

THE INFLUENCE OF USING SEMANTIC MAPPING TO TEACH WRITING NARRATIVE TEXT

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ABSTRACT

This study aims to obtain empirical evidence about the use of semantic mapping in learning to write narrative texts in class X MAS Integrated Al-Munawaroh. The method used is a quantitative method with a quasi-experimental design. The sample in this study were students of class X-A as the experimental class and X-B as the control class. The instrument in this study is a test. Tests were carried out before and after students received treatment. The average pretest score for the experimental class was 57.69, while the control class was 49.74. The students' writing ability in the experimental class and control class during the pre-test was still constrained by vocabulary and differences in text. The average value of the posttest in the experimental class was 72.60 and that of the control class was 63.77. The writing ability of the experimental class students improved more than the control class. The results showed that the average value of the class that used semantic mapping was higher than the class that was not given treatment. Therefore, it can be concluded that there is a significant increase in the effect of using semantic mapping on learning to write narrative texts for class X MAS Al-Munawaroh Integrated Academic Year 2022/2023.

Keywords: Writing Skill, Semantic Mapping, Narrative Text

INTRODUCTION

English is one of the international languages used by several countries, including Indonesia. For Indonesians English is very difficult because it is not their mother tongue. So they have to understand word by word in order to understand it as a whole. English has four skills that must be mastered: Reading, Writing, Listening and Speaking. In this study, researchers focused on students' writing skills. Writing is an activity to express our feelings or ideas into writing. Harmer (2007) argues that writing can give students a lot of time to think while writing. Of the many methods or strategies used for teaching and learning, the researcher chose semantic mapping. Estes (1999) explained that semantic mapping is a strategy for graphically presenting concepts. There are many kinds of graphs that can be used such as: stars, chains, fishbones etc. Of the many kinds of graphics, students can write freely and they can change the narrative text. Rebecca. J. L (2003) argues that narrative text is a text that is interconnected logically and chronologically according to the sequence of events caused by experienced factors. Based on the results of previous research by conducting interviews with English teachers at MAS Terpadu Al-Munawaroh said that out of 60 students only 25 students liked English, especially writing skills and 35 students still had difficulties in writing skills. Because they are still weak in vocabulary and lack of writing experience. In teaching and learning, they still use conventional methods. Students are passive and just listen.

The problem statements in this study are: 1) How is the writing skills of the experimental and control class students to write narrative text in the pre-test?, 2) How is the writing skills of the experimental and control class students to write narrative text in the post-test?, 3) Is there any significant differences in the students' writing skills between the experimental and control classes for writing narrative texts in the posttest ?. The purpose of the study was to determine students' writing skills in writing narrative

texts. The significance of this research is divided into two parts: 1) Theoretical: a) Provide theoretical information, b) Effective strategy, c) Simple theory but great validity, d) This research helps future researcher, and 2) Practical : a) Giving input to the English teacher, b) Become a breakthrough or develop the teaching and learning process, c) Adding insight, d) Increase ability. The limitation in this research is that the researcher focuses on students' writing skills.

When we want to do research, it is important for us as researchers to identify the problem, research objectives and research hypotheses. Because by identifying the problem, we can know what we will do in the research. The existence of research objectives so that researchers do not go out of direction in conducting research. And this research hypothesis is useful as a comparison, whether this research goes according to plan or not.

RESEARCH METHODOLOGY

The method that used in this research is the quantitative method. Quantitative research is characterized by deductive approaches to the research process aimed at proving, disproving, or lending credence to existing theories. This type of research involves measuring variables and testing relationships (Patricia, 2017). In this study, the researcher used a quasi-experimental with Nonequivalent group design. Where students divided into two groups, namely the experimental group is the group that received the treatment and the control group is that does not receive the treatment (teaching method) but only does the pretest and posttest, while the control group is the group that only does the pretest and posttest. The population in this study were students of class X MAS Terpadu Al-Munawaroh in the academic year 2022/2023. The research conducted on students in grades X-A and X-B. Each class consists of 35 students. The sampling techniques used in this research is systematic sample. This sampling step is based on the sequence of population members who have been given serial numbers. Students who get even numbers will be the control group and students who get odd numbers will be the experimental group. The reason the researcher chose the class was based on the teacher's recommendation on student grades.

The procedure to be carried out in this research consist of several stages, the following is the process of the stages carried out: 1) Preparation stage : a)Determining the school that used as plase for conducting research, b) Contacting the school for permission to conduct research, c)Determining the population and samples to be used in the study, d)Preparing research instruments (observation sheets) that will be used in the research process. 2) Implementation stage: a) Conducting a pretest on students who are sampled to measure student learning outcomes before being given treatment, b) Providing treatment, c) Conducting a final test (posttest), 3) Final Stage : a) Processing and analyzing pretest and posttest data, b) Comparing the results of the data analysis of the test instruments before being given treatment (pretest) and after being given treatment (posttest), c) Drawing conclusion. Data collection techniques in this study using tests. There are two tests, namely pre-test and posttest. Data analysis techniques in this study were normality test, homogeneity test and independent sample t-test.

RESULT AND DISCUSSION

After conducted the research, the researcher obtained the students' pre-test and post-test scores and must analyze data such as descriptive statistics, normality test, homogeneity test and independent sample T test.

According to Kustutianto & Badrudin (1994), descriptive statistics are a series of techniques which include techniques for collecting, presenting, and summarizing data. The results of the average value of the experimental group and the control group have increased. Both in the pre-test and post-test, the experimental class was still superior to the control class. However, the value of the experimental class increased more significantly than the control class. This can be seen from the distance between the points achieved by the two groups. The experimental class increased 2,961 points from 5,109 to 8,070 while the control class increased 2,527 points from 7,508 to 10,035.

