Semantic Mapping To Improve Students Writing At The Eleventh Grade Of Smk Sunan Ampel

Mamluatur Rohmah

Pendidikan Bahasa Inggris

STKIP PGRI Bangkalan

lulukmahda@gmail.com,

Abstrak

Penelitian ini bertujuan meningkatkan kemampuan menulis siswa pada teks deskriptif di kelas XI SMK Sunan Ampel tahun ajaran 2020/2021. Subjek penelitian terdiri atas 31 siswa. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Desain penelitian yang diterapkan dalam penelitian ini adalah desain penelitian model Kemmis and McTaggart. Penelitian ini dilakukan dengan melaksanakan dua siklus. Setiap siklus terdiri atas tiga pertemuan. Data yang dikumpulkan pada saat penelitian yaitu melalui beberapa instrumen; pedoman wawancara, lembar observasi, dan tes. Hasil penelitian menunjukkan bahwa adanya peningkatan pada nilai menulis siswa dalam teks deskriptif. Nilai Kriteria Ketuntasan Minimal (KKM) yang ditargetkan dalam pelajaran Bahasa Inggris adalah 70.00. Nilai rata-rata siswa pada post-action test 1 siklus ke-1 adalah 72.78. Sementara itu, nilai rata-rata siswa pada post-action test 2 siklus ke-2 adalah 87.96. Nilai rata-rata siswa pada siklus ke-2 inilah yang menunjukkan bahwa nilai siswa termasuk ke dalam kategori "Sangat Baik" berdasarkan buku J.B. Heaton mengenai rubrik penilaian menulis. Di samping itu, jumlah siswa yang nilainya melampaui nilai KKM pada siklus ke-1 ada 18 siswa dan jumlah siswa yang nilainya melampaui nilai KKM pada siklus ke-2 ada 27 siswa. Dapat disimpulkan bahwa teknik pemetaan pikiran telah dapat meningkatkan kemampuan menulis siswa pada teks deskriptif.

Kata Kunci: Peta Semantik, Menulis, Deskriptif teks

Abstract

This study aims to improve students writing skills on descriptive text in class XI SMK Sunan Ampel for the academic year 2020/2021. The research subjects consisted of 31 students. The research method used is Classroom Action Research (CAR). The research design applied in this study is the research design of the Kemmis and Taggard model. This research was conducted by carrying out two cycles. Each cycle consists of three meetings. The data collected at the time of the study were through several instruments: interview guidelines, observation sheets, and tests. The results showed that there was an increase in students writing scores in descriptive texts. The minimum completeness criteria that is targeted in English lessons is 70.00. The average score of students on post-action test 1 in the 1st cycle is 72.78. Meanwhile, the average score of students in post-action test 2 in the second cycle is 87.98. The average value of students in the 2nd cycle shows that students' scores are included in the "Excellent" category based on the J.B. Book. Heaton on writing grading rubrics. In addition, the number of students whose scores exceed the minimum completeness criteria score in the first cycle is 18 students and the number of students whose scores exceed the minimum completeness criteria score in the second cycle is 27 students. It can be concluded that the Semantic Mapping Strategy has been able to improve students writing skills in descriptive texts.

Key words: Semantic Mapping, Writing Skill, Descriptive Texts

INTRODUCTION

Writing is one of the four language skill which occupies an equal role with the other language skill although most people and to focus on speaking from than writing (Haryani, 2019). Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered this skill, they will be able to write so that they can not only read what they have written, but other speakers of that language can read and understand it. writing is important for students to be learned because it is needed in their future study. When students study at a higher level of education, they will learn writing. In addition, they also need to master writing in the field of work. This idea based on Walsh's statements cited in Klimova, who declares that writing is needed at university level and in the working field. If someone does not master the writing skill, she/he will have difficulties in making assignments such as documents, theses, memos, reports and even job application letters. For those reasons, writing becomes essential subject as a tool for communication and many aspects of students' life both carrier and education.

Some of the problems that many researchers find from students' writing learning activities are: First, some students are passive in writing, because students tend to be lazy and less interested in writing. Second, there is a lack of knowledge and motivation of students to be more active in writing. Third, students do not understand the importance of writing. Fourth, the lack of vocabulary mastery makes it difficult for them to write.

