ENGAGE
(ENGLISH LANGUAGE TEACHING AND EDUCATION JOURNAL)
Vol 01 No 03, March, 2025, pp. 30 - 38
Journal Homepage: www.engage.iounral.undana.ac.id

Using Semantic Mapping Games To Enhance Vocabulary Mastery Of The Mangrove Leaf Community Students In Grade 6, In Oesapa, Kupang

Maria Novita Nora [a,1,*], Drs.Soleman Dapa Taka., MA [b,2], Novriani R. Manafe, S.S., M. Ed [c,3]

[a] Student of English Study Profram, Faculty of Teacher Training and Education, Nusa Cendana University, Kupang, Indonesia
[1] novinora16@gmail.com
[b] Lecture of English Study Profram, Faculty of Teacher Training and Education, Nusa Cendana University, Kupang, Indonesia
[2] solemandapa@staf.undana.ac.id
[c] Lecture of English Study Profram, Faculty of Teacher Training and Education, Nusa Cendana University, Kupang, Indonesia
[3] novriani.manafe@staf.undana.ac.id

* corresponding author

ARTICLE INFO

Article history
Received : 3rd March 2025
Revised : 15th March 2025
Accepted : 20th March 2025

Keywords
Vocabulary
Semantic Mapping
Games
Enhance

ABSTRACT

The qualitative descriptive method conducted on Mangrove Leaf students. In this study, the researcher applied 2 research cycles. Each cycle consisted of four steps; planning, acting, observing, and reflecting. Researchers used two techniques to collect data, namely: observation, and documentation. The data were classified in the form of quantitative. Qualitative data were obtained through game tests. Qualitative data were analyzed using the statistics formula. The result of the study in each cycle showed an increase in the number of students who got scores above the passing grade, from 2 students in pre-cycle to 11 students in cycle 2. The percentage of success increased from 43 to 75% in pre-cycle, 62, 50% in cycle 1, and 82.91% in cycle 2. This result also showed that semantic mapping games effectively improved students' vocabulary mastery at the elementary school education level, especially in grade 6 in mangrove leaf students.

How to cite
:

1. Introduction

vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write. Mastery of vocabulary will affect someone's ability to use the language, whether in spoken or written form. In the realm of listening skills, comprehending the meaning of spoken words and sentences is crucial for understanding

ENGAGE
Vol 01 No 03, March, 2025, pp. 30 - 38

someone's speech. The purpose of this study is to investigate the effectiveness of using semantic mapping games to enhance the vocabulary mastery of Mangrove Leaf students in Oesapa, Kupang. The researcher selected this topic based on observations of the students' struggles with vocabulary acquisition and application in their English classes. The researcher also noticed that the students lacked motivation and interest in learning new words. The researcher hoped that using semantic mapping games would improve the students' vocabulary knowledge and skills, as well as their attitude and motivation towards vocabulary learning. The researcher also aimed to contribute to the existing literature on vocabulary teaching and learning by providing empirical evidence.

One of the strategies for teaching vocabulary is semantic mapping. semantic mapping is one of the most potent 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. Hence, this strategy can help students memories new words quickly and effectively. This research focuses on several problem formulations, namely: 1) Can semantic maps enhance the student's ability to acquire new words?. 2) How effective is the use of semantic mapping games in improving students' vocabulary mastery in learning Mangrove Leaf students?. This research also aims to answer the formulation of the problem with the following research objectives: 1) To evaluate the impact of using semantic mapping games on the vocabulary mastery of mangrove leaf students in Oesapa Kupang using a post-test, 2) To describe the effect of using semantic mapping games to improve students' vocabulary mastery in learning Mangrove Leaf students. In the context of this research, semantic mapping refers to the process of identifying whether specific semantic features are within or beyond the boundaries of a word. This concept has been referred to by various names in the literature. In language learning, semantic mapping typically involves brainstorming comparisons and then diagramming the outcomes, as described by Hatch and Brown (1995: 387). The researcher has found several forms of semantic maps from enhantedlearning.com, which were originally identified by Col and Spector (1993).

a. Star Diagram A graphic
b. Spider Diagram
c. Fishbone Diagram
d. Cluster/Cloud Diagram
e. Tree Diagram
f. Cycle Diagrams
g. Vocabulary Map Graphic Organizer

2. Research Method

The research design used is a qualitative descriptive method, the data collection technique in this study will involve observation and documentation. The author uses research instruments with the following assessment standards: Preliminary Study: Imitating things and types of English vocabulary transportation. Cycle 1) Mention the kind of transport shown on the mapping. Cycle 2)Connecting words and mapping. The author uses research instruments with assessment standards: Very Good (A) 100 – 86, Good (B) 85 – 71, Fair (C) 70 – 56, Poor. (D) < 55.

