
THE USE OF SEMANTIC MAPPING TO IMPROVE STUDENTS' VOCABULARY MASTERY IN SENIOR HIGH SCHOOL

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Abstrack

This research was based on facts that the students' vocabulary mastery in low level. The problem of this research is the students are difficult to understand form and meaning of the word because they have low vocabulary. This was due to the fact that teaching vocabulary is not only about having a lot of vocabulary but students must also understand the form and meaning of the word. In addition, semantic mapping is not applied in English textbook to teaching vocabulary at Senior high school. The goal of this research was to improve students' vocabulary mastery. To achieve this goal, this research offered the use of semantic mapping in understanding word forms and word meanings so that students can improve their vocabulary mastery. Through analysis of the data, the researcher found that vocabulary can be taught using word formation and meaning of the word. There are several ways to explain word formation namely etymology, coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, and derivation. In addition, semantic mapping used in understanding meaning of the word through antonym, synonym, meronym, taxonomy, monosemy, homonym, and polysemy. It is concluded that semantic mapping can be used in explain the word and its meaning. In addition, Semantic mapping is not only uses tree diagrams in explaining words but can also use various forms such as star diagram, spider diagram, fishbone diagram, cycle diagram and vocabulary graphic organizer. The result of this research is the teacher can use some of form of word formation and meaning of the word to teaching vocabulary in understand the form and meaning of the word.

Keywords: *vocabulary, vocabulary mastery, semantic mapping*

Abstrak

Penelitian ini didasarkan pada fakta bahwa penguasaan kosakata siswa rendah. Masalah dalam penelitian ini adalah siswa merasa sulit dalam memahami bentuk kata dan makna kata karna mereka memiliki kosakata yg rendah. Hal ini disebabkan bahwa pengajaran kosakata tidak hanya tentang memiliki banyak kosakata tapi siswa juga harus memahami bentuk dan makna dari kata tersebut. Selain itu, semantic mapping tidak diaplikasikan dalam buku teks bahasa inggris untuk mengajarkan kosakata di sma. untuk mencapai tujuan yang dimaksud, penelitian ini menawarkan penggunaan semantic mapping dalam memahami bentuk kata dan makna kata agar siswa dapat meningkatkan penguasaan kosakatanya. Melalui analisis data, peneliti menemukan bahwa kosakata dapat diajarkan menggunakan pembentukan kata dan arti kata. Ada beberapa cara untuk menjelaskan pembentukan kata yaitu etimologi, coinage, borrowing, compounding, blending, clipping, backformation, konversi, akronim, dan derivasi. Sedangkan pemetaan semantik bisa digunakan dalam memahami makna kata melalui antonim, sinonim, meronim, taksonomi, monosemi, homonim, dan polisemi. Dapat disimpulkan bahwa pemetaan semantik dapat digunakan dalam menjelaskan kata dan maknanya. Selain itu, pemetaan semantik tidak hanya menggunakan diagram pohon dalam menjelaskan kata-kata tetapi juga dapat menggunakan berbagai bentuk seperti diagram bintang, diagram laba-laba, diagram tulang ikan, diagram siklus dan pengorganisasi grafik kosakata. Hasil dari penelitian ini adalah guru bisa menggunakan beberapa bentuk dari word formation dan meaning of the word untuk mengajarkan kosakata dalam memahami bentuk dan makna kata.

Kata Kunci: Kosakata, Penguasaan kosakata, pemetaan semantik

INTRODUCTION

Mastery vocabulary has important roles in language learning since it is one of essential aspects in mastering the language skills productively and receptively. Without sufficient vocabulary, people cannot communicate and express their feeling in form of spoken and written effectively. The people master vocabulary, they can speak, write, read and listen as they want. According to Thornbury, without master grammar can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002:). It means that the people have good grammar but it will be useless if they do not many vocabularies. The statements imply the importance of learning vocabulary as a foreign language.

In English as a foreign language, learning vocabulary plays role in all language skills. Caroline states that "vocabulary should be integrated into teaching the four skills that are listening, speaking, reading, and writing" (Caroline, 2005). The skills provide the vital organ and fleshes to the language. For this mean, the students should acquire and adequate number of words and should know how to use them accurately in context. Whereas, the students have to do it in order to be able to have ability in all of the language skills to be master in vocabulary.

