

**THE EFFECTIVENESS OF USING SEMANTIC MAPPING
AS PREWRITING TECHNIQUE ON TEACHING
COMPOSITION WRITING**

(A Study Case at the Second Year Students of SMA Negeri 14 Makassar)



A THESIS

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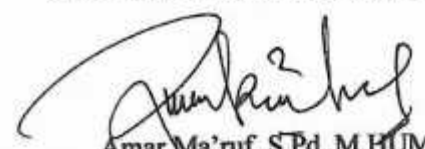
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Makassar, May 19th 2009

The writer

ADRIANI NURDIN

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ABSTRACT

Adriani Nurdin, 10535219706. The Effectiveness of Semantic Mapping as Pre-writing Technique on Teaching Composition Writing. Thesis. English Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Guided by DR.H. Bahrun Amin, M.HUM and Rosmala Dewi, S.Pd, M.Ed.

This thesis is an effort to give a description on the students' writing skill of the second year students of SMA Negeri 14 Makassar. It aims to find out whether or not the students can improve their writing ability through Semantic Mapping Technique.

The research method used was pre-experimental method. This research used random sampling technique. The population was the second year students of SMA Negeri 14 Makassar. The researcher applied the pre-experimental method, using one group of pre-test and post-test design and using writing test as the instrument in collecting data. This writing test has five components of writing. They are contents, organization, vocabulary, language use, and mechanics. The writing test consist of pre-test that used to check the basic ability of students' ability of the students and post-test to check the students' ability in writing after applying the treatment.

The result of this research is obtained by comparing the result of pre-test and post-test by using certain formula. Finally, it showed that the mean score of post-test was higher than the mean score of pre-test. There was significance difference between t-value test and t-value table ($5.33 > 2.042$).

Based on the result of calculating data, the writer assumes that using Semantic Mapping as Pre-writing Technique is an effective way of improving students' writing ability in SMA Negeri 14 Makassar.

CHAPTER I

INTRODUCTION

A. Background

Writing as one of four skills in English is a complexity. It is related to the thinking process and expression of ideas on written form. In this way, the students can express their ideas and opinion. There are several process, mental and physical being carried on the same time. These clarities depend on the mind and arrangement of using word and grammar.

Determining what to write is one problem that is mostly faced by students when they want to start to write. Some factors influence the students' ability in writing. One of them is teacher's method or technique in teaching English writing, the other important one is the students are difficult to determine the exact word and grammar in their writing. In writing class, there are many kinds of teaching methods or techniques have been introduced to encourage students' ability and enhance their learning. However, the reality shows that teachers still faced many problems in teaching writing as well as students find difficulties in this skill.

Raimes (1983) has this to say with regard to including writing as part of subject in English as second language syllabus: First, writing reinforces the grammatical structure, idioms and vocabulary that the teachers have been teaching to students. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they also have just learned to say and to take risk.

Thus when teachers teach composition writing, they are actually reinforcing grammatical structures which the students have learned in class. For example, the simple past tense is taught and practiced in class for the first week and next week a topic is given to the students which requires them to use the simple past tense, such as describing an accident. What is exactly happened is that a simple past tense scheme is activated during this composition class. There is a play on the students' prior knowledge here. Semantic Mapping is believed as one such activity which can safely be said to activate existing schemata in a student in relation to a topic. In addition, the writer has practiced this method on teaching training at the second year class in senior high school.

According to Johnson and Pearson (1978), Semantic Mapping is believed as one of effective ways in teaching pre-writing technique as it is a graphic arrangement of words and it shows how new words and idea are related to each other within a text. It is said that effective diagnostic tool. The major purpose of the Semantic Map is to allow students to organize their prior knowledge into these formal relation and thus to provide themselves a basis for understanding what they want to write and study. What the semantic map provides is a graphic structure of that knowledge to be used as the basis for organizing new ideas as they are understood.

Following the description above, the researcher is interested in conducting a research under the title *"The effectiveness of using Semantic Mapping as Pre-writing Technique on Teaching Composition writing to the students (A study at the second year students of SMU Negeri 14 Makassar)*

B. Problem Statement

Regarding to the title of the research and description on the background above, the researcher formulates a research question as follows:

“To what extent is the effectiveness of using Semantic Mapping as Pre-writing Technique on Teaching Narrative Composition to the students?”

C. Objective of the Study

In relation to the problem statement, the objective of the research is to find out the using of semantic mapping as pre-writing technique is effective or not on teaching composition writing to the students.

D. Significance of the Study

The result of this research is expected to be useful information for the teachers as technique in teaching composition writing. In relation to students, they will be able to express their idea and to determine what the exact topic and word in their writing. And for those further researchers who are interested in carrying out the similar subject matter.

E. Scope of the Study

By discipline, this research is under applied linguistic which is specified on the use of Semantic Mapping technique on teaching composition writing at the second year students of SMU Negeri 14 Makassar. By content, this research is focused on composition writing based on students' experience and observation. The researcher will ask the students to make composition writing based on their experience or observation. This research will emphasize on the steps of semantic mapping technique which is focused on narrative composition.

F. Operational Definition of Terms

Semantic Mapping

Semantic Mapping is an activity of graphic arrangement of words and it shows how new words and ideas are related to each other within a text.

Writing

Writing is a kind of activity where the writers express all the ideas in his mind into the paper through the process.

Composition

A piece of writing which is made up several paragraph

Technique

Technique is a way of doing something or dealing with the problem.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review which deal with related findings, some pertinent ideas, resume, theoretical framework and hypothesis.

A. The Concept of Writing

1. Definition of Writing

Writing is a part of language skill which requires and elliptical ability in order to construct a brief and good order of sentence as one of the language skills in English writing is used to express the students' ideas opinion or comments which are conveyed in the written form.

Writing is a process of creating an idea and expresses the meaning in written form. Furthermore, writing can be a way of expressing idea through written form or process of building larger units form smaller one which is the writer uses words to make composition essay writing.

According to Byrne (1990), Writing is a production of graphics symbols to form words in sequences of sentences arranged in particular order and linked together in certain ways also writing is the process of encoding a message to transfer meaning to the reader.

Lindblom in Supriadi (2004) defines writing as a way of learning to focus our mind on important matters, and of learning about them by writing activity a person can find solution of difficult problem. This process of writing needs greater attention on the problem. In the condition, a writer gives some effort to explore as many ideas as possible and tries to communicate to reader.

Trimmer and Summer (1983) define that writing is one way to convey something about ourselves or to communicate ideas to people beyond our immediate vicinity to learn something you did not know.

From the argument above, we can conclude that thinking involves the creation and symbols that can be represented in writing as a media. Through writing, we can connect the various components of the subject matter, our ideas, thoughts, and feeling to each other.

2. The Components of Writing

Jacobs as cited in Kaharuddin (2006:9) argues that there are main five components of writing. They are content, organization, grammar, vocabulary and mechanics.

a. Content

The component of writing should be clear to the readers. So that readers can understand the message conveyed and gains the information from it. In order to have a good content of writing its contents should be well unified and complete. Then, the term usually known as unity and complements which become characteristics of the good writing.

Besides writing has completeness, the main idea has to be explained and develop fully. Completeness is the controlling ideas which developed thoroughly by the use of particular information.

Unity means that every part of sentences contributes to one principle, unifying thought. Furthermore, unity is the first quality of effective sentence. When we say that a sentence has unity, we mean that everything in it, has a logical relation to

the purpose of the sentences as a whole and nothing is omitted which is necessary to that purpose.

b. Organization

The processes of organization materials in writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

- 1) Coherence. Coherence means 'sticking together', and in coherent essay, all the ideas stick together. A coherent paragraph is one in which the ideas are part in the right order and it does not make reader confuse. This makes the writer's thought easy to follow from sentence and paragraph.
- 2) Order of importance. One of the most useful ways of arranging ideas in paragraph is the order of importance. Technically speaking, such as a paragraph can be arranged into two ways, beginning with the important and building up the most important. The advantage of the first pattern that is anticlimactic. There is a swoon after the opening sentence, and the paragraphs dwindle away. The advantage of building up to the most important ideas, stem from the suspense involved and the tendency for readers to remember best what they read last. The paragraph that concludes with surprise, a clever moment, and appeal action or with some order strong ending is more to be successful.
- 3) General to specific. The general to specific pattern is the most common type of paragraph order. The arrangement begins with the topic sentences that make a general statement followed by a series of supporting sentence

which supply, specific: details, example and facts. Since the reader knows what the main points is we can follow the development of that thought more easily. For this reason, it minimizes the chances for readers misunderstanding and its particular effective for informing and clarifying.

- 4) Chronological order. In paragraph organized chronologically, usually moving from the first and the earliest to the last or the latest. Not paragraph arranged chronologically tells stories. Some give directions or explanation a process, other summarizes historical events, and still others report on the step or action taken by an individual or organization. Nevertheless, they all share an underlying similarity; they present their ideas in order in which they happened.
- 5) Spatial Pattern. If the purpose of the paragraph is to tell how something looks, the most effective organization pattern usually spatial. If we write a description, such as, neighborhood, a room or a building, we want the reader to have a mental picture of what we are describing. In describing a house or a building, we probably first describe the exterior and interior. By moving systematically rather than haphazardly over the scene we convey the viewer to overall plan or scene.

c. Vocabulary

One of the requirements of writing always depends on the on effective use of words. In personal description, word play a dual role: to communicate and to evoke, to let the readers to perceive and feel. This two fold purpose is evident even such a practical and common form of writing as an advertisement.

Effective use of word also deals with connotative or figurative language. They are important nearly all forms of writing, but particularly in personal description, word rich in association are more effective than those mainly transmit information. However words and phrases rich in their ability to convey experiences imaginatively have no place in factual description. In scientific and technical meaning, design to communicate information, not the writer's feeling. Basically there are times places for words and phrases with little imaginative appeal.

d. Language Use

Language use of writing involves correct usage endpoints of grammar. There are many points of grammar, such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjective, adverbs, and participle form. A modifier can be phrase. There are many opportunities for error in the use of verbs and mistake in arrangement are very common. Mistakes in written work and however, are much serious, and since we have an opportunity to reread and to correct what we have written. We should avoid errors I verbal forms, subject – verb agreement, and pronoun antecedent agreement. In a case of noun and pronoun.

e. Mechanics.

