

**MODIFYING TEACHING MATERIAL OF WORD MAP TO ENHANCE  
STUDENTS' WRITING ACHIEVEMENT OF DESCRIPTIVE  
PARAGRAPH**

**(A Thesis)**

**By  
SRI SUCI SURYAWATI**



**ENGLISH DEPARTMENT OF POST GRADUATE PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
2018**

## **ABSTRACT**

### **MODIFYING TEACHING MATERIAL OF WORD MAP TO ENHANCE STUDENTS' WRITING ACHIEVEMENT OF DESCRIPTIVE PARAGRAPH**

**BY**

**SRI SUCI SURYAWATI**

The research is conducted in order to find out the problems the students face in the implementation of modified word map in teaching writing; to find out whether the significant differences on students' writing skill before and after the implementation of modified word map; and to find out how can the implementation of modified word map affect students' writing skill. This is a quasi-experimental research with one group pre-test post-test design. It applies the modified word map on students' writing achievement. The samples, who were taken purposively, are 30 Junior High School students of the seventh grader. The instruments used in this study were writing test and interview. The validity of the two instruments were based on content and construct validity. The reliability of the instruments were using inter-rater reliability. The data were analyzed both of quantitatively and qualitatively. The result of the research show that the implementation of modified word map is effective to increase student's writing skill. Students' writing skill after using modified word map is increased. Based on the calculation, the mean of the pretest score was 66.90 and the posttest mean score 73.90. The result of calculation shows that sig (2 tailed) is 0.000. It means that  $\text{sig} < (p < 0.05; p = 0.000)$ . Therefore  $H_0$  is rejected and  $H_1$  is accepted which means that there is difference on students' writing skill before and after the implementation of modified word map and there is significant improvement between pretest and posttest. Thus, the process of word map modification in teaching writing is effective in teaching writing especially in promoting the aspect of vocabulary. The implementation of modified word map affects students' writing skill. Hence, the original versions of word map are in a random not in simple one and only focus on vocabulary teaching.

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**(A Thesis)**

**Submitted as a Partial Fulfillment of  
the Requirements for S-2 Degree**



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2018**

Research Title : **MODIFYING TEACHING MATERIAL OF WORD  
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Student's Name : **Sri Suci Suryawati**

Student's Number : **1523042034**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



**APPROVED BY**  
Advisory Committee

Advisor

**Prof. Dr. Cucu Sutarsyah, M.A.**  
NIP 19570406 198603 1 002

Co-Advisor

**Dr. Muhammad Sukirlan, M.A.**  
NIP 19641212 199003 1 003

The Chairperson of Department  
of Language and Arts Education

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

The Chairperson of Master  
in English Language Teaching

**Dr. Flora, M.Pd.**  
NIP 19600713 198603 2 001



**ADMITTED BY**

**1. Examination Committee**

Chairperson : **Prof. Dr. Cucu Sutarsyah, M.A.** .....

Secretary : **Dr. Muhammad Sukirlan, M.A.** .....

Examiners : I. **Prof. Dr. Patuan Raja, M.Pd.** .....

II. **Hery Yufrizal, M.A., Ph.D.** .....

**2. The Dean of Teacher Training and Education Faculty**

**Dr. Muhammad Euad, M.Hum.** .....

NIP 19590722 198603 1 003

**3. Director of Postgraduate Program**

**Prof. Dr. Sudjarwo, M.S.** .....

NIP 19530528 198103 1 002

**4. Graduated on : January 18<sup>th</sup>, 2018**

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Bandar Lampung. 18 Januari 2018



Sri Suci Suryawati  
NPM.1523042034

## **CURRICULUM VITAE**

The researcher's name is Sri Suci Suryawati. She was born on March 6<sup>th</sup>, 1993 in Kalirejo. She is the third daughter of Ghufon AR and Arbiyah HS.

She began her formal educational institution for the first time at TK ABA in 1998 and graduated in 1999. She continued her study at SD N 1 Kalirejo and graduated in 2005. Then she continued her study at SMPN 1 Kalirejo and graduated in 2008. After that she continued her study at SMAN 1 Pringsewu and graduated in 2011. In the same year, in 2011 she was registered as a student of English Education Study Program, in Tarbiyah Faculty at UIN Raden Intan Lampung for four years and finished in 2015. In 2015, she continued her study at Postgraduate English Education Program of Lampung University.

## **DEDICATION**

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I'd proudly dedicate this piece of work to:

- My beloved parents, Ghufroon AR and Arbiyah HS.
- My beloved husband, Nurkholis Hardy.
- My beloved brother and sister, Nehru Nuridana and DaraHumaera.
- My beloved brother in law, Ilham Kholiq.
- My beloved nephew Muhammad Uwais Al Qorny.
- My fabulous friends of Postgraduate English Education Program, Rahmi, Ica, Neni, Eva, Atik.
- My Almamater, Lampung University.



### **MOTTO**

”And Allah taught Adam the names - all of them. Then Allah showed them to the angels and said, "Inform Allah of the names of these, if you are truthful.”

(Q.S Al-Baqarah: 31)

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The researcher hopes this research would give a positive contribution to the educational development, and to the reader.

Bandar Lampung, January 18<sup>th</sup> 2018  
The researcher,

Sri Suci Suryawati

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## **I. INTRODUCTION**

This chapter discusses several points: Introduction that deals with background of the research, research questions, objectives, uses, scope and definition of terms.

### **1.1 Background**

Nowadays English is an International Language and it is very important because it is spoken by many people in the world. Besides, English plays a role as a language of science, technology and art. People who are able to communicate in English will get more information and knowledge easier. Today, millions of people want to improve their command of English, and the opportunities to learn is provided in many different ways such as formal or informal instruction, media, and internet.

In Indonesia, English is positioned as a foreign language taught in Elementary School, Junior High School, Senior High School, and University level. At Junior High School level, it is taught to the students as a compulsory subject. The teaching of English at school involves the teaching of the four skills: listening, speaking, reading, and writing as well as some language components like grammar, Pronunciation and vocabulary.

Compared to other language skills, writing is one of the most complex processes to acquire English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously. Nunan 1989 (in Nacira 2010:2) agreed that “it is easier to learn to speak than to write no matter if it is a first or second language”. It means that to achieve writing skills is difficult task to do.

On the other hand Richard (2002) states that writing requires L2 to not only focus on planning and organizing skills in a higher level but also on spelling, punctuation, word choice skills in a level. Based on previous research conducted by Huy ( 2015), lack of vocabulary knowledge plays a crucial role in the quality of writing because the students do not know how to study vocabulary effectively. In line with this problem, Richard (2002) states that vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that writing cannot be taught alone, but usually with the integration of the other skill and components. Vocabulary puts a vital importance in the quality of writing. Thus, the researcher considers finding out a writing teaching technique which is promote the vocabulary knowledge.

The point that should be realized and considered by the teacher in teaching writing is that the students' characteristic and ability are different. Sometimes, there are students who are good at generate ideas on the other hand there are also students who are weak at generate ideas. The teacher has to find the best solution to make all the students able to generate more ideas in writing easily. The solution

can be by using various strategies, methods and techniques that related to the students characteristic and ability.

One of the strategies which is suitable for students in teaching writing is word maps. According to Harmer (2007) word maps are visual organizer that promotes vocabulary development. Most word maps organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Vocabulary is represented in hierarchical fashion with the most comprehensive concepts at the top of the map and more detailed specific concepts at the deeper of the map. Using a graphic organizer, students think about terms or concepts in several ways. Buzan (1994) states that the powerful of mind map is realized by having a central image instead of a central word, and by using images wherever appropriate rather than words. It means that combining the two cortical skills of words and images multiplies our intellectual power, especially when we create our own images. Word maps can help the students to predict the meaning of word by using students' whole brain so it will generate more ideas. Thus, by using word map, the students will generate more ideas and develop their vocabulary in order to improve their writing quality.

There have been several studies about word map, writing and innovative conducted by some researchers, those are Ronaghi, Bayat, & Mahmoodi (2015); Shakoori, Kadivar, and Sarami (2017); Al-Shaer (2014); Nobahar, Tabrizi, & Shaghghi (2013); Pishghadam & Ghanizadeh (2006). Those studies were focus on improving students' achievement by using several traditional techniques and methods. The results of the research, asked the next researcher to take a greater interaction between the researcher and learner and do not only focus on the

ultimate goal of finishing the content and syllabus, but should more creative and adapt their own innovative teaching technique and strategy.

Considering the previous statements, it seems that writing cannot be taught alone, but usually with the integration of the other skill and components. Vocabulary puts a vital importance in the quality of writing. The researcher considers finding out a teaching writing strategies which promotes the vocabulary knowledge. One of strategies which are suitable for students in teaching writing is word maps. Word map is visual organizer that promotes vocabulary development. Creating a modification in teaching is important in order to make the teaching and learning process more effective. A great interaction between the students and the teacher is important to make the target of teaching and learning process can be reached. The researcher also wants to make a modification of the implementation that can be integrated with the writing skill, because the origins of word map only focus on vocabulary teaching. Thus, it hopes that word map will be more effective in order to make the quality of writing will be increased.

