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

**(A Script)**

**By**

**ENDAH TRIASIH BR. SIHALOHO**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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# 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

**Endah Triasih br. Sihaloho**

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.

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By
**ENDAH TRIASIH BR. SIHALOHO**

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in
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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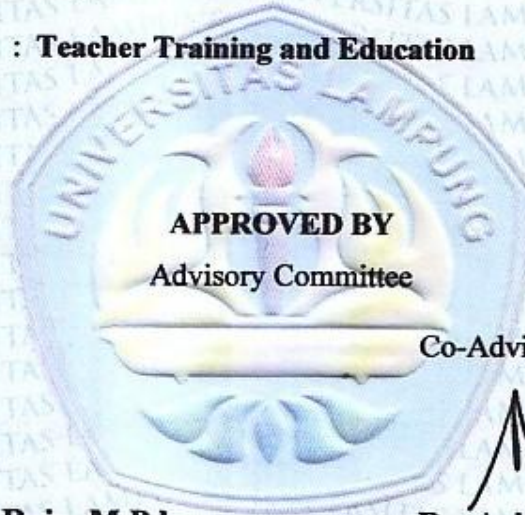
Student's Name : **Endah Triasih Br. Sihaloho**

Student's Number : **1313042033**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**

**APPROVED BY**

Advisory Committee

Advisor

Co-Advisor

**Prof. Dr. Patuan Raja, M.Pd.**
NIP 19620804 198905 1 001

**Dr. Ari Nurweni, M.A.**
NIP 19630302 198703 2 001

The Chairperson of
The Department of Language and Arts Education

**Dr. Mulyanto Widodo, M.Pd.**
NIP 19620203 198811 1 001

**ADMITTED BY**

1. Examination Committee

   Chairperson : **Prof. Dr. Patuan Raja, M.Pd.**

   Examiner : **Drs. Sudirman, M.Pd.**

   Secretary : **Dr. Ari Nurweni, M.A.**

   The Dean of Teacher Training and Education Faculty

   **Dr. H. Muhammad Fuad, M.Hum.**
   NIP 19590722 198603 1 003

Graduated on : **July 20th, 2017**

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Nama                : Endah Triasih br. Sihaloho
NPM               : 1313042033
Judul Skripsi    : 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
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Endah Triasih br. Sihaloho
NPM 1313042033

# CURRICULUM VITAE

The researcher's name is Endah Triasih br. Sihaloho. She was born on November 14, 1995 in Rumbia, Lampung Tengah. She is the third daughter of Jannes Sihaloho and Hospida Sidauruk.

Her educational background started at SDN 2 Reno Basuki in 2001 and graduated in 2007. After that, she registered in SMPN 1 Rumbia and graduated in 2010. Then, in 2010, she studied in SMAN 1 Rumbia and graduated in 2013.

She was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University through SBMPTN in 2013. She did her KKN-KT from July to August 2016 at SMPN 2 Bumiratu Nuban, Sidowaras, Lampung Tengah.

## DEDICATION

I proudly dedicate this script to:

My beloved parents: Jannes Sihaloho and Hospida Sidauruk

My sisters: Lira Sihaloho, Anggi Lorenza Sihaloho and Leta Kristine Sihaloho

My brother: Roganda Jaya Risdo Sihaloho

My Almamater: Lampung University

## MOTTO

"Be joyful in hope, patient in affliction, faithful in prayer"
(Romans 12:12)

"Trust yourself. You know more than you think you do"
(Ben Spock)

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9. My dearest siblings, Lira Sihaloho, Anggi Lorenza Sihaloho, Leta Kristine Sihaloho and Roganda Jaya Risdo Sihaloho, for their loves, prayers, and supports.
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14. My other sisters, Anggun Tri Mulyani, Ayu Octis Pratiwi, Lusi Armina, and Antoniya Linawati, for your help, care, and kindness.


At last, the writer realizes that this script is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this script are greatly appreciated. Hopefully, this script will give some contributions to the educational development and also for those who want to carry out further research..


Bandar Lampung, Juli 2017


Endah Triasih br. Sihaloho

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# I. INTRODUCTION

This chapter describes the background of the problem, the research problems, the objectives of the research, the uses of the research, the scope of the research, and the definition of the terms which is explained and clarified as the following.

## 1.1. Background

Writing is one of the language skills that has to be mastered in studying English besides listening, speaking and reading. Writing is a skill that is used in transfering thoughts and feeling from ideas into a piece of paper and writing is one of the media communication with other people. Basically, writing is the most complicated language skill to master. This is reasonable because writing is a very complex activity that involves not only the ability to string sentences in a language but also to express ideas. Despite it, in the writing process the writer have to pay attention about the five basic aspects in order to produce a good written. They are content, organization, vocabulary, language use, and mechanics. Content is an aspect of writing that refers to the unity of the paragraph, organization refers to the coherence, vocabulary deals with word selection, language use focuses on grammar, and mechanics refers to spelling, punctuation and capitalization.

According to School Based Curriculum 2006/Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching English at Senior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to deal with the technology and science development and to enable the students to compete with other people in this globalization era through four basic language skills.

Writing is not an easy task to do. Most of students' writing ability is far away from the target language. It was noticed that students did know what they were going to write but they did not know how to put them into words. The students often got difficulties to express their ideas into appropriate words or sentences (Diharyono, 1990: 1). When their teacher asked to make a composition, they were confused about expressing their ideas in written form because they were lack of vocabulary. Therefore, the students often made error in the selection of word on their composition. This indicated that students' writing ability was still low in the aspect of vocabulary.

In her research, Yuniarsih (2008:65) found that many students could not express their idea smoothly in a written form. Although they had been given a topic to write, they could not automatically start their writing assignment. It can be said that although they have written several lines, they mostly find difficulties on how to continue their writing. As a result, they tend to stop writing.

Nunan in Tessema (2005:22) says that writing is considered an extremely difficult skill. Writing is language activity that needs much cognitive concentration. A writer has to arrange some ideas and transform them into their thinking carefully in writing codes or paper. There are some reasons of why writing is so difficult for students. First, it is difficult for students to know the appropriate grammar and vocabulary. Second, students should know how to arrange sentences in an organized order. In other words, students also have difficulties to develop their ideas into a good writing. So, the students need the teacher's help in organizing their writing and the teacher should create the interesting way in teaching writing to make students enjoy the subject easily.

