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

**(A Thesis)**

**By:**

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**MASTER IN ENGLISH EDUCATION STUDY PROGRAM**
**LANGUAGES AND ARTS EDUCATION DEPARTMENT**
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**BANDAR LAMPUNG**
**2022**

# ABSTRACT

## INVESTIGATING
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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.*

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**By:**

**Rizki Anugrah PR**

**A Thesis**

**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**



**MASTER IN ENGLISH EDUCATION STUDY PROGRAM
LANGUAGES AND ARTS EDUCATION DEPARTMENT
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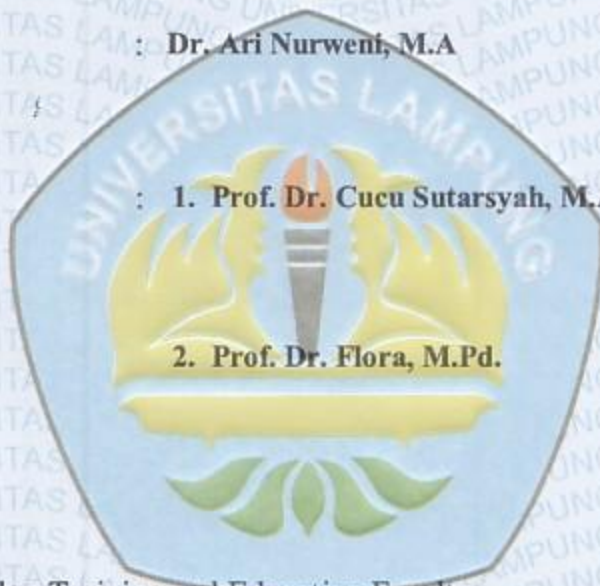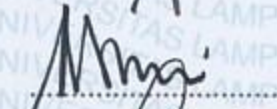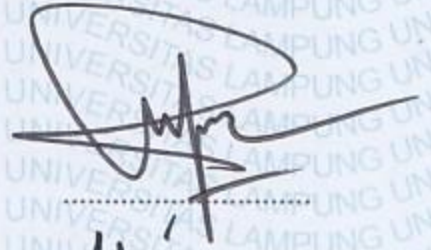
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "**Investigating Semantic Mapping Based Process Genre Approach to Promote Students' Writing Achievement at SMAN 3 Metro**" adalah benar hasil karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarism.

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Bandar Lampung,    Agustus 2022

Yang membuat pernyataan,

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# CURRICULUM VITAE

Rizki Anugrah Putri Rahayu was born in Metro on November 27$^{st}$, 1995. She is the first child of six children from the parents' alm. Suwarno and Siti Asiyah, S.Pd and she have four brothers and one sister named Putra Setiawan, SE, R.A. Putri Rahmawati, AS, S.Pd, Muhammad Iqbal Ramadhani, Muhammad Habil Prayogi, AS, and Ahmad Akmal Annas.

She initially attended her formal education institution at TK Dharma Wanita Pekalongan in Lampung Timur and graduated in 2000. Then, she continued her study at MIN 1 Metro and graduated in 2009. Next, she continued her study at MTS Muhammadiyah 1 Metro and graduated in 2011. After that, she continued her study at MAN 1 Lampung Timur and graduated in 2013. The same year, she continued in the English Education Study Program at the State Institute for Islamic Studies of Metro and graduated in 2018. Then, in 2019, she was registered as a student in the English Education at Postgraduate Study Program, Languages and Arts Education Department of Teacher Training and Education Faculty at Lampung University.

## DEDICATION

This paper is proudly dedicated to:

- My beloved Parents

Alm. Suwarno and Mrs. Siti Asiyah, S.Pd

- My lovely Brothers and Sister

Putra Setiawan, SE, R.A. Putri Rahmawati, AS, S.Pd, Muhammad Iqbal
Ramadhani, Muhammad Habil Prayogi, AS, Ahmad Akmal Annas

- My kind-hearted friends, MPBI 2019

- My almamater, Lampung University

# MOTTO

**Man Jadda Wajada**

*"Where there is a will, there is a way."*

**Always think and talk positively**

**(Rizki Anugrah Putri Rahayu)**

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This thesis would never exist without support, encouragement, and assistance from several gorgeous persons and institutions. Consequently, the writer would like to show her appreciation and respect to:

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Finally, this thesis is not entirely perfect. The writer hopes this thesis will positively contribute to the educational development of the readers and the other researcher. The writer is fully aware that this thesis is far from perfection. Therefore, constructive input and suggestions are expected to compose a better thesis in the future.

Bandar Lampung,    August 2022
The writer,

**Rizki Anugrah PR**

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# I.  INTRODUCTION

This chapter dealt briefly with the main issues for carrying out this study, such as the background of the problems, identification of the problems, limitation of the problems, formulation of the research question, objectives of the research, use of the research, and scope of the research, and definition of terms.

## 1.1  Background of the Problems

Writing is one of the three primary language skills, along with listening, reading, and speaking. Writing is essential in communications, especially in school, university, and others. They are writing skills that teach people how "to convey their thoughts in the form of words in sentences and can aid in their intellectual development. The student needs to pursue their creative process once they are writing. In other that, they can locate and clarify what they need to express through the writing process.

The students should be able to convey their ideas in writing due to their understanding of the text. Consequently, writing is about processes rather than products. There are many variations of the process approach with some phases of writing, such as pre-writing, drafting, revising, and editing.

The planning or pre-writing gives the students additional time to think about and reevaluate the message's meaning and the language used to convey it. A teacher could assist and advise pupils in completing writing assignments. In this vein, in

teaching English, particularly in writing, the teacher should employ the appropriate strategies, methods, and techniques.

The writing issues were based on the researcher's observation that students have difficulty organized words into proper sentences, have no idea where to begin, lack vocabulary, and have limited grammatical skills. Furthermore, during the pandemic, the teaching-learning process was conducted online, and teachers provided many student tasks. Moreover, the teacher lacked an explanation of the materials. Most students have struggled to explore, organize, and generate ideas in writing text (Yusuf, 2020).

However, writing required writing ideas and setting goals, generating ideas, organizing information, selecting appropriate language, creating drafts, reading, reviewing, revising, and editing. Hedge's theory related to Richards (2002) that the difficulty of writing lay not only in generating and organizing ideas and translating their ideas into readable text. Hence, the researcher should be able to manage their thought, organize their writing into logical paragraphs, and find an effective writing technique.

The researcher has attempted to solve the student's problem by providing valuable techniques to activate their background knowledge in writing. One of the learning techniques employed in this study was semantic mapping. The semantic mapping was created by Johnson and Pearson (1978) and cited in Johnson (1986). In semantic mapping, students were asked to graphically connect new words to existing knowledge and experiences in pre-writing.

Semantic mapping recalled the students what they already knew about a topic, locating words or concepts relevant to the topic, and then illustrating the relationships of the words using a map Gibbons (2002). Through these activities, students should be able to expand their vocabulary and knowledge and determine the meaning of words based on their context.