## **1.2 Research Questions**

Based on the background before, the researcher formulates the problem as follows:

1. What problems do students face in the implementation of modified word map in teaching writing?
2. Is there any differences on students' writing skill before and after the implementation of modified word map?
3. How can the implementation of modified word map affect students' writing skill?



### **1.3 Objectives**

In line with the research question above, the researcher states the objectives of the research as follows:

1. To find out what problems do students face in the implementation of modified word map in teaching writing.
2. To find out whether there are differences on students' writing skill before and after the implementation of modified word map.
3. To find out how can the implementation of modified word map affect students' writing skill.

### **1.4 Significance of the Research**

The significance of the study is explained as follows:

1. This study describes what problems students face in the implementation of modified word map in teaching writing.
2. This study exploits whether there are differences on students' writing skill before and after the implementation of modified word map.
3. This study describes how can the implementation of modified word map affect students' writing skill.

### **1.5 Scope**

Generally, this research gives information on whether the implementation of modified word map can improve students' writing skill. This is mainly proposed to be shared with English teachers how to keep with modified word map and how to handle the difficulties found in it. Thus, it is proposed to anyone who wants to

implement word mapping in teaching writing. Word map is an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know, this is what creates an ongoing hunger for learning.

The subjects of this research are the students of the seventh grader at the first semester of SMP N 2 Bandar Lampung in which the samples are students of grade VII<sup>7</sup>. In this research, the researcher teaches writing of descriptive paragraph through modified word map. This research is classified into quasi-experimental design with two variables. The two variables in this study namely modified word map as the independent variable and writing achievement as the dependent variable.

## **1.6 Definition of Terms**

### **1. Word map**

Word map is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. While Harmer states that word map is an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know, this is what creates an ongoing hunger for learning.

## 2. Writing

Writing is one of the most complex processes to acquire English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously.

## 3. Descriptive

A descriptive is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers. In addition, it allows students to share interesting impressions of a person, a place, or an object surrounding them. The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience.

## 4. Teaching materials

Are the resources a teacher uses to deliver an instruction. Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans. These can be games, videos, flashcards, project supplies, and more. . Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways.

## 5. Modification

A change of something, usually to improve it. A modification should be supported by some consideration, which is the exchange of some value, or something to solidify an agreement.

Based on the explanation before, it can be summarized that writing is one of the most complex processes to acquire English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously. The lack of vocabulary knowledge plays a crucial role in the quality of writing because the students do not know how to study vocabulary effectively. One of strategies that are suitable to increase students' vocabulary development is word map. Thus, it is hoped that it can increase their writing achievement by developing their vocabulary to become a sentence then a paragraph.

In this chapter the researcher provided the reason why she conducted this study and the research questions that she investigated.

## **II. FRAME OF THEORIES**

This chapter presents the theories use in the research. It covers review of previous research, Concept of Writing, and theoretical assumption, hypothesis.

### **2.1 Review of Previous Research**

There have been related studies conducted by several researchers. The first research was done by Ronaghi, Bayat, & Mahmoodi (2015) about the effect on improving Iranian EFL learners' vocabulary through word map technique as a response to help-seeking strategy. The result of this study showed that for the chosen vocabulary point, students who were taught under the word-map conditions generally outperformed those who had not been exposed to such instruction. There might be several reasons for the students' superior performance in the experimental group. One of the most important facets of this technique is that it promotes learners' vocabulary by providing them with plenty of opportunities to notice specific form in the written text. Other important aspect of this procedure is that there was a great interaction between the researchers and the learners. It could be regarded as a reciprocal technique in which the researchers mimed two strategies together, i.e., the word-map strategy and help-seeking strategy. When the learners were asked to read the text during post activities, their fluency and the number of the targeted words they learned were dramatically increased. Generally speaking, according to the obtained results, the word-map

strategy improved learners' repertoire. The researchers assume that this technique corresponds to all level of language proficiency and to nearly all languages: Arabic, Persian etc. The conclusion that may be made from the above statistics analysis is that the participants who were taught based on word-map technique generally tended to score higher in vocabulary test.

Shakoori, Kadivar, and Sarami (2017), conducted a research entitled the effect of concept mapping strategy as a graphical tool in writing achievement among EFL Learners. This research focuses on teaching and learning English as a language of international communication. It is a vital and important affair. Especially writing in English is one of the most prominent skills in this field. In spite of studying English at different levels, EFL learners are not proficient enough in this basic skill. In a semi experimental design, 28 students were selected from Danesh Gostar Foreign Language center as a sample group. After dividing them into experimental and control group, PET was administered as a pretest, both group were taught writing for 10 sessions of 75 minutes. The experimental group was taught by concept mapping and the other one practiced in traditional instruction model. The students answered the posttest one week after the end of the experiment. The data were analyzed by ANCOVA. The results indicated that the use of concept mapping was efficient in writing achievement for experimental group and. It can be concluded that the use of efficient and practical method like concept mapping as a graphical tool for representation of knowledge that emphasizes on the relationships between concepts, can facilitate and make writing achievement interesting for EFL learners and give depth and meaning to learning.

Al-Shaer (2014), conducted a research that focuses on examining the impact of employing concept mapping at a pre-writing stage on English as a foreign language (EFL) students' ability to generate better argumentative essays. Thirty-eight participants were randomly assigned to two groups participating in Writing II course at Al-Quds Open University (QOU). Both groups had the same teacher. The control group received instruction as required in the textbook only, and the experimental group were additionally required to construct concept maps at the pre-writing stage and compose essays based on the constructed maps. All participants were required to sit for pre- and post-tests to track their writing performance before and after the experimental group took a tutorial on how to create concept maps. After the implementation of the intervention, comparison of the students' mean scores of the pre- and post-tests showed a statistically significant improvement in the experimental students' ability to generate better argumentative essays in terms of point of view, unity and coherence, development, organization, and thinking. The results highlight the effectiveness of employing concept mapping as a focused instructional strategy at the pre-writing stage in developing EFL students' writing skill. Pedagogical implications for using concept mapping in EFL writing classes are considered.

Nobahar, Tabrizi, & Shaghaghi (2013) conducted a research entitled *The Effect of Concept Mapping on Iranian Intermediate EFL Learners' Self-efficacy and Expository Writing Accuracy*. The purpose of this study is to investigate the questions of whether 1) Does concept mapping knowledge have any effect on Intermediate EFL learners' self-efficacy? 2) Does concept mapping knowledge have any effect on Intermediate EFL learners' expository writing accuracy? The

following five steps determine the delivery and the sequence of the study: 1) A TOEFL test (writing section) as the pretest, 2) self-efficacy questionnaire, 3) 8 sessions of instruction on concept map construction with experimental group, 4) integration of concept mapping as a pre-writing strategy in experimental group, and 5) post-test of writing and self-efficacy questionnaire with both groups. Firstly, the writing Proficiency Test along with self-efficacy questionnaire was given to 180 learners. Based on the results of TOEFL writing test and self-efficacy questionnaire, 60 intermediate homogeneous participants were selected and randomly assigned to two groups of control and experimental. In the course of 22-sessions, during regular class time 15 minutes were devoted to concept mapping. Each session the participants of both groups were given a writing task besides their course book writing section. The students in the experimental group were engaged in concept map construction after writing each task and were organized their pre-writing activities such as discussion, doing exercises, and reflective practices according to their constructed maps. A post-test of writing and an efficacy questionnaire were administered to all the participants and the pair sample t- test, and independent sample t-test were used to answer the study questions. The results showed that concept mapping had a significant effect on self- efficacy and expository writing accuracy.

Other study is done by Pishghadam & Ghanizadeh (2006) entitled on the impact of concept mapping as a prewriting activity on EFL Learners' writing ability. The present study investigated the impact of concept mapping as a prewriting activity on EFL learners' writing ability in terms of product and process of writing tasks. Twenty female students at the upper intermediate level were randomly assigned



into two equal groups. The first group, serving as a control group, was not instructed to use concept mapping during prewriting phase, while the second group used concept maps in preparation for writing tasks. The results of pretests and posttests of the two groups scored by two raters based on predetermined criteria were compared. Concept mapping was shown to enhance the learners' writing ability. In order to capture the quality of this enhancement, the study used comparison and analysis of writing assignments written every two sessions, along with students' interviews. The results indicated the improvement of students' writing ability in terms of quantity and quality of generating, organizing, and associating ideas. The findings of the present study also suggest that concept mapping can be effective for affective, as well as cognitive instructional objectives.

