Analysis of Semantics Learning Techniques in Understanding English Vocabulary in 6th Semester Students from University Muhammadiyah of Tangerang

Aidil Syah Putra[1*], Aditia Hendri Maulana[2] , Desmi Ayu Sintia[3]

[1,2,3] University Muhammadiyah of Tangerang

Abstract: This study is the effectiveness of semantic learning techniques in understanding English vocabulary from the perspective of sixth semester students at Muhammadiyah University, Tangerang. This study used qualitative methods to collect data through interviews and classroom observations. The results showed that semantic learning techniques helped students in using polysemic materials to better understand the context and meaning of vocabulary, thus increasing their confidence in their daily use of English. This study also revealed some challenges faced by students and teachers when implementing semantic techniques in this sixth semester lesson. In this semantic learning technique, it is proven that students are more motivated to improve their vocabulary. It is hoped that in the future this research will be continued to help students better understand the semantic learning technique.

Keyword: semantics, vocabulary, tecniques semantics

Introduction

Vocabulary is an important element in learning English and should be the main focus in the teaching and learning process(Nation, 2019; Sternberg, 2014; Susanto, 2017)Learning a variety of vocabulary allows individuals to communicate more effectively, achieve their goals, and expand their opportunities to deepen their understanding of the world. This theory is supported by Maharini's opinion that vocabulary is an important aspect of language skills and provides a strong foundation for students' speaking, listening, reading, and writing abilities. Therefore, it is important to have a good vocabulary to communicate well in English.

Vocabulary learning is an important part of language learning, so vocabulary teaching is very important to improve other aspects of the language (Nezhad & Shorkpour, 2012). Teachers prioritize grammar teaching but do not emphasize vocabulary teaching.

Therefore, learning a foreign language is the process of understanding the vocabulary of the language. The main source of frustration when speaking a foreign language is the difficulty in finding the right words to convey your thoughts. The vocabulary a person has is closely related to their language ability. The more vocabulary you have, the easier it is to communicate and convey ideas.

Mastering English vocabulary is an important aspect of effective language skills. At the higher education level, especially in advanced classes such as sixth grade students, students are expected to have a broad and sufficient vocabulary understanding to support learning and communication in English. Tangerang University, one of the higher education institutions in Indonesia, also faces challenges in securing vocabulary. Students have sufficient vocabulary.

Vocabulary learning helps students learn and memorize words when learning a foreign language. By using semantic learning techniques for different vocabulary items, students can improve their vocabulary learning ability. It is important for foreign language teachers to know whether this method is useful. This method can help them. Semantic learning techniques help students develop a deeper understanding of vocabulary.

However, analytical semantic learning techniques that can be applied to vocabulary comprehension use concept maps(Indira et al., 2023; Pau & Pablo, 2023). Create a concept map or diagram to visually display the relationship between words. Concept maps help students understand the semantic relationship between vocabulary by allowing them to see the relationship between words based on certain concepts or categories. In this way, students can learn the necessary vocabulary in a short time(Agustina & Nur, 2018; Hoang, 2019).

Semantic method analysis strategies are rarely explained in class because English material, especially vocabulary, is usually given directly without paying attention to the application of the strategy. This causes students to memorize vocabulary without understanding the differences between the two. This is different from the research approach carried out by (Natsir, 2016), which aims to evaluate the effectiveness of semantic feature analysis strategies to improve English vocabulary comprehension.

Based on the semantic learning analysis approach, the purpose of this study is to explore how strategies can improve sixth semester students' English vocabulary comprehension. By considering the semantic aspect, it is expected that students can easily connect the meaning of vocabulary with the appropriate context, thereby improving their overall language skills.

Methodology

In this research uses a qualitative method with a phenomenological approach to explore the experiences of students. Data were collected through interviews and participatory observation. According to (Creswell, 2013) Qualitative a research process that seeks to understand social or human phenomena by creating a comprehensive and complex picture that can be presented verbally, reporting detailed perspectives obtained from information sources and carried out in the natural environment. This research is an

exploratory case study, and the sample is selected using purposive sampling methods. In qualitative research, purposive sampling is a technique employed to achieve specific research objectives. There is no limitation on the number of respondents to create a purposive sample, as long as the desired information can be obtained and generated.