In this study, the author analyzes the data using the formula:

ENGAGE
Vol 01 No 03, March, 2025, pp. 30 - 38

$$X = \frac{\Sigma fx}{N} x\ 100\%$$

Where:

X = Result

FX = Score obtained by students

N = Number of Students

3. Research Findings and Discussion

In this chapter, the writer presents findings and discussion which would describe the teaching in learning process in terms of the using of semantic mapping games.

Findings

The finding of this research exist in the preliminary study, the first cycle, and the second cycle.

1. **Preliminary Study**
   In a preliminary study, the writer also observed the school, students' situation and condition before beginning the research. The researcher gathered data from observing. The researcher found that many Mangrove Leaf students remembered simple vocabulary. It is due to the dominant use of oral communication in English teaching. The learning was mostly done through repeating words while showing semantic mapping in English vocabulary.
   Table 1: The result of preliminary research

No	Name	Score	Category
1	S1	S1	Failed
2	S2	S2	Failed
3	S3	S3	Failed
4	S4	S4	Passed
5	S5	S5	Failed
6	S6	S6	Failed
7	S7	S7	Failed
8	S8	S8	Passed
9	S9	S9	Failed
10	S10	S10	Failed
11	S11	S11	Passed
12	S12	S12	Failed

ENGAGE
Vol 01 No 03, March, 2025, pp. 30 - 38

Total		525	

To get the result of preliminary research, the researcher calculated the data to know the percentage of students who passed the minimum score the writer used the formula as follows:

$$X = \frac{\Sigma fx}{N} x\ 100\% = \frac{525}{12} x\ 100\% = 43{,}75\%$$

2. Cycle 1

In this cycle, the writer conducted four steps: planning, action, observation, and reflection. In this cycle, there were two meetings which were conducted with the students. A game test was given at the end of the learning process.

Table 2: The result of test in cycle 1

No	Name	Score	Category
1.	S1	50	Failed
2.	S2	70	Passed
3.	S3	50	Failed
4.	S4	70	Passed
5.	S5	60	Failed
6.	S6	65	Failed
7.	S7	75	Passed
8.	S8	30	Failed
9	S9	80	Passed
10	S10	50	Failed
11	S11	70	Passed
12	S12	80	Passed
Total		750	-

X=(Σfx)/N x 100% =(750)/12 x 100%=62,5%

Based on the result in cycle 1, the data showed that the students reached under the minimum passing grade. The average percentage was only 62, 5 % (6 students) reached minimum score. It means that the target in cycle 1 has not fulfilled.

3. Cycle 2

After doing the first cycle, the students' problems were found and it gave information about students' vocabulary. Therefore, the writer had a good to

ENGAGE
Vol 01 No 03, March, 2025, pp. 30 - 38

conduct the second cycle of action research which was carried out in three meetings.

Table 2: The result of test in cycle 2

No	Name	Score	Category
1.	S1	60	Passed
2.	S2	90	Passed
3.	S3	70	Passed
4.	S4	85	Passed
5.	S5	100	Passed
6.	S6	80	Passed
7.	S7	90	Passed
8.	S8	70	Passed
9	S9	100	Passed
10	S10	60	Failed
11	S11	90	Passed
12	S12	100	Passed
Total		995	-

Image 1. Image Information here

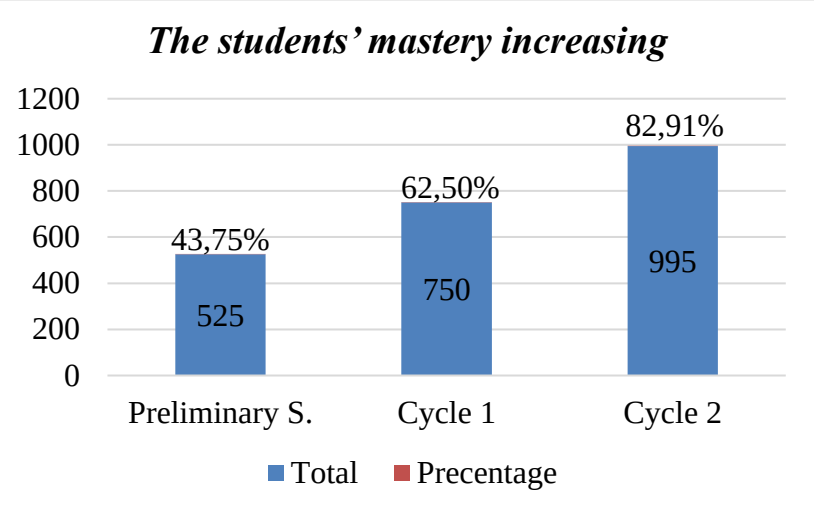
Discussion

Based on the previous findings, the writer collected data from preliminary research, cycle 1 and cycle 2 by observation and documentation. There has been some research done related to this study, that is vocabulary improvement. Some of those are cited below: Giraldo Tamayo, et.al (2016). Teaching vocabulary through semantic mapping games to

