USING SEMANTIC MAPPING STRATEGY TO IMPROVE STUDENTS WRITING ABILITY IN RECOUNT TEXT AT EIGHT GRADE OF MTs AL-JUNAIDIAH MANDAILING NATAL

A THESIS

Submitted to Fulfillment of the requirement for the Graduate

Degree of Education (S.Pd)in English

Written By:

ELDA FITRIANI
Reg. Num. 13 340 0082

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY

INSTITUTE STATE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

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2020

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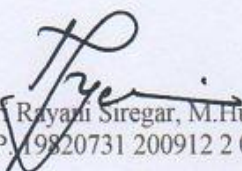
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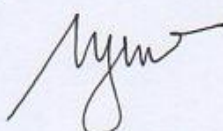Chief,   Secretary,

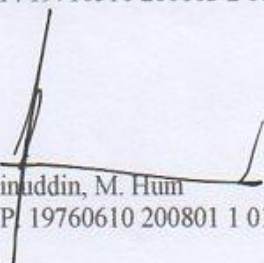Fitri Rayani Siregar, M.Hum.   Rayendriani Fahmei Lubis, M.Ag

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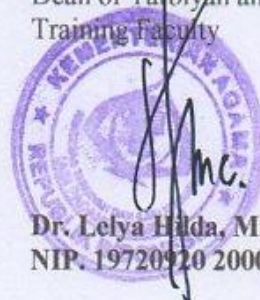|		
Thesis	:	Using semantic mapping strategy to improve students' writing ability in recount text at eight grade of MTs Al-Junaidiyah Mandailing Natal.
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

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ABSTRACT

This research discussed about using semantic mapping strategy to improve students writing ability in recount text at eight grade of MTs Al-Junaidiyah Mandailing Natal. The problems of this research were students get difficulties to begin writing, students still use language features and generic structure of recount text. This research purposed to describe the students' achievement in Writing Ability and students activities in learning process by using semantic mapping strategy at eight grade of MTs Al-Junaidiyah Mandailing Natal.

The methodology used in this research was classroom action research, by implementing the Kemmis design which consisted four steps. They were planning, acting, observing, and reflecting. In this research, the researcher used two cycles and each cycle consisted of two meetings. To find out the improvement of students' writing ability the researcher used t-test to know the significance of hypothesis. In addition, the participants of this research were the class of VIII-1 consisted of 23 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from writing tests, and observation notes.

Based on the research result showed the improvement mean score of the students in first test in the first cycle was 61.30 (34.78%) and second test in the second cycle was 79.34 (69.56%). In addition, it can be seen from test of significance of students' improvement showed t_o is bigger than t_{table}: 7.35>35.172. It can be concluded that the mean score in the second cycle was higher than the first cycle. Then the result of t-test calculation is bigger than t-table with N = 22 is 1.692. Based on observation notes stated that the students got improvement and the students were more active and interested in learning writing ability. It asserted that using semantic mapping strategy to improve students writing ability in recount text at eight grade of MTs Al-Junaidiyah Mandailing Natal.

Keywords: Semantic mapping strategy, Students' Writing Ability

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CHAPTER 1

INTRODUCTION

A. Background of the problem

  In Indonesian education curriculum, the purpose of learning English for students is to provide them the creativity of using English language as a tool of communication even if it is for talking or writing. Curriculum of English Junior High School, English has four basic language skills. They are listening, reading, speaking and writing. Listening and reading are receptive skills because learners do not need to produce language to do these, they receive and understand it. On the other hand, speaking and writing are productive skills because learners need to do these to produce language.

  To develop students' ability in dispensing the information in English, writing could be used as a media. Furthermore, the act of writing is an essential activity for them in their future academic life. Talking about learning English, students use both speaking and writing in order to communicate to another. In writing a sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, and conclusion of paragraph.

  Writing is a process how to generate the letter, words and sentences. Therefore, students must be able to combine the words that easier to understand by human. Writing disabilities are caused by problems in vocabulary and grammar. However, an understandable and

acceptable writing not only depends on vocabulary and grammar but also has to be well sequenced, cohesive, coherent, and appropriate with its purpose.

In writing process the students have to compose their writing by using their own choice of sentence structure and organize their our ideas in such a way that the reader can understand them. writing is necessary for everybody in variety of purposes and needs. Nevertheless, in eight grade students of MTs Al-Junaidiyah Kampung Lamo there were some problems in writing. Writing is problematic for them. There are some problems in teaching learning process when the teacher giving writing materials to the students, especially to write a text.

First, The students get difficulty in finding ideas to begin writing. As soon as the teacher tell them to write, the students do not know what to do. They often directly write whatever in their mind without any planning for writing. This habit effected their quality of their mind without any planning for writing. This habit effected their quality of their writing product. It is proved by the skill of their in writing. Then, the data found in MTs AL-Junaidiyah asserts the average of students' writing skill of grade X about 60-70 moreover, the standard of value in this school is 75. It means that students' writing achievement is still unsatisfactory and it has not achieved the target needed.

Second, students' knowledge of the rules of writing every type of text is still low. It proved with private interview between researcher and

students at eight grade MTs Al-Junaidiyah Kampung Lamo includes did not know the rule of every kinds of text and its language features.

Third, teachers's English in MTs Al-Junaidiyah Kampung Lamo, Mr. Muhammad Ali, S.Pd said that students still low use language features and generic structure of recount text. Students in MTs Al-Junaidiyah Kampung Lamo still low in arrange of words.[1]

Accordingly. The problems above need to be solved in order to avoid defects in students as product of education. There are some strategies that can enhance students ability in writing comprehension such as GBLT (Genre Based-Language Teaching) which enhance students' genres mastery and all its features inside but it's too focus on genres and no instant stimulate for students to write the genres composition outside the classroom and behind teacher controlling: group working which enhance students' writing idea development in group but make some students be passive in group; semantic mapping which strategy students' skill in writing . these strategies theoretically judged to be good to apply in improve writing text.

Finally, the researcher has choose semantic mapping as the strategy to solve the writing problem in MTs Al-Junaidiyah Kampung Lamo. Semantic mapping becomes a compatible media in solving students' writing recount text. Why researcher chose semantic mapping as a strategy, like as below:

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[1]Mr. Muhammada Ali, one of the English teacher in MTs AL-JUNAIDIYAH KAMPUNG LAMO, personal *interview,* 12 august, 2017

First, semantic mapping strategy give better understanding for students to improve their ability in writing recount text because it gives the opportunity for the students to develop their own idea freely by helping students to brainstorm something related the object particularly in revising their own recount text. semantic mapping strategy can enhance vocabulary development by helping the students' link new information with their previous experience.

Second, Semantic Mapping Strategy was conducted to find out whether there is any significant difference between the ability of writing recount text before and after being taught by using semantic mapping strategy. Then, semantic mapping can help focus, organize, and sequence writing for the students. So, they can think a topic and write what relate with the topic easily. The design used in this research is classroom action research (CAR) with eight grade students of MTs Al- Junaidiyah Kampung Lamo as the subjects.

Finally, researcher was so interest to use semantic mapping in this research because many advantages of semantic mapping can be used in writing recount text like researcher has explained above.

In view of above discussion, the writer believe the importance of conducting a classroom action research (CAR) by title: "using semantic mapping strategy to improve students writing ability in recount text at eight grade of MTs Al- Junaidiyah Kampung Lamo".

B. The Identification of the problem

Based on the background of the research mentioned above, researcher finds some problems in writing skill at eight grade MTs Al-Junaidiyah Kampung Lamo. The problems can be stated as the following: students writing get difficulty in finding ideas to begin writing, students are passive in the class, students do not have motivation for writing, students do not of the rules of writing every type of the text, teacher does not have a teaching aids innovation on writing to make students are not bored.

C. Focus on the Research

Based on identification above, the researcher conducted the problem improve students' writing ability in recount text, it would be solved by teaching strategy: semantic mapping. This research was conducted by classroom action research at grade X, especially at eight grade on the second semester in MTs Al-Junaidiyah Kampung Lamo 2017-2018 academic year. So, in this research, the researcher focused on improving: (1) the process quality of learning writing recount text, and (2) the students competence or ability in writing recount text.

D. Formulation of the Problem

Based on the objective of classroom action research that is intended to overcome the instructional problem in the classroom and develop the instruction strategy, so the researchers formulated the research problem as followed:

1. How can "semantic mapping" strategy improve students writing ability in recount text at eight grade MTs Al-Junaidiyah Kampung Lamo Mandailing Natal?

2. How extent "semantic mapping strategy" improve students writing ability in recount text at eight grade MTs Al-Junaidiyah Kampung Lamo Mandailing Natal?

E. Purpose of the Research

Based on above of research problem, the purpose of the research such as:

1. To know how can semantic mapping strategy students writing ability in recount text at eight grade MTs Al-Junaidiyah Kampung Lamo Mandailing Natal.

2. To know the extent of semantic mapping strategy students writing ability in recount text at eight grade MTs Al-Junaidiyah Kampung Lamo Mandailing Natal.

F. Significances of the Research

The result of this research will be useful and benefitly to some categories below:

1. For the teachers: the result for this research can give them an alternative method in teaching writing English especially in MTs AL-JUNAIDIYAH Kampung Lamo, the writer hopes that this thesis can develop education institution to perform a language laboratory, teacher to use the approach and method properly in teaching writing to

their students; it can be refer for English teacher in studying which pursuant and guide linear of the better ways to achieve the successful English study.

2. For the headmasters: the benefit of this research for junior high school, that the headmaster of the school knows actually teaching and teaching writing are really acceded by the teacher. The students of course the headmaster tries provide the equipment of writing so that, the students writing can be improved by practicing actively.

G. Definition of the Key Terms

There are some key terms that used in this research:

1. Improve students writing ability: a process of becoming or making something better. It is going through better work to reach something. Improve is doing in a simple way, doing a work in the correct different way, and doing a work in the great quality different way. According to experts, they have the different definition of writing. The first one the researcher adopt the definition of writing from Harry A. Greene states that writing is one means for expressing thought or idea. The effectiveness of thought, thus of the writing is dependent upon both the natural ability ad experiences of the individual. [2]Harry A. Greene means that the product of writing has made by the writer is based on their own abilities and experiences and make it readable to the readers.

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[2] Harry A.Greene and friend, *developing English Language Skill in Elementryschool, (*Boston, London, Sidney), p.284.

2. Semantic mapping strategy: Semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other; that can help the students to remember the words and their connection easily.

3. Recount text: recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense.

H. Thesis Outline

The formation of this research can be divided into five chapters. Moreover, every chapter consist of sub chapters with detail as follow;

Chapter 1 introduction that consisted of background of the problem, definition of the key terms, formulation of the problem, purpose of the research, significances of the research, and indicator of action.

Chapter 11 consisted of theoretical descriptions which explain about semantic mapping, writing ability, conceptual framework and hypothesis of action.

Chapter 111 was research methodology, and it consisted of location and schedule of the research, research design, participants of the research, instrument of collecting data, procedures of the classroom action research, and technique of analyzing data.

Chapter 1V consisted of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the research result.

Finally, chapter V was the last chapter consisted of conclusion and suggestion.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Theoretical description

The scientific research which is expected to contribute both theoretical and practical significance should be conducted on the basis of some relevant theoretical constructs and empirical evidences. Writing is not only about creating letters or symbol, yet it is also about using them to hold communicative events. The present study will be conducted on the ground of the theoretical as follow:

1. The Description of Students Writing Ability

a. Defenition of writing

Richard stated that writing is functional communication, making learners possible to create imagined worlds of their own design.[1] As for the understanding of writing according to experts as follows:

First, according to Tarigan writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking ability.

Second, according to Harmer writing is form of communication to deliver through or to express feeling through writer form[2]. And writing is the activity or occupation of writing, for example books, or article.

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[1] Richard Kern, *literacy and language teaching,* (New York: Oxford University Press, 2000), p. 172.
[2]

Third, Suparno, Jonah argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvement posts, Jonah argues that writing can be used as an indirect means of communication to others to convey information.

That's the explanation of writing according, so the authors conclude that Writing is an act of personal or group which is used to express ideas, thought, feeling, message, and information through written language symbol.

Writing is both a physical and a mental act; it means writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics i. A writer must also have good knowledge of other writing mechanics such as process of writing. Process writing in the classroom is highly structure as it necessitates the orderly teaching of the process skills.

b. The important of Teaching Writing

Brown Douglas according to teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge and causing to know or understand.[3] It can be inferred that teaching writing means showing and helping the students to write, giving them instruction in order for them to write, providing them the

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[3] H.Doughlas Brown, *language assessment: principles and classroom practice,* (New York: pear son education. Inc….2004), p. 330.

knowledge, making them understand the knowledge of writing and know how to write so they will be able to write and produce good written product. The skills need and required in writing are highly complex. The foreign language learners have to pay attention to the higher level skills such as planning and organizing and also to the lower level skills such as spelling, punctuation, and word choice.

Learning is relatively permanent change in behavioral tendency and learning is the result of reinforced practice. So, in order to improve the students' writing skill, the students have to practice to write and get reinforcement from the teachers.

2. **The Description of Recount Text**

a. The Understanding of Recount Text

Before turning into the definition of recount, it should be better to know first about what a text is. Texts could be built from a unity of some words. Around people life is always connected with word world. As they communicate with other people using either written or spoken media, they have unconsciously created a text.

There are several kinds of text based on the generic structure and language feature dominantly used such as Narrative, Recount, Spoof, Report, Description, Procedure, etc. The various texts are called as genre. According to Swales, genre consists of a category of communicative events which the writers share some set of communicative purpose in their writing.

In this research, the researcher discusses one of genres above that is recount text. It is one type of texts which is taught in Junior High School level. Recount is a text which retells events or experiences in the past.

