CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the skill that should mastered by English Language Student (ELS) beside speaking, listening, and reading. According to Sokolik in Linse (2005:98) writing is a combination of process and product. The process refers to the act when we gather the ideas and make it until the text can present to the readers. Writing process is a process when a writer begins to transfer or write down their feelings and ideas on the paper (Faisal and Suwandita, 2013:241). When we write, we do more than just put words together to make sentences (Zemach and Rumizek, 2003:3). In the process of writing, a writer should explore her mind to find new ideas that make it writing meaningful. The ideas will be in a sentence, a paragraph and a text. There are some texts to gather the ideas such as descriptive text, recount text, narrative text and others.

For many students writing becomes a difficult skill, especially in MTsN 2 Padang Pariaman. There were some reasons why it becomes difficult for the students. First, it was 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 interested way in teaching writing to make students enjoy the subject easily. Based on the observation, the researcher founds that most

of students of grade IX could not achieve the basic competence of writing skill. It was reflected in the large number of errors they made in content, organization, vocabulary, language use, and mechanic. The follow is students' Mid term score that researcher found when observation at MTsN 2 Padang Pariaman.

Table 1.1
Students' MeanScore in Mid Term at Class IX
(Preliminary Research)

No	Class	Number of Students	Mean Score
1	Class XI.1	35	61,5
2	Class IX.2	39	53,4
3	Class IX.3	38	65,0
4	Class IX.4	26	58,0
5	Class IX.5	32	49,4
6	Class IX.6	36	63,0

Source: English teacher at grade IX of MTsN 2 Padang Pariaman

The result of mid term score showed that the students' achievement in English was still low, still not reached the Minimal Criterion Completeness (KKM) yet. It is 78 for each class and in fact the result is not satisfied yet. If we talk about students' writing skill, students at MTsN 2 Padang Pariaman exactly at class IX should be increased especially in writing skill.

Furthermore, the teacher usually teaches students by conventional strategy. It seems that the teacher was too often explaining the materials taught through the same strategy. The lesson became teacher-centered. The strategy that used by the teacher finally could not stimulate students'

motivation to write. It seems like the students do something that they want, talked to other friend, move from their chair to another chair, and made noise.

From explanation above, it means that the researcher must consider the strategy that suitable for teaching writing in order to make the learning process becomes effective and make the students enjoy in the teaching and learning process. In this research, the researcher proposed semantic mapping strategy to be one of the strategy that can be used to improve the students' writing ability. 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. The researcher choses semantic mapping strategy to give better understanding for students' to improve their ability in writing procedure text because it gives an opportunity for the students to develop their own ideas freely by helping students to brainstorm something related the object particularly in revising their own procdure text using semantic mapping.

Semantic mapping strategy especially in procedure textsuggests the students to increase their enthusiasm toward developing their writing skill. It means that this process can afford students to enjoyment of writing a creative task as a form of writing that related to their personal experience. Procedure text as a piece of text that gives us instruction in doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that can help us to do

something or gives us instructions how to get things done. The examples of procedure text are directions, recipes, instructions manuals, and itineraries. The generic structure of procedure text, first, an Introductory statement that gives the aim or goal. Second, a list of the materials that will be needed for completing the procedure (not required for all procedural texts). The last, a sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal. A procedure consists of a series of steps which shows how to achieve some goals.

Considering the condition of the students' writing ability and importance of writing ability, the researcher believes that this strategy can improve the students' writing ability especially in procedure text. The present study is designed to help the students' writing skill in MTsN 2 Padang Pariaman through Semantic Mapping. This study is experimental research involving the students in grade VIII of MTsN 2 Padang Pariaman.

Based on the problem above the writer chooses the research under the title of **"The Effect of Semantic Mapping Strategy on Students' Writing Ability in Procedure Text at Grade IXof MTsN 2 Padang Pariaman".**

B. Identification of the Problem

Based on the observation at MTsN 2 Padang Pariaman, the researcher found some problems. First, The Students were lack of vocabulary. Second, the students were less enjoyable to write because they

thought that writing is very difficult, especially in choosing ideas and combine them into a good sentence or paragraph. The last, the students were low motivation or less interested to write a good paragraph because they were still in doubt and confused to start writing.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher was interested to conduct the research the implementation of semantic mapping strategy in teaching procedure text toward students' writing ability at MTsN 2 Padang Pariaman.

D. Formulation of the Problem

Concerning to the problem above, in general the researcher formulated the problem as follow: "Does Semantic Mapping Strategy can give significant effect on students writing ability at class IX MTsN 2 Padang Pariaman"?

E. Purpose of the Research

Generally, the objective of this research is to know whether any significant effect of Semantic Mapping strategy towards students' writing ability in procedure text at grade IX of MTsN 2 Padang Pariaman.

F. Significant of the Research

This research hopefully will give contribution to the teacher in improving their students' ability in writing. So the teacher can use Semantic Mapping strategy in teaching and learning process to improve students' writing ability. For the students hopefully by Semantic Mapping

in writing can help them to improve their writing ability. More, this strategy is expected motivate them in learning writing.

G. Definition of Key Terms

In this research, the researcher has used many terms. To avoid misunderstanding about them, they are defined as follows:

Effect : Result of consequence of an action.

Strategy : A general plan or set of plans intended to achieve something especially over a long period.

Writing Ability : The skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

Semantic Mapping : A strategy that can be used to remember concepts via arrows or lines like a diagram visually shows how the ideas fit together (Kustati:2007:113).