One of the texts that has to be learnt by the first year students of senior high school is recount text. Based on School Based Curriculum (Depdiknas, 2006), recount text is one of the texts that must be able to achieve by the students besides narrative, explanation, discussion, commentary, and review. In this case, the researcher uses recount text in order to make students interested in writing class because recount text is a text that retells past event or something which happened in the past. Everyone likes to write past experiences, especially their unforgettable experience which are impressed them very much.

Wiliyanti (2006) conducted a recount text writing test to one of the classes of the second year of SMPN 1 Terbanggi Besar Central Lampung. The result showed that many students could not express their ideas in written form although they might know what should be written. They still could not understand or create a

recount text although the teacher had explained it. Wiliyanti (2006: 40) reported that there were still some grammar mistakes or inappropriate vocabulary use. Most of the students were also not able to construct sentences in the simple past tense and were not able to arrange the sentences coherently.

Because of the importance of recount text for the students to master, it is very important for the teacher to apply the appropriate technique to teach recount text in order to achieve the objectives stated in the curriculum. Referring to this, Wilkins (1983:14) states that students' learning depends on the effectiveness of the teacher's techniques. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, as well as for adjusting the material and avoiding the students' boredom. By using a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target.

Based on the problems arose above, in this research the researcher proposed semantic mapping strategy to be one of the strategies that can be used to improve the first year students' recount text writing ability. The researcher chose semantic mapping strategy to give better understanding for students' to improve their ability in writing recount text because it gives the opportunity for the students to develop their own idea freely by helping students to brainstorm something related the object particularly in revising their own recount text using peer feedback. It is said that semantic mapping strategy can enhance vocabulary development by helping the students' link new information with their previous experience.

The previous research by Zhufron (2012) entitled *The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013 Taught by Using Semantic Mapping Strategy* was conducted to find out whether there was any significant difference between the ability of writing recount text before and after being taught by using semantic mapping strategy. The design used in this research is experimental research with tenth grade students of MA NU TBS Kudus as the subjects. The result showed that semantic mapping strategy can work well to improve the students' writing ability in writing recount text.

Another similar research was done by Mufidah (2013). Her research entitled *The Use Of Semantic Mapping to Improve Students' Ability in Writing Recount Text (A Case of the Tenth Grade Students of SMA N 1 Mranggen in the Academic Year of 2013/2014)* was conducted to find out whether semantic mapping can help the students to improve their ability in writing recount text or not. She used quasi experimental and the subjects were the tenth grade students of SMA N 1 Mranggen. The finding showed that semantic mapping was effective to improve students' writing ability.

Siddiq (2013) conducted a research entitled *The Use of Semantic Mapping Technique to Improve Writing Skill in The Descriptive Text* to find out whether semantic mapping technique can improve students' writing skill of descriptive text particularly in solving the problem of the students generate and organize ideas for writing a topic. He used Classroom Action Research (CAR) and the subjects

were 38 students of VII-F of MTS AL-Ma'arif Singosari Malang. The result showed that semantic mapping could help focus, organize, and sequence writing for the students so that they could think a topic and write what relate with the topic easily.

In addition, a research done by Sari (2015) entitled *Improving Students' Writing Skills in Narrative Text by Using Semantic Mapping* was conducted to investigate whether semantic mapping was able to improve students' writing skill of the eleventh grade students of SMA Negeri 2 Cepu or not. She conducted Classroom Action Research with 34 students of XI IPS 1 as the subjects. The result showed that semantic mapping was able to improve students writing competence in writing narrative text and the teaching learning process using semantic mapping was effective.

According to the results of those studies, it could be seen that all previous researches proved that semantic mapping technique could improve students' writing ability both in Senior High School and Junior High School. Meanwhile, most of the studies were focused on pre-writing stage where semantic mapping strategy was used to ease the students in constructing a text.

This research was focused on revising stage. At first, the students had to make outlines of the texts they were going to compose. The students would revise the outline by producing the semantic map. Then, they would compose the text based on the outlines they made. After the text had been composed, the peer would read

and check partner's draft and also give useful feedback and comments by producing semantic map. They could complete the ideas of the text based on their own thinking. It is believed that semantic mapping is a useful technique to facilitate the students in comprehending texts properly. Semantic mapping helps the students to activate their background knowledge before reading, monitor their comprehension when they are reading, and evaluate their comprehension after reading. Also, it can be a helpful reference for students to use in clarifying confusing points as they are reading. Besides, it can be easily applied in the classroom. Moreover, sharing opinions with peers was helpful in building and increasing one's confidence. peer feedback helped student to take more responsibilities in learning process. Besides doing assignments, students had to read others' work carefully as well so that one was not only responsible for his/her own work but also the others. In addition, peer feedback reduced writing anxiety especially in ESL students and improved the quality of their writing.

Therefore, the writer was interested to find out whether semantic mapping strategy in peer feedback could improve the students' writing ability in recount text or not which would be focused on revising stage by considering five aspects of writing; those are content, organization, grammar, vocabulary and mechanics, and also to find out what aspect of writing that improved the most after the implementation of the semantic mapping strategy in peer feedback.

Based on the background above, the writer concerned to find out those problems through her research entitled "The Use of Semantic Mapping Strategy in Peer

Feedback to Improve the Students' Recount Text Writing Ability at the First Grade of SMAN 1 Rumbia".

## 1.2. Research Problems

Based on the background discussed above, the problems are formulated as follow:

1. Is there any significant improvement of students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback?

2. What aspect of writing improves the most after the implementation of semantic mapping strategy in peer feedback?

## 1.3. Objectives

It is expected that objectives of this research are:

1. To find out whether there is any significant improvement of students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback.

3. To find out the aspect of writing that improves the most after the implementation of semantic mapping strategy using peer feedback.

## 1.4. Uses

The uses of this research are:

1. Theoretically, it may support the theories that semantic mapping strategy and peer feedback can be applied to improve students' recount writing ability.

2. Practically, as information for English teachers that semantic mapping strategy can help the students to develop their idea to write recount text.

**1.5. Scope**

This quantitative research was conducted at SMA Negeri 1 Rumbia in the second semester of academic year 2016/2017. The researcher used one class as a sample. It was X MIPA 2 which consisted of 31 students. This research focused on the implementation of semantic mapping strategy in peer feedback to improve students' writing ability in recount text especially in revising recount text. All students' compositions were assessed in terms of content, organization, grammar, vocabulary, and mechanics. The scoring criteria were adopted from Jacobs et al (1981:90). The materials were adopted from 2013 Curriculum. The topic of recount text was about holiday.