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. Look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[4]

b. Generic structure of Recount Text

There are three generic structure of recount. They are:

1) Orientation: provides the setting and produces participants. It provides information about "who", "where", and "when".
2) Record of events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
3) Re-orientation: optional-closure of events. It is round off the sequence of events.[5]

c. Grammatical feature of recount

The common grammatical features of recount text are:

1. Use of nouns and pronouns to identify people, animals, things involved
2. Use of action verbs to refer to events

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[4] Ken Hyland, *genre and second language writing,* (The United state of America: The of Michigan Press, 2004), p.29
[5] Ken Hyland, *Op,. Cit,* p,135

3. Use of past tense to locate events in relation to speaker's or writer's time
4. Use of conjunctions and time connectives to sequence of events
5. Use of adverb and adverbial phrase to indicate place and time
6. Use of adjective to describe nouns[6]

Based on explanation above, to make good recount text we must be careful in using grammatical features of recount. Here the example of recount text:

MATCH TEACHER

Orientation : I had a very kind at senior high school, He was math teacher he was never angry at class even the students were lazy doing the homework. He always taught slowly so that we could have good understanding.

Event : one day when I was t third grade, we all got bad news. Our best teacher passed away because of cancer in his head. We were so sad. There was no class that day. All teachers and students went to mourn and gave our last honour to him at the funerary event. We all were crying. We all were praying for him

Reorientation : he left us forever but leaved a good knowledge for us to learn math in a good way. Thanks for his kindness and wisdom as our teacher and also our father.

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[6] *Ibid,.*

3. Description of semantic mapping strategy

a. The definition of semantic mapping

Mapping is a process of drawing diagrams to describe how a topic and its ideas are connected. It is a means or organizing and consolidating information by using a visual format. [7]Semantic mapping is the structuring of information in graphic form. It is not a new process, and had been known as concept mapping, webbing, networking and plot maps.

Semantic mapping is a tool that teachers can use to help students connect prior knowledge with new science concepts to be learned in terms of a schema conceptual system. Semantic mapping is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Semantic mapping is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing.

Semantic mapping is a process for constructing visual displays of categories and their relationships. It is a categorical structuring of information in graphic form. It is an approach leading students to relate new words to their own experiences and prior knowledge. Semantic map as Jonassen indicates "are type of graphic organizers that visually represent relationships among categories of concept". Figure 1 displays

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[7] Kathlen T, Mc whorter, p.306

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the structure of a semantic map. They include a key concept, or main idea, with concepts related to the key concept. The categories related to the central concept and the associations among words are indicated visually in a diagram or map.

Category

- Concept
- Concept
- concept

Key concept

(main idea)

Category

- Concept
- Concept
- concept

Category

- Concept
- Concept
- Concept
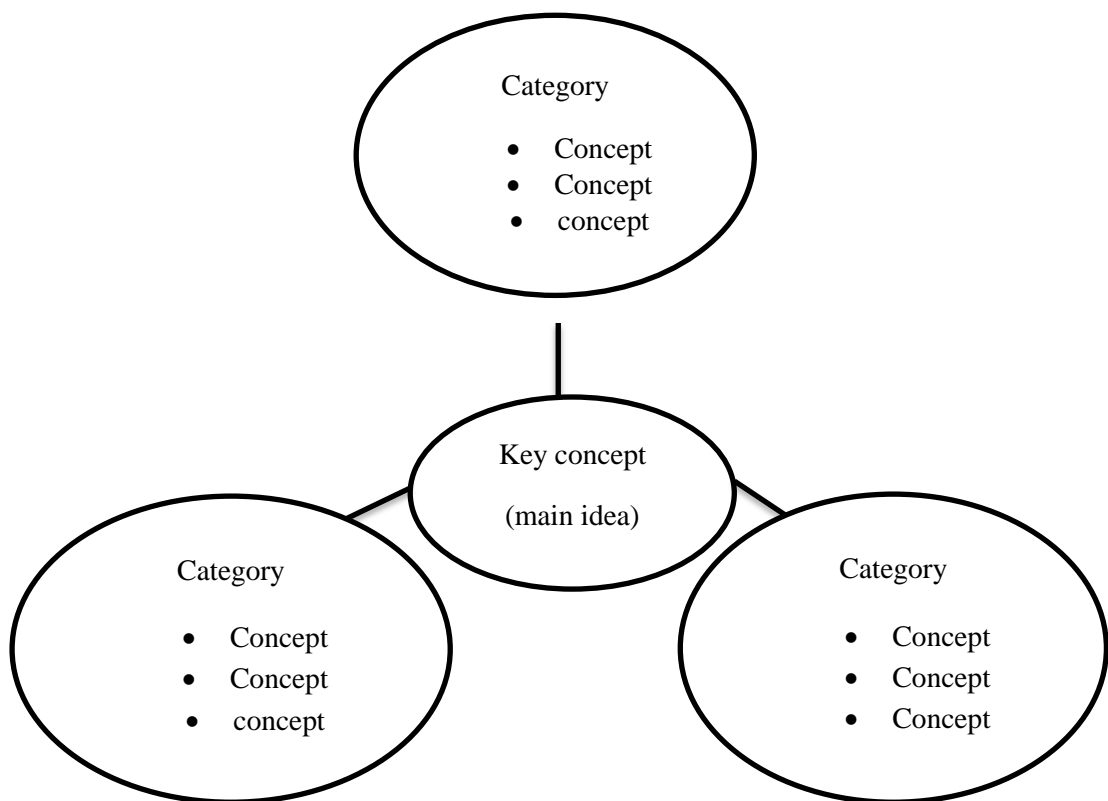
Figure 1: the structure of semantic mapping.[8]

[8] Jonassen, D. H. (1993). *Structural knowledge: techniques for representing, conveying, and acquiring structural knowledge.* Hillsdale, NJ: Lawrence Erlbaum Associates,

Based on explanation above, This is example recount text using semantic mapping strategy:
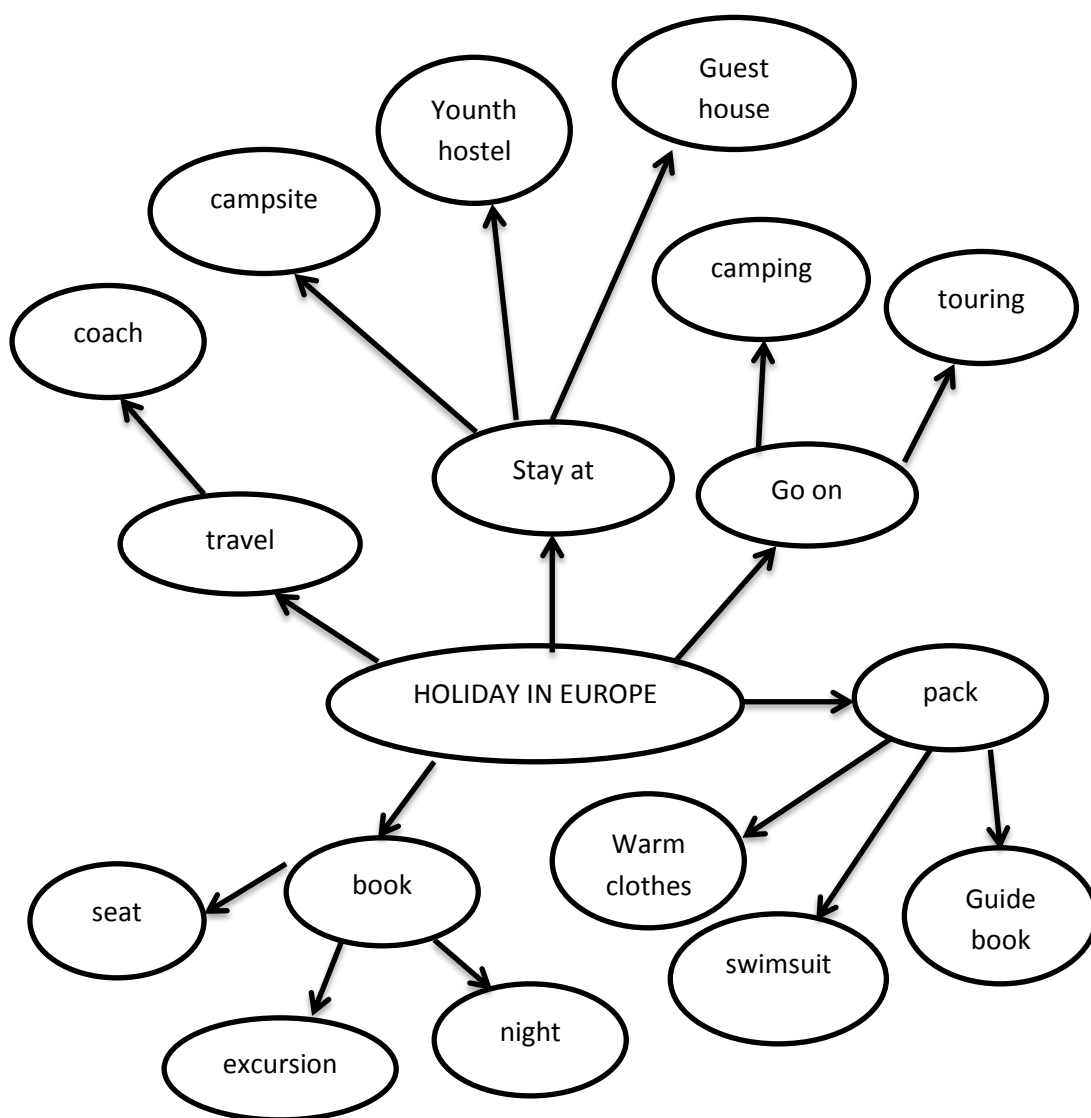
Figure II: prototypic semantic mapping for the topic "holiday"

This map contained the topic, suggested category labels for the target words, the target words, and suggestions for other possible categories the teacher might use in the lesson. In the "holiday" map, the red bubbles indicated the target words that did not appear in the passage. These words were given by the teacher so that the students could categorize the lists they had formed properly. In this sense, teacher led to the students in the creation process.

In their own maps students also used different color pens to indicate the words that did not appear in the text. Moreover another color pen and board marker was needed in order to mark the target words which could be captured in the passages. In this case different colors evoked more clear shapes in the learners minds, in the teacher prepared maps just red color was seen, as the other target words were obtained from the passage.

b. The purpose of the semantic mapping

The purpose of the semantic mapping is to help students identify important ideas and how these ideas fit together and to provide an alternative format the outline. Below is the component of semantic mapping:

1) Core question or concept, this is a key word or phrase that is the main focus of the map.
2) Strands, subordinate ideas that help explain or clarify the main concept. These can be generated by student.

3) Supports: details, inferences, and generalization that are related to each stands. Supports clarify the strand and distinguish one strand from another.[9]

c. The Procedures of Semantic mapping

1) Introducing the topic: the teacher declares the topic by drawing a large oval on the blackboard and writer the topic inside of it. This topic is about the passage students will read, through this, the students can guess the purpose of the reading passage.
2) brainstorming: The teacher wants the students to think about keywords and ideas which are interrelated to the topic. This fact enables the students to use their background knowledge and experience.
3) Categorization: the teacher supports the students to make connections among their offers.
4) Personalizing the map: after each student makes his/her own copy, a material such as a reading passage which is about the key concepts of the map, is given.
5) Post-assignment synthesis: the last part this procedure is used to record the students suggestions from their personal maps on the pre-assignment. After they read the passage and add or eliminate some items, the whole class decides the final shape of the map. The new version, serves as a visual image of the knowledge they gained from the map.[10]

b. Review of Related Finding

Actually, there are some researchers related to this research. Many researchers had done research about students' skill in writing recount text and semantic mapping strategy.

The first, Adhmi Fauzi as a researcher, this research was aimed to see the effectiveness of semantic mapping technique improving students writing skill. The research design of this research was a quasi

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[9] Richard T. and Joanne L. semantic mapping Accsess from http://literacy.kent.edu/eureka/strategies/semantic mapping.pdff 25 april 2018
[10] Zaid, M.A. (1995). Semantic mapping in communication language teaching English forum, 33, 6-7.

experimental design. The analysis of the test result showed that the students of experimental group was higher than control group. In the post test, the mean score of the experimental groups was 72.89 while the control group got 67.21. based on statistical analysis by using t-test formula, indicated that the t-test was 1.94 and t-table was1.67. it means that t-value was higher than t-table (1.94>1.67). as a result, there is significant difference in writing achievement between the students who are taught by using semantic mapping technique and those who are taught by using free writing technique. Based on the result of this study, the writer concluded that semantic mapping technique is effective to be implemental in teaching writing.[11]

The second, Ahmad rusadi, the researcher found the percentage of the researchers's performance in implementing semantic mapping technique in teaching essay writing in the first cycle was 75.3% and it was improved to 88.3% in the second cycle. Meanwhile, the percentage of the students activities during learning process in the first cycle was 57.3% and rose to be 79.3% in the second cycle. Further, the researcher also found that the result of the students mean score of writing test in cycle 1 was 59.64 and it increased become 75.85 in cycle 2. The other result also found by the researcher from the questionnaire, it was found that the students responses toward the

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[11] Adhmi fauzi. "the effect of semantic mapping in teaching writing skill on seventh grade students of SMPN 3 Batusangkar",*(unpublished thesis)*, (Batusangkar: universitas Negeri Padang, 2018), p. 60.

implementation of semantic mapping technique in teaching essay writing was 4.62 or in category "strongly agree". It means that the students gave good and positive responses.[12]

The third, Alief Syahril Muna, the design of this study is pre-experimental design. The population of the study was the eight grade students of SMPN 2 Ngadiwulih and the sample class 8-C which consist of 27 students. The data of the test were presented in the form of means score. It was found that the mean score of the pre-test was72.35 while the mean score of the post-test 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.[13]

Those study gave the information how to apply semantic mapping in the classroom, so it can be practiced by the writer So, I believe that the semantic mapping technique can be regarded as an effective way to improve students' writing ability.

