THE EFFECT OF USING SEMANTIC MAPPING TECHNIQUE ON THE ELEVENTH GRADE STUDENTS' REPORT TEXT WRITING ACHIEVEMENT AT A VOCATIONAL HIGH SCHOOL IN JEMBER

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

By:

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS DEPARTMENT

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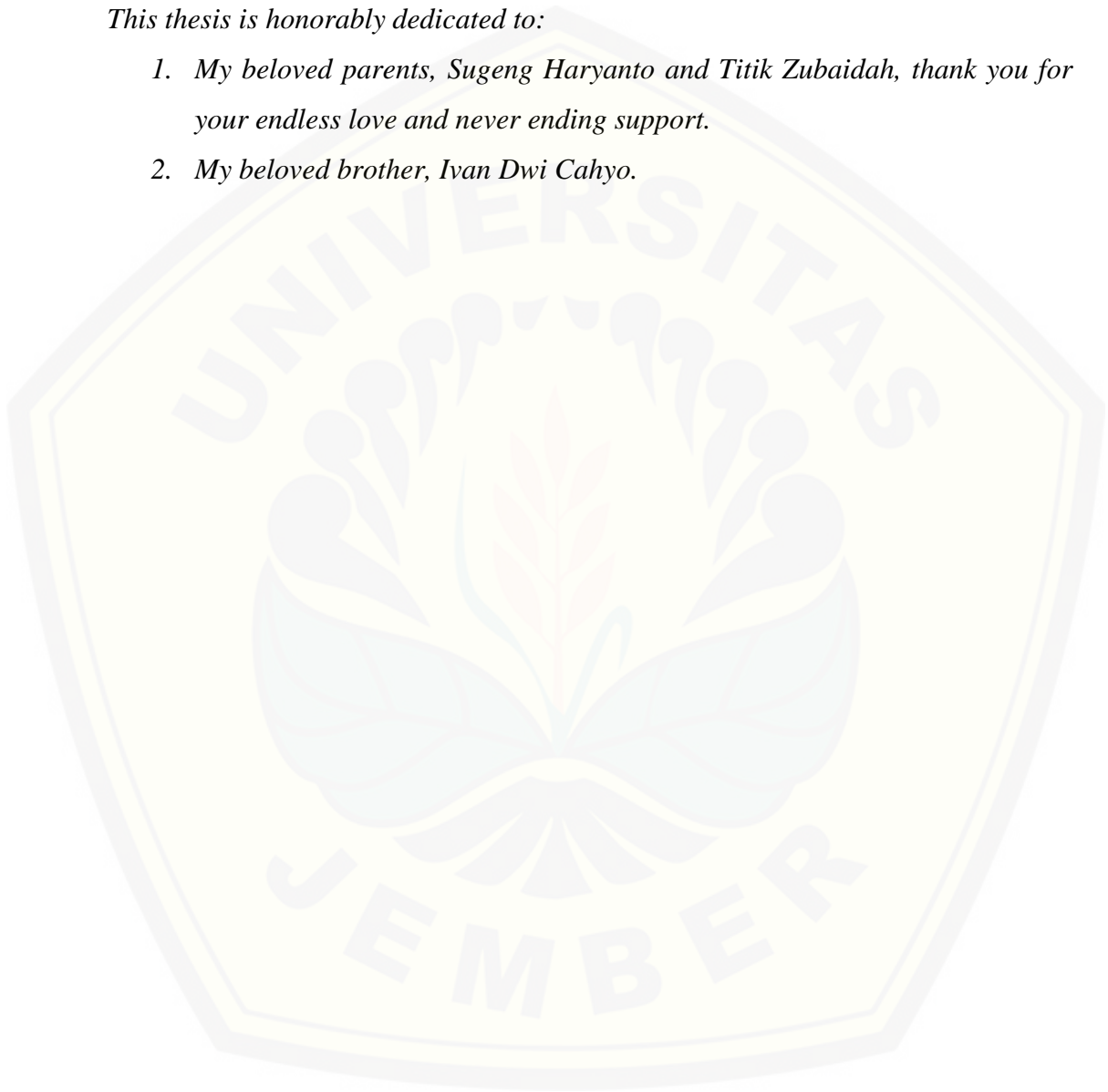
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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents, Sugeng Haryanto and Titik Zubaidah, thank you for your endless love and never ending support.*