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads reader to understand of recognized immediately what the writer means to express definitely. The use of

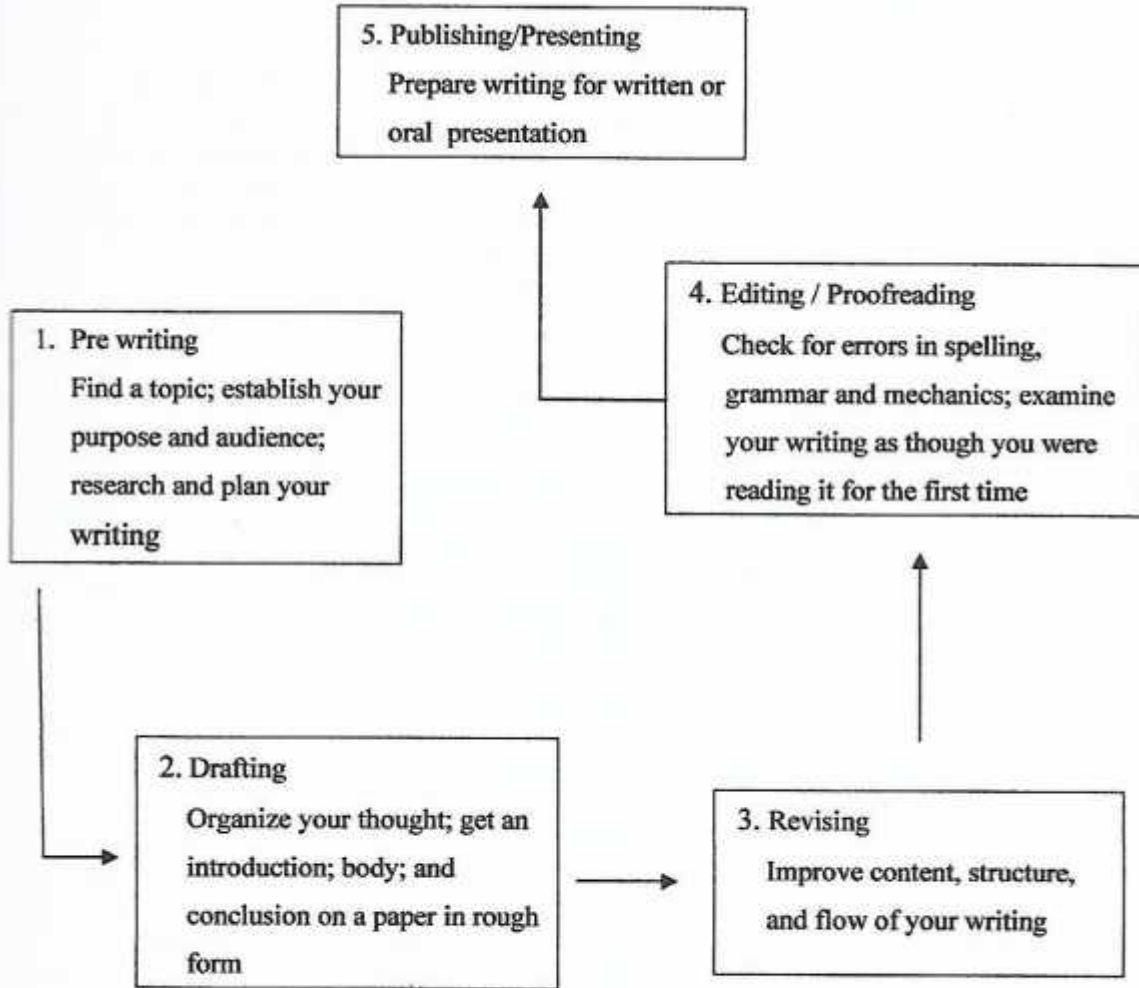
favorable mechanics in writing will make readers easy to understand the conveying ideas other message stated I the writing.

- 1) Capitalization. The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Besides, through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.
- 2) Punctuation. It can be use as unit of meaning and suggest and how the units of relate to each other.
- 3) Spelling. There are three important rules followed in using spelling appropriately. They suffix addition, plural formation and handling error within the words.

3. The Five Stages of Writing Process

According to Graw Hill (2001); the writing process involves five-stages; pre-writing, drafting, revising, editing/proofreading and publishing/presenting.

The diagram below shows that you cannot find a shortcut from start to finish, but you can follow many different paths. You may choose one that leads to a dead end. You may make a discovery that opens up new directions. At any points, you may decide to return to the pre-writing stage. Even as they are revising or editing, successful writers often return to earlier stages to clarify or expand their thinking.



4. Three Parts of Writing

Still in Graw Hill (2001), each of the three parts of essay; the introduction, the body, and the conclusion, has its own unique function and contributes to create the overall picture. Normally, you start with the big picture, the essay's main idea. Next, you present our material piece by piece. Then you end by stepping back for a final overview.

Introduction	Body	Conclusion
<ul style="list-style-type: none"> ▪ How can I get my reader's attention? ▪ How can I introduce my main idea? ▪ What tone do I want to set? 	<ul style="list-style-type: none"> ▪ How can I develop and support my idea? ▪ How can I organize my writing? ▪ How can I tie my ideas together? 	<ul style="list-style-type: none"> • How can I create a strong last impression? • What is the best way to bring this writing to a close

- Get off to a good start. The introduction to a written work should capture your audience's attention and show where the writing is going. An effective introduction will engage the audience, present the main idea, or thesis, and establish the tone and organizing strategy for the rest of the piece.
- Organize the body logically. The body of your essay presents your supporting material in order to appropriate to your thesis and purpose. Once you have selected an organizing technique divide your argument into logical sections. As a rule, you will present each section in one or more paragraphs. The first paragraph of each section should contain a topic sentence. Use supporting details, examples, statistics quotations from one or more authorities – to amplify or reinforce the topic sentence, and be careful to include only the details that are essential to your writing.

As you move from one topic to the next, remember to take your reader with you. Transitional word, such as first, second, therefore and as a result, can help your reader follow your argument. Longer essay may require transitional paragraph to sum up the points made so far and introduce the

- next topic. Keep in mind that your paragraph should follow an orderly sequence.
- **Conclude effectively.** The strongest and most effective conclusions are those that leave the reader with new way of seeing the main point. If the body of your essay is long and complicated, you may need to summarize or restate your main ideas in your concluding section. Shorter essay may not require a repetition of all of the key points, but instead may conclude with an anecdote, an analysis, a quotation, or a striking fact that you've saved for the end to have a dramatic effect.

5. Sentences

a. Definition of sentences

A sentence is a grammatical unit that is composed of one or more clause. The meaning of the term *sentence* may be expanded to include elliptical material and nonproductive items.

Brown (1984) defines that English sentence is a group of words that has a subject, predicate, and express, and express a complete thought. It describes an action or a situation of person, place, a thinks or as ideas.

Moris (1974) defines that sentence is a unit expressing that can stand alone grammatically thought. it may require other sentence is maven or formed from some related words in which are the words has special position based on grammatically function.

A sentence is a group of words that start with a capital letter and end with a full stop.

b. Four Kinds of Sentences

1. A declarative sentence makes a statement.

The declarative sentence is the kind of sentence used most frequently. A declarative sentence usually ends with a period.

Example : It is already light outside

2. An imperative sentence gives a command or makes a request

The subject “you” is understood in an imperative sentence. It, too, usually ends with a period, unless it expresses strong emotion. Then, it ends with an exclamation point.

Example : Get up, and take a walk with me

3. An interrogative sentence as a question is anyone else awake.

A question mark appears at the end of an interrogative sentence

Example : Is it already light outside?

4. An exclamatory sentence expresses strong emotion.

An exclamatory point appears at the end of an exclamatory sentence.

Example : I will not hurry!

6. Paragraphs

a. Definition of Paragraph

The word “paragraph” derived from word *para* and *graphein*. Para means beside, and graphein means the writing. From these words, paragraph refer to a piece of writing in which the paragraph starts to indicate to the reader that a new kind of material will come soon (Saraka, 1998).

It is the same as Trimble's idea that a paragraph is usually defined as a group of sentences forming a complete unit of thought and marked on a page of text by spacing or indentation (Trimble, 1979).

A paragraph is a group of sentences or a single sentence that forms a unit" (Lunsford, 2003). A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic.

b. Components of Paragraph

The content of paragraph can be different kinds of information. It might be describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects.

According to Oshima, a paragraph must be contained of three main structural parts :

1. Topic sentences

The topic sentence states the main idea of the paragraph. It tells what to expect about the information that will follow. Without the use of a topic sentence, developing a paragraph can be extremely difficult. Topic sentences can appear at several points in a paragraph:

- The beginning of the paragraph
- The middle of the paragraph
- The end of the paragraph
- The beginning and the end of the paragraph

2. Supporting sentences

In this part the topic sentence is developed, which explain the topic sentence by giving definitions, reasons, examples, facts, an incident, comparison, analogy, cause and effect, statistics and quotations.

3. Conclusion sentences

Conclusion is the main part of the argument in the paragraph and there should be correlation between the idea in the first line and the conclusion in the last sentence.

c. Paragraph Development

Lunsford and Cannors (2003),state that in developing paragraph should be

- **Unified**—All of the sentences in a single paragraph should be related to a single main idea (often expressed in the topic sentence of the paragraph).
- **Clearly related to the idea** —The sentences should all refer to the central idea,
- **Coherent**—The sentences should be arranged in a logical manner and should follow a definite plan for development.
- **Well-developed**—Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain

Still in Landsford and Cannors (2003), The five step process to paragraph development

- **Controlling idea and topic sentence(s)**—the expression of the main idea, topic, or focus of the paragraph in a sentence or a collection of sentences. Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph's development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence.
- **Explanation of controlling idea**—the writer's explanation of his/her thinking about the main topic, idea, or focus of the paragraph. Paragraph development continues with an expression of the rationale or the explanation that the writer gives for how the reader should interpret the information presented in the idea statement or topic sentence of the paragraph.
- **Example**—the example serves as a sign or representation of the relationship established in the idea and explanation of the paragraph. Paragraph development progresses with the expression of some type of support or evidence for the idea and the explanation that came before it.
- **Explanation (of example)**—The next movement in paragraph development is an explanation of each example and its relevance to the topic sentence and rationale given at the beginning of the paragraph.
- **Completion of paragraph's idea or transition into next paragraph**—The final movement in paragraph development involves tying up the loose ends of the paragraph and reminding the reader of the relevance of the information in this paragraph to the main or controlling idea of

the paper. You might feel more comfortable, however, simply transitioning your reader to the next development in the next paragraph.

B. The Concept of Composition

1. Definition of composition

The word “composition” derived from Latin language “com” means together and “phones” means to put. Based on the statement Mallery (1987) state that word composition is concerned with the putting together of the parts or form whole: word into sentence, sentence into paragraph, paragraph into longer unit such as narration essay. The arrangement is unessential to all artistic production and especially writes.