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[12] Ahmad Rusadi" improving students' essay writing ability through the implementation of semantic mapping technique (a classroom action research at the fourth semester students of Almuslim university, Matanglumpangdua,Bireuen". (*unpublished thesis),* (Matanglumpangdua: Universitas syiah Kuala, 2016), p. 70.
[13] Alief syahril Muna "the effect of semantic mapping technique on students writing ability in descriptive text at eight grade of SMPN 3 Ngadiluwih academic year 2015/2016", (thesis universitas), (Kediri: universitas Nusantara PGRI), P. 64.

c. Conceptual framework

Every subject has some problems that will be solved. Writing also has the problem in writing genre of text especially on recount text at eight grade of MTs Al-Junaidiyah Kampung Lamo. It can be seen from the source data said that writing score is low. They are troubled to find the solution in writing recount text, it finds the specific information such as main character, setting, event, or problem. In order to get it, semantic mapping believed to solve the problem. The researcher describe the conceptual framework as follow:
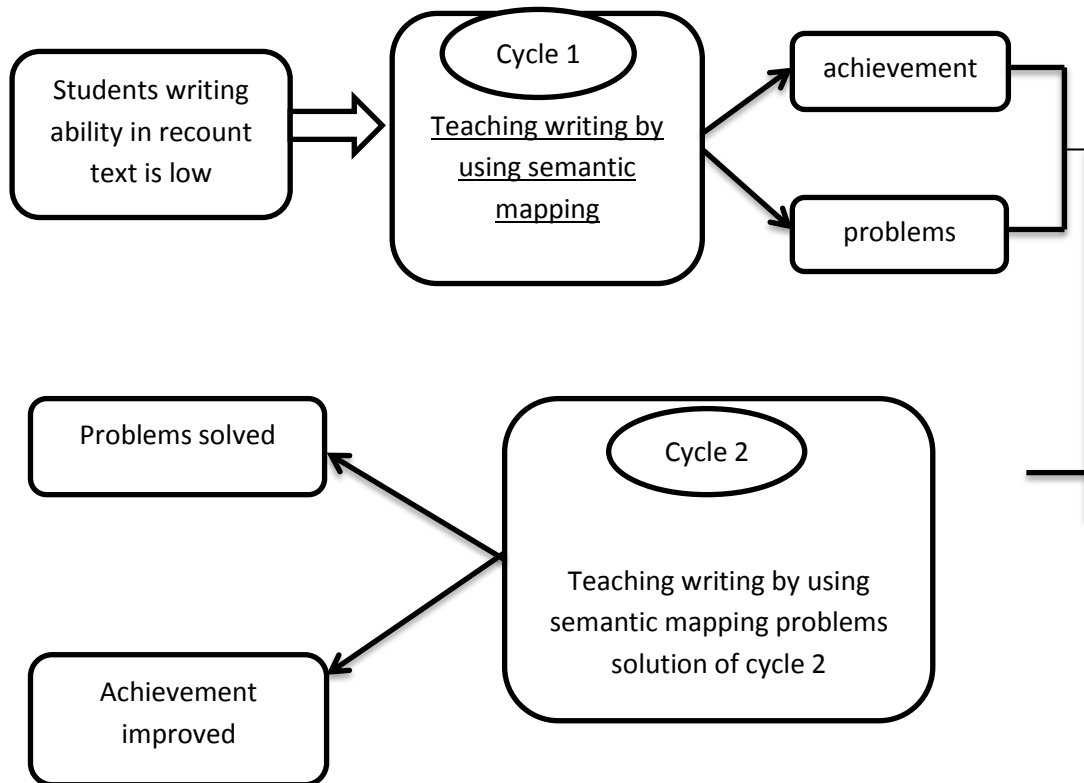
Figure III. Research conceptual framework

d. **Hypothesis of the Action**

The hypothesis of this research is stated that: "semantic mapping can improve students writing ability in recount text at eight grade of MTs Al-Junaidiyah Kampung Lamo."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Researcher applied classroom action research (CAR) to design the research. Classroom action research was different from the other types of research. It was focused on individual or small group professional practice and it was not concern with making general statement. Gay and Eurasian stated that classroom action research was a type of practioner research that was used to improve the practioner's practice, action implies doing or changing something.[1] Anne Burns described that classroom action research was part of a broad movement that has been going on education; it involves taking a self-reflective, critical, and systematic approach to explore the teaching context.[2]

This research was conducted to improve the teachers practice in the classroom for writing ability: teaching applied semantic mapping or changing students prior writing ability at low strategy to the better strategy its criteria. It means classroom action research was a research in the classroom to improve the quality of action or teaching that consist of four steps thorough planning, action, observation and reflection. This research had a purpose to improve students writing ability by using semantic mapping strategy. This

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[1] L.R.Gay and Peter Airasian, *Educational Research,* (New Jersey: Prentice Hall Inc, 2000), p.593

[2] Anne Burns, *Doing Action Research in English language teaching,* (New York: Routledge 2010), p.2.

action research follows the model that is develoved by kemmis and Robin in Ortrun. Te model is described in the following figure:

This action reseearch follows the model that is developed by kemmis and Robin in Ortrun. The model is described in the following figure:
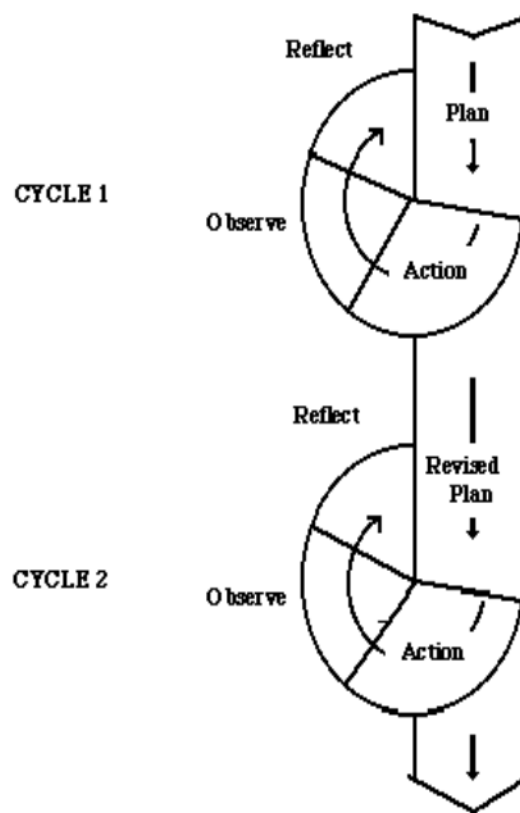
Figure, IV Action Research Spiral.[3]

[3] Ortrun Zuber Skerrit, *New Direction in Action Research (*London: the Falmer Press.1996),p.14

B. The Time and Place of the Research

The location of the research was MTs Al- Junaidiyah Kampung Lamo. It located on Kampung Lama, Kec. Puncak Sorik Marap, Kab. Mandailing Natal.

B. Participant

The participant of this research at grade IX, second semester in academic years 2017/2018 MTs Al- Junaidiyah Kampung Lamo. The total students in VIII were 20 students. Then, there were also collaboration with an English teacher, Mrs. Dina sari, S.Pd. at grade VIII of MTs Al- Junaidiyah Kampung Lamo.

C. Instruments of Collecting Data

Instrument of collecting data was to support every research. In this research, the researcher use three instrument of collecting data, as follow:

1. Test

Test is a method to measure the students' knowledge, especially in writing ability. Brown defined test as a method of measuring a person's ability; knowledge or performance in a given domain.[4] The researcher used written essay test to test students' writing ability. In this research, researcher gave test about writing a text recount and then order to get the

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[4] H. Douglas Brown, *language assessment,* (San Fransisco: Longman, 2004), p.3.

information of the text like analyzing generic structure, grammatical, and language features.

The students wrote the recount text with the title " my experience". In giving score for the students' writing test, the researcher gave five value namely: grammar, vocabulary, mechanics, fluency and from (organization). Researcher gives 20 for every very good value. So the high score was 100. Beside that all students must saw the writing assessment of recount text.

According to Arthur Hughes[5], there were some criteria of writing assessment:

a. Grammar

In writing recount text we used simple past tense. Simple past tense: when a verb is used to show that an action takes place at past, it is known as the present tense.

1) Verbal sentence

Pattern: (+) S+ Verb2 + O

(-) S + Did + Not + Verb1 + O

(?) Did + S + Verb1 + O?

2) Nominal sentence

Pattern: (+) S + was/were + Non verb

(-) S + Was/were + Not + Non verb

(?) was/were + S + Non verb?

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[5] Arthur Hughes, *Testing for language teachers,* (New York: Cambridge University Press, 1990), p. 91-93

b. Vocabulary

The usual vocabularies in writing recount text were: yesterday, ago, last, week, day, believe, often, mostly, fact, however, certainly, surely, important, valuable, trustworthy, firstly, secondly, finally, advantage etc.

c. Mechanics

In writing recount text the usual punctuation clues use the comma, the semi colon, interrogative, quotation mark.

1) The comma (,) used to separate introductory, beginning or opening part of the sentence.

2) The semi colon (;) used to separates two closely related ideas.

3) Interrogative (?)

4) Quotation mark ("…..") used to direct quote, unusual word and titles.

5) The colon (:) used to introduce a list of things, statements.

d. Fluency

1) Structure and vocabularies is wrong usual S + P + O (beginning writing).

2) Wrong structure miss understanding communication in text: mature writing (mature writing).

e. Form (organization)

In writing recount text the organization use is main idea, supporting sentences and concluding sentences and also in recount has thesis, argumentative, and recommendation.

1) Main idea : contains S + verb + O + complement

2) Supporting sentences : explain the idea

3) Concluding sentences :" in conclusion", " in summary", " finally"

4) Generic structure of the text:

a) Orientation: introducing the participants, place and time

b) Events: describing series of event that happened in the past

c) Reorientation: it is optional. Stating personal comment of the writer to the story.

Based on the indicator, students decide the right item and they are given the value such as table below:

Table I
Evaluation task

Aspect	Indicator	Score
Grammar	Few (in any) noticeable errors of grammar or word order	20
	Some error of grammar or word order which do not however, interfere with comprehension.	15
	Errors grammar of word order frequent: efforts of interpretation sometimes required an reader's part	10
	Errors of grammar of word order so severe as to make comprehension virtually imposible	5
Vocabulary	Use of vocabulary and idiom rally (it at all) distinguisable from that educated nature writer	20
	Occasional uses in appropriate terms or relies in circulation expression or ideas hardly	15
	Using writing or inappropriate word fairly	10

	frequently expression of ideas may be limited became of in adequate vocabulary	
	Limited vocabulary and frequent error clearly hinder expression of ideas	5
Mechanic	Few any causable lapses in punctuation or spelling	20
	Occasionally lapses in punctuation or spelling which do not however interfere with comprehension	15
	Error of punctuation or spelling frailly frequent occa for full comprehension	10
	Frequent error in spelling or punctuation sometime obscurity	5
fluency	Choice of structure and vocabulary consistently appropriate like that of educated to the writer	20
	Occasional like of consistently in choice of structure and vocabulary which does not	15
	Patchy with some structure or vocabulary term noticeable in appropriate to generate style	10
	Structure of vocabulary items sometime has only appropriate but also little sense communication	5
From (Organization)	Highly organized clear progression could well: like educated naïve speaker	20
	Material well organized could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required in clarification of ideas	10
	Little or no attempt as connectivity through reader can reduce some organization[6]	5

There is validity of instrument: Logical validity is the instrument which done by analysis logically; it comfort content construct validity. In this researcher, the research used content validity to establish the validity of the instrument. The logical validity was done by divided variable to be sub variable and indicator of variable. Actually, content validity is the degree to which a test measures an intended content are. So, the researcher

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[6] Arthur Hughes, *Testing for Language Teachers* (New York: University Press, 1990), p. 91-93.

showed the test to validator as a specialist test to measure the test to be valid.

2. Observation

The observation sheets are used by the collaborator to write field notes. The observation was conducted during the teaching and learning process. Gay and Airasian pointed out field notes are the observer's record or documenting of what the researcher has see, hear, experience tought about juring and observing session.[7]

By having field notes, the researcher are able to record everything happened in the class during the action. The collaborator also noted the field situation that could not be seen by the researcher in the teaching and learning process. From the field note, the researcher and the collaborator could find the weaknesses and the obstacles in the research.

D. **Data Collection Technique**

In gathering the data of this research, there are two techniques used, namely; test and observation. At the first step the researcher observe the teaching and learning process. In observing the teaching learning process, the researcher collect the data in the form of field notes. Furthermore, the researcher do the test to the students to collect the data regarding the

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[7] **Arthur Hughes**, *testing for language teachers,* (New York: Cambridge University Press 1990), p. 91-93.

problems in English writing. All those steps are done in order to reach the process validity on research study. Planning the action the process validity are expected to be reach. Hence, the researcher have to get discussion with English teacher in order to improve the students' ability in writing narrative texts.

E. Research Procedure

The personal aim of this research is the improvement of one's learning, while the social aim is an improvement of the situation. In conducting the collaborative action research, the researcher invited English teacher and the students to work collaboratively. The team worked together in planning, implementing and reflecting the action.

Therefore, the model used in action research should be adaptable, according to how teachers' personal ideas and theories about what is happening in their classroom are developing. The cycles in action research also should be successive and open, and allow for as much as feedback and interaction between the cycles as possible. The action research will be conduct in two cycles, depend on the aim of the research study.

Kemmis and Mc Taggart in Burns have developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, and reflect.[8] There are four phases that are used to conduct the action research:

a. Planning

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[8] Bums, A, *Doing Action Research…,* p.7.