Considering the previous studies, it seems that word map is effective to teach vocabulary and writing. In teaching writing, the integration of the other skill and components especially vocabulary are important, because vocabulary puts a vital importance in the quality of writing. Thus, the researcher wants to use this strategy not only for teaching vocabulary but also integrated to writing skill. By promoting vocabulary knowledge, it hopes that students' writing skill can be increased. The researcher also wants to make a modification in the procedure of the implementation of the word map in order to make this strategy more effective. Furthermore, based on the five previous researches taken by the researcher, none of them was trying to modify word map strategy to teach writing. It can therefore be said as something new in the field of the implementation of word map and give positive impact on the development of word map itself.

## 2.2 Concept of Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader Linse & Nunan (2003). Furthermore, Lieberman and Wood (2003: 19) say that writing produces occasions to foreground and clarify thinking; to record, shape, and analyze experiences; to express internal lives; to explore ideas learned from others. Rochberg (2004: 2) says that writing therefore related the constellations to cuneiform signs from which one could read and derive meaning, and thus expressed the idea that written messages were encoded in celestial phenomena. Nadler *et. al.* (2005: 128) state that writing is the uses of appropriate letters and symbols according to the standard usage of a given language. In addition, Raimes (1983) states that writing is a skill in which we express ideas and constant use of eye, hand and brain is a unique way to reinforce learning. When we write, our mind get an idea and express the idea by symbols letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their idea by using writing.

Writing involves aspects of language such as: grammar, vocabulary, word order spelling and logical arrangement of ideas. Writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. Hedge (1999) states that effective writing requires a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and

emphasis; and a careful choice of vocabulary, grammatical patterns and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.” In other words, a successful writing is decided by organization deals with development ideas and information, vocabulary refers to high degree of accuracy of word choice, and grammar deals with appropriate sentence structure. Therefore, in order to write an effective paragraph, it should contain three aspects of writing which is considered as the most important, such as organization, vocabulary, and grammar.

Additionally, this case is also support by the Heaton (1988)’s statement that writing skills are complex and sometimes difficult to teach requiring mastery not only grammatical and rhetoric devices but also of conceptual and judge mental elements. It means that writing is a process to express ideas, thoughts, and writing clearly in a written language that can be complex task to do if the teacher cannot guide the students to get effective writing and the writer not master the other elements in writing.

Based on the statements before, it can be concluded that writing is one of the skills that need to be taught in learning English. Writing is a process to express ideas, thoughts, and writing clearly in a written language that can be complex task to do if the teacher cannot guide the students to get effective writing and the writer not master the other elements in writing. Mapping before the students begin to write is needed to helping the students in writing. It also makes them easier to write by using the map they can generate more ideas to write.

### 2.2.1 Teaching Writing

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers 1981( in Subroto 2013: 128) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms. Objectives of the teaching of writing skill can be achieved through some approaches.

Harmer (2004) says that there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. However, teachers have to pay attention to the various stages of any piece of writing process and the students should know the criteria of writing in order to make good quality of writing.

Considerably, there are some elements of writing in order to establish a good text. According to Oshima and Hogue the elements of writing help the writer arrange a clear and understandable text, those are:

#### 1. Coherence

Every good paragraph has unity that mean only one idea is discussed.

Coherent means that every paragraph has to hold each other. The movement from one sentence to the following must be logical and smooth.

## 2. Grammar and vocabulary

Grammar is the study of the rules about how words change their form and combine with other words to make sentences. It also has influence to decide the meaning of the sentence. In addition, while focusing on grammar, the writer should choose and use appropriate vocabularies to make or develop a text in order not to get ambiguity.

## 3. Sentence Structure

There are four kinds of sentence. They are:

### a. Simple Sentences

Simple sentence is consist of at least subject and predicate or noun and verb.

### b. Complex Sentence

Complex sentence has one dependent clause (headed by a subordinating conjunction or a relative pronoun) joined to an independent clause.

### c. Compound Sentence

It has two independent clauses joined by:

1) A coordinating conjunction (for, and, nor, but, yet, so)

2) A conjunctive adverb (e.g. however, therefore)

3) A semicolon alone

In relation to teaching writing, Harmer (2004) state that there is a certain particular consideration that needs to be taken account such as sentence organization, paragraph arrangement, and coherence. Moreover, teaching writing also requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics. Therefore, in other words it can be said that guiding the students in writing is not only how to make a good a groups of words become

a sentence, a group of sentences become a good paragraph how to organize their ideas into written form. The teacher should give some information about the rules how to use a good grammar, content, vocabulary and mechanics. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly.

Another important thing to consider is that the students should exercise themselves to practice their writing in order to be accustomed to writing a simple paragraph related to daily life. In practicing their writing, they have to follow the steps to make their writing more effective. According to Talebinezhad, (2007), there are three stages of the writing process:

1. Planning is a series of strategies designed to find and produce information in writing.
2. Drafting is a series of strategies designed to organize and develop a sustained period of writing and encourage one to gather information on those subjects from different perspective.
3. Revising is a series of strategies designed to re-examine and re-evaluate the choices that will create a piece of writing.

It can be said that there are three steps in writing. They are planning, drafting and writing. Planning is how the writer thinks what she/he will write. The writer decides what he writes about. It means that the writer finds about the topic. After that, making drafting such as write the developing of the topic into some supporting ideas. Finally, the writer will check about the writing whether there is a mistake or not. It is done to make the writing better. In this part, the writer must check it in detail in order the writing has a good content, a good grammar and a

good organization. Besides that, the writer can ask another person to check about the writing.

The different characteristics between spoken and written language are stated by Harmer (2004:6-11), as follows:

### 1) Time and space

Whereas spoken communication operates in the here-and-now world of immediate interaction, writing transcends time and space. Speaking is often transient, whereas writing tends to be more permanent. Spoken words fly away on the wind; written words stay around, sometimes, as we have seen, for hundred or thousand years.

### 2) Participants

In written communication, the writer has to know who they are writing for. However, this audience may often be general rather than specific, and may be represented as a type rather than as an individual addressee whom we can see and interact with. In this case of speaking, however, our addressee is often known to us in a much more specific way, as we have seen.

### 3) Process

In speaking, the speakers make quick decision about what to say and modify it as they speak, using lots of repetition, rephrasing, and 'time-buying' expressions (such as *well, you know*). These expressions allow them to collect their ideas and put them into suitable form of words. Writing, however, is as we have seen significantly different. The final product is not nearly instant, and

as a result the writer has a chance to plan and modify what will finally appear as the finished product.

#### 4) Organization and language

Two of the most noticeable dissimilarities between speaking and writing are the level of correctness and the issue of well-formedness. Speakers can and do mispronounce and use deviant grammar without anyone objecting or judging the speaker's level of intelligence and education, but spelling mistakes and grammar are far more harshly judged. As for well-formedness, most writing consists of fully developed sentences, but speech is often made up of smaller chunks of language-words and phrases rather than the complete sentences. Another significant difference between speaking and writing concerns lexical density-that is the proportion of content words to grammatical (or function) words used. Written text frequently has many more content words than grammatical words. In speech, however, the proportion of content words is significantly smaller.

#### 5) Signs and symbols

If we consider a face-to-face conversation, speakers and listeners use paralinguistic features like expression and gestures, as well as stress and intonation, to convey meaning. We can shout, whisper and vary tone or speed of what we are saying, or fill our conversation with dramatic pauses if we want to.



According to Brown (2000:343), there are five major categories of classroom writing performance namely imitative, intensive, self-writing, display writing and real writing. From the statement, it means that the students have level in mastery of writing. Imitative is the lowest level in mastery of writing. The students only write what the teacher reads. In this level, the students do not give their own idea. Intensive is learning about written grammar exercises. The students are asked to learn about the written grammar exercise but it is still simple. For example, the students are asked to change the paragraph from present tense to past tense. Self-writing is a significant proportion of classroom writing. The students start to write with only their self in mind. Display writing is answering short answer exercises, essay examinations and even research reports. Real writing is types of writing which can be determined by the context of the writing.

In brief, it can be concluded that basically, the writing process is aimed at helping the students to organize and develop their ideas well because the students have a plan about the ideas that will be expressed in written form before they come to the actual writing. The three steps of teaching writing are pre-writing, writing, and re-writing. The process of writing are discovering, composing and editing. The important thing is that the teacher can think of interesting topics related to daily life and can help the students to express their ideas in their writing.

### **2.2.2 Students' Problems in Writing**

Due to the complexity of writing, the students often have problems to start expressing their ideas in the form of writing. Byrne (1988:4) provides three reasons to explain why writing is difficult: First, writing itself is a solitary activity without interaction or the feedback but depends solely on the writer himself;

Second, during the process of producing, writer himself needs to make the effort to bridge the gap and to realize the possibility in communication; Third, writers have to present themselves to the unknown readers by effective instruction. Furthermore, Gebhard (2000 in Ningrum2012:5-6) mentions that there are three problems by EFL teachers in teaching writing. Those are “the less-proficient writer” problem, the “I cannot write English” problem, and “the teacher response” problem. Each is explored clearly below.

