



The Comparative Study on the Effect of Using Vocabulary Self-collection and Semantic Mapping Strategies on Students' Reading Comprehension

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ABSTRACT

This study compared and examined the effects of vocabulary self-collection strategies and semantic mapping strategies on first-grade students at SMK N 1 Pangkalan Kerinci's reading comprehension skills. All of the SMK N 1 Pangkalan Kerinci first-year students made up the research's population. Two classes were picked for cluster random sampling: X1 Networking Computer Technique (28 students) served as experimental group 1 and X Accounting Major (28 students) served as experimental group 2. Using SPSS 21 version, the paired sample t-test and independent sample t-test formulas were applied to the data analysis. The results of the data analysis demonstrate that students' reading comprehension of narrative texts is significantly improved when they use vocabulary self-collection. With df 27 in significance levels of 5% and 1%, T_o is $-6,669$ more than T_t ($2.06 < -6,669 > 2,79$). Moreover, it is evident that the probability, or Sig. (2-tailed), is 0.000 less than 0.05 ($0.000 < 0.05$). Next, employing the Semantic Mapping Strategy has a noteworthy impact on an experimental group of students' reading comprehension of narrative texts. 2. With df 27 in significance levels of 5% and 1%, t_o is $-10,708$, which is more than t_t ($2.06 < -10,708 > 2,79$). Moreover, it is evident that the probability, or Sig. (2-tailed), is 0.000 less than 0.05 ($0.000 < 0.05$). That indicates that H_a is accepted and H_o is denied. The students in experimental group 2 can enhance their reading comprehension in narrative texts by 29,1%, according to the percentage of significant effect between the pre-test and post-test of the experimental class, as determined by checking for the effect size or eta-squared. Thus, it can be said that using the Semantic Map approach is superior to the Vocabulary Self-collection approach.

Keyword: *Vocabularyself-Collection, semantic mapping, reading comprehension*

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INTRODUCTION

One literacy ability required to meet the difficulties of the twenty-first century is reading (Hidayat, 2022). Students in senior high school should take great pride in mastering the talent of reading. Students can increase their knowledge and understanding of the learning activities found in textbooks and other resources by reading more. Reading is a useful tool for helping kids learn and

absorb more information from their surroundings. "Reading can enhance their lives and be a source of great pleasure," according to Hannel (2008). Students should be able to comprehend the information or message contained in the reading material in addition to being able to read what is written in it when participating in reading activities. The act of using text to produce meaning is what Andrew (2008) defines as reading.

Therefore, the students must comprehend or understand the written material before they can deduce the meaning or message from it. According to Nail (2003), comprehension is the main objective of reading.

According to Tankersley (2003), the core of reading is reading comprehension. McNamara (2007) defines comprehension as the capacity to comprehend concepts and the connections among concepts that are presented in a text in addition to the words themselves. Readers must be able to comprehend order terms and relate them to relevant concepts. For this reason, the last skill that children should acquire as the foundation of reading activities is reading comprehension. It follows that reading comprehension and proficiency go hand in hand. A student's ability to read a text doesn't matter if they can't understand what they're reading.

According to Brown (2001), don't worry about terminology while you read; instead, focus on getting the gist of the text. It implies that in order to understand a text, we must grasp its fundamental idea. We can concentrate on the primary ideas while reading the entire text. We will come across words when reading that we are unsure of the meaning of. Don't give up; keep reading and make an educated estimate. Right now, avoid opening your dictionary since this may distract you from concentrating on identifying the key points. Actually, when the pupils were reading the text, they opened their dictionaries. Students are thus unable to concentrate long enough to identify the text's primary ideas. Students who check up the definition of a difficult term in a dictionary are able to understand its true meaning even though they may not understand its context.

Additionally, according to Klinger, Voughn, and Boardman (2007), comprehension questions pertaining to narrative typically center on the setting, characters, storyline, and characters. Inquiries concerning explanatory texts usually focus on the primary concept and illustrative elements. Put another way, the teacher can use questions that pertain to the texts' setting, character, narrative, sequence, major concept, and supporting elements to gauge the students' reading comprehension skills. In actuality, some students still struggle to provide answers to questions like this, which prevents them from achieving the required minimum score on the reading test. Pranata (2019). Highlights how crucial it is to teach reading skills in secondary education in order to support students in actively engaging with texts and keeping track of their comprehension.

METHOD

The study used a quasi-experimental design that is nonequivalent in terms of pre- and post-test group designs. One group is used as a comparison group and the other as an experimental group. According to Creswell (2009), a technique is referred to as a quasi-experiment if individuals are not assigned at random. According to L.R. Gay (2000), an effective way to evaluate hypotheses about cause-and-effect relationships in experimental research is to employ the experimental method. As you'll see later, there may be only one group, three groups, or more groups in an experiment, but generally speaking, two groups are compared.