There was a lot of previous research that has supported semantic mapping in improving writing skills, such as the research carried out by Yih (2011), Nyoni (2012), Sari (2015), Zulaikah (2016), Devi (2017), Fauzan (2018), and Jusmaya (2019). In the seventh research, the fifth showed that semantic mapping could improve students' writing skills. Yih (2011) found that students struggled to recall technical terms in nouns, verbs, adjectives, and adverbs. Then, according to Sari (2015), problems in semantic mapping arose when students' group projects were not practical. The leader dominated a group, and the members depended solely on him. Another group spent too much time talking rather than discussing the project. As a result, the students lacked ideas, and the teacher could not manage the class's writing process. It is regarded as one of the factors influencing the outcome.

Based on the relevant previous studies, the researcher found some gaps. The first gap was in the way of implementing the study. The teacher should give much more attention to each stage of the semantic mapping or integrate with the other approach. The second gap was the students' perception. Most of the studies reviewed in this study did not consider student perception.

The study was not fully achieved, particularly in the term implementation, because it was typically used only during the pre-writing process to share writing ideas. In this case, the researcher had to analyze the semantic mapping technique to pay more attention to each writing process so that students get interchange between teachers and students in the learning process. This accomplishment will also lead to better opportunities shortly. As a result, it was necessary to investigate the semantic mapping in pre-writing and the writing process to create a product text. In other words, it implied that this technique should be integrated.

Some previous studies integrated semantic mapping with the other techniques. Yanur et al. (2019) combined semantic mapping and a genre-based approach to improve their writing skill. Moreover, Sihaloho et al. (2017) also investigated the improvement of student recount text after implementing a semantic mapping strategy in peer feedback. The findings suggested that the semantic mapping strategy in peer feedback facilitated the students to improve their ability to write recount text. Furthermore, Devi (2017) investigated the effect of Semantic Mapping (SM), Think Pair Share (TPS) strategies, and Grade Point Average (GPA) on descriptive paragraph writing achievement of Education Technology students of Baturaja University. The results showed that SM and TPS strategies could significantly improve students' writing achievement.

Unlike the previous studies above, this research integrated conventional semantic mapping with other approaches. In this research, the researcher integrated the process genre approach to support the technique in all writing processes. Suddenly, the process genre approach incorporated ideas from genre approaches,

context knowledge, writing purpose, and specific text features while also skills in using language (as in the process approach) (Agesta, S., & Cahyono, B. Y, 2017). This research used the process genre approach in integrated semantic mapping to apply semantic mapping in every process. Moreover, the semantic mapping-based process genre approach was more effective than conventional semantic mapping because it allowed learners to learn and help each other begin preparing, modeling and reinforcing, planning, joint constructing, independent constructing, and revising. However, it could reconstruct in process writing, mainly pre-writing (preparing, modeling, and planning), drafting, editing, and revising (joint constructing), pre-writing, drafting, and editing (independent constructing), and then revising.

In the process genre approach, there was a stage of independent constructing that made the students brainstorm their idea and work individually to create a recount text. Furthermore, all students could reduce their problems in each writing process. It could drill the students to write into the text. So, semantic mapping and the process genre approach were suitable to reduce the problems in semantic mapping.

The researcher's goal, in this case, was to integrate a semantic mapping-based process genre approach. The learning process was sufficient to help students collaborate to learn English, mainly writing skills. Many students struggled to put their thoughts into text form. Thus, sharing information among students was strongly advised. Furthermore, it enabled students to improve their knowledge

skills, encouraged them to participate more actively in teaching and learning, and develop their second language writing skills.

Process and genre concepts were combined in the process genre approach, where the learners knew the text's process and aim. Based on Badger and White (2000) created, this approach where the students could use this innovative writing strategy to improve their grasp of writing (genre, structure, and language characteristics of a text), social context (text purpose), and the writing process. Yan (2015), cited in Refnaldi (2013) adapted six writing from Badger and White's theory to apply the process genre approach: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising.

These steps provided students with adequate exposure to the text preparation and modeling steps. It also allowed students to develop their writing skills by enabling them to plan, joint constructing, and independent constructing actions. In addition, during the final step of revising, students received feedback from the teacher and classmates. Furthermore, the approach assisted students in developing not only general information about the text and detailed, concrete, specific, and realistic descriptions. Moreover, the texts were better structured, progressing from broad to specific details. The grammar errors are reduced as students receive feedback from their peers. The process genre approach allowed students to draft, revise, and recompose their works before publication.

No prior research has combined semantic mapping techniques with a process and genre, which we could refer to as the process genre approach. Other aspects to consider the instructor and students were working together to create a text in the same genre, with the teacher modeling what experienced writers do during the writing process, guiding students through the writing process, and assisting them in establishing writing skills. It is in line with Oshima (1999), who claimed that good writing skills did not arise overnight, meaning that writing competence involved a specific process and the collaboration of a few people when learners experience lessons using the process genre approach. They are actively engaged in each space of process writing for this study.

To summaries, the research aimed to investigate the semantic mapping-based process genre approach to enhance writing achievement. Furthermore, the researcher determined whether the semantic mapping-based process genre approach is implemented through the students' perception.

## 1.2  Identification of the Problems

Based on the information given above, the researcher came up with the following problems:

1. The students have difficulty organizing words into proper sentences.

2. The students have no idea where they want to begin.

3. The students lacked grammatical.

4. The students lacked vocabulary.

5. The students have struggled with writing text (organization, content, language use, mechanics, and vocabulary).

6. The teacher gave the students many tasks without a clear explanation.

7. The students are still confused about getting the information from online learning.

8. The students were maybe not active in the teaching-learning process.

## 1.3 Limitation of the Problems

After identifying the problems in the study above, this study focused on the students' low-writing problems at SMAN 3 Metro's first-grade students due to the existing teaching techniques. This study covered the following scopes: Firstly, the influence of the Semantic Mapping Based Process Genre Approach on writing achievement. Secondly, the student's perception of the use of semantic mapping was based process genre approach.

## 1.4 Formulation of the Research Questions

Deal with the issues presented above. The research questions for this study are as follows:

1. Is there any significant difference in students' writing achievement between those who are taught using a semantic mapping-based process genre approach and those who are taught using semantic mapping?

2. What is the student's perception of using the semantic mapping-based process genre approach?

**1.5 Objectives of the Research**

Concerning the statement of the problem above, the objectives of the research are determined as follows:

1. To find out the difference in students' writing achievement between those who are taught using a semantic mapping-based process genre approach and those who are taught using semantic mapping.

2. To find out the students' perception of using the semantic mapping-based process genre approach.

**1.6 Uses of the Research**

Hopefully, this research will be able to bring some expected benefits as follows:

1. Theoretically, the research findings might help support the previous theory about the Semantic Mapping Based Process Genre Approach for writing achievement.

2. Practically, this research was expected to provide teachers with a new insight that might be taken as a guideline in teaching writing so that the students could comprehend English texts well and optimize their writing achievement.

**1.7 Scope of the Research**

The research investigated the students' writing achievement through a semantic mapping-based process genre approach and semantic mapping. Based on the Curriculum of 2013 in senior high school, the researcher implemented the material and test. The material and test are involved based on the syllabus of the

2013 Curriculum for the first-grade students of senior high school in the 2021/2022 academic year. The material is concerning to the recount text.

However, this study is focused on using the semantic mapping-based process genre approach and semantic mapping in teaching the students' writing achievement in the EFL classroom. The semantic mapping-based process genre approach is implemented following the principle procedures in which the students thought of the main idea, made semantic mapping for the supporting details, revised, and composed a text. Moreover, the researcher will investigate the perception.