In this step, the researcher will be analyze and interpret the themes of the research or study. The researcher identify and analyze the problems by doing observation in the class. The researcher also conduct the test to the students to get further information about the students' writing skill.

b. Action

After planning the actions, the researcher and the collaborator implement the actions in the teaching and learning process. In this step, the researcher began to face with the subject of study. The purpose of this step is to solve the problems, which is the students' low writing skill.

c. Observation

After acting, the researcher elaborate the type of data, the data collecting procedure, and the instruments that used to collect the data. It is done to know the impact of the strategy that had been used and to find out the problem that occurred during the implementation of the technique.

d. Reflection

By doing reflecting, the researcher evaluate the process during the research process. The researcher observed whether the action had negative or positive effect to the teaching-learning process. The items that evaluate include change of the students, class, and also teacher.

In General, there are many Classroom Action Research designed by some experts. Otherwise, in this research use The Kemmis design. It is easy to be applied, applicable, suitable for this study. The Kemmis design

consists of four phases within one cycle. They are planning, acting, observing, and reflecting.

Teacher is possible to find a new problem or the previous unfinished problems yet after applying first cycle. If it happens, it is necessary to do same way to submit the second cycle. Here some explanations about each phase and how it works.

a. Cycle 1

    1)   First meeting

        a) Planning

           (1) Arranging the lesson plan that consists of the steps of action.

           (2) Determining the lesson material is about the descriptive text.

           (3) Designing the procedure teaching reading by using establishing purpose strategy.

           (4) Preparing the test in first cycle.

           (5) Preparing list of interview to the students.

           (6) Preparing worksheet if interview for students in doing interview activity.

           (7) Preparing observation note sheet of students' activity in teaching process for observers.

        b) Action

           (1) Arranging set formation.

           (2) Telling the purposes of learning.

           (3) Giving the topic for the students.

(4) Introducing the activity performance.

(5) Giving students function to be acted.

(6) Introducing the procedures of establishing purpose strategy.

(7) Presentation.

(8) Tasking students to execute the activity to test the students'
reading comprehension.

(9) Encouraging and concluding learning.

c) Observation

(1) Observing the execution of Establishing purpose strategy.

(2) Observing students' reading comprehension from the
establishing purpose strategy from the presentation

d) Reflection

(1) Discuss with the teacher about the action.

(2) Making any decision for the next meeting.

(3) Developing another environment to be stimulated.

(4) Clarifying the problems found in the activity whether in the
case of students or teacher.

2) Second Meeting

a) Planning

(1) Analyze the problem that had been found from first meeting.

(2) Make more a lesson plan.

(3) Prepare the observation work sheet.

(4) Prepare the text and that will be used in teaching learning activity.

(5) Design the teaching reading procedure by using establishing purpose strategy

b) Action

(1) Eliminating the problems which are found in the first meeting by motivating, encouraging, controlling and managing the class.

(2) Reminding previous materials in the last meeting

(3) Helping students to keep practicing in activity.

(4) Teacher gave the example of descriptive text then discussed it together.

c) Observation

The teacher's observation will be done during the action like:

(1) Teacher monitoring the students' activity when performance begins.

(2) Teacher observed the students as long as the testing.

d) Reflection

Reflection is gathered from the result of reading test through the activities in the classroom.

b. Cycle 2

The second cycle will be conducted in two meetings too. Every meeting will be done for ninety minutes.

1) Third meeting

    a) Planning

        (1) Made the lesson plan that consists of action step.

        (2) Made the learning planning approaching by using establishing purpose strategy.

        (3) Prepared the test as the instrument for collecting data in reading comprehension.

        (4) Discussed how is the procedure to apply establishing purpose strategy in reading comprehension.

        (5) Prepared all the material that will be needed in the teaching learning process, as; lesson plan, media, value criteria and others.

    b) Action

        (1) Told the purpose of learning.

        (2) Explained the aim of the research and establishing purpose strategy to students.

        (3) Conducted the establishing strategy to the students.

        (4) Give the times limitation about 45 minutes for establishing.

        (5) Monitored every step that have planed.

        (6) Monitored the times that will be needed in every activity.

(7) Prepared the solution if you get the problem when the action is
doing.

(8) Collected the worksheet of students

c) Observation

(1) Discussed the observations planning with the English teacher.

(2) Observed the researcher conducting in every cycle in learning
process directly.

(3) Collect the information about students attitude in discussing
activity or following the learning process.

(4) Get the data or information about the situation or condition in
learning process.

d) Reflection

(1) Analyzed the data that had get.

(2) Analyzed the weakness and researcher action in conducting
the establishing purpose strategy.

(3) Reflected the establishing purpose strategy that is used.

(4) Reflected on the teacher teaching activity.

(5) Reflected the students learning activity

Evaluated or interprets the data have gotten from the class and
make the next planning for the next meeting.

2) Fourth Meeting

a) Planning

(1) Analyzed the reflection result in the first cycle.

(2) Prepared all the materials, such as lesson plan, instrument and observation of teacher and students activity that would be needed in the teaching-learning process for the third and fourth meetings.

(3) Encoded the problem and progress in the learning process.

b) Action

(1) Eliminated the problem findings in cycle 1 by motivating encouraging, controlling and managing the class.

(2) Give the text and learning material to the students.

(3) Applied the establishing purpose strategy to the students.

(4) Give the times limitation about 45 minutes for establishing.

(5) Asked the students some preview questions before they start reading the text.

(6) Interrupted the story in the middle to ask for establishing about what will happen.

(7) Give the ending and ask for establishing about the beginning.

(8) Give the students a sentence in the new language and ask them to complete it.

(9) Give the establishing strategy worksheet.

(10) Explained to the students to establish better than in the cycle 1.

(11) Collected the students' worksheet result.

c) Observation

(1) Monitored the teaching learning by using establishing strategy.

(2) Recorded the different is being.

(3) Discussed the problem in the process of teaching and learning finds the solutions.

d) Reflection

(1) Analyzed the weakness and the teacher progress when establishing strategy has conducted.

(2) Reflected the teaching and learning result of the researcher and students by using establishing purpose strategy.

(3) Evaluate or interprets the data that get from the class.

G. Technique of Data Analysis

In this stage, the researcher present and account the research for others. In present account of the research, the researcher show the report that set out the process of the research by discussing the question, describing the context of the research, outlining, and interpreting the finding, and suggestion the feedback project.

To know the mean of students' score for each cycle, the writer applies the following formula:

$$x = \frac{\sum x}{N} \times 100\%$$

Where : x : The mean of the students.

$\sum$ x   : the total score

N   : the number of the students.

   P = R X 100%

                   T

Where: P: The percentage of students who get the point 65.

         R: The number of students who get the point up 65.

         T: The total number of students do the test.

Table II

Criteria Score Interpretation

Range score	Category
A= 81-100	Very high
B=61-80	High
C=41-60	Enough
D=21-40	Low
E=0-20	Very low

After the researcher found the mean score all students, it was consulted to the criteria as follows:

a) If the value of means score is 0-20 it can be categorized into very low ability.

b) If the value of means score is 21-40 it can be categorized into low ability

c) If the value of means score is 41-60 it can be categorized enough ability.

d) If the value of means score is 61-80 it can be categorized into high ability.

e) If the value of means score is 80-100 it can be categorized into very high ability.[9]

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[9] Buku laporan hasil belajar siswa MAS al-Junaidiyah Kampung Lamo, dinas pendidikan daerah kabupaten mandailing natal, Kampung Lamo 2018-2019 p. 2.

CHAPTER IV

RESEARCH RESULT

After researcher had done the research in MTs Al-Junaidiyah Kampung Lamo, now teacher would describe how the research was run. It discussed about the way to improve students writing recount text using semantic mapping at eight grade MTs Al-Junaidiyah Kampung Lamo. In the following below, it would be described about the data description, the influencing factors of students writing recount text using semantic mapping, the comparative result of the action, the discussion of the research findings and the trheats of the research.

A. **Data Presentation**

The data description in this research described about all of things that have been found in the class when the teacher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on the instrument: test, and observation. Teacher described that in cycle 1 and cycle 2.

1. **Students achievement**

a. **Cycle 1**

The first cycle was conducted for two meetings. In MTs Al-Junaidiyah Kampung Lamo, every meeting was done 2x40 minutes. It means that the time allocation was 160 minutes. It caused 4x40 minutes is 160 minutes. Along the time, teacher explained about semantic mapping strategy. Asked students to

create semantic mapping strategy as modeling before and the last gave test as evaluation. This was the data description in first cycle, as follow:

1) **Learning process in first cycle**

Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning run chronologically. Teacher would describe the learning process and the activity of teacher in cycle 1. There were some criterias of teaching learning process every cycle especially in cycle 1. They were that teachers explanation process, teachers procedure, teachers reinforcement, teachers classroom interaction and classroom management in teaching learning processed.

"Teachers physical performance" when the first time came to the class. The first, teacher wore green coat, black trouser, and black shoes. The second, teacher stood in front of the class and wote semantic mapping strategy on blackboard to elicit what is the topic about (semantic mapping). The third, teacher taught the learning energetically and enthusiastically to encourange students interested to the lesson. The last, teacher asked some of the students for volunteer what was the topic exactly.

Teacher's blackboard writing when write some words on the blackboard, teacher used blackboard in cycle 1. The first, teacher stood, wrote and face to the students. The second, teacher write the big title about the semantic mapping strategy and recount text on blackboard. The third, teacher started to write the material from the left side. The last, teachers' writing was up down and hard to read from the backside of the classroom.

Teacher's explanation process. The first, teacher introduced semantic mapping strategy. The second, teacher mention the meaning of the semantic mapping strategy. The third, teacher gave the learning material and topic on the students. The last, teacher explain about recount text and give example of recount text about my past experience using semantic mapping like was teached by teacher before.

Teacher's teaching procedure in teaching learning process. The first, teacher asked students' condition. The second, teacher checked students' present list. The last, the teacher gave learning material to the students and implemented semantic mapping.

Teacher's reinforcement in the classroom. The teacher gave some feedback to the students, such as: said "nice, goog job, very good, exelent, gave applause, you

were bight, I like your answer" for students who active for answering teachers' questions event thought a little bite enough.

Teachers' classroom interaction in the classroom. The first, teacher gave question about semantic mapping strategy to know their understanding, after student answered teachers' questions, teacher order the students to nominate one of his/her friends whether he/she agree with his/her answered. The second, teacher nominate students directly. The last, teacher instruct the students to give applause to students with correct answer.

Teacher's classroom management in teaching learning processed. The first, teacher checked the classroom condition, saw there were some rubbish and ordered the students threw it. The second, teachers sound was audible from the backside of the classroom. The third, teacher did monitoring and checking students understanding about the lesson. For example by said: "what would you do next?, what did you don't understand?" . the last, teacher always gve her smole for the students in teaching learning processed.

2) **Students' writing recount text in first cycle**

The teacher used quantitative data. In quantitative teacher calculated the students score in writing recount text. In first cycle, teacher gave first test. The test was about the indicators. They are grammar, mechanic, form (organization), fluency and vocabulary in their text. after teacher collected the test, teacher would evaluate it. In fact, the students' writing recount text was still low. Then, they were less focus in writing recount text as well as possible. The result of the test in first cycle would be showed as below:

Table III

Students' writing score in first cycle

No	Students initial	Indicators					Test score
		Grammar	vocabulary	mechanic	fluency	form	
1	AF	15	10	10	10	10	55
2	AR	10	10	10	10	10	50
3	ARS	15	15	15	15	15	75*
4	AS	20	20	15	20	20	80*
5	AM	5	10	15	10	10	50
6	DA	15	20	15	15	15	80*
7	JP	10	10	10	10	10	50
8	HA	15	15	15	15	15	75*
9	MS	10	10	10	10	10	50
10	MES	10	10	10	10	10	50
11	MZ	5	10	15	15	15	60
12	NA	15	20	15	10	15	75*
13	NH	15	15	15	15	10	70
14	RH	10	15	15	10	15	65
15	RHS	5	15	10	15	15	60

16	SM	15	15	20	15	10	75*
17	SF	15	15	15	15	10	70
18	UR	15	20	20	10	10	75*
19	US	10	15	15	15	15	70
20	YD	10	10	15	15	10	60
21	YS	10	10	10	15	15	60
22	YH	15	15	15	15	20	80*
23	ZI	10	5	10	10	15	50
SUM							**1.410**
MEAN SCORE							**61.30**
PERCENTAGE							**34.78 %**

*: *The students who passed the KKM (75) in first cycle*

From the above table, it could be presented in the class

Mean score test 1
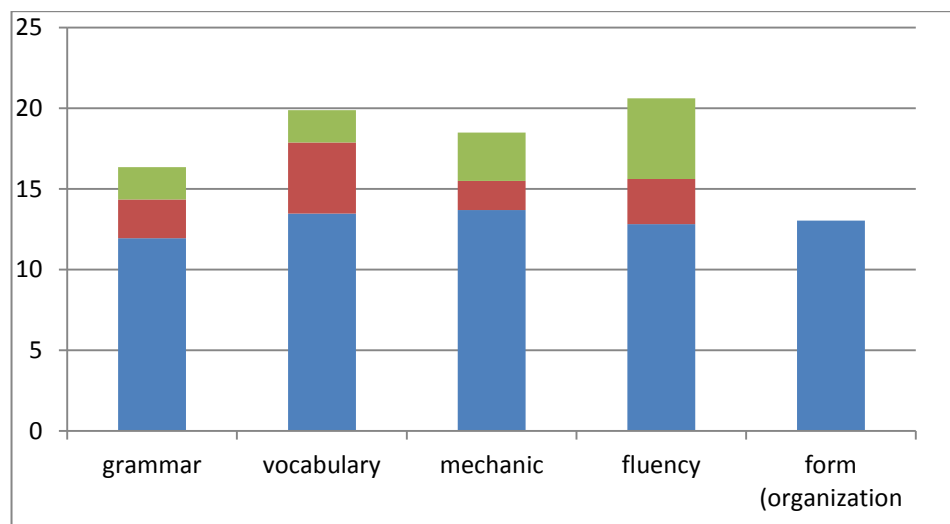
chart 1. Students mean score based on indicatorsin the first cycle.

