



Teaching Vocabulary To Young Learners: Combination Of Semantic Mapping And Bingo Game

I Gusti Ngurah Bagus Yoga Widiadnya

Fakultas Pendidikan Bahasa dan Seni, IKIP Saraswati, Tabanan, Bali

Yogawidiadnya16@gmail.com

Abstract

Students need to have many vocabularies in their mind in order to master four language skills in English namely listening, speaking, reading and writing. In addition, students should acquire number of words and they should know the meaning of the words then use them accurately. The vocabulary mastery would help students in developing their, understanding, and also enhancing the process of transferring information better. Teaching vocabulary is a challenge for teachers especially in teaching young learners. As the characteristics of young learner who love learning through playing, it is a need for the teacher to have an innovative strategy in teaching vocabulary. In addition, the combination of semantic mapping and bingo games will be the solution of the teaching vocabulary to young learners. This combination make the students learn words together with other students based on their background knowledge and review the vocabularies by implementing bingo games.

Keywords: TEYL, Vocabulary, Semantic Mapping, Bingo

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INTRODUCTION

English is one of the languages that usually used by people to communicate or interact with others. In addition, English becomes an International language as it is used almost in all country in the world as a bridge of global communication. People live in world which has rapid development of science and technology where the use of English becomes compulsory need; consequently, the people have to learn and master English well. People could compete strongly throughout the world to survive. Furthermore, this could be seen that almost in every single thing in daily life, there would be the use of English in it such as in business, technology, and education. In Indonesia, English has been stated as foreign language. To know more about English, it is started from the education. English is taught in all level of education in Indonesia started from play group, kindergarten, elementary school, secondary school and also university. The English language learning is done to equip the students with language skill such as listening, speaking, reading and writing. In addition, to have better understanding in language skill, students also need to know about language elements such as grammar and vocabulary.

Vocabulary plays important role in mastering four skills in learning English. Cross (2001) stated good store of words is substantial to understand and communicate language. In order to have good communication in foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help students in gaining, understanding, and also enhancing the process of transferring information better. In addition, students use vocabulary as a basis to share the information they have to other students. However, when the students have less vocabulary, they will be difficult to tell their desire.

Wilkins in Thornbury (2002) states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, when the students heard teacher's speech, class discussion and other media, their vocabulary will influence students to comprehend the meaning. In addition, when students talk, they have to have vocabulary mastery to deliver what they want to share. In reading, students' vocabulary affects their ability to understand and comprehend a reading text. Moreover, students' vocabulary also influences them to convey their thought to the reader. In writing, their vocabulary mastery will support them to write their thought



about the topic given. To sum up, vocabulary takes an important role in equipping students to be able to communicate in English especially for the four skills well.

As what previously mentioned, vocabulary plays important roles in learning English. Teachers should teach vocabulary in good way because it helps student especially young learners to acquire the vocabulary as many as possible and as easy as possible. McCarten (2007) explains it is equally important to help students with how to learn vocabulary as well as with what to learn. It means that teaching vocabulary is important and this will lead the students to study language.

However, there are some problems that the teacher faced when teaching English vocabulary to young learner. Usually, teacher has limited number of teaching media in presenting the vocabulary material. In addition, there are phenomena of lack teaching strategies to teach vocabulary itself. Therefore, this is a teacher's role to create an innovative strategy that make students more understand in learning vocabulary. The purpose of having an innovative strategy is the students will have more fun and enjoyable atmosphere in learning in the class. The teaching and learning process will run smoothly and will not create misunderstanding between the teachers and students since they could learn and enrich their vocabulary in four skills of language.

Based on the problem above, it is a need to find innovative strategies to teach vocabulary. Therefore, the author wants to elaborate innovative strategies which could develop English vocabulary which will support students in teaching and learning process. Consequently, the problem statement could be stated in the following. How does young learner learn vocabulary by using combination of semantic map and bingo game?

