ABSTRACT

CONCEPT MAPPING IN GROUP OF PEER REVIEW ON STUDENTS’ WRITING SKILL

BY

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The research is conducted in order to find out whether there are any changes in students’ writing skill before and after the implementation of concept mapping and what problems do students face in the implementation of concept mapping in peer review on writing skill.

This is a quasi-experimental research with one group pre-test post-test design. It applies concept mapping in group of peer review on students’ writing skill. The samples, who were taken purposively, are 25 students of the tenth grader. The instruments used in this study are writing pretest and posttest and interview.

Based on the calculation, the pretest that consists of 25 students has mean score 68.80 and the posttest has mean score 75.00. Based on the calculation, both on significance level of 0.05 and 0.01 \( \text{t}_{\text{calculation}} > \text{t}_{\text{table}} \), Ho is rejected and Ha is accepted. It means that there is significant difference after the implementation of concept mapping in teaching the writing to the students. It can be concluded that the implementation of concept mapping in group of peer review is effective to increase student’s writing skill. Students’ writing skill after using concept mapping in group of peer review is increased.

Lastly, the implementation of concept mapping in group of peer review affects students’ writing skill. The students were easier in framing before they wrote a sentence. The writing process makes 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.

Keywords: Concept Mapping, Group of Peer Review, Writing Skill