Strategy is an overall approach related to the implementation, planning and execution of an activity within a period of time (Sugianto, 2018). Strategy formulation is the process of devising steps to achieve a targetable guard. According to David (2018) states that creative teachers are always looking for new strategies and techniques in solving problems. Actually, there are many strategies in developing writing activities, one of which is the semantic mapping strategy. Semantic mapping is the only tool or method that can be relied on in helping to think expansively and creatively, when someone needs to generate an idea, plan something unique, or upload an imagination.

Dilek & Yuruk (2013) define that 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. It means, Semantic mapping a strategy create the student have many ideas about a topic and it can be useful in activating prior knowledge.

Using Semantic Mapping is a good way to develop students writing skills. Semantic Mapping is a visual learning strategy for expanding vocabulary and knowledge by presenting categories of words that are related to one another. This strategy can help students find connections between words they already know, and they can learn new words too. This strategy was chosen because this strategy will emphasize students to know and be able to write text in a more interesting, fun and less boring way.

REVIEW OF LITERATURE

The Definition of Writing

Writing is a system of human communication which represents symbol. By writing, we can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Because of this, students who want to be able to write a good writing, they must learn to write systematically.

The Definition of Descriptive Text

Descriptive text as the name implies, is descriptive, taken from the word describe. The definition of describe is quoted from the Macmillan Dictionary is to give details about what someone or something is like. Describe means to provide details about what someone or something looks like. So, descriptive text means one type of English text which contains a detailed description or picture of an object. Usually the objects described can be inanimate objects, places, as well as humans and other living things.

The Definition of Semantic Mapping

Semantic mapping can be defined as a connection between the main idea and the information that explain and it is arranged into a visual graphic. The idea and its information connected as a conceptual relationship of knowledge. It is supported by Mahdum (2019) who declared that semantic mapping contains of knowledge and conceptual relationship that is presented visually. It indicates that there is a concept of knowledge that related each other presented visually in semantic mapping.

RESEARCH METHOD

This research uses Classroom Action Research (CAR). Classroom action research is a work experience that is carried out to improve oneself which is carried out in a systematic, planned and introspective manner. Kemmis and Mc. Taggart (1988) as stated in Muslih (2014).

Based on the principle of action research, this research uses a reflective cycle. There are several activities in each cycle. Kemmis and McTaggart mention activities in action research; planning, acting, observing, and reflecting. The cycle can be described as follows:
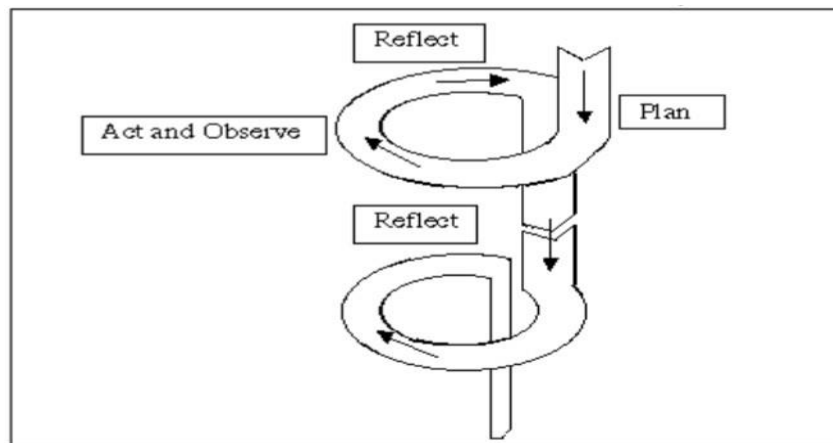
RESULT AND DISCUSSION

The researcher would like to describe and discus the findings of the research. As mentioned in the previous chapter that is the research, the researcher wants to describe the implementation of teaching writing using semantic mapping strategy of the eleventh grade students SMK Sunan Ampel. In this research, the researcher used Classroom Action Research. Its purpose is to know students' skill in writing. In these findings, the researcher presents the results of research and analysis of the data collected which are conducted through pre-cycle, cycle one and cycle two.

