

THE IMPLEMENTATION OF SEMANTIC MAPPING STRATEGY ON ENGLISH VOCABULARY MASTERY

Ahmad Faruk¹, Hani Aturahma²

*^{1 & 2} English Department, Faculty of Teacher Training
and Education, IAI Darussalam Blokagung
Banyuwangi East Java*

Email: ¹ahmadfaruk@iaida.ac.id

² Hanniaa545@gmail.com

ABSTRACT

This study discusses the learning strategy used by a teacher in delivering material. The strategy in this study uses a semantic mapping strategy. Semantic mapping is a strategy made by connecting words related to topics using arrow diagrams, graphs, or pictures. This research aims to find out the relationship between semantic mapping and influencing student memory and to describe the implementation of semantic mapping strategy on English vocabulary mastery at the tenth grade of MA Raudhatut Tholabah in the academic year of 2022/2023. The design of this study used a descriptive qualitative method. This research was conducted in the tenth grade of MA Raudhotut Tholabah which consisted of 20 students. This research, observations, and interviews were carried

out to obtain data, then carried out the analysis and conclusions, the results of the semantic mapping strategy research state that this strategy is very appropriate for learning students' vocabulary mastery. This strategy is very easy to understand with a visual learning style. So, this research was declared successful because the results obtained by students met the predetermined success criteria. Based on the results it proves that the semantic mapping strategy increases students' vocabulary.

Keywords: *Semantic Mapping Strategy; Vocabulary*

Introduction

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is not only defined as a bunch of words, experts have already interpreted the meaning of the vocabulary from a different point of view.

Vocabulary is a strong foundation that must be mastered by students learning English. According to Clouston (2013), vocabulary is central to English language teaching because, without sufficient vocabulary, students cannot understand others or

express their ideas. Students will experience difficulties doing activities related to English if they do not know the intended purpose. Because of that, vocabulary becomes a very important part of learning; remembering vocabulary is the first way to communicate a certain meaning to others. Without a good vocabulary, students cannot communicate effectively to express their ideas. According to Burton (2019: 2), help them understand the meaning of words and express their ideas correctly. Vocabulary is considered the most important factor in enhancing the learning of foreign languages. Through vocabulary, students can express their ideas.

A speaker of the language will experience difficulties if you don't control your vocabulary, because someone must know the big part of vocabulary to become a stock capital of speaking English. If the student does not know the vocabulary, then he is not able to communicate in an effective way to express ideas both in oral form as well as in writing, and interaction becomes hampered. Through

intelligence, speaking can show creativity and ability that can be used to share discourse life later after the participants' educate finished education. Creativity language It means to produce new something from language. Building vocabulary is a complicated and time-consuming process long time. English seems very rich vocabulary, a medium dictionary contains up to 55,000 vocabulary even more and no seldom there is one of the vocabulary own many meanings or the same meaning but different vocabulary, this process is complicated because the students must memorize at a time to understand the difference.

Mastering vocabulary is not an easy thing for students, in a term it says the quality of somebody's speaking skills depends on the quality of the vocabulary he mastered. The more vocabulary is mastered, then the more there is fine further for developing foreign speaking skills. The lack of vocabulary knowledge creates a barrier that discourages students from learning English. Thus, it is a big challenge for teachers to find an effective and

efficient strategy in teaching vocabulary so that they can help the students to memorize words better to improve their vocabulary achievement. Nevertheless, the aim of teaching vocabulary should provide students with the ability to distinguish the meaning of words and to enhance the mastering of word usage instead of knowing the meaning only. Therefore, teachers should vary their strategy in teaching vocabulary and motivate the students to learn English vocabulary actively and independently.

One of the strategies that can be used to teach vocabulary is semantic mapping. According to Graves (2008:56), semantic mapping is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships. This strategy increases students' active exploration of word relationships. Therefore, it leads them to a deeper understanding of word meanings by developing their conceptual knowledge related to words. This strategy can help the students to memorize some new words easily and effectively.

Semantic mapping showed as the one of active learning strategies recommended for students.

Semantic mapping can help students to classify their ideas in lists or draft forms. After writing down the main idea, the student explores several vocabularies and expands it at a time to practice the student's level of ability in developing the vocabulary. Semantic mapping is a strategy to be made to indicate keywords and related concepts one to another. By using this strategy students can know the connection with the words they already know, at once they will learn new words to add to their understanding of vocabulary. Yulitriana (2022) argue that semantic mapping facilitates students to create brainstorming ideas and information. It becomes the reason to propose it as a solution to upgrade the students' vocabularies.