In the first problem, some students use ineffective writing strategies, such as; they start off confused, without using prewriting strategies; they take much time to get ideas onto papers; they work primarily at the sentence level, struggling with forms; they are concerned with vocabulary choice and sentence structure; they revise primarily at the word and sentence and revise surface level items (spelling, grammar, punctuation, etc.); they tend to avoid adding, deleting, and recording ideas’ they revise primarily only the first draft.

In the second problem, some students have negative attitude about writing. Negative statement such as “I ready don’t like to write, it’s boring, writing is so difficult, I always feel my English terrible” are problematic in EFL writing classrooms. Writing teacher should identify who has negative attitude s toward writing is important.

In the third problem, students do not always understand or pay attention to the content of the teacher’s response to their written work. Therefore, a teacher needs to explore different ways for the students to get feedback on their writing.

Based on the explanations above, it can be concluded that the teacher should be active in monitoring the students and proactively give intensive guidance to the students in every stage of writing.

### **2.3 Word Map**

The word mapping strategy is one of the most powerful strategies to teach vocabulary because it engages students in thinking about word relationships (Graves, 2006:96). Furthermore, this strategy promotes students' active exploration of word relationships, thereby leading to deeper understanding of word meanings by developing their conceptual knowledge related to words. Word mapping strategy is referred to by different names, such as semantic mapping, concept mapping, and word clusters. The strategy may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels. For example, for learning some words, it may be more appropriate to have students explore the synonyms, antonyms, and origin of the words, whereas for other words it may be more helpful to find examples and non-examples of the words.

Harmer (2007) states that word map is an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know. Students work in small groups to learn connections among words by brainstorming and organizing words according to a map that they design or a blank one that is provided by the teacher (Monthe, 2015). An example might be a key-concept word in the center of the page with rays connecting related words. For example, when asked to give words they thought of when they heard the word "faithfulness", low-intermediate ESL students generated sixteen words or phrases:

cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words. It means that words map can promote the students' active exploration of words relationships, thereby leading to a deeper understanding of words meanings by developing their conceptual knowledge related to words and it can help the students to examine the characteristics of word concepts, categorize words and see relationships among words that are similar as well as those that may be different.

Based on the statement before, we know that word map is a visual organizer that can be used to build up the students' vocabulary mastery and engages students in thinking about word relationships.

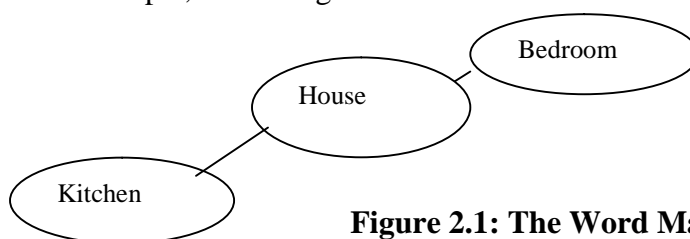
### 2.3.1 Procedure of Word Map

The teacher can create or use a simple and easy word map that is suitable with students' ability and the teacher should select the words that will be used in word maps. It will make the students enjoy in answering word map clues.

Harmer (2000) states that the step in teaching word maps to in the class:

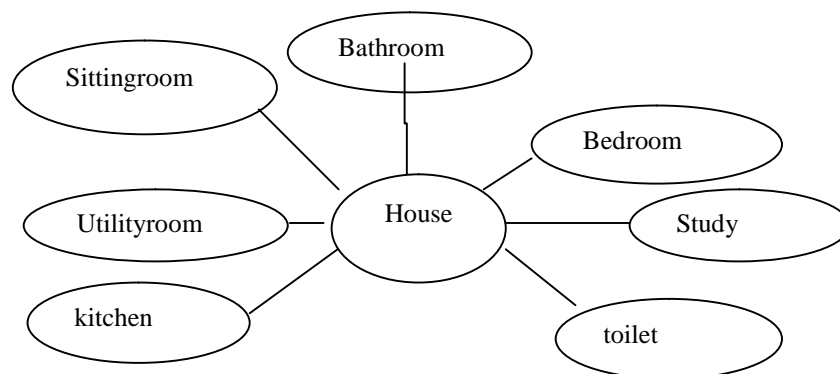
- a. The students are going to work on aspects of the thing for example "House" and the rooms or things in it.
- b. We start by putting the beginnings of a map on the board.

For example, see the figure 1

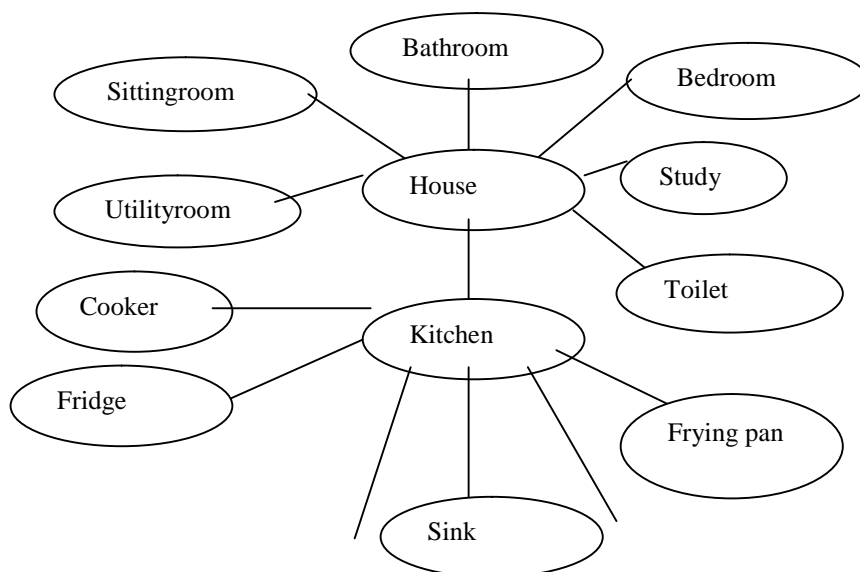


**Figure 2.1: The Word Map Begins**

- c. Students then come to the board and add some things that related with it. See the diagram as in figure 2
- d. Students should by now have begun to get the idea (even if they haven't done a word map before this), but just to be sure, we elicit words for one of the things, for example: the kitchen (see figure 2).



**Figure 2.2: The Word Map Stage 2**



**Figure 2.3: The Word Maps Take Shape**

- e. We can now put students in groups, and allocate one room per group.
- f. They are given marker pens and told to add as many words as they can to the word map for their room. It will be entirely appropriate if they think they are

in competition with the other groups to see who can find the most words. The board gradually fills up with words.

- g. Students help each other by offering words they know but which, perhaps, other members of the group have forgotten.
- h. They can look for words in dictionaries and while we walk around monitoring their progress, they can ask us for one or two words they do not know (though if there is a game element here, we will have to be fair about how much help we give).
- i. Once the word map is complete (or as full as it is likely to be).
- j. We can make sure students can say the words correctly
- k. We can give students a picture or plan of an empty room and ask them to decide what to put in it.

### **2.3.2 The Advantages and Disadvantages of Using Word Map**

According to Graves (2006: 96) there are the advantages and disadvantages of using word mapping strategy:

#### **a. The advantages**

- 1) Readily adaptable strategy for all level of student and all content areas.
- 2) May be used for individuals, small groups or the whole class.
- 3) Can be created easily and spontaneously on paper, white/black board or on overhead projector.
- 4) Students can relate vocabulary words to their own background or experience.
- 5) Involves students in thinking, reading and writing.
- 6) Engages the students as active learner.

#### **b. The disadvantages**

This strategy may not be appropriate for students with:

- 1) Low incidence disabilities (such as visual impairments). Students for whom the impact of their disability renders this strategy.
- 2) Inefficient (such as intellectual disability).

The use of word map can give away to students in representing knowledge, especially in language. Not only students can get an ease in the study but also the teacher will be easy to explain the subject or material. There are main advantages that can be used to provide the powerful representation. Firstly, this strategy can help the teacher to explain the topic and picture on some subject. When the teacher presents it, the students can compare what the relationship between topics to them. So, it can be cooled as teaching and revision topic. Secondly, the teacher needs to effort that students must be interested in teaching and learning activity. By using word map, the students can reinforce their memory in understanding the subject. Thirdly, the teacher and students sometimes get misconception in learning and teaching activity. One of the ways is using word map as problem-solving or alternative solutions and options to solve the problem take place in learning. Because of this, the students can make a small group to identify misconception. And the last, concept map can give the students to assess their achievement. It means how long the student's skill and learning activity.