In the some case, Crimmon (1976: 109) defines composition as a piece of writing which is made up several paragraph, while Treanor (1964; 1) state that composition need good ideas, good word and sentences. Good ideas can be found the word surrounding, such as at home and at school, at work, at play will ideas can be found by using the fifth sense: sense, hearing, tasting, smelling, and touching. In the some line, word like ideas needed for composition. They closely related, because in expressing those ideas we need generic words and specific ones. Secularly, Crowly and Redman in Jacob et al (1981:13) state that composition is putting together of any kinds of ideas and writers unique perception of the idea together in to a new structures which influence the perception, thinking and expression of others.

2. Kinds of Composition

- 1) Narration. It is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letter and conversation.

Knowing the pattern upon which creative narration is built will help a person to read stories with more enjoyment and also to write and talk more interest daily stories can usually be divided into these parts: motivation, complication, rising action, climax, and outcome.

The motivation is the set of circumstances that starts the action of the story. It often involves a strong wish or conflict that causes action. The complication is the obstacle within or outside of the character that comes between the character and what he or she wants. The rising action is the struggle the climax is the tuning point in the story, after which the final outcome becomes inevitable. Usually the action has reached its peak and suspense is at its highest points. The outcome quickly follows the climax. However not all stories reveal the outcome. Some end at the climax, leaving the reader to figure out the reading.

- 2) Description. It reproduces the way think look, taste, smell, feel, or sound. It may also evoke moods, such as happiness, fear. It is used to create a visual image of people, place even of units of time-days, line

of days, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their character or personality.

- 3) Exposition. It is used in giving information, making explanation, and interpreting meaning. It includes editorials, essays, and informative and instructional, material, used in combination with narrative, it stands alone as an essay used alone or with narrative exposition may be developed in a number ways.

Exposition may be used to explain a process that is to tell how something made or done. To explain a process well, the essential steps must be stated clearly in logical sequence. First thing first, second thing second, and so on, going from the simplest to the most complex. Something the most familiar process is the most difficult to explain, especially without benefit of illustration.

- 4) Persuasion. The purpose of this is to induce readers to accept the opinion of the write. It tries to convince the reader to believe the writer wants them to believe even though no facts supporting the opinions of there is no good reason at all to accept those opinions. Sometimes the term argumentation is used instead of persuasion.

C. Semantic Mapping

1. Definition of Semantic

According Sil (2003:1) the semantic is generally defined study of meaning linguistic expressions. Britannica (2007:1) suggest semantic is the branch of linguistics that tried to understand how has meaning.

Semantic is aspect of meaning that is expressed in a language, code or another form of presentation. A subfield if linguistic that is traditionally defined as study of meaning (part of words), phrases, sentence and text. An area of study is the meaning of compound and study of relation between different linguistic expression is called semantics. (Haddad, 2006:1)

2. A Part of Semantic

Still in Haddad (2006):

1. Statistical semantic is study of how the statistical pattern usage can be used to figure out what the people mean, at least to level sufficient for information access.
2. Lexical semantic is a subfield. It is the study of how and what the words of the language denote
3. Prototype semantic is a model of grate categorization in cognitive science, where some members of category are more centre then other, for example, when asked give an example of concept furniture, chair is more frequent cited than lamp, prototype theory also plays a central in linguistic.

3. What is Semantic Mapping?

To understand the term of Semantic Mapping, it is necessary to understand first the meaning of both semantic and map from which that term derived. Richards, et.al (1985) simply define semantic in relation to meaning in language, while the term map is synonymous to chart or plan (Hornby, 1974).

Semantic Mapping is a technique developed by Johnson & Pearson (1978). Semantic mapping has been around us a long time and it has been called in several names. Smith and Johnson (1980) list six other names for semantic map such as cognitive network, semantic webbing, semantic network, plot map, Semantic feature analysis, and brainstorming-around idea. A semantic Mapping is a graphic arrangement of words and it shows how new words and ideas are related to each other within a text.

Semantic Mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. Semantic Mapping is an adaptation of concept definition mapping but builds on students' prior knowledge or scheme.

Semantic Mapping is a technique used to visually generate a 'big picture' idea of a project or book.

4. Semantic Mapping as Pre-writing Technique

The relation between semantic mapping and writing composition is especially for the students non-native speaker is the lack of vocabulary to write good composition. However, it is felt that lack of vocabulary is not the issue here, but poor activation of existing vocabulary knowledge.

Compositions topics are normally selected for a class, keeping in mind the grammatical structures and idioms that the students have learnt. Thus it is not in the practice of teacher to assign for which students do not have the vocabulary and grammatical structures at all. Therefore, an activity pre-writing technique is in relation to a topic. The present idea considers a further step to semantic mapping leading to composition writing for the students. A slow transition from word mapping to sentence production is suggested within the frame word of semantic mapping.

Using semantic mapping as a pre-writing exercise or through the course of developing writing can help the solidify and understand the interconnections of the characters, plot points and story themes of the students.

Semantic mapping helps map out a list of words related to topics and themes. The activity using semantic mapping as pre-writing technique has been found to be successful by writer in the following ways:

1. There are a lot of words thrown about in the class
2. Everyone comes up with a word somehow or other
3. The class atmosphere becomes lively and small group discussion are heard
4. As the teacher writes on the board, some students spell out the words
5. Even weak and shy students utter a word or two
6. Towards the end, students become enthusiastic about putting the parts together, like jig saw puzzle

7. They are actively involved in the session because the brainstorming warms them up and the comport of their chairs and friends around encourages even the very weak and shy to suggest words and sentences

This technique of teaching composition writing may be more useful for the students who are still struggling with basic structures in the language. Complaints like lack of ideas and lack of vocabulary may find some practical solutions through this technique. Through this session of brainstorming and semantic mapping, composition writing can become more lively and adventurous.

Hague (1987) outline the major steps to semantic mapping as below:

1. Write target topic on chalk or white board
2. Have students brainstorm words related to topic
3. Write/list the words by categories in the form of a map
4. Have the students provide labels for each category (optional)
5. Discuss the words on the semantic map
6. Revise map after discussion

5. The Procedure in Applying Semantic Mapping

There are some steps of semantic mapping technique according to Jana Mathialagan (1990):

- Step 1 : The Teacher writes the target topic on the blackboard, for example 'A Bank Robbery'. The teacher has the class brainstorm verbs in the past tense related to the topic.

- Everyone must contribute. The teacher writes items on the board
- Step 2** : Once the verb list has been exhausted, the class brainstorms things and people (nouns) related to the topic. The teacher writes items on the board.
- Step 3** : Once all or most of the nouns have been elicited and written on the board, brainstorming is done for adjectives
- Step 4** : The teacher has a brainstorming session for adverbs related to the topic or to the verbs given on board. Suggested adverbs are written on the board
- Step 5** : The teacher goes over the items, ask for any more suggestions and discreetly adds in any new vocabulary which she/he wished students to use in composition or add to their collection
- Step 6** : Now students are asked to brainstorm some simple sentences using any of the words in the map. The teacher writes around 15 or 20 sentences on the blackboard. The teacher writes the original sentence given by students. Students are encouraged to form simple sentences of the subject + Verb + object pattern in order to avoid subordinate clauses at this stage.

NOUNS	
robbers	knife
gunman	money
cashier	phone
customers	security guard
counter	bag
gun	car

VERBS	
grabbed	panicked
slashed	screamed
fell	hit
collected	held
ran	threatened
shouted	shot

**A
BANK
ROBBERY**

ADJECTIVES	
Afraid	frightened
Big	sharp
quite	fierce

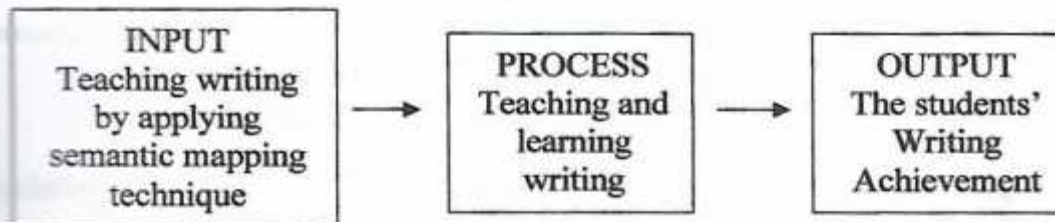
ADVERBS	
Suddenly	Loudly
Desperately	Carefully
Quickly	Quietly

Step 7 : The teacher has 15 or to sentences on the blackboard. She/he goes through each sentence to correct any errors.

Step 8 : The students read through all the sentences. They are given 10-15 minutes to rearrange the jumbled up sentences. Since it is a narration of events, students are given some of devices used to convey chronological order. They also learn that in a composition of chronological order, the verbs are all in the same tense. The chronological order devices that are given to them include first, second, third, then, next, after that, finally which may be used to clarify sequence to the reader.

Step 9 : The students write out the whole composition in paragraph form.

D. Conceptual Framework



In diagram above will be described as follow:

- a. Input will refer to the use of semantic mapping technique as the starting point during writing class process
- b. Process will refer to writing activities during treatment process
- c. Output will refer to the students' achievement after applying semantic mapping technique

E. Hypothesis

Based on the theoretical framework above, the researcher formulated the hypothesis, namely:

- Null hypothesis (H₀): there is no significant difference between the pretest and posttest of the students' writing ability achievement
- Alternative hypothesis (H₁): there is a significant difference between the pretest and posttest of the students' writing ability achievement.

CHAPTER III

RESEARCH METHOD

This chapter deals with the description of research design, variables, population and sample, research instrument, procedure of collecting data and technique of data analysis.

A. Research Design

This research applied Pre-experimental method with the one group pretest-posttest design. The students were be given pre-test and then they were exposed to treatments which consist of six meeting, and finally they were given a post-test. The design was illustrated as follow:

O1 _____ X _____ O2

Where: O1 : is Pre-test
X : is Treatment
O2 : is Post-test

The research design is presented as follows:

Pre-test : The students were given pre-test to identify the students' prior knowledge of writing ability
Treatment : Applying Semantic Mapping strategy for eight meetings
Post-test : The students were given post-test to find out the result of treatment

B. Research Variables

There were two variables in this research; They were independent and dependent variable. The Independent variable of this research was the application of Semantic Mapping Technique. And dependent variable was how to teach composition writing to students.

C. Population and Sample

a. Population

The population of this research was the second year students of SMU Negeri 14 Makassar in 2008/2009 academic years. There were six classes. Each Class consists of 40 students. The total number population was 240 students.

b. Sample

The sample of this research was taken by random sampling. It meant that the researcher chose one of six classes. The sample was 40 students.

