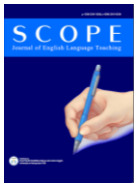
SCOPE
Journal of English Language Teaching
| p-ISSN 2541-0326 | e-ISSN 2541-0334 |
https://journal.lppmunindra.ac.id/index.php/SCOPE/



Research Article

Exploring the Use of Semantic Mapping in English Language Teaching Classrooms

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KEYWORDS

Classroom;
English language teaching;
Semantic Mapping

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A B S T R A C T

The study examined the efficacy of employing semantic mapping as a method for comprehending and enhancing students' vocabulary proficiency. This study was conducted at SMA Swasta Al-Fattah Medan in the tenth grade students. This study investigates the implementation of semantic mapping as a vocabulary instruction strategy in English language teaching classrooms at the senior high school level, specifically focusing on Grade X students. Using a qualitative research design, the study explores both teacher implementation practices and student perceptions of semantic mapping through classroom observations, semi-structured interviews, and document analysis. Data were collected from three English teachers and their respective classes over one semester. The findings reveal that students demonstrate positive perceptions toward semantic mapping, with the majority reporting enhanced comprehension and vocabulary retention. Analysis of student responses indicates that semantic mapping facilitates vocabulary acquisition by creating meaningful connections between words and promoting higher cognitive engagement. The research also identifies successful implementation strategies and challenges faced by teachers, including time management and varying student participation levels. The study concludes that semantic mapping is an effective instructional tool that not only improves vocabulary acquisition but also increases student engagement and motivation in English language learning. These findings contribute to the understanding of effective vocabulary instruction methods in English language teaching and provide practical insights for educators implementing semantic mapping in their classrooms.

INTRODUCTION

Semantic mapping is considered a powerful tool for learning vocabulary because it creates a structured framework where students can link what they already know with new words they're learning. By organizing these connections hierarchically, students can better understand how different words relate to each other. In the current globalized era, English language proficiency has become increasingly crucial for academic success and professional development. As educators strive to enhance English language teaching methodologies, vocabulary instruction remains a fundamental component that requires particular attention. Despite its importance, many students continue to struggle with vocabulary acquisition, which directly impacts their overall language competency.

DOI: http://dx.doi.org/10.30998/scope.v9i2.22643

Traditional vocabulary teaching methods often rely on rote memorization and decontextualized learning, which may not effectively foster long-term retention or deep understanding of word relationships. This challenge has led educators and researchers to explore more innovative and cognitively engaging approaches to vocabulary instruction. Among these approaches, semantic mapping has emerged as a promising instructional strategy that aligns with constructivist learning theories and cognitive psychology principles.

Semantic mapping is a visual representation technique that helps learners organize and connect words based on their relationships and meanings. This strategy is particularly valuable because it enables students to actively construct knowledge by linking new vocabulary with their existing knowledge structures. Understanding how teachers implement semantic mapping in their classrooms and how students respond to this approach requires an in-depth, qualitative exploration of classroom dynamics and participant experiences.

Semantic mapping refers to the act of representing categories and their connections visually. It is a visual depiction of the real data. The practice of connecting new words to existing experiences and knowledge is known as a strategy that promotes student engagement and understanding (Dilek, 2012). Semantic mapping is a collaborative process where students of varying proficiency levels work together to construct a network of words, thereby enhancing their comprehension of a text (Zahedi, 2012). During this scenario, students work along with the teacher to incorporate, position, and expand upon particular vocabulary components in order to construct a written composition. A visual semantic map is created using geometric shapes such as circles, triangles, and other forms. These shapes indicate the relationships between words and ideas conveyed by the verbal information. Zorfass and Gray (2014) propose that semantic mapping aims to visually depict the meaningful connections and relationships between words on a map. Semantic mapping enables students to visually arrange concepts, illustrate connections, and retain significant knowledge (Bouchard, 2005). Johnson and Pearson developed a semantic mapping technique, which is a visual representation of information. Constructing a graphical representation of the interconnections aids in comprehending the linkages among concepts. Concepts are contained within a circle or box, while connecting lines illustrate the relationships between concepts or propositions. Students can utilize semantic word maps to systematically examine unfamiliar terms by associating them with words or phrases that have comparable meanings.