Pre-cycle

In pre-cycle was conducted on April 28 2021. In this occasion, the researcher joined the teaching learning process as collaborator in writing class and observed the initial condition and students' activity in the class to identify the problem. Teacher teaches the students using speech method, she only asked students to practice using describing in general. So that, the researcher found that many students have difficulties in writing, that is because students have little practice in writing. From the problem found in pre-cycle observation, researcher planned to improve students writing skill.

Pre-cycle tests have been conducted to determine the students' descriptive text writing scores before applying Semantic Mapping. Students are asked to write a descriptive text using the given theme. After that, their writings were submitted and scores were taken to determine the extent of their understanding of writing using Semantic.

The Result of Pre-Cycle Writing

No	STUDENTS NAME	KKM	SCORE	DESCRIPTION
1	Abd Muis	70	50	FAILED
2	Abd Rohman Wahed	70	65	FAILED
3	Abdus Somad	70	45	FAILED
4	Ainul Topek	70	65	FAILED
5	Ainur Rofiq	70	65	FAILED
6	Ali Wefa	70	80	PASSED
7	Alifatur Rohman	70	60	FAILED
8	Arifatul Husna	70	75	PASSED
9	As'adur Rofiq	70	55	FAILED
10	Asthma	70	90	PASSED
11	Faisa Tiara Ananta	70	80	PASSED
12	Laila Sita	70	80	PASSED
13	Lailatul Munaweroh	70	88	PASSED
14	Maily Hakim	70	90	PASSED
15	Rahmawati	70	55	FAILED
16	Alvinurrohman	70	50	FAILED
17	Bahruddin	70	65	FAILED
18	Isdarur Rofiq	70	63	FAILED
19	Moh Haris	70	60	FAILED
20	Moh Amin	70	45	FAILED
21	Muhammad Mu'ad	70	55	FAILED
22	Fausia	70	68	FAILED

23	Nisaul Mukarromah	70	50	FAILED
24	Nuriyatul Ilmia	70	90	PASSED
25	Nurul Karamah	70	45	FAILED
26	Nurul Mas'amah	70	85	PASSED
27	Sofiatun Zahro	70	55	FAILED
28	Sohibul Anwar	70	60	FAILED
29	Syaiful Anam	70	90	PASSED
30	Tia Amanda	70	50	FAILED
31	Wifel Jenna Al-Nisa	70	45	FAILED
Total Value			**2019**	
Average Value			**65.28**	
Completeness Presentation			**32.26**	

Based on the data above, it can be seen that the average student score obtained is 65.28 (Enough). This value can be determined by dividing the number of student scores by the number of all students. And the average value obtained in this pre-cycle is still in the sufficient category. Next is the percentage of students' complete understanding of 32, 26% (Low). This percentage is obtained from counting the number of students who completed and then divided by the number of all students, then multiplied by 100%. And from the data above, it is also stated that the percentage of students' complete understanding is still low. Of the total 31 students, there were 21 students who did not pass.

Cycle I Findings

The first cycle was conducted an action research on 27, 28, 29 May 2021. The first meeting in the first cycle was on 27 May 2021. The activity was the teacher taught descriptive text with Semantic Mapping strategy and explained the topic of the theme given by the researcher. It is done based on the learning plan. Vocabulary and grammar are also taught to the students. The teacher uses power point to teach students about Vocabulary the important parts of pets. The teacher provides several videos to support the explanation of pets in the hope that students can easily understand the activities and characteristics of pets. In addition, students are also asked to memorize vocabulary at home. This can be used in writing descriptive text at the next meeting. Their writing product was used to take the result score as a pre-test. Then the post-action test 1 was carried out to get scores and student achievement in writing descriptive texts. Students are asked to write a descriptive text using the given theme. They write a descriptive text with the given mind mapping. The words were already in the semantic map so they just wrote the text by arranging the words into sentences, six sentences were asked at that time. After that, their texts were submitted and scores were taken to find out how far they understood the writing using the semantic mapping strategy.

