

THE USE OF SEMANTIC MAPPING STRATEGY IN PEER FEEDBACK TO IMPROVE THE STUDENTS' RECOUNT TEXT WRITING ABILITY

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Abstrak. Penelitian ini bertujuan untuk meneliti peningkatan kemampuan menulis teks *recount* siswa setelah pengimplementasian strategi *semantic mapping* dalam *peer feedback*. Penelitian ini termasuk ke dalam penelitian kuantitatif. Subjek penelitian ini adalah 31 siswa X MIPA2 SMAN 1 Rumbia. Tes menulis digunakan sebagai alat untuk pengambilan data. Data dianalisis menggunakan Paired Sample t-test. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan menulis siswa yang signifikan dengan tingkat signifikansi $p=0.00<0.05$. Hasil dari penelitian ini menganjurkan bahwa strategi *semantic mapping* dalam *peer feedback* dapat memfasilitasi siswa untuk meningkatkan kemampuan menulis teks *recount*.

Abstract. The objective of this research was to investigate the improvement of students' recount text writing achievement after the implementation of semantic mapping strategy in peer feedback. This research was quantitative research. The subjects were 31 students of X MIPA 2 of SMAN 1 Rumbia. The writing test was administrated as the instrument of the research. The data were analyzed by using Paired Sample t-test. The results showed that there was statistically significant improvement of the students' writing, with $p=0.00<0.05$. The findings suggest that semantic mapping strategy in peer feedback facilitates the students to improve their ability in writing recount text.

Keywords: Writing, Semantic Mapping Strategy, Peer Feedback.

INTRODUCTION

Writing is one of the language skills that has to be mastered in studying English besides listening, speaking and reading. Writing is a skill that is used in transferring thoughts and feeling from ideas into a piece of paper and writing is one of the media communication with other people. It is supported by Raimes (1983:76) who states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. Basically, writing is the most complicated language skill to master. This is reasonable because writing is a very complex activity that involves not only the ability to string sentences in a language but also to express ideas. Despite it, in the writing process the writer have to pay attention about the five basic aspects; content, organization, vocabulary, language use, and mechanics in order to produce a good written. It is in line with Nunan in Tessema (2005:22) who says that writing is considered an extremely difficult skill because writing is language activity that needs much cognitive concentration. A writer has to arrange some ideas and transform them into their thinking carefully in writing codes or paper. There are some reasons of why writing is so difficult for students. First, it is difficult for students to know the appropriate grammar and vocabulary. Second, students should know how to arrange sentences in an organized order. In other words, students also have difficulties to develop their ideas into a good writing. So, the students need the teacher's help in organizing their writing and the teacher should create the interesting way in teaching writing to make students enjoy the subject easily.

One of the texts that has to be learnt by the first year students of senior high school is recount text. Based on School Based Curriculum (Depdiknas, 2006), recount text is one of the texts that must be able to achieve by the students besides narrative, explanation, discussion, commentary, and review. Considering the importance of recount text for the students to master, it is very important for the teacher to apply the appropriate technique to teach recount text in order to achieve the objectives stated in the curriculum. Referring to this, Wilkins (1983:14) states that students' learning depends on the effectiveness of the teacher's techniques. By using a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target.

In this research the researcher proposed semantic mapping strategy to be one of the strategies that can be used to improve the first year students' recount text writing ability. The researcher chose semantic mapping strategy to give better understanding for students' to improve their ability in writing recount text because it gives the opportunity for the students to develop their own idea freely by helping students to brainstorm something related the object particularly in revising their own recount text using peer feedback. It is said that semantic mapping strategy can enhance vocabulary development by helping the students' link new information with their previous experience.

Semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other; that can help the students to remember the words and their connection easily. According to Antonnaci in Amoush (2012:715), he states that semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. It means that semantic mapping can be as a visual representation of knowledge. Semantic mapping is believed as a useful technique to facilitate the students in comprehending texts properly. Semantic mapping helps the students to activate their background knowledge before reading, monitor their comprehension when they are reading, and evaluate their comprehension after reading. Also, it can be a helpful reference for students to use in

clarifying confusing points as they are reading. Also, in doing peer feedback, the students would change the rough drafts with peer partner, checked each other's work and gave useful comments to the peer partner. It is supported by Hyland (2005:198) who explains that peer feedback is an approach where the social dimension is created in the writing classroom, based on the assumption that writing is social process. Peer feedback strategy allowed students to negotiate their ideas, to comment and correct mistakes toward their peer's draft, and to offer suggestion for their peer's draft development.

