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## Analysis Teaching Vocabulary on Semantic Mapping for English Club in Vocational High School

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### Abstract

This study aimed to watch the phenomenon of semantic mapping to teach vocabulary applied by the teacher and the result of the semantic mapping used by the teacher. The method of this research is the case study. The case study was to learn as much as possible about an individual or group so that the information can be generalized to many others. For gathering the data, the researcher used the triangulation method. There were from observations, interviews and questionnaires. Interview and observation elaborated the information gathered from the questionnaire. First, semantic mapping easily represents the students' ideas of views in pairs. Second, the strategy helped the student to brainstorm and generate the idea or knowledge. Third, student are motivated to increase the concepts and discover the proposition on related words. Fourth, the semantic map allowed the student to communicate actively in pairs and complete the information each other. Fifth, the student participated actively to present their comment. Sixth, the semantic map discover.

**Keywords:** *semantic mapping; vocabulary; case study*

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## 1. INTRODUCTION

There is no doubt that vocabulary is at the heart of all aspects of language competence. Someone who has a good vocabulary has a better ability to learn another language. Indonesian students learning English as a foreign language sometimes find difficulty in learning. Especially student gets struggle to understand English because they lack vocabulary (Nurdini et al., 2017). Vocabulary is need for master the English language. Vocabulary makes the student will be ready to learn something new in their connection. Student will have enough ability to communicate fluently, read comprehend, understand the discourse, and arrange words quickly if they have enough amount of vocabulary (Nurhasanah et al., 2022).

Teachers should understand what the students need for vocabulary. Teachers have to apply kinds of process to enrich them. Teachers have significant roles in enhancing vocabulary of student. They should concerns about teaching variables such as approach, method and techniques and other approach idea that have effective ways to transfer the materials in vocabulary lesson (Palumbo et al., 2015). Especially in Indonesia, English is one of the foreign language that taught in the class. English teachers become foreign language teachers. Then they face problem many times. They have class with different background of student with the same purposes to master English language. Teachers of foreign languages teach the student infamous vocabulary items during teaching process at this stage have struggle. The difficulties of student are remembering the words in previous lesson and using them in English material such as writing and reading (Karousou & Nerantzaki, 2022)

However, the students have many struggles in learning vocabulary. They have lack of experience from teaching strategy. Teachers sometimes apply conventional method and media. They don't maximize the teaching experience to help students learn (Reza & Azizah, 2019). Teacher and strategy are the main subjects in the teaching and learning process. A teacher who has many strategies in teaching can easily approach the purpose of outcome of teaching, especially in teaching vocabulary. A strategy is a significant key to controlling students in teaching vocabulary (Cahyaningsih et al., 2021).

Vocabulary is one of the semantics discipline subjects. Semantics has a large area in English language to help master the vocabulary. Semantics analyzes the meaning of words, phrases and sentence in language learning (Nurhasanah et al., 2022). Semantic feature analysis concerns on the similarities component of word. Feature supports in two ways. General perceptual features support to recognize sets of terms. Special features help student in grammatical features (Duan & Da, 2015). (Duan & Da, 2015) Also, semantic feature analysis can help the student acquire synonyms and antonyms. Synonyms provide the same meaning of

words. However, synonyms do not provide all of their features but can support the language for vocabulary in the subordinate level. For example when we discuss about place, we can refer the place with the district, field, part or position in sentences or phrases. This method is efficient and effective for teaching vocabulary. Antonyms provide contradictory meaning from words sources. Based on the (Duan & Da, 2015) stated the antonyms is more common and easier method to use.

Student who have definition on young learners need to start from vocabulary. The young learners are around from five or six years to twelve students. Teaching vocabulary for student in this range has unique characteristics. They have limited knowledge about the word. A teacher must make a good lesson plan, preparation aid and media (Lelawati et al., 2018). Vocabulary is one of the essential subject for young learners. Young learners are around five years to seventeen years old. They learn single words, phrases, collocations, and strategic way to arrange the sentences or phrases to get suitable structure. Teaching young learners has main characteristic. They need guidance for their thinking, attitude and aptitude (Pratiwi Rahmadhani, 2015). In other side, teacher need to promote young learners student of learning vocabulary. One of the strategies is facilitating the learners through semantic (Saleh & Ahmed Althaqafi, 2022).

