

SEMANTIC MAPPING STRATEGY FOR STUDENTS' WRITING SKILL

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Abstract

Writing became difficult for the 8th grade students at SMP Syekh-Yusuf Tangerang in achieving minimum criteria (KKM). It seemed that the teacher should overcome the problems. Semantic mapping strategy provides a good way to make students more active in practicing their skill in writing descriptive text. The aim of this study is to know the effect of semantic mapping strategy in improving students' writing skill on descriptive text. Quantitative method with pre-experimental design was applied in this study. The total participants were 30 students from 8th grade. Based on the Wilcoxon Signed Rank calculation, the result showed that the sig value of pre-test and post-test was 0.000 which is less than 0.05 ($0.000 < 0.05$). So, there is a significant effect of the use of semantic mapping strategy in improving students' writing skill on descriptive text for the 8th grade students at SMP Syekh-Yusuf Tangerang.

Keywords: quantitative method, semantic mapping strategy, writing skill

1. Introduction

Learning an English subject for EFL students especially for 8th grade students at SMP Syekh-Yusuf Kota Tangerang needs a lot of practice and motivation. Lack of vocabulary is one of the crucial problems that are faced by the students. Writing in a foreign language is a very difficult and a very slower process than learning another language skills. The main reason for this is that the writer is away from the readers in terms of time and space, and so has to work out effective communication with his readers only in his imagination. There the lack of

interest in students learning English is also due to the monotonous learning methods given by their teachers (Purwanto, 2019).

Writing becomes more complex as a writer moves from one level of education to another (e.g. high school to undergraduate to graduate writing) (Mitchell et al., 2021). There are several strategies which we can use to improve student writing skills, which include semantic mapping. According to Mori (1999) cited in Sari (2015), semantic mapping is a technique that can be used to motivate students to think of the aspects of writing. These techniques can

help students develop and find ideas before they begin writing. Through semantic mapping techniques, the students study their ideas easily and it makes it easy for students to develop their writings by incorporating ideas they find into the good paragraph.

Semantics mapping is an interesting technique for writing learning. It is a good way to have students practice and improve their abilities in writing. Based on the curriculum, junior high school students have to learn descriptive text in the seventh and eighth grade. A descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text describes meaningful experience related to sense, such as what form, sound and taste. Most of the descriptive text is about visual experience. According to Siregar & Dongoran (2020), descriptive text is the basic material in increasing students' ability in writing. It is believed that descriptive text is the way to learn English at the seventh grade and that it is worth to the beginner level. Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides an image to the reader.

Based on the researcher's interview with an English teacher at SMP Syekh-Yusuf on 13 December 2021, Mrs. T explained that the student's lack of writing skill was one of the reasons why the students do not have courage to learn English. It happens because the teacher gives the student the reading text, then the student answers the

reading questions. The students have problems in writing because they think writing is a hard thing. Such learning should make students enthusiastic and active, but students are not actively involved and yet tend to be passive in appearance. Such conditions lead to less learning. The students' skill at writing is so lacking in English learning and some thought that English was not an important language that had to be learned because it was not the main language they used in their daily lives.

Furthermore, there are several results from previous studies that use semantic mapping in improving writing through descriptive text. Firstly, the research conducted by Sari (2015) entitled "Students Writing Skill in Narrative Text by Using Semantic Mapping". The study focused on the improvement in narrative text writing. In the study the data is in a kind of quantitative and qualitative data. Quantitative data are taken using tests, while qualitative data are taken using questionnaires. Based on the qualitative data analyzing, the teaching learning process was held effectively. The class atmosphere was alive, the students were motivated, excited and active in joining the class, the effective communication occurred, and the classroom assessment and reflection ran well. Secondly, the research was conducted by Mamluatur (2021) entitled "Semantic Mapping to Improve Students Writing at the Eleventh Grade of SMK Sunan Ampel." The research method used is Classroom Action Research (CAR). This research was conducted by carrying out two

cycles. Each cycle consists of three meetings. The data collected at the time of the study were through several instruments: interview guidelines, observation sheets, and tests. model. This research was conducted by carrying out two cycles. Each cycle consists of three meetings. The data collected at the time of the study were through several instruments: interview guidelines, observation sheets, and tests. The results showed that there was an increase in students writing scores in descriptive texts.

Based on identifying the research problems, it is found that students find it difficult to learn English especially writing because the students do not have courage to learn English, students lack of knowledge and motivation to be more active in writing, students did not able to doing write because they think writing is hard, and teacher still used monotonous method as a learning method. This research intends to investigate the improvement of students' writing skill on descriptive text by using semantic mapping for 8th grade students at SMP Syekh-Yusuf Kota Tangerang in academic year 2022/2023.

2. Research Method

The Research is quantitative research with experimental design. The reason the researcher used experimental research is to directly investigate the effect of the variables to be tested. The design of the research is pre-experimental, the research study used

one class which was only an experimental class.