One of three types is typically used for the experimental comparison: 3. Comparison of varying amounts of a single technique (A little of A versus a lot of A); 1. Comparison of two different

approaches (A versus B); 2. Comparison of a new approach with the old approach (A versus no A). (2000). This study uses type 1 (comparison of two distinct methodologies). There are three different versions. The reading comprehension of the students is the dependent variable in this study, while the vocabulary self-collection strategy (X_1) and the semantic mapping strategy (X_2) are the independent factors. The Vocabularies self-collection and Semantic Mapping techniques have been used in both classes. Finding out how Vocabulary Self-collection and Semantic Mapping Strategies affect students' reading comprehension in the experimental group is the goal of this study. Pre- and post-tests are used by the experimental group and the comparison group, however the experimental group is the only one receiving therapy. According to Creswell (2009), both groups complete pre- and post-tests.

RESULTS AND DISCUSSION

Finding out how Vocabulary Self-collection and Semantic Mapping Strategies affect students' reading comprehension in the experimental group is the goal of this study. Pre- and post-tests are used by the experimental group and the comparison group, however the experimental group is the only one receiving therapy. According to Creswell (2009: 160), both groups complete pre- and post-tests.

Using the paired sample t test formula, the second hypothesis is demonstrated to be -6,669, higher than tt with df 27 in significance levels of 5% and 1% ($2.05 < 6,669 > 2,79$). Additionally, it is evident that the probability, or Sig. (2-tailed), are 0.000 less than 0.05 ($0.000 < 0.05$). This indicates that either H_0 is rejected and H_a is accepted, or that utilizing the Vocabulary Self-collection

technique reading significantly improves students' comprehension of narrative texts when reading aloud to experimental group 1.

Using the paired sample t test formula, the third hypothesis is examined and the result is -10,708, which is greater than the tt with df 27 at significance levels of 5% and 1% ($2.05 < -10,708 > 2,79$). Additionally, it is evident that the probability, or Sig. (2-tailed), are 0.000 less than 0.05 ($0.000 < 0.05$). It indicates that either H_0 is rejected and H_a is accepted, or that applying the Semantic Mapping Strategy significantly improves students' ability to understand narrative texts when reading them for experimental group 2.

Fourth, the Independent Sample T-test is used to examine the hypothesis. 3.300 is greater than tt, with df 54 showing 5% and 1% significance ($2.01 < 3.300 > 2,68$). The 2-tailed value in the conclusion, $p = 0.002$, is less than 0.050 ($0.002 < 0.050$). The outcome demonstrates how significantly the mean scores for the two groups did differ. After treating the first-graders at SMK N 1 Pangkalan Kerinci, it was possible to conclude that the participants in both groups were comparable. In the second year of SMK N 1 Pangkalan Kerinci, it indicates that H_0 is rejected and H_a is accepted or that there is a discernible difference in the reading comprehension skills of the students taught using the Vocabulary Self-collection strategy and the students taught using the Semantic Mapping strategy.

Theories pertaining to this research have been validated by the data, which suggested that the Vocabulary Self-collection approach and the Semantic Mapping strategy could help students' reading comprehension. According to Martha R. Ruddell & Brenda A. Shearer

(2002), the Vocabulary Self-Collection Strategy (VSS) is made up of activities that let students focus on particular words, explain why they have chosen to focus on them, and determine which words, among all the students in the group, are the most appropriate to be included in a collection. The goal of the Semantic Mapping technique, according to Bellanca (1992), is to assist students in recognizing past knowledge and experiences that serve as a bridge to a new idea, lesson, or unit. When teaching reading comprehension, both VSS and Semantic Mapping work well, especially when it comes to narrative and informational materials. The study's findings demonstrate a notable improvement in EFL learners' reading comprehension abilities. The significance of reading methods and their effects on students' performance in reading classes are discussed in the study's findings.

To put it succinctly, the experimental groups benefit from the use of Vocabulary Self-collection and Semantic Mapping techniques because they increase learning target attention, mental effort, and processing depth.

CONCLUSION

Following the completion of a quasi-experimental study, the students' results indicated that the majority of them classified their reading comprehension as high. The outcome also demonstrated how significantly the mean scores for the two groups differed. After the treatment, it was possible to conclude that the participants in both groups were comparable. It indicates that either H_0 was rejected and H_a was approved, or that there is a discernible difference in the reading comprehension of pupils taught using the Semantic Mapping technique

compared to the Vocabulary Self-collection strategy.

Regarding the application of Vocabulary Self-collection and Semantic Mapping techniques in reading instruction, particularly for narrative texts, the researcher makes several suggestions. It is strongly advised that teaching methodologies for reading instruction incorporate the use of Vocabulary Self-collection and Semantic Mapping techniques, particularly for narrative texts. These are useful and relevant techniques to get pupils interested in their reading comprehension, particularly when it comes to narrative texts. Semantic mapping techniques and vocabulary self-collection are effective ways to get pupils to pay attention for extended periods of time. In order to improve students' capacity to understand English texts in the present day, reading comprehension instruction should be ongoing. When employing Vocabulary Self-collection and Semantic Mapping techniques as reading comprehension teaching methodologies, educators must take into account the diversity of their students. Since everyone of them could have distinct interests, the instructor should help them combine various teaching tools. The amount of time allotted for each meeting must also be observed by the instructor. For the interested educators. If someone is interested in carrying out similar research, they should gather information from a wider range of sources in order to produce a more thorough analysis as well as results related to other skills like writing, reading, and listening. Furthermore, techniques for Semantic Mapping and Vocabulary Self-collection can be applied in elementary or junior high schools, among other educational levels.

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