TEACHING DESCRIPTIVE PARAGRAPH WRITING BY USING "SEMANTIC MAPPING STRATEGY" TO THE TENTH GRADE STUDENTS OF MA NURUL HUDA SUKARAJA".

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Abstract

The purpose of this study was to determine whether there was a significant difference between students who were taught to write descriptive paragraphs using "semantic mapping strategies" and taught using conventional strategies for tenth-grade students MA Nurul Huda Sukaraja. This research uses experimental method, experimental queasy design. The population in this research is 103 students, and the sample of 50 students is taken by using purposive sampling, that is 25 students of experiment group and 25 students of a control group. To analyze data using the independent t-test, and the calculation results show that t-obtained is higher than t-table (4.57> 2.0106). Thus, the alternative hypothesis (Ho) There is no significant difference between students taught using semantic mapping strategies and students taught using conventional strategies to tenth-grade. (Ha) There is a significant difference between students taught using semantic mapping strategies and students taught using conventional strategies to tenth-grade. That means that Ha is a significant difference between the experimental group and the control group.

Keyword: Teaching, Writing, and Semantic Mapping Strategy

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara siswa yang diajar menulis paragraf deskriptif dengan menggunakan "strategi pemetaan semantik" dan yang diajarkan menggunakan strategi konvensional untuk siswa kelas sepuluh MA Nurul Huda Sukaraja. Penelitian ini menggunakan metode eksperimen, desain eksperimental quasy. Populasi dalam penelitian ini adalah 103 siswa, dan sampel sebanyak 50 siswa diambil dengan menggunakan purposive sampling, yaitu 25 siswa kelompok eksperimen dan 25 siswa kelompok kontrol. Untuk menganalisis data menggunakan t-test independen, dan hasil perhitungan menunjukkan bahwa t-diperoleh lebih tinggi dari t-tabel (4,57> 2,0106). Jadi, hipotesis alternatif (Ho) Tidak ada perbedaan yang signifikan antara siswa yang diajar dengan menggunakan strategi pemetaan semantik dan siswa yang diajar dengan menggunakan strategi konvensional. (Ha) Ada perbedaan yang signifikan antara siswa yang diajar dengan menggunakan strategi pemetaan semantik dan siswa yang diajar dengan menggunakan strategi konvensional. Itu berarti bahwa Ha adalah perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol.

Kata Kunci: Strategi Mengajar, Menulis, dan Semantic Mapping

A. Background of Study

English is an international language which is used in communication. In globalization era, many people use English language because English is universal language. English is second language used in Indonesian. English has been taught in Indonesian as compulsory subject, after the establishment of normal education, According to saleh (1997:2), English has been chosen as the first foreign language to be taught as a compulsory subject from the first year of junior high school up to the first year of collage.

The English subject which should be taught in teaching learning process based on the 2006 curriculum for Senior High School are taught the four language skills : reading, listening, speaking and writing. They are presented interactively : however, the emphasis is on reading skill, beside pronunciation and spelling are presented to support the language skill, it is commonly believe that writing as one of the four language skills are the most difference for students to master, especially for the students of foreign language. And the others language skill : listening, speaking, reading and writing the are to language aspects which must be have and learn in school such as : grammar, vocabulary, pronunciation, idioms and spelling (Saleh, 1997:2). Since the 2006 until now curriculum insists on the teaching of the English language as a whole, language skill and features should always be integrated in one lesson or unit. Therefore, after doing listening and speaking activities,the students can be enganged in reading and writing activities.

In the *Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP),* the ultimate goal of teaching English as a foreign in Indonesia is to use English for communication orally and in writing. And competency standard for English subject is a competency that students should have a result of learning English (Departement Pendidikan Nasional 2000). The students are required to own the four skills of teaching, like listening, speaking, reading and writing at the end of teaching. Among the four skills, writing is considered as the most difficult skill to acquire.

Myles (2001:4) stated that writing is the representation of language in a textual medium through the use of aset of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as

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magnetic tape audio.

Writing is the way in which a person form letters when writing. Myles (2001:15) academic requires conscious effort and much practice in composing, developing, and analyzing ideas. Carson (2001:4) academic writing requires conscious effort and much practice in composing, developing, and analyzing ideas. According to Tarigan (1994:23) the function of writing is like to give information or knowledge in the other word is informative discourse, to persuade the reader in the other word is persuasive discourse, to entertain the reader, to make expression feel or to make a strong emotion of the reader in other word is expressive discourse from the analysis above.