From above table and chart, it could be concluded

that students achievement in writing was very low. In cycle

1, there were only eight students passed the passing grade (75). From the above table, the means score of students in cycle 1 was 61.30 and percentage of students mean score was about 34.78%, it meant that this test result could not fulfill of the criteria of success. It didn't show improvement. So, the researcher would continue to cycle 2.

The value above has shown the result of students writing recount text. There are 23 students in the class. There are some levels score of them. The mean score in the class was 61.30 score. 6 students got 50 score, 1 student got 55 score, 4 students got 60 score, 1 student got 65 score, 2 students got 70 score, 5 students got 75 score, and 3 students got 80 score. Actually, the all students are 23 in the VIII-1, but it just 8 students passed the minimum mastery criteria (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 15 students who got score before 75 score. It means that the first cycle was not satisfied. It caused students' writing recount text still need improvement in the second cycle.

b. Cycle 2

second cycle was same as in the first cycle two. It did two meetings. Every meeting was 2x40 minutes. It means that second cycle was 4x40 minutes is 160 minutes. But, the data was different. The second cycle was done. Teacher would give the description of the activity such us students' learning process and students' writing recount text as follow.

1) Learning process in second cycle

After calculating the result of students in writing recount text, the result did not achieve the target in KKM. Teacher and Co-teacher discussed the result in evaluation in first test, the output of observation, and also the interview with students.

In cycle 2, teaching activity had also some stages from opening the learning until closing the class. Every activity of teaching learning also run chronolically. Researcher would describe the learning process and the activity in cycle 2. They were the teachers' physical performance, teachers blackboard writing, teacher explanation process, teacher procedure, teacher reinforcement, classroom interaction and classroom management in teaching learning processed.

Teacher physical "Teachers physical performance" when the first time came to the class. The first, teacher wore green coat, black trouser, and black shoes. The second, teacher stood

in front of the class and wote semantic mapping strategy on blackboard to elicit what is the topic about (semantic mapping). The third, teacher taught the learning energetically and enthusiastically to encourange students interested to the lesson. The last, teacher asked some of the students for volunteer to explain again about the last topic.

In this session the teacher did some actions for edding and improving from the first cycle. They were: the first, teacher gave semantic mapping features to check grammar. The second, teacher explain the materials to make the students easy to understand about the topic. The third, teacher gave time to the students for discussing with table mate for a moment and gave limit time to discuss how to make better score in text writing recount text using semantic mapping. It meant to active their background knowledge for next session. The last, teacher instructed the students to bring their dictionaries.

Teacher's blackboard writing when write some words on the blackboard, teacher used blackboard in cycle 1. The first, teacher stood, wrote and face to the students. The second, teacher write the big title about the semantic mapping strategy and recount text on blackboard. The third, teacher started to write the material from the left side. The last, teachers' writing

was up down and hard to read from the backside of the classroom.

Teacher's explanation process. The first, teacher explained about recount text. The second, teacher mention the meaning of the recount text. The third, teacher gave the learning material and topic on the students. The last, teacher explain about recount text and give example of recount text about my past experience using semantic mapping like was teached by teacher before.

Teacher's teaching procedure in teaching learning process. The first, teacher asked students' condition. The second, teacher checked students' present list. The last, the teacher gave learning material to the students and implemented semantic mapping strategy to write recount text

Teacher's reinforcement in the classroom. The teacher gave some feedback to the students, such as: said "nice, goog job, very good, exelent, gave applause, you were bight, I like your answer" for students who active for answering teachers' questions event thought a little bite enough. The last, teacher got close to the students and touched students head.

Teachers' classroom interaction in the classroom. The first, teacher gave question about semantic mapping strategy to know their understanding, after student answered teachers'

questions, teacher order the students to nominate one of his/her friends whether he/she agree with his/her answered. The second, teacher nominate students directly. The last, teacher instruct the students to give applause to students with correct answer.

Teacher's classroom management in teaching learning processed. The first, teacher checked the classroom condition, saw there were some rubbish and ordered the students threw it. The second, teachers sound was audible from the backside of the classroom. The third, teacher did monitoring and checking students understanding about the lesson. For example by said: "what would you do next?, what did you don't understand?" . the last, teacher always gave her smole for the students in teaching learning processed.

2) **Students' writing scores in second cycle**

After calculating students' writing recount text, teacher had known the result of the test. Actually, the result did improve in the second cycle. Most of students were able to identify grammar, mechanic, form (organization), fluency and vocabulary in the text. the score of students writing recount text would be seen below.

Table IV

Students' writing score in second cycle

No	Students initial	Indicators					Test score
		Grammar	vocabulary	mechanic	fluency	form	
1	**AF**	**15**	**20**	**15**	**10**	**20**	**70**
2	**AR**	**10**	**15**	**15**	**10**	**10**	**60**
3	ARS	10	15	20	20	20	85
4	AS	20	20	20	15	20	95
5	**AM**	**15**	**10**	**10**	**15**	**10**	**60**
6	DA	20	15	20	20	15	90
7	JP	15	10	20	10	15	75
8	HA	20	10	15	20	20	85
9	MS	20	15	15	15	15	80
10	**MES**	**15**	**10**	**10**	**15**	**10**	**60**
11	MZ	15	15	20	20	15	80
12	NA	20	15	15	15	20	85
13	NH	20	15	15	15	15	80
14	RH	15	20	20	20	20	90
15	RHS	20	20	15	20	20	85
16	SM	20	10	15	20	20	85
17	SF	15	20	15	15	20	85
18	UR	20	20	15	20	15	90
19	US	20	10	20	20	20	90
20	YD	15	20	10	20	15	80
21	**YS**	**15**	**10**	**15**	**15**	**10**	**65**
22	YH	15	15	20	15	20	85
23	**ZI**	**15**	**15**	**15**	**15**	**15**	**70**
SUM							1.825
MEAN SCORE							79.34
PERCENTAGE							69.56 %

Bold name that did not pass the KKM (75) in second cycle

Mean score test 2
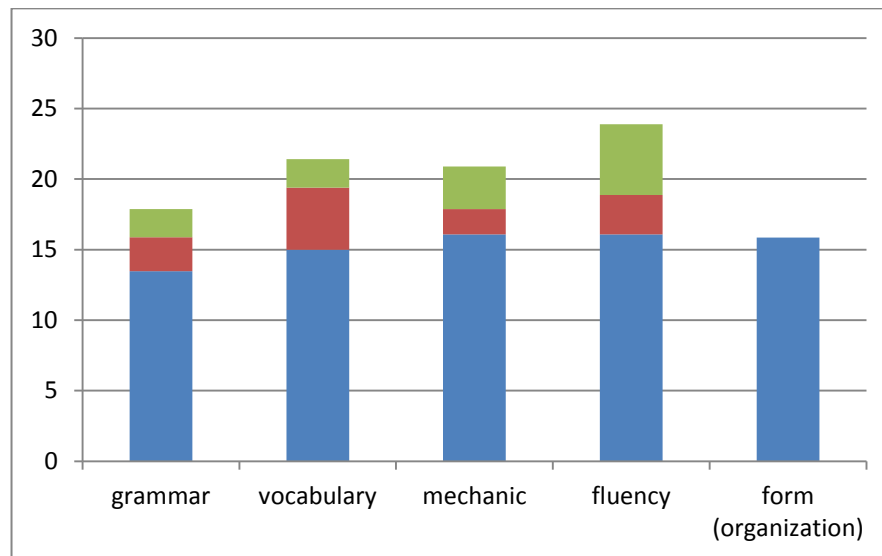
Chart 2 students mean score based on indicatorsin the second cycle

From the above table and chart, it could be concluded that students achievement in cycle 2 was increased. The mean score in cycle 2 was 79.34 and percentage of students score in cycle 2 was 69.56%. students achievement in writing was categorized very good. The students score in cycle 1 was 61.30 (34.78%) and cycle 2 was 79.34 (69.56%).

compared on table 16 above, it could be conclude that were 3 students got 60 score, 1 student got 65 score, 2 students got 70 score, 1 student got 75 score, 4 students got 80 score, 7 students got 85 score, 4 students got 90 score, and 1 student got 95 score. Then, from 23 students in the class VIII-1, Just 6 students did not pass the minimum mastery criteria (KKM). They were 6 students that got 60, 65. And 70 score. It

mean that were 17 students passed the test well. By using semantic mapping, the students writing recount text achievement in class VIII-1 improved significantly.

c. The comparative result of the action

Teacher compared the test result on writing recount text between first cycle and second cycle. Teacher used quantitative in analyzing and comparing the data. It would analyze the data based on the score to decide the improvement of students writing recount text achievement. The formula would calculate students writing recount text using semantic mapping. It identified grammar, mechanic, form (organization), fluencv and vocabulary in the test. Secondly, teacher calculated the percentage of students improvement in the first cycle and second cycle.

In the first cycle, most of students were less in identifying grammar, mechanic, form (organization), fluency and vocabulary in the text based on the recount text. The value above has shown the result of students writing recount text. There are 23 students in the class. There are some levels score of them. The mean score in the class was 61.30 score. 6 students got 50 score, 1 student got 55 score, 4 students got 60 score, 1 student got 65 score, 2 students got 70 score, 5 students got 75 score, and 3 students got 80 score. Actually, the all students are 23 in the VIII-1, but it just 8 students passed the minimum mastery criteria (KKM), that is 75 score.

Meanwhile the others did not pass the KKM. There are 15 students who got score before 75 score. There was the formula to calculate mean score:

$$\vec{x}=(\sum\vec{x})/N$$

$$\vec{x}=1410/23$$

$$\vec{x}=61.30$$

Based on the calculation, the mean score of the class in first test was 61.30. it showed that the students' speaking ability was categorized into enough categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P=R/T\times100\%$$

$$P=8/23\times100\%$$

$$P=34.78\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able to speak fluently and bravely. They had motivation to speak English because their English Vocabulary and grammatical mastery had been increased. They used English language to speak with their friends in learning English. So, it made them more active in the class. It means that students' speaking ability were improved and better than the previous cycle . There was

6 students got 72 score, one students got 76, thirteen students got 80 score, and seven students got 84 score.

Teacher compared on table 16 above, it could be conclude that were 3 students got 60 score, 1 student got 65 score, 2 students got 70 score, 1 student got 75 score, 4 students got 80 score, 7 students got 85 score, 4 students got 90 score, and 1 student got 95 score. Then, from 23 students in the class VIII-1, Just 6 students did not pass the minimum mastery criteria (KKM). They were 6 students that got 60, 65. And 70 score. It mean that were 17 students passed the test well. By using semantic mapping, the students writing recount text achievement in class VIII-1 improved significantly. The teacher calculated the means score by using the formula below:

$$\vec{x}=(\sum\vec{x})/N$$

$$\vec{x}=1825/23$$

$$\vec{x}=79.34$$

Based on the calculation, the mean score of the class in second test was 79. It showed that the students' speaking ability was categorized into high category. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P=R/T\times100\%$$

$$P=16/23\times100\%$$

P=69.56%

Based on the above explanation, it can be concluded that the researcher hypothesis that Pair semantic mapping strategy could improve students' speaking ability at grade VIII MTs Al-Junaidiyah was accepted. The comparison of students' achievement in speaking ability of cycle 1 and cycle 2 could be looked from the table below:

Table V

The comparison mean score between first test and second test (first cycle and second cycle)

No	Name	Speaking score		State
		Cycle 1	Cycle 2	
1	AF	55	70	Didn't passing grade
2	AR	50	60	Didn't passing grade
3	ARS	75	85	Passing grade
4	AS	80	95	Passing grade
5	AM	50	60	Didn't passing grade
6	DA	80	90	Passing grade
7	JP	50	75	Passing grade
8	HA	75	85	Passing grade
9	MS	50	80	Passing grade
10	MEG	50	60	Didn't passing grade
11	MZ	60	80	Passing grade
12	NA	75	85	Passing grade
13	NH	70	80	Passing grade
14	RH	65	90	Passing grade
15	RHS	60	85	Passing grade
16	SM	75	85	Passing grade
17	SF	70	85	Passing grade
18	UR	75	90	Passing grade
19	US	70	90	Passing grade
20	YD	60	80	Passing grade
21	YS	60	65	Didn't passing grade
22	YH	80	85	Passing grade

23	ZI	50	70	Didn't passing grade
Total score		1410	1825	Improved
Mean		61.30	79.34	Improved
Percentage		34.78%	69.56%	Improved

The students who passed the passing grade (75) in the cycle 1 and cycle 2

Based on the explanation, it could be concluded that the mean score and percentage of the second test. The improvement from the first test in the first test the mean score was 61.30 (34.78%), it was included enough category. The improvement of mean score in second test mean score was 79.34 (69.56%), it was an improvement of students' writing ability. It can be looked the chart below:

The comparison mean score between first test and

second test (first cycle and second cycle)
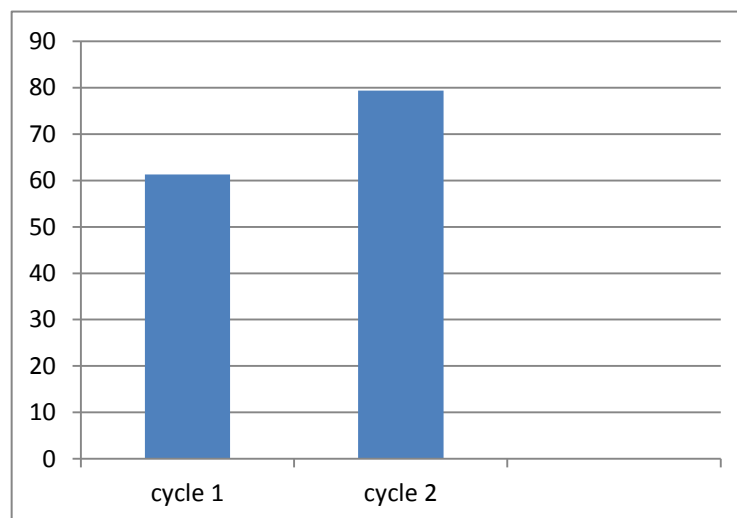
Chart 3 the comparison mean score between first test and second test (first cycle and second cycle).

