HALAMAN PENGESAHAN SKRIPSI

A THESIS

THE EFFECT OF SEMANTIC MAPPING STRATEGY TOWARDS STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMPN 37 MEDAN

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Dinyatakan benar telah mengikuti ujian akhir (Meja Hijau) dan telah memenuhi syarat

dengan hasil A dan memperoleh gelar

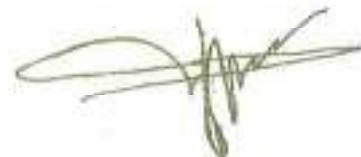SARJANA PENDIDIKAN (S.Pd)

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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Ilyosovna (2020) stated that currently, about 1 billion individuals worldwide speak English. English is essential in many facets of life, including business, education, and technology. English was the first foreign language taught in Indonesia and was later used daily by many people. For those who wish to increase their quality and expertise in various sectors, studying English is crucial. One may say that this language is a means of reaching the world. Learning English requires mastery of four key competencies there are four language skills: speaking, listening, reading, and writing. Receptive and productive skills are the two categories into which these skills fall. Reading and listening are examples of receptive skills because language is something that learners must only receive and comprehend rather than produce. We occasionally confuse writing and speaking as equally productive abilities.

Learners of English begin with a receptive grasp of new information before progressing to productive utilization. Students usually learn to speak, listen, and read before moving on to reading and writing. One of the four English language proficiency areas that you must excel in at school, university, or other writing-intensive fields is writing. After they write, students should continue with their creative process. Put another way by writing, individuals can figure out and make clear what they need to say. Because they know the material, students need to be able to express their views in writing. Writing focuses on the process rather than

the outcome of how humans communicate with and inform others through language skills.

Writing abilities are also especially used to teach spelling, handwriting, and typing instruction. Zamel (2007) states that writing allows individuals to dive deeper into their ideas and thoughts, as compared to other language skills. Writing is more difficult for kids to master since it involves understanding grammar, vocabulary, spelling, and punctuation. To be able to communicate in writing, students are expected to have greater writing proficiency. Students should try to organize and arrange their word choice, punctuation, and spelling as much as possible to produce quality writing. Additionally, by providing them with a range of tools and opportunities to utilize them, writing skills can assist students in becoming more self-assured and proficient writers. When it comes to writing skills, students need to understand instructions in grammar, use, paragraph development, and sentence structure.

Aside from that, writing is the act of elucidating the meaning of words, objects, or ideas. A good definition emphasizes the unique qualities that set a word, entity, or idea apart from others that are similar to it. Writing also is a complex activity that can be used to produce learning, reinforce, or test grammatical principles. This implies that students' grammatical proficiency is assessed through writing. Writing is putting ideas on paper to clarify concepts, provide writing structure and clarity, and transform ideas into words. When writing, students need to develop a variety of skills, including the ability to construct clear sentences, have a large vocabulary, comprehend organization, and

also use language. This is because writing is an isolated form of communication. Thus, the writer needs to utilize effective sentence structure to ensure that the reader understands what he has written. The reader interpret the writer incorrectly and get a different opinion if they write multiple errors in one sentence. Since the writer cannot edit their work, they should thoroughly examine it and develop their writing skills before letting people read what they have written. It's clear from the writing processes outlined above that writing abilities are the hardest to master when learning English.

If students are required to put their thoughts in writing, they often become less enthusiastic. Sometimes, when students witness something, they understand what they see, but when they have to write it down in English, they sometimes struggle to find the right words. This could be because of the many challenges that students encounter. This is the challenge that students have when they write, particularly when they are producing descriptive texts. Especially when students are asked to report to describe something, Students typically struggle to put their thoughts about what they see into words when asked to write down what they are seeing. Additionally, you are required to write in English and utilize proper grammar and vocabulary when producing texts. Because if they memorize it using incorrect grammar or terminology, the reader interpret it incorrectly, giving the student's writing a new meaning.

Writing that explains or illustrates something in such a way that the reader or listener appears to be able to see the item themselves is also referred to as descriptive text. Kosasih (2006) defines a descriptive text as an essay that

describes an object to make the reader feel as though they have seen the object being described for themselves. A descriptive text provides a detailed explanation and description of a person, place, or object so that readers or listeners feel as if they have seen the object being described for themselves. So when we want to tell something we have to master the assessment aspect of writing.

Likewise, with the results of observations made by researcher at SMPN 37 Medan grade 8. Students tend to have difficulty writing down the contents of their thoughts in writing. Students sometimes struggle with integrating their knowledge into an idea or finished text, lacking vocabulary, lack understanding of grammar, and organizing knowledge into an idea or finished text. The lack of interest in writing among students at SMP N 37 class 8 is also caused by teachers mastering and teaching the material, which seems boring and does not motivate students to write. When just two students in the class bring an English dictionary despite the teacher asking them to, it is an indication of low motivation on the part of the students. That means students are not interested in learning English. Even though an English dictionary can help increase students' vocabulary and make it easier for them to learn English, especially in writing.

There are many ways, techniques, and strategies in learning to make it more interesting for students so that they are more motivated to write. as done by several researcher in implementing teaching strategies so that students are more motivated and can improve their writing skills, especially in descriptive writing as studied by this researcher. Semantic mapping is a form of graphic organization that guides students in designing visual representations of the relationships

between words, images, and propositional content. Semantic mapping is a visual technique for describing the relationship between concepts in language. In the context of overcoming a lack of enthusiasm, semantic mapping can help by showing connections between interesting and relevant ideas to the topic being discussed. By creating a semantic map, one can visually see how concepts are connected, and this can help increase interest and enthusiasm in discussing or learning about an interesting topic. For example, by making a semantic map about describing my cat, we can see how the cat is described so that the writer can easily convey information and this can make it easier for readers to understand and know the description of the cat being kept. Researcher believe that semantic mapping can help students remember new words easily, reduce student boredom, increase student participation in the learning process, and improve students' writing motivation. In this case, the researcher believes, that the Semantic Mapping strategy can have an effect on student learning, motivate and help students in learning English.