2. *My beloved brother, Ivan Dwi Cahyo.*

MOTTO

*"I think if you have a chance (even a chance) at your dream, it's a sin if you
don't take it "*

(Chloe Frayne)

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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The Writer

Rizki Eka Savitri.
130210401030

CONSULTANTS' APPROVAL

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3. The Chairperson of the English Education Program
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Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of reading. Any criticism and valuable suggestion would be appreciated.

The Writer,

Rizki Eka Savitri

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SUMMARY

The Effect of Using Semantic Mapping Technique on the Eleventh Grade Student's Report Text Writing Achievement at Vocational High School in Jember; Rizki Eka Savitri, 130210401030; 2018; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was conducted to investigate the effect of semantic mapping technique on the eleventh grade students' report text writing achievement at a vocational high school in Jember in the 2017/2018 academic year. Writing is a complex skill that need much effort to be done. The students often find the dificulties to produce a good writing, from generating ideas into the final writing. The teacher should find an effective teaching technique for teaching writing. The researcher conducted an experimental research by using Semantic Mapping Technique to teach writing through the process of writing. This technique involved a process on its implementation, which in each step was provided guidance or assistance.

As part of learning strategies, Semantic mapping has been used in various ways to enhance the teaching and learning processes,has become an important issue of investigation. Some advantages of using Semantic mapping are: (1) It clearly defines the central idea, by positioning it in the center of the page; (2) It allows the students to indicate clearly the relative importance of each idea; (3) It allows the students to figure out the links of the key ideas more easily; (4) It allows the students to see all their basic information on one page ; (5) It allows the students to add in new information without messy scratching out or sequencing it;(6) It makes easier for the students to see the information in different way, from different view points because it does not lock it into specific position.

The research participantsof this research were the eleventh grade students of SMK 4 Jember in the 2017/2018 academic year. that included experimental and control class were determined by using cluster random sampling after testing the mean scores of the English test using ANOVA. Based on the result of ANOVA, XI AP 1 was chosen as the experimental class, while XI AP 2 was chosen as the control class.

The design of this research was a quasi-experimental research with pot-test only design. In this design, the experimental and control class received different treatments. The experimental class was taught by semantic mapping, while the control class was taught by scientific approach. The post-test was given to the both classes after they received the treatments. Based on the result of Independent sample T-test, it was found that the value of significant (2 tailed) was 0,000. Thus, it can be concluded that the hypothesis (H_0) was rejected while the alternative hypothesis (H_a) was accepted. In other word, it can be said that there was a significant effect of using Semantic Mapping Technique on students' writing achievement.

CHAPTER I. INTRODUCTION

This chapter has some sub section consist of research background, research problem, research objective and research contribution.

1.1 Research Background

In learning English, there are four skills that the students should master, there are listening, reading, speaking, and writing. The students should master these language skills in order to be succesful in learning and mastering English and also they are able to use English to communicate. Furthermore, the students also learn language components namely grammar, vocabulary, and pronunciation which are given integratedly with the four language skills. Among those four language skills, writing is one language skill that is difficult to be mastered. According to Richard (1999:100) writing is considered as one of the most difficult tasks to be learned and encountered by both the English learner as the first or second lanuguge. It needs effort to develop even a paragraph.