**1.6. Definition of Terms**

Some terms are defined in order to give basic understanding of the related variables and concepts. There are stated below:

1. Semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other; that can help the students to remember the words and their connection easily.

2. Recount text is a text which retells events or experiences in the past. Its purpose is to inform the audience about what happens.

3. Writing is ability of communication that represents language through the inscription of signs and symbols about thoughts or ideas in a readable form.

4. Peer feedback is a practice in language education where feedback is given by one student to another. Peer feedback can be in form of corrections, opinions, suggestions, ideas to each other.

5. Semantic mapping in peer feedback is a combination of apllication of semantic mapping and peer feedback in English teaching learning. The students give useful feedback and comments by producing semantic map after reading the partner's draft.

Those are the explanations about the background of the problem, the research problems, the objectives of the research, the uses of the research, the scope of the research, and the definition of the terms.

## II. LITERATURE REVIEW

In this chapter, the literature review for the research is provided. The discussion covers writing, aspects of writing, teaching writing, recount text, semantic mapping, semantic mapping strategy in teaching writing, procedure of teaching writing using semantic mapping strategy, advantages and disadvantages of semantic mapping strategy, theoretical assumption, and hypothesis.

### 2.1. Writing

Writing is one of language skills that should be mastered by the students like other skills, such as; speaking, reading, and listening. Ramli (2013) says that writing is a way to express the feelings, ideas, arguments, willingness and thoughts in the form of word in sentence. Writing as a communication media to something or someone in expressing what has ideas or opinion in her/his mind into written form. It is supported by Raimes (1983:76) who states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication.

Furthermore, Linderman (1983:11) states that writing is a process of communication that uses conventional graphic system to convey a message to readers. Writing is the physical act commiting words or idea, thinking about how to express them and organizing them into statements and paragraph that will be clear to the reader (Nunan, 2003:88). It means that writing skill deals with the ability to arrange the graphic system such as letters, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. This also means that writing is used for communicating one's idea in written form to the readers.

In addition, Tarigan (1987:7) states that writing is a language skill that is used for indirect communication. The students can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for communication. From these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, adding, revising, and rearranging the words or the sentences that have been written.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

According to the statement above, the writer confirms that writing is a very complex process that encourages thinking and learning to explore thoughts and ideas. Making writing is a difficult one because we should consider some aspects of writing.

## 2.2. Aspects of Writing

To create a good piece of writing that can bring writer's idea into reader's minds, there are five aspects for the writer to pay a close attention to. An effective composition should meet the qualities in some terms proposed by Jacobs et al (1981: 90) below:

*1. Content*

Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.

*2. Organization*

Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph.

*3. Vocabulary*

Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

*4. Language Use*

Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence.

*5. Mechanics*

Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

In addition, Harris (1979: 68-69) states that writing contains five components, namely:

1. *Content.* This component is the substance of writing; the expression of the main idea (unity).

2. *Form.* This component is related to the logical organization of the content (coherence).

3. *Grammar.* This component is related to the usage of the correct grammatically form and synthetic pattern.

4. *Style.* This component is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. *Mechanic*. This component is concerned with the use of graphic convention of the language.

Additionally, Jacobson (2003) mentions that there are five aspects of writing that should be taken into serious attention, they are:

*1. Content*

Content refers to the substance of writing, the experience of main idea, i.e., group of related statements that a writer presents as a unit in developing subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

*2. Organization*

Organization refers to the logical organization of the content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring particulars of its subject in line with what is still only a half-formed notion purpose.

*3. Vocabulary*

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. Choosing words that express his meaning is precisely rather that skews it or blurs it.

*4. Language use*

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses and sentences to bring out logical relationship in paragraph writing.

*5. Mechanic*

Mechanic refers to the use of graphic convention of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

It can be concluded that writing is a complex process about how the writers convey their idea, thought and feelings which there are five aspects of writing that should be considered in process of making a good writing composition: content, organization, grammar, vocabulary, and mechanics. So, we have to understand well about how to apply each aspect of writing well in order to make a good writing composition.

## 2.3. Teaching Writing

According to Brown (1980:7), teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, a teacher helps students and guides them to learn a material easily.

Teaching writing is to teach the students how to express the idea or imagination in writing form. In order to be successful in writing, in which the material presented, is relevant to their needs, interest, capacities, and ages until they are able to make a composition with view or even no errors (Finnochiaro, 1964: 129). It is clear that in writing the teacher should guide the students to write or how to express the ideas in writing form.

Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics stated by Idrus (2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate

guidance in which the students are able to express their ideas in written form properly.

Besides, Arropof (1989:129) states that learning to write does not just learning to use orthographic symbol, but primarily how to select and organize experience according to certain purposes. It follows that teaching to write is different in every important way from teaching to speak to teaching to use grammar. Purposeful selection and organization or experiences require active thought. Another important thing to consider is that the students should exercise themselves to practice their writing in order to become accustomed to write a correct text. In practicing their writing, they have to follow the steps to make their writing more effective. Besides, feedback or correction is one of the important things in writing.

According to Edelsein and Pival (1988:11), there are three steps of writing. These steps are used to make the writing more affective. Those steps of writing process can be summarized as follows:

*1. Pre-writing*

Pre-writing is anything that the writer writes a draft of the document. In this activity, the writer should select the general subjects, restricts the topics, generates the ideas and organized the ideas.

*2. Writing*

In writing, the writer sets on paper the ideas in her or his mind into words, sentences, paragraph and so on to create a writing effectively. This is a normal

part of the writing process. In this process, the writer thinks about word-count, grammar, spelling and punctuation into written form.

*3. Re-writing*

The writer concerns with his or her evaluation of writing deal mainly with correcting the content and form, vocabularies, punctuation, grammar, writing errors, word duplications and omissions.

In addition, Mappe (2000) suggests that "there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing". The writing process can be summarized as follows:

*1. Pre-writing*

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

*2. Drafting*

In this stage, students will select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

*3. Revising*

In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

*4. Editing*

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

Referring to the process of writing above, this study will use the four processes in writing by Mappe (2000), namely: pre-writing, drafting, and revising and editing with peer correction using semantic mapping strategy applied in the revising stage of teaching writing process.