Semantic Mapping can be a teacher-directed investigation of words or concepts about other related words and ideas. The teacher presents the words or concepts to be explored at the start of the semantic mapping activity, and students discuss the qualities, synonyms, and concrete instances of these words. Students can expand their vocabulary by using the semantic mapping technique, which teaches them how to generate high-quality text content and a variety of words or sentences connected to the subject. Semantics Refers to meaning in language or linguistics. It involves the study of how words, phrases, sentences, and texts

convey meaning. Semantics also concerns the meaning relationships between words and how context influences understanding. So The semantic mapping strategy is intended to be a useful tool for teaching writing, particularly in descriptive texts, as it allows students to attempt to relate different types of words related to the topic and helps them easily write well. Meanwhile, by showing similar words in a category, semantic mapping offers a visual technique to increase vocabulary. As a result, keywords are important for classifying words so that students can relate to one another. Classification, analysis, structure, qualities, and examples are shown succinctly and clearly through the use of semantic mapping. Semantic mapping is, therefore, perfect for learners of all skill levels, including beginners. This means that teaching writing through semantic mapping can improve students' writing skills. Inviting students to participate in creating semantic mapping together using topics or connections that are interesting to them and encouraging students to share their understanding is one way to overcome students' lack of enthusiasm.

Amira Wahyu Anditasari (2022) conducted action research in a classroom for one of them. Four steps are included in classroom action research: planning, implementing, observing, and reflecting. Since the success criterion had not been met in cycle one, the implementation was done in two cycles. Merely 68% of students increased their vocabulary scores by ten points in the first cycle, and only 60% of them participated actively. There was progress in the second cycle, though. 73% of students actively participated in the semantic mapping exercise, and 88% of students received 10 points for vocabulary. In light of this, it can be

said that semantic mapping increased vocabulary knowledge and enhanced comprehension in students.

Based on the results of observations made by the researcher and on the results of research conducted by several researcher using semantic mapping, this research applied a semantic mapping strategy to stimulate students' writing skills, especially in descriptive writing, based on findings from other parties academic studies to be motivated to learn English, students need learning strategies that are fun and interesting. Therefore, this research used semantic mapping to determine the impact of semantic mapping on class VIII students at SMP 37 Medan.

1.2 The Problem of the Study

The background of the study is taken into consideration when formulating the problem statement for this research: Does the use of Semantic Mapping affect the Descriptive writing skills of class VIII students at SMP Negeri 37 Medan?

1.3 The Objective of the Study

This research aims to find out whether the Semantic Mapping strategy affects the quality of students' descriptive text writing at SMP N 37 Medan.

1.4 The Scope of the Study

Independent and dependent variables are the two different categories of variables. The dependent variable is students' writing proficiency, and the independent variable is semantic mapping. The scope of the study was limited to the impact of written semantic sketches in the classroom. and researcher used one class which is the experimental class. to ascertain whether employing semantic delivery strategies improves students' capacity for producing descriptive writing.

In connection with this research, the researcher adopted Jhonson and pearson ideas, which focus on arranging information in graphs. It discusses definite concepts that require structure in text writing to help students plan their ideas. The Semantic Mapping procedure applied in this research is presented in several steps that must be carried out by the researcher when implementing Semantic Mapping in the experimental class.

1.5   The Significances of Study

With this research, the researcher hopes that the researcher can provide significant benefits to educators, students, and other researchers with the help of this research. It is expected that the conclusions of this research had theoretical and practical significance and can be applied to societal problems.

1.   Theoretical significances

It is hoped that the findings of this study will be of great use to:

a) Researcher to expand their understanding of teaching writing through the use of "semantic mapping".

b) People who want to do to do similar research.

2.   Practical significance

a) For teachers, it is hoped that these results can help teachers find appropriate and interesting writing teaching methods to enhance the academic achievement of students.

b) For students, The research results can increase their knowledge to acquire English writing skills and help students who had difficulty with writing

assignments and inspire them to write, especially in writing descriptive texts using semantic mapping strategies.

c) For the researcher, the findings of this research can be consulted and utilized as data for more research archives.

d) For school, positive contribution to progress in schools and increased contribution to the development and management of the process of teaching and studying a foreign language.

1.6 Hypothesis

The following are the study's hypotheses:

Ha: There is a significant effect of the Semantic Mapping strategy on students' ability to write descriptive text at SMPN 37 Medan.

Ho: There is no significant effect of semantic mapping on students' ability to write descriptive text at SMPN 37 Medan.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To help readers comprehend the theories that were be thoroughly examined, this chapter serves as a reference source for the information that the author discussed, up to date, and provides views from the research so that the theoretical concepts from the research are clearly illustrated. Explanation from start to finish. In this case, what must be studied is the following.

2.2 Writing

One of the language skills that students develop in school is writing. The majority of students believe that writing is challenging. They believe that writing is the hardest skill to learn. According to Richards and Renandya (2002), mastering writing is the most challenging ability for learners of second languages. Sitorus Nurhayati (2022) stated that one of the core competencies taught in English classes is writing ability. Writing is one of the essential abilities that students must acquire when learning the English language because of technological improvements. The challenge is not just in coming up with and arranging ideas, but also in turning them into legible writing. However, the author thinks that with enough effort, anyone can become an expert writer and handle their craft. Writing serves as our understanding's germ, fruit, and pickle. For this reason, writers who wish to write successfully must be knowledgeable in their subject.

There are definitions of writing provided by professionals from a variety of sources.

1. Richards & Renandya (2002) claim that the hardest skill for second language learners to master is writing. The challenge is not just in coming up with and arranging ideas, but also in turning them into legible writing.

2. Harmer (2004) defines writing as "a form of communication to express feelings through written form or to deliver through." According to him, writing is a fundamental language ability that is as significant as speaking, listening, and reading. It implies that one of the fundamental abilities that affects other abilities is writing.

3. On the other hand, Mahsun (2014) stated writing is a process that involves thinking carefully and putting that thought into a written text while keeping the reader and the writing's components in mind. Writing allows us to express our thoughts, emotions, and anything else that comes to mind. It can be done on paper or, more often these days, on a computer screen.

4. Then, Kosasih (2006) asserts that for the reader to experience what you have seen and heard, you must provide explanations and examples.

To the description given by several experts above, it is concluded that writing is a language skill used to communicate with readers to express ideas and feelings in written form so that readers can understand and feel what is expressed in the text. Through the process of expressing ideas as a creative act over a certain period, reflection, and positive feedback on the work completed, the process approach to writing allows students to write down ideas, thoughts, and

experiences in a real and concrete way in written form, apart from learning grammar rules. In writing a text, of course, you go through several processes to create or write a good, systematic text so that the writing can be understood or comprehended by the reader.