One of the previous researches which employed semantic mapping strategy was done by Zhufron (2012) in MA NU TBS Kudus. He conducted the research to find out whether there is any significant difference between the ability of writing recount text before and after being taught by using semantic mapping strategy. The design used in this research is experimental research with tenth grade students of MA NU TBS Kudus as the subjects. The result showed that semantic mapping strategy can work well to improve the students' writing ability in writing recount text.

Furthermore, Siddiq (2013) did a Classroom Action Research (CAR) entitled *The Use of Semantic Mapping Technique to Improve Writing Skill in The Descriptive Text* to find out whether semantic mapping technique can improve students' writing skill of descriptive text particularly in solving the problem of the students generate and organize ideas for writing a topic. The subjects were 38 students of VII-F of MTS AL-Ma'arif Singosari Malang. The result showed that semantic mapping could help focus, organize, and sequence writing for the students so that they can think a topic and write what relate with the topic easily.

In addition, a research done by Sari (2015) entitled *Improving Students' Writing Skills in Narrative Text by Using Semantic Mapping* was conducted to investigate whether semantic mapping was able to improve students' writing skill of the eleventh grade students of SMA Negeri 2 Cepu or not. She conducted Classroom Action Research with 34 students of XI IPS 1 as the subjects. The result showed that semantic mapping is able to improve students writing competence in writing narrative text and the teaching learning process using semantic mapping was effective.

The research above showed that many studies have been done on different dimension, subject and findings. It can be inferred that semantic mapping strategy can be used to improve the students' writing ability. They also show that this strategy also successful in giving positive improvement in students' writing aspects, i.e. content, organization, vocabulary, language use, and mechanics. Additionally, the similar study will be done in different subject, aspect, and aims. The objectives of this study are to find out whether there is any significant improvement of the students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback and the aspect of writing that improves the most after the implementation of semantic mapping strategy in peer feedback. To fulfill the mentioned objectives above, the following research questions are addressed:

1. Is there any significant improvement of students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback?
2. What aspect of writing that improves the most after the implementation of semantic mapping strategy in peer feedback?

METHODS

This research was quantitative research which used one group pretest-posttest design where the researcher intended to investigate whether semantic mapping strategy could improve the students' recount text writing ability and also to find out what aspect of writing that improved the most after the implementation of semantic mapping strategy in peer feedback. The population of this research was the first grade of SMAN 1 Rumbia. The researcher used class X MIPA 2 which consisted of 31 students as experimental class.

The instrument of this research was writing test. Then, the test was constructed and scored based on writing theory. The students would be asked to produce recount text. All students' compositions were assessed in terms of content, organization, language use, vocabulary, and mechanics based on the scoring system derived from Jacobs et al (1981:90). This research was conducted in five meetings: pretest, first treatment, second treatment, third treatment and posttest. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material used were chosen based on 2013 English Curriculum for first grade students of senior high school. Moreover, in order to make sure that the data collection instruments were reliable, the reliability was analyzed by using rank-order correlation. The students' scores from pretest and posttest were analyzed by using t-test of SPSS 16 program. The gained data were analyzed by the repeated measure t-test.

RESULTS AND DISCUSSION

After collecting and analyzing the data, the researcher comes to the following result and discussion.

Results

The pretest and posttest were done by the students in this research. The tests were in recount writing form. The pretest was conducted see the students' basic writing ability and it was administered on February 25th, 2017. The pretest was administered for 90 minutes. The students who practiced in the pretest were 31 students at X MIPA 2. The mean score of the pretest was 55.43 with the highest score was 77.50 and the lowest score was 37.

The posttest was administered in order to see the students' score of writing skill in recount text after the implementation of semantic mapping strategy in peer feedback. The posttest was conducted on April 20th, 2017 in experimental class. The mean of posttest was 70.72 with the highest score is 83 and the lowest score is 50.

It is concluded that there is an improvement of students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback by comparing the mean scores of the pretest and posttest, and it answers the research question number one.

Table 1. The Improvement of Each Aspect

Aspects of Writing	Mean score of Pretest	Mean score of Posttest	Gain	Percentage
Content	17.00	20.40	3.40	11.33%
Organization	12.80	15.75	2.95	14.75%
Vocabulary	11.22	15.41	4.19	20.95%
Language Use	11.64	16.14	4.5	18%
Mechanics	2.75	3	0.25	5%

Table 1 shows that the implementation of semantic mapping strategy can improve all aspects of writing and vocabulary is aspect of writing which improves the most after the implementation of semantic mapping strategy in peer feedback with the increase 20.95%.