The application of the semantic mapping strategy is as follows, 1) introduce the theme or choose the word as the centre topic, one teacher describes a large oval shape and lays out the theme in it, then writes

down the parts related to the theme. 2) Brainstorm or invite students to say as many words as possible, the teacher proposes several questions related to students with the theme, this aims to stimulate information to be obtained from students. 3) Categorize the word into similar categories, and prompt students to make word categories by seeing the connection between words. Then create sub-ideas from paragraphs. 4) Personalize maps or make maps based on the word list, students requested to make maps in the book. Students determine vocabulary as the main title and then develop it into sub-ideas.

Based on a preliminary study of MA Raudhatut Thalabah, the problem experienced by students in vocabulary is that they don't have enough control over a large part of English vocabulary, so the matter can hinder students' skills in demonstrating the ability of the English language. In this matter writer's strategy is to help students in finding ideas to make it easy for students to master vocabulary smoothly. Semantic

mapping can help students map their ideas and develop them into broad forms (Oxford, 1990).

Research Method

This study used qualitative research methods. According to Lincoln and Guba (1985), qualitative research is characteristic of naturalistic research. This means that the study is focused on one phenomenon that is selected and wants to be understood deeply, ignoring other phenomena (Sukmadinata, 2020). Based on the theory above, the focus of this study is to describe the goal achievement of MA Raudhatut Tholabah regarding the strategy of semantic mapping for improved student vocabulary mastery to help students easily and effectively manage problems experienced in language study. The qualitative method demanded careful planning to determine the location and informant and begin data collection. This method studies a small scale or group, in this case, the studied group is a subgroup that has differences in group size.

The reason the researcher used this method is that to pick up data collection, the researcher interviewed and observed to see and analyse the events there. So, the right method for this event is the qualitative method. A qualitative study is something intended for research to describe and analyse phenomena, events, social activities, or individual or group thoughts. Where does one researcher merge situations and phenomena studied this study uses an approach descriptive qualitative. This addressed the need to describe existing phenomena, this research study is about form, activity, change, and similarities and differences with other phenomena.

This study was implemented in Madrasah Aliyah Raudhatut Tholabah Setail, Genteng, which is located in the south of Banyuwangi City, East Java. This was conducted in the second semester with the tenth-grade IPS II students. The researcher attended directly to the research site, namely MA Raudhatut Tholabah, to observe students' progress in understanding vocabulary using a semantic mapping strategy. This

research period was held from November 2022 to June 2023. In MA Raudhatut Tholabah, the subjects of this study were one female English teacher and 20 female students.

Finding

This section presents research findings. This concerns the implementation of semantic mapping for English vocabulary students.

a. Problem of the English Lesson

The issues encountered in the English lesson for students of MA Raudhatut Tholabah are the same as those encountered by students of other schools in general. At first, they get quickly bored. Second, they have trouble understanding the meaning of context because they lack the vocabulary words that students have mastered.

b. Problem-Solving of the English Lesson

In solving the problems above, the teacher must have the right strategy and be creative in serving the material to be discussed. In conveying

the teacher's material using a semantic mapping strategy, the teacher invites students to discuss moderate topics, like family material. To get information from students as well as invite students to be active in learning, the teacher asks the student to give their opinion. For example, the teacher gives several questions related to family members, and up to one student mentions one family that he loves very much.

For example, the word "my father/mother" then the teacher wrote the word on the board. After that, the student requested to mention some words related to my father or mother in a detailed way, like beautiful or dashing, smart, and many others. Then the teacher wrote down all those words in the form of an image and a root tree. Relevant information related to the material can be obtained from students according to the knowledge they have about building semantic maps. Learning style: it's so fun and easy to understand; this is called the visual learning style.

A visual learning style is a learning process that depends on the sense of vision as the recipient of information and knowledge presented. Someone who has a visual learning style will easily accept ideas, concepts, and packaged information in the form of pictures.

The following are lots of the components of the semantic mapping framework: 1) Select the word as the main theme or topic. 2. Encourage kids to speak as much as they can. 3. Making similar inner words clear. 4. Instruct students to create semantic maps using open-ended topics.

1. Write keywords or topic

Define the topic, especially as keywords, on a sheet of paper or whiteboard. Make a title to determine the direction and draw boundaries so that the results obtained are more specific. The goal is to make the title a reference point of focus so that students only look for vocabulary related to the title.

2. Brainstorming

Apply several questions and encourage students to think about as many words as possible related to the selected word as keywords. Invite students to think and find similar words. Brainstorming is a technique used to collect ideas or a group activity in which participants share ideas about a topic or problem. This method can be used to find ideas for a solution to a particular problem.

The purpose of brainstorming is to collect various opinions, information, or experiences that will be used as information maps or idea maps.