Writing is one of the language skills that is more complex and difficult than others, because the students should master grammar and vocabulary. In writing, students have to understand some types of genres with various purposes of communication and the genre should match with students' level of education. One of the kinds of text learned in vacational high school is report text. Flachmann (2011:1) states that writing is the process of explaining what a words, an object, and or an idea is. According to Nurgiantoro (2001:298) there are some problems which are faced by students in learning writing that include : organizing idea, lack of vocabulary, and grammar accuracy. From the problems above, the writer concludes that the students can learn writing easier if they can organize their own idea, master on vocabulary and grammar. In addition, the students that are good at writing can also compose their own English text by following some steps and the teachers guidance.

The result of the interview as the preliminary study at vacational high school in Jember, the English teacher gave the information that most students could not write an English paragraph well. It happened because of some factors such as: limited vocabulary, limited knowledge about grammar, and limited knowledge about writing technique. They did not know what and how to write. When theywrite a paragraph, they write everything without focusing on the coherence and find the difficulty to express their ideas on a piece of paper.There are many innovative techniques that can be used on the teaching and learning procces and the researcher suggests a tehnique called semantic mapping.Semantic mapping is a diagram usedto represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Buzan (2010:11) states that semantic map is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing. According to Mayer (2003) semantic mapping technique is being used to motivate and involve students in the thinking, reading, and writing aspects. It enhances vocabulary development by helping student link new information with previous experience. Fisher(1995:68) also states that semantic mapping allows the learner to create an understanding of the world by making connections, by creating links, by exploring and testing links.

Semantic mapping or graphic organizers can help students, especially the struggling students on their process of writting to identify, understand, and recall the meaning of words. The teacher can provide the direct instruction on how to use semantic maps such as pick the word as a topic and ask the student to draw a map and develop the word into sentence . Based on the information that the writer has received in the preliminary study, the writer decides to conduct a research entitled : The effect of using semantic mapping technique on the eleventh grade student's report text writing achievement at a vocational high school in Jember.

1.2 Research Problem

Based on the research background presented previously, the research problem is formulated as " Is there any significant effect of using semantic

mapping technique on the eleventh grade students report text writing acheievement at a vocational high school in Jember ?"

1.3 The Research Objective

The objective of the research is: to investigate whether or not there is a significant effect of using semantic mapping technique in teaching writing on the students' report text writing achievement at a vocational high school in Jember.

1.4 Research Contributions

The result of this research is expected to bring some contributions in teaching and learning process as follows :

a. Empirical Contribution

The result of this research may help other researchers in the future who want to conduct a research using the same technique as one of their references or finding the gap between this research and their future research.

b. Practical Contribution

The result of this research is expected to give some references for the teacher of how to teach writing effectively dealing with the problems faced by the students.

CHAPTER II. LITERATURE REVIEW

This chapter includes the theoretical framework of semantic mapping technique, the conceptual review of semantic mapping technique in writing, review of previous studies on the implementation of semantic mapping technique, and research hyphothesis.

2.1 Theoretical Framework

2.1.1 Semantic Mapping as a Teching Technique

The mapping procedure was developed by Hanf in 1971, the original mapping technique use "sense relations" as the basis of semantic mapping. Furthermore, there was so many research related to semantic mapping that was done by some researchers. Johnson and Pearson conducted a research and developed semantic mapping technique in 1978. According to Yih (2013), there was a great explosion in research related to semantic mapping during the 1980's that indeed increased the knowledge of wide applications of mapping strategies. Johnson and Pearson (1984:76) states that semantic mapping is a categorical structuring of information in graphic form. According to Heimlich and Pittelman (1986:3), semantic mapping is a teacher-directed study of a word or concept in relation to other related words and idea. Similiarly, Yih (2011:3) also states that semantic mapping has been used in various ways to enhance the teaching and learning processes, for example, a technique for vocabulary building and improving reading comprehension. Meanwhile the use of semantic mapping as a writing technique in classroom is still lacking of exploration. Semantic mapping is a strategy for graphically representing concepts. A semantic mapping allows students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word. Sinatra et al (1984:22) states that semantic mapping is a graphical arrangement showing the major ideas and relationships in the text or among word meaning. Semantic maps can be used to underline the relationships between items, and they are an extremely practical framework for storage of terms. There are three components

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to a semantic map that included core question, strands and supporting information. Core question or concept is a key word or phrase that is the main focus of the map. Strands as subordinate ideas that help explain or clarify the main concept. These can be generated by the students. Supporting information contain details, inferences and generalization that are related to each strand. Supports clarify the strands and distinguish one strand from another.