The researcher conducted Participatory Observation at the Faculty of English Education, University of Tangerang, semester 6. The researcher observed several class sessions to see firsthand how semantic learning techniques were applied in the 6th semester semantic learning class, then the researcher used semi-structured interviews to understand students' experiences in learning vocabulary using semantic techniques.

Result and Discussion

In this chapter, researchers present research findings and discuss them using the interview method.

No	Questions	Transscription
1	*How do students define semantics?*	Students usually define semantics as the branch of linguistics that studies meaning in language. It includes the analysis of how words, phrases, and sentences are used to convey meaning. Semantics also involves understanding the relationship between linguistic signs and what they represent in the real world.
2	*What techniques does your lecturer usually use to teach semantics?*	The technique used by lecturers is the lecture method and students take turns presenting. Activities given by lecturers such as quizzes are given every week. In this lecture method, the lecturer explains important concepts, theories, and information related to the semantics course being taught. This provides the necessary knowledge foundation for students.
3	*What are the difficulties that students experience when learning about semantics?*	Students find it difficult to find new vocabulary in semantics learning. Vocabulary in semantics is often related to abstract concepts such as meaning, reference, and interpretation, which are difficult to explain with concrete words or easily understood objects. The meaning of vocabulary in semantics is

		often complex and profound, not always easily interpreted with everyday words. Examples of vocabulary such as "pragmatics", "connotation", or "referential behavior" require a deeper and contextual understanding.
4	*How does your lecturer explain the meaning of words that have more than one meaning (polysemy)?*	Students better understand the material on polysemy (one word with multiple meanings) because understanding polysemy is important as it helps students understand how words can be used in different ways in everyday language. It also shows the flexibility and complexity of language in conveying multiple meanings.
5	*Do group discussions or common work with classmates help you understand semantic concepts?*	Group discussions allow for different views and interpretations of semantic concepts to be presented by various group members. This helps in broadening other students' understanding as well of the various perspectives on the meaning of words and sentences.
6	*Can learning semantics help improve students' vocabulary?*	Semantics really helps students explore the meaning of words better. They learn how words are interrelated, including synonyms, antonyms, and connotations, all of which expand their understanding of word variation in language. In semantic learning, students are also involved in analyzing and applying semantic concepts in real contexts such as literature, media, or daily conversations. This enriches their experience in using vocabulary more precisely and efficiently.

Discussion

From the results of this study, it was found that students can add new vocabulary through semantic learning with polysemy material. The first data was done by observation, we took the population from English Education semester 6 and for the sample, 10 people from class 6A2 were taken randomly. For the second data, we took data from interviews

from 6 questions generated from the sample, which is before the researcher wants to know the semantic learning techniques learned in semester 6 whether there are difficulties or vice versa whether with semantic learning techniques can add new vocabulary to increase the vocabulary of students in semester 6 of English education. With the first question conducted interviews how students define semantics. researchers want to know the extent to which 6th semester students understand semantics. Students usually define semantics as a branch of linguistics that studies meaning in language. This includes the analysis of how words, phrases, and sentences are used to convey meaning. Semantics also involves understanding the relationship between linguistic signs and what they represent in the real world and for the next technique used by lecturers with the lecture method and students take turns making presentations(Kostić & Milenkovic, 2018). Activities provided by lecturers such as quizzes given every week. In using this lecture method, the lecturer explains important concepts, theories, and information related to the semantics course being taught. This provides the necessary knowledge base for students and this makes it easier for students to understand semantic concepts and theories.