3. Categorize

The third step is to categorize and guide the student in creating word lists based on related word categories as sub-chapters. After finding various words related to the title, the next step is to make groups of words according to their type. Word grouping aims

to adjust words based on their parts so that they are arranged and structured.

4. Personalize

The last step in creating a semantic map is personalizing it. Draw from maps using graphs on paper or a whiteboard, then connect related word groups based on category. After grouping words based on their parts, make a diagram and connect each word by using a pattern based on a group of words to form a structure that explains the relationship between words; that is what is called semantic mapping.

Semantic mapping, or word mapping, is a method for building vocabulary knowledge as well as encouraging students to disclose their opinions about related words with keywords (topics). Semantic mapping is the technique of drawing with word or line diagrams to show how new words and ideas are related to

the topic, showing how terms that each other relate to.

The semantic mapping technique can help the student find ideas and also the next new word mapping is a visual representation of knowledge, an image conceptual relationship. Because of that, semantic mapping is a technique that can make it easier for students to understand vocabulary as well as help them describe their ideas by looking for related words with keywords. In the class, the English teacher, MA Raudhotut Tholabah, implemented the semantic mapping strategy in conveying material learning. Things done are as follows:

a. Opening

Before the start of the lesson, the teacher does the opening or greeting first inside the class, checking for absences, and doing related brainstorming lessons to be discussed. Here, the aim is to gain

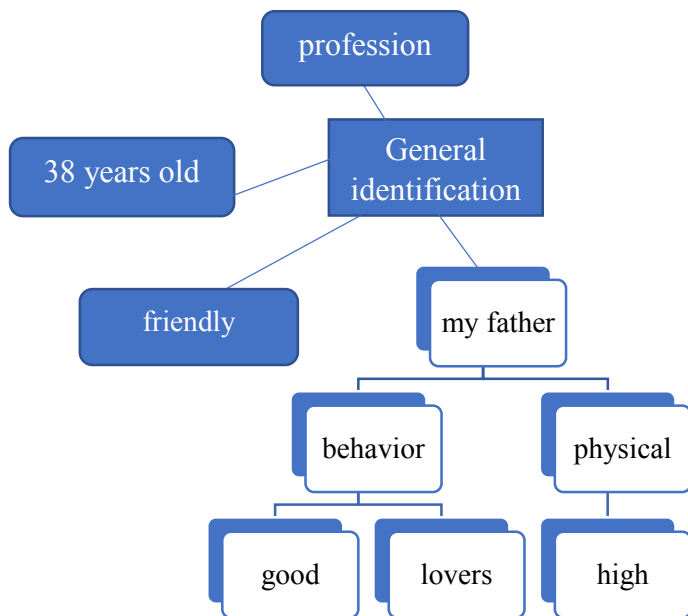
knowledge for students and also for students who don't feel foreign to the lesson. Then the teacher gives the motivation to study for students to be excited to learn.

b. Description

The description is a method for describing the implementation of the mapping strategy semantics carried out by the teacher in the learning process in a detailed manner. In the matter description, the implementation of the running strategy was as expected by what was prepared by the teacher. After opening, the teacher explained related learning material to be delivered in detail using a mapping strategy and semantics, and students noticed the explanation from the teacher. This tactic is highly intriguing since it is a visual learning method that entails creating an explanation in the form of a

picture by carefully linking relevant phrases so that students can understand it. With the knowledge that you have pupils, this enhances the perception that both teachers and students have of you. This proves that effective learning practices may hold students' interest, focus, and attention long enough for them to pay attention to the teacher. Additionally, students actively contribute relevant words as the learning environment becomes enjoyable.

Example 1: the context of the semantic mapping strategy of "my father" is as follows:



(Adapted from the board of studies NSW, 1994:2004)(NSW,1994)

Figure 4.2: Example I of semantic mapping strategy “my father” theme

Based on the example above, student vocabulary mastery will improve, and students will easily memorize new vocabulary. With the implementation of the mapping strategy, student vocabulary

semantics will keep increasing with the recognition of new emerging words, and student abilities in the mastering vocabulary will greatly improve. It means that the strategy used to run optimally, after understanding the example above, will give a task to the student by requesting the student to make a tree root using the semantic mapping strategy as already explained.

Discussion

Based on the results the findings above, with the title "The Implementation of Semantic Mapping Strategy on English Vocabulary Mastery at the Tenth Grade of MA Raudhatut Tholabah in Academic Year of 2023/2024" obtained positive results and the semantic mapping strategy is very easily accepted by students. The visual style of learning is very beneficial for students because it is served in arrow diagrams in the form of connecting related words.