## 2.4. Recount Text

According to Derewianka (2004:14), a recount is the unfolding of a sequence of events or times. The focus of recount text is to reconstruct past experience on a sequence of events, all of which relate to a particular occasion. Similarly, Anderson and Anderson (1998:24) explain that a recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. Cahyono (2011:14) also states that a recount text presents the past experience in

the series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. To some extends, actually the recount text is not limited to talk about someone's experience only. They many kinds of form, for example newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

Fauziati et al (2013:231) states that a recount tells past events which occurred in a sequence. Narrative and recount texts are similar that is both tell the past events, so they commonly use past tense, either simple past tense or past perfect tense. Besides, they use sequences of time in telling the past events. Narrative text is often found in story books about myths, fable, folklores, etc, while recount text is usually found within biography. The difference lies on their structures. Narrative texts raise conflicts within the events which are natural, social, or psychological. Recount texts do not include conflicts but only retell a sequence of events which occurred in the past.

The following is the generic structure of recount text (Derewianka, 1990: 145):

*1. Orientation*

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of

audience and purpose will assist the author in selecting the amount of detailed needed.

*2. Events*

In series of events, the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

*3. Re-orientation (optional)*

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

In short, the generic structure of recount text should consist of the following:

**Table 2.1. Example of Recount Text and the Generic Structures**

| TEXT ELEMENTS | CONTENT | EXAMPLE |
|---|---|---|
| **Orientation** | Information about an event and its setting. It provides details of who, what, when, where, or why. | Hi, everybody. Let me tell you something. Last night I went to my neighbor's wedding party with my family. You know, it was the wedding party of my dad's boss' son. |
| **Events** | A sequence of events which happened in a chronological order. What happened? First…, Next…, Well..., Soon…, During…, After…, Then..., Later…., Eventually…, Finally… | Event 1: Well, in the party I had rawon and sate madura. It's really nice to have them in a traditional wedding like this one. |

| | | Event 2: Then I had, you know what, some dawet ayu.<br>Event 3: After that, I sang for the happy couple.<br>Event 4: At about 09.15 we went home. We arrived home rather late. |
|---|---|---|
| **Reorientation** | Conclusion/ summary of the events What you think, feel or decide about the occurred events. | I felt very happy. |

*(The text is adopted from Bahasa Inggris Book for Junior high School)*

Recount text also has language features. The language features that are usually in recount texts will be explained as follows:

1. Nouns and pronouns instead of persons, animals, or things involved, such as David, the monkey, we, etc.

2. Action verbs such as go, sleep, run, etc.

3. Past tense such as we *went* to the zoo; she *was* happy, etc.

4. Conjunctions and time connectives which order events, happenings, or actions, such as; and, but, then, after that, etc.

5. Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.

6. Adjectives to modify nouns such as beautiful, funny, childish, tiny, etc.

Apparently, recount text has some aspects of writing skills such as introduction as seen in the orientation, supporting details reflected in the series of events, and then conclusion as seen in re-orientation. Recount text also has language features to consider, namely, nouns and pronouns, action verbs, using past tense, conjunctions and time connectives , adverbs and adverb phrases and adjectives.

**2.5. Peer Feedback**

The term of feedback is used to describe the information that comes back from the reader to the writer. Feedback is the input for the writer through providing the latter with information for revision; in other words, it is the comments, questions and suggestions that the reader gives.

One of kinds of feedback is peer feedback. Peer feedback is a practice in language education where feedback is given by one student to another. Peer feedback can be in form of corrections, opinions, suggestions, ideas to each other. Peer feedback is done by the students to look at each other's drafts. Each student has to respond based on his or her ability. It can be imagined that in the peer feedback the students will make a discussion about their writing text to their peer. Harmer (2004) confirms that peer feedback has an advantage of encouraging students to work collaboratively. He also states that the success of peer feedback may depend on exactly who is the reviewer and whose work is being reviewed. One of peer feedback types that would be used in this research is *collaborative feedback*. This covers a broad variety of approaches in which a team of people work together to undertake the review. One format is to have two people or students work together to review the paper, discuss their opinions, suggestion and feedback and submit a unified report to the writer.

Hyland (2005:198) explains that peer feedback is an approach where the social dimension is created in the writing classroom, based on the assumption that writing is social process. Peer feedback strategy allowed students to negotiate

their ideas, to comment and correct mistakes toward their peer's draft, and to offer suggestion for their peer's draft development. Sharing opinions with peers is helpful in building and increasing one's confidence. It means that when peer feedback is established, it allows students to interact with their peers and creates high social skills while learning material more effectively.

Ferris (1995) also states that peer feedback encourages students to critically analyze work done by others, rather than simply seeing a mark. When a student corrects his/her partner's work, he/she is learning or going over specific topic at the same time. Therefore, feedback is a part of learning and considers errors as opportunities rather than failures.

In conclusion, peer feedback is a collaborative activity in which students read, critique and give helpful feedback on one another's writing. Peer feedback can increase one's confidence, create high social skills while learning material more effectively, and reduce students' writing anxiety. So, peer feedback is considered as one of suitable technique that helps students have a good progress in learning writing.

## 2.6. Semantic Mapping

Mapping is defined as a diagram that illustrates the ideas visually to find connections and to branch out and make new ideas and connections. One kind of mapping is semantic mapping. Semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other; that

can help the students to remember the words and their connection easily. According to Antonnaci in Amoush (2012:715), he states that semantic mapping is a visual representation of knowledge, a picture of conceptual relationship.

The semantic mapping strategy is a schematic diagram of the major concepts in a portion of text. Allen (2007:97) states that the teacher begins the semantic mapping activity by providing a word or concept about to be studied and students brainstorm characteristics, attributes, related words and ideas, and specific examples of the words.

Semantic mapping is also a useful strategy that can be introduced to learners at any level of proficiency. As quoted in Akyun (2014:20), Marriane explains that it involves drawing a diagram of the relationship between words according of their use in a particular text. Semantic mapping has effect of the bringing relationship in a text consciousness for the purpose of deepening the understanding of a text and creating associative networks for words. It is best a introduced as a collaborative effort between the teacher and the class, such a diagram visually shows how ideas fit together.

In addition, Dilek and Yuruk (2012:1533) state that semantic mapping is a process for constructing a visual display of categories and their relationship. 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.