This study analyzed the teachers teaching the student through the semantic. Semantic will be applied in semantic mapping. Semantics use many types of lexical relations. They are synonym, antonym, hyponym, polysemy, metonym, homophone, and homonym (Nurhasanah et al., 2022). Using semantic mapping, student have good advantage to get more understanding from the lesson. Semantic mapping use visual for teaching and learning vocabulary. However, through semantic mapping, it propose visual and conceptual aspect in vocabulary lesson (Reza & Azizah, 2019). Teaching strategy by using semantic mapping is one of the substitution strategy to teach vocabulary. Applying this strategy may make the student more active in learning process. Semantic mapping underline the student with prior knowledge through categorical and words concepts (Dilek & Yürük, 2013).

According to background of study, the researcher formulated the problem of study;

1. How did the teacher apply semantic mapping to teach vocabulary?
2. How was the result the student's vocabulary through semantic mapping used by teacher?

From this research, researcher hope the findings would make student have experience from this semantic mapping strategy and English teacher would consider this strategy became interesting activity in the teaching and learning vocabulary. This strategy can support the student to enrich and establish their understanding of vocabulary knowledge by showing words into categories.

Vocabulary is the collection of words for arrange the sentences. Vocabulary lesson is crucial for young learners to master (Karousou & Nerantzaki, 2022). Meanwhile, (McLeod et al., 2019) stated that vocabulary is the common element of language to support the student learn how to make good skill in learning English. Then, vocabulary is component of words that can develop the student to make meaningful sentence. It can give them advantage to arrange the sentences with the various word (Dwyer & Harbaugh, 2020)

Semantic mapping creating the lexical relation among word. Semantic mapping also the expansion and extension pedagogy by showing categories related to another and it is visual and conceptual aspect of vocabulary (Reza & Azizah, 2019). Semantic mapping can be stated as graphic organizers. It is informational visual aid for teaching vocabulary. Semantic mapping provide student to approach dual coding of the information both text and visual form and support them to engage visual process of the memory to get more understanding in vocabulary lesson (Kılıçkaya, 2020).

According to (Dilek & Yürük, 2013) there are types of semantic mapping. First is semantic mapping in vocabulary development. The procedure are choose the word or topic from the connected subject in classroom work. Account the word on learning board. Embolden the student to think types of words as they can connect with the pointed key word and arrange the word based on the categories on the paper. After that, student share the list on the map and student can practice the classification by design the categories on the semantic map. Second is the semantic mapping in pre and post-reading. From the beginning, student study the concept and prepare the vocabularies based on the reading material. After reading, student can cast the words or new words from their knowledge. Third is semantic mapping as a study skill strategy. In this semantic mapping, student describe the main idea. The main idea is from the learning material. Before study the material, student arrange the idea from the common part of the passage. Then, student read the part for the details and fulfill the map from the memory. Semantic mapping is effective to improve student's ability in vocabulary development.

Former research from (Indriati, 2014) stated that semantic mapping help student to enhance the ability to understand the words in language through vocabulary. This strategy

could develop their vocabulary mastery and influence them the language itself. According to (Kılıçkaya, 2020) the semantic mapping is entertaining learning process. Student will be creative and innovative to get understanding from the lesson. It support them to drive the ideas and comment from each other.

## **2. METHODOLOGY**

This research used case study to approach the study. A case study was applied to cover the understanding how ideas and abstract concept could merged together (Dixon & Schoeneman, 2018). The product of study would not be concerned to explain beyond the case, but the method in going to analyze the phenomena rather than develop the theory (Lapoule & Lynch, 2018). The subject of the study is the student of SMK Negeri 1 Tanah Grogot. These student are 27 participants in English Club.