Vocabulary mastery includes some of elements in learning vocabulary. Harmer argues that there are four elements which students should understand in mastering vocabulary which are meaning, word use, word formation, word grammar (Kadaryanto & Handayani, n.d.) In term of meaning, the students are encouraged to understand meaning based on the context. According to Kamil and Hiebert cited in Indriati research, vocabulary is the learning of meaning of the words. It means that vocabulary explains the meaning of word (Indriati, 2014). In another aspect, the students need to recognize the use of word. Then students in learning word formation, they should know how the word form, write and speak. Whereas in word grammar implicate the students in different the word that countable or uncountable and phrasal verb. In conclusion, vocabulary have many aspects that should students know to increase vocabulary mastery.

The researcher finds that semantic mapping is not applied in the English text book at Senior High School. It can be showed in the textbook with the title Bahasa Inggris for grade X in Senior High School by Kemendikbud, the textbook builds the students' vocabulary through match the word with Indonesian, complete the word, pictures, and others. In another texbook, vocabulary is not taught to increase students' vocabulary.

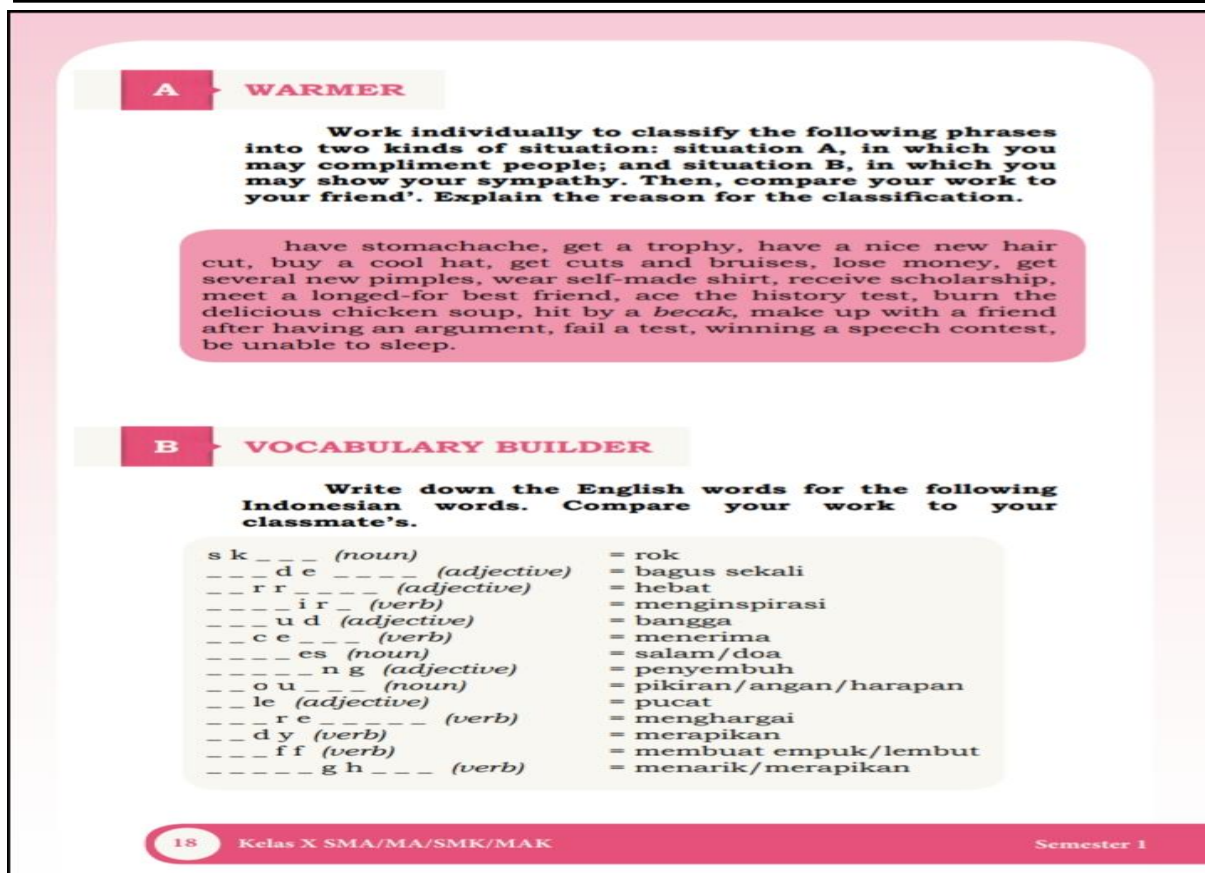


Figure1. English textbook

The figure above shows that vocabulary is learned by complete the word. Beside that the students know the meaning of the word after complete the word. In the building vocabulary, the Students can improve their knowledge about part of speech. It means in the textbook, the Students learn vocabulary in understanding part of speech, meaning and spelling.

Based on the data that researcher found, there are the problems that students are faced in mastering vocabulary. First the students are confused in pronunciation. The students are confused about the written and spoken word because the word that students pronounce will different with what the students write. It cause students difficult in remembering the word. Second the students are difficult in spelling the word. The students are confused to recognize the words in the sentence. The students who do not

proper spelling accuracy tend to their writting simple and short because they are unfamiliar of how some words are spelled and this prevents them from expressing their ideas more accurately and academically. In case, the students should prepare their spelling to make competent in English. Third, the students' problem in mastering vocabulary is that students are confused what the word means. It happens when the students learn English, the teacher explains the material using English. The students only understand some words that students know. Therefore, students in learning English should have many vocabularies in understanding the material.