## 1.8 Definition of Terms

Briefly, the definition of terms in this research could be elaborated as follows:

1. Writing

   Writing is the mental work of developing ideas, deciding how to express them, and organizing them into statements and paragraphs that are understandable to a reader (Nunan, 2003).

2. Semantic mapping

   The process of visualizing categories and their relationships is known as semantic mapping. It is a graphical representation of the actual data. It is a technique that encourages students to connect new words to prior experiences and knowledge (Dilek, 2012).

3.  Process genre approach

    Process and genre are combined in a process genre approach. This concept not only incorporates ideas from genre approaches, such as context knowledge, writing purpose, and specific text features, but it also incorporates elements from process philosophy, such as writing skill development and learner response (Goa, 2007).

4.  Recount text

    A recount text describes past incidents chronologically (Hyland, 2002).

5.  Perception

    Perception is a process in which people organize and relate their impressions to give meaning to their surroundings. It means that our feelings may differ from the object of reality (Robbins, 2001).

## II. THEORETICAL FRAMEWORK

In this chapter, the writer provided some theories related to the research. The theories would be references for the researcher in conducting this research. The following theories were as follows:

### 2.1. Review of Previous Research

This chapter described the previous research on semantic mapping toward students' writing skills. Fauzan's (2018) research was to see the effectiveness of semantic mapping in improving writing skills. This research used a quasi-experimental design. The result was the semantic mapping that significantly affected students' writing skills. This technique could encourage the students to express their ideas and be concerned about specific interesting topics around them.

Jusmaya (2019) researched to determine and observe the efficiency of concept semantic mapping on the development of third-year students' writing ability in argumentative writing during the 2018-2019 academic years at Universal University Batam. This research is classified into a quasi-experimental design. The result was that there was a significant difference between the pre-test and post-test scores of the students in terms of the usage of teaching argumentative writing prepared based on semantic mapping theory toward their writing ability.

Nyoni (2012) researched the effectiveness of semantic mapping in enhancing composition writing with learners of English as a Second Language (ESL). His research used experimental design research on writing composition using semantic mapping techniques. The findings revealed that the semantic mapping technique significantly impacted the composition of students' writing.

Zulaikah (2016) investigated whether there was a significant difference between tenth-grade students taught to write descriptive paragraphs using "semantic mapping strategies" and students taught using conventional strategies MA. Sukaraja, Nurul Huda. The experimental method and quasi-experimental design are used in this study.

Yih (2011), in his research objective, exemplified the students' feedback during and after the implementation of semantic mapping in the essay writing process. The study employed a qualitative design using observation and interview methods to collect data. The findings showed positive feedback from the subjects on using semantic mapping in their writing.

In her research, Sari (2015) investigated whether semantic mapping effectively improved students writing skills of the eleventh-grade students of SMA Negeri 2 Cepu. The researcher conducted Classroom Action Research. The result showed that semantic mapping could improve students' writing competencies.

Devi (2017), in his purpose of the research, investigated the effect of Semantic Mapping (SM), Think Pair Share (TPS) strategies, and Grade Point Average (GPA) on descriptive paragraph writing achievement of Education Technology

students of Baturaja University. The researcher used an experimental method by applying factorial designs to their research. The results showed that SM and TPS strategies could significantly improve students' writing achievement.

Those were from the seventh research that the researchers did. Five researchers supported that semantic mapping could improve writing achievement, but two researchers have some problems. In this research, the researcher wanted to prove whether the researcher could use semantic mapping and steps of process genre approach will help the students solve the problems. The researcher had to modify the semantic mapping technique to pay more attention to each writing process so that students get interchange between teachers and students in the learning process.

## 2.2. The Concept of Writing

Writing entails more than just producing words and sentences (Harmer, 2004). To create a piece of paper, we must be able to write a connected series of words and sentences that are grammatically and logically linked so that the purpose we have in mind suits the intended readers.

Writing is a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct their views on a topic (Hyland, 2003). It means that they can express feelings and will show many things about writing, such as the way of thinking, knowledge, problem solution, and others. In writing, the students can represent their minds or opinions in written language to indirectly communicate with the reader.

Writing is a part of important learning language in class where it becomes a tool to fix the vocabulary, spelling, and sentence pattern, as well as is the main of students' expression at a higher level. So, writing must be taught and practiced to the students (Patel, 2008).

Writing uses to communicate information to others indirectly. Moreover, writing can define as organizing letters, words, sentences, and paragraphs in a structured manner and other related activities. Writing skills are difficult and complex to master, and students have to master conceptual and assessment skills, grammar, and rhetoric.

Based on the explanation above, it could be concluded that writing is an activity to express their ideas and thoughts in written form. Moreover, writing is a skill that could improve other components of language like vocabulary, spelling, and grammar. So the students not only learn how to do good writing, but writing is not easy. The students needed more practice to be excellent and successful writers because practice made them perfect.

## 2.3. Aspects of Writing

There are five aspects that the writer had to consider to create a well-written where it could bring the writer's ideas into the minds of the readers. Based on Heaton (1988) has the five aspects of writing, particularly:

1) Content

The term content refers to the substance of writing where the author can develop ideas and think creatively in each paragraph related to the topic or subject discussed.

2) Organization

Organization refers to a writer who puts the jumbled ideas or sentences into a logical organization and harmonizes how well the thought or sentence leads to another.

3) Vocabulary

Vocabulary refers to the selection of words based on the topic discussed. It can start by expressing a clear idea that the writer knows.

4) Language of use

Language of use refers to using correct grammatical to form logical paragraph writing. The language of use is done by separating, combining, and grouping ideas into words, phrases, and sentences.

5) Mechanical

Mechanics refers to the steps in arranging (letters, words, and paragraphs), spelling, punctuation, and capitalization to determine how good or bad the writing is. However, if the use of mechanics is inappropriate, the reader will misunderstand the text's message.

Furthermore, five aspects of writing content, organization, vocabulary, language use, and mechanics, should be covered. It meant the readers could know about the message by the writer.

## 2.4. Recount Text

Recount text is a chronological sequence of events that differs from narrative text in terms of the sequencing of events. Recount text can express through letters, newspaper reports, conversations, speeches, television interviews, and eyewitness accounts (Hyland, 2003).

Common grammatical patterns of a recount include the first, the use of nouns and pronouns to identify people, animals, or things. The second uses action verbs to refer to events, and the third uses past tense to locate events in the speaker's or writer's time. The fourth use conjunctions and time connectives to sequence the events, the fifth use adverbs and adverbial phrases to indicate place and time, and the sixth use adjectives to describe nouns (Hyland, 2002).

The steps in making recount text are required standards as a guide for writers to do good writing. Recount text has several characteristics, such as orientation, event, and reorientation.

a. Orientation

In this section, the writer could start by stating who was involved, where, and when. The orientation provided background information for the reader to understand the text, and the reader could identify the setting and content.

b.    Events

In this section, the writer wrote the recount text in chronological order and added information to the text for the reader. This part of the event was the main activity in the text.

c.    Reorientation

In this section, the reorientation was the closing statement or paragraph. Authors could provide comments or personal opinions, but that was a choice.

It is cleared from the recount text in order of events that occurred. Visiting objects, viewing pictures, and watching videos could all be used to create recount text. The students could pay attention to the generic structure in writing recount text to produce a good text.