Test in cycle 1

No	STUDENTS NAME	KKM	SCORE	DESCRIPTION
1	Abd Muis	70	82	PASSED
2	Abd Rohman Wahed	70	57	FAILED

3	Abdus Somad	70	66	FAILED
4	Ainul Topek	70	92	PASSED
5	Ainur Rofiq	70	88	PASSED
6	Ali Wefa	70	77	PASSED
7	Alifatur Rohman	70	71	PASSED
8	Arifatul Husna	70	50	FAILED
9	As'adur Rofiq	70	76	PASSED
10	Asthma	70	89	PASSED
11	Faisa Tiara Ananta	70	89	PASSED
12	Laila Sita	70	51	FAILED
13	Lailatul Munaweroh	70	98	PASSED
14	Maily Hakim	70	88	PASSED
15	Rahmawati	70	57	FAILED
16	Alvinurrohman	70	50	FAILED
17	Bahruddin	70	77	PASSED
18	Isdarur Rofiq	70	53	FAILED
19	Moh Haris	70	60	FAILED
20	Moh Amin	70	93	PASSED
21	Muhammad Mu'ad	70	55	FAILED
22	Fausia	70	68	FAILED
23	Nisaul Mukarromah	70	71	PASSED
24	Nuriyatul Ilmia	70	61	FAILED
25	Nurul Karamah	70	89	PASSED
26	Nurul Mas'amah	70	85	PASSED
27	Sofiatun Zahro	70	98	PASSED
28	Sohibul Anwar	70	47	FAILED
29	Syaiful Anam	70	57	FAILED
30	Tia Amanda	70	89	PASSED
31	Wifel Jenna Al-Nisa	70	80	PASSED
Total Value			**2259**	
Average Value			**72.78**	
Completeness Presentation			**58.06**	

Based on the data above, it can be explained that the use of semantic mapping strategy in learning to write descriptive texts in cycle 1 obtained the average value of student understanding, namely 72.78

(Enough). Which can be seen by dividing the number of existing student scores, which is 2259 by the number of students in the class as many as 31 students and the percentage of students' completeness scores is 58.06% (Enough) with thirteen students who complete. The percentage value is obtained by dividing the number of students who completed by the number of students in the class, then multiplied by 100%. From these results have shown an increase from the data obtained in the pre-cycle. That is, the average score is 65.12 with a pass percentage of only 32.26%. However, what has been obtained in cycle 1 has not yet reached or met the predetermined performance indicators. Therefore, further action is needed in the second cycle stage.

Cycle II Findings

The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test, it is also consisting of three meetings but the topic of writing was different for the first cycle. The first action of cycle II is carried out on June 1, 2021. The teacher follows the lesson plans that have been made to carry out the teaching and learning process. The teacher introduces a new topic about the room and provides an explanation of the vocabulary and grammar related to the topic. Then, the teacher asked the students who wanted to volunteer to translate the new vocabulary written on the blackboard. After that, the teacher asked the students to remember the new vocabulary in their home so that they could use these words in their descriptive text at the second meeting of cycle II. Then the second meeting of cycle II was held on June 2, 2021. The teacher explained the function of descriptive text and the use of semantic mapping strategies. Finally the third meeting was held on 03 June 2021, The teacher asks students to write a descriptive text with a semantic mapping strategy. This means that students have taken the post-action test 2.

Test in cycle 2

No	STUDENTS NAME	KKM	SCORE	DESCRIPTION
1	Abd Muis	70	100	PASSED
2	Abd Rohman Wahed	70	100	PASSED
3	Abdus Somad	70	66	FAILED
4	Ainul Topek	70	92	PASSED
5	Ainur Rofiq	70	88	PASSED
6	Ali Wefa	70	86	PASSED
7	Alifatur Rohman	70	100	PASSED
8	Arifatul Husna	70	89	PASSED
9	As'adur Rofiq	70	55	FAILED
10	Asthma	70	87	PASSED
11	Faisa Tiara Ananta	70	98	PASSED
12	Laila Sita	70	88	PASSED
13	Lailatul Munaweroh	70	98	PASSED
14	Maily Hakim	70	89	PASSED
15	Rahmawati	70	77	PASSED
16	Alvinurrohman	70	89	PASSED
17	Bahruddin	70	96	PASSED