Based on the above chart, students got improvement on their score from the students mean score the first cycle students' mean score 61.30 and second cycle students' score were 79.34 from the students' percentage the first cycle. There were eight students passed the passing grade (34.78%). The second cycle, there were sixteen students passed the passing grade (69.56%).

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where the mean of second cycle (69.56) is greater than first cycle (34.78). it showed that "semantic mapping starategy" influenced to improve the students writing ability at eight grade of MTs Al-Junaidiyah Kampung Lamo.

There was the calculation of students' writing recount text. It would show the improvement from first cycle to second cycle. (you can see in appendix VI).

To prove the significance, the researcher used t test- for sample less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis

H= There is significant improvement among students' writing test in the cycle 1 and cycle 2

2. Calculating the signification of t_o and tt and calculating of the degree of freedom (df) with df = N-1

3. Looking for level of signification 5% or 1 % in t table (it can be seen from df)

4. Comparing the result of t^o and t^t with the criterion:

   a. If t_o bigger than tt so H is received. It means that there is significant improvement of students' learning process result.

   b. If t_o smaller that tt so H I rejected. It means that there is not significant improvement of students' learning process result.

5. Making conclusion from the result.

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

$$M_D = \frac{\Sigma D}{N}$$

$$M_D = \frac{14.56}{23}$$

$$M_D = 0.63$$

ΣD = Number of Difference Score between Cycle 1 and Cycle 2.

D= X-Y

N= 23 Students

SD_D= Students Deviation from the difference Score between First Test and Second Test:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - [\frac{\Sigma D}{N}]}$$

$$SD_D = \sqrt{\frac{214.21}{23} - [\frac{0.42}{23}]}$$

$$SD_D = \sqrt{9.31 - 0.01}$$

$$SD_D = -9.3$$

SEM_D = Standard Error from Mean of Difference

$$SEM_D = \frac{SD_D}{\sqrt{N-1}}$$

$$SEM_D = \frac{9.31}{\sqrt{23-1}}$$

$$SEM_D = \frac{9.3}{\sqrt{22}}$$

$$SEM_D = \frac{9.3}{4,69}$$

$$SEM_D = 1.98$$

$$t_o = \frac{M_D}{SEM_D}$$

$$t_o = \frac{14.56}{1.98}$$

$$t_o = 7.35$$

Degrees of freedom (df) = N-1 = 23-1= 22

The calculation result of t_o = 7.35, t table with df = 23, level of significance in the t table 5% is 35.172. it can be known that the result of t_o is smaller than t table it is 7.35 < 35.172. based on the result, it means that there is a significant improvement between students' speaking learning process result in the first cycle and second cycle.

B. Influencing Factors of Students' writing ability

This researcher was done two cycle, there were many problems that found in every meeting until to get the improvement of students speaking ability. The problem were appeared because some factors that influenced students. Researcher would explain some problems were appeared in every indicator of writing and students mean score based on indicator the first cycle and second cycle as below:
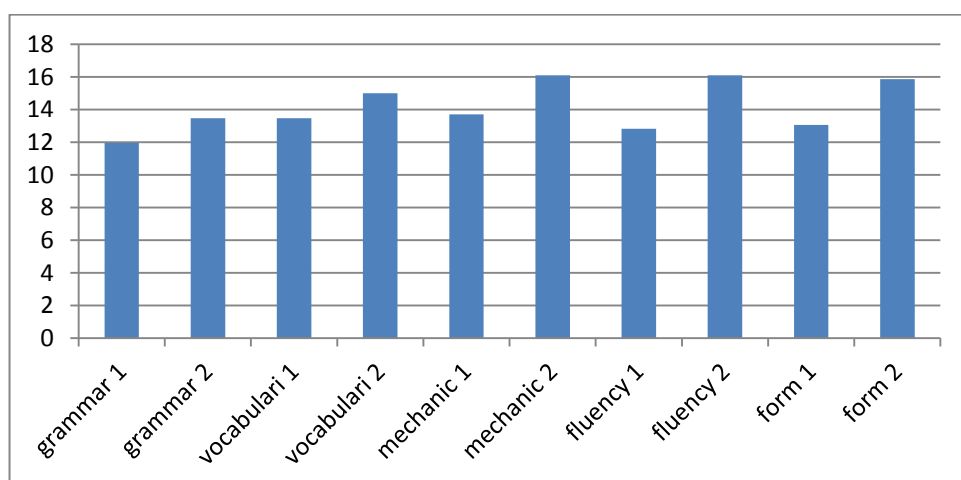
1. Grammar

Students' problem were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered of grammar. The problem was related to mastery of sense or the patterns in tenses which caused their sentence were uncompleted and their grammars in the sentences were wrong.

There were five criteria in indicator of grammar. In the first cycle, from 23 students in the classroom, 1 students had frequent errors showing imperfect control of some patterns. 22 students had occasional errors showing imperfect control of some patterns. 6 students had few errors, with no patterns or failure. So, mean score this indicator was 11.95(Cycle 1) and 13.47 (Cycle 2).

Problem faced by the students were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. The problem was related to mastery of tenses or the patterns in tenses which caused their sentences were uncompleted and their grammars in the sentences were wrong. Students' mistakes in using "simple past tense" the usage of simple past tense is S+ (was/were) + O. for example they are AM, MS, MES, RH, US, YS. We not feel boring (we were not feel boring) we like holiday (we were like holiday).

So, for solving students' problem in difficulty to build sentence the researcher teaching mostly about grammar. Researcher gave more explanations about the language context that targeted in the text meeting and motivated them to practice their knowledge in their speaking and motivated them to practice their knowledge in their life so that it could not lose. As a result students' achievement in this indicator was improved. That was seen from mean score 11.95(Cycle 1) and 13.47(Cycle 2).

2. Vocabulary

There were five criteria in indicator vocabulary. In the first cycle, from 23 students in the classroom, 7 students had vocabulary limited to basic personal and survival areas. 12 students had choice of words sometimes inaccurate, limitation, of vocabulary prevent discussion of some common professional and social topics. 9 students had professional vocabulary adequate to discuss special interest and general vocabulary permits discussion of any non-technical subject with some circumlocution. The mean score this indicator was 13.47 (Cycle 1) and 15 (Cycle 2).

Problem faced by the students were difficulty in searching adequate words because when the researcher gave questions about how often they learn vocabularies at their school or their home, nobody answered the questions. It means that, they just learned

vocabularies at school and they were lazy to speak English in their daily activity. So, students were still low in vocabulary. Students' mistakes in vocabularies were :

In order to make vocabularies of students improved, the researcher had to give some vocabularies which were related to the topic and the researcher motivates the students to practice speaking English and speaking of meaning difficult word and study to looking for the word difficulties and researcher gave method to memorize vocabularies such as using key words that could be practiced by them in the class. As a result, students' achievement in this indicator was improved. That was seen from mean score 13.47 (Cycle 1) and 15 (Cycle 2).

3. Fluency

There are 4 item questions about identifying fluency. From 23 students in the classroom, 3 of them made the fluency of the text correctly: 11 of them got scores 15, 8 of them got scores 11, and 1 of them got the lowest score about fluency 5. There were 7 students who could not make fluency well on their text. They were AF, AR, AM, MES, RH, UR, ZI.

As solution, teacher gave the features on semantic mapping and spelling check to help the made good fluency and teacher asked students to bring dictionary by their selves. Dictionary would

help students to translate what had in their mind about fluency from Indonesian into English. Then, teacher asked students to write again about problem that had been found by them and gave the solutions.

As a result, students' achievement in this indicator was improved. That was seen from mean score 12.82 in (Cycle 1) and 15.86(Cycle 2).

4. Mechanic

There are 4 items of questions about identifying mechanic in writing test. In cycle 1, there are 23 students in the class. There are 9 of them made the good mechanic. 4 of them got 15 scores: 7 of them of them got 10, and 1 got score 5. The average of them in this indicators was 15.

Teacher and co-teacher had found some problems of students to make the good mechanic on their recount text. First, some of them misunderstood to identify about good mechanic like the comma, capital letter, the semi colon, interrogative, question mark, and others because they did not know when the mechanic was lied. Second, some of them thought that mechanic was not so important on semantic mapping.

From the problem of students in identifying mechanic on the text, it could be concluded that there were misunderstanding about what mechanic was. For solving the concerning problem,

there were some actions conducted by the teacher in second cycle. Therefore, teacher should give the solutions for the students problem in identifying mechanic. Teacher explained again about mechanic. Teacher asked students to identify the mechanic on the text. Teacher gave the picture that related with the text about mechanic.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items identifying mechanic question in the writing test of cycle 2. From the 23 students in classroom, 8 students use mechanic correctly, 12 of them got score 15, 3 of them got score 10, the average in this indicators is 16.08.

5. Form (organization)

There are 4 questions for identifying form (organization). In cycle 1, there are 23 students in the class. There are 2 of them made the good mechanic. 10 of them got 15 scores: 11 of them of them got 10. The average of them in this indicators was 13.04.

The students did not know the way and the rule to make the good of the structure of event in the text. They could not know to analyze the form based on the text. They did not write the text clearly, after writing the text, students could identify the form, they should conclude the rising event on the story. Teacher gave the example of form on the other recount text.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items identifying mechanic question in the writing test of cycle 2. From the 23 students in classroom, 10 students use mechanic correctly, 7 of them got score 15, 6 of them got score 10, the average in this indicators is 15.86.

C. Discussion

Based on the related findings, There was a thesis that researcher used as related finding. the researcher discussed that the researcher findings had shown students' writing ability improved well. Adhmi Fauzi as a researcher, this research was aimed to see the effectiveness of semantic mapping technique improving students writing skill. The research design of this research was a quasi experimental design. The analysis of the test result showed that the students of experimental group was higher than control group. In the post test, the mean score of the experimental grup was 72.89 while the control group got 67.21. based on statistical analysis by using t-test formula, indicated that the t-test was 1.94 and t-table was 1.67. it means that t-value was higher than t-table (1.94>1.67). as a result, there is significant difference in writing achievement between the students who are taught by using semantic mapping technique and those who are taught by using free writing

technique. Based on the result of this study, the writer concluded that semantic mapping technique is effective to be implemental in teaching writing.

The second, Ahmad rusadi, the researcher found the percentage of the researchers's performance in implementing semantic mapping technique in teaching essay writing in the first cycle was 75.3% and it was improved to 88.3% in the second cycle. Meanwhile, the percentage of the students activities during learning process in the first cycle was 57.3% and rose to be 79.3% in the second cycle. Further, the researcher also found that the result of the students mean score of writing test in cycle 1 was 59.64 and it increased become 75.85 in cycle 2. The other result also found by the researcher from the questionnaire, it was found that the students responses toward the implementation of semantic mapping technique in teaching essay writing was 4.62 or in category "strongly agree". It means that the students gave good and positive responses.

The third, Alief Syahril Muna, the design of this study is pre-experimental design. The population of the study was the eight grade students of SMPN 2 Ngadiwulih and the sample class 8-C which consist of 27 students. The data of the test were presented in the form of means score. It was found that the mean score of the pre-test was72.35 while the mean score of the post-test 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.

Those study gave the information how to apply semantic mapping in the classroom, so it can be practiced by the writer So, I believe that the semantic mapping technique can be regarded as an effective way to improve students' writing ability.The researcher had been done in English Education Department State Islamic Institute of Tulungagung. Her is AniHidayati. Her research was about "Improving Students' Speaking Ability Through Pair Work Technique At The Eight Grade Of SMP 2 GondangTulungagung in Academic Year of 2014/ 2015. Her told that Pair work Technique could improve students' speaking skill. In this study, it had found that the improvement of students' achievement by uing Pair Work Technique.

Based on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to semantic mapping. It was based on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to semantic mapping. It was based on the data in the first cycle was 61.30 (34.78%) and in the second cycle was 79.34 (69.56%). It means that there had 57.15% improvements for percentage of students who passed the KKM in writing ability. It can

be concluded that the researcher had been success in doing the researcher.

D. Threats of The Research

There were some aspects that could threats for this research, when researcher doing the researcher doing the research. They were:

1. The data in this research were not objective because it needed the description of the mark based on the researcher listening to the students.

2. The tool that used in collecting the result of students' speaking was uncompleted because the researcher just used task on picture, recorded or picture or other told were needed to make the mark more subjective and learning process, more effective and efficient.

3. In teaching learning process was not running well because the students were less serious and enthusiasm in doing pair work technique , some students still used mix language when they don't know about the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that Peer Correction Technique improved students' writing ability at grade VIII MTs Al-Junaidiah Kampung Lamo. It based on the students'writing score, the mean score in the first cycle was 61.30 (34.78%), and in the second cycle was 79.34 (69.56%). The improvement from the cycle I to the cycle II is 18.04.

B. The Suggestion

After finishing this research, the researcher got many information in English teaching and learning process. Therefore, the writer has suggestion to:

1. For the headmaster, to develop support the teachers, especially English teachers, to do best way in teaching, especially in teaching writing.