METHOD

People know and use the words in particular language. As we know that words mean the combination of letter that will present meaningful language element such as part of speech. It includes noun, verb, adjective, adverb, and so on which usually become a part of our communication. Vocabulary becomes the main tools for people especially students in process of acquiring or mastering the language. It could expand and deepen over and over the course of long-life learning. Hiebert and Kamil (2005) stated that generally vocabulary is the knowledge of word meaning. It is used to express ideas, feeling, or thought in form of information which will be shared to people clearly.

According to Finnochiaro in Nilawati (2009), there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands. Students can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to spoken or written information but they do not use the words in speaking or in writing.

Vocabulary is a large basic element of language. As what has been stated previously, vocabulary includes part of speech. According to Harmer (2001) there are some parts of speech. Firstly, noun is defined as a group of words which names person, place, thing, activity or idea. Noun can be used as subject or object. In addition, verb is defined as a group word which expresses action, event, process, or activities. DeCapua (2008) stated verb expresses what subjects do or describe something about something about the state or condition of the subject. In sentence, verb means the heart because it provides the central meaning of the sentence. In addition, part of speech includes adjectives which describe nouns in term of general description, size, color, or number. Moreover, adverb is included in part of speech also. It gives more explanation about verb, adjective, and adverbs in term of such qualities as time, frequency, and manner. In this case, verb and noun are the most vocabulary that would be developed to the young learner.

Philips in Rohani and Pourgharib (2013) gives idea that vocabulary is best learned when the meaning of words is illustrated. Those can be in form of picture where teacher could bring picture. They have or find the picture in the internet which related the topic we will have at class. The teacher also could act directly to tell the students a word. Usually students know what the teachers mean by seeing a real object. If it is impossible for teacher to bring real object, teacher could give picture or video to be shown to students. The children should meet and use the words in relevant context in order to fix the vocabulary in students' mind. This could make students establish relationship between one word to another word.

Scott and Ytreberg (1990) stated young learner is the children who are in the five to ten years old. They divided young learner into two levels, it is level one which for students who are in five to seven years old and level two who are is eight to ten years old. The characteristics of young learner in age five to seven are in the following. Young learners can talk about what they are doing and what they have done or heard. They also can plan activities, argue for something and tell you why they think and what they think. The young learner use logical reason, vivid imagination and they also can understand direct human interaction. Understanding of young learner comes through hands, eyes, and ears. They could know something by directly feel it.

In addition, young learners who are in level two if they are in eight to ten years old. They have some characteristics such as in the following. The young learner in this age has basic concept which already formed and they have very clear view of the world. This learner could tell the difference between fact and fiction. They ask question all the time. In addition, they rely on the spoken words as well as the physical world to convey and understanding meaning. Young learner also gas definite views about what they like and what they do not like. Moreover, young learner have a developed sense of fairness about what happens in the classroom and begin to question the teacher' decision. The last but not the least, young learner are able to work with others and learn from others. As what has been stated previously that young learner could work and learn from other. In this case, work and learn from other will be related with teaching vocabulary which it will reflect students' vocabulary mastery.

Tileston and Darling (2009) stated semantic mapping is defined as the work of Stahl and Clark (1987) and Heimlich and Pittleman (1986) as a teacher-directed study of a word or concept in relation to other related words and ideas. To teach the concept, teacher might use graphic organizer or maps to help students to visualize their thinking. Semantics mapping could help students use what they already know and build on that knowledge to gain understanding. Semantic mapping is effective in teaching vocabulary words, terms and underlying concepts. Semantic mapping helps ELLs to build connection between words, and as a result they learn new words more quickly and deeply because new words are connected to what they know. This strategy is appropriate for English language learner at all English language proficiency level.

Barcroft in Nilfroushan (2012) defined semantic mapping as the increased evaluation of an item with regard to its meaning. A semantic mapping is a tool for discovering the conceptual relationship between vocabulary items. Semantic elaboration enhances word learning and retention, through a learning phase called integration (Shostak in Nilfroushan, 2012). Integration is based on the view that new information should be related with what the learners know previously. Furthermore, the instruction should guide students to use words and ideas available to them in their word to help them associate meaning with words they do not know. It is believed that this will lead to deeper learning and thus longer retention of the words the students learned.