And the other advantages of using word map are students can begin a cognitive process to develop their knowledge. They are actually helped by word map through their new ideas connecting the relationship between them and teacher. Besides that, the students can organize and connect the information. It means that

they can explore their brain to get understanding in learning and teaching activity. Because of this strategy will be able to give something new to students. On the other hand, a word map can give a change to students in connecting the knowledge and they can reflect to understand how to organize their thought in teaching and learning activity.

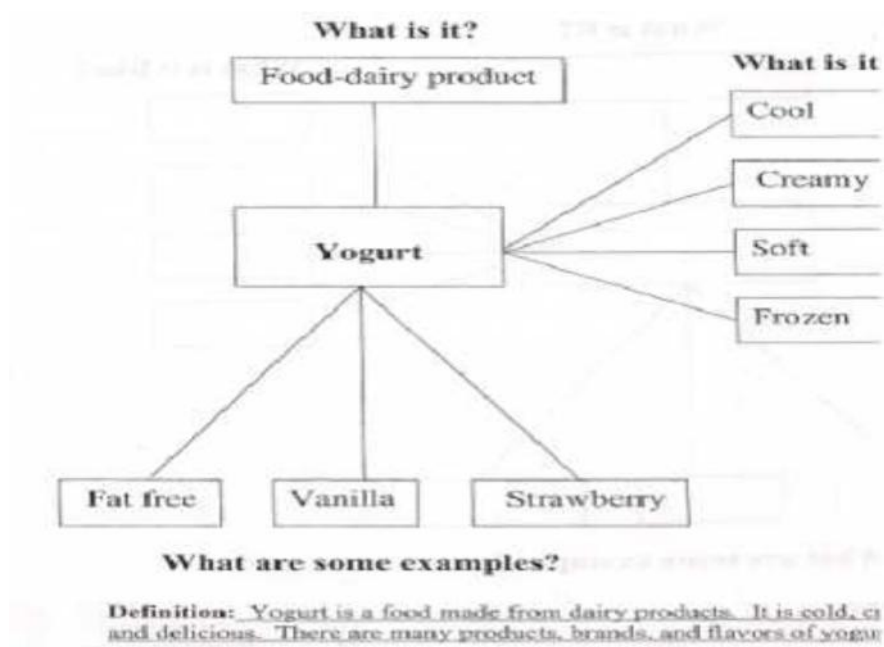
### **2.3.3 Process of Modifying Word Map**

Word map is an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know, Harmer (2007). Sometimes, it is used by teachers to show students how words group together. Getting students to build up their own maps by working in groups (as we have suggested) has the added advantage of making them try to remember some of the many words they know, while at the same time learning new words from their peers. Based on the preliminary research that conducted by the researcher at SMP N 2 Bandar Lampung. The English teacher there stated that sometimes the implementation of word map not as well as the teacher's hope. It causes an unclear instruction that makes the students feel difficult to understand the variation and teacher' creativity. Modifying is needed to help the teaching learning process better and more effective. As such, the researcher will make a modification of word map related with the theory before in order to make the procedure and instruction clearly.



Schwartz and Raphael (1985:200-203) designed the word mapping in teaching vocabulary, the procedure are as follows:

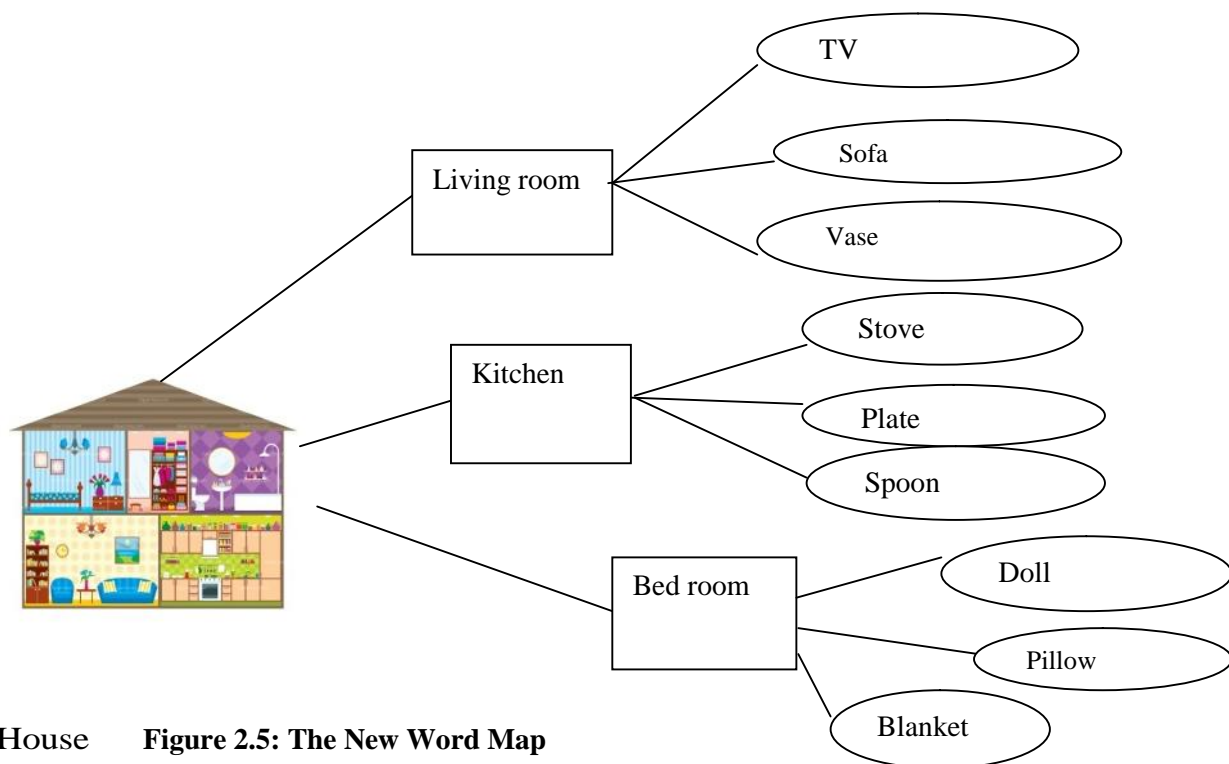
- 1) Show students an overhead of the vocabulary-mapping organizer. Point out that in order to develop a meaningful definition, the map needs to contain three relationships: "What is it? What is it like? What are some examples?"
- 2) To model this strategy, the teacher begins by identifying a familiar word that can be easily mapped. (Examples: yogurt, rain forest, shoes).
- 3) Teacher writes the word on map.
- 4) Ask "What is it?" Record selected students' responses on map.
- 5) Ask "What is it like?" Record students' responses on map.
- 6) Ask "What are some examples?" Record students' responses on map.
- 7) Explain to students that the definition now includes properties, categories, and examples.

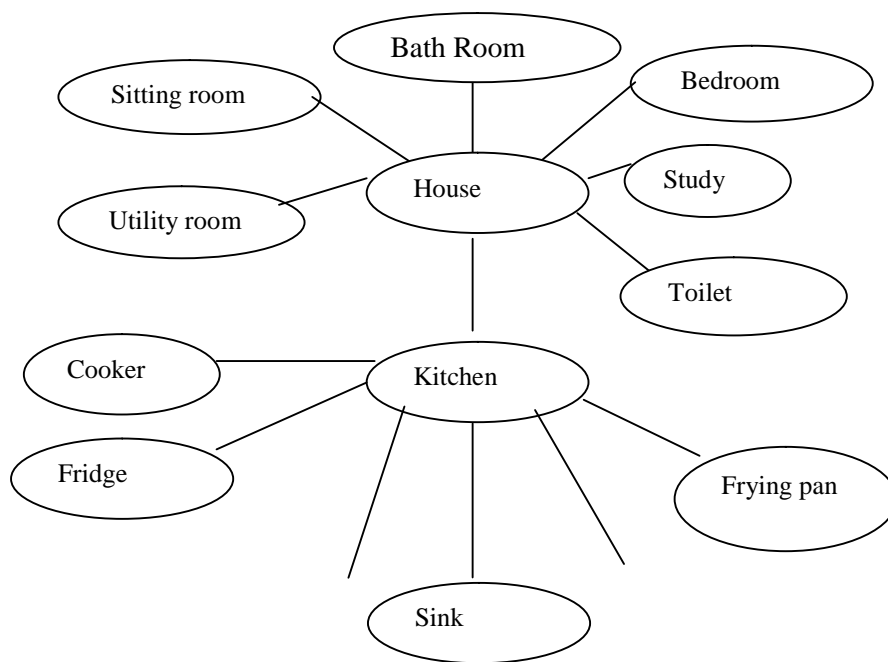


**Figure 2.4 Procedure of Word Map**

The procedure was started by introducing the students about word mapping, explain each part of map carefully by pointing out to have meaningful definition. The map should show three relationships of “What is it?”, “What is it like?”, and “What are some examples?” It can be assumed that this can lead the students to define the word, know what the word is represented, and the example which they can find in real life. To initiate the first step, teacher needs to give an illustration by using a familiar word that can be easily mapped. After that teacher writes a word on map, ask the students by what is it, what is it like and what are the examples. The responded word of students was written on the map. And finally teacher explains the definition of the word by including the properties, categories and examples.

