



# International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

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IJIEMR Transactions, online available on 19th March 2021. Link

<https://ijiemr.org/downloads/Volume-10/ISSUE-3>

**DOI: 10.48047/IJIEMR/V10/I03/77**

Title: **INCREASING STUDENTS' VOCABULARY**

Volume 10, Issue 03, Pages: 380-382.

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## INCREASING STUDENTS' VOCABULARY

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**Abstract:** this article analysis that whether the word mapping strategy was able to improve the students' vocabulary. The process of learning is mainly affected by the worst thought of the vocational students who said that English as the most difficult subject to learn and was often tracked into boring condition since they were not involved in the process of learning. This study was conducted by using student action research in two cycles and each cycle consisted of four meetings. The research was carried out for one month. The instruments used to obtained primary data and the secondary data were vocabulary test, the students' observation sheets, and questionnaire of the respondent. The result of test in preliminary until the test in cycle two showed that there was the improvement of the number of students who passed the test.

**Keywords:** vocabulary, mapping, process of learning, improvement, tests, Preliminary test, research, cycle

### Introduction

The basic purpose of communication is to convey the intended message of the speaker toward the listener. Language is a mean of communication in human life plays an important role to improve the quality of all aspects in social life. In Indonesia, English is the first foreign language, which is taught formally from the elementary to the university level. Despite the fact that English as a foreign language, the vocational school students are expected to master their English communicative competence as one of the provisions to be professional workers at national or multinational companies and institutions. For the students of Andijan State University, English must be their ability to reach the wide world. As the world becomes more interconnected, the need to communicate in a readily understood language becomes more urgent than ever. The role of English language plays a big part in bringing people together from around the world. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Learning vocabulary is one of the first steps of learning a second language, yet one never reaches the last step of vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continuous process. Many methods can help one acquire new

vocabulary. That is why teaching vocabulary plays an important role to communicate in English successfully.

### Materials and Methods

The research was conducted in the English language department in Andijan State University in the academic year 2020 and 2021 at the even semester. Every student had the same tests from the teacher. The strategy done by the research including the activities in introducing the idea of using word mapping to improve vocabulary mastery and how to analyze the students' work. The design of this study is a classroom action research. Action research is an intervention in personal practice to bring about improvement and it has a special kind of research problem. In conducting the classroom action research and each cycle consists of four steps: planning of action, implementing of action, observing and evaluation analysis and reflection. The implementation of action research is emphasized during the process of learning. This dealt with preparing observation sheets and field note to collect the data during the assessment process as well as designing the criteria of success use in this study.

I observed how the research implemented word mapping to improve students' knowledge on vocabulary. In the last step that was reflection, based on the result of the data analysis, I made reflection to judge

whether this classroom action research needed to be continued or not. In the next meeting, the researcher implemented the revising the plan of the previous meeting. I prepared word mapping as strategy in learning vocabulary.

The instruments used to obtained primary data and the secondary data were vocabulary test, the students' observation sheets, and questionnaire of the respondent. In this study, there were three tests, which were done during the research. They were preliminary test. Those tests were administered to measure about the improvement of their vocabulary mastery from the cycle 1 and cycle 2. The observation was administered to measure the characteristics of the students towards the application of using word mapping, and questionnaire was administered to support the data of the students' improvement in vocabulary.

### The table of students' score in Vocabulary test for each cycle

No	Student's name	Preliminary test	Test 1	Test 2
1	Xolboyeve Hafiza	40	67	76
2	Qurbonova Madina	56	65	78
3	A'zamova Moxiro'y	50	67	78
4	Matyoqubova Nafosat	50	70	75
5	Keldibekova Go'zal	48	67	77
6	Izzatullayeva Sevara	60	70	80
7	Axmatov Jamshid	45	68	75
8	Rejapov Abdushukur	50	65	80
9	Xalimbekov Saidakbar	50	67	87
10	Ergashev Sardor	65	70	85
11	Qodirov Ma'ruf	30	75	90
12	Fayzullayeva Zulfiya	60	67	80
13	Xazratova Hilola	40	77	78

## Discussion and Results

I found that the students' mastery in vocabulary was low. It could be shown in the percentage of the class unsuccessful was 47.3%. It meant that the students who failed the vocabulary test on the preliminary study were 47.3%. It meant that all students were unsuccessful. The result of the test in the cycle one and two was different. It had showed the improvement of the students continuously. The percentage of test 1 in cycle 1 was 71.20% and in cycle 2 was 78.80%. It showed that the teaching and learning process was successful. The result of students' score percentage also shows the great improvement that is 78.80% and that indicated higher than the minimal mastery criterion (75%). I concluded that improving students' vocabulary mastery using word mapping could increase the student's ability in mastering vocabulary.

From the data above, it could be seen that there were 5 students (38 %) in cycle 1 passing the minimal mastery criterion ( $\geq 75$ ). And there were only two students who failed the test or got lower than the minimal mastery criterion. The collecting data, which was taken from the students' observation sheet and questionnaire, could be said that word mapping made the students interested. The students were more enthusiastic in learning difficult vocabularies. They looked enjoyable in the class that applied the word mapping strategy. After using word-mapping strategy, the researcher saw that there were good responses from the students. The students were more enthusiastic in studying English by using word mapping. In addition, it could be used to avoid the boredom in the class. In general, the researcher concludes that improving students' vocabulary mastery using word-mapping strategy can increase the student's ability in vocabulary.

## Conclusion

Based on the explanation above, it can be concluded that the way to increase the students' ability to master vocabulary by using word mapping is more helpful. The students need to enrich their vocabulary to be able to

communicate, write, listen and comprehend the reading in English well. There were none of 13 students who passed at the vocabulary test in the preliminary test.

From the research In the first cycle, There were 38% (5) of students who passed the vocabulary test. It is indicated that percentage of the cycle one is unsuccessful. Because of the weakness of the cycle one was planned, the research goes to second cycle. In the second cycle, it was found improving vocabulary mastery using word mapping had motivated the students to learn more effectively and enjoyable through their active participation in using English. The result of the study in the second cycle, there were 94 % (32) students who passed the vocabulary test. It was higher than the level criteria of success (75%). It means that the research is successful since the criteria of success is 75% for the percentage of the students passing the minimal mastery criterion classically. Finally, it can be concluded that the use of word mapping strategy can improve students' vocabulary mastery. I realize that the research is still very far from perfection. I hope that this study is able to be used as the contribution to do further research, especially in dealing with the study on vocabulary mastery with the different subject and different design. Moreover, the other researchers will develop this research using different perspective and different object.

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