ENGAGE
Vol 01 No 03, March, 2025, pp. 30 - 38

preschoolers. The qualitative method. Teaching vocabulary to preschoolers is an important issue for second and foreign languages. The purpose of this project was to analyze the effect of semantic mapping games on teaching vocabulary to EFL preschoolers in a public school in the city of Pereira. Twenty-eight preschool learners participated in this project.

There are some differences between the previous research and this research, previous researchers only used one language on vocabulary media using semantic mapping games so they only produced one language. In his research uses two languages so that students can produce two languages that are English and Indonesian language in this research, the writer teaches vocabulary using semantic mapping and shows it to students by learning while playing, so that students can better understand the vocabulary with this game.



4. Conclusion

The process of teaching vocabulary mastery using semantic mapping games was running well. Based on the observation list, the vocabulary of students in mangrove leaf by grade 6 could be improved by semantic mapping. The implementation of this classroom action research was done in 2 cycles to improve students' vocabulary mastery in grade 6. In The preliminary study, the score of the students was 525 the percentage of the student's scores on the test was 3 students who passed or got scores up to 75 was only 43,75 %. Quantitatively the result of observation, proved that the students' improvement in vocabulary was not good yet and low in vocabulary tests.\

Cycle 1, quantitatively showed that the student's score was 750 with the percentage of the students' score of the game was 6 students passed or got the score up to 80. On the other hand, 6 students failed or did not get scores up to 30. The average of the cycle 1 was only 62,5 %. So, the game test of this first cycle was categorized as improved. But quantitatively the average value has not reached the standard.

Cycle II, quantitatively showed that the scores of students were 995 the percentage of the students' scores on tests was 11 students passed or got scores up 70 to 100. On the other hand, 1 student did not get a score up to 60. So, the average of the cycle II was 82,91 %. So, the test of the second cycle was categorized successfully. Quantitative observation results showed, that semantic mapping games can improve students' vocabulary mastery.

5. Acknowledgmen

The writer's wonderful and amazing father, Fransiskus Ray; beloved mother, Anselina Suku;

6. Refrences

Dilek, Y., & Yuruk, N. (2013). Using Semantic Mapping Technique in Vocabulary Teaching at Pre-Intermediate Level. Procedia - Social and Behavioral Sciences, 70, 1531-1544. doi: 10.1016/j.sbspro.2013.01.22

Rahmah, A. D. (2018). The Effectiveness of Semantic Mapping on Students' Vocabulary Achievement (Unpublished thesis). FITK UIN Syarif Hidayatullah Jakarta. Retrieved from https://repository.uinjkt.ac.id/dspace/handle/123456789/37617

Susanto, A., & Fazlinda, A. H. (2016). English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio-Educational Factors: A Review. Applied Science and Technology, 1(1), 173.

Zamroni. (2012). Increasing Vocabulary Mastery by Using Semantic Mapping for The Second Year Students of Smpn 6 Sub District Perhentian Raja Kampar Regency. Skripsi thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau.

Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. In J. Coady & T. Huckin (Eds.), Second language vocabulary acquisition (pp. 5-19).

Allen, J. (2007). Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12. Portland: Stenhouse Publishers.

Alqahtani, A. (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, III (3), 21-34.

Antonnaci, P. A., & O'Callaghan, C. M. (2011). Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners. SAGE Publications.

Arikunto, S., Suhardjono, & Supardi. (2010). Penelitian tindakan kelas. Jakarta: Bumi Aksara.

Buzan, T. (1990). The Mind Map Book. Pearson Education.

Col, J., & Spector, M. (1993). Form of Semantic Map. Retrieved May 21, 2020, from enhantedlearning.com.

Covington, M. V., & Omelich, C. L. (1987). "I knew it cold before the exam": A test of the anxiety-blockage hypothesis. Journal of Educational Psychology, 79(4), 393–400. https://doi.org/10.1037/0022-0663.79.4.393

Dilek, Y., & Yuruk, N. (2013). Using Semantic Mapping Technique in Vocabulary Teaching at Pre-Intermediate Level. Procedia - Social and Behavioral Sciences, 70, 1531-1544. doi: 10.1016/j.sbspro.2013.01.22

Graves, M. (2008). Instruction on individual words: One size does not fit all. In A. E. Farstrup & S. J. Samuels (Eds.), What research has to say about vocabulary instruction (pp. 56–79). Newark, DE: International Reading Association.

