

“THE USE OF GRAPHIC ORGANIZER IN TEACHING VOCABULARY AT SMP NEGERI 32 PALEMBANG”

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ARTICLE INFO

Article History

Submission: Nov 26, 2025

Review: Nov 27, 2025

Revised: Nov 28, 2025

Accepted: Nov 30, 2025

Published: Des 03, 2025

Keywords

Graphic Organizer, Vocabulary

ABSTRACT

This study investigates how to use of graphic organizer in teaching vocabulary. In this research, the sample was 31 students of 9th grade at SMP Negeri 32 Palembang. Employing a descriptive qualitative method, data were collected through questionnaires. Here, the researcher explained that there are many ways to learn English, especially in vocabulary. For examples, the students can graphic organizer. The results of this reserach showed that: (a) 83.3% students like to learn English, (b) 90.3% students enjoyed and like to use graphic organizer.

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Kata Kunci

Organizer Grafis, Kosa kata

ABSTRAK

Penelitian ini menyelidiki bagaimana cara menggunakan organizer grafis dalam mengajar kosa-kata. Dalam penelitian ini, sampelnya ada 31 siswa dari kelas 9th di SMP Negeri 32 Palembang. Dengan menggunakan metode kualitatif, data dikumpulkan melalui kuesioner. Disini, peneliti menjelaskan bahwa ada banyak cara dalam belajar bahasa Inggris, terutama dalam kosa-kata. Contohnya, siswa dapat menggunakan organizer grafis. Hasil dari penelitian ini menunjukkan bahwa: (a) 83.3% siswa menyukai untuk belajar bahasa Inggris, (b) 90.3% siswa menikmati dan suka untuk menggunakan organizer grafis.

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Introduction

Haque, A., Ariansyah, M. R., Wiladyah, N.C., & Sari, R.N. (2024) describe that vocabulary is the foundation of language comprehension and effective communication, serving as a basis for language proficiency. A good vocabulary allows learners to explain, elaborate, and understand meanings in language both orally and in writing. Therefore, students can grasp nuances and contexts more easily. In terms of communication, a large vocabulary can facilitate students in conveying their ideas and thoughts clearly, accurately, and creatively. This clarity is crucial not only for explaining expressions but also for proper interaction in social and professional settings. Additionally, vocabulary development can also enhance cognitive skills, such as critical thinking and memory, which contribute to smooth and effective communication.

Ayana, H., Mereba, T., & Alemu, A. (2024) explain that vocabulary achievement is very important for effective language learning. According to Rahma, N., Tahir, M., & Talib, A. (2023), by mastering vocabulary, students will not have difficulty understanding the meanings contained in texts, so from what they read, students can acquire more information and knowledge compared to someone with limited vocabulary mastery. Additionally, Rahma, N., Tahir, M., & Talib, A. (2023), stated, "Vocabulary is one aspect that must be learned and mastered by students because vocabulary is related to the skills present in English." Moreover, vocabulary is described as a collection of words of a language that can be used in various skill aspects such as reading, speaking, writing, and listening.

In this study, the author trains students to learn English vocabulary and introduces various examples and types of Graphic Organizer usage in the learning process. Athuraliya, A. (2025) explains the meaning of a graphic organizer, which is a visual representation of information that helps in organizing and structuring ideas, concepts, or data to make it easier to understand, communicate, and analyze. One example is by using diagrams, charts, maps, or other visual layouts to break down complex topics, highlight relationships, and simplify learning or problem-solving. In other words, the author aims for this study to be beneficial for students so that it can be used not only in learning English vocabulary but also in everyday life.\

TYPES OF VOCABULARY

Jago Bahasa (2024) explains that vocabulary is very important as the main capital for learning sentence construction and other language skills. The skills referred to include listening, reading, writing, and speaking in English. Essentially, there is a vast amount of vocabulary in English, with the number potentially reaching millions of words, both well-known and newly created words due to the development of the times. Of course, this is inseparable from several types of vocabulary as follows.

1. Word Classes (Part of Speech)

Word classes are commonly known in the field of linguistics, especially morphology and syntax. However, in grammatical terms, we usually refer to them as parts of speech. The parts of speech include nouns, verbs, adjectives, conjunctions, prepositions, and pronouns.

2. Word Formation

It is a type of word in English that is formed based on a combination of certain words. It can also be an abbreviation to clarify a word. For example, blending the words information and entertainment to become infotainment.