In process writing, four components should be paid for when creating written content. According to Harmer (2004), writing consists of four primary components:

a.   Planning

In the planning process, three main issues have to be thought of by students. First, the student has to decide the purpose of writing. Next, students have to think about language style. Then, students have to consider the content.

b.   Drafting

A draft is a piece of writing that has been initially edited. The students should be given plenty of time at this phase since they need to concentrate more on the formation of ideas and their organization than on using flawless language, punctuation, or spelling.

c.   Editing

Rewriting To make sure there are no errors in their writing, the students reread the drafts they had written. The pupils edit it after realizing their errors. By acting in this manner. the errors, then make revisions. Errors can be reduced by doing those.

d. Final version

The final version is the last phase. Following completion of all steps, the students create a final version. Following completion of all steps, the students create a final version. The plan and the draft have likely changed significantly from the final form. It occurs because the editing process has undergone significant modification. You can remove any unnecessary material that was included in the draft.

This writing process is very necessary in writing a text, of course in all genres of text that exist. Tarigan (2013) there are eleven categories or genres of writing: procedure, narrative, humor, descriptive, recount, explanation, analytical exposition, report, anecdote, hortatory exposition, and discussion. Text with the social goal of describing specific things or objects based on their physical attributes is called descriptive text. Writing that explains or illustrates something so that the reader or listener appears to experience the described object for themselves even when they have never personally witnessed it is also referred to as descriptive text. Many students struggle to comprehend the form, structure, and linguistic components of descriptive texts during writing assignments. The author chose descriptive text as the genre in this research.

2.3 Descriptive Text

Text that provides an overview and presents experiences or an in-depth understanding of the subject being discussed is descriptive. Mahsun (2014) Descriptive text is a text that has the social purpose of describing an object or thing individually based on physical characteristics. Kosasih (2006) defines a

description text as an essay that describes an object to attract readers as if feeling as if seeing the object itself described. Writing a description involves using words to conjure up sensory details and visual imagery. Wadirman (2008) states that descriptive text is a kind of paragraph that is used to describe what something looks like. It means descriptive text can be formed into two types; they are speaking and writing description. Thus, descriptive text is a kind of genre that is used to describe a particular person, place, activity, idea, or thing that is drawn in word form both speaking and writing.

Most of the time, descriptions are included in other works of literature and are meant to teach readers or listeners about the appearance of something or someone, or they are meant to encourage readers or listeners to view something from the author's point of view. By putting something's look, sound, taste, and smell into words, a description can replicate sensory perceptions. Feelings like joy, melancholy, fear, loneliness, and happiness can also be described by emotions. By using their imagination, readers can use description to picture a location or a person or to comprehend feelings or emotions. Wadirman (2008) asserts that this description is the best method for characterizing whatever we find interesting. Descriptions can inspire emotions such as happiness, loneliness, or terror in addition to accurately describing the way something looks, smells, feels, or sounds. It can be used to view objects or places, people, and even time.

A text's structure is one of its most important elements. Every text needs to be divided into multiple sections. When composing genre literature, a standard framework needs to be used. This shared structure serves the function of setting

one text apart from another. Every text has a certain structure, which might vary based on the text in terms of complexity or simplicity. The author finds it easier to write the material because of this arrangement. Identification and description are the meanings of the descriptive text's overall structure, according to Djuharie (2007) the descriptive text is generally organized as follows:

a. Identification

The readers are introduced to the topic of the description in this section. It provides the reader with a quick overview of the subject's who, what, when, and where. Put differently, the general aspects of things, such as animals, public spaces, plants, etc. Were categorized in this section and were specifically examined later.

b. Description

This section is divided into multiple paragraphs. A topic sentence usually opens a paragraph. This section's paragraphs should each highlight a different aspect of the topic. This section's paragraphs all contribute to the thorough explanation of the topic. It could be applied to describe an individual's appearance, qualities, personality, or ideas.

c. Conclusion (Optional)

The final paragraph, which also signifies the end of the text, wraps up the topic. When producing descriptive prose, the generic structure consists of two crucial components: description and identification. The final paragraph can be expanded upon by writers, although it is not required.

Every kind of text has language features. Emilia & Christie (2015) state that language features usually in a descriptive text are :

1. Employing the basic present tense. This is where the crucial linguistic elements for descriptive writing were lie. To write well, students should become proficient in the simple present tense, particularly when writing descriptive texts. Employ the present simple when discussing general topics. We are not focusing solely on the present. We use it to indicate that something is true generally or that something occurs frequently.

2. Making use of words associated with persons, places, and notable historical structures.

3. Employing adjectives that are associated with individuals, locations, and well-known historical structures.

4. Clearly and neatly writing by hand and spelling words.

5. When students are asked to display their work, use language, emphasis, and tone.

6. Reference to words. Students are requested to write a manuscript for this research project that uses words to describe something.

2.4 Semantic Mapping

2.4.1 Definition of Semantic Mapping

Graphical categorization of information is called semantic mapping. Heimlich & Pittelman (1986) it is an individualized content strategy in which students must connect new terms to their personal experiences and past knowledge. In addition, Johnson & Pearson (1984) the semantic mapping strategy

is a kind of learning medium that synchronizes ideas and concepts. It facilitates the visual organization and graphic representation of the relationships between different pieces of information by students. Semantic mapping provides a visual method for vocabulary growth by displaying the related terms inside a category. Therefore, keywords are very important to determine the categories of words that encourage student interaction.

A concise and understandable depiction of classification, analysis, structures, characteristics, and instances is offered by semantic mapping. Harmer (2007) Adds that Word maps are "a very interesting way to build vocabulary and provoke students to retrieve, display, and use what they know". Smalley (2001), Writing the names of the main subject divisions as lines radiating out from the center of a linear sheet of paper is the first step in using this technique. Allen (2013) Semantic mapping is a diagram that helps students see how the concept and ideas of a sentence are related to one another. Drawing diagrams to show the connections between a topic and related ideas is known as semantic mapping, according to the opinions of multiple experts. It's a way to use a visual structure to organize and combine information.

Furthermore, the maps can be further classified into two categories: concept maps and thought pattern maps. In other words, semantic mapping is a technique for teaching writing in which students make word diagrams that illustrate the relationships between concepts and details using lines, boxes, arrows, and circles. When a semantic map is finished, the instructor can see what the kids already know and identify key concepts that can be built upon to present new ideas.

Through semantic mapping techniques, students find as many words, ideas, concepts, or questions related to the given topic as possible. However, in this study, the researcher believes that not only students' vocabulary increase, but through semantic mapping students be more creative and find new ideas that helped in writing descriptive texts that were interesting to readers.