One of the solution is offered by experts to overcome the problems of Senior High School students in mastering vocabulary is the use of semantic mapping. Hedgock states that

semantic mapping is a form organizer involves the students to design visual between the words, meanings, images and propositional content. It means that semantic mapping is a tool for students in giving the relationship between the word. Semantic mapping is useful for students to develop general concepts of definition. Through concepts, it helps students in understanding meaning and recall word form. It is support by Nation cited Abdelghani, knowing the range of association for the word helps understanding its full meaning and word form in appropriate context("Impact of Utilizing Semantic Maps Strategy on the Development of English Language Vocabulary Learning for Saudi Secondary Schools' Students," 2017)

Semantic mapping is important to be used to teach vocabulary because the students can get many vocabularies and they also learn about the meaning of the word. According to Renata and Rosalina say that semantic mapping is a strategy which categorize word meaning(Nikijuluw, 2018). In making meaning, the students should know what the relationship between the word. Therefore, semantic mapping helps students in remember word and analyze the word of other words.

Semantic mapping involves many activities that the students can do in learning the word. Heimlich and Pittleman in Situmorang research state semantic mapping relate with the activity such as motivate the students, thinking in learning, combine assessment with teaching, make a value about the lesson that the students need. Semantic mapping helps students always bored in learning English. Therefore, semantic can use in motivation the students in learning English in all of grades.

METHODS

Library research method was employed in this research. This method was used to collect the data and analyze the data from many rellevant references. This research use primer data and seconder data. Instrument of this research is collecting the data in form of symbolic that is the researcher collects the script that will analyze like photocopy of journals. This research was conducted on November 2021 to January 2022 in library of State Islamic of Bukittinggi. The researcher uses documentation to collect the data. To analyze the data, the researcher used data reduction, data display and verification. In reduction, the researcher will selection, focus, simplication, abstraction and raw data transformation in written records. In display data, the data was reduced then displayed up to give understanding of the data in order to determine the steps next. Then verification is give conclusion or withdrawal conclusion from the data that has been researched from these conclusions new discoveries from research conducted.