From the definitions above, it can be concluded that semantic mapping is a graphic arrangement designed in the form of nodes (circles or squares) and connecting links to show how key concepts or main ideas and subordinate ideas are related to one another. It functions as an advanced organizer to activate student's background knowledge.
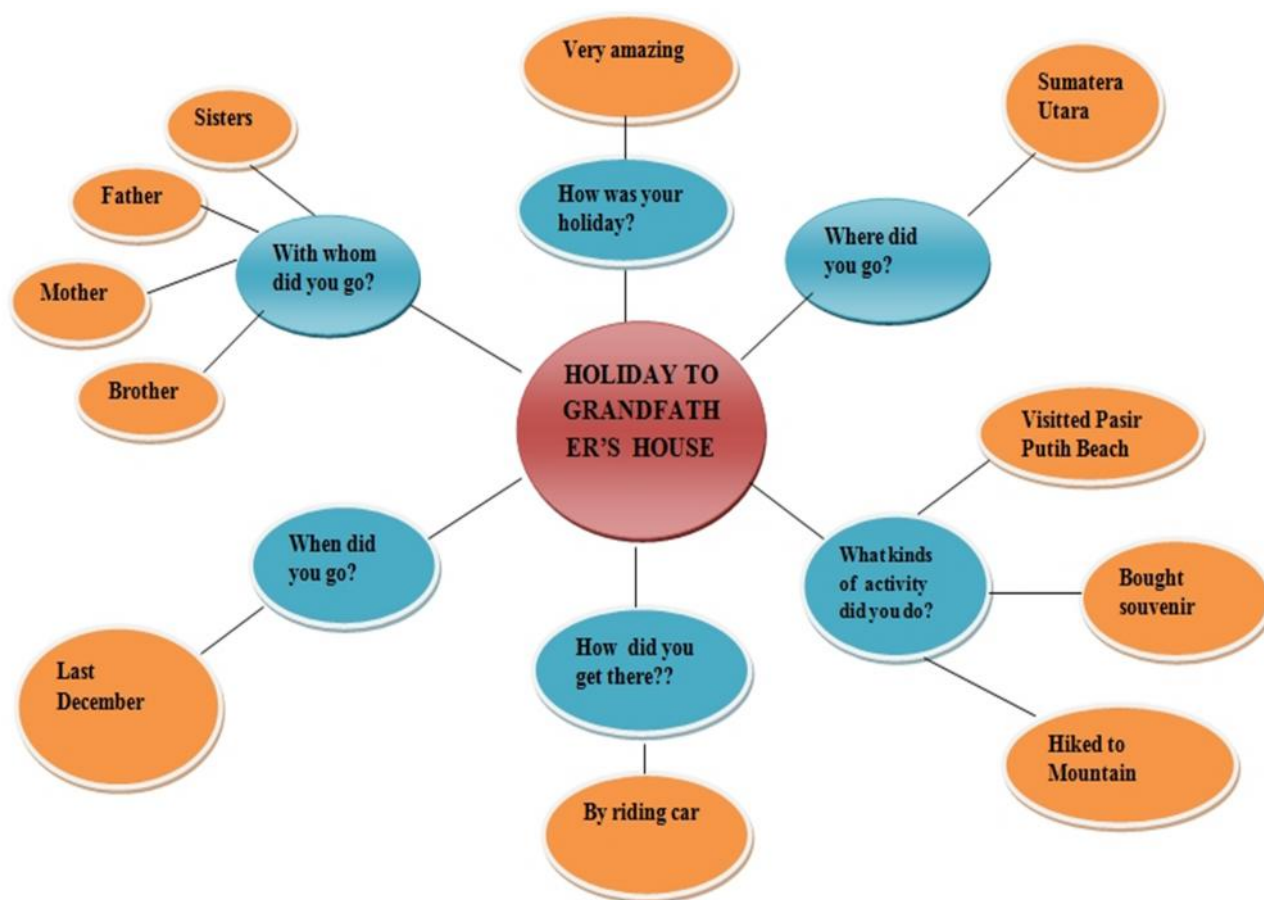


*Figure 1. An Example of Semantic Mapping*

**Procedures of Using Semantic Mapping Strategy**

Semantic mapping works with any word, concept, phrase, event, character, or theme. Allen (2007:98) explains that the semantic mapping procedure begins with

the teacher providing the words that the student will be exploring. Vacca and Vacca (1998:404) mentions that a semantic map has three basic components:

a. Core question or concept. The question or concept (stated as key word or phrase), which establishes the main focus of the map. All the ideas generated for the map by the students are related in some ways to the core question or concept.

b. Strands. The subordinate ideas generated by the students that help clarify the question or explain the concept.

c. Supports. The details, inferences, and generalizations that are related to each strand. These supports clarify the strands and distinguish one strand from another.

The use of semantic mapping in the classroom may be divided into five phases in general. Those are introducing the topic, brainstorming, categorization, personalizing the map, and post-assessment synteshis by Zaid in Dilek and Yuruk (2012:1537). In Zaid's variation, phases are explained below:

a. Introducing the topic: The teacher declares the topic by drawing a large oval on the blackboard and writes the topic inside of it. This topic is about the passage students will read. Through this, the students can guess the purpose of the reading passage.

b. Brainstorming: The teacher wants the students to think about keywords and ideas which are interrelated to the topic. This fact enables the students to use their background knowledge and experiences. Brainstorming is an application of the schema theory, which is necessary for connecting known

and unknown concepts. Thus, prior knowledge can be used as a stepping block to new knowledge. The brainstorming part of semantic mapping give opportunity to observe each of the students' schemata so prior knowledge. The keyword and ideas are listed to the one side of the blackboard. In this phase all responses are accepted as they relate to the topic.

c. Categorization: The teacher supports the students to make connections among their offers. Antonacci in Akyun (2014:24) stated that "category clusters" are formed by the students and the teacher together according to the students' ideas. The teacher and the students decide suitable headings or labels for each of the clusters or categories of words. When this clustering finishes, the teacher wants the students to make their own copies. In this phase, according to Zaid (1995) the students grow experience in practicing some valuable cognitive skills, particularly categorizing and exemplifying and they also learn comparing and contrasting, cause and effect relationships and making inference. This part also can be termed as pre- assignment.

d. Personalizing the map: After each student makes his/her own copy, a material such as a reading passage which is about the key concepts of the map, is given. This reading passage consists of more related concepts than the students have listed. As they read, students are to decide what to add or eliminate from the map they have created. In this step, new information is integrated with prior knowledge.

e.  Post- assignment synthesis: The last part of this procedure is used to record the students' suggestion from their personal maps on the pre assignment. After they read the passage and add or eliminate some items, the whole class decides the final shape of the map. The new version, serves as a visual image of the knowledge they gained from the map.

## 2.7. Semantic Mapping  Strategy in Teaching Writing

In relation to teaching writing, Harmer (2004: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence, organization, paragraph arrangement, and coherence. Teaching writing requires the aspects of writing skill including content, organization, vocabulary, language use and mechanics. In other words, teaching writing guides the students are not only to write sentence in paragraph but also to organize the ideas in written form.