Semantic mapping strategies are useful for small groups of individuals and even entire classes. The semantic mapping strategy is designed to help and make it easier for students to share words, phrases, sentences, paragraphs, texts, or knowledge from their teachers with friends or other groups. Semantic mapping can represent the character or subject of any word concept sentence event. The meaning-mapping process begins with the teacher introducing the words that students are looking for. Johnson & Pearson (1984) Semantic Mapping has five basic components:

a. Introducing the topic

The teacher presents the subject by either writing or drawing a sizable oval on the whiteboard. This talk focussed on the reading that the students did. Students be able to focus on what they read and meet their learning objectives in this way.

b. Brainstorming

The teacher helps the student locate crucial terms and concepts associated with the given subject. Students can apply their prior learning and experience in this way. In brainstorming, schema theory is used to make connections between concepts that are known and unknown. Having prior knowledge is the foundation for learning new information. Students can acquire prior knowledge by looking at

other people's plans during the brainstorming phase of semantic mapping. On one side of the board are ideas and keywords. All responses are acceptable at this point as long as they are pertinent to the subject.

c. Classification

Based on the suggestions of the students, teachers, and students simultaneously establish class groups. The appropriate label and title for each category or word type are selected by the teacher and students. Following the division of the class into many groups, the teacher instructs the students to make copies. At this point, students must exercise critical cognitive abilities including modeling and classification. In addition, they study how to draw conclusions, identify cause-and-effect linkages, and compare and contrast. Customize the maps. Each student receives extra material after finishing the copying, such as reading about the fundamental ideas of maps. There are more connected ideas in this reading material than the student indicated. Students must choose what to include and omit from their generated map as they read. This process involves integrating newly acquired knowledge with prior understanding.

d. Synthesis after the assignment

The pre-assignment to document the students' recommendations based on their maps was the last phase. After reading the material and making any necessary additions or deletions, the entire class decided on the final design of the map. The information on the map was represented visually in the updated version.

2.4.2 Semantic Mapping in Teaching Writing Descriptive Text

In this instance, the researcher's goal is to adapt the Semantic Mapping strategy so that it may be applied to assist students with all writing tasks, particularly when they are learning to write descriptive texts. Additionally, this accomplishment showed more chances.

Johnson & Pearson (1984) stated that semantic mapping can also be used to help students manage ideas before writing or reading activities, especially in writing descriptive texts. Complete maps can function as a guide for students to compile descriptive stories or become text, with the title of the category functioning as a topic sentence or the main ideas that became student material to build paragraphs, and the underlying details function as content in descriptive text. A complete map can function as a guide for students to compose a descriptive story or into a text, with category titles that function as topic sentences or main ideas that became students' material for building a paragraph, and the underlying details function as content in the descriptive text.

The following is the application of semantic mapping in teaching descriptive text:

1. Select a word or topic that is relevant to the description that discussed in class.

2. To ensure that students can read the chosen words, they written on translucent paper, a large graphics tablet, or a chalkboard.

3. Tell students to look for words that are associated with the chosen keywords. It will thereafter be written using the whiteboard's categories as a guide.

4. Give them a few minutes to work alone, without groups (at some point, invite them to form groups to see their development between individuals and groups), to come up with as many words as they can that are associated with the keyword. Then, have them compile a list of terms on paper, arranged by category.

5. Ask students to add their terms on the class map in categories and to share aloud the lists they have created.

6. Use a semantic map to create a list of labels that students can provide to group words into categories. Talk about the semantic map's entries. Students learned new words and gather new words from old terms after the words are placed in a map manner.

7. After that, ask students to understand the old words and new words they find, students made connections and develop between new and old words to create a descriptive text.

Here is an illustration of using semantic mapping in a descriptive text about my cat, based on the explanation of its use in teaching descriptive writing.
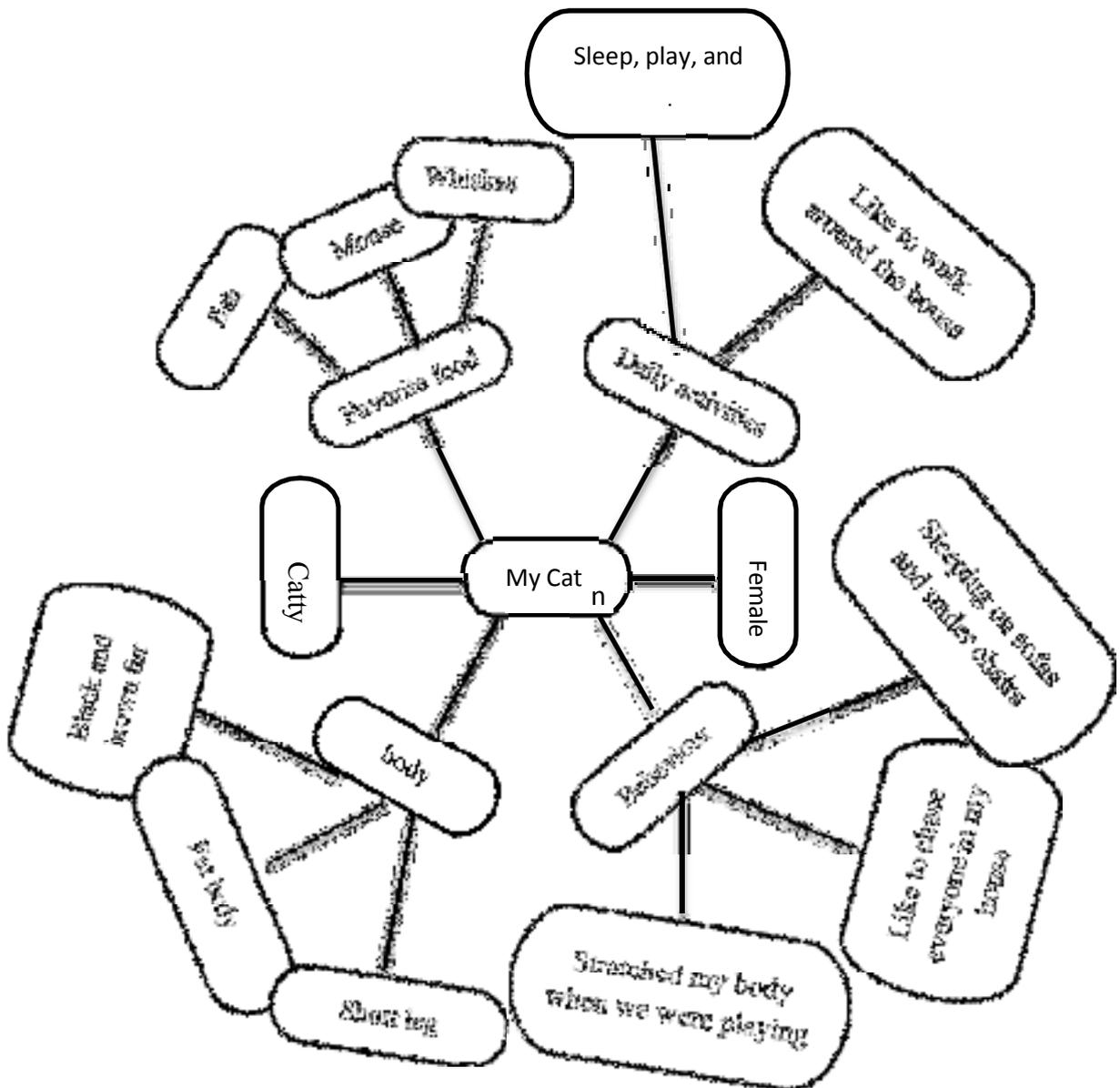
Figure 2.1 Example of applying the strategy of semantic mapping in the subject of my cat