According to Sugiyono (2011), population is a generalization area which consists of object or subject that have the quality and characteristic that is chosen by the writer to be learned and then to be concluded. In this research, the population is the 8th grade students at SMP Syekh-Yusuf Kota Tangerang Academic year 2021/2022. The population in SMP Syekh-Yusuf Kota Tangerang, especially the 8th grade, consists of two classes. The population was selected based on observations made by the researcher. There are 60 students in 8th grade, but the researcher just uses one class for this research. The sample of this research are students of class VIII A SMP Syekh-Yusuf in academic year 2021/2022, consisting of 30 students. The researcher used purposive sampling because the classes cannot be changed and based on the recommendation of the English teacher at the school that the class had the lowest average English score.

The technique of collecting data, the researcher used pre-test, treatment, and post-test. For technique of data analysis this research used normality test, homogeneity test, and hypothesis test.

3. Findings

During this research, the researcher extended the material to the students about using semantic mapping to improve students' writing skill through descriptive text. The research was done with the purpose of testing whether semantic mapping strategy had any

improvement on student writing skill. After giving pre-test and post-test, the researcher analyzed the result. The result of the test was called data and it was processed by using SPSS.

A learning strategy can help teachers assist students in order to achieve the learning objectives. Based on this reason, the teacher should have a good strategy to teach their students. Here, the researcher used semantic mapping strategy, it also aimed to examine whether semantic mapping strategy affects the students' writing skill at the eighth grade of SMP Syekh-Yusuf.

Table 20. Descriptive Statistic of Difference Score of Experimental Class

| | N | Min | Max | Mean |
|--------------------|-----------|-----------|-----------|----------------|
| | Statistic | Statistic | Statistic | Std. Deviation |
| Pre-Test | 30 | 25 | 75 | 12.227 |
| Post-Test | 30 | 41 | 75 | 10.022 |
| Valid N (listwise) | 30 | | | |

Based on the table, the researcher got the data between the difference score in the pre-test and post-test. The standard deviation of the pre-test was 12.227 and in the post-test was 10.022.

a. The Test of the Analysis Assumptions

The test of analysis assumptions were conducted before the researcher analyzed the data. Moreover, the objective of this test was to find out whether the data was normal or not. To test the data normality, the researcher used Shapiro-Wilk formulas The data was analyzed by SPSS version 25.

Table 21. Normality Test

| | Shapiro-Wilk | | |
|-----------|--------------|----|------|
| | Statistic | Df | Sig. |
| Pre_Test | .949 | 30 | .158 |
| Post_Test | .924 | 30 | .035 |

Because the sample research was less than 50, the researcher used Shaphiro-Wilk as a determinant, whether the data were normally distributed or not. The significance value (p) for Pretest was 0.158. The significance value on post-test was 0.035, which means sig. value < 0.05, because the significance value of post-test was less than alpha (0.05). It is concluded that the data was not normally distributed.

b. Hypothesis Test

Because the sample research was less than 50, the researcher used Shaphiro-Wilk as a determinant, whether the data were normally distributed or not. The significance value (p) for Pretest was 0.158. The significance value on post-test was 0.035, which means sig. value < 0.05, because the significance value of post-test was less than alpha (0.05). It is concluded that the data was not normally distributed.

Table 22. Hypothesis Test

| | Test Statistics ^a | |
|------------------------|------------------------------|----------|
| | Post_Test | Pre_Test |
| Asymp. Sig. (2-tailed) | .000 | |

Based on the output test statistics, it was known that Asymp.Sig (2-tailed) is 0.000. Because the value of 0.000 was less than 0.05. This means that there was a difference between the results of

learning English for the pre-test and post-test, so it can be concluded that there was an improvement on improving students' writing skill using semantic mapping at eight grade SMP Syekh-Yusuf Kota Tangerang academic year 2022/2023.

4. Discussions

Bagian pembahasan memaparkan hasil pengolahan data, menginterpretasikan penemuan secara logis, dan mengaitkan dengan sumber rujukan yang relevan mengenai persamaan dan perbedaan antara hasil penelitian yang sudah ada untuk memperjelas dan mengkonfirmasi kesimpulan. (11 Book Antiqua, 1.15 space, justified, first line indent 0,75 cm)

5. Conclusion

The hypothesis data was tested using Wilcoxon signed rank test; there was a significant difference because H_a is accepted and H_o is rejected. It can be shown that Sig. higher than alpha (0.05). The result of research hypotheses using t-test showed that sig. (2-tailed) value is less than alpha ($0.000 < 0.05$), then it can be shown the average difference between students' study for pre-test and post-test. It means that semantic mapping as a learning strategy can improve students' writing skill for class 8A students at SMP Syekh-Yusuf Kota Tangerang in the academic year 2022/2023.

Based on the result and discussion in chapter 4, it can be concluded that there was a significant effect of students' writing skill by using semantic mapping for 8th grade students at SMP Syekh-Yusuf Kota Tangerang in academic year 2022/2023.

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