## 2.5.    Teaching Writing

Writing is a productive skill that involves mechanical (such as handwriting or typing legibly) through to the ability to organize the written text and lay it out according to the particular text type. Along the way, the writers had to produce grammatically correct sentences, connect, and punctuate these sentences (Thornbury, 2006).

Writing is a complicated process used to create products and test grammar. It means that writing assists pupils in putting their thoughts on paper, measuring their grammatical abilities, and giving their writing structure and coherence (Brown, 2001).

The writing process admits the stage for students to the final product, where the stage involves planning, drafting, editing, and final draft. Here are the steps of the writing process by (Harmer, 2004):

1. Planning

   The writer directed what the students would write in this step, which included taking notes. A writer will select a manageable topic, determine a purpose and audience, compose sentences that represent the topic, obtain knowledge about the issue, and begin organizing the information as part of the planning process.

2. Drafting

   At this point, the author developed their ideas into complete thoughts such as sentences and paragraphs. The writer compiled and created conclusions on the topics covered so the writer could complete the draft.

3. Editing

   Following the completion of a draft, the author usually makes edits to see where it worked and where it did not, as well as if the information provided is unclear and confusing so that it could move or a new draft written. Editing, like spelling, punctuation, capitalization, and grammar errors, could not be done only once.

4. Final Draft

   After editing the draft, the author could produce a final draft in which many things changed during the editing process in the previous step.

Based on the explanation above, it was possible to conclude that writing was a process that consisted of at least four steps: planning, drafting, editing, and final draft. Planning was anything you did before writing a draft. Drafting was the process of organizing your ideas into sentences and paragraphs.

## 2.6.    The Concept of Semantic Mapping

Semantic mapping is a process in which students of all skill levels collaborate to create a word network and deepen their understanding of a text (Zahedi, 2012). In this scenario, students collaborate with the teacher to introduce, place, and elaborate on specific vocabulary elements to create a piece of writing.

A visual semantic map forms like circles, triangles, and other shapes where the structures of the conceptual semantic map are the relationship between the words/ideas represented by the verbal information within. It is related to the theory of Zorfass and Gray (2014) that the goal of semantic mapping is to visually represent the meaning-based connections and relationships between words on a map.

Semantic mapping provides students with a visual space to organize ideas, demonstrate relationships, and remember important information (Bouchard, 2005).

Johnson and Pearson created a semantic mapping technique, a graphical representation of knowledge. Creating a visual map of the connections helps us understand the relationships between ideas. They are composed of concepts enclosed in a circle or box and connecting lines demonstrating how concepts or

propositions relate to one another. Students could use semantic word maps to conceptually explore new words by mapping them with similar-meaning words or phrases.

The mapping technique may benefit one person, a small group, or even a whole class. The mapping technique is meant to help students get ready to share what they've learned about words, phrases, sentences, paragraphs, texts, or teachers they have studied in the center with their peers, other groups, or by themselves.

Maggard (2000), as cited by (Krisnawati,2014), stated that the procedure of semantic mapping used by Johnson (1984) was as follows:  First, the teachers chose a text's main idea and put it in a way that all the students could see. The main ideas are written on a blackboard, then on an overhead transparency, on a large sheet of paper, or even shown from a computer with an overhead projection system. Next, students are asked to list words or phrases related to the main idea. Students were asked to compare their lists of words or phrases related to the topic after they had thought of and written down thoughts. Then, students are asked to show how each word on their list relates to the other words by drawing lines between the words or phrases.

According to Zaid (in Dilek, 2012), there are five stages to using semantic mapping in the classroom. These included Zaid in Dilek (2012) introducing the topic, brainstorming, categorizing, personalizing the map, and post-assessment synthesis. The phases in Zaid's variation are explained below:

a. Introducing the topic

The teacher announced the subject by drawing a large oval on the blackboard and writing the subject inside it. This discussion would focus on the passage that students would read. Students could deduce the purpose of the reading passage by doing so.

b. Brainstorming

The teacher instructed the students to think about keywords and ideas related to the subject. Because of this, students could draw on prior knowledge and experiences. The schema theory was applied during brainstorming, which was required to connect known and unknown concepts.

As a result, prior knowledge may serve a springboard for new information. Students could gain prior knowledge by observing each other's schemata during the brainstorming portion of semantic mapping. The keyword and ideas were written on one side of the blackboard. During this phase, all responses were accepted as long as they were relevant to the topic.

c. Categorization

The students and teachers worked together to make groups of categories based on their students' ideas. The teacher and the students chose the correct heading or label for each group of words or type. After the students were put into groups, the teacher sent them to make copies. During this phase, students got to try critical cognitive skills like categorizing and modeling.

They also learned how to compare and contrast, find cause-and-effect relationships, and make inferences.

d.  Personalizing the map

After finishing their copies, each student was given additional materials, such as a reading passage about the map's key concepts. This reading passage contained more related concepts than the students listed. As they read, students had to decide what to include and exclude from the map they had created. In this step, new information was combined with prior knowledge.

e.  Post-assignment synthesis

The final step was the pre-assignment to record the students' suggestions from their maps. The entire class decided on the final shape of the map after reading the passage and adding or removing some items. The new version served as a visual representation of the map's information.

Semantic mapping could represent any word, concept, phrase, event, character, or theme. The semantic mapping procedure started with the teacher providing the words that the student would be exploring. Vacca (1998), as cited by (Vadillah, 2011), stated that a semantic map has three essential components:

a.  Core question or concept.

The primary focus of the map was established by the question or concept (stated as a keyword or phrase). The students' ideas for the map were all related to the central question or concept.

b.    Strands.

The students' have secondary ideas to aid in clarifying the question or explaining the concept.

c.    Supports.

The specifics, inferences, and generalizations each strand entails helped to separate the strands and made them easier to see.

According to the definition above, semantic mapping is a graphical representation of key concepts, main ideas, and subordinates consisting of nodes (circles or boxes) and connected links. It could be concluded that Johnson and Pearson's semantic mapping technique has the potential to create interactive classroom teaching. Moreover, it was also beneficial to assist students in generating and organizing their ideas during pre-writing and the writing process, particularly in teaching writing. Furthermore, semantic mapping was considered to improve the students' perception.

## 2.7.    Process Genre Approach

Process and Genre approaches were combined to create the Process Genre approach, which aimed to help students become better writers. Determining which elements should be highlighted and using the appropriate language was thus part of the process genre approach (Badger and White, 2000).

A process genre approach is a concept that incorporates ideas from genre approaches, such as context knowledge, writing purpose, and specific text

features, while also retaining aspects of process philosophy, such as writing skill development and learner reaction (Goa, 2007).

The process genre approach allowed students to investigate the relationship between purpose and form for a specific genre through the recursive processes of pre-writing, drafting, revising, and editing, which increased students' awareness of different text types and the composting process. On the other hand, this approach improved students' writing skills in real-life situations. (Huang, 2014).