2.4.3 Advantages and Disadvantages of Semantic Mapping

Every strategy, every technique, every technique, or every step in the teaching and learning process has advantages and disadvantages. Therefore, teachers play an important role in considering all the pros and cons so that the strategy is more effective and successful in the classroom. Eppler (2006) semantic mapping has several advantages and disadvantages.

Here are some strategies that have several advantages :

a) Simple to use and understand.

b) Encourage students to express themselves creatively and freely.

c) make it easier for students to write by listing the key points.

d) Adding more information and expanding is simpler.

Here are some disadvantages of this strategy:

a) It requires more training and is challenging for novices to apply.

b) Constantly using semantic mapping is tedious.

c) Not every student creates words that fall into the main categories that indicate regularity links.

d) The big picture or general pattern becomes too difficult to perceive and remember.

To overcome the disadvantages of the semantic mapping strategy, the researcher :

1. Help and guide students in applying it when they have difficulties

2. Give students the challenge to create shapes in graphic making by adding color or decoration to each image. so that students can express and be creative with colors or images according to their wishes.

3. Semantic mapping can also be used in groups so that to overcome the weakness of point 3 the researcher gave students time to do it in groups and be assisted by other friends. In groups, students also helped to exchange ideas with friends.

4. Students can also find more commonly used words or vocabulary which makes it easier for students to understand with the help of a dictionary.

Semantic mapping can encourage students to create word networks. In this scenario, students work with their teacher to introduce historical events and work on specific vocabulary elements to form a good text structure. Therefore, learning semantic mapping has a big impact on the development of students' writing performance. When students think about semantic mapping, they understand what to write and focus on writing. This step-by-step approach to processing genres then serves as a guide for students as they create texts. The teacher then asks students to write independently and collaborate with friends and the teacher to revise their work.

Researcher believe that teaching writing using a genre approach based on semantic mapping can have a positive impact on education. Students do not get bored in the teaching and learning process and unconsciously improve their abilities and make it easier for students to write, especially descriptive text at the end of the lesson.

2.5 Previous Study

Many previous studies support semantic mapping to be applied by teachers during the learning process.

A study entitled "The Effect of Using Semantic Mapping on Students' Reading Comprehension" was conducted by Wiwied Pratiwi. The results of the investigation indicated that the differences between the experimental and control groups were statistically significant. The experimental class average score on the first test was 58.83. The post-test average was 77. In contrast, the control group scored 61.36 on the pre-test and 69.84 on the post-test. The majority of students in the experimental class (93.3%) and control class (66.7%) have met the minimal requirement. The quantitative experimental research used in this study is based on reading comprehension test results from the students' This indicates that the experimental class's learning objectives are higher than the control group's. When acquiring reading comprehension, one approach is to use the semantic mapping technique. The contribution that the previous researcher can make to my research is that the researcher explains in detail how to apply semantic mapping to students' reading comprehension so that they can provide guidance or a general overview of this research even in different skills.

The subsequent study was conducted earlier by Resniaty Situmorang. Junior high school students can benefit from using the Semantic Mapping Strategy, according to the study titled "The Effect Of Semantic Mapping Strategy On Students' Reading Comprehension At The Ninth Grade Students Of Smp Raksana Medan". It is less effective when utilized in large courses with more than 30

students, but it works well in small classes with less than 30 people. An experimental design was employed by the researcher. The experimental and control groups were given pre-tests, treatment, and post-tests at the beginning of the study. The experimental group's mean score on the pre-test was 54, whereas the control group's score was 53.67. The experimental group scored 78.33 on the post-test, while the control group scored 67.5. The experimental class outperformed the control class in terms of scores based on the data that the researcher analyzed. This indicates that students' reading comprehension is impacted by the semantic mapping technique. This research, the research contributed to my research convinced me to use the semantic mapping strategy with students who are less than 30 and less effective when used in groups.

The next researcher with the research title "Improving Students' Writing Ability by Application of Semantic Mapping Strategy at SMA Muhammadiyah" was the study project of Hetty Zahrani, who was the following researcher. An XII-grade questionnaire, was used as the study's instrument and was given to 30 students in the academic year 2021–2022. The study's findings showed that 26.33% of students were very eager to learn how to use the semantic mapping approach to improve their writing abilities, and 90.33% of students found it easier to learn writing assignments. In other words, researcher employ qualitative research techniques. The researcher in this study did not assess students' knowledge or skills through exams. Data were gathered by the researcher through questionnaires, interviews, observation checklists, and cognitive tests. The outcome of the students' reaction Before the implementation of the Semantic

Mapping Strategy (Pre-Test), 67.66 percent of students disliked writing and frequently declined to complete writing assignments; 19% of students were clueless; and just 13.33% of students were enthusiastic and capable of writing. however, the outcome of the students' responses Students' interest in writing rose after the application of the Semantic Mapping Strategy (Post-Test), where Just 9.33% of students disliked writing and frequently refused to complete the writing assignment; 10.33 students were still unsure, and 90.33 students developed both excitement and writing skills. The study's findings led the investigator to the conclusion that the semantic mapping technique could raise Muhammadiyah High School students' interest in writing.