RESULT AND DISCUSSION

The use of semantic mapping in teaching vocabulary mastery through word formation as follows:

1. Etymology

In teaching etymology, semantic mapping uses the concept as follows:

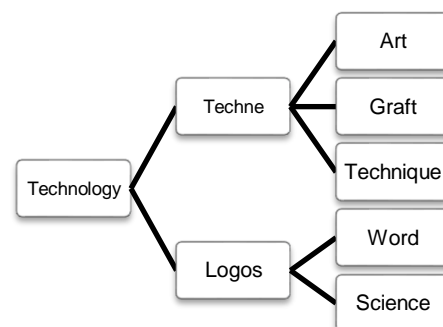


Figure 2. Semantic Mapping Explains etymology of technology

The figure above shows the use of semantic mapping to explain the word of technology in term of etymology. The word can be explained using two point. Each point explain the word. By using semantic mapping, the students can know meaning of technology from the end of word that

2. Coinage

describe technology. Therefore, if the students find the word such art, graft, technique, word and science, it means that the word explain about technology. From the figure above, the teacher can elaborate another term using semantic mapping. At the end, the students can know many vocabulary from one word and know the meaning and form of word.

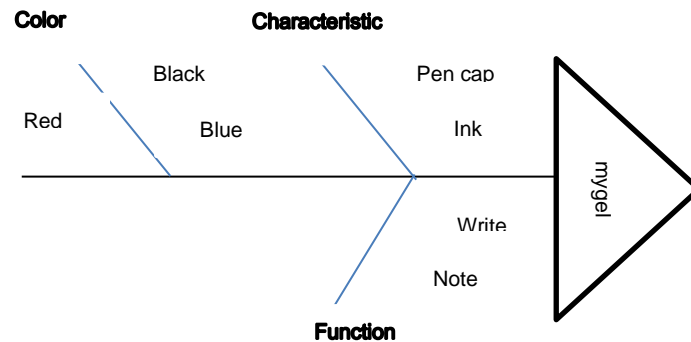


Figure 3. Semantic Mapping Explains Coinage of Mygel

The figure above shows the use of semantic mapping to explain the word of coinage. The teacher can use another word that relate to the word of pilot to make meaning. The teacher can use the characteristic of the topic. If the

3. Borrowing

students do not know type of the topic, the students will give meaning of mygel based on their own. In case, the teacher can use semantic mapping in explain some words of coinage.

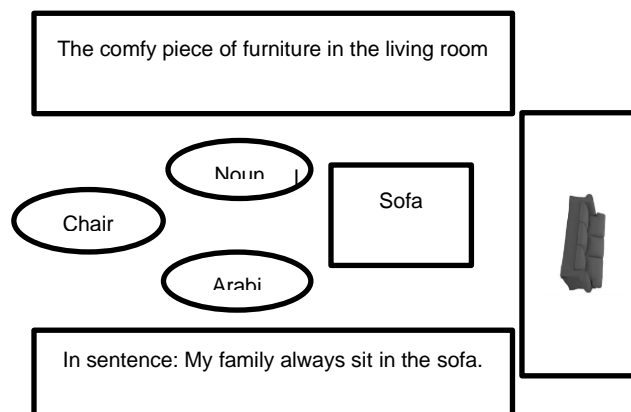


Figure 4. Semantic Mapping Explains borrowing of Sofa

Based on the figure above, it explains that the word is the word that borrow in another country. It means that the word of sofa is not language of English, but the word come from Arabic.

4. Compounding

Sometimes the students are confused about the word. Therefore, the figure explains the word to make students understand Arabic.

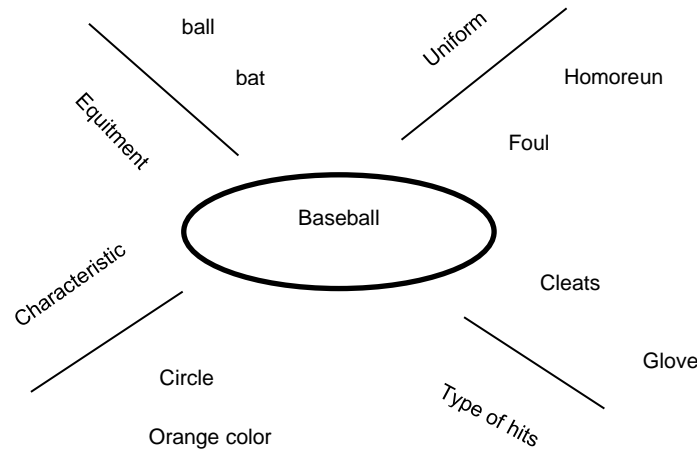


Figure 5. Semantic Mapping Explains Compounding of Baseball

Based on the figure above, the word shows that the word is formed from two words that have different meaning then the word is combined. The word will change the meaning. After that, the word consist of three part to describe and make meaning of baseball. Therefore, the word of compounding can be made of many combinations of noun and noun, noun and verb, and others. Then the teacher can use semantic mapping to explain another word of compounding.