D. Instrument of the Research

In this research, the researcher used one kind of instrument namely writing test. The writing test was used to measure the students' writing by using the semantic mapping technique. The pre-test was given before treatment and post-test is given after treatment.

E. Procedure of Collecting Data

- First; the students were given pre-test
- Second; Applying semantic strategy by following the steps :

1. The class engaged some discussion on the topic related to students which have some background knowledge, hopefully, and interest.
 2. The teacher wrote the target topic on the blackboard
 3. The teacher had the class brainstorm Noun/pronoun, verbs in the past, adverbs, adjectives relates to the topic
 4. The students wrote down the words in the map according its classification (Noun, Verb, Adjective and Adverb).
 5. Then students were asked to brainstorm some simple sentences using any of the words in the map.
 6. The teacher wrote the original sentences given by students. Students are encourage to form simple past tense
 7. The teacher and students read through all the sentences. The students were given 10-15 minutes to rearrange the jumbled up sentences.
 8. The students wrote out the whole composition in paragraph form.
- Third; Giving post-test to the students

F. Technique of Data Analysis

The data obtained from the test was analyzed by using procedures as follow:

1. Scoring the result of the students test, the researcher used the form as follows:

1. Content

Classification	Score	Criteria
Excellent to Very Good	30 – 27	Knowleadgeable-subtantive relative to relevant topics

Good Average	26 – 22	Some knowledge of subject adequate Range-etc.
Fair to poor	21 -27	Limited knowledge of subject title substantive-etc.
Very poor	16 - 14	Does show knowledge of subjected topic?

2. Organization

Classification	Score	Criteria
Excellent to Very Good	20 – 18	Fluent expression-ideas cleared stated
Good Average	17 – 14	Somewhat choppy, loosely organized but main idea stand out
Fair to poor	13 – 10	No fluent-ideas confused or disconnected
Very poor	9 -7	Does not communicate to organization

3. Language Use

Classification	Score	Criteria
Excellent to Very Good	25 -22	Effective complex construction
Good Average	21 -19	Effective but simple construction
Fair to poor	18 -19	Major problems in simple construction
Very poor	15 - 10	Construction rule

4. Mechanics

Classification	Score	Criteria
Excellent to Very Good	5	Demonstrate mastery of conversation occasionally, error of spelling
<i>Good Average</i>	4	Punctuation
Fair to poor	3	Frequent error of spelling punctuation
Very poor	2	No mastery of convention dominated

5. Vocabulary

Classification	Score	Criteria
Excellent to Very Good	20 -18	Sophisticated range-effective word/idiom
Good Average	17 – 14	Adequate range-occasional errors of words Choices and usage but meaning not obscured
Fair to poor	13 – 10	Limited range-frequent errors of words Form and usage meaning confused
Very poor	9 - 7	Essentially, translation little knowledge of English vocabulary

2. Classifying the score of the students into the following classification:

No.	Scores	Classification
1.	86 – 100	Excellent to very Good
2.	68 – 85	Good to Average
3.	48 – 67	Fair to Poor
4.	32 – 47	Very Poor

3. Analyzing data quantitatively using the following formula:

$$P = \frac{Fq}{N} \times 100$$

Where :

P : Percentage

Fq : Number of correct frequency

N : Total Number of Sample

4. Calculating the means score

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

Where : X : Mean

$\sum x$: The sum of all scores

N : The total number of students

5. To know the percentage (%) of the students:

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

X_1 = the mean score of pre-test

X_2 = the mean score of post-test

6. Calculating the standard deviation of pre-test and post-test by using following formula :

$$SD = \sqrt{\frac{\sum x^2}{n} - \frac{(\sum x)^2}{n^2}}$$

Where:

SD : Standard Deviation

$\sum x$: The sum of all score

N : The number of students

7. Finding out the significant difference between the result of the pre-test and post-test by using the following formula :

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}}}$$

Where :

t : test of significance

D : Deviation

$\sum D^2$: The sum of D Square

$(\sum D)^2$: The sum of $\sum D$

N : Number of students

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of the research findings and discussion of interpretation of the data analysis in detail. The findings of the research cover the result of the collected data through essay test.

A. Findings

The data were collected through essay test in which asking the students to make narrative composition. The pre-test was given before the treatment and the post-test after treatment.

1. Scoring Classification of The students' Pre-test

Table 1
Rate Percentage and Frequency of The Writing Score
In Component of Content

No	Classification	Score	Frequency (f)	Percentage
1	Excellent to Very Good	30 – 27	0	0%
2	Good to Average	26 – 22	0	0 %
3	Fair to Poor	21 – 17	9	22.5 %
4	Very Poor	16 – 14	31	77.5 %
Total			40	100%

The table above shows that there are thirty one (77.5 %) students get “very poor”, and nine (22.5 %) students are categorized into “fair to poor”. In contrast, there is no any student who gets “an average to good excellent score.

The mean score for the test is 14.9. This score indicates that the students' skill in writing relating to the content falls into poor score.

Table 2
Rate percentage and frequency of The Writing Score
In Component of Organization

No	Classification	Score	Frequency (f)	Percentage
1	Excellent to Very Good	20-18	0	0%
2	Good to Average	14-17	0	0 %
3	Fair to Poor	10-13,	15	37.5 %
4	Very Poor	7-9,	25	62.5 %
Total			40	100%

The table above describes the percentage of the students' score based on the organization of their writing. It seems that none (0%) of them get "an excellent to very good" and "Good to Average" score. There are fifteen (37.5 %) of the students get "Fair to Poor" score, and twenty five (62.5 %) students reach the category of "Very Poor".

The means score of that category is 9.32. This shows that the students' writing organization is still considered very poor.

Table 3
Rate percentage and Frequency of the Writing Score
In Component of Vocabulary

No	Classification	Score	Frequency (f)	Percentage
1	Excellent to Very good	20-18	0	0
2	Good to Average	17-14	0	0 %
3	Fair to poor	13-10,	9	22.5 %
4	Very Poor	9-7,	31	77.5 %
Total			40	100%

The table above illustrates that thirty (75 %) of those students is “very poor” category. And there are ten (25 %) of them reach “Fair to Poor” score. In contrast, none of all students get “Good to Average” and “Excellent to very good”.

The means score of students in the component of vocabulary in the pre-test is 9.02. It means that the students’ vocabulary in writing is still “Very Poor” range.

Table 4
Rate Percentage and Frequency of the Writing Score
In Component of Language Use

No	Classification	Score	Frequency (f)	Percentage
1	Excellent to Very Good	25-22	0	0%
2	Good to Average	21-19	0	0%
3	Fair to Poor	18-11,	2	5 %
4	Very poor	10-6,	38	95 %
Total			40	100%

The table 4 above identifies that none of students is in the highest category of this component. Also none of them is in good range. But most of them (95 %) get “very poor” score. And only two (5 %) get “fair to poor” score.

The mean score of the students in component of language use in writing is 8.52. It means that the students’ skill to write relating to that component is considered as “very poor” classification.

Table 5
Rate Percentage and Frequency of the Writing Score
In Component of Mechanics.

No	Classification	Score	Frequency (f)	Percentage
1	Excellent to very Good	5	0	0%
2	Good to Average	4	3	7.5 %
3	Fair to Poor	3	15	37.5 %
4	Very Poor	2	22	55 %
Total			40	100%

The data for the test on the table 5 describes that there are twenty two (55 %) students are in “Very Poor” score. Whereas, there are fifteen (37.5 %) reach “Fair to Poor” of classification. And only three (7.5 %) are classified into “Good to Average” score. But, there is no students (0%) get the highest classification.

The means score of this item is 2.52. It can be seen that the students writing relating to their mechanics is still low.

Table.6
Rate Percentage and Frequency of the Writing Score
For the Pre-test in the Five Components

No	Classification	Score	Frequency (f)	Percentage
1	Excellent to very Good	84-100	0	0%
2	Good to Average	68-83	0	0 %
3	Fair to Poor	51-67	8	20 %
4	Very Poor	34-50	32	80 %
Total			40	100%

According to the data illustrated above, none of the forty samples (students) get “Good to Average” and “excellent to very good”. But “very poor”

score is dominated by thirty two samples (80 %) and eight (20 %) of them are in “Fair to Poor” score.

The mean score of all components of their writing is 44.5. It means that the students’ writing ability can be put into “very poor” classification.

2. Scoring Classification of the Students’ Post-test

This section aims to identify the students’ writing ability after applying Semantic Mapping technique.

Table.7
The Rate Percentage and Frequency of the Writing Score
In Component of Content

No	Classification	Score	Frequency(f)	Percentage
1	Excellent to very Good	30-27	0	0%
2	Good to Average	26-22	5	12.5 %
3	Fair to Poor	21-17	35	87.5 %
4	Very Poor	16-13	0	0%
Total			40	100%

The data shows that after applying Semantic Mapping technique there are thirty five (87,5 %) samples are in “fair to poor” stage. The “good to average” is shown by five (14,28%) samples.

The mean score of the test is 18.92. It means that the students’ writing ability through the technique increases one level to “Fair to Poor” classification.

Table 8
Rate Percentage and Frequency of the Writing Score
In Component of Organization

No	Classification	Score	Frequency(f)	Percentage
1	Excellent to very Good	20-18	2	5 %
2	Good to Average	17-14	15	37.5 %
3	Fair to Poor	13-10,	23	57.5 %
4	Very Poor	9-7,	0	0%
Total			40	100%

The table above illustrates that the rate of the students' writing relating to organization of their writing shows the rise of score. There are twenty three (57.5 %) students reach "fair to poor" score. And fifteen (37.5 %). Even there is two students (5 %) in "excellent to very good" category. There are no more students in lowest category.

The mean score of this test is 13,72. The score shows the changes of score level. In this test the score is identified as "fair to poor" classification.

Table 9
Rate Percentage and Frequency of the Writing Score
In Component of Vocabulary

No	Classification	Score	Frequency (f)	Percentage
1	Excellent to Very Good	20-18	3	7.5 %
2	Good to Average	17-14	17	42.5 %
3	Fair to Poor	13-10,	20	50 %
4	Very Poor	9-7,	0	0%
Total			40	100%

The chart above indicates that there is no more students (0%) get "very poor" score. There are twenty (50%) students get "fair to poor". Seventeen (42.5

%) students shows the progress by reaching “good to average” score. Even three (7.5 %) of them go up to “excellent to very good” in classification.

The mean score of this component is 14. It describes the significance increase after applying Semantic Mapping technique. The score is classified as “good to average”.