From the interviews, it was found that the difficulty in learning semantics is finding new vocabulary. From the results, students better understand the material about polysemy (one word with various meanings). This study reveals that semantic learning techniques have great potential to improve students' vocabulary understanding. However, its application requires careful preparation and a deep understanding of students' needs. In this study, techniques that link meaning and context can enrich vocabulary acquisition. The challenges identified indicate the need for additional support for students to help them integrate new vocabulary into daily use(Resnick, 2020; Sana & Strinati, 2022). Thus, this approach not only enhances the theoretical understanding of vocabulary but also ensures that vocabulary can be effectively applied in various language contexts. With lecturers giving assignments to students, this helps students to better understand semantic concepts with group discussions. allowing different views and interpretations of semantic concepts to be presented by various group members.

This helps in broadening other students' understanding of different perspectives on the meaning of words and sentences. And the researcher found out that semantic learning can help improve vocabulary for 6th semester students of English education in Tangerang muhammadiyah university. Semantics really helps students to explore the meaning of words better. They learn how words are interrelated, including synonyms, antonyms, and connotations, all of which expand their understanding of word variations in language. In semantic learning, students are also involved in analyzing and applying semantic concepts in real contexts such as literature, media, or daily conversations. This enriches their experience in using vocabulary more precisely and efficiently(Liu et al., 2018; Taheriyan et al., 2016). Semantic learning helps students to understand the meaning of words more deeply, including how words can have various meanings depending on the situation in which they are used. By doing so, students can identify and use words more accurately and diversely. Through analyzing and applying semantic concepts in literary texts, media, or everyday conversations, students can directly experience the use of

vocabulary in various relevant contexts. Semantics also builds students' critical ability to analyze and evaluate the meaning of words, helping them choose the most appropriate and effective words in their communication. Thus, learning semantics not only increases students' vocabulary capacity, but also deepens their understanding of how words operate in language with meaningful and effective meanings.

Conclusion

Analysis of semantic learning techniques in improving English vocabulary comprehension of 6th semester students of University Muhammadiyah of Tangerang. Based on the results of this study, it can be concluded that semantic learning has a significant role in improving the understanding and use of vocabulary of 6th semester students of English Education study program at Universitas Muhammadiyah Tangerang. This study shows that through a semantic approach, students can better understand the meaning of words in more depth, including variations in meaning that depend on the context in which they are used. The teaching method involving lectures and alternating presentations by students, as well as the implementation of weekly quizzes, proved effective in providing the necessary knowledge base. However, the main challenge that students face is in discovering and integrating new vocabulary in everyday use. Nonetheless, semantic learning techniques, especially in learning polysemy (words with multiple meanings), were successful in improving their understanding of the vocabulary.

The need to further support students in applying the vocabulary learned in practical contexts, such as through group discussions and assignments from lecturers, shows the importance of integration between semantic theory and its application in real life. This not only deepens students' theoretical understanding of vocabulary, but also ensures that this understanding can be effectively applied in various communication situations.Overall semantic learning not only assists students in increasing their vocabulary capacity, but also builds the analytical and critical skills necessary in understanding and using words more precisely and effectively in English.

References

Aminuddin. (2003). Semantik Pengantar Studi tentang Makna. Malang: Sinar Baru Agesindo.

A.S. Hornby. (1995). Oxford Advanced Learners Dictionary of Current English, Oxford: Oxford University Press.

Creswell W. John. (2013). Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. gani dan herlina manfaat semantik. (n.d.).

Diamond, L. and G. (2006). Teaching Vocabulary. Online (on http:Hwww reading rockets. Org/ article/9943) Retrieved On May 22 2011.

Edward, D. A. (1997). Classroom Technique. Foreign Language and English as a Second Language. New York: Harcout Brave Javanovich.

Gani, S., & Arsyad, B. (2019). KAJIAN TEORITIS STRUKTUR INTERNAL BAHASA (Fonologi, Morfologi, Sintaksis, dan Semantik). A Jamiy : Jurnal Bahasa Dan Sastra Arab, 7(1), 1. https://doi.org/10.31314/ajamiy.7.1.1-20.2018

Klesius, J., & Searls, E. (1991). RESEARCH INTO PRACTICE. Reading Psychology, 12(2), 165–171. https://doi.org/10.1080/0270271910120206

Kridalaksana. (2008). Kamus Linguistik. Jakarta: Gramedia Pustaka Utama.