Furthermore, the following figure presented the overview of comprehensible word map proposed by Harmer (2007).

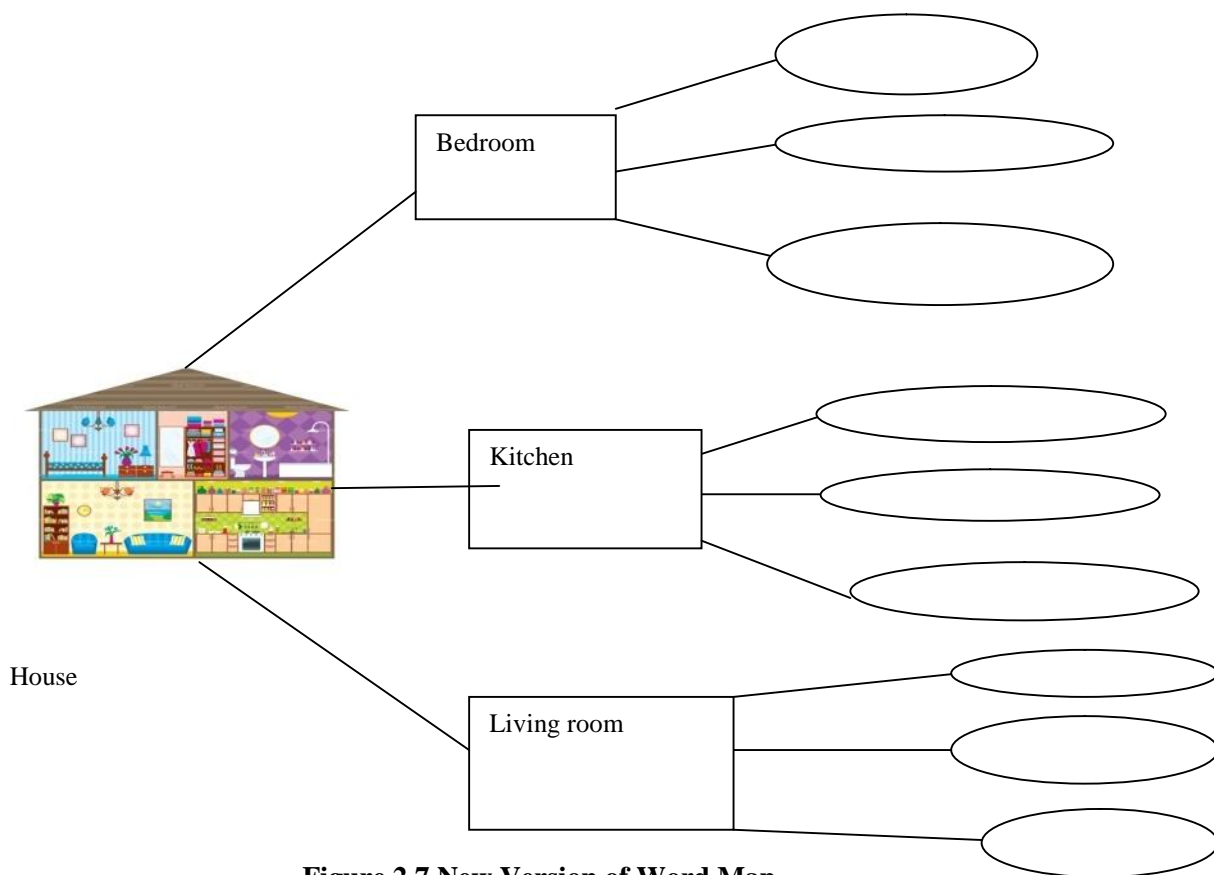




**Figure 2.6: Origin Word Map**

Based on the figure and table (see Appendix 14), we can see that the origin versions of word map are in a random chosen and not in simple one. Sometime the students will get frustration and lost their ideas to write because they are confused with the branches. In the other hand in the new version of word map is more hierarchical and organize. It also present in a simple way. The students will easier in framing before they write a sentence. The writing process will make the students interesting.

### 2.3.4 Procedure of Modified Word Map



**Figure 2.7 New Version of Word Map**

#### Pre Activity

1. The teacher tells the students about house and things related in it
2. The teacher asks the students randomly about their favorite room.

In previous word map, the teacher does not give the chance to the students to express the vocabulary that they know related to the topic. The teacher directly writes the vocabulary on the white board. Thus, the researcher will add two steps at beginning to activate their schemata before discussing the topic. Schema theory is attributed to Anderson (1976).

#### Whilst Activity

1. The teacher starts by putting the beginnings of a map on the board. (Before writing the map the teacher will ask the students by delivering question to

illustrate, so the students could guess what word that the teacher will write on the board to begin the map).

In this step, the additional will be given in order to make the students take more attention and build up their concentration.

2. The teacher ask the students to come in front of the class to fill the branches related with the early map that written by the teacher.
3. The teacher correct the words that written by the students. If there is a mistake in students' typing of words, the teacher will mark the words, and then change it, so the students can understand.
4. The teacher shows a picture. The picture about room in house and it hopes can help the students imagine what the things in it are. The students mention some of the things in it.

The researcher moves the steps number eleven to four and modifies it. By showing a picture, it hopes the students visualize the vocabulary in form of picture. The effectiveness of picture theory is attributed to Alvarez 2013 (in Gutierrez 2015:50).

5. The teacher divides the students into 3 groups and each group given one map (one room) and must add most things that related in it. In giving a room in every group, the teacher will give a guessing game to give an innovation in the lesson. The group that can guess will get an opportunity to choose the room that they want. After that every group begun it by discussing then try to fill the map and add most things in it. Every group tries to be a winner by adding most things than other group and the teacher motivated the students to fill the map.)

In this step, the researcher will add a guessing game in order to make the students more eager and enjoy in learning. Guessing game theory is attributed to Selten in Coricelli (2010).

6. The teacher monitoring the students' progress and checking they work. If there is wrong typing the teacher change it, then the teacher decide which the group that add most things and become the winner.

### **Post Activity**

1. The teacher guided the students to pronounce the words correctly.
2. The teacher asks the students to make a descriptive paragraph based on the topic that given by the teacher.

At the previous word map, the activity is stop at the memorizing and telling the vocabulary. Here, in this research the researcher will go further on the writing task. The students will combine the vocabulary that they get from the learning process to write descriptive text by developing the vocabulary in each map.

## **2.4 Theoretical Assumption**

### **1.4.1 Problems in the Implementation of Modified Word Map in Teaching Writing**

In writing skill, Vocabulary as one of the writing tools has significant role in writing, because the number of words we use is a reasonable measure of our intelligence and our writing quality. According to Baker 1971(in Utami 2017) "the number of words you use is reasonable measure of your intelligence. Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. From the explanation above,

there are so many useful function of vocabulary in improving the language skill, such as developing writing skill. Therefore, the limitation of students' vocabulary mastery can be classified to be one of the biggest problems that will be faced by the students in writing descriptive paragraph.

#### **2.4.2 The Differences on Students' Writing Skill before and after the Implementation of Modified Word Map**

In teaching writing, it cannot be taught alone. It is usually followed by the integration of the other skill and components. It was due to the fact that effective writing requires a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. Vocabulary as one of the components in writing puts a vital role in the quality of writing. Thus, a suitable technique or strategy is needed to promote the vocabulary knowledge. One of strategies which are suitable for students to develop their vocabulary development is word map. Word map is one of the most powerful strategies to teach vocabulary because it engages students in thinking about word relationships. The strategy promotes students' active exploration of word relationships, thereby leading to deeper understanding of word meanings by developing their conceptual knowledge related to words. Creating an innovation in teaching is important in order to make the teaching and learning process be more effective. So, by doing this research, it hopes that the

innovative word map can make the learning process be more effective and the quality of students' writing skill will increase.

#### **2.4.3 The Implementation of Modified Word Map Affects Students' Writing Skill**

Word map is an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know, Harmer (2007). It is used by teachers to show students how words group together. Getting students to build up their own maps by working in groups (as we have suggested) has the added advantage of making them try to remember some of the many words they know, while at the same time learning new words from their peers. Furthermore, in word map, the students are going to work on aspects of the thing for example "House" and the rooms or things in it. Thus, we start by putting the beginnings of a map on the board. Students then come to the board and add some things that related with it (Harmer, 2000).