According to Vossoughi & Zargar (2009) stated that games can be found to give practice in all language skill and language components. The games can be used for different types of communication. Harmer (2001) added games are designed to provoke communication between students frequently depend on an information gap. Therefore, students are able to talk with their friends to solve puzzle, draw picture, and find similarities or differences between the pictures.

Bradley in Tuan (2012) stated some characteristics of games in teaching and learning process. First, games engage all students in the learning process. When students are playing games in pairs or groups, they have the opportunity to recognize and appreciate the contributions of others and use team work skills. This type of game works well with students who are highly motivated and competitive. Second, games provide an opportunity for collaboration and cooperation. Classroom games provide an opportunity for students to collaborate and cooperate with each other, while working towards a common goal winning. In some games, students are paired or grouped, which may lead to peer tutoring and the use of cooperative skills in order to win. They may not realize that they are actually learning, but they are working together towards a common goal. Third, games provide an enjoyable learning experience. Creating a fun and enjoyable learning environment is a large first step toward motivating students. Research indicates that classroom games are effective strategies that facilitate learning. Therefore, by knowing and comprehending the characteristics of game, it is a need to collaborate the strategy in teaching vocabulary in the class by using games.

Bingo game is one of the games that can be use to have the collaboration in the classroom. According to Vasquez et. al (2013), bingo games works especially when the teacher wants to review a larger group of vocabulary words that students have studied over time. Students are given a blank paper sheet and they write their vocabulary words on the sheet in whatever order they would like. The more words there are available for students, the longer the game will last. Because students are choosing their own words, they can choose words which they feel most knowledgeable. That could boost their confidence while playing bingo. This encourages student especially young learner to build their vocabulary. The teacher reads a definition of words and students place their marker on the appropriate vocabulary word. Teachers might also use students' vocabulary flash cards to choose the words to call out. The first student gets bingo (all the words in a row, column, or diagonal) then all of the word fits with the definition will be the winner. Therefore, students enjoy the game and it is easy to be conducted.

There are some studies related with this topic. First of all is the study done by Abdelrahman (2013). He did research to investigate the effect of semantic mapping as an instructional strategy for teaching vocabulary items to EFL learners at Al Imam Mohammed Ibin Saud Islamic University and to explore the effect of this strategy on EFL students' achievement of lexical items. The sample of the study consisted of 50 male students enrolled in two sections. The experimental group studied the lexical items using semantic mapping strategy, and the control group studied them in the traditional method. A vocabulary pre-test was given to both groups at the beginning of the study to make sure that they were equivalent and homogenous. At the end of the experiment, the same test was given to the experimental and control groups to investigate the effect of semantic mapping strategy on EFL students' achievement of lexical items. The results revealed significant differences between the experimental and control groups in favor of the experimental group. The results of the study, based on statistical analysis, indicated that the experimental group outperformed the control group in vocabulary learning. It can be suggested that semantic mapping can be used as an efficient methodology for teaching vocabulary, a technique which is effective for EFL learners.

In addition, another study was done by Aribowo (2008). She taught vocabulary by using games in third grade students of an elementary school. Game is used in this study is divided into two section namely giving material about the topic and then allying the game after the first section. The researcher did this almost two months. Teacher would give some exercises for the students in order to check students' understanding. The process of applying game to teach vocabulary consists of four steps: warming up to refresh the lesson taught before, presentation where researcher explained the material, explanation where researcher started dividing students into pair and explain the rule of the game, and production where the students alternately completed the games with their partner. By doing so, they could remember the vocabulary.