3. Collocations

Collocation is a type of English vocabulary where the meaning of this vocabulary involves two or more words that always convey meaning together or are closely linked. When you use these words, they cannot be separated. Examples include 'once again', 'as well', and so on.

4. Multi-Word Units

It is a type of English vocabulary that takes the form of a phrasal verb or idiom. Of course, we cannot interpret each word individually, because the phrase as a whole has its own specific meaning. Examples include “look after,” “look for,” “put on,” and so on.

5. Homonym, Homophone, Homograph

A homonym refers to words that have the same form but different meanings. In contrast, a homophone has the same sound but a different meaning. Meanwhile, a

homograph consists of words that are written the same way but have different meanings.

6. Word Families

This type of vocabulary largely deals with affixes and the changes in form of a word. By learning and mastering word families, we will certainly have a larger vocabulary because a single root word, when combined with affixes, can become several words at once.

KINDS OF VOCABULARY

Jago Bahasa (2024) explains the various types of vocabulary, namely:

1. Reading Vocabulary

In learning the meaning of vocabulary, students have to understand what is meant by reading vocabulary. Essentially, reading vocabulary refers to the words that allow us to read and understand a text. When students know more words, of course we can better understand what is being read. In other words, there is a strong relationship between understanding the meaning of words and understanding the story or text being read.

There are several ways to improve reading vocabulary, such as:

- a. read books as often as possible
- b. read and choose reading materials that you like
- c. tries to find the meaning of words using a dictionary
- d. writes down and collects the vocabulary obtained as your own dictionary
- e. learns it every day to improve that vocabulary

2. Speaking Vocabulary

It can be said that speaking vocabulary is the collection of words we use when we speak. Students may have experienced wanting to convey many words but being hindered by various factors, making our spoken vocabulary feel limited. Most adults only use 5,000 to 10,000 words for all conversations and instructions. This number

is much lower than their Listening Vocabulary, probably due to ease of use and nervousness.

To improve speaking vocabulary, students certainly need to read a lot and listen to unfamiliar vocabulary, the meaning of these words, as well as their pronunciation. Students also need to practice pronunciation by focusing on speaking and somewhat ignoring grammar.

3. Listening Vocabulary

This vocabulary consists of words that we can hear and understand. Over time, a person can actually know and understand more than 50.000 words. Moreover, every day we can hear many new vocabularies from various sources, whether from conversations, songs, videos, and so on.

When students are going to learn English, there are certainly several things that can be done to improve their skills and listening vocabulary. Some of these methods include getting used to listening to English songs, watching English movies without subtitles, and listening to English podcasts.

4. Writing Vocabulary

Writing vocabulary refers to any vocabulary that we can express through writing. Students usually find it easier to explain many things verbally, especially because they can use facial expressions, intonation, and even body movements to help convey ideas. However, when writing, we need to find the right words to communicate the same ideas in written form. Therefore, our vocabulary needs attention because it is directly influenced by the words we can spell.

To improve vocabulary in writing, the students have to start by developing the habit of reading. It is from the reading process that we can learn various new vocabulary in each text and the meaning of each word. Don't forget to keep practicing writing any ideas you have.

5. TOEFL Vocabulary

TOEFL is a test or assessment of English language proficiency for various purposes. For those of you who want to gain recognition for your English skills, taking the TOEFL test can be one option. Especially if you want to continue to a master's degree program domestically or abroad, TOEFL scores become very important.

Enriching your vocabulary for the TOEFL is certainly a necessity. Moreover, the vocabulary in this test is often not much different from the words we commonly use. It can be said that the language level of the TOEFL is one step higher than everyday words.

6. IELTS Vocabulary

Just like TOEFL, IELTS is one of the English proficiency tests widely recognized around the world. If students want to pursue a career or study abroad, IELTS is usually one of the main requirements. Therefore, students should improve their IELTS vocabulary, for example, by understanding the definitions or meanings of the vocabulary they encounter in various readings. Take these words, then match them with their meanings and find their synonyms. Of course, students must also continue practicing to enhance their IELTS vocabulary.