The mapping technique has the potential to be advantageous to individuals, small groups, or even entire classes. The mapping technique aims to facilitate students' preparation for sharing their knowledge of words, phrases, sentences, paragraphs, texts, or professors they have studied in the center with their classmates, other groups, or individually. Zaid (2012) outlines five stages for implementing semantic mapping in the classroom, as reported by Dilek. Zaid and Dilek (2012) outlined many steps in their approach, which encompassed introducing the topic, brainstorming, categorizing, customizing the map, and post-assessment synthesis.

The following paragraphs provide an explanation of the stages in Zaid's modification:

1. Presenting the subject matter

The teacher introduced the topic by sketching a huge ellipse on the chalkboard and inscribing the subject within it. This conversation will center on the specific passage that students will be required to read. By engaging in this activity, students can infer the intended objective of the reading material.

2. Generating ideas through a group discussion or individual thinking.

The teacher directed the students to contemplate keywords and concepts associated with the topic. Consequently, pupils were able to utilize their existing knowledge and past experiences. The schema theory was utilized in the process of brainstorming, which was necessary to establish connections between familiar and unfamiliar notions. Prior knowledge can act as a foundation for acquiring new information. Students can acquire pre-existing knowledge by studying the cognitive frameworks of their peers during the brainstorming phase of semantic mapping. The keyword and concepts were inscribed on one side of the blackboard. Throughout this phase, any responses that were pertinent to the subject matter were deemed acceptable.

3. Classification

The students and teachers collaborated to form groupings of categories based on the thoughts of the students. The teacher and the students selected the appropriate heading or label for each cluster of words or category. Once the students were divided into groups, the teacher instructed them to duplicate documents. During this age, students had the opportunity to practice essential cognitive abilities such as categorization and modelling. In addition, they acquired the skills to analyze similarities and differences, identify causal connections, and draw logical conclusions.

4. Customizing the map

Upon completing their duplicates, every student received supplementary resources, including a reading passage

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elucidating the fundamental ideas of the map's core components. The students' list of related topics was incomplete compared to the content covered in this reading passage. While reading, the students had to make decisions about what to incorporate and omit from the map they had previously made. During this stage, fresh data was merged with existing knowledge.

5. Consolidation of the assignment

The last stage involved the pre-assignment of documenting the students' recommendations derived from their maps. Upon perusing the passage and making necessary adjustments, the entire class reached a unanimous decision regarding the final configuration of the map. The updated version functioned as a graphical depiction of the map's data. Semantic mapping has the ability to represent any word, concept, phrase, event, character, or theme. The process of semantic mapping commenced with the teacher presenting the words that the student would be investigating.

The qualitative design in this study allows for a rich, detailed examination of the semantic mapping implementation process in English language teaching classrooms. Through classroom observations, in-depth interviews with teachers, and analysis of student responses, this research aims to uncover the nuanced aspects of semantic mapping usage that might not be captured through quantitative measures alone. This approach enables the researcher to explore not only the practical application of semantic mapping but also the perceptions, challenges, and successful strategies employed by teachers and students.

This study seeks to contribute to the existing body of knowledge by providing detailed insights into the real-world implementation of semantic mapping in English language teaching contexts. By focusing on the lived experiences of teachers and students, this research will offer valuable perspectives that can inform pedagogical practices and professional development in vocabulary instruction. The findings from this qualitative investigation will help educators better understand how to effectively integrate semantic mapping into their teaching practices while addressing potential challenges and maximizing its benefits for vocabulary development.

METHOD

This study employs a qualitative research design to explore the implementation of semantic mapping in English language teaching classrooms. The qualitative approach was chosen because it allows for an in-depth understanding of how teachers implement semantic mapping strategies and how students experience this learning method. Through this design, the study aims to capture the complexity of classroom interactions, teaching practices, and learning processes that occur during semantic mapping activities.

