THE EFFECT OF SEMANTIC MAPPING STRATEGY ON STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT GRADE IX OF MTsN 2 PADANG PARIAMAN

THESIS

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Written By:

AFRIDA SANTI

1414050111

ENGLISH TADRIS DEPARTMENT

FACULTY OF ISLAMIC EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY (UIN)

IMAM BONJOL PADANG

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PENGESAHAN TIM PENGUJI

Skripsi dengan judul "**The Effect of Semantic Mapping Strategy on Students' Writing Ability in Procedure Text at Grade IX of MTsN 2 Padang Pariaman**" ditulis oleh **Afrida Santi**, NIM: **1414050111** telah diuji dalam siding Munaqasyah Fakultas Tarbiyah UIN Imam Bonjol Padang, pada hari Senin, 27 Agustus 2018. Oleh karena itu, dinyatakan telah dapat diterima sebagai syarat dalam mencapai gelar Sarjana Program Strata Satu (S1) pada jurusan Tadris Bahasa Inggris.

Padang, 31 Agustus 2018

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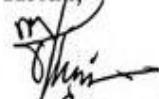
Dr. Martin Kustati, M. Pd
NIP. 19730818 200501 2 004

Sekretaris,

Dr.Hj. Luli Sari Yustina, M.Pd, M.Pd
NIP. 19660717 200604 2 012

Dr. Besral, M.Pd
Nip. 196205081987031005

Anggota,
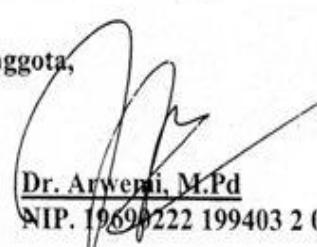
Dr. Arwemi, M.Pd
NIP. 19690222 199403 2 004

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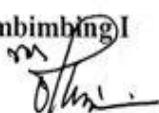
Pembimbing I

Dr. Martin Kustati, M. Pd
NIP. 19730818 200501 2 004

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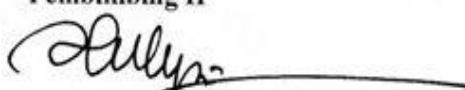
Dr.Hj. Luli Sari Yustina, M.Pd, M.Pd
NIP. 19660717 200604 2 012

Mengesahkan :

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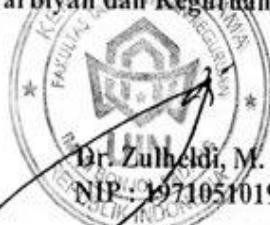
Dr. Zulheldi, M. Ag
NIP : 197105101996031003

ABSTRACT

Afrida Santi. 2018. The Effect of Semantic Mapping Strategy on Students' Writing Ability in Procedure Text at Grade IX of MTsN 2 Padang Pariaman

This research was motivated by the students' low mastery in five components of writing in producing procedure text. Students' lack of vocabulary to write and feel confused and doubt how to start writing. They also have low motivation and interested to write because they thought that writing is difficult activity. As a consequently writing was hard activity for students. Therefore, it needed a way to help students develop their writing ability. One of the ways was to apply it as an appropriate strategy that called Semantic Mapping Strategy.

The purpose of this research was to prove whether any significant effect on students' writing ability who taught through Semantic Mapping Strategy with the students who taught through conventional strategy in procedure text at grade IX of MTsN 2 Padang Pariaman.

In this research the data population was all of the students at class IX of MTsN 2 Padang Pariaman that consists of 206 students who were divided into six classes. Then, the researcher took class IX.3 and IX.4 as the sample. Next, researcher was chosen IX.3 as the experiment class and IX.4 as control class that both of classes consist of 64 students by using *flapping a coin*. In collecting the data, researcher used written test. The test was given to both classes with the same topic. Then, post-test was given after doing treatments for several meetings to determine the effect of Semantic Mapping Strategy.

