 80.78. The total enhancement of the students' vocabulary in terms of form from cycle I to cycle II is 23.18%. And then, The total enhancement of the students' vocabulary in terms of meaning from cycle I to cycle II is 6.51%. The same matter is also found of the students' enhancement in terms of function from cycle I to cycle II through semantic mapping namely 29.74%. Based on the findings above, it shows that there is an enhancement of the students' vocabulary achievement cycle I to cycle II in items of form, meaning and function by using semantic mapping strategy.

## Conclusions

There is slight enhancement of the students' mean scores, and participation in learning English vocabulary after applying Semantic Mapping Strategy through horror film for 8 meetings that consist of 2 cycles.

Based on the result of the data analysis and finding in the previous chapter, the writer puts forward the following conclusions:

1. After implementation, the researcher gets the result that semantic Mapping Strategy is one of the good strategies to enhance the students' vocabulary. The data in findings indicates that this strategy has succeeded to enhance the students' vocabulary at class XI.IPA5 /SMAN 1 Bajeng.
2. The mean score of form of word from 45,83 to 80,83 and the mean score of meaning of word from 54,72 to 77,22. And the mean score of function of word from 54,06 to 75. Semantic Mapping Strategy enhances students' vocabulary through horror film.
3. Based on the results, the researcher additional two conclusion that semantic Mapping can motivate the students in learning English vocabulary through watching horror film. The students are more active and participated in the teaching learning process of vocabulary and semantic Mapping Strategy is an effective strategy and it can be an alternative strategy for teachers in teaching vocabulary which can make the students remember new words easily.

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