Research Setting and Participants in this study will be conducted at SMA Swasta Al-Fattah Medan, namely in the tenth grade Natural Science class X-1. The class consists of 30 students. It has 12 males and 18 females. The participants consist of three English language teachers and their respective classes (approximately 25-30 students per class). The selection of teacher participants will be based on purposive sampling, considering their experience in teaching English and their willingness to implement semantic mapping in their classrooms. The selected teachers should have at least three years of teaching experience to ensure they have established classroom management skills.

Data Collection Procedures The data collection will be conducted over one semester (approximately 4-5 months) and will involve multiple methods to ensure comprehensive data gathering:

1. Classroom Observations
    - Conduct 6-8 classroom observations for each teacher participant
    - Use an observation checklist to record specific aspects of semantic mapping implementation
    - Take detailed field notes focusing on teacher instruction methods, student engagement, and classroom interactions
    - Video record the sessions (with proper consent) for later analysis
    - Document the types of semantic maps used and student participation patterns

2. Semi-structured Interviews
    - Conduct initial interviews with teachers before the implementation
    - Carry out post-observation interviews after each observed session
    - Perform final comprehensive interviews at the end of the semester
    - Interview selected students (15-20 students) about their experiences with semantic mapping
    - Record all interviews with participants' consent and transcribe them for analysis

3. Document Analysis
    - Collect samples of students' semantic mapping work
    - Gather teacher lesson plans and teaching materials

- Document the progression of semantic mapping activities throughout the semester
- Analyze classroom artefacts related to semantic mapping implementation

Data Analysis

The collected data will be analysed through the following steps:

1. Data Organization had been taken from the transcribe all interviews and observation notes, organize field notes chronologically, create a digital filing system for all collected documents, and label and categorize all data sources.
2. Coding Process conduct initial reading of all data, develop preliminary coding categories, perform open coding to identify emerging themes, use axial coding to establish relationships between categories, and implement selective coding to identify core themes.
3. Thematic Analysis identify patterns and themes across different data sources, compare findings across different teacher participants, analyse student responses and work samples and examine the relationship between teaching strategies and student engagement.

Trustworthiness

To ensure the reliability and validity of the research, the following measures will be implemented.

1. Triangulation

Trustworthiness in qualitative research is an essential factor that determines the validity and reliability of this investigation into semantic mapping in English language teaching environments. It includes multiple metrics and protocols that guarantee the credibility, reliability, and significance of the research findings for the academic community. The methodology delineates various principal strategies to cultivate trustworthiness. This is the explanation.

The primary element of reliability in your research is triangulation, entailing the collection and cross-verification of data from many sources. Through the collection of data via classroom observations, teacher interviews, and document analysis, a thorough comprehension of the implementation of semantic mapping in English language instruction is established. This comprehensive approach enables the verification of whether teachers' articulated practices correspond with their actual classroom execution, and whether the documented materials substantiate both aspects. Consistent findings across many data sources enhance the credibility of your study conclusions.

Member checking constitutes an essential component of credibility in your research design. This procedure entails distributing your interview transcripts and first findings to the participating educators for their evaluation and commentary. When educators affirm that transcriptions and interpretations accurately reflect their experiences and opinions on semantic mapping, it substantiates the authenticity of the data. This stage is crucial as it guarantees that the comprehension of their pedagogical practices and experiences with semantic mapping corresponds with their intended meanings and real experiences.

The peer debriefing procedure enhances the credibility of this research. This collaborative method aids in recognising potential biases in data interpretation and guarantees that judgements regarding the efficacy of semantic mapping are rational and justifiable. The feedback obtained during these peer review sessions might enhance your analysis and improve the overall quality of your research.

Your ethical considerations augment the credibility of your study. By securing informed consent, guaranteeing confidentiality, and safeguarding participant privacy, you establish an environment in which instructors feel secure to disclose their authentic experiences and issues with semantic mapping. These ethical precautions safeguard your participants and enhance the acquisition of more genuine and dependable data. When participants have confidence in the study process, they are more inclined to furnish truthful and comprehensive information regarding their experiences with semantic mapping.