The 2014 WEI International Academic Conference Proceedings in Bali, Indonesia showed that problems writing in Indonesia are caused by students' ideas, rhetoric organization, grammar, word choices, spelling; and punctuation. The writing errors that are commited by indonesian students in the First Senior High School shows that the weakest is in writing English by Indonesian learners of English as a foreign language was in the grammatical aspects. Learners have difficulties in dealing with the grammar of the target (Language). In PISA 2016 was found that 80% indonesian students can not write English. Based on the writer's observation found that many students of MA Nurul Huda Sukaraja OKU Timur Sumatera Selatan state that writing is hard. Sometimes they did not know what they would write and how to develop the topic. They did not know the words to use to express their ideas and how to arrange sentences in good order. Here, the writer used Semantic Mapping to solve that problems.

Myles (2001:4) stated that Writing is the representation of language in a textual medium through the use of aset of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio. According to Heimlich and Pittelman (1998:4), using semantic mapping strategies can help the students together and increase their ideas in Writing. Cleg and Birch (1999:1) stated that Semantic Mapping is assorted of strategy designed to show key words or concepts is connected one other passed representation of paragraph.

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B. Problem of The Study

1. Limitation of the Problem

This study deals with teaching Descriptive Paragraph Writing by Using Semantic Mapping Strategy to the tenth grade students of MA Nurul Huda Sukaraja. The kind of the material is descriptive text with the theme "Describing something or someone".

2. Formulation of the Problem

The problem of the study is formulated as follows: Is there any significant differences between the students who are taught by using semantic mapping strategy and the students who are taught by using conventional strategy to the tenth grade students of MA Nurul Huda Sukaraja?

3. Objective of the Study

Based of the formulation of the problem, the objective of the study is to find out wheter or not there is any significant differences between the students who are taught Descriptive Paragraph Writing by Using "Semantic Mapping Strategy" and who are taught using conventional strategy to the tenth grade students of MA Nurul Huda Sukaraja.

4. Significance of the Study

From the study, the writer expecting, it would increase writer knowledge, and get a set experiences in doing the educational research. It is expected that the results of study would be useful for the teachers and students of English in the teaching and learning of English.

a. For the writer, the result of this study can be useful for the writer herself to enlarge her knowledge about teaching English grammar and give some experiences as a prospective.

b. For the teacher of English, the result is expected to give some input that can be used to teach by using this semantic mapping strategy and enable them to make some possible techniques in learning English

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grammar better than before.

c. For the students of English, where the writer does the investigation are able to know how to use semantic mapping strategy.

d. The result of the study is hopped by the writer to give information for the institution of education about semantic mapping strategy.

e. For the writer, it can be reference for other writer who would like to investigate about semantic mapping strategy and give information about the achievement and difficulties in learning English grammar.

5. Hypotheses of the Study

For this study, the writer formulated two hypotheses namely the null hypotheses (Ho) and the alternative hypotheses (Ha).

Ho: There is no any significant differences between the students who are taught by using semantic mapping strategy and the students who are taught by using conventional strategy to the tenth grade students of MA Nurul Huda Sukaraja.

Ha: There is any significantdifferences between the students who are taught by using semantic mapping strategy and the students who are taught by using conventional strategy to the tenth grade students of MA Nurul Huda Sukaraja.

6. Criteria for Testing the Hypotheses

To test the hypotheses, the table of the value of "t" is used (Sugiyono, 2012:272) to find out whether or not the experiment is significance. The writer compared the post-test of the experimental and control group to get the value of "t" table. The writer had 50 students as samples of the research and use two tail test to testing the hypotheses. Degree of freedom (df) = n-2 = 48 (50-2). With accuracy the 95%, significance level 0.05(5%), in two tail test, the critical value is 2.0106. it means that if t-obtain (t_0) more than the critical value of t-table (t_t), so the alternative hypothesis was accepted and null hypothesis was rejected. If t-obtain (t_0) lower than the critical value of t-table (t_t), so the alternative hypothesis is rejected and null hypothesis is accepted.

C. Conceptual Framework

1. The Concept of Teaching

According to Brown (1997:7), teaching is showing or helping someone to learn how to do something, giving intruction, guiding in the study of setting, providing with knowledge, causing to know or understand. Saleh (1997:16) teaching is a profession conducted by using a combination of art, science and skill.

