
**THE EFFECT OF USING SEMANTIC MAPPING ON STUDENTS'
WRITING ABILITY AT SMAN 1 TAMANAN BONDOWOSO IN
2016/2017 ACADEMIC YEAR**

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Abstract: The purpose of this research is to investigate whether there is or not significant effect of using semantic mapping technique on students' writing ability at SMAN 1 Tamanan in 2016/2017 academic year. Kind of this research is experimental research. The design of this research is nonrandomized control group pre-test and post-test design. The respondents of this research are consisting 54 students who are divided into two groups in which students of X MIPA 1 as experimental group and X MIPA 3 as control group. Writing test is used to obtain the data. The implementation of semantic mapping technique was displayed to the students in order to find out the result on students' writing ability. Especially, recount text. From the result of this research, it has found that the significance 2 tailed from t-test is less than 0.05. Based on the result, it can be concluded that semantic mapping technique has significant effect on students' writing ability.

Key words: Students' writing ability, Semantic Mapping Technique.

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Abstrak: Tujuan dari penelitian ini adalah untuk meneliti apakah penggunaan teknik semantik map mempunyai pengaruh terhadap kemampuan menulis siswa di SMAN 1 Tamanan pada tahun ajaran 2016/2017. Jenis penelitian ini adalah penelitian eksperimen. Model penelitian ini adalah pre tes post tes kelompok control yang tidak diacak. Banyaknya responden dalam penelitian ini adalah 54 responden yang dibagi menjadi dua kelompok dimana kelas X MIPA 1 dijadikan sebagai kelompok eksperimen dan X MIPA 3 sebagai kelompok control. Test tulis digunakan untuk mengumpulkan data. Pengaplikasian Teknik semantik map ini bertujuan untuk menemukan hasil dari kemampuan menulis siswa. Terutama, dalam penulisan recount text. Dari hasil penelitian, hasil dari sig 2 tailed kurang dari 0.05. jadi bisa dikonklusikan bahwa Teknik ini mempunyai dampak terhadap kemampuan menulis siswa.

Kata Kunci: Kemampuan menulis siswa, Teknik Semantik map.

INTRODUCTION

Writing is a process of transforming thoughts and ideas into written form. Writing is not only a process of linking words into sentences or paragraphs, but also it is a sequence or steps of ideas, organized thoughts and feelings in the form of words and combined into sentences in which every sentence closely relates each other. It is added up by Marites (2016), writing is one of useful ways to help students to communicate and transfer their ideas to the reader.

In addition, writing ability is completely important for students, because it determines students' success in learning English. This idea is further supported by Huy (2015) that writing becomes essential tool to support other skills because the students are able to read and speak the text more effectively if the students are good in writing.

Although the importance of writing is clear enough, in fact, students' writing ability can be said far from being satisfactory. Most of the EFL students still get difficult in writing. They still get stuck to write down and generate their ideas. Therefore, an effective strategy is still needed in writing instruction. One of strategies that might be effective for generating ideas before writing is semantic mapping technique.

Semantic mapping has been known as one of useful techniques for enhancing the students' writing ability. It is designed to be a graphic organizer type to help the students become more strategic in their writing and to be able to organize their writing. Sutrop (1997) perceived that semantic mapping as visual categorization of information which can help the students in categorizing, relating, and organizing ideas.

It is strengthened by Nyoni (2012), from 44 ESL students who were divided in two groups which consisted 22 students of each group had difference development on their writing ability, those who were taught by semantic mapping technique had better achievement in their own writing product than those who were not taught by semantic mapping technique and the text which had been taught was descriptive text.

Another research result which conducted by Siddiq (2013). He proved that semantic mapping technique can improve students' writing ability. He could improve the students' writing ability after using 2 cycles in which 63% of 38 respondents of the research got success.

Based on the background above, it was taken a title of this research "The Effect of Using Semantic Mapping on Students' Writing Ability at Sman 1 Tamanan Bondowoso in 2016/2017 Academic Year"

RESEARCH METHOD

Kind of this research is Experimental Research. The design of this research is nonrandomized control group pre-test and post-test design. The instrument which used to collect the data needed in this research was writing test in which the reliability test had already been tested. In this research, the writing test is applied twice. Those were pre-test and post-test. the teacher asked the students to write a

recount text based on the given topics and the time allocation for doing the test was 60 minutes, and the test was directly submitted after 60 minutes. Then, there were five aspects will be measured, i.e. content, organization, vocabulary, language used, and mechanic. The scoring system is explained in this following table:

No.	Students' Name	Score of each indicator					Total Score of Each Aspect	Total Score
		C	O	V	LU	M		
1.								

RESULT AND DISCUSSION

RESULT

1. The calculation result of pre-test from experimental and control groups.

- a. The Mean Score of Pre-Test

Name	Score
Experimental Group	62.89
Control Group	61.59

- b. The t-test Result of Experimental and Control Groups in Pre-Test

T	0.446
Df	52
Mean Difference	1,296
Sig. (2-tailed)	0.658
Interpretation	Ho Accepted

2. The calculation result of post-test from experimental and control groups

- a. The Mean Score of Post-test

Name	Score
Experimental Group	80.67

Control Group	77.44
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b. The t-test Result of Experimental and Control Groups in Post-Test

T	3.198
Df	52
Mean Difference	3.222
Sig. (2-tailed)	0.002
Interpretation	Ho Rejected