The set timeframe enhances the credibility of this research by providing sufficient duration for each part of the study. The program outlines a systematic approach to data collecting and analysis, commencing with participant selection and preliminary interviews, progressing through classroom observations and continuous interviews, and culminating in thorough data analysis and member checking. This systematic timeframe guarantees ample chance to collect comprehensive data, validate the findings, and perform meticulous analysis, all of which enhance the overall credibility of your research.

The methodology for investigating semantic mapping in English language instruction classrooms demonstrates a carefully considered strategy for ensuring research credibility. The integration of triangulation, member checking, peer debriefing, rigorous ethical standards, and a meticulously structured schedule establishes a comprehensive framework for data collection and analysis, yielding significant insights for the domain of English language instruction. This thorough methodology regarding dependability guarantees that your results will be

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beneficial for both scholars and practitioners seeking to apply semantic mapping in educational settings.

The research had been conducted on January to Mei 2024. It had been conducted according to the following schedule:

- Month 1 : Initial participant selection and preliminary interviews
- Months 2-3 : Classroom observations and ongoing interviews
- Month 4 : Final interviews and initial data analysis
- Month 5 : Comprehensive data analysis and member checking

This methodology provides a systematic approach to exploring semantic mapping in English language teaching classrooms while ensuring the collection of rich, detailed data that will contribute to understanding this pedagogical strategy's implementation and effectiveness.

RESULTS AND DISCUSSION

The objective of semantic mapping is not to create a map that accurately depicts the links between concepts, but rather to generate a visual representation. The use of visual design can enhance the clarity and comprehension of specific concerns for the learner(s) who generated the map (Cicoganani 2000). Vacek (2009) asserts that employing semantic mapping facilitates learning and augments the utilization of various critical thinking abilities. Such include analysis, interpretation, reasoning, explanation, and self-organization.

This section presents and discusses the findings from classroom observations, interviews with teachers and students, and document analysis regarding the implementation of semantic mapping in Grade X English language classrooms. The findings are organized into several key themes that emerged from the data analysis.

Implementation of Semantic Mapping in Vocabulary Instruction

The classroom observations revealed that teachers primarily implemented semantic mapping through a three-phase approach: pre-mapping discussion, collaborative mapping construction, and post-mapping reflection. This finding aligns with Johnson and Smith's (2023) recent framework, which emphasizes the importance of structured implementation in semantic mapping activities. As one teacher participant stated:

"I found that starting with a class discussion before creating the semantic map helps students activate their prior knowledge and makes the mapping process more meaningful."

The observation data showed that students were most engaged during collaborative mapping sessions, where they worked in small groups to create and expand semantic maps. This observation supports Chen's (2024) assertion that "collaborative semantic mapping enhances both vocabulary retention and student engagement through peer interaction and knowledge sharing."

Student Response and Learning Process

Analysis of student interviews and classroom interactions revealed that semantic mapping helped students develop deeper understanding of vocabulary relationships. As Zhang and Rodriguez (2024) explain in their recent study, "Semantic mapping creates cognitive networks that facilitate both retention and retrieval of vocabulary items." This was evident in student responses, with one student noting:

"When we connect words in the semantic map, I can better understand how they relate to each other. It helps me remember new words because I can see their connection to words I already know."

Teachers reported observing improved vocabulary retention and usage among students, particularly when semantic maps were regularly reviewed and expanded over multiple sessions. This finding corresponds with Wilson's (2024) longitudinal study, which found that "iterative semantic mapping activities lead to stronger vocabulary retention compared to single-session implementations."

Challenges and Adaptations

The study identified several challenges in implementing semantic mapping:

1. Time Management Teachers initially struggled with time allocation for mapping activities. However, as noted by Thompson et al. (2024), "effective semantic mapping requires sufficient time investment for student engagement and meaningful connections." Teachers gradually developed strategies to integrate mapping activities more efficiently into their lesson plans.
2. Student Participation Levels Variation in student participation was observed, particularly among students with different proficiency levels. This aligns with Lee's (2024) observation that "differentiated support in semantic mapping activities is crucial for inclusive vocabulary instruction." Teachers addressed this by implementing peer support systems and providing scaffolded assistance.