2. For English teachers, are hoped to use appropriate strategy to teach writing in English subject for improving the quality of teaching learning process. Then, from the result of the research, showing semantic mapping strategy can improve English achievement. So that, the writer suggests semantic mapping strategy can be applied on the English teaching classroom especially for writing.

3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these strategies deeply because it gives the contribution.

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Lesson Plan Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTs Al-Junaidiyah Kampung Lama

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan)/II (Genap)

Pertemuan   : pertama dan kedua

Alokasi Waktu   : 4 x 45 menit

Standar Kompetensi : Memahami makna dalam esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Menulis bermakna teks fungsional dan esei pendek sederhana berbentuk recount dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Jenis teks   : Recount text

Aspek/Skill   : Menulis

1. **Indikator**
   - Memahami teks recount
   - Mengidentifikasi topic dalam teks recount
   - Mengidentifikasi ide pokok dalam teks recount
   - Memahami informasi yang penting dalam teks recount
   - Memahami kosakata yang terdapat dalam esei pendek berbentuk recount

> ➢ Menyimpulkan informasi yang terdapat dalam teks recount
> ➢ Menulis teks recount sesuai dengan generic structure dan language featurnya

2. **Tujuan pembelajaran**

Pada akhir pembelajaran siswa diharapkan

1) Siswa mampu memahami teks recount
2) Siswa mampu mengidentifikasi topic dalam teks recount
3) Siswa mampu mengidentifikasi ide pokok dalam teks recount
4) Siswa mampu memahami informasi yang penting dalam teks recount
5) Siswa mampu memahami kosakata yang terdapat dalam esei pendek berbentuk recount
6) Menyimpulkan informasi yang terdapat dalam teks recount
7) Siswa mampu menulis teks recount sesuai dengan generic structure dan language featurnya.

3. **Materi pembelajaran:**

- Teks monolog berbentuk recount

4. **Metode pembelajaran** **:** Semantic Mapping
5. **Langkah –langkah kegiatan**

A. **Pendahuluan**

Apersepsi:

- Tanya jawab mengenai teks tulis fungsional dan esei pendek sederhana Berbentuk recount yang berkaitan dengan lingkungan terdekat.

Motivasi:

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus disukai siswa.

-

B. **Kegiatan inti**

Dalam kegiatan inti, Guru:

1. Guru menyajikan bahan ajar yang berhubungan dengan pelajaran
2. Guru menjelaskan menulis recount teks melalui strategi semantic mapping dengan langkah-langkahnya.
3. Guru memodelkan menulis teks recount dengan menggunakan semantic mapping dalam memahami teks bacaan yang bersangkutan dengan pelajaran. Berikut materi tentang recount text:

   a. Generic structure of recount text

Table 1

Generic structure of recount text:

No.	Generic structure	Explanation
1	Orientation	Provides the setting and produces participants. It provides information about "who", "where", and "when".
2	Events	Tell what happened, present event in temporal sequence.
3	Re-orientation	Optional-closure of events. It is "rounds off" the sequence of events.

   b. Language feature of recount text
      1) Use of nouns and pronouns to identify people, animals, things involved.
      2) Use of actions verbs to refer to events
      3) Use of fast tense to locate events in relation to speaker's or writer's time.
      4) Use of conjunctions and time connectives to sequence of events
      5) Use of adverb and adverbial phrase to indicate place and time
      6) Use of adjective to describe nouns.

4. Guru memberikan waktu kepada siswa untuk membaca sekilas teks yang dipelajari.

5. Guru menugaskan siswa menulis teks recount dengan menggunakan strategi semantic mapping yang sudah dijelaskan sebelumnya.

6. Guru memberikan waktu yang cukup kepada siswa untuk memahami isi bacaan dengan mereview bacaan.

7. Memfasilitasi terjadinya interaksi antarpeserta didik dan guru, lingkungan dan lainnya.

8. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

9. Guru memberikan penilaian tentang isi teks yang ditulis siswa melalui strategi semantic mapping.

C. **Penutup**

Dalam kegiatan penutup, Guru:

1. Guru bersama siswa memberi simpulan tentang materi yang dipelajari dan mencatat informasi yang penting.

2. Memberikan penilaian berupa latihan-latihan untuk mengetahui sejauh mana kemampuan siswa.

6. **Alat/Sumber Belajar:**

- Buku yang relevan
- Dictionary
- Papan tulis putih
- Spidol
- Penghapus
-

7. **Penilaian**

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal

1. Mengidentifikasi topic yang terkait dalam teks berbentuk recount 2. Memahami grammar yang digunakan dalam teks recount 3. Mengidentifikasi informasi penting yang terdapat dalam teks. 4. Memahami kosa-kata yang terdapat dalam teks. 5. Menarik kesimpulan yang ada dalam teks.	Tes tulisan	Essay test	Write the recount text using semantic mapping strategy as modeling for you before!

a. Pedoman penilaian
   - Jumlah skor maksimal keseluruhan adalah 100
   - Setiap jawaban yang benar diberi skor 20, 15, 10, dan 5. Jumlah skor keseluruhan 5x20= 100. (test tertulis)
   - Nilai rata-rata= total nilai keseluruhan/jumlah siswa

b. Instrument: write the recount text using semantic mapping as modeling for you before

c. Rubric penilaian

Indicators	score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form (organization	20	15	10	5

Padangsidimpuan,   desember 2018

Validator   Researcher

<u>Muhammad Ali, S.Pd.</u>   **<u>Elda fitriani</u>**

                                             NIM. 13 340 0082

Learning Material

A. Recount text

Communicative purpose: to retell events for the purpose of informing and entertaining.

B. Kinds of recount text

1. Personal recount: reading of an activity that the writer/speaker has been personally involved in.
2. Factual recount: recording the particulars of an incident
3. Imaginative recount: taking on imaginary role and giving details of events

C. Generic structure of recount text

1. Orientation: give background information about the events (who is involved, where happened, and when it happened)
2. Events: tell what happened in chronological order
3. Re-orientation: to close the events with the writer's impression about the event

D. Language features

1. Using personal participant: I, my family, we, etc.
2. Use past tense: arrived
3. Use temporal connectives/temporal sequence events: last holiday, then, next, after, and, before, etc.
4. Using action verb: went, etc.
5. Using linking items to do with time: was, were.

E. Example of recount text

MY BIRTHDAY

Orientation

it was takbiran night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

Event

that night, I was watching television with my family when I heard someone lit fireworks in my front yard. I peeped trough my window glass but could see nothing. It was very dark outside. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that no one gave something special on my birthday. I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend asking me to come out. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. Next I was surprised to see my other friend come out from the darkness. She brought a beautiful birthday cake on her hands. Oh my god! I shirked. Then they gave the cake to me who was too stunned to say anything. I realized I was blushing furiously because my whole family was watching. Not to mention my neighbors too!

Orientation

a plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know

APPENDIX V

List of instrument for test (Cycle l)

1. Pengantar

   a. Instrument ini hanya bertujuan untuk mengambil data dari siswa/I mengenai writing ability in recount text !

   b. Jawaban ini tidak mempengaruhi kedudukan anda disekolah ini !

2. Petunjuk

   a. Buat paragraph tentang recount text menggunakan semantic mapping strategy !

   b. Apabila ada yang kurang jelas tanyakan langsung kepada guru !

   c. Waktu yang tersedia 2 x 30 menit !

3. Soal

   a. Write recount text using semantic mapping strategy as modeling to you before! Write recount text using semantic mapping strategy as modeling to you before!

   b. The text should be consist generic structure: *orientation, events, and orientation!*

   c. choose one of the titles below!
   - My unique experience with my friends
   - My vocation last holiday
   - My past experience on public place

Validator	**Researcher**
<u>**Muhammad Ali, S.Pd.**</u>	<u>**Elda fitriani**</u>
	NIM. 13 340 0082

APPENDIX VI

List of instrument for test (Cycle ll)

1. Pengantar

   c. Instrument ini hanya bertujuan untuk mengambil data dari siswa/I mengenai writing ability in recount text !

   d. Jawaban ini tidak mempengaruhi kedudukan anda disekolah ini !

2. Petunjuk

   d. Buat paragraph tentang recount text menggunakan semantic mapping strategy !

   e. Apabila ada yang kurang jelas tanyakan langsung kepada guru !

   f. Waktu yang tersedia 2 x 30 menit !

3. Soal

   a. Write recount text using semantic mapping strategy as modeling to you before!

   b. The text should be consist generic structure: *orientation, events, and orientation!*

   c. choose one of the titles below!

   - My unique experience with my friends
   - My vocation last holiday
   - My past experience on public place

Validator	Researcher
Muhammad Ali, S.Pd.	**Elda fitriani**
	NIM. 13 340 0082

Table VI

The result of difference score between first cycle and second cycle

No	Name	Cycle 1	Cycle 2	D=X-Y	Σ_D=D-M$_D$	ΣD^2
1	AF	55	70	15	0.44	0.43
2	AR	50	60	10	-4.56	18.83
3	ARS	75	85	10	-4.56	18.83
4	AS	80	95	15	0.44	0.43
5	AM	50	60	10	-4.56	18.83
6	DA	80	90	10	-4.56	18.83
7	JP	50	60	10	-4.56	18.83
8	HA	75	85	10	-4.56	18.83
9	MS	50	80	30	15.44	245.23
10	MES	50	60	10	-4.56	18.83
11	MZ	60	80	20	5.44	-32.03
12	NA	75	85	10	-4.56	18.83
13	NH	70	80	10	-4.56	18.83
14	RH	65	90	25	10.44	-113.63
15	RHS	60	85	25	10.44	-113.63
16	SM	75	85	10	-4.56	18.83
17	SF	70	85	15	0.44	0.43
18	UR	75	90	15	0.44	0.43
19	US	70	90	20	5.44	-32.03
20	YD	60	80	20	5.44	-32.03
21	YS	60	65	5	-9.56	87.23
22	YH	80	85	5	-9.56	87.23
23	ZI	50	70	20	5.44	-32.03
Total		1410	1825	335	0.42	253.86
Mean		61.30	79.34	M$_D$= 14.56	Σ_D= 0.005	ΣD^2= 9.31
Percentage		34.78%	69.56%			

Lesson Plan Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTs Al-Junaidiyah Kampung Lama

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII(Delapan)/II (Genap)

Alokasi Waktu   : 4 x 45 menit (2x pertemuan)

Standar Kompetensi : Memahami makna dalam esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Menulis bermakna teks fungsional dan esei pendek sederhana berbentuk recount dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Jenis teks   : Recount text

Aspek/Skill   : Menulis

1. **Indikator**
   - Memahami teks recount
   - Mengidentifikasi topic dalam teks recount
   - Mengidentifikasi ide pokok dalam teks recount
   - Memahami informasi yang penting dalam teks recount
   - Memahami kosakata yang terdapat dalam esei pendek berbentuk recount

➤ Menyimpulkan informasi yang terdapat dalam teks recount

➤ Menulis teks recount sesuai dengan generic structure dan language featurnya

2. **Tujuan pembelajaran**

Pada akhir pembelajaran siswa diharapkan

➤ Siswa mampu memahami teks recount

➤ Siswa mampu mengidentifikasi topic dalam teks recount

➤ Siswa mampu mengidentifikasi ide pokok dalam teks recount

➤ Siswa mampu memahami informasi yang penting dalam teks recount

➤ Siswa mampu memahami kosakata yang terdapat dalam esei pendek berbentuk recount

➤ Menyimpulkan informasi yang terdapat dalam teks recount

➤ Siswa mampu menulis teks recount sesuai dengan generic structure dan language featurnya.

3. **Materi pembelajaran:**
   - Teks monolog berbentuk recount

4. **Metode pembelajaran   :** Semantic Mapping

5. **Langkah –langkah kegiatan**

   D. Pendahuluan

   Apersepsi:
   - Tanya jawab mengenai teks tulis fungsional dan esei pendek sederhana Berbentuk recount yang berkaitan dengan lingkungan terdekat.

   Motivasi:
   - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus disukai siswa.

   E. Kegiatan inti

   Dalam kegiatan inti, Guru:

   10. Guru menyajikan bahan ajar yang berhubungan dengan pelajaran

11. Guru menjelaskan menulis recount teks melalui strategi semantic mapping dengan langkah-langkahnya sebagai berikut:

- Langkah pertama, sebelum pemetatan semantic dimulai, guru dengan siswa harus memikirkan dan memilih topik. Setelah guru dan siswa memutuskan topiknya, dan ditulis di papan tulis. Kemudian, guru meminta siswa untuk focus pada topic.

- Langkah kedua adalah guru meminta siswa untuk mengulang kata-kata yang berkaitan dengan topic. Kemudian guru menulis kata-kata yang diberikan oleh siswa di papan tulis dan kegiatan ini disebut sebagai daftar data.

- Langkah ketiga, guru mulai menggambar peta semantic setelah mendaftar data di papan tulis, kemudian guru bertanya pada siswa tentang generic structure dari teks. Selanjutnya guru membuat generic structure dari esai teks recount ke dalam beberapa kategori dalam peta semantik.

- Langkah keempat, siswa diminta untuk membuat beberapa kalimat dengan menggunakan kata yang tercantum dalam peta semantic dan guru menulis kalimat di papan tulis.

- Langkah kelima, langkah terakhir yang diikuti oleh para siswa setelah mereka membuat peta semantic adalah menulis seluruh kalimat dalam urutan kronologis, dan langkah yang terakhir adalah langkah penulisan yang sebenanya untuk mendapatkan hasil tulisan yang baik (atau buruk). Langkah ini sangat tergantung pda perencanaan sebelumnya atau langkah persiapan.