The result of Students' Response Before the Application of the Semantic Mapping Strategy (Pre-Test) and The Result of Students' Response After the Application of the Semantic Mapping Strategy (Post-Test) is one of the contributions from previous research researcher in this study because It can be seen from the results of students' responses that were examined after using semantic mapping, which increased compared to before using semantic mapping. That is why researcher are increasingly confident that semantic mapping strategies had a good influence on students' English language development.

And then Amira Wahyu Anditasari the title of the study "Promoting Students Mastery of Vocabulary in Descriptive Text through the Implementation of Semantic Mapping Strategy". This study found that since semantic mapping has been shown to increase students' motivation to actively participate in the learning-teaching process and improve vocabulary mastery, it is considered an effective

strategy for teaching vocabulary. Classroom Action Research was used in the study. There were two cycles involved in the implementation. Merely 68% of students increased their vocabulary scores by ten points in cycle one, and only 60% of them participated actively. It did, however, become better in cycle two. 73% of students actively participated in the semantic mapping exercise, and 88% of students saw a ten-point increase in their vocabulary score. As a result, the cycle came to an end since cycle two's engagement was successful.
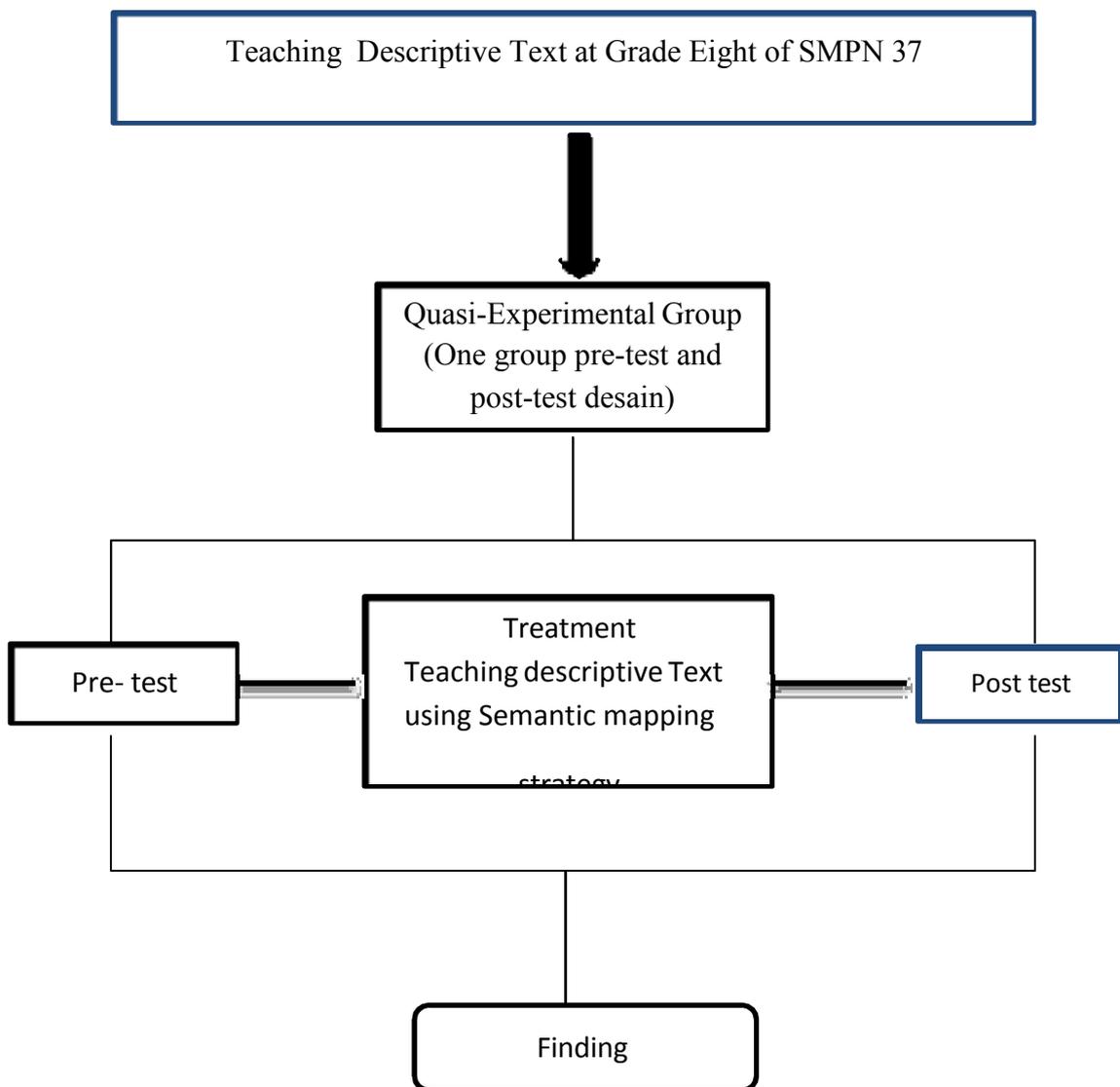
The researcher concluded that it was successful in promoting students' mastery of vocabulary in descriptive text by using the Semantic Mapping Strategy at SMPN 1 Nglames during the 2019–2020 academic year based on the final results of cycle 2. The contribution that this research can provide to my research is that about learning activities, semantic mapping allows students to learn with their groups and is proven to be more effective than individual work and students are eager to participate in group work rather than individual work. So that during research researcher knew whether to make students into groups or individuals.

Meanwhile, based on previous research on the application of semantic mapping techniques, this research also used semantic mapping to test students' writing abilities. The research design used in this research was a quasi-experimental one-group pre-post-test. The instrument used in this research was a writing test which included before and after tests in the experimental class. Students in the experimental class given a test at the beginning and the end with the same level of test difficulty. In other words, researcher use quantitative research techniques. By using semantic strategies, students in the experimental

class learn how to compose descriptive text. Therefore, in this instance, the test's validity in determining whether the grade 8 students at SMP 37 Medan's writing skills are impacted by the Semantic Mapping measuring exam.

