ABSTRACT

INVESTIGATING
SEMANTIC MAPPING BASED PROCESS GENRE APPROACH
TO PROMOTE STUDENTS' WRITING ACHIEVEMENT
AT SMAN 3 METRO

By:

Rizki Anugrah PR

This study aimed to determine the difference in students writing achievement between those taught using the semantic mapping-based process genre approach and those taught using semantic mapping and investigate the student's perception of the semantic mapping-based process genre approach. The research samples were 70 students in the tenth grade of SMAN 3 Metro. This research used a quantitative approach to compare the two groups. The pre-test, the post-test, and the questionnaire were used to get the data. The analysis data for this study were an independent sample t-test in SPSS (Statistical Program for Social Science) 26.0

The findings revealed that there was a significant difference in student writing achievement between those taught using the semantic mapping-based process genre approach and those taught using semantic mapping. On the semantic mapping class pre-test, writing scores for 31 of the students were below 70. In the semantic mapping based process genre approach class, 29 students got a writing score below 70. Three students in the semantic mapping class got writing score above 70. Seven students got writing score of 70 or higher in the semantic mapping class based process genre approach. On the other hand, 24 students in the semantic mapping class got writing scores above 70 on the post-test. The post-test comparison between the control and experimental classes revealed a significant difference for each class because the significant level was lower than the alpha level ($0.004 < 0.05$). It showed that the t-level is higher than the t-table ($-2.969 > 1.995$). It also found that using a semantic mapping-based process genre approach to teach writing was better than using original semantic mapping to improve students' writing achievement. The researcher discovered that students viewed the semantic mapping-based process genre approach favorably. The students showed that they could be more involved in class, and they had a chance to talk with their partners. Most of the students who responded to the questionnaire strongly agreed with the statement that "the semantic mapping illustrated key words and branches arrow was easy to follow and understand." It was shown by 69% of the students who answered the questionnaire.

Keywords: *semantic mapping technique, writing achievement, recount text.*