The strategy of the teaching learning process can support the teacher to transfer the material and it helps the student to understand about what they are talking about. Semantic mapping is one of the ways to teach writing to the students more clearly. Semantic mapping is an analytical process that involves creatively integrating a combination of visuals, colour, codes, words, and connectors. It can be employed as a method to take  notes, to study before an exam, to brainstorm, or make connections between ideas. It can be extended with little effort to be an alternative way of using it. So, semantic mapping can help student to control their subject in writing. They can develop their idea by looking the semantic mapping that can give information to make their memory increase.

Zhufron (2012) investigates the implementation semantic mapping strategy in improving recount text and discovers that semantic mapping strategy can work well to improve the students' writing ability in writing recount text. As quoted in Ginting et al (2012), Mayer believes that semantic mapping strategy as being used to motivate and involve students in the thinking, reading, and writing aspects. It enhances vocabulary development by helping student link new information with previous experience.

Furthemore, Siddiq (2013) did a Classroom Action Research (CAR) to examine the use semantic mapping in descriptive text. He found that semantic mapping could help focus, organize, and sequence writing for the students so that they can think a topic and write what relate with the topic easily.

## 2.8. Procedure of Teaching Writing Using Semantic Mapping Strategy

This research will use four steps by Mappe (2000) in teaching recount text by using semantic mapping strategy. The steps will be described as follows:

**1. Pre-writing**

   a. Teacher draws a large circle and write "holiday" inside it.

   b. Teacher asks the students to identify as many words as they can that are related to word 'holiday' and list them on the paper.

   c. Students make outline based on the text they will compose.

   d. Students exchange their outline to the peer.

   e. Students check, read, and give feedback to peer's outline by producing semantic map.

## 2. Drafting

a. Students write their first draft of recount text about holiday based on their outlines that had been reviewed by peers.

b. Students emphasize content rather than mechanics.

## 3. Revising

a. Students reread their first draft.

b. Students share their first draft to the peers.

c. Students read, check, and give helpful feedback to the peer's first draft in turns.

d. The peers produce semantic map consisting of core concept, strands, and supports based on their friend's writing and develop their idea through semantic map.

e. Students give the writing and the semantic map to the owner.

f. Students proofread their own writing.

g. Students identify and correct their own mistakes.

h. Students make second draft based on the feedback and suggestion given by peers.

i. Students share their second draft to the peers.

j. Students read, check, and give helpful feedback to the peer's secondt draft in turns.

k. The peers produce semantic map consisting and develop their idea through semantic map.

l. Students give the writing and the semantic map to the owner.

m. Students proofread their own writing.

n. Students identify and correct their own mistakes.

**4. Editing**

a. Students make final writing (third draft) based on the feedback and comment given by peers.

**2.9. Advantages and Disadvantages of Semantic Mapping Strategy**

There are several advantages and disadvantages of teaching writing using semantic mapping strategy.

**Advantages**

There are some advantages of this strategy:

1. It clearly defines the central idea, by positioning it in the center of the page.

2. It allows students to indicate clearly the relative importance of each idea.

3. It allows students to figure out the links the key ideas more easily. This is particularly important for creative work such as easy writing.

4. It allows students to see all their basic information on one page.

5. It allows students to add in new information without messy scratching out or sequencing it.

6. It makes it easier for students to see information in different way because it does not lock it into specific position.

**Disadvantages**

Here are some disadvantages of this strategy:

1. It cannot be used for all words that the students learn or have trouble with.

2. It should be modeled a number of times before students model or examples a number of times before the students use the maps.

In teaching learning process, every strategy, media, technique, or step has some advantages and disadvantages. Therefore, it is important for the teacher to consider each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective and successful.

## 2.10.  Theoretical Assumption

Basically, writing is ability of communication that represents language through the inscription of signs and symbols about thoughts or ideas in a readable form. Writing is the most complicated language skill to master because it needs much cognitive concentration. Writing has five aspects to consider namely content, organization, vocabulary, language use, and mechanics. In constructing a text, students usually face some difficulties related to the aspects of writing. It is difficult for students to know the appropriate grammar and vocabulary. Many students did not know how to arrange sentences in an organized order. Therefore, semantic mapping strategy can be used to alert the students about their error. Semantic mapping strategy is one of the strategies which is believed can improve students' writing ability. Semantic map is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing (Buzan, 2010). Besides, sematic map enhances vocabulary development by helping students link new information with previous experience. It means that semantic mapping strategy can  help students

develop their ideas and also enrich their vocabulary by producing semantic map. Therefore, semantic mapping strategy can be an effective and interesting way in teaching writing. In addition, peer feedback can increase one's confidence, create high social skills while learning material more effectively, and reduce students' writing anxiety which will also help students have a good progress in learning writing.

However, the researcher believes that teaching writing using semantic mapping strategy in peer feedback can create good effect in the classroom, so the students will not get bored in teaching learning process. Semantic mapping and peer feedback also have many advantages and they are expected to help students improve their writing ability particularly in recount text.

## 2.11. Hypothesis

The researcher formulates the hypothesis as follows:

1. There is a significant improvement of students' writing ability in recount text after the implementation of semantic mapping strategy in peer feedback.

2. Content is the aspect of writing that improves the most after the implementation of semantic mapping strategy in peer feedback.

Those are the explanations about this chapter that are about writing, aspects of writing, teaching writing, recount text, semantic mapping, semantic mapping strategy in teaching writing, procedure of teaching writing by using semantic

mapping strategy, advantages and disadvantages of semantic mapping strategy, theoretical assumption, and hypothesis.

## III. METHODS

This chapter describes the method that is used in conducting the data of the research such as research design, population and sample, instrument, data collecting techniques, research procedures, scoring criteria, validity, reliability, data analysis, data treatment and hypothesis testing.

### 3.1. Research Design

This research was quantitative research which researcher intended to examine whether semantic mapping strategy could improve the students' recount text writing ability and also to find out what aspect of writing that improved the most after the implementation of semantic mapping strategy in peer feedback. One group pretest-posttest was used to this research. The function of pretest given to the group was to find out the students' initial ability in writing recount text as the starting point for teacher before doing the treatment. The posttest was used to see how far the increase of the students' writing mastery after the treatments was given. The researcher conducted pretest, treatment, and posttest. The treatment was given in three times. The research design could be illustrated as follows:

**T1      X      T2**

Notes:

T1  : Pretest

X   : Treatment

T2  : Posttest

(Setiyadi 2006: 131)

## 3.2. Population and Sample

The population of this research was first grade students of SMAN 1 Rumbia in the second semester of academic year 2016/2017 which consisted of six classes. The researcher employed one class as a sample which consisted of 31 students. The class was selected randomly by using lottery to choose the treatment class. It was applied based on consideration that every class in the population had the same opportunity to be selected as sample.