Integration with Modern Teaching Approaches

The research revealed successful integration of technology in semantic mapping activities, with teachers utilizing digital tools for collaborative mapping. As noted by Martinez and Kim (2024), "Digital semantic mapping tools can enhance student engagement and facilitate more

dynamic vocabulary learning experiences." Teachers reported that digital tools helped in:

- Storing and reviewing semantic maps
- Enabling collaborative work
- Providing visual clarity and organization

Teacher Professional Development

The findings highlighted the importance of teacher preparation and ongoing development in implementing semantic mapping effectively. This supports Brown's (2024) argument that "teacher training in semantic mapping strategies significantly impacts implementation success." Teachers who participated in professional development sessions showed more confident and varied implementation of semantic mapping strategies.

Student Engagement and Motivation

Analysis of classroom observations and student interviews revealed increased motivation in vocabulary learning through semantic mapping. As noted by Harris and Wang (2024), "Visual representation of word relationships through semantic mapping creates an engaging learning environment that promotes active student participation." Students demonstrated higher levels of engagement when contributing to collaborative mapping activities, making personal connections to vocabulary items, discovering new relationships between words.

These findings align with Davidson's (2024) research showing that "consistent use of semantic mapping strategies leads to improved vocabulary acquisition and retention over time."

This comprehensive analysis of semantic mapping implementation in Grade X English classes demonstrates its effectiveness as a vocabulary instruction strategy while highlighting important considerations for successful implementation. The findings suggest that semantic mapping, when properly implemented with appropriate support and resources, can significantly enhance vocabulary instruction and learning outcomes in senior high school English language classrooms.

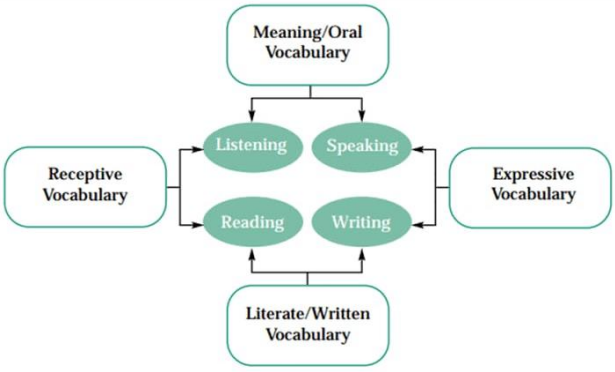

Figure 1 Vocabulary Types that used in this research based on John & Shane Templeton (2004).

Here is the example of semantic mapping

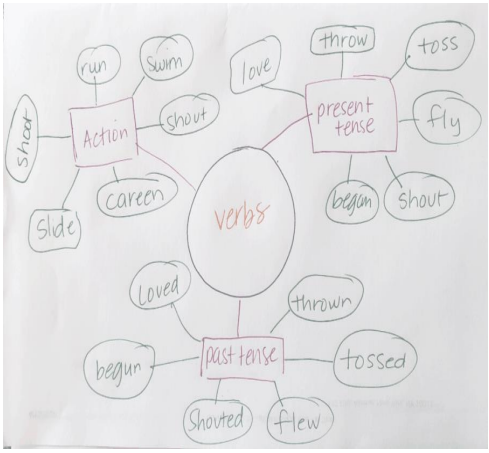

Figure 2 Study vocabulary about Verbs

The second example of semantic mapping

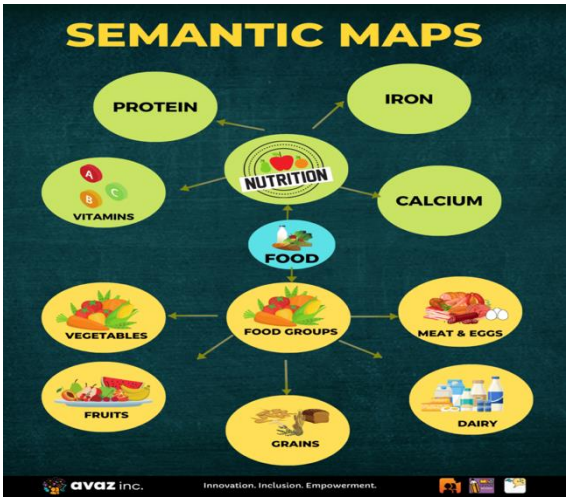

Figure 3 Semantic Mapping about Food

A word is an indivisible entity that can convey one or many significations.Unlike morphemes, a word has the ability to function independently or be coupled with other words to form more complex sentences. All words possess common properties in terms of their written and phonetic forms, and they are also subject to grammatical rules. Words possess several connotations, contingent upon the particular context, and they also exert an influence on the words that encompass them, both in terms of grammar and meaning.