### **2.5 Hypothesis**

Hypothesis is a temporary conclusion about the research. Furthermore, Hypothesis is also known as a speculation concerning either observed or expected relationships among phenomena. If for research purposes the speculation is translated into a statement that can be tested by quantitative methods in research, the statement is known as a **statistical hypothesis**, stated with reference to population parameters (e.g. population mean) and takes the form of two opposing but related hypotheses: a **null hypothesis**, symbolized by  $H_0$ , and an alternative hypothesis, symbolized by  $H_a$  or  $H_1$ , that are mutually exclusive and exhaustive. A



null hypothesis is a statement that “No difference exists between groups A and B” whereas the alternative hypothesis is an opposite statement that “The mean for group A is higher than that for group B” (Richards and Schmidt, 2010: 266-267). Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

H<sub>0</sub>: There is no problem in the implementation of modified word map in teaching writing.

H<sub>1</sub>: There is problem in the implementation of modified word map in teaching writing.

H<sub>0</sub>: There are no differences on students’ writing skill before and after the implementation of modified word map.

H<sub>1</sub>: There are differences on students’ writing skill before and after the implementation of modified word map.

H<sub>0</sub>: The implementation of modified word map does not affect students’ writing skill.

H<sub>1</sub>: The implementation of modified word map affects students’ writing skill.

This chapter elaborated some theories related to this study. This chapter accumulated some theories which came from several theorists from some books, journals and articles.

### **III. METHOD**

This chapter is discussing several points: research design, data, data sources, instruments, data collecting procedure, data analysis, reporting and hypothesis testing.

#### **3.1 Research Design**

In this research, the researcher used experimental design because the purpose of this research is to investigate the influence of using modify word map towards students' writing achievement. Frankel (2008) states that experimental research is one of the most powerful research methodologies the researcher can use. An experimental design is the general plan for carrying out a study with an active independent variable. Ary (2006) agreed that the design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. The researcher concluded that experimental design is a research that conducted to know or investigate the influence of a treatment. This design is important because it determines the study's internal validity to reach valid conclusions about the effect of the treatment.

According to Ary (2006) experimental design may be classified according to how well they provide control of the threats to internal validity is: pre-experimental design, true experimental design, and quasi experimental design. Furthermore, the

researcher will use quasi-experimental design. Quasi experimental design includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment Creswell (2012).

Creswell (2012:310) states that the variety of quasi experimental design can be divided into two main categories. First is pre- and posttest design, and the second is posttest-only design. The researcher used one group pre- test and posttest design, the pre-test used to know the students mastery before treatment. The research design of the research is illustration as follows:

<b>T1 X T2</b>
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Notes:

T1 = pre- test

X = Treatment

T2 = Post-test

(Setiyadi, 2006)

### **3.2 Data**

Creswell (2012) states that variable is characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organization studied. This research consists of two variables, the independent variable and dependent variable. The independent variable of this research is using modified word map symbolized by (X) and the dependent variable is students' writing achievement symbolized by (Y).

### **3.3 Research Population and Sample**

#### **3.3.1 Population**

Fraenkel (2009) states that population is all the members of a particular group. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of a study. Furthermore, Richard & Schmidt (2010:406) state that population is any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken. Thus, one can speak of comparing test scores across a sample of a population of students. The population of this research was all the students at the seventh grader of SMP Negeri 2 Bandar Lampung in 2017/2018 academic year. In addition, there are seven classes in which each class consists of 30 students, and the total number of the students is 210 students. Thus, based on the test from each core competence, it is known that the students' writing skill is almost the same among seven classes.

#### **3.3.2 Sample**

After determining the population, a researcher should do the next plan that is determining the sample, because sample is any group of individuals that is selected to represent a population (Richard & Schmidt, 2010: 465). Furthermore, Fraenkel (2009) states that sample is any part of population of individuals on whom information is obtained. It may for a variety of reasons, be different from the sample originally selected. The researcher choose one class as a sample, that is the experiment class.

The sample of this research was determined by using purposive sampling. There are seven classes of the seventh grade of SMP Negeri 2 Bandar Lampung, in which the total number of the students are 210 students. However, the researcher just handles one class, that is VII<sup>7</sup>. Therefore, the class of VII<sup>7</sup> was determined to be the sample of this research.

The participants of this study consist of 30 students. They are selected purposively. At first, the group gave a pretest. Thus, the students are taught by word map. Next, the group gave a posttest to find out the difference and all intended research objectives.

### **3.4 Instruments**

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study. According to Creswell (2012) examples of instruments are survey questionnaires, standardized tests, and checklists that you might use to observe a student's or teacher's behaviors.

The data of this research collected using instrument as follows:

#### **3.4.1 Tests**

The tests divided into two, those are:

##### **a. Pre-test**

Pre-test is administered to the students in the experimental class in order to find out the students' quality before treatment.

b. Post- test

The post test is done to investigate the effect of the treatments toward the students' writing skill after getting the treatment.

According to Creswell (2012) scoring data means that the researcher assigns a numeric score (or value) to each response category for each question on the instruments used to collect data. Before getting the score, the researcher will determine the procedure to be used in scoring the students' work. In order to do that, the researcher used criteria of writing score based on Heaton (1998). According to him, there are five aspects of writing such as content, organization, vocabulary, language use and mechanics. (See Appendix 1)

### **3.4.2 Interview**

Interview is a conversation between an investigator and an individual or a group of individuals in order to gather information (Richard and Schmidt, 2010:298). According to Marguerite Lodico (2006) there are five types of interview, they are: one-to-one, Group Interviews, structured interview, Semi-Structured Interviews, Unstructured interviews. In this research, the researcher used semi-structured interview in order to get the detail information from the interviewee. In order to make the data of interview valid, the researcher will use triangulation of theory. Triangulation of theory. Setiyadi (2006) state that in triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

Interview guide used to know the students' responses and motivation after following the teaching and learning process. Interview guide is a list of topics used by an interviewer during an interview. An interview guide helps the

interviewer make sure that the important topics have been covered during the interview (Richard and Schmidt, 2010:298). This interview guide would be given in the beginning and at the end of treatment. Besides, it was also used to know whether the strategy was helpful to solve the students' problem in writing or not. The topics of interview can be described as follows:

**Table 3.1**  
**Interview Guideline for the Teacher**

No	Component of interview	No. item
1	To know the general process of English teaching learning activity.	1,2
2	To know the students's problems during the teaching learning writing.	3,4,5,6,7,8,9,10

**Table 3.2**  
**Interview Guideline for the Students after the Treatment**

No	Component of interview	No. item
1	To know the students interest in writing after being taught by using modified word map.	1,2
2	To know the students's respond about the implementation of modified word map	3,4,5,6,7,8,9,10

### **3.4.3 Validity and Reliability of Instrument**

#### **3.4.3.1 Validity**

Validity is matter of relevance. It means that the test measure what is claimed to be measured. Setiyadi(2006) states that a test can be said valid if the test measures the object to be measured and suitable with the criteria. To know the validity of the test, in this research, the researcher analyzed the test from content validity and construct validity.

## **1) Validity of Writing Test**

In this instrument, the researcher uses two kind of validity; they are content validity and construct validity. Detail of both of them is as follow:

### **a. Content Validity**

Content validity is the extent to which a test measure representative sample of the subject matter contents. It means that the test should be correct and represent the material that was taught, here, all items made based on material taught and curriculum. The researcher makes the instruments that relate with descriptive text in English subject. To know whether the test has a good validity, the items of the test consist to the discussed with the expert. In this case is the English teacher, to make sure that the instrument was valid.

### **b. Construct Validity**

Construct validity focused on the kind of the test that it is used to measure the ability. According to Setiyadi (2006), if the instrument just measures one aspect, for example, some writing, the construct validity can be measured by evaluating all items in the test. It concerns with the correlation of the theory of testing certain language skills. It means that the items should really measure the students whether they have ability in writing that was taught or not. The test items should really measure the student's ability in writing, and the test items is formulated by natural and the concept of writing. In this research the researcher use a writing test. To make sure, the researcher will consult the instrument to English teacher.

## **2) Validity of the Interview**

In this instrument, the researcher uses only construct validity. Construct validity focused on the kind of the test that it is used to measure the ability. According to



Setiyadi (2006), if the instrument just measures one aspect, for example, some writing, the construct validity can be measured by evaluating all items in the test.

#### **3.4.3.1 Reliability**

Richards & Schmidt (2010:495) explain that reliability is a measurement of the degree to which a test gives consistent results. A test is said to be reliable if it gives the same results when it is given on different occasions or when it is used by different people.

##### **1) Reliability of Writing Test**

To ensure reliability of the scores and to avoid the subjectivity, the researcher uses inter-rater reliability. Inter-rater reliability refers to the degree of similarity between different examiners: can two or more examiners, without influencing one another, give the same marks to the same set of scripts (Wang, 2009). Furthermore, Richards & Schmidt (2010:297) explain that Inter-rater reliability is the degree to which different examiners or judges making different subjective ratings of ability (e.g. of L2 writing proficiency) agree in their evaluations of that ability. If different judges rank test takers in approximately the same order, using a rating scale that measures different aspects of proficiency, the rating scale is said to have high inter-rater reliability.