Table 10
Rate Percentage and Frequency of the Writing Score
In Component of Language Use.

No	Classification	Score	Frequency(f)	Percentage
1	Excellent to Very Good	25-22	0	0%
2	Good to Average	21-19	1	2.5 %
3	Fair to Poor	18-11,	39	97.5 %
4	Very Poor	10-5.	0	0 %
Total			40	100%

The data indicate that most of students ‘writing changes rapidly in language use component. There are thirty nine (97.5 %) get “fair to poor” score. And one (2.5 %) student get “good to average”.

The mean score of the test is 13.72. The score means that the students’ writing ability related to their language use increases one level to “Fair to poor” classification.

Table 11
Rate Percentage and Frequency of the Writing Score
In Component of Mechanics

No	Classification	Score	Frequency(f)	Percentage
1	Excellent to very Good	5	9	22.5 %
2	Good to Average	4	17	42.5 %
3	Fair to Poor	3	14	35 %
4	Very Poor	2	0	0%
Total			40	100%

The table shows that “good to average” classification is dominated by seventeen (42.5 %) students than other levels. There are fourteen students (35 %) are in “Fair to Poor” stage. There also nine (22.5 %) student reach a peak to “excellent to very good” stage. In contrast, none students get “very poor” score.

The means score of this component is 3.87. It indicates that students’ writing ability related to mechanics shows the significance difference from the same test before treatment. In this case, the score of the students is classified as “good to average” category.

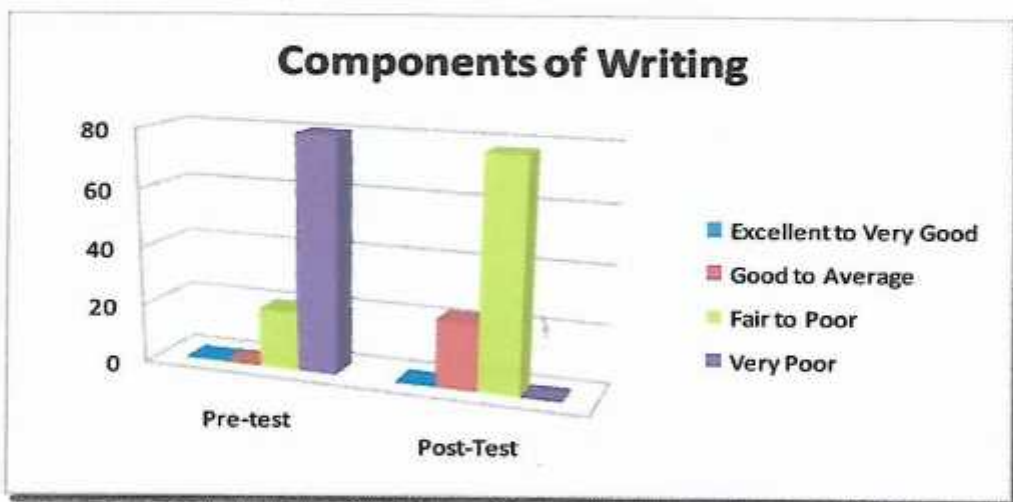
Table 12
Rate Percentage and Frequency of the Writing Score
For the Post-test in the All Components

No	Classification	Score	Frequency(f)	Percentage
1	Excellent to Very Good	86-100	0	0%
2	Good to average	68-85	9	22.5 %
3	Fair to Poor	48-67	31	77.5 %
4	Very Poor	32-47	0	0%
Total			40	100%

The table shows that the result of all components of the students' writing ability which are generally fluctuated. "Fair to poor" score is dominated by more than all students (77.5 %). And the rest is nine (22.5 %) students who are identified as "good to average" in classification. And there is no students over takes the highest classification or falls into the lowest classification.

The means score of all components of the writing is 64.25. It can be concluded that the students' ability in writing skill through Semantic Mapping technique generally grows from "very poor" level to "Good to Average" level.

3. The Chart of Different Classification in Component of Writing



The chart above shows that in Pre-test, there is none of the forty samples (students) get "Excellent to Very Good" and "Good to Average". But "Very Poor" score is dominated by thirty two samples (80 %) and only eight (80 %) of them are in "Fair to Poor" score. In contrast in Post-test, the students' writing ability which are generally fluctuated. "Fair to Poor" score is dominated by thirty one (77.5 %) samples. And the rest is nine (22.5 %) samples who are

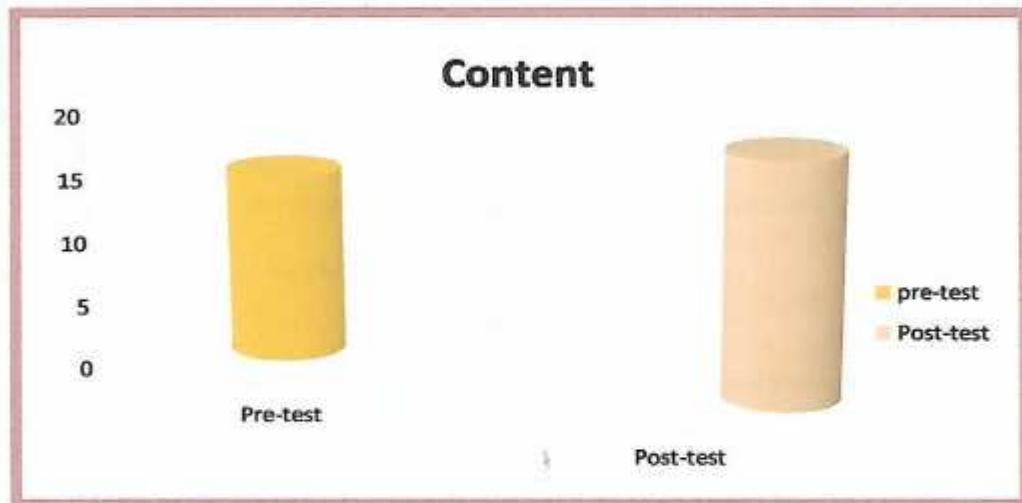
identified as “Good to Average” in classification. And there is no students over takes the highest classification or falls into classification.

4. The Mean Score of Component Writing

Table 13

The Mean Score of Content in Pre-Test and Post-Test

Component	Pre-test	Post-test	Improvement
Content	14.9	18.92	26.97 %



The table and the chart above indicates that the mean score of content in Pre-test is 14.7 while the mean score in Post-test is 18.92 with the percentage of improvement is 26.97%. It means that there is a significance increase after applying Semantic Mapping technique.

Table 14

The Mean Score of Organization in Pre-test and Post-test

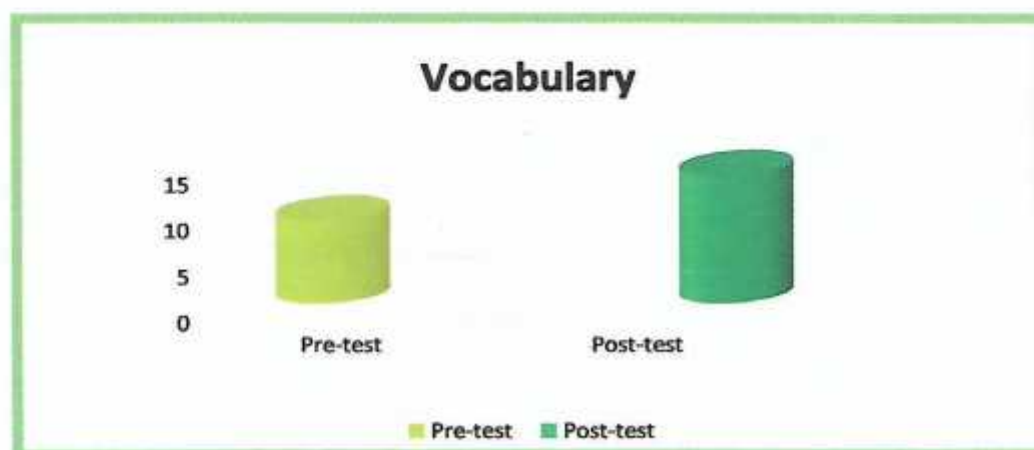
Component	Pre-test	Post-test	Improvement
Organization	9.32	13.72	47.21 %



The table and the chart above indicate that the mean score of organization in Pre-test is 9.3 while the mean score in Post-test is 13.72 with the percentage of improvement is. It means that there is a significance increasing after applying Semantic Mapping technique.

Table 15
The Mean Score of Vocabulary in Pre-test and Post-test

Component	Pre-test	Post-test	Improvement
Vocabulary	9.02	14	55.21 %

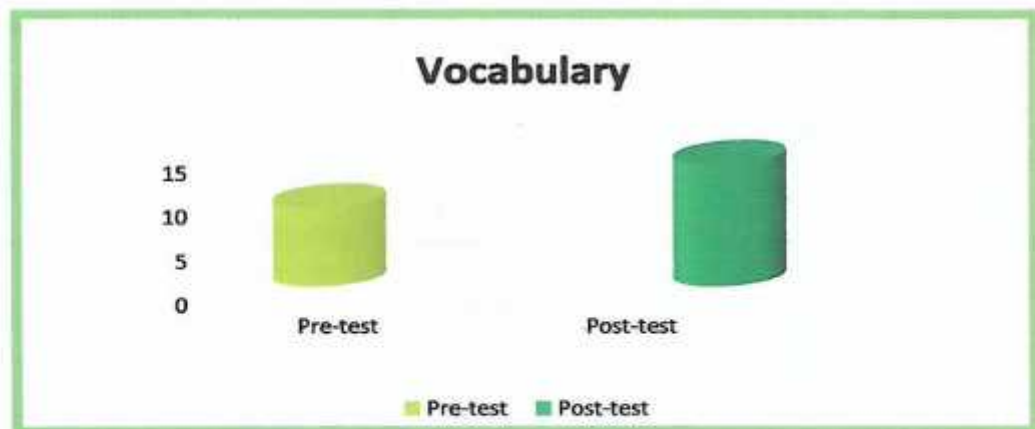


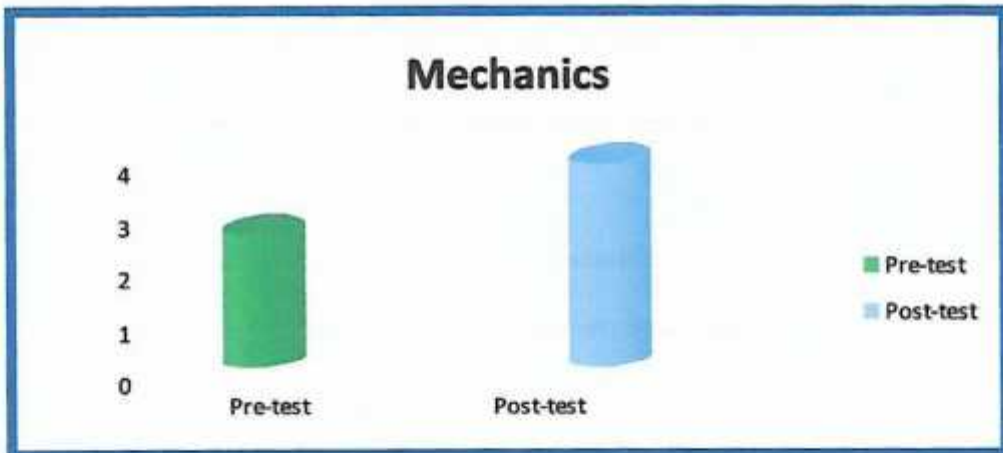


The table and the chart above indicate that the mean score of organization in Pre-test is 9.3 while the mean score in Post-test is 13.72 with the percentage of improvement is. It means that there is a significance increasing after applying Semantic Mapping technique.