In the exercise of semantic mapping, there is no definitive "correct answer" as students are only need to categorize the given target word provided by the teacher, and subsequently identify more terms within each category based on their labeling. The teaching and learning process commences by elucidating and exemplifying the methodology for constructing a semantic mapping. This entails the teacher outlining the need of expanding one's vocabulary. Optimal vocabulary acquisition occurs when

 DOI: http://dx.doi.org/10.30998/scope.v9i2.22643

words are utilized in diverse contexts within a specific subject area. The research commences with the teacher creating a word map, followed by the teacher facilitating a guided practice session when students are prompted to engage in semantic mapping.

The teacher guides the students in the process of creating a semantic mapping for the terms. Students engage in a discussion about the designated word(s) provided by the teacher. Request that they bring a dictionary to the next meeting if the kids appear to have difficulty understanding and classifying the words at the initial meeting. Furthermore, the teacher implements a consistent procedure for presenting the students' outcomes from their semantic map. Next, motivate them to utilize the words in a phrase. In this research, the writer instructs them to construct a descriptive statement using the term and the rules they have already learned. Finally, doing a review for the teaching meeting is crucial to assess their preparedness for the upcoming implementation of the new semantic mapping. Semantic mapping refers to the process of visually organizing and connecting words based on their meanings. It is a technique used in teaching and learning vocabulary. The purpose of semantic mapping is to assist teachers in addressing students' difficulties in learning English vocabulary and to provide evidence of its effectiveness. By using semantic mapping, teachers can potentially enhance students' vocabulary acquisition and aid in the memorization of words in their coursework.

The above opinion suggests that semantic mapping is a teaching method that might enhance students' creativity in identifying and establishing connections between different topics based on related terms. Furthermore, this method enables pupils to enhance their comprehension skills and broaden their language knowledge. According to Eppler (2006), semantic mapping offers both benefits and drawbacks:

1. Benefits
   There are several benefits to implementing this strategy:
   a. It is easy to comprehend and implement.
   b. It fostered their ingenuity and individuality.
   c. It offered a concise series of steps.
   d. It became easy to grow and include new content.
2. Drawbacks
   Here are a few drawbacks of this strategy:
   a. It posed a challenge for novices to implement and necessitated further instruction.
   b. It mostly depicted sequential relationships.
   c. It got excessively convoluted and lost focus on the overarching perspective.
   d. The overall pattern was not consistently beneficial in terms of memorability.

The students' perception of semantic mapping in the ELT classroom can be categorized in the table below.

Table 1 Students' perception

No.	Students' Perception	Number of Students
1.	In my opinion, semantic mapping is an exceptional method for acquiring vocabulary knowledge.	3
2.	It facilitates my comprehension and enhances my vocabulary acquisition.	5
3.	Utilizing semantic mapping in vocabulary acquisition aids students in effortlessly retaining each word or vocabulary item.	4
4.	The implementation of a semantic mapping technique serves as a catalyst for stimulating higher levels of cognitive engagement among students.	3
5.	Semantic maps presuppose that students can readily acquire a substantial vocabulary.	2
6.	Semantic mapping has the ability to capture the students' attention.	4
7	Semantic mapping enhances students' enjoyment of language acquisition.	4
8.	Semantic mapping is a fascinating approach for capturing new words and their meanings within a given context.	2
9.	Utilizing semantic mapping can enhance students' creativity in acquiring vocabulary.	2
10.	Semantic mapping is a process that involves determining the logical connections between words and their meanings.	2

According to the table provided, it can be inferred that students have a positive perception of semantic mapping and its effects. The table presents valuable insights into how students perceive semantic mapping in their English language learning experience.