According to Badger and White (2000), the process genre approach would inspire students and help them become more comfortable writing for audiences outside the classroom. To apply the process genre approach, Yan (2015), cited in Refnaldi (2013), adapted six pieces of writing from Badger and White's theory.

a. Preparation

The teacher started by choosing a situation that required written communication and categorizing it into a specific genre. It activated the schemata and assisted students in predicting the structural properties of the genre.

b. Modeling and reinforcing

In this step, the teacher presented a genre model and asked students to analyze the text's social function. The teacher described how the text was organized and progressed toward its goal. Students could use text comparison to help them remember what they've learned about the genre.

c. Planning

Students' schemata were activated in this step through various meaningful activities such as brainstorming, talking, and reading-related material. The goal was to pique students' interest in the topic by making it relevant to their own lives.

d. Joint constructing

In this step, the teacher and students collaborated to begin creating a piece that would aid independent composition. The teacher used the writing processes of brainstorming, drafting, and revising. The generated text was written on the chalkboard or computer by the teacher. In addition, the students contributed facts and ideas. Students may use the final draft as a template for their work.

e. Independent constructing

At this point, students could give time, help, and consult about the process while independently creating texts on related topics. As information topics about student choices, cognitive processes were involved.

f. Revising

Students would create a draft, which would then be revised and corrected. It was not intended to imply that teachers were required to collect all papers and grade them individually. Students could work with their classmates to verify, discuss, and evaluate their work. The teacher served as both a guide and a facilitator. The teacher may attempt to publish the students' work, providing

them with a sense of accomplishment and motivating them to improve their writing skills.

## 2.8.     Semantic Mapping Strategy Based Process Genre Approach

The researcher's goal, in this case, was to modify a Semantic Mapping technique-based process genre approach so that it could be used to solve students' problems in each writing process through learning pairs. This achievement also contributed to more opportunities.

Maggard (2000) described the conventional semantic mapping procedure used by Johnson and Pearson (1984), whereas integrating the semantic mapping-based process genre approach would be different. These are the distinctions:

1. First, the teacher chose a key concept from a text and visually displayed it for all students to see. Core concepts could be written on a large sheet of paper on the board or displayed on a computer.

2. Second, Students could brainstorm by writing down a series of words or phrases related to the topic and then compare their lists with their classmates.

3. Third, Students are asked to draw a line representing the relationship of each word on their list.

As a result, to create a product text, it was necessary to investigate semantic mapping in pre-writing and process writing. Yan (2015), cited in Refnaldi (2013), applied the process genre approach to six pieces of writing from Badger and White's theory:

*Prewriting*

1. Preparing

This preparation activated the schemata and helped students to predict the recount text's structural properties.

- The teacher gave some pictures of historical events.

- The teacher connected with the student experience.

- The teacher gave some reading recount texts relating to the field his students will write to build knowledge of the field.

- The teacher explained the structure of recount text, like the orientation of text (the introduction of setting and characters). Then, the teacher asked students to identify the text with semantic mappings, like the orientation of text (the introduction of setting and characters) with the question who was in your story? When did it happen? Where did it happen?

2. Modeling and reinforcing

In this step, the teacher explained the recount text, the function, the generic structure of a text, and the grammatical pattern. The task was as follows:

- The teacher explained the subsequent structure of recount text, such as events (a problem arises) and resolution (the problem is solved).

- The teacher asked the students to identify the text using semantic mapping with the question what happens? Why did it happen?

- The teacher mainly explained the language features of recount text, the tense used in a text, adjectives, and adverbs used in a text, personal pronouns, and the time signals used in the text.

3. Planning

In this step, students' schemata and semantic mapping are activated through a variety of meaningful activities:

- The teacher gave a topic and asked students to formulate ideas for writing recount text.

- The students entered into the semantic mapping technique.

  - First, the teacher selected a core concept from a text and displayed it visually so all students could see it. Core concepts could write on the board on a large sheet of paper.

  - Second, students could write down a series of words or phrases relevant to the topic and brainstorm, and students are asked to compare their lists with their colleagues.

  - Third, students are asked to illustrate the relationship of each word on their list along with a line.

*Drafting and Editing*

4. Joint constructing

The teacher and students collaborated to begin creating a text. The activities during this stage are as follows:

- The teacher and the students jointly construct a text in recount text in the field they have been studying.

- The teacher demonstrated the writing process to students.

- The teacher provided the specific features of recount text

*Pre-writing, Drafting, and Editing*

5. Independent constructing

   The students are asked to create recount text individually on a specific topic. The teacher told the students to follow the writing steps in planning and joint constructing.

   - In the pre-writing, the teacher asked students to discuss with their friends to build knowledge of the field they will write with semantic mapping.

   - Then, in the drafting, the teacher asked the students to work individually to write their recount text and helped them with the table of the structure of the recount text.

6. Revising

   This stage required students to proofread their final products.

   - The teacher asked the students to do peer feedback with their peers.

   - Teachers and students discussed student work, especially errors in writing recount text.

   - Students corrected their writing.

7. Publishing

## 2.9. Advantages and Disadvantages of Semantic Mapping

Based on Eppler (2006), semantic mapping has several advantages and disadvantages.

**Advantages**

There are some advantages of this strategy:

a. It simpled to understand and apply

b. It supported their creativity and self-expression

c. It provided a brief sequence.

d. It became simple to expand and add new content.

**Disadvantages**

Here are some disadvantages of this strategy:

a. It became difficult for beginners to apply and required additional training.

b. It represented mainly sequence relationships.

c. It became overly complicated and lost sight of the big picture.

d. The overall pattern was not always helpful in terms of memorability.

Every strategy, media, technique, or step in the teaching-learning process has advantages and disadvantages. As a result, the teacher had to consider all of the advantages and disadvantages to make strategy implementation in the classroom more effective and successful.

## 2.10. The Concept of Perception

Perception is how people use their senses to detect and recognize something, allowing us to process the information, discover emotions, and respond to the situation we see (Kamugisha, 2021). Furthermore, perception is the experience of an object event and relation gained by resuming information and interpreting a message. Students' perceptions could be defined as the developed opinion following specific experiences that requires adjustment (Oktaria, 2021).

Perceptions are formed through prior experiences, and one definition of perception is the act of interpreting information stored in the human brain. The researcher used written feedback from teachers to deliver the stimulus's prior experience to the receptors. Perception is part of the sensation process, the acceptance of stimuli through the sense organs.

The categorization of factors influences one's perception into two categories: internal factors and external factors. Internal factors include thought, sense, willingness, gender, need, and motivation. The second external factor is outside students' educational background, experience, environment, culture, and beliefs.

## 2.11. Theoretical Assumption

Teaching writing entailed instructing students on how to express their ideas or imaginations in written form. In teaching writing, students should be guided not only to write sentences but also to organize their thoughts in written form. Moreover, there are many ways to teach writing, and teachers should be able to choose an appropriate way to implement in the teaching-learning process especially using the Semantic Mapping technique.

Semantic mapping could encourage the students to create a word network. In this scenario, students collaborated with the teacher to introduce the historical events and elaborated on specific vocabulary elements to create a piece of writing.

Therefore, investigating semantic mapping could optimize students' writing achievement. When the students considered their semantic mapping, they understood what to write and focused on writing. The step of the process genre approach still contributed to guiding students in creating the text. Then, the teacher asked students to write independently and revise their works with friends and teachers, especially errors in writing a recount text. It would help the students to create a better paragraph for their final draft and get more feedback from their friends.

The researcher believed teaching writing using a semantic mapping-based process genre approach could positively affect the classroom. The students would not get bored in the teaching-learning process, which unconsciously improved their writing achievement, especially in a recount text at the end of the study.