5. Blending

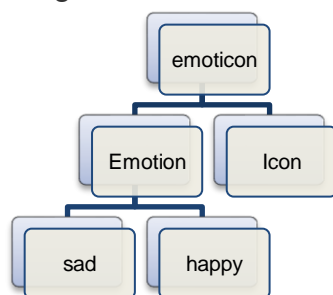


Figure 6. Semantic Mapping Explains Blending of Emotion

The figure shows that the word of emoticon come from two words that is emotion and icon. The word emoticon is used to explain emotion and icon. The word of emotion relate with sad and happy. From the relation of between the word, the students can know meaning of emotion. From the mapping, the teacher can use another word to explain the meaning that students unfamiliar about the word.

6. Clipping

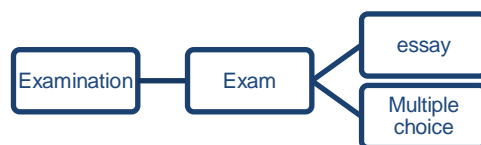


Figure 7. Semantic Mapping Explains Clipping of Examination

The figure above shows that the word of examination can be cut to be exam. In the word examination, the first syllable is taken to form clipped word. It means that examination has same

meaning with exam.in other sides, the word is taken from first and second syllable. To make a simple word, the students can use exam that describe examination. Whereas the word that relate with exam to enhance vocabulary for the students.At the end, the process of clipping cannot applied to all of the word in the same way.

7. Backformation

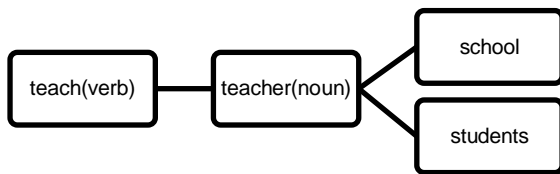


Figure 8. Semantic Mapping Explains Backformation of Teach

The figure above shows the use of semantic mapping to explain word of backformation. The word can be change if the word add suffix and prefix. It explains to the students part of speech of the word. Then it helps

9. Acronyms

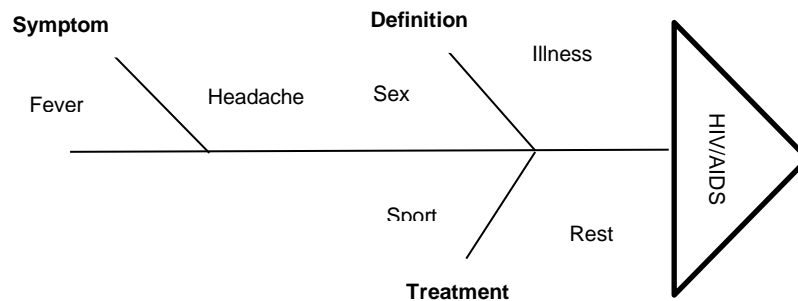


Figure 10. Semantic Mapping Explains Acronym of HIV/AIDS

The figure shows the use semantic mapping to explain the term of HIV/AIDS. The meaning of HIV/AIDS is the thing about sex and it can be described as illness. The teacher can use the the map to make meaning without know duration of the word. If the word can relate with two words above,

students to use the word in the sentence.

8. Conversion

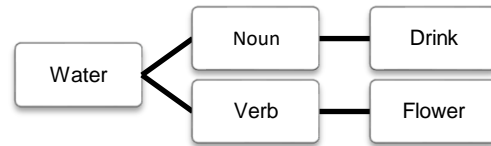


Figure 9. Semantic Mapping Explains Conversion of Water

The figure above shows the use of semantic mapping to explain the word of conversion. From one word, the word can use as a noun and verb. The teacher explain that the word has two meaning if the word use in different part. The teacher can use another word to explain that the word can use in different meaning based on the context. It depends on how the sentence and the use of word. If the word relate with drink. It means the meaning is different if the word use in flower.

the students know meaning of the word. It means that, acronym can be understood by the student if the students have see in the first time.