Gruneberg, M., & Sykes, R. (1991). Individual differences and attitudes to the keyword method of foreign language learning. Language Learning Journal, 4, 60-62.

Harmer, J. (1991). The use of FlashCards to improve vocabulary mastery (A Classroom Action Research for the Fourth Year Students of MI Duren Bandungan in the Academic Year of 2009/2010).

Hatch, E., & Brown, C. (1995). Vocabulary, Semantic, and Language Education. Cambridge: Cambridge University.

Heimlich, J. E., & Pittelman, S.D. (1986). Semantic Mapping: Classroom Applications. Newark, Delaware: International Reading Association.

Hornby, A. S. (1995). Oxford Advanced Learner Dictionary. New York: Oxford University Press.
Huebner, T. (1985). System and variability in interlanguage syntax. Language Learning, 35(2), 141-163.
Huynf, U., Lizaragga, L., & Wilkerson, B. (2002). How do Semantic Maps Build Vocabulary.
Jackson, & Amvela. (2000). The terms of vocabulary, lexis, and lexicon are synonymous. (p. 11).
Kennedy, C., & Bolitho, R. (1984). English for Specific Purposes. Macmillan.
Knight, S. (1994). Dictionary use while reading: The effects on comprehension and vocabulary acquisition for students of different verbal abilities. The Modern Language Journal, 78, 285-299.
Krisnawati, N. (2014). Using Semantic Mapping to Improve 7th Grade Students' Reading Comprehension in SMPN 1 Jetis in Academic Year 2013/2014. Sarjana Thesis, Faculty of Language and Art State of Yogyakarta.
Langley, G. J., Moen, R. D., Nolan, K. M., Nolan, T. W., Norman, C. L., & Provost, L. P. (2009). The improvement guide: A practical approach to enhancing organizational performance. John Wiley & Sons.
Margosein, C. M., Pascarella, E. T., & Pflaum, S. W. (1982). The effects of instruction using semantic mapping on vocabulary and comprehension. The Journal of Early Adolescence, 2 (2), 185–194.
Nilforoushan, S. (2012). The Effect of Teaching Vocabulary through Semantic Mapping on EFL Learners' Awareness of the Affective Dimensions of Deep Vocabulary Knowledge. English Language Teaching, v5 n10 p164-172.
Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge University Press.
Rahmah, A. D. (2018). The Effectiveness of Semantic Mapping on Students' Vocabulary Achievement (Unpublished thesis). FITK UIN Syarif Hidayatullah Jakarta. Retrieved from https://repository.uinjkt.ac.id/dspace/handle/123456789/37617
Richards, J. C. (1998). Beyond training: Perspectives on language teacher education. Cambridge: Cambridge University Press.
Richards, J. C. (2002). Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. (p. 255).
Richards, J. C., & Renandya, W. (2002). Methodology in language teaching. Cambridge: Cambridge University Press.
Richards, J. C., & Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics. Edinburgh Gate: Pearson Education Limited.
Stuart, W. (2008). Receptive and productive vocabulary size of L2 learners, Studies in Second Language Acquisition, 30 (01), pp. 79 – 95.
Susanto, A., & Fazlinda, A. H. (2016). English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio-Educational Factors: A Review. Applied Science and Technology, 1(1), 173.
Susanti, A. (2020). Using Semantic Mapping to Improve Vocabulary Mastery of the Seventh Grade Students at MTs Darul Falah Bendiljati Kulon. Thesis. State Islamic Institute (IAIN) of Tulungagung.
Thornbury, S. (2002). How to Teach Vocabulary, England: Longman.
Vacca, R. T., & Vacca, J. A. L. (1998). Content Area Reading: Literacy and Learning Across the Curriculum. United States: Longman.

Vogt, D. (1983). Semantic mapping as a vocabulary teaching technique to improve recall of word meaning. Retrieved from https://www.researchgate.net/publication/234740831_Semantic_Mapping_as_a_Vocabulary_Teaching_Technique_to_Improve_Recall_of_Word_Meaning

Wilkins, D. A. (1972). Linguistics in Language Teaching. Cambridge: MFT Press.

Zaid, M. A. (1995). Semantic Mapping in Communicative Language Teaching. English Teaching Forum, 33, 6-7.

Zamroni. (2012). Increasing Vocabulary Mastery by Using Semantic Mapping for The Second Year Students of Smpn 6 Sub District Perhentian Raja Kampar Regency. Skripsi thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau.

Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. In J. Coady & T. Huckin (Eds.), Second language vocabulary acquisition (pp. 5-19).