The use of a semantic mapping strategy is very good for learning. This visual learning style is optimally used, student responses in accepting learning with this strategy are very good and they are easy to understand. In teaching vocabulary, related words in manner semantics are collections of words that have connection certain, share the same meaning, or compile network meaning. In this study semantic mapping technique to increase mastery of student vocabulary, this technique builds knowledge for beginning students. With used that strategy, the students can study in a manner independent in the sense of learning with the use of their thoughts alone.

In applying the semantic mapping strategy to vocabulary, the teacher determines the topic especially formerly as keywords, then the teacher gives brainstorming students to enable knowledge beginning them, give questions as much as possible for a fishing student to express related words with the topic, image semantic mapping with use the arrow diagram to find out sub-chapter flow, ask for it student

for fill in sub next chapters. In general semantic mapping refers to the brainstorming associations that a word then has result made in diagrammatic form. So, semantic mapping is a chart or presenting diagrams of verbal ideas. Those ideas consist of the main idea which is the tree discussion to be discussed and sub-ideas explaining the tree discussion. This sub-idea can the word or mutual phrases related. Generally, the idea tree is then placed in the middle and shared by a sub-subject discussion. Semantic mapping is not only especially used for the learning language process but also can use for all forms of knowledge to demonstrate the connection between ideas. semantic mapping consists of lots of category regulator graphics that can be used in various discussions to help students understand relationships and build drafts about broad topics.

Conclusion

From the discussion of the research results, several points about the implementation of semantic

mapping strategy on English vocabulary mastery at the tenth grade of MA Raudhatut Tholabah in the Academic Year of 2022/2023. The semantic mapping strategy is a visual learning style that places more emphasis on the visual eye in receiving information. Semantic maps can demonstrate knowledge ideas through network diagrams. The semantic mapping strategy is very precise for use in learning English vocabulary, students will train to think independently to find other words that are mutually exclusive and connected with keywords.

At MA Raudhatut Tholabah school this strategy is used as a strategy for learning English in the context of vocabulary. Before practicing making semantic mapping, the teacher explains in advance the procedure for making semantic mapping, after understanding students will practice making semantic mapping automatically independently by connecting all related ideas.

Semantic mapping has several components that become a technique for compiling information,

helping to provide structural regularity, namely: 1).
Write the keywords or topic. 2). Brainstorming. 3).
Categorize. And 4). Personalized.

References

- attia, E. m. (2022). *The effect of semantic mapping on developing primary stage pupils' EFL vocabulary use*. zagazig university: 2022.
- Ayyash, H. M. (2019). Semantic mapping or rote memorisation: which strategy is more effective for students' acquisition and memorization of L2 vocabulary. *journal of education and learning*, 158-163.
- Azizah, R. a. (2018). Semantic Mapping Strategy on Students' Vocabulary Learning Result. *International Conference on English Language Teaching*, 3-7.
- Fitrianingsih, A. (2023). Upgrading Students' Vocabularies Using Semantic Mapping Strategys in Post Pandemic Era. *Jurnal Pendidikan Edutama*, 2-4.
- Indriarti. (2018). The Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery. *Journal of English Language Teaching* , 2-11.
- malo, F. o. (2020). Learning vocabularies through semantic mapping strategy. *Humanities journal of university of zakro (HJUOZ)*, 332-334.
- malo, F. o. (2020). Learning vocabularies through semantic mapping strategy. *Humanities journal of university of zakro (HJUOZ)*, 332-334.

Nagy, S. A. (2006). *Teaching Word Meanings*. London: Lawrence Erlbaum Associates.

Nur Fitriani, D. (2018). The Implementation of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery. *English Language Journal*, Volume 8, page 150-158.

Renata. C. G. V. Nikijuluw, S. P. (2018). Enriching Students' Vocabulary by Implementing Semantic Mapping Strategy at the Tenth Grade of SMK Negeri 1 Ambon. *ICONELT*, 1-5.

Rosyidah, A. a. (2022). The Effectiveness of Semantic Mapping Strategy to Improve Students' Writing Skills on Recount Text in Language Laboratory. *Journal of English Ibrahimy*, 2-8.

Sopian, A. (2018). Using Semantic Mapping to Improve 9 Grade Students' Vocabulary Mastery in Mts Al-Mubarakah Batujajar in the Academic Year of 2017/2018. *Professional Journal of English Education*, 1-5.

Sugiyono, P. D. (2016). *Metode Penelitian Pendidikan*. Bandung: CV. Alfabeta.

Sukmadinata, P. D. (2020). *Metode Penelitian Pendidikan*. Bandung: PT Youth Rosdakarya.

Udaya, M. (2021). Using semantic maps as a teaching strategy for vocabulary development. *European journal of english language teaching*, 195-197.

Zaharani, H. (2022). Improving Students' Writing Ability by
Aplication of Semantic Mapping Strategy at SMA
Muhammadiyah. *MELT Journal*, 1-6.