10. Derivation

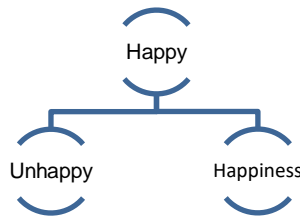


Figure 11. Semantic Mapping Explains Derivation of Happy

The figure shows that the word happy consist of two words. Each word have different meaning. The word of Unhappy has negative meaning and on the contrary.

The Concept of Meaning Of The Word

2. Synonymy

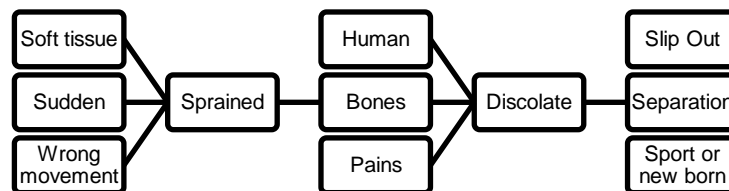


Figure 13. Semantic Mapping Explains Synonym of Sprained

The figure shows the use of semantic mapping to explain synonym of the word. It is same with antonym but the different is antonym explains opposite of the word, whereas synonym explain the word that same meaning. to relate the word, the teacher asks students about the synonym of the word. The purpose of this figure is to make students easy in sentence when they write the text. The teacher can use it to another word to explain the synonym.

3. Meronymy

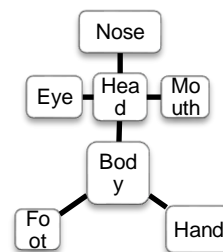


Figure 14. Semantic Mapping Explains Meronymy of Body

The figure shows the use of semantic mapping to explains the part of body where the students can add the word which has connected with the topic. it helps students whne reading or writing, they can describe about body using the map. Besides the students also know where the position of part of

body. From the figure, the students can know part of body.

4. Hyponymy

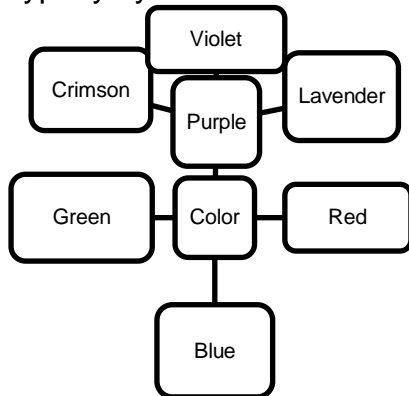


Figure 15. Semantic Mapping Explains Hyponym of Color

The figure shows that the use of semantic mapping to explain the word of hyponym. The word of hyponym is color. From the figure, it helps students in differentiating between the color. For example color of purple. It helps students to know the meaning of purple consist of crimson, violet and lavender. It helps students that the kind of purple

6. Polysemy

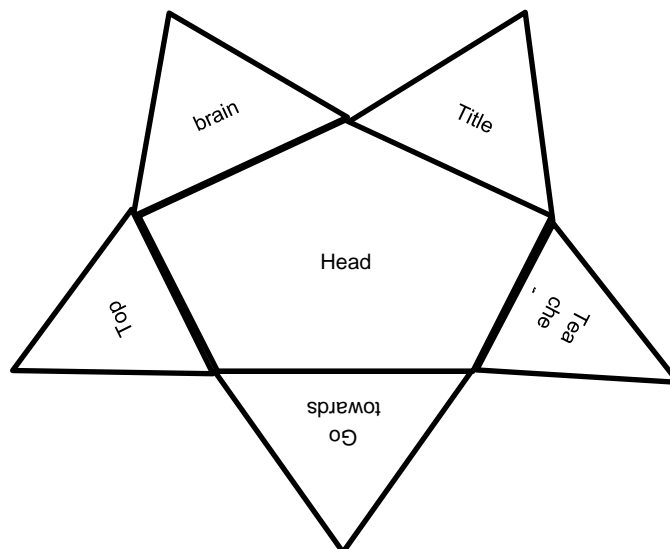


Figure 17. Semantic Mapping Explains Polysemy of Head

The figure shows the use of semantic mapping to explain the word polysemy. The figure explains that one word has some meaning. It can be showed in this figure that the word of

divide into them. It means that the word of crimson, violet and lavender are definition of purple. The students can know differences between the