This research showed that t-$_{calculate}$ (9,31) was bigger than t-$_{table}$ (5,89). While, mean scores of students' writing in experiment class (77,76) was higher than the mean score of students' writing in control class (62,92). Moreover, each components of writing both of classes were different. It can be seen from the comparison of students' mean scores of post-test. Statistically, it was proved that teaching writing through Semantic Mapping Strategy gave significant effect on students' writing skill.

It can be concluded that the effect Semantic Mapping Strategy made the students' writing had better than conventional strategy especially in considering five components of writing at grade IX MTsN 2 Padang Pariaman. So, this strategy can be recommended to help students to improve their writing skill especially in procedure text.

ABSTRAK

Afrida Santi. 2018. Pengaruh Semantic Mapping Strategi terhadap Kemampuan Menulis Siswa dalam Text Prosedur Siswa di Kelas IX MTsN 2 Padang Pariaman

Penelitian ini didorong oleh kurangnya pengetahuan siswa dalam memahami lima komponen menulis dalam memproduksi teks prosedur. Kurangnya kosakata siswa dalam menulis dan mereka merasa bingung dan ragu-ragu untuk memulai menulis. Mereka juga mempunyai motivasi dan ketertarikan yang kurang untuk menulis karena mereka berpikir bahwa menulis adalah kegiatan yang sulit. Akibatnya, menulis menjadi kegiatan yang susah bagi siswa. Oleh karena itu, dibutuhkan suatu cara untuk membantu siswa mengembangkan keterampilan menulis menjadi lebih baik. Salah satunya dengan menerapkan strategi yang tepat. Strategi tersebut adalah *Semantic Mapping Strategy*.

Tujuan penelitian ini adalah untuk membuktikan apakah ada pengaruh yang signifikan (berarti) terhadap kemampuan menulis siswa yang diajarkan melalui *semantic mapping strategy* dengan siswa-siswa yang diajarkan melalui strategi konvensional dalam teks prosedur di kelas IX MTsN 2 Padang Pariaman.

Dalam penelitian ini, populasi penelitian ini adalah semua siswa kelas IX MTsN 2 Padang Pariaman yang terdiri dari 206 siswa dan dibagi kedalam 6 kelas. Kemudian peneliti mengambil kelas IX.3 dan kelas IX.4 sebagai sampel. Setelah itu, peneliti mengambil kelas IX.3 sebagai kelas ekperimen dan kelas IX.4 sebagai kelas pembanding yang masing-masing kelas terdiri dari 64 siswa dengan menggunakan teknik lempar koin (*Flapping a coin*). Dalam mengumpulkan data peneliti menggunakan tes tertulis. Tes diberikan sesudah diperlakukan *treatment* selama beberapa kali pertemuan untuk melihat pengaruh penggunaan Strategi *Semantic Mapping*.

Hasil penelitian ini menunjukan t-$_{hitung}$ (9,31) lebih besar daripada t-$_{table}$ (5,89). Selain itu, nilai rata-rata *post-test* siswa di kelas ekperimen (77,76) lebih tinggi daripada nilai rata-rata *post-test* siswa di kelas pembanding (62,92). Disamping itu, masing-masing komponen menulis juga meningkat. Hal ini dapat dilihat dari perbandingan nilai rata-rata *post-test* siswa. Secara statistik, terbukti bahwa pengajaran menulis dengan menggunakan Strategi *Semantic Mapping* memberikan dampak yang signifikan terhadap kemampuan menulis siswa.

Dapat disimpulkan bahwa dampak dari penggunaan Strategi *Semantic Mapping* ini membuat kemampuan menulis siswa menjadi lebih baik dibandingkan dengan yang tidak memakai strategi terutama dalam mempertimbangkan kelima komponen menulis di kelas IX MTsN 2 Padang Pariaman. Jadi, strategi ini dapat direkomendasikan untuk membantu siswa dalam meningkatkan kemampuan menulisnya terutama dalam teks prosedur.

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Padang,   August 2018
Researcher

Afrida Santi
1414050111

iii

TABLE OF CONTENT

UIN IMAM BONJOL
PADANG

LIST OF TABLES

LIST OF FIGURE

LIST OF CHART

UIN IMAM BONJOL
PADANG