The word teaching derives from the words teach, which means to give instruction or to give lesson. It is a cause to know or be able to do something. Brown (1987:24) devines teaching as "Showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". According to Hornby (1995:1225) teaching is giving somebody information about a particular subject, helping somebody to learn something, showing somebody how to do learn something, so that they will be able to do it by them selves.

Teaching is helping someone to learn, providing with knowledge and causing to no or understand. Saleh (1997:18) teaching is a profession by using a combination of art, science and skills. From the definitions about teaching above, it could be concluded that Teaching is a profession. Teaching is giving instruction or giving lesson, teaching helping someone to learn how to do something and teaching is giving information about subject.

2. The Concept of Writing Paragraph

Writing is the way in which a person form letters when writing. Myles (2001:15) academic requires conscious effort and much practice in composing, developing, and analyzing ideas.

Further; Myles (2001:15) state :
"Writing also involves composing, which implies the ability either
to tell or retell pieces of information in the form of narratives or
description, or to transform information into new texts".

Further, Carson (2001:4) even more important to helping students write effective paragraph is teaching them the importance of coherence, the way the sentences of a paragraph includes both new and old

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information: every sentence should some how be connected to what has come before, yet also move the reader forward with new information.

3. The kinds of paragraph writing

According to wisson and Burks (1980:378). There are four kinds of paragraph writing :

a. Narrative

Narrative is the form of writing used to relate the story of acts or event. Narration placesoccurrences in timeand tell what happened according to natural time sequence.

b. Descriptive

Descriptive is a form writing that reproduces the way thinks, look, smell, taste, or sound.

c. Exposition

Exposition is a form of writing that is used explain process, that is to tell how something is made or done and it may be used in giving information, making explanation and interpreting meaning.

d. Argument

Argument is form of writing that is used persuading and convincing and it used to make a case or to prover or disprove statement or proposition.

4. The Concept of Writing Descriptive Paragraph

According to Kyla Chele Cambrooke (2002), stated that descriptive paragraph is a descriptive paragraph colorfully describes a person, place or thing. Andrew Sedilo (1983), stated that descriptive writing is a literary device in which the author uses details to paint a picture with their words. Kyla Chele Cambrooke (2016), stated that descriptive paragraph is a group of sentences that cover a single topic is a paragraph. However, a descriptive paragraph will describe a particular situation.

5. The Concept of Semantic Mapping

Semantic Mapping comes from word semantic and map. Hurford and Heasley (1983:1) stated that semantic is "the study of meaning indium language" or science studying meaning language, while mapping is come

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from word map is meaning map. Maggard (2016), Depicts semantic mapping as assorted of strategy designed to show how key words or concept is connected one other passed representation of paragraph.

Huynh (2002) express that semantic mapping consisted of a real wide category from grape organized and can be applied in so many kind of solution are to assist student comprehension and builds concept about wide topic. Moreover, Cleg and Birch (1999) state that semantic mapping is for defining the characteristics of an adaptive learning environment. The result are in Accordance with the addressed. One way to do it is to change the trigger statement format in the tradition of creative problem solving when applying techniques such as analogy level chan.

There are major steps in teaching writing by using semantic mapping (Culyer, 1990 : 1) as below :

1. Write target topic on white board;
2. Have students brainstorm words related to related the topic;
3. Write/list the words by categories in the form of a map;
4. Have the students provide for each category (optional) topics;
5. Discuss the words on the semantic Map;
6. Revise map after discussion.
7. Write/make the Semantic Map.