## 3.3. Instrument

Instruments refers to the tools or means by which investigators attempt to measure variables or items of interest in the data-collection process. Instrument has relation with evaluation. Instrument is very important to collect data and to do the researcher's work easily in research activity. This research had an instrument as follow:

**Writing Test**

The instrument used to collect data in this research was a writing test (**see Appendix 3-4**). The tests were conducted in the first meeting and last meeting. These tests were used to measure the improvement of students' recount text writing ability after the implementation of semantic mapping stratgey in peer

feedback. The test consisted of instructions to make a recount text based on the direction given. In scoring the students' works, the reseracher used scoring system derived by Jacobs et al (1981). Jacobs et al (1981) rates the scripts based on five aspects of other analytical scales of writing composition which are: content, organization, vocabulary, language use, and mechanics. In addition, they differentiate five aspects: content is weighed 30 points, language use is 25 points, organization and vocabulary are weighed 20 points, and mechanics is weighed 5 points **(see Appendix 5)**.

### 3.4. Data Collecting Techniques

In collecting data, the researcher used the following procedures:

### 1. Pretest

The pretest was conducted before treatments. It was used to see the students' basic ability before the treatment. The time given was 90 minutes. The students were asked to make recount text about holiday consisting of orientation, events, and re-orientation by considering the aspects of writing such as content, grammar, organization, vocabulary and mechanics.

### 2. Posttest

The posttest was conducted after the researcher conducted the treatments. It was used to see the improvement of the students' writing after treatment. The time given was 90 minutes. Similar to the pretest, the students were asked to make recount text about holiday consisting of orientation, events, and re-orientation by considering the aspects of writing such as content, grammar, organization, vocabulary and mechanics.

**3.5. Research Procedures**

The procedures of the research were as follows:

*1. Determining the sample of the research*

The sample of the research was selected by using random sampling technique, which was using lottery. The researcher took one of six classes of the first grade students at SMAN 1 Rumbia as the research sample. The sample class consisted of 31 students. The sample of the research followed pretest treatment and posttest.

*2. Selecting the material*

In selecting the writing material, the researcher used the syllabus of the first year of SMA based on school based curriculum of 2013; recount text is one of the text that should be learned in the second semester of tenth grade. The researcher used one text as an example during the treatment and ask the students to compose their own recount text that will be used in revising process. The students should revise their text two times until it becomes final draft. The topic was about holiday.

*3. Administering the pretest*

Pretest was administered to find out the students' basic ability before giving the treatment. The students were asked to write recount text that consists of orientation, series of events, and reorientation in 90 minutes.

*4. Conducting the treatment*

After giving the pretest to the students, the experimental class was given treatment by using semantic mapping strategy in peer feedback. The treatment was conducted in three meetings. Each meeting lasted for 90 minutes.

*5. Administering posttest*

The posttest was administered after the implementation of semantic mapping strategy in peer feedback. The test was as in the pretest. It was conducted in 90 minutes and the aim was to see the improvement of students' writing ability.

*6. Analyzing the test result*

After scoring the students' work, the researcher analyzed the data. The data was computed through the Statistical Package for Social Sciences (SPSS). It was used to find out the means of pretest and posttest and how significant the improvement was.

## 3.6. Scoring Criteria

The success of students' writing could be seen if they could apply five aspects of writing properly. Therefore, the five aspects of writing that would be evaluated in students' writing were content, organization, grammar, vocabulary, and mechanics. The score of the test in writing recount text was derived as follows:

1. Content            : 30%

2. Organization    : 20%

3. Vocabulary       : 20%

4. Language Use    : 25%

5. Mechanics        : 5%

The researcher as the first rater and the English teacher in SMAN 1 Rumbia as the second rater scored the students' pretest and posttest using scoring criteria derived by Jacobs (1981) by considering five aspects of writing; content, organization,

grammar, vocabulary, and mechanics. Both raters scored the students' work objectively. First rater scored the students' work in the different paper so that the evaluation of first rater did not affect to second rater evaluation and so did the second rater.

The criteria of scoring were also devised from Jacobs et al (1981: 90) as follows:

## Content

| | |
|---|---|
| 27 – 30 | Excellent to very good: knowledgeable substantive, development of thesis/topic, relevant to assign topic. |
| 22 – 26 | Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail. |
| 17 – 21 | Fair to poor: limited knowledge of subject, little substances, inadequate development, of topic. |
| 13 – 16 | Very poor: doesn't show knowledge, not pertinent, or not enough to evaluate. |

## Organization

| | |
|---|---|
| 18 – 20 | Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive. |
| 14 -17 | Good to average: somewhat choppy, loosely organized, but main idea stand out, limited support, logical but incomplete sequencing. |
| 10 – 13 | Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| 7 – 9 | Very poor: doesn't communicate, no organization, or not enough to evaluate. |

## Vocabulary

| | |
|---|---|
| 18 – 20 | Excellent to very good: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register. |
| 14 – 17 | Good to average: adequate range, occasional errors of word or idiom, choice, usage, meaning confused or obscured. |
| 10 – 13 | Fair to poor: limited range, frequent errors of word or idioms, choice, usage, meaning confused or obscured. |
| 7 – 9 | Very poor: essentially translation, little knowledge of vocabulary, idioms, word form, or not enough to evaluate. |

**Language use**

| | |
|---|---|
| 22 – 25 | Excellent to very good: effective complex construction, few errors of agreement, tense number, word order /function, articles, pronoun, preposition. |
| 18 – 21 | Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/function, articles, pronouns, prepositions, but meaning seldom obscure. |
| 11 – 17 | Fair to poor: major problem in complex/simple construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions, meaning confused, or obscured. |
| 5 – 10 | Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate. |

**Mechanics**

| | |
|---|---|
| 5 | Excellent to very good: demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing. |
| 4 | Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured. |
| 3 | Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured. |
| 2 | Very poor: no mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. |

## 3.7. Validity

A test would be said valid if the measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). The validity of the pre and post writing test of this research were related to content and construct validity.

