ABSTRACT

THE USE OF SEMANTIC MAPPING STRATEGY IN PEER FEEDBACK TO IMPROVE THE STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE FIRST GRADE STUDENTS OF SMAN 1 RUMBIA

by

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The objectives of this research were to find out whether there was improvement in students' writing ability of recount text and what aspect of writing that improved the most after the implementation of semantic mapping strategy in peer feedback..

This research was quantitative research which used one group pretest-posttest design. The population of this research was the first grade students of SMAN 1 Rumbia in the academic year 2016/2017. The sample of this research was X MIPA 2 which consisted of 31 students. This research was conducted from February 25th to April 20 th, 2017. The writing test was administrated as the instrument of the research. The data were analyzed by using t-test value in which the significance level was determined by $p < 0.05$.

The result of this research showed that there was an improvement in the students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback. It could be seen from the increase of the mean score of the students' result from pretest to posttest, 15.29 point, from 55.43 to 70.72. The research also finds that the most improved aspect of writing is the vocabulary aspect.

It can be concluded that semantic mapping strategy in peer feedback gives a positive effect in teaching writing especially writing recount text. Aspect of writing that improves the most is the vocabulary aspect. Briefly, referring to the result above, it can be said that mapping strategy in peer feedback can be applied to improve students' ability in writing recount text.