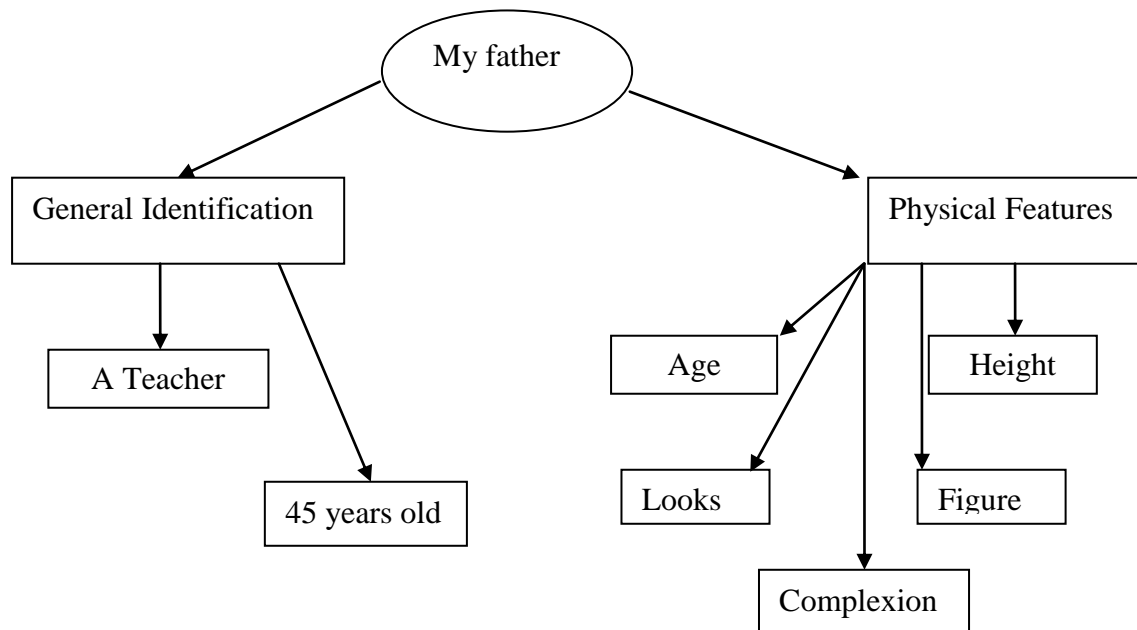The topic will be used is a person. Example:

Diagram 1: Semantic Mapping from subject My Father.

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My father is a teacher. He is 45 years old. His high is 165 cm. He is handsome and kind brown skin. He is tall and slim. My father is talkative and creative person.

D. Methodology of Research

1. Method of Research

In this study, the writer has used true-experimental method. According to Richards et al (1985:100), an experimental method is approach to educational research in which an idea or hypothesis is tested or verified by setting up situation in which the relationship differences between subject or variables can be determined.

In this research, the writer used quasy experimental design. According to Dr. Jones (2016). Stated that quasy experimental is designed a lot like a true experiment except that in the quasy-experimental design, the participants are not randomly assigned to experimental groups. Diagram of this design as follows:

$$\text{Experiment } X_1 \qquad \mathbf{O_1} \qquad X_2$$

$$\text{Control} \qquad X_1 \quad \textbf{....} \qquad X_2$$

Where :
$X_1 =$ The test before experiment (pre test)
$X_2 =$ The post test after experiment (post test)
$O_1 =$ The treatment using semantic map strategy.
$X_1 =$ The test before control (pre test)
$X_2 =$ The post test after control (post test)
.... $=$ No treatment.

The steps taken are as follow:
1. Surveying the literature relating to the problems;
2. Defining the problems;
3. Contructing an experimental plan by writing the research design;
4. Conducting the experiment;
5. Collecting and analyzing the data;
6. Interpreting the findings;
7. Drawing conclusion, proposing suggestions;
8. Reporting the result.

2. Research Variables

Variable is a characteristic that could be changed or difference time to time, place to place and from one individual that group to another. In this

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research, there are two variables, independent and dependent variables. The independent variable was the factor manipulated in order to see what effect that changes introduced has. It is simply a technical terms which refers to the "treatment" administrated to the subject on teaching writing by using semantic mapping strategy in order to test a hyphotheses about a cause and effect relationship. Meanwhile the dependent variable is the students' scores in their writing test. The independent variable in this study is by Using Semantic Mapping Strategy and the dependent variable is Teaching Descriptive Paragraph Writing.

3. Operational Definition

In order to avoid misunderstanding on what this study was discussing about, the writer had clarified the terms used in this study, they were teaching, writing and semantic mapping strategy.

a. Teaching

Teaching is building and facility learning, enabling the students to learn, and setting conditions for learning. It means that one of teacher's function is a motivator who stimulates the learners' interest. It is hope that the students are interested in learning writing by using semantic mapping strategy.

b. Writing

Writing is the way of communicating information, ideas and feeling which describing a picture in form of paragraph.

c. Semantic Mapping Strategy

Semantic Mapping is assorted of strategy designed to show key words or concepts is connected one other passed representation of paragraph.