In achieving the reliability of the pretest and posttest of writing, inter-rater is used in this study. The first rater is the English teacher in SMP N 2 Bandar Lampung and the second rater is the researcher. All of them discussed and put in mind of the writing criteria in order to obtain the reliable result of the test.

## 2) Reliability of Interview

To know the reliability of the interview sheet, the researcher uses Pearson Product Moment formula as seen below:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes:

$r_{xy}$ : Correlation of coefficient of reliability between odd and even numbers

$N$  : The number of students who take part in the test

$X$  : The total number of odd number item

$Y$  : The total number of even number item

$X^2$  : The square of  $X$

$Y^2$  : The square of  $Y$

$\sum X$  : The total score of odd number

$\sum Y$  : The total score of even number (Hatch and Farhady, 1982:198)

After getting the reliability of half test, the researcher used Spearman Brown todetermine the reliability of whole test, as follows:

$$R_k = 2r_{xy}$$

$$1 + r_{xy}$$

$R_k$  = the reliability of the whole test

$2r_{xy}$  = the reliability of the half test

(Hatch and Farhady, 1982:247)

The criterias of reliability are:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20 up to 0.39 is low

0.00 up to 0.19 is very low

### **3.5 Research Procedure**

The researcher used the following procedure in order to collect the data

#### **1. Determining the research problem**

The main concerns of this research are whether there is a difference achievement of students' writing after being taught by using modified word map or not and how the process of modified word map affects students' writing achievement.

#### **2. Determining the subject of the research**

The subject of this research was chosen by cluster random sampling. The researcher took one class that is class VII.7 as the experimental class and use one group pre- test and posttest design.

#### **3. Selecting the material**

The material of this research selected based on the syllabus for the first semester of the seventh grade students. The topic will be about descriptive paragraph.

#### **4. Administrating interview**

There was an interview to the students before conduct the research. This interview will be conducting to know how the students' respond about the

teaching learning of English and which skill or component that make them feel difficult to master English subject.

5. Administrating test before the treatments

Before the treatments, there was a pre- test. The pre- test conducted in one session before the treatment of modified word map. The test was in the form of essay that consists of some topics that should be chosen by the students, then the student will start their writing. The pre- test conducted to find out the students' quality before treatments.

6. Conducting the treatments

The treatments gave for three meetings in the experimental class. The researcher conducted the treatment to develop students' writing achievement. After having treatment, the students are hoped they could write a descriptive paragraph easily in, so that their writing achievement will be develop.

7. Administrating writing test after the treatments

After giving treatment, the students are asked to complete the writing test. By giving the post-test, the researcher will know whether there is difference achievement of the students' writing or not.

8. Analyzing the data

The last step of this research was analyzing the data. In this step, the researcher drew conclusion from the tabulated results of the test that had been administrated. The researcher examined the students' work based on the guidance from scoring rubric of writing based on Heaton (1988) In addition the researcher also analyzed the qualitative data to answer the second research questions.

The eight things, starting from the determining research problem until analyzing the data, are the whole procedures in administrating the research.

### **3.6 Data Analysis**

To analyze the gained data the researcher threatred the following steps:

#### **1. Writing test**

- Since writing test was a subjective test, there were two raters to reduce the subjectivity in judging students' writing ability. The two raters were the researcher herself and the teacher who is the English teacher in SMPN 2 Bandar Lampung. Both of the raters worked collaboratively to score the result of the students' writing.
- In the intention of increasing reliability of the test, the two raters treated the students' work anonymously during scoring by folding back the top side of the paper where the students put their names on. It was done before scoring. Anonymous scoring is highly desirable, for identification of papers (students' writing) often leads quite unconsciously to scorer bias, Harris (1974: 79).
- Then, before scoring any papers, the two raters scanned a sample of papers to decide upon standards. They found, for example, a high, high medium, low-medium, and low paper to serve as models. Then, as they scored the papers, they return occasionally to the models to ensure that their standards were not shifting.

- After scoring the test, it was important to make sure that both raters used the same scoring criteria. Reliability of the pretest and posttest was examined by using statistical measurement. It was measured using SPSS systematic measures.
- Finally, after measuring the reliability, the scores of pretest and posttest were computed using SPSS (Paired Sample T-test) to answer the hypotheses and draw a conclusion.

## 2. The interview

- The data from the interview were transcribed and then grouped based on the category of the points of the problems faced by the students in terms of their interest in writing and responses toward the implementation.
- Then, the researcher found the relationship pattern among data to find out the tendencies of the answers from the interviewees since the interview was in form of semi structured interview.
- After that, coding was done and then the coded data were interpreted and described to draw the conclusion. The conclusion in form of the percentage of the tendencies answers of the problems asked in interview.

## 3.7 Reporting

This is the last step of the procedure which consists of reporting the result on findings.

### 3.8 Hypothesis testing

To prove the hypothesis, SPSS used to know the significant difference of students' writing achievement after being taught through modified word map. This study used Repeated Measures T-testing comparing the mean score. The significance level is in 0.05 even the hypothesis is approved if sign  $< p$ . It means that probability of error in the hypothesis will about 5%. The hypothesis is stated as follows:

$H_0$ : There is no problem in the implementation of modified word map in teaching writing.

$H_1$ : There is problem in the implementation of modified word map in teaching writing.

$H_0$ : There are no differences on students' writing skill before and after the implementation of modified word map.

$H_1$ : There are differences on students' writing skill before and after the implementation of modified word map.

$H_0$ : The implementation of modified word map does not affect students' writing skill.

$H_1$ : The implementation of modified word map affects students' writing skill.

This chapter elaborated research methods that were applied to gather the data of this research.

## **V.CONCLUSION AND SUGGESTION**

This last chapter covers (1) Conclusion of this research; and (2) Implication and Suggestions from the research related to the conclusions of this research.

### **5.1 Conclusion**

Based on the data analysis and the results of the interviews, the researcher concludes that the research findings for the seventh grade students of SMP N 2 Bandar Lampung are as follows:

- 1) The aspect of vocabulary becomes problem in the Implementation of Modified Word Map in teaching writing.

The limitation of students' vocabulary mastery can be classified to be one of the biggest problems faced by the students in writing descriptive paragraph. If the student does not master the aspects which must be scored in writing, it will be error. In writing skill, Vocabulary as one of the writing tools has significant role in writing, because the number of words we use is a reasonable measure of our intelligence and our writing quality.

- 2) There are differences on students' writing skill before and after the implementation of modified word map.

Students' writing skill after using modified word map is increased. Based on the calculation in the pretest that consists of 30 students, the mean score is 66.90 and the posttest is 73.90. Thus, the computation also shows that sig (2



tailed) is 0.000. It means that  $\text{sig} < (p < 0.05; p = 0.000)$ . It can be concluded that  $H_0$  is rejected and  $H_1$  is accepted that there are differences on students' writing skill before and after the implementation of modified word map and there is significant improvement between pretest and posttest. Based on the data calculation, it indicates that students' mean score of posttest is higher than pretest.

- 3) The implementation of modified word map affects students' writing skill. Hence, the origin versions of word map are in a random chosen and not in simple one. Sometime the students will get frustration and lost their ideas to write because they are confused with the branches. In the other hand, in the new version of word map, it is more hierarchical and well organizes. It also present in a simple way. The students will easier in framing before they write a sentence. The writing process will make the students feel interesting. As the result, students can relate vocabulary words to their own background or experience. Thus, it involves students in thinking, reading and writing. At last, it engages the students as active learner that can improve their writing skill.

## **5.2 Implication and Suggestion**

The following section discusses about the implication and suggestion written based on the conclusions of this research. Some of those implication and suggestion are addressed to:

### **5.2.1 The Teachers**

- 1) The strategy used in this research is really effective to teach students writing achievement especially in promoting the aspect of vocabulary. It can be used

as an alternative way for teacher to teach learning writing. It provides clear directions and steps to teach students about the writing skill especially in promoting the aspect of vocabulary.

- 2) In implementing the strategy, teachers are suggested to not only give the clear instruction about how to use the strategy but also give the materials which support the use of the strategy. By giving the appropriate materials, students can try to implement the strategy by using those materials.

### **5.2.2 Further Researchers**

By looking at the limitation of the research, several suggestions for further researchers are suggested.

- 1) Since the use of word map was modified to be appropriate to teach writing especially in promoting the aspect of vocabulary, it seems that it would be interesting for the future researchers to implement this strategy in different English skills.
- 2) It is suggested for the further researchers to conduct their research in a senior high school which has students with good ability of English in order to get the best result of the research.
- 3) In addition, it is also suggested for the next researcher to implement word mapping in long term research to see the different effect of word mapping to students' in other language skills.

This chapter presented the conclusions of the results in this research and also several suggestions dealing with the results.

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