Pateda, Mansoer. (2010). Pateda, Mansoer. 2010. Semantik Leksikal. Jakarta: Rineka Cipt.

Petty, W. T., Herold, C. P., & Stoll, E. (n.d.). FINAL REPORT THE STATE OF THE KNOWLEDGE ABOUT THE TEACHING OF VOCABULARY Office of Education Bureau of Research The State of the Knowledge About the Teaching of Vocabulary.

Tarigan, H. Guntur. . (1995). Pengajaran Semantik. Bandung: Angkasa.

Tompkins, G. E. ; H. K. (1995). Language Arts: Content and Teaching Strategies. Third Edition.

Guan, Y., Chu, C., Shao, C., Ju, M., Dai, E., Chagas, C. da S., Pinheiro, H. S. K., Carvalho Junior, W. de, Anjos, L. H. C. dos, Pereira, N. R., Bhering, S. B., Pabum, D. M., Uthbah, Z., Sudiana, E., Yani, E., Garut, K., Barat, J., Suryaningtyas, I. S. D. T., Dengan, B., … Zhang, Z. (2016). No Title. Media Konservasi, 2(1), 11–40.

Agustina, U. W., & Nur, L. C. N. (2018). Students positive response on semantic mapping strategy in English writing skill. *JEES (Journal of English Educators ….* https://jees.umsida.ac.id/index.php/jees/article/view/1617

Hoang, J. (2019). Translation technique term and semantics. *Applied Translation.* https://www.appliedtranslation.lingcure.org/index.php/journal/article/view/145

Indira, N., Santosa, R., & Sumarlam, S. (2023). Semantic Analysis of Make-Up Jargon in Make-Up Tutorial Videos on YouTube. *International Journal of Multicultural ….* https://ijmmu.com/index.php/ijmmu/article/view/5055

Kostić, M., & Milenkovic, V. (2018). CONTEMPORARY DETAIL IN ZOOM-IN-ZOOM-OUT TECNIQUE: GOD AND SCALE. *Facta Universitatis, Series ….* http://casopisi.junis.ni.ac.rs/index.php/FUArchCivEng/article/view/1994

Liu, T. F., Craft, M., Situ, J., Yumer, E., Mech, R., & … (2018). Learning design semantics for mobile apps. *Proceedings of the 31st ….* https://doi.org/10.1145/3242587.3242650

Nation, P. (2019). The different aspects of vocabulary knowledge. *The Routledge Handbook of Vocabulary Studies.* https://doi.org/10.4324/9780429291586-2

Pau, F., & Pablo, G. B. (2023). *Revisiting the Probabilistic Latent Semantic Analysis: The Method, Its Extensions and Its Algorithms.* preprints.org. https://www.preprints.org/manuscript/202309.0293

Resnick, L. B. (2020). Syntax and semantics in learning to subtract. *Addition and Subtraction.* https://doi.org/10.4324/9781003046585-10

Sana, M., & Strinati, E. C. (2022). Learning semantics: An opportunity for effective 6G communications. *2022 IEEE 19th Annual Consumer ….* https://ieeexplore.ieee.org/abstract/document/9700645/

Sternberg, R. J. (2014). Most vocabulary is learned from context. *The Nature of Vocabulary Acquisition*. https://api.taylorfrancis.com/content/chapters/edit/download?identifierName=doi%5C&identifierValue=10.4324/9781315802336-9%5C&type=chapterpdf

Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata*. https://www.academia.edu/download/57245487/2136-8404-2-PB.pdf

Taheriyan, M., Knoblock, C. A., Szekely, P., & … (2016). Learning the semantics of structured data sources. *… of Web Semantics*. https://www.sciencedirect.com/science/article/pii/S1570826815001444