Table 15
The Mean Score of Vocabulary in Pre-test and Post-test

Component	Pre-test	Post-test	Improvement
Vocabulary	9.02	14	55.21 %

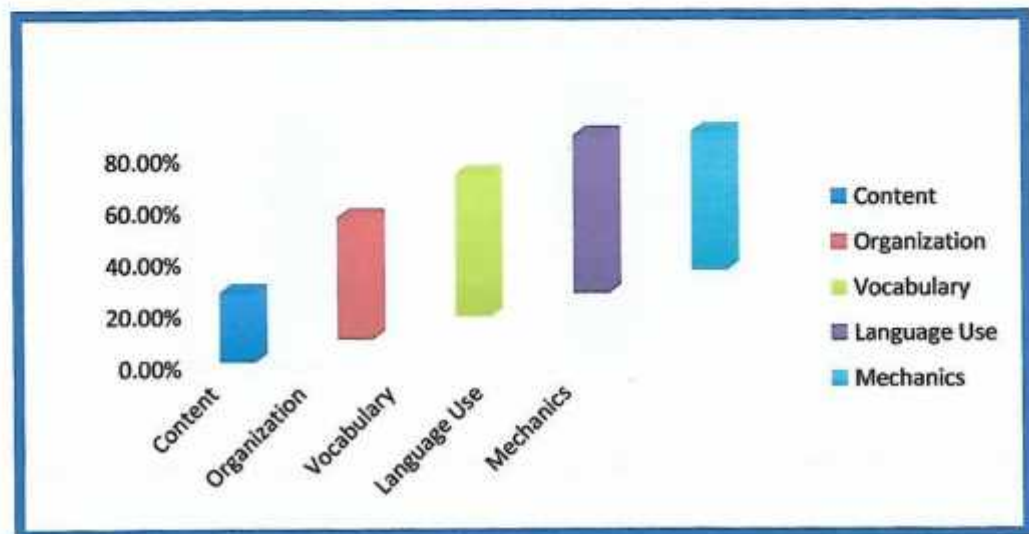




The table and the chart above indicate that the mean score mechanics in pre-test is 2.52 while the mean score in post-test is 3.87 with the percentage of improvement is 53.57. It means that there is a significance increase after Semantic Mapping technique.

4. The Improvement of All Components of Writing

Improvement	Components				
	Content	Organization	Vocabulary	Lang. Use	Mechanics
	26.97 %	47.21 %	55.21 %	61.03 %	53.57 %



The chart above illustrates that highest improvement of those components is Language Use (60.09 %) then followed by Vocabulary (54.10 %) while in Mechanics (53.57 %). The lowest improvement is taken over by Content (28.70 %).

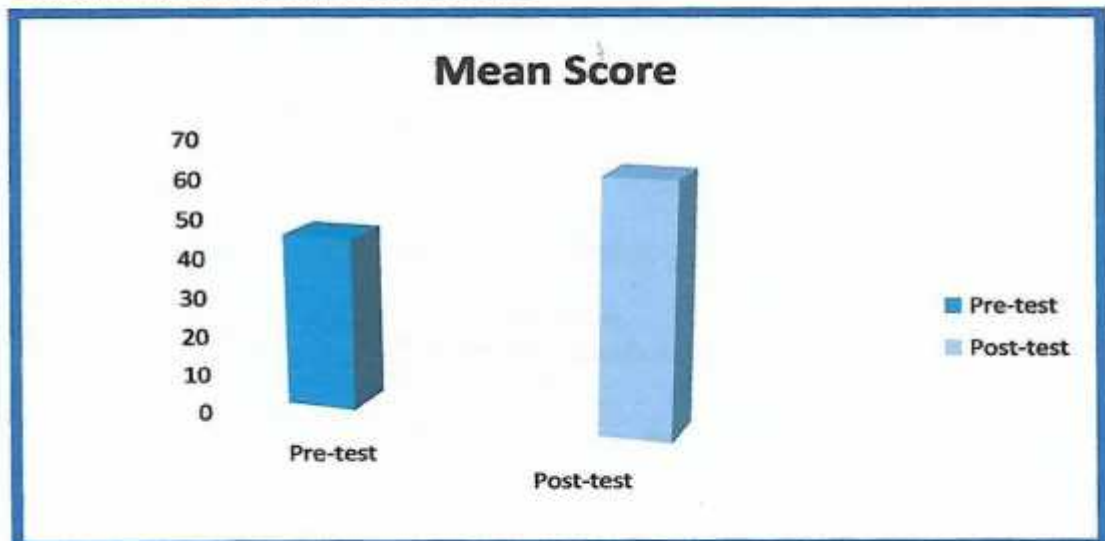
5. General Means score and Standard Deviation

After concluding the result of the students pre-test and post-test, the mean score and the standard deviation of the students writing ability are presented in the following table.

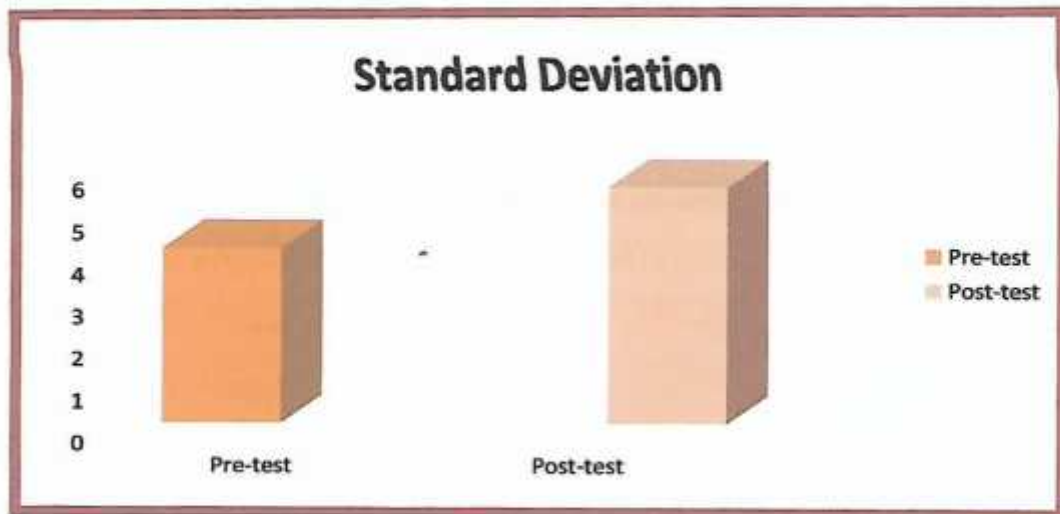
Table 19
Mean Score and Standard Deviation of
The Students' Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test (X1)	44.5	4.15
Post-test (X2)	64.25	5.62

The chart of the General Mean Score



The Chart of Standard Deviation



The table 19 and the chart above show that mean score of the students' pre-test is 44.5 which is classified as "Very Poor" with statement deviation

4. The Significance Difference between the Result of the Pre-test and Post – test

In order to know whether or not the mean score is different from the two variables (pre-test and post-test) at the level of significance with degree freedom ($df = n-1$ in which $n =$ number of sample (40 students). The following table describes the result of the t-test calculation.

Table 20
The test of significance

Variable	t-test value	t-table value
X2 - X1	5.33	2.04

The data above shows that the value of t-test is greater than the value of t-table. It indicates that there is significance difference between the result of the students' pre-test and post-test.

5. Hypothesis testing.

To find out the degree of freedom (df), the researcher used the following :

$$\begin{aligned}df &= n-1 \\ &= 40 - 1 \\ &= 39\end{aligned}$$

For the level of significance (α) 0.005 and $df = 39$ then the value of the t-table is 2.042 while the value of the t-test is 5.33. It means t-test value is greater than t-table value ($5.33 > 2.042$), it can be concluded that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted.

Based on the result of the data, it can be concluded that after the treatment by using Semantic Mapping technique students were good in category. It means that the technique enhances students' writing ability.

B. Discussion

Based on the data of writing components of content in the pre-test, it can be seen that there is no any students have "excellent to average range. Most of them are in very poor, 82.5 %% from the number of students got "very poor" so this was clearly the worst classification of content. However, the component of content in the post-test, the data shows that thirty five students got "fair to poor" range. In other words, the means score in pre-test is 14.7 and the mean score of

post-test is 18.92. , this figure between pre-test and post-test in component of content increased steadily one level. (See table 1 and table 7)

In the component of organization, most of the students are in “very poor” rate (75 %) in pre-test and seven students (17.5%) are in “fair to poor” rate. The others (7.5 %) got “Good to Average” score. In contrast, in the post-test, around 57.5 % from the total number of sample got “fair to poor” score and fifteen students (37.5 %) reached “good to average. Even two of the students successfully got “excellent to very good” in classification. The means score of pre-test is 9.72 while in post-test is 13.72. It shows that the rate of score recovered after Semantic Mapping technique is applied. (See table 2 and 8)

Then, in the component of vocabularies, it shows that there are still twenty six of those students got “very poor” and eleven (65 %) out of forty students got “Fair to Poor”.Only three of them were in “Good to Average”.But then, these figures go up rapidly in the post-test. Most of the students are in “good to average” and “fair to poor” range. Even one of them over takes the highest category in classification. The mean score of both were 10.1 and 13.9. the students’ ability related to vocabulary rises rapidly. (See table 3 and 9)

Next, in the component of Language use, none of the students got “excellent to very good” and “very good to average” scores in the pre-test. Most of them thirty one (77.5 %) got “very poor”. Then, there were nine students got :Fair to Poor” score. the scores grew in category of “fair to poor”. Therefore, eleven (78,58) students were in “fair to poor” and one student(2.5 %) was in

“good to average”. Even though, the “excellent to very good” score in pre-test remained constant in the post-test. (See table 4 and 10).