This technique is helpful for the students who like to do their thinking in a visual way. As Lowman (1984:9) states that thinking skill is important component of class discussion. Yih (2011:13) also states that semantic mapping can become an effective technique for writing in the Communicative Language Teaching (CLT) classroom. Semantic mapping requires the teacher and the learners cooperate working together to build up a diagrammatic map which indicates the associations between vocabulary suggested by the teacher. Semantic mapping can strengthen the key words, allowing students to include the new vocabulary into their existing schemata and start to arrange their ideas. From the ideas, it can be concluded that semantic mapping is a type of prewriting that allows the students to explore many ideas as soon as they involved to it. Like brainstorming of free-associating, semantic mapping allows the student to begin without clear ideas.

2.1.2 The Definitions of Writing Skill

Writing is a form of communication that allows students to express their ideas or conveying information and delivered it on a piece of paper. According to Bashyal (2009: 14) writing is a productive skill that has it own features. However, it involves better organization of meaning and also more accuracy of form than speaking. It means that writing is about expressing ideas and thoughts using a selection of words, so the readers can understand the meaning of the content. Peha (2010) also points out that a good writing skill should have ideas that are interesting and important, organization that is logical and effective, word choice that is specific and effective, sentence fluency that is smooth and expressive, and conventions that are correct and communicative. It can be concluded that writing is a process to put some thoughts into words in a meaningful form that used to express the ideas.

2.1.3   The Procces of Writing

There are certain process in writing, according to Scholes and Nancy (1985:10), there are three phases of the process of writing : pre-writing, drafting, and revising. Meanwhile, Wingersky et al (1999), notes that the general steps in the writing process include: prewriting (generating ideas, narrowing a topic, or finding a direction), organizing, drafting, revising, making a final draft. In this research, Scholes and Nancy's(1985) phases of writing process will be used in this study. Pre-writing is an activity of collecting ideas before the writers start their writing. Pre-writing activity is an activity where the writers choose the topic and decide what aspect they will state on their writing. The writers choose a subject as the topic discussion, then some subtopics of the topic. It can be said that the writers make a list of idea they are going to write, then narrowing the focus, and eliminate unimportant ideas. Second phase is drafting, it is the point in which the writers put and classify their ideas into some sequence of orders such as: the beginning, the middle, and the end. The next stage is revising that is necessarily needed because there is the possibility that some information should be added, something needed to be changed or eliminate before it is presented to the readers. In this case, the students can work in group to do revising and they can try to revise their friend's work.

2.1.4 The Aspects of Writing

Writing is a skill and like other skills, has to be learnt. Writing is important because through writing we convey ideas, give instructions, state an argument, etc. Writing is not only using an accurate grammar and choosing appropriate vocabulary, but there are a lot of other aspects to consider. Hughes (2003:104) states that there are five major writing aspect covering; content, organization, vocabulary, grammar and mechanics.

Content deals with the abilities to make and develop the ideas to be relevant to the topic of writing. According to Heaton (1991: 135) content deal with the writer's ability to think creatively and develop his thoughts. In order to make the reader understand the writer's meaning and avoid the wrong

interpretation by the readers, the writers should consider their ideas which are expressed in their writing.