After that, a normality test was carried out to find out whether the data from the two classes were normally distributed or not. The data is normally distributed if the data results are higher ($p \geq \alpha$) with a significance of $\alpha = 0.05$. The results of the pretest for the experimental class showed that the data were normally distributed ($0.075 \geq 0.05$) and the results for the control class showed that the data were normally distributed. p distribution ($0.054 \geq 0.05$). While the posttest results for the experimental class showed that the data were normally distributed ($0.259 \geq 0.05$) and the results for the control class also showed that the data were normally distributed ($0.228 \geq 0.05$). The p -score can be checked vis Sig. In the Shapiro-Wilk column table.

After the normality test was carried out, a homogeneity test was carried out to test the similarity of the samples in both classes, the results showed that the significance value (Sig.) Based on the Mean was $0.282 > 0.05$. So, it can be concluded that the variance of the experimental class posttest data and the control class posttest is homogeneous.

Lastly is the independent sample t test. This test is to determine the difference in the mean of two independent populations/groups of data. Thus the results of this study indicate that the Levene's Test significance value ($0.282 < 0.05$) states that this test is significant. Likewise, the t value of Sig (2-tailed) is $0.000 < 0.05$, so it can be concluded that there is a significant difference in the average student learning outcomes, especially writing ability, between the experimental class and the control class.

At the time of conducting the pre-test, the researcher gave an understanding of the questions to be worked on by the students. According to Anas Sudjono Introduction to Educational Evaluation, (Jakarta: PT. Raja Grafindo Pesada, 1996) the definition of understanding is a person's ability to understand or understand something after something is known and remembered. In other words, understanding is knowing about something that can see it from various angles. After doing the pre-test, many students felt that the questions given were difficult. But in fact the material being taught has never been taught by the teacher. The results of the pre-test of both classes are still low. But the value of the experimental class is higher than the control class. Because some experimental class students have good memory. The obstacles that students experience are vocabulary, lack of motivation and no interest in themselves.

After treating the two classes, the researcher gave a posttest to find out whether there was a change in students' writing skills. The results of the posttest of both classes have increased. Still, the experimental class is higher than the control class. In the experimental class, the only problem faced by students was vocabulary. While in the control class, the obstacles experienced were vocabulary, the storyline was not directed and the use of narrative text language. Researchers in every meeting always motivate students to want to improve the skills that students already have. This relates to the opinion of Bophy 1987 which says that learning motivation as a situation-specific state, learning motivation arises because individual involvement in a particular activity is directed by the goal of gaining knowledge or mastering the skills being taught. In

addition, the goal is to motivate students to foster a sense of student interest in a skill.

In the experimental class, the condition of the experimental class is more conducive during teaching and learning activities, making it easier for researchers to convey the material and students easily understand the material. This condition is in accordance with the statement (Supardi, 2003, 207) Effective Schools Basic Concepts and Principles, Cet.I: Jakarta: PT. Raja Grafindo Persada that conducive learning conditions can only be achieved if social interaction takes place well, good social interaction allows each personnel to create a pattern of relationships without anything that interferes with their association. Then in supporting a conducive learning process, facilities and infrastructure are important things very vital and must exist. The potential possessed by the experimental class students is very good and in them there is an intention to improve it.

In the control class, the condition of the control class is more crowded. This condition is related to the opinion of Wahyuningsih and Djazari (2013) who say that the learning environment is an environment that affects the learning process, both the physical environment and the social environment. In accordance with the statement above, if the class conditions are conducive, you will get good results and understanding, and vice versa if the class is not conducive, you will get poor results and understanding. But the control class students were very enthusiastic because the method used was a series of pictures. According to some students, the picture series is interesting because they can see pictures without thinking further when writing a story. In this class, many students have good potential especially in writing, but they don't want to develop it for some reason. So that researchers are not bored to give them motivation.

Diagram and Table

Table 1

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment (SM)	35	45	65	57.69	5.109
Post-Test Experiment (SM)	35	55	85	72.60	8.070
Pre-Test Control (PS)	35	35	60	49.74	7.508
Post-Tst Control (PS)	35	45	80	63.77	10.035
Valid (listwise)	35				

Table 2

Test of Normality

	Kelas	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Student Writing Results		.087	35	.200*	.944	35	.075
		.084	35	.200*	.962	35	.259
		.111	35	.200*	.939	35	.054

		.077	35	.200	.960	35	.228
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Table 3
Test of Homogeneity

		Levene Statistic	Df 1	Df2	Sig.
Student Writing Results	Based on Mean	1.178	1	68	.282
	Based on Median	1,066	1	68	.306
	Based on Median and with adjusted df	1.066	1	62.413	.306
	Based on trimmed mean	1.144	1	68	.288

Table 4
Independent Sample T Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Writing Results	Equal variances assumed	1.178	.282	4.056	68	.000	8.829	2.177	4.481	13.172
	Equal variances not assumed			4.056	65.008	.000	8.829	2.177	4.481	13.176

CONCLUSION

The research above proves that semantic mapping has an influence on the writing skills of students of class X MAS Terpadu Al-Munawaroh, especially in sentence formation, language use, and related content. There are several factors that hinder students in terms of writing and English, the implication is that students become less interested and less like it. So the writer tries to use semantic mapping in students' writing skills. The author suggests

that teachers can provide motivation, atmosphere and learning methods that are fun and easily understood by students and can apply semantic mapping in learning students' writing skills.

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