Furthermore, in component of mechanics of pre-test, the researcher found that “Very Poor” score was dominated by twenty two samples (55 %), and fifteen (37.5 %) students failed into “Fair to Poor” position. Only three (7.5 %) of them got “excellent to very good”, but in the post-test there were seventeen (42.5 %) students reached “Good to Average” scores and fourteen (35 %) of them got “Fair to poor score. Also nine (22.5 %) students were in “Excellent to Very Good” score. The means score of both test were 2,52 and 3.87. From the point, the researcher simplify that there was significant increase of students’ writing ability related to mechanics.

Overall, seeing the all components of writing is the pre-test and post-test, all the students have an improvement in writing narrative paragraph by using Semantic Mapping technique. Therefore, the mean score of pre-test is 46.52 which is classified as “very poor” classification while the mean score in the post test is 64.05 which classified as “fair to poor” position (See table 13). It indicates that the students’ writing ability in writing narrative paragraph has improved on higher level.

Finally, in comparing the result of t-test value and t-table value, the researcher finds that the value of t-test is higher than the value of t-table, $7.97 > 2.04$ (See table 14). It means that there is significance difference between the result of pre-test and post-test.

Following the description above, the researcher assumes that the using of Semantic Mapping as Pre-writing technique on teaching composition writing gives effectiveness in improving the students' writing ability.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In relation to the research findings and discussion in previous chapter, the conclusion and suggestions are presented in the following statement:

A. Conclusion

Based on the result of the research, the writer takes some conclusions. The first, after conducting research on semantic mapping, it can be said that semantic mapping as pre-writing technique can help the students in improving their writing skills and language use. Teaching writing by using this technique are very effective because following the step, the students are encourage to improve their vocabulary, to know the function of each word and also understanding the use of grammar. And the important one is the students have a chance to adventure as many as idea in their writing. It is related to what is Raimes said that writing reinforces the grammatical structure, idioms and vocabulary and also the students are given a chance to be adventurous with the language (see chapter I).

The second, based on the result of calculating data, the writer also take some conclusions. Firstly, the data shows that the students writing productivity before and after the treatment are significantly difference. The second, it was found that in the students' post-test was higher that of the students' pre-test, which was proved that the use of Semantic Mapping as Pre-writing technique shows a good way in teaching writing. Therefore, using Semantic Mapping as Pre-writing technique is effective in improving the students' writing skill.

B. Suggestions

In order to improve the students' writing skill, the researcher puts forward some suggestions as follows:

1. Teacher should encourage the students with good technique when they teach English writing.
2. Teacher should be creative to manage the materials for teaching such as using Semantic Mapping technique
3. It is recommended that the readers of this thesis use this technique in order to improve more productivity in writing and carry out investigation to examine that this technique is a true way in teaching writing.
4. Teacher should give enough opportunity to the students to practice their writing skill through various techniques, enjoyable way for learning.
5. I suggest that the further research need to be conducted by other students in the same issue, Semantic Mapping technique to other skill such as listening and reading for deepest investigation on this technique.

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RESEARCH INSTRUMENT

(Pre-test)

The Writing Test

Write your name and register number at your paper. You have 45 minutes to write composition.

- . Write a short composition at least three paragraphs
- . Choose one the following topic, and compose narrative composition :
 - Experience in holiday
 - Your best experience in the school
 - Traditional story

RESEARCH INSTRUMENT

(Post-test)

The Writing Test

Write your name and register number at your paper. You have 45 minutes to write composition.

3. Write a short composition at least three paragraphs
4. Choose one the following topic, and compose narrative composition :
 - Experience on weekend
 - Your best experience in the Junior High School
 - Legend

Name : NURHASMI

class : XI exact 01

NIS : 075682

No : 28

Narrative

The village little living mother and her son. The name her son is Malin Kundang. They life very grief, forced her mother must to worked hard when fill need the every day.

Because Malin Kundang already not endure living poor, Malin Kundang asked for permission in her mother went wander to country half. ~~And Malin Kundang~~ Over permission ~~the~~ her mother, Malin also went just ~~bring~~ make a sheet of dress and short.

After ~~that~~ some time years Malin lived in Jakarta, Malin have much money and Malin ~~is~~ become rich man. Because her mother already miss some Malin, forced her mother followed Malin to Jakarta. But at last her mother can meet Malin. But Malin not wanted admit ~~the her son~~ she is her mother. At last, her mother curse Malin become stone.

-5656

9

! experience in the school. when I meet some one!!! the people is
university student of unswath, they come to my school because they was
training how to teach!!! and than after two month they make a competition
I join with them, to participate the competition.

petition absolutely about english, I take game in the competition, then
guess what happend next!!! we lose the ~~game~~ competition, I very sad
think, I make my teacher disappointed to us!!! althought like that
happy!!!

that, in ..different time, I meet with a girl but I know, it's so long
her, but I try to get her and make her be ~~my~~ girlfriend?
absolutely, and of course I get her! don't call me Taufiq if I can't get
her...! oh no, I not arrogant! I just kidding! but it's real!!!

The row score of students' writing in pre-test

SAMPLE	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USED	MECHANICS	SCORE
1	17	9	11	9	4	50
2	18	10	13	11	3	55
3	14	9	10	9		44
4	17	9	10	9	2	47
5	15	7	9	11	2	44
6	20	13	12	10	4	59
7	15	10	9	8	2	44
8	13	9	9	9	3	43
9	14	9	8	8	2	41
10	15	10	7		3	43
11	16	9	8	9	2	44
12	14	9	7	8	3	41
13	17	10	7	8	2	44
14	14	9	9	9	4	45
15	15	10	7	8	2	42
16	14	8	9	9	3	43
17	14	7	9	8	3	41
18	15	9	9	8	2	43
19	13	9	7	8	2	39
20	14	9	9	9	2	43
21	13	9	9	8	2	41
22	15	10	9	9	3	46
23	13	9	9	8	2	41
24	13	8	9	8	2	40
25	14	10	9	9	3	45
26	16	10	8	8	2	44
27	15	9	9	10	3	46
28	13	9	8	9	2	41
29	17	12	10	8	3	50
30	15	10	11	9	2	47
31	13	8	9	7	3	40
32	14	10	9	8	2	43
33	17	9	10	10	3	49
34	18	10	10	10	3	51
35	14	9	9	8	2	42
36	15	10	9	9	3	46
37	14	9	8	9	2	42
38	17	9	9	10	3	
39	13	9	9	8	2	41
40	13	10	9	8	2	42
Total	596	373	361	349	101	1780
M.Score	14.9	9.32	9.02	8.52	2.52	44.5

The row score of students' writing in post-test

SAMPLE	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USED	MECHANICS	SCORE
1	22	17	18	16	5	78
2	22	18	17	14	5	76
3	18	12	14	15	4	63
4	20	13	18	13	4	68
5	19		15	14	4	63
6	26	17	18	19	5	85
7	19	14	12	14	3	62
8	18	13	13	16	4	64
9	19	12	11	12	4	58
10	20	13	11	14	5	63
11	19	13	13	15	3	63
12	18	13	15	14	4	64
13	19	14	10	13	4	60
14	18	15	15	15	5	68
15	18	13	11	13	3	58
16	18	12	13	15	5	63
17	19	12	16	13	4	64
18	20	13	13	13	4	63
19	18	11	12	13	3	57
20	18	14	13	14	4	63
21	18	14	15	12	3	62
22	18	13	17	13	4	65
23	17	13	15	13	3	61
24	17	12	14	13	3	59
25	19	13	15	12	4	63
26	18	13	13	12	3	59
27	20	13	13	14	5	65
28	18	14	14	13	3	62
29	22	16	13	13	4	68
30	18	14	16	14	3	65
31	18	11	14	13	4	60
32	17	15	14	11	3	60
33	20	16	13	15	5	69
34	22	16	15	16	4	73
35	17	14	13	12	3	59
36	18	12	13	14	4	61
37	18	14	13	14	3	62
38	20	18	16	15	5	74
39	17	15	13	13	4	62
40	17	13	13	12	3	58
TOTAL	757	549	560	549	155	2570
M.SCORE	18.92	13.72	14	13.72	3.87	64.25

Total Band Score of Pre-Test and Post-Test

SAMPLE	X1	X2	(X1)	(X2)	D (X2 - X1)	(D)
1	50	78	2500	6084	28	784
2	55	76	3025	5776	21	441
3	44	63	1936	3969	19	361
4	47	68	2209	4624	21	441
5	44	63	1936	3969	19	361
6	59	85	3481	7225	26	676
7	44	62	1936	3844	18	324
8	43	64	1849	4096	21	441
9	41	58	1681	3364	17	289
10	43	63	1849	3969	20	400
11	44	63	1936	3969	19	361
12	41	64	1681	3969	23	441
13	44	60	1936	3600	16	256
14	45	68	2025	4624	23	529
15	42	58	1764	3364	16	256
16	43	63	1849	3969	20	400
17	41	64	1681	4096	23	529
18	43	63	1849	3969	20	400
19	39	57	1521	3249	18	324
20	43	63	1849	3969	20	400
21	41	62	1681	3844	21	441
22	46	65	2116	4225	19	361
23	41	61	1681	3721	20	400
24	40	59	1600	3481	19	361
25	45	63	2025	3969	18	324
26	44	59	1936	3481	15	225
27	46	65	2116	4225	19	361
28	41	62	1681	3844	21	441
29	50	68	2500	4624	18	324
30	47	65	2209	4225	18	324
31	40	60	1600	3600	20	400
32	43	60	1849	3600	17	289
33	49	69	2401	4761	20	400
34	51	73	2601	5329	22	484
35	42	59	1764	3481	17	289
36	46	61	2116	3721	15	225
37	42	62	1764	3844	20	400
38	48	74	2304	5476	26	676
39	41	62	1681	3844	21	441
40	42	58	1764	3364	16	256
TOTAL	1780	2570	79882	166357	790	15836
M.SCORE	44.5	64.25				

