

CHAPTER I

INTRODUCTION

A. Background of The Problem

Teaching English as a Foreign Language (EFL) involves four language skill: Speaking, Writing, Reading and Listening. Writing is natural outlet for the student's reflection on their speaking and reading expression. Writing means develop, explore ideas, and gather the information. Writer has responsibility to express their idea written, because the core of writing process is show writer's ideas clearly and make reader understand it. Because of that, writer should consider many elements to make the result of writing understandable. Mulyaningrum (2005: 6) says:

"If you want to communicate effectively with readers, you must provide solid evidence for any claim you make. The important difference, then, between writing and talking is this: in writing, any claim that you advance must be supported with specific reasons or evidence."

Writing is often supposed to be a bored and difficult subject to teach and to learn. The general view of a writing class is to sit and learn so many rules of writing and write again and again during the whole hour. Writing is one of the most difficult skills in English. Because in this skill, the students should master some components such as content, grammar, style, mechanics, and form. Content is the substance of the writing. Grammar relates to the correct use of syntactic patterns and structural words. Style is the choice of appropriate structures that give a particular tone to the writing and mechanic relates to the use of graphic

convention of the language. Meanwhile, form is the organization of content of the writing.

Writing skill is important in the process of language learning. As complex and systematic activity, writing process involved higher level of cognitive competence. It called “phase of thinking” included: knowledge, competence, application, analysis, synthesis and evaluation. When English as Foreign Language, there are many students have a weakness problem in writing ability, most of the students are not interest to write -in other word it seems not easy to do- and so forth. To solve the weakness problem of students’ writing skill, need the focus of learning process to develop their writing ability.

Then, in writing process incorporate and expand the process of paragraph writing: pre-writing, rough draft construction, revision and final draft (Reid: 1988: xii) are very important to be considered. Moreover, strategies competence involved think logically, to organize: recognition, organization, analysis or synthesis, criticize and conclude make good writing. Based on this fact, is not

astonishing if students get many difficulties in writing (Harmer: 2001: 261). In addition, when learning writing, students can develop their thinking, knowledge, and ability.

Based on the preliminary observation, september 2016, there were many facts that the researcher found in a State Senior High School 2 Pariaman. First, the teacher taught English to the students based on 2013 curriculum.

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Second, the teacher still had problem to motivate the students to share their ideas, feelings and experiences in a piece of writing. Third, the teacher usually used text book (LKS) as the one only source of learning. After that the teacher explained the material, she asked students to do exercise.

Fourth, in teaching English, the teacher often teach the reading skill than the writing, speaking and listening skill. So, it makes the students bored and monotonous in learning activities and also less opportunity to improve their skill in writing, speaking and listening. Fifth, students, were lazy to bring dictionary in classroom, so it makes students lack vocabulary in learning English.

The last, teachers also have evaluated English's score but it was not referring to the four skills of English, such as listening, speaking, writing and reading. The English teacher gives English score in general and did not based on the four English skills in each component.

Based on the preliminary study at State of High School 2 Pariaman, there are some problem can be found. Students have some problem dealing with English,

First, the teacher usually used book as the source of learning. After the teacher explained the material, she asked students to carry out the exercise in book.

Second, The students lack of vocabularies. They are lazy to bring a dictionary when they study English, were that they are difficulty to find the meaning of the word. So the students unable to make paragraph perfect. Third, The students' difficulties to develop their ideas in writing, it is because had lack of motivation to do writing. They did not know to develop their ideas about topic. They are also

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ashamed to share their ideas to their classmate and afraid make mistake in writing English. As a result, they were not able to make sentences or good paragraph.

Then, writing is not students' interesting activity. The students said that they do not like writing because it is boring that could make them getting sleepy when they are writing. They like better reading to their teachers' explanation than writing. When they are in writing activity, they always ask the teacher to translate every word to Indonesian language or English. So it influenced the students writing skill. And also the English teacher seldom taught focus on writing skill. In teaching English, the teacher often do the activity related to reading skill. Finally, they did not have more opportunities to develop their writing skill.

Based on the preliminary research it can be seen that the students' had problem, there are several students' writing problem like content, organization, vocabulary, language mechanics.

Generally, the students prepared written related to the topic given. The topic was the describe my idol. It can be seen that the students' content of writing should talk about describe my idol. It can be seen from students' writing, they told about describe my idol, but students' have limited knowledge of subject and lacks detail. Organization related to the generic structure of the text. In writing, the students' writing was logical but incomplete and coherence. It can be seen from students' writing.