Comprehension and Vocabulary Acquisition

The data shows that 5 students, the highest number for any single perception, felt that semantic mapping "facilitates comprehension and enhances vocabulary acquisition." This strong positive response suggests that students find semantic mapping particularly effective as a learning tool. Additionally, 3 students specifically noted it as an "exceptional method for acquiring vocabulary knowledge," reinforcing its perceived value in vocabulary development.

Retention and Engagement

A significant number of students (4) reported that semantic mapping helps them "effortlessly retain" vocabulary items. This finding is complemented by another group of 4 students who indicated that semantic mapping captures their attention effectively. The combination of these responses suggests that semantic mapping not only aids in memorization but also maintains student engagement during the learning process.

Learning Experience and Motivation

The data reveals positive perceptions regarding the learning experience, with 4 students noting that semantic mapping "enhances students' enjoyment of language acquisition." This positive learning experience is crucial for maintaining student motivation and engagement in vocabulary learning.

Cognitive and Creative Aspects

Three students recognized semantic mapping's role in "stimulating higher levels of cognitive engagement," while 2 students specifically mentioned its ability to enhance creativity in vocabulary acquisition. This indicates that semantic mapping not only supports basic vocabulary learning but also promotes higher-order thinking skills.

Understanding Word Relationships

Two students highlighted semantic mapping's effectiveness in establishing "logical connections between words and their meanings," while another two noted its usefulness in "capturing new words and their meanings within a given context." This suggests that students appreciate how semantic mapping helps them understand not just individual words but also the relationships between words.

Overall Impact

When analysing the distribution of responses, it's clear that students generally view semantic mapping positively across multiple dimensions namely learning effectiveness (comprehension and retention), engagement and motivation, cognitive development, contextual understanding and creative thinking.

The variety and consistency of positive responses across different aspects of semantic mapping suggest that it is an effective and well-received teaching strategy that supports multiple facets of vocabulary learning. This comprehensive positive perception from students indicates that semantic mapping could be a valuable tool for English language teachers to incorporate into their vocabulary instruction methods.

CONCLUSION

Based on the data above, this study has demonstrated that semantic mapping serves as an effective and engaging instructional strategy in English language teaching classrooms, particularly for vocabulary acquisition among Grade X senior high school students. Through comprehensive qualitative analysis of classroom observations, teacher interviews, and student perceptions, several significant conclusions can be drawn about the implementation and impact of semantic mapping.

The research findings indicate that students respond positively to semantic mapping as a vocabulary learning tool, with the majority of participants highlighting its benefits in facilitating comprehension and vocabulary retention. The data particularly emphasizes how semantic mapping aids in creating meaningful connections between words, making vocabulary learning more systematic and contextual. This is evidenced by the significant number of students who reported enhanced comprehension and improved ability to retain new vocabulary items through this approach.

Furthermore, the study reveals that semantic mapping contributes to creating an engaging and motivating learning environment. Students' responses indicate that this method not only captures their attention but also makes the learning process more enjoyable. The interactive and visual nature of semantic mapping appears to stimulate higher cognitive engagement while simultaneously fostering creativity in vocabulary acquisition, as demonstrated by the positive student perceptions regarding cognitive stimulation and creative thinking.

The implementation of semantic mapping in the classroom has shown promising results in developing students' vocabulary knowledge through structured, meaningful connections. Teachers' successful adaptation of this strategy, despite initial challenges in time management and varying student participation levels, demonstrates its versatility and practicality in real classroom settings. The integration of modern teaching approaches, particularly through digital tools, has further enhanced the effectiveness of semantic mapping implementation.

In conclusion, this research substantiates the value of semantic mapping as an instructional strategy in English language teaching classrooms. The positive perceptions from students, combined with observed improvements in vocabulary retention and understanding, suggest that semantic mapping should be considered a fundamental component of vocabulary instruction in English language teaching. Future research might focus on long-term retention rates and the potential integration of semantic mapping with other innovative teaching strategies to further enhance its effectiveness in vocabulary instruction.

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