STUDENTS' MEANS SCORE

A. The mean score of the students' pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$= \frac{1780}{40}$$

$$= 44.5$$

B. The means score of the students' post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$= \frac{2570}{40}$$

$$= 64.25$$

STANDAR DEVIATION

A. Standard deviation of Pre-test

$$SD = \sqrt{\frac{\sum X_1 - \frac{(\sum X_1)^2}{n}}{n-1}}$$

$$SD = \sqrt{\frac{79882 - \frac{(1780)^2}{40}}{40-1}}$$

$$SD = \sqrt{\frac{79882 - 79210}{39}}$$

$$SD = \sqrt{172}$$

$$SD = 4.15$$

B. Standard deviation of Post-test.

$$SD = \sqrt{\frac{\sum X_2 - \frac{(\sum X_2)^2}{n}}{n-1}}$$

$$SD = \sqrt{\frac{166357 - \frac{(2570)^2}{40}}{40-1}}$$

$$SD = \sqrt{\frac{166357 - 165122.5}{39}}$$

$$SD = \sqrt{31.65}$$

$$SD = 5.62$$

The Test of the Significance Difference.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$D = \frac{\sum D}{n} = \frac{790}{40} = 19.75$$

$$t = \frac{19.75}{\sqrt{\frac{15836 - \frac{(790)^2}{40}}{40(40-1)}}$$

$$t = \frac{19.75}{\sqrt{\frac{15836 - 15602.5}{1560}}}$$

$$t = \frac{19.75}{\sqrt{0.14}}$$

$$t = \frac{19.75}{0.37}$$

$$t = 5.33$$

The Test of the Significance Difference.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$D = \frac{\sum D}{n} = \frac{790}{40} = 19.75$$

$$t = \frac{19.75}{\sqrt{\frac{15836 - \frac{(790)^2}{40}}{40(40-1)}}$$

$$t = \frac{19.75}{\sqrt{\frac{15836 - 15602.5}{1560}}}$$

$$t = \frac{19.75}{\sqrt{0.14}}$$

$$t = \frac{19.75}{0.37}$$

$$t = 5.33$$

LESSON PLAN

SUBJECT	: ENGLISH
MATERIAL	: Pre-Test
CLASS/SEMESTER	: 2 nd Year
TIME	: 2 x 45 minutes

A. STANDAR COMPETENCE

The students can express their experience or observation on simple narrative composition

B. BASIC COMPETENCE

The students can express well their experience or observation on simple narrative composition

C. INDICATORS

- Using Simple past tense in telling an event
- Make a simple narrative composition

D. AIMS

- Using Simple past tense in telling an event
- Make a simple narrative composition

E. MATERIAL

- Narrative text : Orientation, Events, Evaluation, Re-orientation
- Simple Past : Subject + Verb (regular/irregular)

F. PROCEDURES

1. Opening

Apperception and Motivation

2. Main activity

- Students use simple past tense in telling an event
- Students make a simple narrative text

3. Closing

- Ask the students to tell the difficulties in making narrative text

LESSON PLAN

SUBJECT	: ENGLISH
MATERIAL	: Semantic Mapping Technique
CLASS/SEMESTER	: 2 nd Year
TIME	: 2 x 45 minutes

A. STANDAR COMPETENCE

The students can express their experience or observation on simple narrative composition

B. BASIC COMPETENCE

The students can express well their experience or observation on simple narrative composition

C. INDICATORS

- Using Simple past tense in telling an event
- Make a simple narrative composition by using Semantic Mapping technique

D. AIMS

- Using Simple past tense in telling an event
- Make a simple narrative composition by using Semantic Mapping technique

E. MATERIAL

- Semantic Mapping Technique in writing composition

F. PROCEDURES

1. Opening

Apperception and Motivation

2. Main activity

- Introduce Semantic mapping to the students
- Write target topic on white board
- Write/list the words by categories in the form of a map
- Have the students provide labels for each category
- Discuss the words on the semantic map

- Revise the map after discussion

3. Closing

- Ask the students to tell their difficulties in following the material

LESSON PLAN

SUBJECT	: ENGLISH
MATERIAL	: Semantic Mapping Technique
CLASS/SEMESTER	: 2 nd Year
TIME	: 2 x 45 minutes

A. STANDAR COMPETENCE

The students can express their experience or observation on simple narrative composition

B. BASIC COMPETENCE

The students can express well their experience or observation on simple narrative composition

C. INDICATORS

- Using Simple past tense in telling an event
- Make a simple narrative composition by using Semantic Mapping technique

D. AIMS

- Using Simple past tense in telling an event
- Make a simple narrative composition by using Semantic Mapping technique

E. MATERIAL

- Semantic Mapping Technique in writing composition

F. PROCEDURES

1. Opening

Apperception and Motivation

2. Main activity

- Teacher writes the target topic on the white board
- Teacher has brainstorm verbs in the simple past. Continued brainstorm things and people related to the topic. Once all nouns have been elicited and written on the board, brainstorming is done for adjectives

- Teacher has a brainstorming session for adverbs related to the topic or to the verbs given on board.
- Now students are asked to brainstorm some simple sentences using any of the words in the map. Students are encouraged to form simple past sentences in order to avoid subordinate clauses at this stage.
- Teacher has 15 or more sentences on white board. She goes through each sentence to correct any errors.
- The students are given 10-15 minutes to rearrange the jumbled up sentences.

3. Closing

- Ask the students to tell their difficulties in following the material



UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

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Nomor : 087/05/C.4-VIII/III/30/2009
Lamp. : 1 (satu) rangkap Proposal
Hal : Permohonan Izin Penelitian.-

30 R. Awal 1430 H
27 Maret 2009 M

Kepada Yth.
Bapak Gubernur Propinsi Sul-Sel
Cq. Ka. Balitbangda Sul-Sel
di-
Makassar

Assalamu Alaikum Wr. Wb.

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0722/FKIP/A.I-VIII/III/1429/2008 tanggal 25 Maret 2009, yang menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ADRIANI NURDIN
No. Stambuk : K. 105 35 2197 06
Jenis Kelamin : Perempuan
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pend. Bahasa Inggris
Alamat : Jl. Dg. Regge II No. 3 Tallo Makassar
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effectiveness Of Using Semantic Mapping As Pre-Writing Technique On Teaching Composition Writing To Students"

yang akan dilaksanakan dari bulan Maret s.d Mei 2009.

Selubungan dengan maksud tersebut, dimohon kiranya Mahasiswa tersebut dapat diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian permohonan kami, atas perhatian dan kerjasama yang baik diucapkan Jazaakumullahu khaeran katziraa.

Wassalamu Alaikum Wr. Wb.

Ketua
Sekretaris

Drs. Jaelan Usman, M.Si
NBM :: 782 668





PEMERINTAH PROVINSI SULAWESI SELATAN
**BADAN PENELITIAN DAN PENGEMBANGAN DAERAH
(BALITBANGDA)**

Jalan . Urip Sumohardjo No. 269 Telp. (0411) 436936-436937 Fax. 436934
MAKASSAR 90321

Makassar, 03 April 2009

Kepada

Yth. Walikota Makassar

di-
Makassar

Nomor : 070.5.1/699 /Balitbangda
Lampiran : -
Perihal : Izin/Rekomendasi Penelitian

Berdasarkan surat Ketua LPPPM UNISMUH Makassar nomor 087/05/C.4-VIII/III/30/2009 tanggal 27 Maret 2009 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : *Adriani Nurdin*
Nomor Pokok : K. 105 35 2197 06
Program Studi : Pend. Bahasa Inggris
Pekerjaan : Mahasiswa
Alamat : Jl. Sit Alauddin No. 259 Makassar

Bermaksud untuk melakukan pengambilan data di daerah/kantor saudara dalam rangka penyusunan skripsi/tesis, dengan judul :

"THE EFFECTIVENESS OF USING SEMANTIC MAPPING AS PRE-WRITING TECHNIQUE ON TEACHING COMPOSITION WRITING TO STUDENTS"

Yang akan dilaksanakan dari bulan : *April s/d Mei 2009.*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota Cq. Kepala Bappeda/Balitbangda, apabila kegiatan dilaksanakan di Kab./Kota;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 2 (dua) eksemplar copy hasil penelitian kepada Gubernur Sulsel.Cq. Kepala Badan Penelitian dan Pengembangan Daerah Propinsi Sulawesi Selatan;
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. KEPALA BADAN
Kebid Sosial Ekonomi dan Kelembagaan

Drs. H. Anwarul Huda, MEd
Pangkat : Pembina Tk. 1
NIP : 19550525 1981021 004



YEMBUHAN : Kepada Yth :

1. Gubernur Sulawesi Selatan di Makassar (sebagai laporan);
2. Ketua LPPPM UNISMUH Makassar di Makassar;
3. Kepala Badan Koordinasi Wilayah I dan II (sesuai lokasi penelitian);
4. Mahasiswa yang bersangkutan;



**PEMERINTAH KOTA MAKASSAR
KANTOR KESATUAN BANGSA**

Jalan Ahmad Yani No 2 Makassar 90111
Telp +62411 – 315867 Fax +62411 – 315867

Email : Kesbang@makassar.go.id Home page : <http://www.makassar.go.id>

Makassar, 06 April 2009

Kepada

Nomor : 070 / 793 -I/KKB/IV/2009 Yth. KEPALA DINAS PENDIDIKAN
Lampiran : KOTA MAKASSAR
Perihal : Izin Penelitian

Di -
MAKASSAR

Dengan Hormat,

Menunjuk Surat dari Kepala Balitbangda Propinsi Sulawesi Selatan Nomor : 070.5.1/ 699/ Balitbangda, Tanggal 03 April 2009, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa :

Nama : ADRIANI NURDIN
Stambuk/Jurusan : K 105 35 2197 06 / Pend. Bahasa Inggris
Instansi / Pekerjaan : Mahasiswa
Alamat : Jl. Dg. Regge 2 No. 03 Makassar
Judul : "THE EFFECTIVENESS OF USING SEMANTIC MAPPING AS PRE – WRITING TECHNIQUE ON TEACHING COMPOSITION WRITING TO STUDENTS"

Bermaksud mengadakan *Penelitian* pada Instansi / Wilayah Bapak, dalam rangka *Penyusunan Skripsi* sesuai judul tersebut di atas yang akan dilaksanakan selama 1 (satu) bulan, Tmt. 06 April 2009 s/d 06 Mei 2009, sehubungan dengan hal tersebut, pada prinsipnya kami dapat *menyetujui* dan harap diberikan bantuan dan fasilitas seperlunya.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Kantor Kesatuan Bangsa.

PEMERINTAH KOTA MAKASSAR
KANTOR KESATUAN BANGSA
Drs. H.A. ROMPEGADING PATIROY
Pangkat: Pembina
Nip. : 19580427 1918210 001

Tembusan :

1. Kepala Badan Kesatuan Bangsa Prop. Sul – Sel. di Makassar