JURNAL

EFEK PENGGUNAAN PEMETAAN KONSEP DALAM MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS X DI SMK PELAYARAN HANG TUAH KEDIRI TAHUN AJARAN 2016/2017

THE EFFECT OF USING CONCEPT MAPPING TO THE STUDENTS' WRITING ABILITY FOR THE TENTH GRADE STUDENTS AT SMK PELAYARAN HANG TUAH KEDIRI YEAR ACADEMIC YEAR 2016/2017

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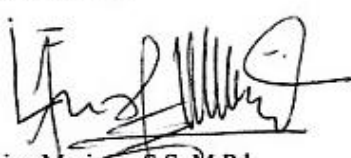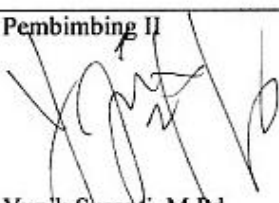
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THE EFFECT OF USING CONCEPT MAPPING TO THE STUDENTS' WRITING ABILITY FOR THE TENTH GRADE STUDENTS AT SMK PELAYARAN HANG TUAH KEDIRI YEAR ACADEMIC YEAR 2016/2017.

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ABSTRACT

Writing is a complicate-complex skill. It is not an easy task for student to pass it. It creates an opinion for students that writing is very difficult to acquire. This problem can be caused by some factors, such as inappropriate teaching strategies applied by the teacher, low ability of students, and the materials used. However, in order to help the students to learn writing skil, Concept Mapping can be an appropriate source to be used in teaching writing. The objectives of this research are to know the students' writing t before being taught using Concpet Mapping, to know the students' writing after being taught using Concept Mapping, and the last to find out any effect of using Concept Mapping to students writing ability..

This research adopted quantitative and the design of the research was one group pretest-posttest to investigate the effect of using Concept Mapping on the students' writing ability of the eight grade students at SMK Pelayaranan Hang Tuah Kediri. The sample of the research was class X Nautika B consisting of 23 students. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used the form of paragraph construction task as the instrument to collect the data. To analyze the data, the researcher applied the rubric of writing and using t-test to know the effect of the treatments.

The SPSS data in the research showed the means of before treatment is 79,65
, while the means of after treatment is 87,9. From this result the researcher found that the t-test is higher than t-table $(3,326 > 1,717)$ and P value t-test is lower than level of significance of 5% $(0.003 < 0,05)$. It means that H0 was rejected and HA was accepted. It can be conclude that teaching writing by using Concept Mapping gives significant effect on students' writing ability

From the finding above, it can be concluded that Concept Mapping is effective on students' writing ability because this technique was increasing the students writing ability. This result hopefully can help the teacher to find another teaching technique for writing descriptive text so it can improved students' writing ability.

Keywords : Writing, Teaching Writing, Concept Mapping

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I. INTRODUCTION

Writing is one of the most difficult language skills that must be learned by the students. It is used to communicate with the other person that is not right here in front of us. According to Cohen and Reil (1989: 3) writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others. Addition, Brown (2007: 14) says that among the language skills, writing is the most complicated and the most difficult skill. It is because in writing, there are several rules that have to be mastered by the students such as spelling, grammar and punctuation, coherence and organization of ideas. In other words, writing is not easy activity, it is more difficult than other language skills.

Because writing is not an easy subject, the teacher needs teacher must adopt his / her teaching learning process. Concept mapping is one of the solutions to deal with all the problem above. According to Blerkom (2012: 24) in her paper states that mapping is used to organize related information in a visual manner. Concept map clearly and concisely demonstrate hierarchical relationship among the topic, main idea and supporting details and pertinent course material. The idea of concept mapping was originally derived from cognitive theory which sprang out of Ausubel's assimilation theory (Novak and Cañas, 2006: 3).

In fact, English in vocational high school directed to others for a specific purpose, especially for SMK Hang Tuah Kediri. Based on the Visi Misi sekolah SMK Pelayaran Hang Tuah Kediri, students in SMK Hang Tuah are hopes to be a sailor, of course they need English to communicate with foreigner when the sail outside their country. However, the teacher who teachs at vocational high school must know the characteristics of the students in there, and their needs. Moreover, we must clarify that there are several differences between teaching English in vocational high schools and teaching English in senior high schools. Marsigit (2008: 2) states "Vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. While, vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system. " Teaching English in vocational high schools should refer to the program of study of students who are being taught. The English teachers of vocational schools have to teach about the language of English that is closely related to the

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students major of study, for example, the teachers both explain and give information about the English expressions of handling guess to the hotel accommodation students. In addition, the teachers also give the information about the special terms that are used by mechanics to the engineering students. The teachers of vocational high schools have to consider the specific needs of the learners.

II. METHOD

The research method used in this study was Quantitative Research. Based on the title of this research "The Effect of Concept Mapping to Student's Writing Ability to The Tenth Grade Students of SMK Hang Tuah Kediri in academic Year 2016/2017, it can be concluded that design of this research is experimental research. In Ary (2010: 265) "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)". It means that experimental research is a research that used to know the impact of one variable to another variable. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control

and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another. In this experimental research, the researcher use pre-test and post-test design to measure their writing ability before and after being taught by using concept mapping. The result of pre-test and post-test are analyzed using t-table to know the effect of concept mapping in students' writing ability.