12. Guru memodelkan menulis teks recount dengan menggunakan semantic mapping dalam memahami teks bacaan yang bersangkutan dengan pelajaran. Berikut materi tentang recount text:

c. Generic structure of recount text

Table 1

Generic structure of recount text:

No.	Generic structure	Explanation
1	Orientation	Provides the setting and produces participants. It provides information about "who", "where", and "when".
2	Events	Tell what happened, present event in temporal sequence.
3	Re-orientation	Optional-closure of events. It is "rounds off" the sequence of events.

d. Language feature of recount text
   7) Use of nouns and pronouns to identify people, animals, things involved.
   8) Use of actions verbs to refer to events
   9) Use of fast tense to locate events in relation to speaker's or writer's time.
   10) Use of conjunctions and time connectives to sequence of events
   11) Use of adverb and adverbial phrase to indicate place and time
   12) Use of adjective to describe nouns.
13. Guru memberikan waktu kepada siswa untuk membaca sekilas teks yang dipelajari.
14. Guru menugaskan siswa menulis teks recount dengan menggunakan strategi semantic mapping yang sudah dijelaskan sebelumnya.
15. Guru memberikan waktu yang cukup kepada siswa untuk memahami isi bacaan dengan mereview bacaan.

16. Memfasilitasi terjadinya interaksi antarpeserta didik dan guru, lingkungan dan lainnya.

17. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

18. Guru memberikan penilaian tentang isi teks yang ditulis siswa melalui strategi semantic mapping.

F. Penutup

Dalam kegiatan penutup, Guru:

3. Guru bersama siswa memberi simpulan tentang materi yang dipelajari dan mencatat informasi yang penting.

4. Memberikan penilaian berupa latihan-latihan untuk mengetahui sejauh mana kemampuan siswa.

6. Alat/Sumber Belajar:

- Buku yang relevan
- Dictionary
- Papan tulis putih
- Spidol
- Penghapus

7. Penilaian

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
6. Mengidentifikasi topic yang terkait dalam teks berbentuk recount 7. Memahami grammar yang digunakan dalam teks recount 8. Mengidentifikasi informasi penting yang terdapat dalam teks. 9. Memahami kosa-kata yang terdapat dalam teks. 10. Menarik kesimpulan yang ada dalam teks.	Tes tulisan	Essay test	Write the recount text using semantic mapping strategy as modeling for you before!

d. Pedoman penilaian
   - Jumlah skor maksimal keseluruhan adalah 100
   - Setiap jawaban yang benar diberi skor 20, 15, 10, dan 5. Jumlah skor keseluruhan 5x20= 100. (test tertulis)
   - Nilai rata-rata= total nilai keseluruhan/jumlah siswa

e. Instrument: write the recount text using semantic mapping as modeling for you before

f. Rubric penilaian

Indicators	score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form (organization	20	15	10	5

Padangsidimpuan,   desember 2018

Validator   Researcher

Muhammad Ali, S.Pd.   **Elda fitriani**

                                                                     NIM. 13 340 0082

Learning Material

A. Recount text

    Communicative purpose: to retell events for the purpose of informing and entertaining.

B. Kinds of recount text

    4. Personal recount: reading of an activity that the writer/speaker has been personally involved in.

    5. Factual recount: recording the particulars of an incident

    6. Imaginative recount: taking on imaginary role and giving details of events

C. Generic structure of recount text

    4. Orientation: give background information about the events (who is involved, where happened, and when it happened)

    5. Events: tell what happened in chronological order

    6. Re-orientation: to close the events with the writer's impression about the event

D. Language features

    6. Using personal participant: I, my family, we, etc.

    7. Use past tense: arrived

    8. Use temporal connectives/temporal sequence events: last holiday, then, next, after, and, before, etc.

    9. Using action verb: went, etc.

    10. Using linking items to do with time: was, were.

E. Example of recount text

MY SCHOOL

orientation →
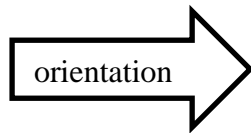
many people said that being a students of SMU would be unforgettable experience in our life, it happened to me. At that time, it was my fateful days to stand up and be counted, most of friends also agree that our school was the best ever.

event →
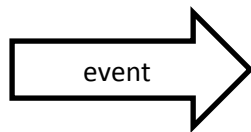
although I realized it's not as big as other school in medan, but what made it special for me were its teachers, completions, and friendship. They were so interesting that I would never forget it. Especially my teachers, they taught me a lot of things, most importantly, the philosophy of life, and how to be self-standing students, though I was not so smart but I was more articulate than my friends. Therefore I became so famous until they chose me to be the leader of OSIS.

APPENDIX V

Observation note sheet
students' activity in teaching learning process
classroom action research

subject matter : **English**
class/ semester : **VIII-1 /11**
days : **wednesday**
cycle : **1**
observant : **Mr. Muhammad Ali as Co-teacher**

No	Students	Activities					
		Students noisier	Students who doesn't focus	Students just silent	Students walks around	Students disturbance	Students permission
1	AF			✓			
2	AR	✓					✓
3	ARS		✓				✓
4	AS						✓
5	AM	✓					
6	DA						
7	JK	✓					
8	HA						
9	MS						
10	MEG		✓				
11	MZ						✓
12	NA						
13	NH						
14	RH	✓			✓	✓	✓
15	RHS	✓					✓
16	SM						
17	SF						
18	UR						
19	US						

20	YD						
21	YS			✓			
22	YH	✓			✓	✓	✓
23	ZI			✓			
Total		6	2	3	2	2	7
Condition of the classroom		The class uncontrolled, some students were passive in the class. They made disturbance and noisy. They didn't focus to study English because they didn't interest and understand about the class the lesson.					

Observation not sheet
teachers' activity in teaching learning process
classroom action research

subject matter : **English**
class/ semester : **VIII-1**
days : **wednesday**
cycle : **1**
observant : **Mr. Muhammad A li, S.Pd.**

No	Activities	Yes	No	Notes
1	A. Opening 1. Doing the apperception	✓		The researcher performance in teaching writing skill by using semantic mapping was done well. However, the researcher should connect the learning material (text) to the students' experience so that they can more understand/ comprehend the text and also they are able in applying semantic mapping as one of strategy in learning writing skill.
	2. Giving the motivation to the students	✓		
	3. Explaining the purpose of the learning outcome.	✓		
	4. Explaining the steps teaching learning writing process by using semantic mapping.	✓		
II	B. **Implementation of learning material** 1. Connecting learning material to the students' experience by using semantic mapping		✓	
	2. Explaining writing material by using semantic mapping	✓		
	3. Giving the suitable example in writing material	✓		
	4. Motivating all students to participate in teaching process and sets down its result on paper	✓		

		✓	
	that is provided		
III	**C. Evalution** 1. Asking the students to do test and researcher looks after the students during the test time	✓	
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.	✓	
IV	**D. Closing** 1. Making the conclusion based on writing material	✓	
	2. Asking the students about writing material	✓	
	3. Giving the motivation to the students in order to apply semantic mapping in writing skill.	✓	
	4. Giving the information about writing material in the next meeting.	✓	

Observation not sheet
teachers' activity in teaching learning process
classroom action research

subject matter : **English**
class/ semester : **VIII-1**
days : **saturday**
cycle : **II**
observant : **Mr. Muhammad A li, S.Pd.**

No	Activities	Yes	No	Notes
1	E. Opening 5. Doing the apperception	✓		The researcher' performance in teaching writing skill using semantic mapping strategy was done well. All of the activities were improved by the researcher.
	6. Giving the motivation to the students	✓		
	7. Explaining the purpose of the learning outcome.	✓		
	8. Explaining the steps teaching learning writing process by using semantic mapping.	✓		
II	F. **Implementation of learning material** 5. Connecting learning material to the students' experience by using semantic mapping	✓		
	6. Explaining writing material by using semantic mapping	✓		
	7. Giving the suitable example in writing material	✓		
	8. Motivating all students to participate in teaching process and sets down its result on paper	✓		

	that is provided		
III	**G. Evalution** 3. Asking the students to do test and researcher looks after the students during the test time	✓	
	4. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.	✓	
IV	**H. Closing** 5. Making the conclusion based on writing material	✓	
	6. Asking the students about writing material	✓	
	7. Giving the motivation to the students in order to apply semantic mapping in writing skill.	✓	
	8. Giving the information about writing material in the next meeting.	✓	

Observation note sheet
students' activity in teaching learning process
classroom action research

subject matter   : English
class/ semester   : VIII-1 /11
days   : saturday
cycle   : II
observant   : Mr. Muhammad Ali as Co-teacher

No	Students	Activities					
		Students noisier	Students who doesn't focus	Students just silent	Students walks around	Students disturbance	Students permission
1	AF						
2	AR						
3	ARS						
4	AS						
5	AM						
6	DA						
7	JK						
8	HA						
9	MS						
10	MEG						
11	MZ						
12	NA						
13	NH						
14	RH						
15	RHS						
16	SM						
17	SF						
18	UR						
19	US						
20	YD						

| 21	YS						
22	YH						
23	ZI						
Total							
Condition of the classroom		**Condition of the class in second cycle was to be active and interested. Even thought, they got some problems in first cycle, but they could solve their problems and also they could be calm in the classroom because the researcher gave advise for them so that they could study English well.**					

DOCUMENTATION

CYCLE 1

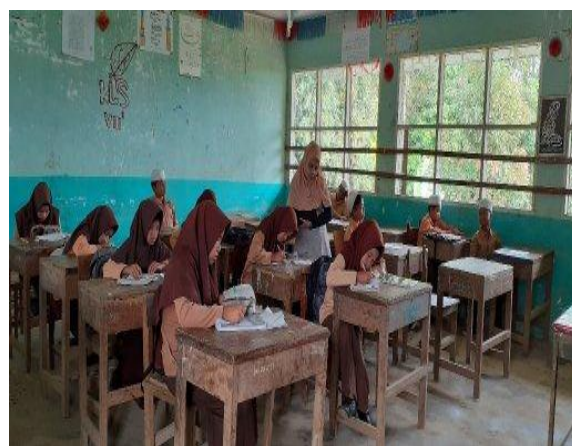Researcher was explained the material and arranged to semantic mapping

students' learning process in first cycle

DOCUMENTATION

CYCLE II
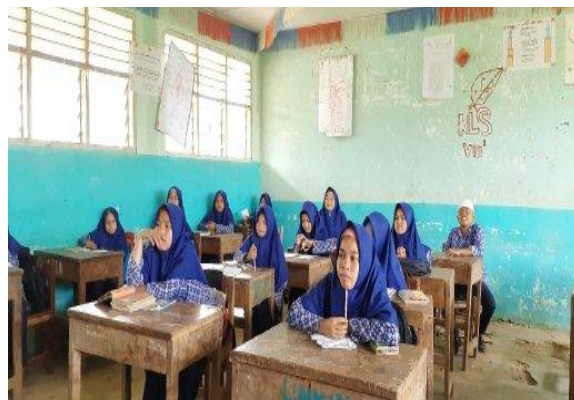
Researcher was explained the material and arranged to semantic mapping

Students' learning process in the second cycle

CURRICULUM VITAE

A. Identity

Name : Elda fitriani

Reg. No : 13 340 0082

Place / Birthday : Hutalombang / 04 maretth 1995

Sex : Female

Religion : Islam

Address : Hutalombang

B. Parents

Father's name : Kamaluddin Rangkuti

Mother's name : Hotnidah Rangkuti

C. Educational Background

1. Elementary School : SD N 172 Hutalombang (2007)

2. Junior High School : SMP N 1 Puncak sorik marapi (2010)

3. Senior High School : MAN Panyabungan (2013)

4. Institute : IAIN Padangsidimpuan (2020)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

September 2019

Nomor   : /In.14/E.6a/PP.00.9/09/2019
Lamp   : -
Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1.**Rayendriani Fahmei Lubis, M.Ag**   **(Pembimbing I)**
2. **Yusni Sinaga, S.Pd,. M.Hum.**   **(Pembimbing II)**

di–Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program StudiTadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Elda Fitriani
NIM   : 13 340 0082
Fak/Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi   : Using semantic mapping strategy to improve students
                   writing ability in recount text at eight grade of MTs
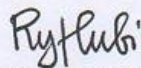   Al-Junaidiyah Mandailing Natal.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

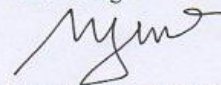Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

Rayendriani Fahmei Lubis M. Ag   Yusni Sinaga, S.Pd., M.Hum.
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Nomor : B - *1453*   /In.14/E.1/TL.00/09/2019   *27* September 2019
Hal   : **Izin Penelitian**
            Penyelesaian Skripsi.

Yth. Kepala MTs Al-Junaidiyah Kampung Lamo
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Elda Fitriani

NIM   : 13 340 0082

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Alamat   : Huta Lombang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Using Semantic mapping to improve writing ability in recount text at einght grade of MTs Al-Junaidiyah Kampung Lamo".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

SURAT KETERANGAN

NO : MTs-AJ.01/K/02/2019

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah (MTs) Al-Junaidiyah Kampung Lamo, Kecamatan Puncak Sorik Marapi Kabupaten Mandailing Natal menerangkan dengan sesungguhnya : bahwa :

Nama	:	**ELDA FITRIANI**
NPM	:	13.340.0082
FAKULTAS	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Alamat	:	Huta Lombang

Benar telah melakukan Penelitian di MTs. Al-Junaidiyah Kampung Lamo Kecamatan Puncak Sorik Marapi Kabupaten Mandailing Natal mulai tanggal 28 September 2019 sampai tanggal 12 Oktober 2019 dengan Judul Penelitian *" Using Semantic mapping to impprove writing ability in recount text at eight grade of MTs. Al-Junaidiyah"* sesuai surat Institut Agama Islam Negeri (IAIN) Padangsidempuan No : B- 1453/In.14/E.4c/TL.00/09/2019

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Kampung Lamo, 16 Oktober 2019
Kepala

Drs. SYAHRIR BATUBARA
NIP. 19671204 299501 1 005