



**THE EFFECT OF SEMANTIC MAPPING TECHNIQUE ON STUDENTS'
WRITING ABILITY IN DESCRIPTIVE TEXT AT EIGHTH GRADE OF
SMPN 2 NGADILUWIH ACADEMIC YEAR 2015/2016**

SKRIPSI

Compiled to Complete One of the Requirement to Sarjana Degree (S.Pd) In English Education
Department of Teacher Training and Education Faculty of Nusantara PGRI University Kediri



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ENGLISH EDUCATION DEPARTMENT
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Approved by the Advisor to be proposed to
the English Education Department Examination Committee of
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Kediri, August 31, 2015

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ABSTRACT

Alief Syahril Muna. The Effect of Semantic Mapping Technique on Students' Writing Ability in Descriptive Text at Eighth Grade of SMPN 2 Ngadiluwih Academic Year 2015/2016. English Department. The Faculty of Teacher Training and Education. Nusantara PGRI Kediri University. Key word: *Writing, Technique, Semantic Mapping.*

Writing skills also give the special instruction in spelling, handwriting, and key boarding. Beside that, writing skills can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it. In writing skills, the students are expected to understand the instruction involving grammar, usage, paragraph composition, and sentence structure. Writing is a complex process and sometimes used as a production mode of learning, reinforcing or testing grammatical concept.

There are two purposes of this study: to know whether or not there is effect of semantic mapping technique to the students' writing ability in descriptive text at eighth grade of SMPN 2 Ngadiluwih Academic Year 2015/2016 and to find and to know whether or not semantic mapping technique affect to the students' attitude toward writing at eighth grade of SMPN 2 Ngadiluwih Academic Year 2015/2016.

The design of this study is pre-experimental design. The population of the study was the eight grade students of SMPN 2 Ngadiluwih and the sample was class 8-C which consists of 27 students. The instrument of this research were test and questionnaire. The test was used to measure the students' achievement in writing descriptive text before and after being taught by using semantic mapping. While the questionnaire was used to know the students' attitude towards semantic mapping. The data of the test were presented in the form of mean scores. It was found that the mean score of the pre-test was 72,35 while the mean score of the post-test was 76,53. Then, it was analyzed using t-test. The result shows that semantic mapping is effective to be used to teach writing descriptive text. It is proved by the result of t-score (7,83) which is higher than t-table (2,763) in the level of significance 1%. The students have positive attitudes towards mind mapping especially in the behavioral aspect.

The conclusion of this research are Semantic mapping technique help students to improve their achievement in writing descriptive text. Semantic mapping technique is proved give a very significant effect to the students' writing ability. The students have positive attitudes towards this technique. Based on the conclusion above, it is suggested: The English teacher should use semantic mapping technique in teaching writing descriptive text since it can give students chance to be more active in teaching and learning process. Hopefully, the other researcher will have the similar research with the other kind of genre text.



I. INTRODUCTION

There are some skills in English learning; those are reading, listening, writing and also in speaking. One of them is writing skill. Writing skills can help the students to become a good writer. Richard and Renandya (2000: 303) say that the students must plan and organize as well as possible for the spelling, word choice and punctuation to make a good writing. Writing skills also give the special instruction in spelling, handwriting, and key boarding. Beside that, writing skills can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it. In writing skills, the students are expected to understand the instruction involving grammar, usage, paragraph composition, and sentence structure.

Brown (2001: 334) describes writing is a complex process and sometimes used as a production mode of learning, reinforcing or testing grammatical concept. It means that writing is used to measure

students' grammatical ability. And writing as a process of putting idea down on paper to transform thoughts into words, to sharp main ideas, and to give structure and coherence organization into the writing. Writing is an activity where the students should master some skills such as arranging a good sentence, must have a lot of vocabulary, they must understand the organization, and also the language use. It is because writing activity is a communication which is not face with the partner of communications, so the writer should make the reader understands well with their writing product by using the good arrangement of sentences. If the writer writes the wrong sentences and arranges some mistakes, the reader will have the wrong understanding and will have the different perception too. And the writer cannot correct it, so before the writer lets the reader reads the writing product, they should analyze it correctly and learn to be a good writer. From the procedural in doing writing that mention



above, it makes a judgement that writing skill is the most difficult skill in learning English.