## 3.7.1. Content Validity

*Content validity* is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject meter content, the focus of

content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 251). This research used recount writing test which was supposed to be comprehended by the first grade of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material used was chosen based on 2013 Curriculum for first grade of senior high school.

### 3.7.2. Construct Validity

*Construct validity* is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006:25). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. To find construct validity of the test, the researcher formulated the test by the concept of writing ability. In this case, the focus of the test included the content, organization, vocabulary, language use and mechanics of writing recount text by Jacobs et al (1981: 90). Therefore it could be concluded that it was valid in construct. In measuring construct validity of the instrument (test), the second rater was involved in scoring the students' work based on the indicators.

### 3.8. Reliability

Reliability has to deal with the quality of measurements, the consistency of the measurement device, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is

the repeatability of the measurements. A measure is considered reliable if it gives the consistent result repeatedly.

This research used inter-rater reliability. Inter-rater reliability was used when score on the test was independently estimated by two or more judges or raters. In this case, the researcher was the first rater, and the English teacher in SMA N 1 Rumbia was the second rater.

Before scoring the students' recount text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90). The statistical formula of reliability was as follow:

$$R = 1 - \left( \frac{6 \left( \Sigma \, d^2 \right)}{N \left( N^2 - 1 \right)} \right)$$

Notes:

R        : Reliability

d        : The difference of rank correlation

N        : Number of students

1-6      : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the researcher also used the standard of reliability as follows:

0.80000 - 1.0000        : very high

0.60000 - 0.7900        : high

0.40000 - 0.5900        : medium

0.20000 - 0.3900      : low

0.0000 – 0.1900      : very low

The reliability of this research could be seen from the description below:

**a. Reliability of the Pretest**

$$R = 1 - \frac{6.\Sigma\, d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6.(234)}{31(31^2 - 1)}$$

$$R = 1 - \frac{1404}{29760}$$

$$R = 1 - 0.0471774$$

$R = 0.9528226$ (Very high reliability) **(see Appendix 10)**

**b. Reliability of the Posttest**

$$R = 1 - \frac{6.\Sigma\, d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6.(134)}{31(31^2 - 1)}$$

$$R = 1 - \frac{804}{29760}$$

$$R = 1 - 0.0270161$$

$R = 0.9729839$ (Very high reliability) **(see Appendix 11)**

**3.9. Data Analysis**

To measure the students' progress in writing, the researcher analyzed the students

score through this activity:

1. Scoring the pretest and posttest.

In scoring the student's writing product, the researcher as the first rater and the English teacher as the second rater used the criteria of writing score was devised from Jacobs et al (1981: 90).

2. Tabulating the result of the test and finding the mean of the pretest and posttest. The mean was calculated by using this formula:

$$M = \frac{X}{N}$$

Notes:

M : Mean

X : Students' Score

N : Total number of the students

(Arikunto, 1999:68)

3. Drawing conclusion from tabulated-result of the pretest and posttest administered.

Moreover, Setiyadi (2006:168-169) states that T-Test for hypothesis testing has three basic assumptions that can be described as follows:

a. The data is an interval or ratio.

b. The data is taken from random sample in population.

c. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it was necessary to find out whether the data in experimental class was normally distributed or not. Since the first research question of this research was to find out students' improvement in

recount text writing after the implementation of semantic mapping strategy in peer feedback, the data was treated by only using normality test. The data is tested by One-sample Kolmogorov-Smirnov Formula (SPSS). The criteria of normal distribution are:

$H_0$ : the distribution of the data is normal

$H_1$ : the distribution of the data is not normal

The hypothesis would be accepted if the result of the normality test was higher than 0.05 (sign>p). In this case, the researcher used the level of significance of 0.05.

### 3.10. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypothesis testing is stated as follow:

$H_0$     : There is no significant improvement of the students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback

$H_1$     : There is significant improvement of the students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback

The hypothesis is tested by using repeated measures T-test of SPSS version 16.0. The research used the level of significance 0.05. It means that the probability of error in the hypothesis is only 5%.

The criteria were:

$H_0$ would be accepted if the significant value is higher than 0.05 ($p > 0.05$).

$H_1$ would be accepted if the significant value is lower than 0.05 ($p < 0.05$).

Briefly, those are the explanations of the methods of the research including research design, population and sample, instruments, data collecting techniques, procedure of data collecting techniques, scoring criteria, validity, reliability, data analysis, data treatment and hypothesis testing.

# V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use semantic mapping strategy as a technique to teach writing and other researchers who want to conduct similar research.

## 5.1. Conclusion

Referring to the objective of the research findings on the previous chapter, the researcher comes to these following conclusions. The objective of this research was to find out whether there is an improvement of students' writing ability in recount text after the implementation of semantic mapping strategy in peer feedback. Based on the result of the research, it was concluded that:

1. There is significant improvement of students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback. It can be seen from the gain of the students' writing mean score in the pretest to the posttest, that is, 55.43 to 70.72.

2. The aspect that improves the most is vocabulary. It can be seen from the mean score of vocabulary in the pretest to the posttest, there was increase by 4.19 or 20.95% from 11.22 to 15.41.

3. In addition, peer feedback can help the students to find out their own mistakes in their writing and help them to think critically since they have

to give a comment, opinion, and feedback on their friend's work by discussing. It also can help the students to take more responsibilities in learning process and improve the quality of their writing.

## 5.2. Suggestions

In reference with the conclusions above, the writer gives some suggestions as follows:

1. **Suggestions for English Teachers**

   a. In this research, there is an improvement in students' writing ability. Therefore, English teachers are suggested to apply semantic mapping strategy as the variation in teaching since semantic mapping strategy is easy to be applied in classroom activities.

   b. English teacher who want to teach writing using semantic mapping strategy are suggested to design class activity in the group since the peer activities was already used in this research.

   c. In scoring the students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanic. This is to turn out the fair and good scoring.

2. **Suggestions for Further Researchers**

   a. This research was conducted in Senior High School for X grade. Therefore, the further research can try to investigate this strategy in different level of school or different grade.

b. In this research, recount text was employed as the media to measure the improvement of students' writing ability after the implementation of semantic mapping. So, the further researcher can try to apply this strategy with another kind of text; hortatory text, descriptive, procedure, analytical exposition, and other texts.

This final chapter has presented the conclusion of the research findings and suggestions for English teachers who want to use semantic mapping as a strategy in teaching writing and for further researchers who want to to investigate the research about this strategy.

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