18	Isdarur Rofiq	70	53	FAILED
19	Moh Haris	70	66	FAILED
20	Moh Amin	70	93	PASSED
21	Muhammad Mu'ad	70	83	PASSED
22	Fausia	70	94	PASSED
23	Nisaul Mukarromah	70	100	PASSED
24	Nuriyatul Ilmia	70	83	PASSED
25	Nurul Karamah	70	100	PASSED
26	Nurul Mas'amah	70	100	PASSED
27	Sofiatun Zahro	70	100	PASSED
28	Sohibul Anwar	70	97	PASSED
29	Syaiful Anam	70	89	PASSED
30	Tia Amanda	70	89	PASSED
31	Wifel Jenna Al-Nisa	70	100	PASSED
Total Value			**2745**	
Average Value			**87.96**	
Completeness Presentation			**87.09**	

Based on the data above, it can be explained that the use of semantic mapping strategy in learning to write descriptive text in cycle II obtained an average score of 87.98 (good). The average value is obtained by dividing the total value of all students as much as 2745 by the number of students as many as 31 students, and for the percentage of completeness the value of understanding from students is 87.09% (Once High) with the number of students who completed totaling twenty-seven students and those who did not complete were four students. The percentage value is obtained by dividing the number of students who completed by 27 students by the total number of students as many as 31 students, then multiplied by 100%. From these results, it has been shown that there is an increase in the data obtained in the first cycle, namely the average value is 72.

Based on the results shown or observed since acting at the beginning of cycle II until the end, it can be concluded that several innovations have been carried out to obtain successful improvements and students are more active and their writing scores also increase. It was in line with the theory stated by (Zhu & Adipattaranan, 2016), they define that Semantic Mapping strategy is a kind of graphic organizer to correlate the relationship between words or concepts in particular text to improve students writing skill by drawing a map of information from the text. The students can understand the structure and ideas of writing text better through semantic mapping. It is an effective way to represent and analyze the information of writing texts. From this theory, it can be concluded that semantic mapping strategy can be applied by the teacher to make students were interested and excited in writing. In this research, to know the result the researcher gave score to students by using rubric scoring was adopted from Heaton (1998). The teacher was satisfied with the students' writing results in cycle II. The results of the post-action test 2 showed that students scored above the KKM. Due to the teacher satisfaction shown, the researcher decided to stop the cycle and take only two cycles.

CONCLUTION

Based on the results and discussion in this study, the researcher can concluded that students' descriptive text writing skills can be improved through the Semantic Mapping Strategy. This can be proven from the average value of the post-action test 1 cycle I which shows that there are 18 students (58.06%) who have passed the KKM with an average score of 72.78. While students who passed the KKM in the post-action test 2 cycle II were 27 students (87.09%) with an average score of 87.96. All improvements in cycle II have passed the KKM (mean score: 70.00).

The level of students' writing ability that has been achieved is included in the "Excellent" criteria. The increase was obtained through the Semantic Mapping Strategy in the writing of students' descriptive texts as seen from the analysis and interpretation of students' descriptive text writing skills.

In conclusion, the Semantic Mapping Strategy can improve students' descriptive text writing skills as has been proven by the results of the tests given.

SUGGESTION

From this research, the researcher hopes that the findings of this study can be useful for several elements of school developers and other members of the education center, namely:

1. For Teacher

Teacher can solve their problems in the teaching and learning process. In writing skills, students must be able to have some practice to get the ability to write themselves. However, the teacher has the most important role to make students accustomed to writing texts, especially descriptive texts.

2. For the Students

Students are as important subjects in teaching and learning process so they have to be competent in the education world. In fact, students who are not motivated need teachers who motivate them well until they reach the objective of the subject. Positive encouragement will give positive attitude to the students so that they will get some positive achievements.

3. For the Researchers

This research can be a reference for the next research for the researchers who want to build the research like this research process about applying the techniques in English

teaching and learning process.

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