The subjects of the research were 23 students at X Nautika B of SMK Hang Tuah Kediri in the academic year of 2016/2017. There were 17 male students and 6 female students. Their ages varied from sixteen to seventeen years old.

The results from the students' pre-test and post-test score by using SPSS version 21. There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

For the details of the result of the research can be seen on the followings table below.

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Table 1.1

Frequency of Befores Treatment

		Frequency	Percent	Valid Percent	Categories
Valid	57,00	1	4,3	4,3	Need Improvement
	62,00	1	4,3	4,3	Less
	67,00	3	13,0	13,0	Less
	71,00	1	4,3	4,3	Enough
	76,00	3	13,0	13,0	Good
	81,00	5	21,7	21,7	Good
	86,00	3	13,0	13,0	Very Good
	90,00	4	17,4	17,4	Very Good
	95,00	2	8,7	8,7	Very Good
	Total	23	100,0	100,0	

This table shows the score frequencies of the student before the treatment. By this table. From the table, it can be seen that 1 students got 57,00 with need improvement categories. 1 students got 62,00 with fair categories. 3 students got 67,00 with fair categories. 1 students got 71,00 with enough categories. 3 students got 76,00 with good categories. 5 students got 81,00 with good categories. 1 students got 86,00 with very good categories. 90,00 studentsgot 90,00 with very good categories.

Table 1.2

Frequency After Treament

		Frequency	Percent	Valid Percent	Categories
Valid	67,00	2	8,7	8,7	Fair
	76,00	1	4,3	4,3	Good
	81,00	2	8,7	8,7	Good
	86,00	6	26,1	26,1	Very Good
	90,00	4	17,4	17,4	Very Good
	95,00	5	21,7	21,7	Very Good
	100,00	3	13,0	13,0	Very Good
	Total	23	100,0	100,0	

From the table frequency of post-test above, it can be seen that 2 students got 67,00 with fair categories. 1 students got 76,00 with good categories. 2 students got 81,00 with good categories. 6 students got 86,00 with very good categories. 4 students got 90,00 with very good categories. 5 students got 95,00 with very good categories. 3 students got 100,00 with very good categories.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 1.3

The score *mean* of Before Treatment and After Treatment

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFORE	79,6522	23	10,55121	2,20008
	AFTER	87,9565	23	9,14767	1,90742

above, it showed the mean score of pre-test is 79,65 with standard deviation 10,55 and the mean score of post-test is 87,95 with standard deviation is 9,14. The number of participants in each test (N) is 23.\

Table 1.4

The score *correlation* of Before Treatment and After Treatment

		N	Correlation	Sig.
Pair 1	AFTER & BEFORE	23	,267	,218

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From Paired Samples Correlations table above, the output showed the data before and after being taught using Concept Mapping is 0,267 with significance score (sig.) 0,218. It means there is any correlation between students' writing ability before and after being taught using Concept Mapping.

Table 1.5

Paired Samples Test

		Paired Differences					T	Df	Sig. (1-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	AFTER – BEFORE	8,304 35	11,97511	2,49698	3,12592	13,48277	3,326	22	,003

From Paired Samples Test table above, it showed that t-test is 2,364 and the t-table with degree of freedom 22 is 1,717 at the level of significance of 5%. It means t-test is higher than t-table (3,326 > 1,717) and P score from the table is 0,003 with the level of significance of 5%. Because of t-test is higher than t-table and P score t-test is lower than level of significance of 5% (0.003 < 0.05) it means Ho is rejected.

So it can be concluded that the result of this research is very significant or there is very significant effect of Concept Mapping to the students' writing ability at the X grade students of SMK Pelayaran Hang Tuah Kediri. The means differences between pre-test and post-test score is ,

because the mean is negative, it means that the means score of students before giving treatment is lower than the means score of students after giving treatment..

IV. CONCLUSION AND SUGGESTIONS

Based on the results, there was significant difference on the pre-test and post-test scores. From the data analysis being in Chapter IV the writer concludes that Concept Mapping is effective to be used to teach writing. It is proven by the result of t-score (3,326) is higher than t-table in the level of significance 5% (1,717). Besides, students' writing ability also increased after being taught using Concept Mapping . It is proven by the mean of post-test (79,65) is higher than the mean of pre-test (87,95).

In the begining, we can see that some students got low scre on the test. By their arguments, they said that some of them had problems in building the ideas, inadequate vocabulary and mechanic. But, after the treatment, only 2 students that got low score on the test. It is also ca be seen on the minimum score that also increased from 57,00 to 67,00, maximum score from 95,00 to 100,00. By the result, we can prove that concept mapping works well in the writing, by helping the student to visualize the concept of their thought, got

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more vcabularies, easier in building their ideas, and understand about the topic material more easily. As it seen on the score table, In content the student got 60 before treatment and 65 after treatment, from 62 to 66 in organization, from 55 to 65 in cohesion, from 56 to 66 on vocabulary, from 54 to 55 grammar, from 48 to 55 mechanical 1, from 49 to 54 mechanical 2. Total score also increased, from 1833 to 2023. This result shown that the result prove that the concept mapping works well in supporting student writing.

It means that there is effectiveness of Concept Mapping method on the students' writing ability, so this technique should be applied in teaching writing. By applying Concept Mapping in teaching writing, the researcher knows that the students' writing ability is really help students to make a good text and they are is really enthusiasm by using this method in writing ability. From the research, the writer can conclude that Concept Mapping is very helpful in teaching writing.

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