Kristiana (2012) also did a research through the implementation of Bingo game to improve the third grade students' vocabulary mastery and students' motivation. The data that were obtained qualitatively and quantitatively show that bingo games could improve the students' ability in memorizing the meaning of words, the students' ability in pronouncing the words correctly, the students' ability in spelling the words correctly, the students' ability in identifying proper word use and students' motivation in learning English. The researcher used one of procedure in play Bingo games; the researcher asked the students to match the word with the picture in Bingo card. The students could match the word with the picture correctly. Therefore, it means that the students could memorize the meaning of words easily through Bingo games

To sum up, the explanation tells about the effectiveness of teaching vocabulary by using semantic mapping and bingo game. The results of the study prove that the vocabulary mastery could be improved by using semantic mapping and bingo games. Thus, the author highly motivated to explore the combination of semantic mapping and bingo game in teaching vocabulary to young learner especially for students who are in eight and ten years old.

Vocabulary is needed in mastering four English language skills such as listening, reading, speaking and writing. Vocabulary can be the most important thing that the speaker or writer need to have to share what they want to share or communicate. Up to this point, referring to the theory of vocabulary and young learner, it is not easy to say that semantic mapping and bingo game could improve students' vocabulary mastery. Therefore, the

following strategy tends to be used to teach vocabulary. Semantic mapping and bingo games are the strategy that will be explained in order to provide solution to the problem statement.

As what has been stated before that students' vocabulary mastery can help the students to gain, understand, and enhance the process of transferring information well. In addition, the more students have list of vocabularies, the more they can express that words in order to deliver information to other people. However, if the students have less vocabulary, they are not able to express their feeling properly. In addition, this could make students feel embarrassed or shy as they are not able to use the language.

English teachers have to teach the students four language skill to have good English proficiency. In addition, it includes teacher of young learners. They have a big role in teaching the students about vocabulary. As what has been stated previously that young learners are known as children who have characteristics that they rely on the spoken words as well as the physical world to convey and understanding meaning. This means that students need to meet the real objects; therefore they could determine and understand the language. This is a challenge for the teachers to implement a right strategy to young learner, so they are not bored in learning.

There are some theories and empirical studies which support that semantic mapping and bingo games could improve students' vocabulary mastery. Semantic mapping is defined as the work of Stahl and Clark (1987) and Heimlich and Pittleman (1986) as a teacher-directed study of a word or concept in relation to other related words and ideas (Tileston and Darling, 2009). This kind of strategy involves the teachers and also students. The teachers become facilitator of the language. Teachers will have topic of discussion and then teacher ask the students to mention as many words as possible. Teacher will create mapping in order to develop vocabulary of the students. This activity could build connection between words that already written by teacher in front. In addition, bingo games kind of games which support learning and playing. The students will be given blank paper then they write what they have learnt. The main point of this game is the students could write and understanding the meaning of the vocabulary.

In this case, the author will combine the use of semantic mapping and bingo games to teach English vocabulary to young learner. In addition, the semantics mapping teaches students to mention vocabulary as many as possible. The students not only mention the words, but they have to understand the meaning of the words. In addition, the students could learn how pronounce the words correctly. After the semantic mapping done, the teacher implemented bingo game to students in order to make students more comprehend the vocabulary they have learned. In bingo games, students work with their partner. So, both of students learn, share and cooperate to finish the bingo game.

FINDING AND DISCUSSION

To make it clear, the author will elaborate the steps of semantic mapping and bingo games in teaching vocabulary to young learner. The framework of semantic mapping includes the concept of words, two category examples and other examples, this is a very interactive process and this should be modeled by the teacher first. The steps involve in semantic mapping are as follows.

1. Teacher writes the concept word on the board.
Teachers could give brainstorming to the students about the topic. For example, teacher is asking them about their experience going to the beach. By brainstorming, it could connect the students experience with the related topic. This will develop their confidence to talk about the topic.
2. Explain the steps involved and have students think as many words as possible.
Teacher could tell the students what they are going to do with the topic. In addition, in this step, teacher can ask the students to collect as many words as possible related to the topic. One student can have difference experience or background knowledge with the topic. Therefore, it could be so many lists of vocabularies.
3. Students have to think about word collection and determine the meaning.