2.6 Conceptual Framework

The following is an illustration of the conceptual framework used in this study:

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┌────────────────────────────────────────────────────────┐
│   Teaching  Descriptive Text at Grade Eight of SMPN 37  │
└────────────────────────────────────────────────────────┘
                            │
                            ▼
              ┌──────────────────────────┐
              │  Quasi-Experimental Group │
              │    (One group pre-test    │
              │     and post-test desain) │
              └──────────────────────────┘

┌───────────┐      ┌────────────────────────┐      ┌───────────┐
│ Pre- test │──────│       Treatment        │──────│ Post test │
└───────────┘      │ Teaching descriptive Text │   └───────────┘
                   │ using Semantic mapping  │
                   │        strategy         │
                   └────────────────────────┘

                   ┌────────────────────────┐
                   │        Finding         │
                   └────────────────────────┘
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Figure 2.2 Illustration of the Concept of the Semantic Mapping Strategy to Eighth-Grade Students' Ability to Write Descriptive Texts.

CHAPTER III

RESEARCH METHOD

3.1   Research Design

The research design of this research is quasi-experimental. Sugiyono (2017) stated that quasi quasi-experimental design has a control group, although there is a control group in a quasi-experimental design, it is not completely effective in controlling outside factors that affect how the experiment is carried out. The goal of quasi-experimental design is to assess the difference in a subject's outcome produced by receiving a treatment versus maintaining the treatment.

In this quasi-experimental research, the researcher used a one-group pre-test and post-test design. This research does not look at the comparison of the control class with the experimental class, but after using an initial test the researcher can determine the magnitude of the influence of the semantic mapping strategy with certainty. In this study, research subjects were first given a pretest to determine the extent of student's initial abilities before being given learning using the semantic mapping strategy teaching technique. After the pre-test, students were given treatment, namely the semantic mapping strategy.

After being given treatment, all students were given a final test (post-test) to find out whether the application of teaching techniques using the semantic mapping strategy had a significant effect on the ability of eighth-grade students to write descriptive texts. This makes further research relevant and trustworthy.

Table 3.1 Research Design

Group	Test	Treatment	Test
Experimental VIII A	Pre-test	✓	Post-test

3.2 Population and Sample

The researcher in this study provides a comprehensive explanation of each as follows:

3.2.1 Population

According to Sugiyono (2017), a population is a generalization of objects or subjects with specific characteristics and traits that are found via investigation and need to be further studied or explored before a decision is reached. The population of this study is the class VIII students of SMP NEGERI 37 MEDAN for the 2023–2024 academic year, which includes VIII–A, VIII–B, VIII–C, VIII–D, VIII–E, and VIII–F.

3.2.2 Sample

Sugiyono (2017) stated that emphasized that the sample is representative of some of the population composition. In other words, a small sample of the entire population is selected so that the information collected is representative of the population under study, whatever its size. In this research, the researcher took a class of class VIII students at SMPN 37 Medan. The researcher had chosen class VIII-A as the experimental class with a total of 30 students.

3.3   The Instrument of Collecting Data

Sugyono (2006) stated that research variables are observed natural and social occurrences that are measured using research instruments. Sanjaya (2011) added that research instruments are instruments used to gather research data or information. According to the two experts' explanations, an instrument is a measuring device or medium that is utilized to get answers to the issues being looked for. In this instance, tests are used by the researcher to gather information. A writing test including pre-test and post-tests in the experimental class and control class is the instrument used in this study. To collect data, two different kinds of tests are employed.

Despite using different approaches, students in the experimental classes completed the same tests. By using semantic strategies, students in the experimental class learned how to compose descriptive prose. Meanwhile, standard learning methods or control class students are taught how to compose descriptive prose without using the Semantic Mapping strategy. Before carrying out semantic mapping as a learning tool to compose descriptive language, a pre-test is carried out first. The experimental class received treatment using the Semantic Mapping technique after the pre-test. After explanation and treatment, the experimental group carried out a post-test to determine the impact of Semantic Mapping on students' descriptive writing skills and their grades.

3.4   The Technique of Collecting the Data

To collect data in this study, the researcher used pre-test, treatment, and post-test information collection procedures. This is used to determine the impact of semantic mapping on students' descriptive text preparation media.

3.4.1 Pre-test

Tests were given to students before the experiment began. The purpose of this pretest is to evaluate students' text recall skills, based on personal experience, students are instructed to create recall texts.

3.4.2 Treatment/Teaching

After getting the pre-test results, the researcher continued teaching using treatment or used Semantic Mapping strategy. The researcher taught descriptive according to the steps of applying semantic mapping strategy to the students.

3.4.3 Post-test

The students took a post-test from the researcher after the treatment. With different topics, the exam is identical to the pre-test. As a result, the post-test and pre-test scores were be compared. These two results are then used as numerical data to assess the influence of Semantic Mapping in teaching writing skills.

Table 3.2 Process of Planning

No	Step	Experimental Group	Time
1	Pre- Test	1. The teacher greeted and verified student attendance 2. The teacher inspired students and provided guidance. 3. The teacher conducted a pre-test	45 minutes

2	Treat-ment	1. The teacher defined semantic mapping. 2. The teacher defined descriptive text. 3. The teacher explained an example of Semantic Mapping to create descriptive text. 4. The teacher led the class in asking questions about descriptive text. 5. The teacher assigned students to write descriptive text for practice. 6. The teacher asked students to read the text. 7. The teacher asked students to complete worksheet activities.	90 minutes per meeting
3	Post-test	1. The teacher greeted the students and inquire about their health. 2. The teacher inspired students. 3. Students took a post-test from the teacher. 4. The instructor inquired whether the students had any questions. 5. After answering the question, the teacher bid the students farewell.	45 Minutes

3.5 Scoring System

Muhammad (2018) stated that there are five criteria: content structure, vocabulary, language use, and mechanics, which must be given special consideration when grading student writing paragraphs.

1. Content, or the concept presented and the content of the writing. This component is related to the writer's writing skills, including topic presentation, thesis phrase formulation, and substance.

2. Organization, or more specifically, how writing is arranged or organized to demonstrate how the writing structure is composed generally depending

on the kind of content being written. Text development is in-depth, insightful, comprehensive, and pertinent to the subject.

3. Vocabulary, refers to the writer's careful selection of appropriate words to convey his ideas. language that is either planned out or utilized to bolster a written sentence.

4. Grammar, the composition's application of syntactic and grammatical structures. Sentence structure correctness, including word order, tenses, and subject-verb agreement, is typically used to gauge this component.

5. Mechanics, or the use of punctuation and spelling in writing. Writing is greatly impacted by punctuation since a mistake in the placement of punctuation might result in a different interpretation.