The study applied the triangulation of observation, interview and questionnaire for the data collection. The triangulation methods of the data collection is used to generate the study findings more reliable (Bager-Elsborg, 2019). It is used to invent the uniformity from the data where the researcher contrast the resources from the condition and method and the method watch the patterns keeps cycling itself (Mortenson & Sathe, 2017).

From gathering the data, the researcher analyzed and interpreted the data. Data were found out from the observation, interview and questionnaire. The first step is qualitative analysis in data management where the data were evaluated, signed, arranged and coded (Dixon & Schoeneman, 2018). The coding stage is the proses of explaining the data used. In the instruments of research from observation and interview were described. The next step is analyzing the explanation from the finding. The observation, interview and questionnaire data were defined to draw the student's response and vocabulary activity. However, the triangulation data would answer the research question (Lapoule & Lynch, 2018).

## **3. FINDINGS**

Based on the observation, teacher used semantic mapping strategy adapted from (Years, 2007). There are three component to semantic map:

1. Core question or concept: this is a key word or phrase that is the main focus of the map.
2. Strands: subordinate ideas that help explain or clarify the main concept. These can be generated by the students.
3. Supporting information: details, inferences and generalization that are related to each strand. Supports clarify the strands and distinguish one strand from another.

In preparation, teacher stated the purpose of the lesson.

*Today we are going to make a semantic map. Information is stored in your brain in categories or groups. Words in your memory are linked to other words based*

*on their relationships. So, if you can connect a new word with a word you already know, you will be better able to remember the new word. I'm going to show you how to go through this process today by developing a semantic map.*

Then, teacher introduced the topic. Teacher did the meeting in three times with the different term but still connected each other. The topics are what is the computer, how to use the computer and the influence of the computer in daily life. For the first meeting teacher did the model and taught the class:

1. Teacher asked the student to brainstorm of words connected to the concept. Student started to think and list whole words on the paper. Teacher gave student question to stimulate the response and teacher also gave unfamiliar words and define for each.
2. Teacher asked student to draw a circle the topic in the middle.
3. Student read through list of the brainstormed words and model using think aloud how to identify categories to group the words.
4. Teacher ordered student to identify the categories. Student wrote each strand in circle and related it to the subject.

After that, teacher guided student to practice with the partners:

1. Teacher divided the student to the partners group. Teacher shared semantic map to the partner. They started to generate the category titles. Student discussed the additional words for each strand and information.
2. Teacher walked around the class to advise and give the feedback from the question. Teacher checked every partners to clear the understanding.
3. Teacher asked the student to add the blank category in semantic map after they read the text. Every teacher walking around, teacher stimulated the student with the question to guide them.
4. Teacher asked the argument from the student for each category and write down the argument to the suitable semantic map. Student were allowed to add the words in semantic map based on the class discussing and master semantic map.
5. Student read aloud the text in pairs. Student were asked to realize the target word in text. After finished the reading activity, student turned back to master semantic map and discussed the concept which related to the text. Student allowed to add new concept which had been learned.
6. Teacher asked the student if they had found the new category or new strand with the identical characteristic. Student started to try hard. Student worked with their group then teacher discussed and asked the argument from them.

Next stage, teacher led the student for the independent practice:

1. Teacher told the student before read the passage, review the text for the challenging words which often used and seen by them. Teacher gave them the topic and led them to

- brainstorm the list of words which were related to the topic. They discussed the background of topic and helped the student to make relation from their knowledge.
2. Student worked in small group and made the semantic map by listing the words in brainstorming idea. Student produced the logical title of category and placed the words in suitable category.
  3. Student allowed to add new words when they were reading to their map. Teacher discussed with student about new meaning from the words which was related to the map.
  4. Teacher discussed about how the semantic map could be established or reformed to gather the new information from the text that they just learned.