THE PURPOSE OF THE GRAPHICS SETTINGS

Athuraliya, A. (2025) explains the objectives of the graphics controller, including:

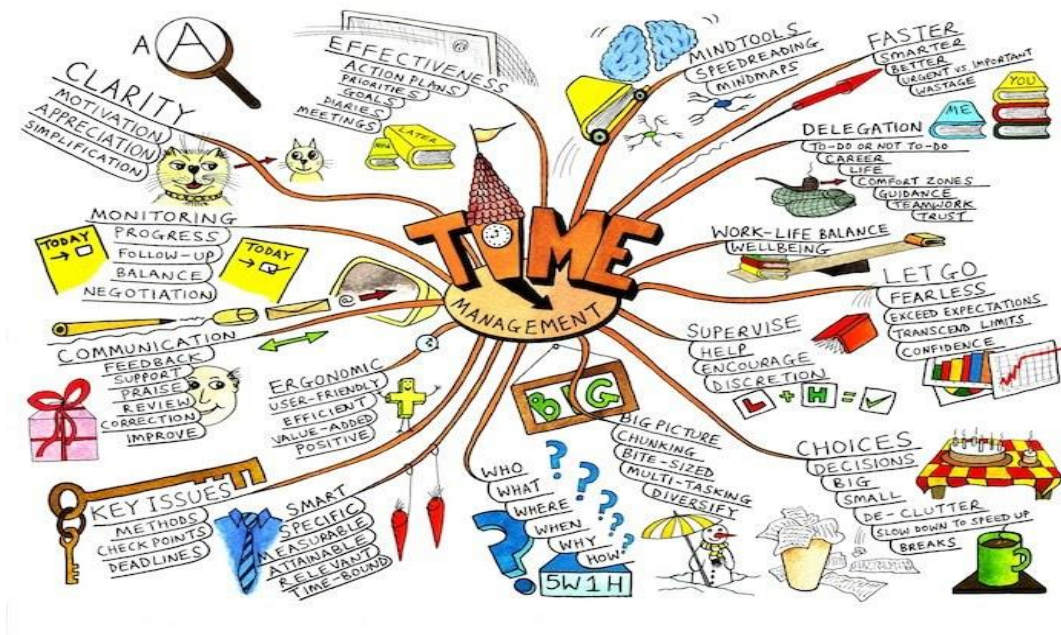
1. Visual clarity, meaning graphic organizers simplify complex ideas by turning them into neat visuals. This can make it easier to understand and remember important information quickly.
2. Flexibility, meaning they can be used across various subjects, grade levels, or tasks whether you are writing an essay, solving a problem, or planning a project.

3. Focus on connections, meaning instead of just listing facts, graphic organizers show how ideas are related to each other, helping users understand patterns and relationships.
4. User engagement, meaning interacting with visuals makes users more engaged, encouraging deeper thinking and better learning.
5. Accessibility, meaning they support different types of learners, including those with learning challenges or language barriers, by presenting information in a clear visual format.

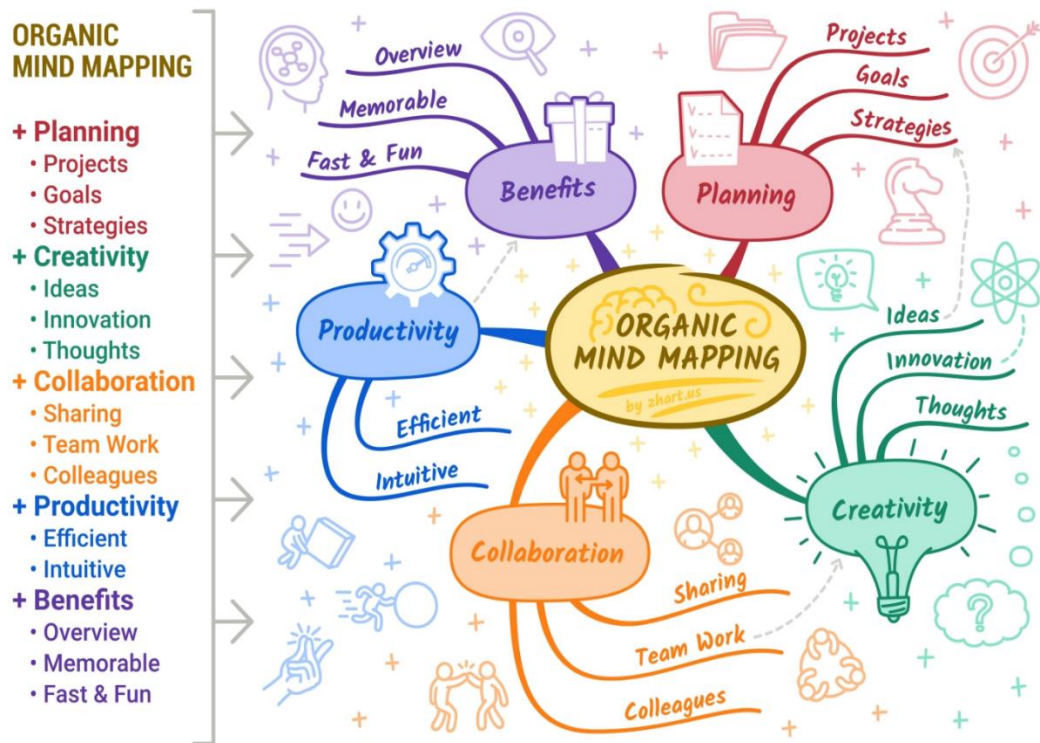
TYPES OF GRAPH ORGANIZERS

Athuraliya, A. (2025) explains the types of graphic organizers, including:

1. **Mind Maps:** good for brainstorming and showing how ideas branch out from the main theme. For examples:

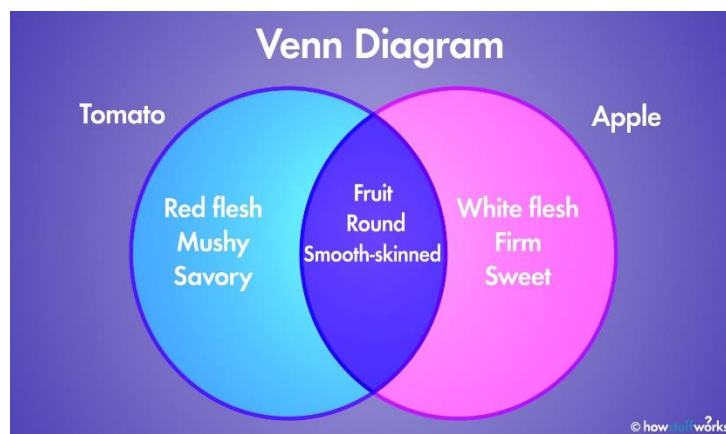


Source: www.Conceptmappingpictures.com



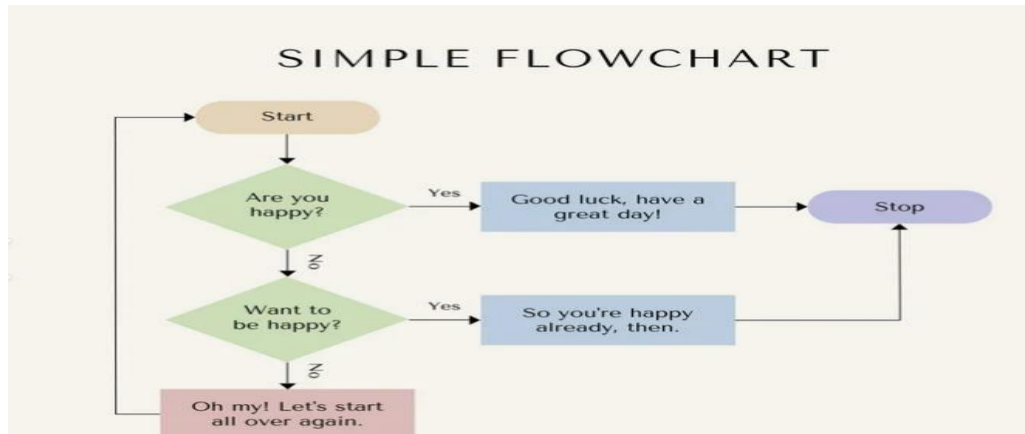
Source: www.Conceptmappingpictures.com

2. **Venn Diagrams:** used to compare and contrast two or more things, showing what they have in common and what is different. For example:



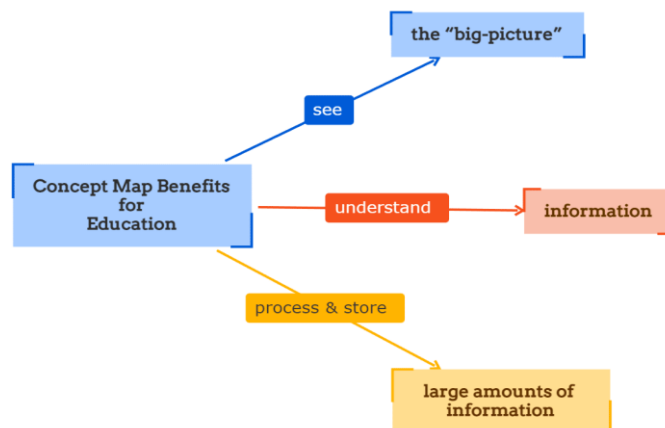
Source: www.Venn diagramspictures.com

3. **Flowcharts:** help visualize processes or workflows step by step clearly. For example:



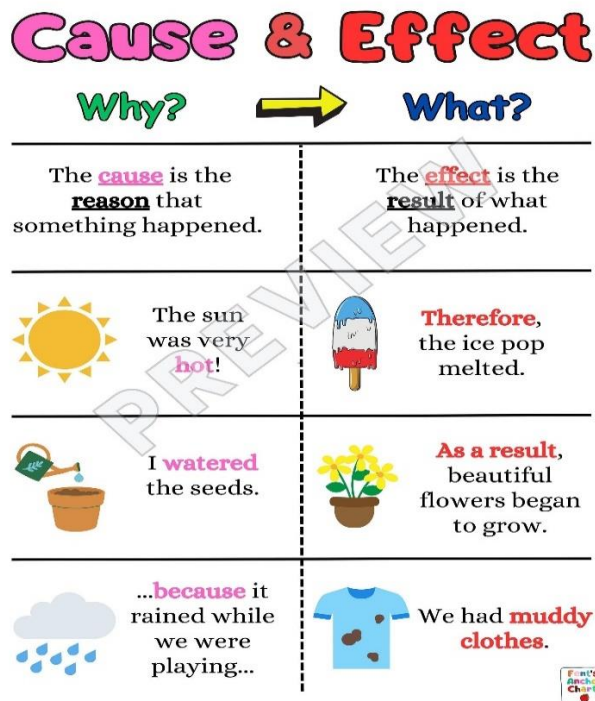
Source: www.flowchartpictures.com

4. **Concept Maps:** show the relationships between ideas, often used in learning and research. For example:



Source: www.conceptmapspictures.com

5. **Cause and Effect Diagram (Cause and Effect Charts):** helps identify the reasons why something happens and the resulting outcomes.



Source: www.cause&effectspictures.com

6. **Timeline:** useful for arranging events chronologically, such as history or project planning. For example:



Source: www.timelinespictures.com

7. **T Diagram (T-Charts):** ideal for listing advantages and disadvantages, facts vs. opinions, or comparing two sides of an argument. For example:

Name: _____ Date: _____

T-CHART

TOPIC: _____ TOPIC: _____

Source: www.t-chart.pictures.com

METHOD

This study employed a descriptive qualitative research design. The purpose of this approach was to describe the use of graphic organizer in learning vocabulary. The study involved 31 students, 9th class at SMP Negeri 32 Palembang. It was conducted on October 3rd, 2025 in academic year 2025/2026. The instrument used was a questionnaire. The questionnaires consisted of two questions to know about students' feeling and introduce them how to learn Vocabulary.

RESULT AND DISCUSSION

To find out about the English knowledge of students at the junior high school level, specifically at SMP Negeri 32 Palembang, from 31 students, the author provided 2 questionnaires and pictures that describing the use of graphic organizers. Based on the survey results, for question number one (1), the results showed that 83.8% of students like

learning English, and 16.2% of students do not like English. For question number two (2), the results showed that 90.3% of students enjoy and like using graphic organizers, while 9.7% of students do not like using graphic organizers.

Table 1. Questionnaire

QUESTIONS FOR THE QUESTIONNAIRE			
No	Questions	Answer	
		Yes	No
1	Do you like English?	83.8%	16.2%
2	Do you like learning about vocabulary using a Graphic Organizer?	90.3%	9.7%

This questionnaire is very important to be given to students to understand their desires or motivation in learning English. It can be used not only for junior high school students but also for elementary, vocational, senior high school students, university students, and the general public. This is very useful because after the Author provides the questionnaire sample, they can understand the students' feelings, how they feel about English, whether they like or dislike English, especially in learning Vocabulary and using Graphic Organizers. In this training, the Author focuses on teaching Vocabulary and providing several examples of graphic organizers in English learning. The hope is that students can enhance and expand their knowledge in learning English.

CONCLUSION

In order for students to enjoy learning English, they must have motivation and enthusiasm for studying. They should always strive to improve day by day and learn English consistently, especially in Vocabulary learning. Students can review Vocabulary little by little to remember it and make or write it in a small daily notebook. After that, students can use various examples of graphic organizers that they have learned and develop more critical thinking skills. These graphic organizers can be used not only in Vocabulary learning but also in daily life.

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Declarations

I hereby declare that the disclosed information is correct and that no other situation of real, potential or apparent conflict of interest is known to us. I undertake to inform you of any change in these circumstances, including if an issue arises during the course of the meeting or work it (2025)