## 2.12.    Hypothesis

The following hypothesis is proposed to answer the stated research questions:

- For the first research question, there is a statistically significant difference in students' writing achievement between those who are taught using a semantic mapping-based process genre approach and those who are taught using semantic mapping.

Those are the explanation of some theories related to the research. The theories would be used as references to lead this research.

# III. METHODS

In this chapter, the writer conducted the research method related to the research. This chapter's explanation included the setting of the study, population, and sample. Furthermore, it clarified the research design, data collecting techniques, research instrument, validity and reliability, research procedures, data analysis, and hypothesis testing.

## 3.1 The setting of the study

This study was undertaken at SMAN 3 METRO, located at Jl. Naga, No. 3, Banjarsari, Metro Utara, and Metro Lampung. The research was carried out during the second semester of the academic year 2021/2022.

## 3.2 Population and Sample

1) Population

   The participants in this study were SMAN 3 Metro tenth-grade students. The total number of students is 324, divided into nine classes. At this level, students must have studied English grammar and adequate vocabulary. However, investigating semantic mapping techniques based on the process genre approach was undertaken to address these problems.

2) Sample

   A sample is a small group or portion of a population observed (Ary, 2010). It is in line with Cresweel (2014) that the sample was chosen randomly in the true experimental design. The researcher would conduct with two classes: X

MIA 1 as the experimental class that consists of 36 students and X MIA 2 as the control class that consists of 34 students. As a result, the research total samples consisted of 70 students.

## 3.3 Research Design

This research was a quantitative approach in the form of experimental design to determine whether the semantic mapping technique-based process genre approach could be used to increase the students' achievement better than the original. Moreover, the researcher conducted this research using a true experimental design. Therefore, in a true experiment, the researcher had to use a random process to assign available subjects to the experimental treatments (Ary et al., 2010). The researcher applied a pre-test-post-test control group design which can be presented as follows by (Setiyadi, 2006):

**K1:  T1 X T2**
**K2:  T1 O T2**

Notes:

K1     = Experimental group

K2     = Control group

T1     = Pre-test

T2     = Post-test

 X     = Treatment

          (Semantic Mapping Based Process Genre approach)

O     = Treatment

          (Original Semantic Mapping)

Before the treatment, a pretest was given in both classrooms to assess students' writing abilities. Following the pretest, two treatments in the experimental and control groups were implemented and compared. The experimental class received a semantic mapping-based process genre approach, while the control class received original semantic mapping. The post-test was also administered to determine the student's writing scores after the treatments were administered to both classes. Furthermore, the perception was carried out to evaluate the student's learning perception following the semantic mapping-based process genre approach.

## 3.4 Data Collecting Technique

The researcher required some techniques to collect data for this research. These were the techniques:

**1) Administering Writing Test**

A writing test was administered to collect data on writing achievement. The researcher got students to write a recount text individually with a given topic during the test. The task is a set of commands for students to write a text (Nurweni, 2018). The written test was twice the pretest before and post-test after the treatment. The test was administered for each group, experimental and control.

**2) Administering Questionnaire**

The questionnaire is distributed to the students to collect data on their perceptions of the semantic mapping-based process genre approach. It was held after the post-test in the experimental class. The researcher employed a Likert-scale questionnaire in which the students had to select from the options provided in the questionnaire.

**3.5 Instrument of the Research**

Two instruments were used to collect data for this research:

**1) Writing test**

There were two instruments in collecting the data for this research. As stated in the elaboration of the data collecting technique, the first instrument was a writing test to collect data on the student's writing skills. Performance assessment is commonly done with a checklist, scoring scale, or scoring rubric (instructions judgment) related to visible skills (e.g., speaking) or products (e.g., writing) (Suparman, 2016). In this case, the researcher measured the students' writing using the following criteria adapted from (Heaton, 1988). (See Appendix 12)

The researcher used inter-rater to score students' writing achievement. It would be discussed with some experts to get their opinion on the instrument. The inter-rater was the researcher, and the second was one English teacher at SMAN 3 METRO. As a result, the scores of the two raters were combined, and then the average score was used as the final score. Based on the following

criteria, pupils could receive a score ranging from 0–to 100. The researcher used the scoring system to score the students' writing achievement (see appendix 13). Based on their decisions, the writing test instrument was valid, meaning the writing test measured what was expected.

**2) Students' Perception Questionnaire**

The second instrument was a questionnaire to collect data about the student's perceptions. The questionnaire determined students' perceptions of the semantic mapping-based process genre approach used in their writing class. The questionnaires were about online mind mapping related to the semantic mapping technique in writing class, adapted from (Pham, 2021) (See Appendix 6). The questionnaires contained 18 statements coded into five-point Likert scales with ranges from 1 (strongly disagree) to 5 (strongly agree).

**3.6 Validity**

In this part, the researcher understood that measuring instruments' validity and reliability are essential. As a result, the researcher used the following procedures to measure the validity of the instruments used in this research:

1) Validity of writing test

It is valid if the test measures the object being tested and meets the criteria. According to Setiyadi (2006), validity refers to how well a test measures what it is designed to measure. Three types of validity must be evaluated:

a. Face validity

The researcher's advisors assessed the writing test instrument to see if it was possible.

b. Content validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch & Farhady, 1982). The writing test is given to students, which is arranged based on the syllabus from "the 2013 English Curriculum" for the tenth-grade learners of senior high school in the 2021/2022 academic year. Furthermore, the two essential competencies of the 2013 curriculum were 3.7) to comprehend the social function, text structures, and linguistics elements in a recount text related to the historical event. The second is 4.7) to arrange oral and written recount text shortly and simply about historical events contextually. Then, the following are the two indicators: the first, identifying the social function, generic structures, and language features of recount text appropriately and the second, composing a recount text individually about a historical event by paying attention to the appropriate social functions and writing compositions (content, organization, vocabulary, language use, and mechanics).

c. Construct validity

Construct validity refers to whether or not the test is consistent with the theory of writing (Heaton, 1988). The researcher in this research measured the students' writing tests based on five writing aspects using the

following criteria (Heaton, 1988): content, organization, language use, vocabulary, and mechanics. The test construction could be considered valid if the test items measure every written form aspect.