From the preliminary research conducted in SMPN 2 Ngadiluwih, it is found that the students got difficulties in writing. First when the researcher asked her students to do writing activity, the students did not write satisfyingly. Some of them could not arrange the sentences well. For example, in writing “Gadis Cantik”, they wrote “Girl Beautiful”, some of them only wrote in a very short paragraph. The reason was because they were really lack of vocabulary. Beside that, the students did not use the appropriate generic structure. But most of them had a problem in the vocabulary, especially in the word meaning. For example, the meaning of the word “ can “ , it can be used as “ bisa” and “ kaleng “, thus, sometimes the students got confused. The significant problem where the eighth grade of SMPN 2 Ngadiluwih faces were about the vocabulary and the grammatical of the text.

got by the eighth grade students in writing skill is 75, but in the real conditions, the students in the eighth grade of SMPN 2 Ngadiluwih only get 60. The minimal standard in writing here can be getting in good result where the students writing product is related to the criteria. Brown (2000: 357) explains that the criteria for evaluating writing are content, organization, discourse, syntax, vocabulary, and mechanics. Brown (2003: 244-246) on his other books also explains that the point value of writing are organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression. Beside that Heaton (1990: 135) also mentions the components of writing are language use, mechanical skill, treatment of content, stylistic skill, and judgment skill. The other researcher explains about the criteria to correction writing are grammatical, vocabulary, coherence, and cohesion (Harmer, 2003: 110). From the criteria above, the researcher thinks that the related



criteria to writing in junior high school here are the grammatical, content, organization, vocabulary, language usage and also the mechanism.

There are some kinds of text which is learned by the students in the eighth grade, those are about narrative, recount, procedure text, news item and also descriptive text. From the result of the students writing achievement, in the part of doing writing descriptive is the worst score that they got. That's why the researcher here takes a teaching technique which is related to the descriptive text.

Previous research about the usage of semantic mapping technique showed the positive finding. Based on the previous research entitled "Improving Students' Achievement in Writing Paragraph Through Semantic Mapping Technique" by Dr.Siti Aisyah Ginting, M.Pd and Ridho Sari C. Sitanggang that explains about using semantic mapping technique in writing a paragraph and also explain about the stages of semantic mapping technique in writing a paragraph. From this research we know the

technique is helpful for the students who like to do their thinking in a visual way. Semantic mapping expects that students become easy to get ideas, motivated, more confidence in writing.

Thus, this technique has the positive effect on the teaching writing. And the positive effect of the technique will make the students feel enjoy with writing itself. Writing will not become a problem again when the students find and use the match technique.

Based on the strong evidences and statements above, the writer believes that semantic mapping will increase the students' writing ability, so it is decided to conduct a research entitled : "The Effect of Semantic Mapping Technique on Student's Writing Ability in Descriptive Text at The Eighth Grade Students of SMPN 2 Ngadiluwih Academic Year 2015/2016".



II. METHOD

The research approach that used in this study is quantitative. This method has been used many years ago. According to Sugiyono (2010: 14), quantitative research approach is research approach that is used to examine certain population or sample. The sampling technique which usually used in this approach is random sampling, the data collected by using research instrument, and it used statistical analysis. It meant the result of the study is presented by numerical and statistic analysis.

This study used pre-experimental design. According to Sugiyono (2010: 110), there are three types of pre-experimental design, they are one-shot case study, one-group pretest-posttest design, and intact group comparison.