Based on the interview, first interview was conducted with the teacher. The researcher asked the teacher couples of question. The first question is how the teaching and learning were processed. Based on the teacher answer, the process was run well and the student were conducted in learning process. However, in the middle of teaching process, there are struggles and problem in process. The second question is how the influence or response from the student during the lesson. The influence from the semantic mapping strategy, the student could relate with the topic. It was because the topic connected with the famous topic. Student also were given the interview. The question is about their performance according to the semantic mapping in vocabulary. Most of them were happy with the strategy. Then, they have question about how far they were interested in semantic mapping and if they motivated to learn vocabulary from the semantic mapping. They got much interested by using the learning strategy because they fell engaged in learning activity. However, they had good motivation from the semantic mapping. The further question was about if they had any difficulties in learning activity. Although they had difficulties but the teacher helped them to understand the activity.

Based on the questionnaire showed that 93% students were interested with vocabulary lesson by using semantic mapping. 82% student got motivation in teaching and learning process. 81% student suggested the semantic mapping strategy would continue in their learning activity and 86% student commented semantic mapping strategy were quite effective to enhance their vocabulary performance.

#### **4. DISCUSSION**

The purpose of using semantic mapping were to give the student new experience for learning the vocabulary through new strategy. All long teaching vocabulary by using the semantic mapping, the student were more active and independent learners. They were interested to learn the vocabulary through this strategy. They concern with the topic that teacher gave to them. This strategy was looked quite effective to support their motivation in learning activity. Furthermore, the application of semantic mapping in learning vocabulary was advantageous to support their motivation in learning vocabulary because the semantic mapping give them opportunity to watch the visual map from semantic mapping. The student were not only adding their vocabulary but also performing their brainstorming to solve the problem from

the topic given. They could perform their background experience to fulfill and complete the blank semantic map to solve.

However, the semantic mapping strategy looked much interesting for student, this strategy face some difficulties. First, teacher spent much time to explain how the strategy was applied by student. Teacher needed to give clear explanation about it. Second, class must have much complete aid to support this strategy. Class needed large lesson board and lot of marker to show the vocabulary on the board. If the technology could be completed, it was helpful. For example, this strategy could use computer for student to perform the semantic map or class have electronic board so it did not spend marker and time to show their result in front of the class. Third, teacher needed to have excellent condition. This activity needed more energy for the teacher. In such condition, teacher walked around the class to help student who got some obstacle to finish the semantic map. Teacher also controlled and managed the classroom. Student worked in pairs so teacher looked after them to ensure the process of discussion among their pairs.

Based on the questionnaire and interview, the student showed the significant development and excellent progress in learning activity. They fell this strategy made them comfortable to discuss each other and performed their knowledge background. It was few student was passive in the classroom. Because of the teacher and their pairs help they could solve the anxious and nervous in the activity. Before teacher did this strategy, teacher must prepare the self-condition and the related topic or interesting term for the student. This strategy needed teacher more active and concerned all long the activity.

## **5. CONCLUSION**

The process of semantic mapping for vocabulary in learning gave some conclusion. First, semantic mapping represent the ideas of views from the student in pairs easily. Second, the strategy helped the student to brainstorm and generate the idea or knowledge. Third, student motivated to increase the concepts and discover the proposition on related words. Fourth, the semantic map allowed the student to communicate actively in pairs and complete the information each other. Fifth, the student participated actively to present their comment. Sixth, the semantic map discover the complicated relationship between the topic, issues and factors in learning activity. Based on this strategy, teacher could help student to remember the words easily because it is organized in some strand of word. Teacher would decrease their boring from the passive strategies such as grammatical or lexical strategies. Teacher also made the



student more active in the class because they were allowed to interact each other to solve the problem. Furthermore, student would have motivation and good experience in learning activity.

There are some suggestion from this research. Teaching vocabulary by using semantic map needed time and enough energy to apply. Although semantic map could be alternative to teach the vocabulary, teacher should consider the techniques and adapt the classroom condition to support the student learning activity. Teacher also should consider and choose the interesting topic for the student although the topic or term was only subordinate or additional topic. An alternative or further study could use semantic mapping in teaching vocabulary with the aid based on the technology or application. Hopefully, the result of the study could support the further study about semantic mapping and vocabulary mastery in order to help the teacher or student to find additional strategy in teaching and learning activity.

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