2) Validity of the questionnaire

Meanwhile, a good instrument must be valid, one of the criteria for a good instrument. The questionnaire used was adapted from (Pham, 2021). This questionnaire has been constructed based on the theory of semantic mapping based on the process genre approach. Thus, the construct validity of this questionnaire was standardized. Regarding construct validity, it measured whether the construction has already inferred the theories, meaning that the test construction has already been in line with the learning objectives (Hatch and Farhady, 1982). Then, each statement in the questionnaire was translated into Indonesian to avoid misunderstandings among the researcher and learners. The questionnaire consisted of 18 items with five options: strongly disagree, disagree, rarely agree, agree, and strongly agree. The students were asked to choose one of the options. The following table shows the questionnaire statements:

*Table 3.1 the Category of Perception Statements*

| NO. | STATEMENTS | OPTIONS | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | Strongly disagree | Disagree | Rarely Agree | Agree | Strongly Agree |
| | **ENJOYMENT** | | | | | |
| 1. | I enjoyed using semantic mapping. | | | | | |
| 2. | The image, the keyword, the arrows, and the branches in the semantic mapping are interesting. | | | | | |
| 3. | It is motivating to use semantic mapping to generate ideas and make them logical. | | | | | |

| 4. | I would use semantic mapping again in the future. | | | | | |
|---|---|---|---|---|---|---|
| 5. | This kind of teaching tool should be included in other language skills. | | | | | |
| 6. | Semantic mapping enhanced learners' creativity. | | | | | |
| | **USABILITY** | | | | | |
| 7. | I found semantic mapping easy to use. | | | | | |
| 8. | I clearly understood the purpose of semantic mapping and how to use it. | | | | | |
| 9. | I found it easy to make semantic mapping on my own. | | | | | |
| 10. | I knew how to generate ideas and logically arrange them from semantic mapping. | | | | | |
| 11. | I improved my writing skill significantly in generating ideas and arranging them from semantic mapping. | | | | | |
| 12. | I have not experienced technical problems with semantic mapping. | | | | | |
| 13. | Before writing a paragraph, I used semantic mapping to generate ideas. | | | | | |
| | **USEFULNESS** | | | | | |
| 14. | The semantic mapping illustrated keywords and branches, and the arrow was easy to follow and understand. | | | | | |
| 15. | I think semantic mapping helps me improve my writing skill. | | | | | |
| 16. | Semantic mapping helped improve learners' critical thinking. | | | | | |
| 17. | Semantic mapping can help students improve their English study skills. | | | | | |
| 18. | I will suggest semantic mapping to my friends | | | | | |

The researcher used SPSS.26 to assess the validity of the questionnaire in this study. All questionnaire items were valid, as evidenced by a significance value (Sig. (2-tailed)) of less than 0.05 for each item. Furthermore, it could be established by comparing the r-value to the r table. The item was valid if the r-value (Pearson Correlation) was greater than the t table. The r table for the experimental class with N=36 is 0.349. All of the r values for both classes were higher than the r table, as shown in (Appendix 9). It was able to conclude that all of the items in the questionnaire were valid.

**3.7 Reliability**

Heaton (1988) stated if the test is given to the same candidates at different times with no language practice activity, it is unreliable because the results differ. Reliability refers to the test's consistency while analyzing the same sample at other times. The researcher employed several procedures to assess the instrument's reliability in this research. It could be discussed further as follows:

1. Reliability of the Test

Reliability refers to how consistent a test score is and gives us an indication of how accurate the test score is. This study used inter-rater reliability to achieve the writing pretest and post-test reliability. The first rater was herself, and the second rater was an English teacher of SMAN 3 Metro. She was Sungatian Warsih, S.Pd. In conducting the reliability of the writing tests (pretest and post-test), the first and second-rater discussed and considered the writing criteria to obtain a reliable test result. Therefore, the writer used SPSS statistics 26.0 to find the correlation coefficient between the two raters. The result could be seen as follows:

*Table 3.2. Reliability of Writing Test*

| Groups | Test | Reliability Score | Criteria |
|--------|------|-------------------|----------|
| Control Class | Pretest | .952 | Very high reliability |
| | Post-test | .914 | Very high reliability |
| Experimental Class | Pretest | .959 | Very high reliability |
| | Post-test | .936 | Very high reliability |

The criteria of reliability proposed by (Setiyadi, 2006) are as follows:

- Reliability range from 0.800 up to 1.000 is very high
- Reliability range from 0.600 up to 0.800 is high
- Reliability range from 0.400 up to 0.600 is fair
- Reliability range from 0.200 up to 0.400 is low
- Reliability range from 0.000 up to 0.200 is very low

The reliability score showed that the instrument has very high internal consistency. Moreover, the reliability of writing test scoring was .952 pretest and .914 post-test in the control class. Those criteria were very high reliability, with .959 pretest and .936 post-test in the experimental class (See Appendix 17). Those were the researcher's explanations for measuring the reliability of the test.

2. Reliability of Questionnaire

The data from the questionnaire was analyzed with SPSS 26.0. Chronbach's alpha was used to assess the instrument's capacity to accurately and consistently measure the target areas. It was derived using the average correlation between items as a criterion (Setiyadi, 2006).

**Table 3.3 the criteria of Alpha Cronbach**

| Cronbach's Alpha | Internal Consistency |
|---|---|
| $\alpha \geq 0,9$ | Excellent |
| $0,9 > \alpha \geq 0,8$ | Good |
| $0,8 > \alpha \geq 0,7$ | Acceptable |
| $0,7 > \alpha \geq 0,6$ | Questionable |
| $0,6 > \alpha \geq 0,5$ | Poor |
| $0,5 > \alpha$ | Unacceptable |

The researcher used SPSS 26.0 to compute the data after distributing it. The results of the reliability test on the questionnaire for the experimental class are shown in the table below:

**Table 3.4 Reliability of the Questionnaire**

| Cronbach'sAlpha | N of Items | Criteria |
|---|---|---|
| .957 | 18 | Excellent |

After tabulating the questionnaire scores, the researcher discovered that the questionnaire's reliability was 0.957 (See appendix 10). It indicated that the questionnaire was excellent.

## 3.8    Normality and Homogeneity Tests

The researcher attempted to identify the normality and homogeneity tests before utilizing the independent group t-test to evaluate the data.

1)    Normality

The normality distribution test determines whether our data has a normal distribution. To determine normality, the researcher used SPSS 26.0 and the Shapiro-Wilk test. The hypothesis for determining normality is as follows:

▪    $H_0$: The data is not normally distributed.

▪    $H_a$: The data is normally distributed.

The criteria are as follows:

▪    $H_0$ is accepted if the alpha level is lower than 0.05 ($p<0.05$).

▪    $H_a$ is accepted if the alpha level is higher than 0.05 ($p>0.05$).

The data result showed that the alpha level of the writing test in the control class was .008 and .893, and the alpha level in the experimental class was .485 and .725 (See appendix 19). Therefore, the data were normally distributed.

2)      Homogeneity

The homogeneity test is used to determine whether the obtained score is homogeneous. Levene's test is used with SPSS 26.0 to test the assumption of variance homogeneity. It is used to determine whether or not the variances of the groups are the same. The following is the hypothesis for testing homogeneity:

▪       $H_0$: The variance of the data is not homogenous.

▪       $H_a$: The variance of the data is homogenous.

The criteria are as follows:

▪       $H_0$ is accepted if the alpha level is lower than 0.05 ($p<0.05$).

▪       $H_a$ is accepted if the alpha level is higher than 0.05 ($p>0.05$).

The finding showed that the alpha level was .795, meaning the sig. The level was higher than P-level ($> .05$) (See appendix 20). Therefore, it showed that the test was homogeny.

**3.9 Research Procedures**

In conducting the research, the researcher employed several research procedures as follows:

1)   Determining the research questions and the focus of the study.

The researcher investigated some internet sources and read books and journals on the subject to resolve the problem.

2) Determining the instruments

The instruments used in this research were pretest, post-test, and questionnaire.

3) Determining the subjects of the research

The researcher chose two classes of tenth-grade students from SMAN 3 Metro for the research sample.

4) Selecting the material

To conduct this study, the researcher selected text from the recount text.

5) Administering the pretest for both experimental and control classes

The pretest was given to the students before the teacher taught, using the semantic mapping technique to determine their writing ability. The researcher described how to conduct the test.