The exact requirements are described in further detail in the following table.

Table 3.3 Analytical Writing Scoring Rubric

Component of writing	Score	Level	Scale and descriptor
Content (c)	27-30	Excellent	By the topic
	22- 26	Good	Mostly accordance in line with the topic
	17-21	Fair	Not suitable for the subject
	13-16	Poor	Not enough in line with the topic
Organization (O)	18-20	Excellent	Logically ordered, with appropriate connectives and well-stated notions
	14-17	Good	Reasonable but insufficient order
	10-13	Fair	Absence of logical progression and sequencing

	7-9	Poor	Insufficient assessment and lack of communication
Vocabulary (V)	18-20	Excellent	Suitable in terms of word choice.
	14-17	Good	Minimal mistakes in vocabulary selection.
	10-13	Fair	Vocabulary selection errors are common.
	7-9	Poor	Limited familiarity with English vocabulary selection, insufficient to assess
Grammar (G)	22-25	Excellent	Virtually no faults in grammar usage.
	19-20	Good	Minimal grammatical mistakes.
	11-18	Fair	Frequently uses grammar incorrectly.
	5-10	Poor	Numerous faults in grammatical language.
Mechanic (M)	5	Excellent	There are no capitalization, punctuation, or spelling mistakes.
	4	Good	Few capitalization, punctuation, and spelling mistakes
	3	Fair	Many times, there are capitalization, punctuation, and spelling mistakes
	2	Poor	Dominated by capitalization, punctuation, and spelling mistakes

Source: Muhammad (2018)

Below is the level of grades students get after the assessments in the writing aspects are added up.

Table 3.4 The Level of Student Score

No	Range of Score	Levels
1.	90-100	Excellent
2.	81 -89	Very good
3.	71-80	Good
4.	60-70	Fair
5.	<59	Poor

Five categories writing quality assessment categories with a 100-point scale are included in the rubric. 30 points are awarded for content, 20 points for organization, 20 points for vocabulary, 25 points for grammar, and 5 points for mechanics.

3.6 The Validity and Reliability of Test

3.6.1 The Validity of the Test

According to Arikunto (2010), the validity test is intended to determine whether the instrument to be tested is correct or not. Validity is a measure that shows the level of validity or authenticity of an instrument. To test the validity of the test, the Pearson product Moment Correlation equation was used as follows:

$$xy = \frac{N\sum XY - (\sum X)\,(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum X)^2\}}}$$

where :

r_{xy} : correlation coefficient between X and Y variables

$\sum xy$: the number of multiplications between variables x and y

$\sum x^2$: the sum of the squares of the x values

$\sum y^2$: the sum of the squares of the y values

$(\sum x)^2$: the number of x values squared

$(\sum y)^2$: the number of y values squared

To interpret the results of the validity test, the criteria used are as follows:

If the calculated $r_{count} < r_{table}$, then it is decided that the instrument item is invalid.

If the value of $r_{count} > r_{table}$, then it is decided that the instrument item is valid.

3.6.2 The Reliability of the Test

Arikunto (2010) stated that The first test of data collection tools is testing the reliability of the instrument. Reliability refers to an understanding that an instrument is trustworthy enough to be used as a data collection tool because the instrument is good. So the reliability test is used to determine the consistency of the instrument as a measuring tool, so that the results of a measurement can be trusted.

The formula that was used to test the reliability of this research instrument was the split-half method.

$$r_{11} = \frac{2rb}{1 + rb}$$

Where :

r_i = Internal reliability of all instruments

r_b = Product Moment Correlation between Pre-test value (x) and post Test value (y)

Table 3.5 The Passing Grade of Reliability

Reliability Reference Value	Reliability Category
>0,90	Perfect
0,70-0,90	Tall
0,50-0,70	Moderate
<0,50	Low

Source: Arikunto 2010

3.7 Technique of Analyzing Data

The data analysis technique used in this hypothesis is the t-test. In this research, the test used to determine differences in the achievement of writing skills in class VIII students. The experimental class used the Semantic mapping strategy. Before obtaining the T-test value, the research analysis prerequisite tests are first carried out, namely the normality test and homogeneity test. Sudjana (2005), The steps were taken to analyze the data, namely :

1. First, calculate the mean student score in the experimental classes

$$\bar{X} = \frac{\Sigma FX}{\Sigma F}$$

Where:

F: frequency

$\bar{X}$ mean X: interval class

2. Then calculate the standard deviation $S1$ and $S2$ in the experimental classes using the following formula.

$$s^2 = \frac{\Sigma f_1 x_1^2 - (\Sigma f_1 x_1)^2}{n\,(n-1)}$$

Where :

n: amount of data

x_1: interval class

3. After that, calculate the Normality test by using liliefors. Test the step consisted of :

a. Observing X_1, X_2, ...,..., X_n should be raw numbers Z_1, Z_2, ..,..., n by using this formula:

$$z_1 = \frac{x_1 - \bar{x}}{s}$$

Where :

x_1 : Score obtained by the 1st student

$\bar{x}$: Mean/ average score

s : Standard deviation

b. Using the standard normal distribution list, we can obtain the

probability $F(z1) = F(Z < Z1)$.

c. Using $S(Z_1)$, Calculate $Z_1, Z_2,.., Z_n$

d. Calculate $F(Z_1) - S(Z_1)$ and determine the absolutte value.

e. To achieve and maintain a normal distribution in this study, it can be

compared to L_O and kritik L that are extracted from the Lilliefors table

using α 0,05 and the criteria testing $L_o < L$.

4. After getting the standard deviation value, the Bartlett test below

was used to determine whether the homogeneity of variance test

data was homogenous or not.

$$X^2 = \ln 10\{B-\Sigma(n_i-1)\log S^2\}$$
$$i$$

Criteria of Testing :

If $X^2{}_{count} < X^2{}_{table}$ it proved that the variance of the population is homogeny.

5. Hypothesis testing is used to find out whether semantic mapping affects

students' writing abilities. Sudijono (2007) in hypothesis testing used the

Arikunto t-test formula, namely:

$$to = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Where:

t_o: t observation

M_2: Mean pre-test

M_1: Mean post-test

$SEM_1 - M_2$: Standard error difference between the two test

Using the condition $t_{count} < t_{table}$, the formula above can be tested at a significance level of 5% or $\alpha = 0.05$ from the distribution list t dk = (n-1).

Ha is accepted and Ho is rejected if $t_{count} < t_{table}$.