DISCUSSION

In conducting this research, the researcher as a teacher needed four meetings to finish this research. First meeting was taken for pre-test which was given to both experimental and control groups, second and third meeting for teaching and learning writing process in which the experimental group were taught by semantic mapping technique and control group were taught model technique. The last meeting was used for post-test. In teaching and learning process, the researcher taught writing by different technique of each groups. It was conducted to know the difference of students' writing achievement. Remembering that teaching writing was not easy, the researcher used semantic mapping technique as the experimental technique to enhance students' writing achievement. Mather and Jafee (2016) argued that semantic mapping technique provides sufficient practice for students to feel competent before assigning writing. It is able to help students to know what should do before writing and have something which is going to write. In fact, after the students were provided semantic mapping in teaching and learning process, they were looked easy to get the point and understand how to begin to write their own writing. They were also easy in composing their own writing because the teacher provided semantic mapping technique. It had been proved by asking the students some questions related to the semantic mapping technique by the teacher, such as "what does pronoun mean? What does verb mean? What does adverb mean? Where is the verb usually put in recount text? and etc", and most of them answered those questions correctly. They were also able to point out what and where the words should be usually in recount text and for control group, they were taught by model technique in which the student were provided the model of recount text.

In these different techniques, the researcher used different steps. For applying semantic mapping technique, the researcher had done some steps. They are introducing the topic, brainstorming, organizing the map, note making, writing, and feedback. For applying model technique, the researcher introduced the topic, provided model of recount text, explain generic stricter of recount text,

asked the students to discuss, and asked the students to come forward to present. The researcher implemented both semantic mapping and model technique twice.

In the second meeting, in the experimental group, the teacher only introduced and demonstrated the semantic mapping. The topic was about "Holiday" (My Holiday in Bali). The teacher asked the students to make simple recount text from words list on their map which students had already found at first because it was expected to help the students' understanding about what they should do before writing recount text from semantic mapping. In this meeting, producing semantic mapping and making simple recount text for the map could be discussed in a group to check their understanding how the work the map for recount text which they had made. In the control group, the researcher gave the same topic like in experimental group, but the teacher gave the model of recount text directly without giving them the process before assigning writing. The teacher explained what orientation, events, and re-orientation are, and discuss the model technique together.

Otherwise, the third meeting was different with the second meeting. It happened because in the third meeting, the teacher implemented complete steps of each groups. After passing through those steps, the students were looked very different than the second meeting. They were more active in asking and answering the teacher's explanation, more excited. The students who were taught by model technique got difficult in generating their idea because they were not taught how to generate their ideas before composing their product and the students who were taught by semantic mapping were able to generate and organize their ideas to compose their own writing by making map before writing. (such as: What should be discussed in the orientation? How about event? And how about re-orientation?). what had been stated by Hurd and Lewis (2008) was true that by using semantic mapping technique as a second language pre-writing activity for teaching writing, the students got easy to write their own writing because they had had something or ideas to write already and Nyoni (2012) argued that semantic mapping can help the students to generate their ideas before writing. In producing their own writing, the teacher guided them.

While, in the fourth meeting it was used for their writing test. 30 minutes before the test. It was used by the teacher to remind them how to write a recount text with a good organization and correct language use.

The achievement of the students' writing score could be seen on the result of students' writing test. The result of students' writing test showed that in the test (pre-test), students still get difficult in producing their writing product because the score which they got was still far be said satisfactory, most of them were difficult how to generate their ideas. Otherwise, in the second meeting, the teacher taught writing by using semantic mapping technique in experimental group, the student began to understand how to generate and organize their ideas before writing in which those ideas were used to compose their writing. The students were asked to analyze semantic mapping technique together (how the way it works) until they understood about it. In the third meeting, the students were able to make recount text better than previously by knowing the way how to generate their ideas. But, their changes could not be used to test the hypothesis before the students were given the final test. That was post-test. In last meeting of investigation, the teacher gave post-test to know whether or not students who were taught by using semantic

mapping had significant difference between the students who were taught by using model technique. Before that, 30 minutes before the test, the teacher reviewed what they had already learned in the previous meeting.

In addition, after the final test had done, it was found that the experimental group got mean score 80,67, the control group got mean score 77,44, and the significance 2 tailed was 0,002. By analyzing the result data above, it can be said that null hypothesis is rejected (H_0) and alternative hypothesis is accepted (H_a). It means that there is significant different on students' writing ability between students who are taught by semantic mapping technique and those who are taught by using model technique.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the result of the data analysis and hypothesis, the students who were taught by semantic mapping technique have better achievement on the students' writing ability than the students who were taught by model technique. It happened because of different technique which the teacher used. From the result data, semantic Mapping Technique can help the students to have better understanding how to write recount text. because Semantic Mapping Technique totally has an effect to students' writing especially on recount text. Teaching writing by using Semantic Mapping technique in every meetings, the students are easy to understand how to generate their ideas and information in their maps before writing recount text. In addition, they can also understand how to start their writing with the listed information on their maps.

SUGGESTION

Considering the research result after analyzing the data by using t-test formula, it can be concluded that students who are taught by semantic mapping technique have better achievement in their writing ability than those are taught by using model technique. Therefore, the suggestions are given to the English teacher, the students, and for future researcher.

It is expected to the English teacher applying semantic mapping technique to help students to organize and develop their ideas and to facilitate the students to learn how to produce their writing product well. The students are suggested to apply semantic mapping in order to be able to organize and develop their ideas before writing.

Other researcher will get new knowledge and experience in teaching recount text using semantic mapping technique.

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