6) Giving the treatments

The treatments were given for two meetings in the control and experimental class. In the control class, the researcher applied the original semantic mapping Technique. Moreover, in the experimental class, the researcher implemented the teaching technique based on what was planned. The researcher used a semantic mapping-based process genre approach.

The first was the preparation to assist students in engaging their schemata, which would aid them in predicting the structural properties of the recount text. The teacher gave some pictures of historical events and provided some reading with recount texts relating to the field his students would write to build knowledge of the field. Then, the teacher explained the structure of the

recount text, like the orientation of the text (introduction of the setting and characters). Then, the teacher asked students to identify the text with semantic mappings, such as the orientation of text (the introduction of setting and characters) with the question who was in your story? When did it happen? Where did it happen? The second was modelling and reinforcing. The teacher explained the subsequent structure of recount text, such as events (a problem arises), resolution (the problem is solved), and asked the students to identify the text using semantic mapping with the question what happened? Why did it happen?

Then, the teacher explained the language features of recount text, mainly the tense used in a text, adjectives and adverbs used in a text, personal pronouns, and the time signals used in the text. The third was planning. The teacher gave the students a topic and asked them to formulate ideas with semantic mapping. The fourth was join constructing. The teacher and the students jointly created a text to recount text in the field they were studying. The teacher demonstrated the writing process to students. Next, the teacher provided the specific features of recount text. The fourth was independent constructing. The teacher asked students to discuss with their friends to build knowledge of the field they will write with semantic mapping. Then, drafting, the teacher asked the students to work individually to write their recount text and helped them with the table of the structure of the recount text. The fifth was revising. The teacher asked the students to focus on sentence grammar, like looking at each sentence, each verb, the punctuation and capitalization,

and the words. After completing the six semantic mapping-based process genre approaches described above, the next stage was publishing and sharing. The students submitted their works. All of the students' final papers were delivered to the instructor. The teacher checked each student's writing and pointed out any errors. The students who made the fewest mistakes were given the award.

7) To administer the post-test in both experimental and control classes.

   The post-test was given to the control and experimental groups after the researcher had finished the treatments to see if there was a difference in the student's writing ability. Students are tasked with writing a recount text on one of the topics available.

8) Administering the questionnaire

   After completing the post-test, the students were asked to complete a questionnaire to determine the students' perceptions of writing after being taught using the semantic technique-based process genre approach.

9) Scoring the data

   a) The researcher and inter-rater measured the students' results in writing using a scoring rubric (Heaton, 1988). Then, the scores of the two raters were combined, and the average score was used as the final score. These were two formulas that were used in calculating students' total scores.

   b) Formulating the scores from 1st rater and 2nd rater

   $$R1 = C + O + LU + V + M$$

   $$R2 = C + O + LU + V + M$$

Where:
R1      : Score from 1$^{st}$ rater
R2      : Score from 2$^{nd}$ rater
C       : Content
O       : Organization
LU      : Language use
V       : Vocabulary
M       : Mechanics

c)  Calculating the total score

$$TR = \frac{R1 + R2}{2}$$

Where:          R1 = first rater score
                R2 = second rater score
                TR= total score

10) Analyzing the data

After the total scores of writing were collected, the average scores among two raters would be statistically analyzed using Paired Sample t-test to know the differences between the two techniques among pretest and post-test in both classes. The researcher analyzed the tabulated data from SPSS 26.0 computer program. The researcher used to compare the mean from two different groups, and both groups took in various situations using an independent samples t-test. In this data analysis, the researcher needed to find out the treatment made the best improvement on students' writing achievement.

Moreover, the researcher computed the questionnaire using excel. It is analyzed by the researcher systematically using SPSS 26.0. The researcher classified the students' responses toward the semantic mapping-based process genre approach based on the theory of students' perception.

## 3.10   Hypothesis Testing

Hypothesis testing is used to prove whether or not the hypothesis proposed in this research is accepted. Social sciences (SPSS) windows version 26.0 was used to examine the first hypothesis. The hypothesis was formulated as follows:

- $H_a$: There is a significant difference in students' writing achievement between those who are taught by using a semantic mapping-based process genre approach and semantic mapping.

Those were the explanation of this chapter which consisted of the study's research, population, sample, research design, data collecting technique, research instrument, validity and reliability, normality, and homogeneity test, data analysis, and hypothesis testing. After all of these processes, the results are presented in chapter four.

# V. CONCLUSIONS AND SUGGESTIONS

This chapter has described the conclusion of the discussions and suggestions to the other researchers and English teachers who used the Semantic Mapping Based Process Genre Approach and those who wished to conduct similar research.

## 5.1 Conclusions

The Semantic Mapping Based Process Genre Approach improves the students' writing achievement better than conventional Semantic Mapping since there was any significant difference in normalized gain between experimental ad control classes. Additionally, the teaching technique was an essential factor affecting the students' writing achievement. Integrating the semantic mapping-based process genre approach improved the writing process effectively, especially in developing the aspect of writing.

Moreover, the integration semantic mapping-based process genre approach could help the students to produce recount texts properly. The teaching procedures included creating ideas individually in independent construction after joint construction. It made the students think critically individually and get feedback from their interlocutor to finish their writing.

Furthermore, the result showed that students positively perceived implementing the Semantic Mapping Based Process Genre Approach made students enjoy the

process and have fun in the activity in class. The students enjoyed and had fun with the integrated semantic mapping-based process genre approach because, simultaneously, they could share with their friends and play a game while learning.

## 5.2    Suggestions

Dealing to the conclusion above, some suggestions that should list for the teachers, the learners, and further researchers are as follows:

### 5.2.1   For Teachers

After applying the semantic mapping-based process genre approach, the English teacher suggested using the integrating technique in proper time. However, there were so many steps in implementing pre-writing (preparing, modeling, and planning), drafting, editing, and revising (joint constructing), pre-writing, drafting, and editing (independent constructing), and then revising. The teacher should prepare the proper time in the class to complete all the procedures in writing steps. Next, the researcher suggested that the semantic mapping-based process genre approach could be employed for intermediate learners that the students have mastered simple tenses and adequate vocabulary. Furthermore, the researcher suggested students bring their dictionaries because they needed more vocabulary for students to write to generate their ideas.

### 5.2.2   For Learners

The researcher suggests students apply the semantic mapping technique based process genre approach because they never implement this integrating technique and approach to improve their writing achievement.

### 5.2.3   For Further Researchers

For the further researchers who will replicate the semantic mapping-based process genre approach study, the researcher suggests further research using online platform media to support teaching and learning. It could make the students effective and interested. Moreover, the researcher suggests further research to teach other materials using this technique to support teaching and learning. Furthermore, The teacher should prepare the proper time in the class to complete all the procedures in writing steps. Next, the researcher suggests providing the students with frequent and lengthy writing opportunities. Collaboration and encouragement are at every stage, especially during the revision and editing. Furthermore, the researcher suggests implementing a semantic mapping-based process genre approach to implement this technique in other skills such as reading. The integrated semantic mapping-based process genre approach does not only make students fun and stimulates the students in writing skills but also reading skills.

In short, it was the explanation of this chapter which consisted of conclusions and suggestions. It was hoped that the researchers could use this research as a reference and suggestion for further research.

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