5. Taxonomy

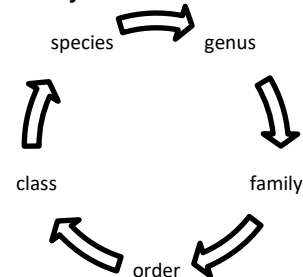


Figure 16. Semantic Mapping Explains Taxonomy of Species

The figure above shows the use of semantic mapping to explain the word of taxonomy. From the figure, the teacher explain the word of species is the class in biology. It means that the level of each class is different. Then the teacher also can use another word to explain the level. It means that taxonomy is the process of something that has level.

head has meaning like brain, tittle, and others. The word can use in several sentences because the word consist of several meanings.

7. Monosemy

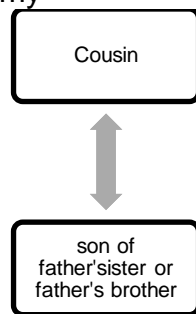


Figure 18. Semantic Mapping Explains Monosemy of Cousin

The figure above shows that the word only has one meaning. the teacher explain to the students that the word of cousin can be used to explain son of father' sister. It is opposite of polysemy. In this figure, the students only use one word to one sentence. It means the word cannot use in another topic.

8. Homonymy

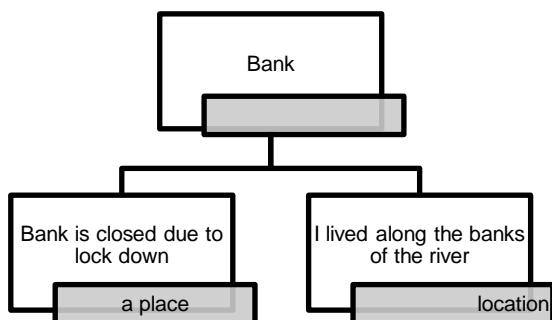


Figure 18. Semantic Mapping Explains Homonymy of Bank

The figure shows that semantic mapping use to explain the word of bank. Based on the figure, the teacher explains to the students that the word has two meaning. It can be used as noun and adverb. It means that the word is same form but difeerent meaning if the word use as another prt of speech.

Discussion

The researcher shows that students learn vocabulary mastery through word formation and meaning of the word. Word formation explains vocabulary through etymology,

coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, and derivation. Beside meaning of the word can be used in understand meaning that include antonym, synonym, meronym, taxonomy, monosemy, homonym, and polysemy. In contrary, there are study that conduct to by Indriati with the tittle, "The effectiveness of semantic mapping strategy to improve students vocabulary mastery". In her research, she uses procedure text in teaching vocabulary. Then the teacher uses video to stimulate the students' vocabulary knowledge. After that the teacher asks students generate many words that related with the topic using semantic mapping. In addition, the research by Al-Khazali with the tittle "The effectiveness of semantic mapping instructions in promoting iraqi students' vocabulary achievemnet". His research also use several the form of semantic mapping in teaching vocabulary such as concepts categories map, hierachical organization amp, compare-contrast map and fishbone map.

CONCLUSION

This research focuses on the use of semantic mapping to improve students' vocabulary mastery. The research focuses on the use of semantic mapping in teaching vocabulary. In teaching vocabulary, the reseacher use word formation and meaning of the word in improve vocabulary. Word formation can use in teaching the form of word that included etymology, coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, and derivation. Beside meaning of the word can be used in teach meaning that include antonym, synonym, meronym, taxonomy, monosemy, homonym, and

polysemy. This research focuses on the use of semantic mapping in senior high school. In case, semantic mapping used to teaching word formation and meaning of the word used different step in mapping. It was different based on the purpose of learning process.

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