4. Population and samples

a.Population

According to Fraenkel and Wallen (1993:68) the population, in order words, is the group of interest to the research, the group to whom the researcher would like to generalize the result of the study. The

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population of this was taken from the tenth grade students' of MA Nurul Huda Sukaraja OKU Timur in the Academic Year of 2015/2016.

Table 1
The Population of the Study

No	Class	Population
1	X.1	27
2	X.2	25
3	X.3	25
4	X.4	26
	Total	**103**

(*Source: MA Nurul Huda Sukaraja OKU Timur 2015/2016*)

b. Sample of the Study

Sample is a sub group of the target population that the reseacher plans to study for generalizing about the target population (Creswel, 2005:146).

To get sample, the writer used the purposive sampling. Palys, T. (2008). Stated that purposive sampling is virtually synonymous with qualitative research.

The sample was X_2 and X_3 classes. The season took this classes because they were taught by the same teacher, and they had the same problem in writing. The sample was presented on table 2.

Table 2
The Sample of the Study

NO	CLASS	GROUP	TOTAL
1	X_2	Experimental	25
2	X_3	Control	25
TOTAL			50

5. Technique for Collecting the Data

In collecting the data, a test was given to the students, they were pre-test and post test. The pre-test was given before the writer conducting treatment to the students. The purpose is to know the students prior mastery in writing. The post-test is given to the students after the treatment. This is done to know the influence of the treatment given to them after being taught for 6 times, each last for 45 minutes. The kind of test given is guided writing test.

The items of the test were in the form of write test. At the ends of the experiment, the post-test is given to the students that are axacly the same

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as the pre-test the students are asked to write descriptive paragraph.

Based on the given topics, it is given to know the result after the process of teaching and learning activities. The time allocation and scoring system that used in the post-test is same with the system test used in the pre-test. The criterion based on the composition grading scale has been used to score the result of the test.

E. Results and Discussions

1. **The Students' Score in the Pre-Test of Experimental Group**

Before the writer conducted the experiment, the writer gave the students pre-test and then calculated the students' score. The pre-test was given to know how far the students' writing ability before the writer taught the students through semantic mapping strategy. In the pre-test, the sample of the students ware 25 students. The students' score in the pre- test of experimental group it was obtained that mean of the score was 61.6, modus was 67.5, and median was 62.5, While variant was 59.31, standard deviation was 7.70. Then the writer interpreted the students' score into distribution table as presented in Table 1.

Table 1
The score distribution of pre-test in the experimental group

Score Interval	Category	Score	
		Frequency	Percentage (%)
86 - 100	Excellent	0	0 %
71 – 85	Very Good	1	4 %
56 – 70	Good	19	76 %
41 – 55	Moderate	5	20 %
26 – 40	Enough	0	0 %
0 – 25	Low	0	0 %
Total		**25**	**100 %**
Minimum score		**42.5**	
Maximum score		**72.5**	
Range		**30**	

From the Table 1, it was gotten that there was 1 student (4%) who got very good level of competency, there were 19 students (76%) who got good level of competency, and there were 5 students (20%) who got

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moderate level of competency. For level of competency of excellent, enough, and low of competency, there was no student got it.

2. The Students' Score in the Post-Test of Experimental Group

In the post-test, after the writer gave 6 times for treatment to the students in teaching descriptive by using semantic mapping strategy, the writer gave the students post-test which was intended to know how far the students' progress in their writing. In the post-test, the sample of the students were 25 students. The students' score in the post-test of experimental group it was obtained that mean of the score was 74.6, median was 75, and modus was 75, While variant was 41.29, standard deviation was 6.43. Then the writer interpreted the students' score into the score distribution, it can be seen in Table 2.

Table 2
The score distribution of post-test in the experimental group

Score Interval	Category	Score	
		Frequency	Percentage (%)
86-100	Excellent	2	8 %
71-85	Very Good	18	72 %
56-70	Good	5	20 %
41-55	Moderate	0	0 %
26-40	Poor	0	0 %
0-25	Very Poor	0	0 %
Total		**25**	**100 %**
Minimum score		**60**	
Maximum score		**87.5**	
Range		**27.5**	

From the Table 2, it was gotten that there were 2 students (8 %) who got excellent score, there were 18 students (72 %) who got very good score, and the last there were 5 students (20 %) who got good score. For the criteria of moderate, enough, and low score, there was no student got it.