And the researcher used One-group Pretest-Posttest design because researcher felt that the research is relevant with this design. And the research was suitable with this strategy that use Pretest, Treatment and Posttest

The instruments of collecting the data, the researcher will combine the techniques of collecting data using test (pretest and posttest) and questionnaires.

1. Test

The test intended to know the students' writing ability of descriptive text. It involved pretest that had given in the early meeting to know the initial ability in writing descriptive text and posttest that had given in the last meeting to know the differences.

1) Pre-Test

The students asked to write a kind of story based on their experience in the form of descriptive text before getting the treatment. The researcher used the product of this pretest to know the students' earlier ability in writing descriptive text.

2) Treatment

The treatment given to the students will be conducted in two meetings. The researcher used semantic mapping technique to teach writing descriptive text. In the first meeting the researcher



explained descriptive text and conducted the task in group based on Semantic Mapping. Then, in the second meeting the researcher gave the students activity based on Semantic mapping technique activity individually.

3) Post-Test

After getting the treatment, the students asked to write again a story in the form of descriptive text. The researcher used the product of this posttest to know the students' final ability in writing descriptive text after getting the treatment.

To start the process of the research, the researcher conducted the pretest by asking the students to write descriptive text based on their own experience. In the following meeting, the researcher taught descriptive text by using Semantic mapping technique as the treatment. The researcher gave the treatment in two meetings to have better outcomes to the students. And finally, the post-test conducted by giving the same activities and level of difficulty as in pretest by asking the students to write descriptive

text. Then the researcher compared the scores between pretest and posttest score to know the differences.

2. Questionnaires

Then, to know the students attitudes toward writing, the questionnaires distributed after doing the posttest. The questionnaire intended to analyze the effect of Semantic Mapping technique to students' attitudes toward writing descriptive text. There will be 10 question, 10 items concerning attitudes in terms The items were put in a 5-point Likert scale from Level 1: Strongly Disagree to Level 5: Strongly Agree.



III. RESEARCH FINDINGS AND CONCLUSION

A. RESEARCH FINDINGS

In this part, the writer discusses about two elements of descriptions of data variable. They are independent variable and independent variable

1. Description of Teaching Writing Descriptive Text Using Semantic Mapping Technique.

In experiment research, the independent variable was presumed cause of the dependent variable. Thus, the independent variable of this research is teaching writing descriptive text using semantic mapping technique. The indicators of this variable is semantic mapping technique and its application in teaching writing descriptive text.

The teaching learning process was conducted by using semantic mapping technique. This treatment was conducted in two meetings. The description of each meeting is as follow:

First treatment was done on 19 August, 2015. Then, he explained about semantic mapping technique and its teaching and

learning procedure. The researcher also informed about the genre of the text that would be learned which is descriptive text. In this activity the researcher would introduce the topic, also introduced about semantic mapping technique to the students briefly. First, the researcher greeted the students, and asked about descriptive text and their knowledge about semantic mapping. The researcher explained about semantic mapping and gave example in the whiteboard. Then, the researcher did these steps: (1) write target topic in the whiteboard. (2) have students brainstorm words related to topic. (3) write/list the words by categories in the form of a map (4) have the students provide labels for each category (optional). (5) discuss the words on the semantic map. (6) revise map after discussion. (7) from the words make a good sentence (8) then write the sentences on semantic mapping into the good paragraph of descriptive text. The students tried to make semantic mapping together in the whiteboard with the researcher.



Second treatment was done on 21 August, 2015. The last treatment is same with the first treatment, starting from gave the topic to the students then they thought the words and started to make semantic mapping. The researcher helped them if they have difficulties. But they did it by their selves. The treatment was done to emphasize the students' knowledge about

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the usage of semantic mapping technique
in writing descriptive text.

2. Description of Students' Writing Ability

Dependent variable of this research is writing ability toward descriptive text. In managing the variable, the researcher used pre-test and post-test. The pre-test was done on 14 August 2015. The researcher gave task to write a descriptive text. It was used to measure the writing ability before being taught using semantic mapping.



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