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THE USE OF SEMANTIC MAPPING STRATEGY TO IMPROVE STUDENTS' WRITING REPORT TEXT-PROCEEDING

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THE USE OF SEMANTIC MAPPING STRATEGY TO IMPROVE STUDENTS' WRITING REPORT TEXT-PROCEEDING

THE USE OF SEMANTIC MAPPING STRATEGY TO IMPROVE STUDENTS' WRITING REPORT TEXT

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Abstract

This study described the use of semantic mapping to teach writing skill, especially report text. This study is aimed to improve students' language skill especially writing based on their literacy level. It also applied semantic mapping in the joint construction of the text. Students asked to write the report after they created semantic mapping of their own idea and group. The method of this study was action research which had four steps. The steps were planning, acting, observing, and reflecting. The data was collected from cognitive test, observation checklist, questionnaire, and interview. The result of this study based on cognitive test was high. It meant that the students' writing skill got improvement which was more than the standard level of writing. Based on the observation checklist, questionnaire and interview, we could see the result that the students' participation and interest of writing report text got improvement. Hopefully, the result of this study can be used by all teachers in their teaching learning process. In addition, choosing easy topic could make students' positive response to write report text. Finally, the writer gave tension that semantic mapping was able to give positive effect on students' writing report text.

Keyword: semantic mapping, strategy, writing, report

INTRODUCTION

Background

Report text is very important for students' learning language. Students are able to write factual writing by knowing the subject information so they can write factually. They should be able to create the information coherently based on the lexicogrammatical feature of report text. In fact, lecturer often finds some students who were not able to write sentence after first sentence or after writing the topic. To solve the problem, the researcher tries to apply semantic

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mapping strategy for English Nursing 1 subject which the topic is writing report text especially in writing.

Statement of The Problem

"Is semantic mapping strategy effective for improving students' writing skill in nursing program Muhammadiyah University of Semarang?"

LITERATURE REVIEW

Strategy

Brown (2000:113) states that strategy is used for solving the problems or tasks, a plan which is used to conduct certain information. According Goh and Silver (2004: 189), strategy is a kind of thing which makes the learning more effective in achieving the learning and communication goal. In this case, strategy is the method or way to facilitate written report text learning.

Semantic Mapping

Semantic Mapping comes from semantic and mapping. Based on Hurford dan Heasley (1983), Semantic is "the study of meaning in language". Meanwhile mapping means that "It means that map. Kern (2000: 197-198), mapping "...as an effective way to help students develop and organize their ideas before they begin writing". Based on the discussion above, mapping is an effective way to help students in developing and organizing idea before they write. It means that mapping is an effective way to create ideas in writing.

According to Speidel (1982: 35), a group of vocabularies arrangement which build a topic of writing is called map. It can be concluded that semantic mapping is a strategic to show the structure of knowledge.

Fisher (1995) states that a basic creative writing of the learners can be gained from making connections and creating links which uses shapes such as lines and arrows. From the explanations above, we can conclude that semantic mapping is a way to communicate words into a group of writing concepts which can improve students' writing understanding.

¹ Unoriginal text: 9 words
journal.pbing.org/index.php/wks/articl...

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Writing

Writing skills is an ultimate goal which is to be the main purpose for improving students' knowledge. Writing is different from speaking skill or other skills. It can be seen from the difficult process of writing. It needs planning and modification of writing which concerns to many aspects such as; choosing the words, structure or grammar, and unity between the supporting sentences with the topics in a paragraph. So, the meaning of paragraph reaches cohesion and coherence (Smalley dan Ilogue 1986).

Well (1911), Grant (1986) and Freebody dan Luke (1990) in Hammond et al. 1992: 9-

states, "... to be literate according to this fourth perspective (epistemic) is to have available ways of acting upon and transforming knowledge and experience that are in general unavailable to those who have never learned to read and write". Based on Hyland (2004:54) states, "Genres are specific to particular cultures and communities...". The implication is to create English text must know the steps of English retorica which is different from other language .

Report Text

According to Anderson and Anderson (1997; 86-87), report text is a text which has social function to give information

about a subject such as; computer, natural disaster, animals, sports, etc. Board of Studies NSW (1994:1400) states that report has purpose to give information about all things or animals, for example; mammal, transport, and computers. Report consists of facts, descriptions, and information about the parts of subject which is being told.

In addition Gerot & Wignell (1994:196-197) state that report is a text which functions to describe the way things are, with reference to a range of natural, man made, and social phenomena in the environment. Based on the statement above, students have to write report text by searching and analysing something.

Learning Cycles

Many kinds of English texts become based English education in Indonesia. The learning about those texts consist of two cycles which has four learning steps, such as; 1) Building

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knowledge of the field (BKOF), 2) Modelling of texts (MOT), 3) Joint construction of text

(JCOT), dan 4) Independent construction of text (ICOT).