3. The Students' Score in the Pre-test of Control Group

Before the writer conducted research in the control group, the writer gave a pre-test to the students to know the students' writing ability. In the control group the writer teaching writing through conventional strategy. In the pre-test of control group, the sample of the students were 25 students. The data of the result of the students' score for pre-test of

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control group it was obtained that mean of the score was 61.1, modus was 65 and median 62.5 While variant was 56.15, standard deviation was 7.49. Then the writer interpreted the students' score into the score distribution, it can be seen in Table 3.

Table 3
The Score Distribution of Pre-Test in the Control Group

Score Interval	Category	Score	
		Frequency	**Percentage (%)**
86-100	Excellent	0	0 %
71-85	Very Good	3	12 %
56-70	Good	15	60 %
41-55	Moderate	7	28 %
26-40	Poor	0	0 %
0-25	Very Poor	0	0 %
Total		**25**	**100%**
Minimum score		**45**	
Maximum score		**72.5**	
Range		**27.5**	

From the Table 3, it was gotten that there were 3 students (12%) who got very good score, there were 15 students (60%) who got good score, and the last there were 7 students (28%) who got moderate score. For the criteria of excellent, enough, and low score, there was no student got it.

4. The Students' Score in the Post-test of Control Group

In the post-test, after the writer taught writing by using conventional strategy, the writer gave a post-test to the students to know how far the students' writing mastery after the students taught through conventional strategy. In the post-test of control group, the sample of the students were 25 students. The data of the result of the students' score for pre-test of control group it was obtained that mean of the score was 64.6, modus was 65 and median was 65 While variant was 78.31, standard deviation was 8.85. Then the writer interpreted the students' score into the score distribution, it can be seen in Table 4.

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Table 4
The Score Distribution of Post-Test in the Control Group

Score Interval	Category	Score	
		Frequency	Percentage (%)
86-100	Excellent	0	0 %
71-85	Very Good	5	20 %
56-70	Good	16	64 %
41-55	Moderate	4	16 %
26-40	Poor	0	0 %
0-25	Very Poor	0	0 %
Total		**25**	**100 %**
Minimum score		**42.5**	
Maximum score		**80**	
Range		**37.5**	

From the Table 4, it was gotten that there were 5 students (20%) who got very good score, there were 16 students (64%) who got good score and the last there were 4 students (16%) who got moderate score. For the criteria of excellent, enough, and low score, there was no student got it.

5. Interpretations

Based on the findings above, it could be interpreted that teaching writing by using semantic mapping strategy enabled them to get better score. The writer found that the mean score of pre-test in experimental class was 61.6 and the post-test in experimental class was 74.6, it showed that the students' progress were good. The result of independent t-test was 4.57 and the critical value in the t-table was 2.0106, it indicated that teaching writing by using semantic mapping strategy was significant effective. Moreover, according to Hurford & Heasley (1983) stated that semantic is the study of meaning in language effective. In other word, Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It meant that there was a significant difference achievement between students who were taught by using semantic mapping strategy and students who were taught by using conventional strategy.

F. Conclusions

Based on the data analysis described by the previous chapter, the writer concluded that was effective to use semantic mapping strategy in teaching writing to the tenth grade students of MA Nurul Huda Sukaraja in academic years 2015/2016 enable them to get better score. The result from the analysis showed that t-obtained was 4.57 whereas the value of t-table was 2.0106. Therefore t-obtained was higher than t-table, this indicated that Ha was accepted and Ho was rejected. It means that using semantic mapping strategy was significantly effective.

1. Suggestions

The following were suggestions for the students at the tenth grade students of MA Nurul Huda Sukaraja, for the English teacher and for the other writer.

a. For the Students

1) The students must pay attention to the teachers' explanation about the lesson and active in the process of learning writing.

2) Review the materials especially for writing before and after school as often as possible.

3) The students should practice writing more often by using semantic mapping strategy, it can improve the student's achievement in writing.

4) The students need to be more active in learning writing. They had to be active in every opportunity that required them to write in English, it made them more fluent in writing skill and improve their self-confidence.

b. For the English Teacher

1) Give motivation to the students to improve their English especially in learning writing.

2) The teacher should be creative to find a suitable media, technique, strategy and model in teaching and learning process especially in teaching writing.

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3) The teacher should give the students opportunities to be an active student in writing class.

c. For the Other Writer

For the other writer, this thesis can be used as a previous related study and short display for her/him who interested to conduct research about semantic mapping strategy.

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