Research also found that many students' had limited vocabulary. They did not have enough vocabulary to write the text. The teacher asked them to bring dictionary, but not almost of them did bring dictionary. It caused they

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were lack of vocabulary and difficult to find out meaning of the word. (Example: She is *window*, *she has pointen nuse* the incorrect, correct She is *widow*, *She has pinted nose*). The students' also had weakness in language use. They have mistakes in tense, and pronoun, grammar. It can be seen in students' writing (example: *Ayu ting-ting a famous actris. She is long hair* incorrect setence and correct sentence *Ayu ting-ting is a famous actrees. She has long hair*). The students' also weakness in mechanics. Students' writing is found error in in speeling, punctuation and capitalization (Example: *i love his music, HE HAS PoiNtED NOSE* incorrect, correct capitalization *I love his music. He has pointed nose.*) It can be seen appedices.

Based on the explanation above, it is clear that some of students at Senior High School 2 kota Pariaman still face the difficulties in writing. Basically, the students have different abilities in writing. Some of them are good, some are middle, some are low. It should be solved by the teacher to improve students' skill in writing descriptive text. The teacher may use an appropriate strategy to give solution about the problems.

To accompani the student's need in writing descriptive text, here is one of the strategies that can help students to improve their writing skill. In this research, researcher uses the semantic mapping strategy to improve students' writing skill in writing descriptive text. The benefit of semantic mapping strategy is pupils will be more interesting to remember vocabulary because accompanied by picture or colors that interesting, semantic mapping pupils will be able analysis the meaning worrds and uses the word.

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This research is important for the English teacher in developing teaching activity in semantic mapping technique applied in classroom teaching process.

Based on the reasons above, the writer is interested to conduct the research on: "Does semantic mapping strategy give effect to students' writing skill?"

This strategy can also be used on materials writing to remember the words and written a good paragraph. Semantic mapping is one strategy that is most helpful in the approach of the ability to remember vocabulary, semantic mapping pupils will be able analysis the meaning words and uses the word. Finally, this strategy is expected to improve the ability of students in mastering the vocabulary. Based on the explanation above, the writer interested in conducting research with the title "The Effect of Semantic Mapping Strategy Toward

Writing Skill In Descriptive Text at State Senior high School 2 Kota

Periaman".

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B. Identification of The Problem

In recent years writing has not been given proper attention by most English teachers. It is because of English teaching and learning emphasize is more on grammar, reading, and speaking. So, the teachers spend more time on teaching them than on teaching writing. This makes students hardly practice writing, and as a result, unable to write.

Based on the writer's interview and observation with several students from Senior High School 2 Pariaman , they get some difficulties in writing. There are several reasons why the students cannot write well.

First, The students' difficulties to develop their ideas in writing, it's because had lack motivation to do writing. They did not know to develop their ideas about topic. They are also ashamed to share their ideas to their classmate and afraid make mistake in writing English. As a result they are not able to make sentence or good paragraph.

Second, The students have lack of vocabularies. They are lazy to bring a dictionary when they study English, so that they are difficult to find the meaning of the word. So, the students do not write paragraph well.

Third, several students have low motivation in write down their idea, they think that writing is difficult than speaking and still ashamed to share their knowledge about writing with their classmates. Furthermore, student ability to picture their mind in performed still weak. As a result, they are less able to express their thinking phase through in written or spoken.

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This problem can be solved by several ways such as: method, strategies, techniques, activity or procedure and also interesting media. In this occasion teacher's creativity is needed. Besides that, it is important for the students to recommend of cooperative activity with their classmates.

C. Limitation of The Problem

In order to make writing more suitable with component of writing based on Jacob's criteria (1981:90) such as: content, organization, vocabulary, language use and mechanics, the teacher should consider of many factors. Based on the problems in writing, researcher will confine focus of this research on the application of semantic mapping strategy to improve students' writing ability.

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D. Formulation of The Problem

This research will be focused on writing skill to improve in the classroom. In general, the problem of this research is:” Does the semantic mapping strategy give significant effect towards Students’ writing Skill in Descriptive Text at State Senior 2 Kota Pariaman?

E. Purpose of The Research

Generally, the purpose of this research to investigate whether Semantic Mapping gives significant effect on students’ writing Skill in descriptive text at State Senior High School 2 kota Pariaman.

F. The Significance of The Research

Related to the objectives of the research above, the significant of the research is as follows:

1. To give information to the teacher about the effect of using semantic mapping strategy towards students’ writing skill in writing text at State Senior High School 2 Kota Pariaman.
2. To give some contribution to the students in order to improve students writing skill at State Senior High School 2 kota pariaman
3. For further reading, because a useful and good reference for those who want to stand for the some topic.

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G. Definition of Key Terms

In order not to misunderstand about the terms used in this study, the writer defines operationally as follow:

Writing Skill : the ability of the students to share, to develop and to show their ideas in form of written and involved highest cognitive level from phase of thinking

Semantic Mapping Strategy : According to mori (1993)They define semantic mapping technique as being “used to motivate and involve students in the thinking, , writing and reading aspects. It enhances vocabulary development by helping students’ link new information with previous experience.”

Descriptive text : Part of factual genres (D... 2012: 93)



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