The application of semantic mapping can improve students' writing report text skill,

which can be seen from this diagram below:

First
Semantic mapping have
Students'writing
condition
not applied in the
skill is low

students'writing report

text

The result texts are

Applying semantic
not well organized
Acting

based on retorica

mapping

steps

Students'writing skill got

improvement based on

Semantic mapping

retorica steps of writing

Final

report text

Condition

The result based on

cycle 1

Diagram 1: reserach

steps

Acting Hypothesis

The acting hypothesis is the application of semantic mapping strategy can improve students'writing report skill.

METHOD

Setting

This research was done at the second grade students of nursing program during four months from April to Juli 2011.

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Subject

The research subject is second semester students of nursing program in Muhammadiyah University of Semarang. It was done because students' writing skill is still low.

Data Sources

The data sources of this research is students' writing score, observation, questionnaire, and interview results.

Data Analysis

The data analysis used descriptive comparative by comparing the indicator and using questionnaire , interview, observation result descriptively.

Indicator

The basic indicator from this research such as; 1) The students' writing score got improvement more than 70, and 2) The mean of the questionnaire and observation result is more than 75%.

Research Procedure

Planning

In this step, the researcher did many kinds of activity such as; finding references which are related to semantic mapping, report text, English learning steps. Acting

The acting was done in the joint construction of teks (JCOT). It can be seen in this diagram below:

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Skin

- important organ

Complex

- cover body

Types

Parts/ layers

Function

Protect body

Regulate temperature

Hairy

Hairless/ glabrous

- palm

- Leg

Outer/epidermis

Inner/dermis

- sole of feet

- Arm

- thin

-

thick

- Face, etc

-

tougher fibres

Diagram 2: Semantic mapping of skin subject

Observation/ Evaluation

Observation or evaluation in the students' writing skill was done in each treatment

phase.

Reflection

Reflection was done by seeing the lack of every treatment phase as a basic planning of

the next cycle.

RESULT AND DISCUSSION

The First Condition Before Giving Semantic Mapping Strategy

The mean score before giving semantic mapping treatment is 51,60. This result is far from the

basic indicator 70.

Cycle I Treatment Result

The treatment result which is done in cycle I consists of cognitive test in writing report text,

observation, questionnaire, and interview result.

Cycle I Cognitive Test Result

The cognitive test result using semantic mapping is 65,57.

It was still lower than the basic

indicator 70.

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Cycle I Observation Result

The data observation in cycle I which gave assessment of students' activation during cycle I learning got 64,48%. It was still lower than the basic indicator 75%.

Cycle I Questionnaire Result

The questionnaire data in cycle I which gave assessment about students' response in learning report text using semantic mapping got 67,93%. It was still lower than the basic indicator 75%.

Cycle I Interview Result

The interview result showed that students felt helpful in creating report text well using semantic mapping, but the topic which will be written less familiar. So, students were difficult to give clear description for the subject of writing, especially in creating sentences to the next sentences.

Cycle I Reflection

Based on the cycle I treatment result, where the cognitive test result was not optimal and it also happened in observation, questionnaire, and interview results. So, for the next cycle, lecturer must use real steps to prepare the teaching technique and the learning sources to get well improvement in cycle II.

Cycle II Treatment Result

The assessment in cycle II consists of test result assessment on writing report text and non test assessment (observation, interview, and questionnaire).

Cycle II Cognitive Test Result

The cognitive test result in writing report text using semantic mapping in cycle II is 76,33. It was higher than the basic indicator 70.

Cycle II Observation Result

The observation result about students' activity in the cycle II learning got 79,66%. It was higher than the basic indicator 75%.

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Cycle II Questionnaire Result

The questionnaire result got 76,72%. It was higher than the basic indicator 75%.

Cycle II Interview Result

The interview result could be shown that the students felt

happy about the report text learning.

By using familiar topic, it can help students to create ideas in writing paragraph.

Cycle II Reflection

Based on the treatment result in cycle II, the result got improvement.

The Comparison between Cycle I and Cycle II Treatment

The cognitive test result in pre cycle, cycle I, and cycle II can be seen in this graphic below;

100

80

76.33

65.57

60

51.60

0

Pra siklus Siklus I Siklus II

Graphic 1. The mean score of students'writing report text

The questionnaire result in cycle I and cycle II can be seen in this graphic below;

100

79.66

64.68

0

Siklus I Siklus II

Graphic 2. The questionnaire result

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The positive response of report text learning using semantic mapping from cycle I to cycle II, can be seen in this graphic below;

100

76.72

80

67.93

0

Siklus I Siklus II

Graphic 3. Questionnaire percentage result

The interview result in cycle I showed that students can be helped by semantic mapping in doing writing report text, but the topic is less familiar. So, they are difficult to create report text descriptions. Meanwhile, based on the interview result in cycle II showed that they felt happier than before. The animals topic can help them to create the report text by connecting the first sentences to the next sentences.

CONCLUSION

Based on the research result, it can be concluded that research using semantic mapping strategy for improving students' writing skill of the report text got improvement. It can be shown from the improvement of students' writing skill mean score 51,60 in pre cycle, 53,57 cycle I, and 76,33 in cycle II. The choosing easiest topic of learning report text using semantic mapping strategy can cause positive response and help students' writing skill.

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