As they have collected the words, teacher makes sure that the students have their understanding about the meaning. This activity will help the students who are not familiar with the words learn about the vocabulary. Furthermore, they are able to enrich their vocabulary

4. Write the list of words on the board.
Teacher writes the words on the board. One word can relate with another word. Therefore, in one topic could have some sub topics. In addition, some topics also have some words that related to them.
5. Teachers and students discuss the words together and put the words into category. After the word collections, teacher and students put the words into category. In this activity, teacher can help students to determine the type of words. Some students could be familiar with the words and some are not. So, the students could learn from one another.

After the students have the semantic mapping session, to stimulate and gain their understanding, teachers could conduct bingo games. In addition, the procedures are elaborated as follows.

1. Firstly, students are divided into group of three. They are going to have the bingo game in group. This is a word bingo games. Before the game is started, teacher tells the students about the rule of the game. In addition, students are given a piece of paper. The students have to make twenty five columns.
2. Moreover, the students write the list of vocabulary that they have learned into the columns. After they fill in the columns with words, the students write the letter BINGO horizontally. Each letter represents one column.
3. The students have to listen to the teachers' definition of the word and the cross the word. If the students have crossed five words in series horizontally or vertically, they may cross the letter B. The teacher keeps telling the students about definition, the students cross the words again until they finish crossing the entire BINGO letter. The group who finish first and the paper will be checked by teacher to make sure all word fits the definition. If all is correct, they will be the winner.

The author thinks that the implementation of semantic mapping is able to improve the students' vocabulary mastery. In addition, this statement is supported by theories and studies about semantic mapping. It is a visual strategy which is used for teaching and expanding vocabulary in which students categorize words related to other words. It can also be used in teaching other skills such as reading comprehension and writing because it displays the interrelationships among ideas.

Semantic mapping is used as strategy to teach vocabulary to young learners. The young learner means student who are in the age of eight to ten. Therefore, teacher needs to use strategy that could make the teaching and learning process become meaningful and enjoyable for teacher and students. In addition, the use of semantic mapping incorporates a variety of other memory strategies; they are grouping the word based on the relationship. It is valuable for enriching both memory and comprehension new words. In addition, in semantic mapping there will no wrong answer. Students try to find words by themselves to fulfill each category they have labeled based on their experience or background knowledge they have. Teacher, furthermore, clarify and confirm what are mentioned by students. This activity becomes discussion for students and teachers.

To make students comprehend about vocabulary they have got in semantic mapping, they are given chance to play games that could remind them about previous vocabulary. The use of Bingo game is used in order to make the young learner fun in the class. Bingo game could attract the students' attention, motivation and involvement in teaching and learning in classroom. As students have good attention, motivation and involvement in the class, it will create an enjoyable environment in learning especially for the young learners. In addition, bingo games also make the students work and cooperate in group.

As previously mentioned about how the teaching and learning vocabulary implemented in the class, the author recommends the combination of semantic mapping and bingo games implemented in the class. This fits

with the characteristics of young learners which love to play and learn best when they are involved and enjoying themselves. Therefore, the combination of strategy and games will make the students (young learner) interested in learning English.

CONCLUSION

Vocabulary plays important roles in mastering four English language skill; listening speaking, reading and writing. In each skill need vocabulary mastery in it. The more students have vocabulary in their mind, the more they could say or write about the language. Teachers need to have an innovative strategy to teach vocabulary for students especially young learners. Young learner can be divided into two group according to Scott and Ytreberg (1990); five to seven years old and eight to ten years old. The teaching vocabulary to the eight and ten years old is a challenge to teacher. However, the young learners who at that age are more mature than five to seven years old.

In order to have an innovative strategy to teach vocabulary, the author uses the combination of semantic mapping and bingo games to teach vocabulary to young learner. The strategy will make students mention words based on their experience and background knowledge. In addition, the students will learn from other students about new vocabulary. The teacher task here is to guide and facilitate the students to comprehend the vocabulary includes their meaning. After the implementation of semantic mapping, teachers could use bingo games to make the students review the vocabularies. The students could learn through playing with their group. This make the learning process become meaningful and enjoyable.

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