Table 2. Paired Sample Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest – Pretest	1.5290 3E1	7.78115	1.39754	12.43618	18.14447	10.941	30	.000

To see the difference on the students' scores before and after the implementation of semantic mapping strategy in peer feedback, the researcher used Paired Sample T-test. From the data above, it could be seen that t-value is 10.941, which is higher than t-table 2.042 at significant level $0.00 < 0.05$. The table shows that there is a significant difference of students' scores in the pretest and posttest. Since students' posttest scores were higher than the pretest scores, it means that there is a significant improvement on students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback.

Discussion

The result of this research shows a statistically improvement in students' writing score in the pretest and the posttest. The improvement of students' recount text writing ability could be seen by comparing the mean scores of the students' pretest and posttest and also from the result of hypothesis testing. The mean score of the pretest was 55.43 and mean score of the posttest was 70.72. There was an increase of 15.29 in students' mean scores.

During the pretest, the researcher found that the students was confused to start writing. They had no idea about what they were going to write, also they didnot know how to construct sentences. The students didnot know many English vocabularies so that they needed dictionary to compose a text.

Along the treatment, semantic mapping strategy in peer feedback was applied. The students were asked to make outline of the text they were going to write, so that they had guidance to write their text. Then, they made their own draft and did peer feedback by personalizing semantic map after reading peer's work so that they could improve their writing ability. It is in line with Carell, Pharis, and Liberto (1989) who state that semantic mapping strategy can be very useful for reading strategy since it involves brainstorm phase in which students develop a map based on a topic before or after reading a text. The brainstorming phase of semantic mapping is intended to activate the readers' prior knowledge. It gives the researcher an insight into the schemata of each of her students, thus revealing the amount of interest, level of readiness, gaps, misconceptions, and errors (Pearson & Johnson, 1978).

The finding of this research is in line with Zhufroon (2012), Siddiq (2013) and Sari (2015). All of them proved that semantic mapping strategy can work well to improve the students' recount text writing ability and teaching learning process using semantic mapping was effective.

The result of this research also shows that by using semantic mapping strategy, the students improve their writing recount text in all aspects of writing. In detail, content aspect improves 11.33%, organization 14.75%, vocabulary 20.95%, language use improve 18%, and 5% in mechanic aspect. It means that vocabulary has the highest increase among others.

The second hypothesis which stated that content is the aspect that improves the most was declined, in reality it ended up that vocabulary is the one that improves the most. Based on the researcher's point of view and the previous researches, the researcher assumes that content will improve the most if semantic mapping strategy is applied in pre-writing stage where the students personalize semantic map before composing their texts. Semantic mapping helps them to generate and develop the ideas so that it is easier for them to compose a text because they already have the outlines of the text they are going to write. In this research, semantic mapping strategy was applied in revising stage where the text was already composed so that when they revise their writing there were no many changes in content. It turned out to be vocabulary aspect as the most improved aspect.

From the result and discussion above, it can be concluded that there is a significant improvement of students' recount text writing ability after the implementation of semantic mapping strategy in peer feedback. Semantic mapping strategy can improve students' writing ability in each aspect of writing; content, organization, vocabulary, language use and mechanics. Meanwhile, the aspect of writing that improves the most is vocabulary aspect.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the discussion of the research findings, the use of semantic mapping strategy in peer feedback can improve the students' writing recount ability. It can be seen from the gain of the students' writing mean score in the pretest and the posttest, that is, 55.43 to 70.72. Besides, after the implementation of semantic mapping strategy in peer feedback, it is found that vocabulary is the aspect that improves the most. Semantic mapping strategy can help the students to enhance their vocabulary since they have to know many vocabularies in making every branch. In addition, peer feedback can help the students to find out their own mistakes in their writing and help them to think critically since they have to give a comment, opinion, and feedback on their friend's work by discussing. It also can help the students to take more responsibilities in learning process and improve the quality of their writing.

Suggestions

Based on the research results and discussion, some suggestions are offered on the use of semantic mapping strategy in peer feedback in the teaching-learning of writing. For teachers, it is suggested that the teachers to apply semantic mapping strategy as the variation in teaching since semantic mapping strategy is easy to be applied in classroom activities, and also to design class activity in the group since the peer activities was already used in this research and the teacher should follow the scoring rubric of writing which consists of five

aspects of writing namely content, organization, vocabulary, language use, and mechanic. For further researchers, it is hoped that other researchers can conduct research different level of school or different grade since it has been proved that this strategy can improve the students' writing ability in Senior High School level for X grade. The further researchers also can try to apply this strategy with another kind of text; hortatory text, descriptive, procedure, analytical exposition, and other texts.

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