Organization deals with the ability to organize the writer's idea into an arrangement, which will make a logical sequence and coherence to make a paragraph unity. In composing a paragraph or a text, the main idea or paragraph and its evidences shoud be well arranged and organized in order to get the meaning of the composition of writing. Organization is important to effective writing because it provides readers with a framework to help them fulfill their expectations for the text. A well-organized writing can help the readers by making it easy for them to follow, while a poorly organized might leads the readers to confusion and different expectations. So, the writters ability in expressing their ideas and present the sentence in logical order is important.

Grammar refers to a language components and one of the aspects in writing. Itrelates to the correctness of the students' writing. It explains whether a sentence is acceptable or not. Wingersky et al(1999:58) states that grammatical errors, even it is simple grammatical error, can decrease the effectiveness of a paragraph. When the writers write something which is grammatically wrong, it can make misunderstanding, even confussesness and it makes the readers has difficulty to understand.

Vocabulary is unimportant element of writing ability. Student with rich vocabulary might write easier than the student who has less in vocabulary. According to Laflamme (1997:373), reading and writing are two analogous and complementary processes in that both involve generating ideas, organizing ideas into a logical order, drafting them a number of times to achieve cohesion, and revising the ideas as is appropriate. The students can choose an appropriate and suitable words to communicate the meaning of their writing to the readers.

Mechanics included in writing are punctuation, spelling, and capitalization. Those mechanics are important to make the reader understand the meaning that writer want to say in their writing. For example, if they use an inappropriate word to mention an activity or a thing, it might lead the reader into different interpretation from the writer. Mechanics also can help to build a clear meaning from the statements which are put together in a paragraph.

2.2 Conceptual Review

2.2.1 Semantic Mapping in Teaching Writing

Semantic mapping as a pre-writing activity is an arrangement of shape and it is connected by an arrow to show their relationship to the topic that can help or assist student to illustrate or visualize their idea before they start to write a text. Semantic mapping techinque is developed to improve writing skills and previously used to facilitate thinking in classroom setting as a stimulus for class discussion. Semantic mapping are designed as a specific type of graphic organizer to support the student to become more strategic in writing. Masters, et al (1999:34) define semantic mapping technique as being used to motivate and involve students in the thinking, reading, and writing aspects. It enhances vocabulary development by helping students link new information with previous experience. This technique is helpful for the students who like to do their thinking in a visual way. Fisher (1995:68) points out that the term semantic webbing, semantic mapping, concept mapping, knowledge mapping, word webbing, networking, clustering, mind maps, think links, idea branches, structured over viewing, graphic organizers, semantic networking or maps have been used to refer to a variety of similar strategies designed to portray, graphically and visually, a relationship between concepts or ideas. In conceptual terms, a semantic map contains verbal information within and between the shapes which create a pattern or relationships of ideas. The use semantic mapping technique in teaching and learning has many advantages. As stated by Fisher (1995: 68) there are some advantages of semantic mapping technique, as the following :

1. It clearly defines the central idea, by positioning it in the center of the page.

2. It allows the students to indicate clearly the relative importance of each idea.

3. It allows the students to figure out the links of the key ideas more easily.

4. It allows the students to see all their basic information on one page.

5. It allows the students to add in new information without messy scratching out or sequencing it.

6. It makes easier for the students to see the information in different way, from different view points because it does not lock it into specific position.

Beside those advantages, actually there are also disadvantages of this technique. For example needs more time than using free writing technique because there are some steps that have to be done. Using semantic mapping technique is time consuming. Althought there is less efficient in time, but using semantic mapping technique has more usage as it stated in the previous.

The students activity of writing report text is done by giving a writing achievement test. Students' achievement in writing is the achievement that the students establish in their writing class. Hughes (2003:12) states that achievement is directly related to language courses, their purpose being to establish how succesful individual students, group of students, or the courses themselves have been in achieveing the objectives. Based on the Hughes's statement, it can be said that student's writing achievement is what the students have reached or established in their writing ability. The achievement of writing usually being scored from some aspects of writing, such as grammar, vocabulary, mechanics, and others.

2.2.2 Report Text Writing

In this research, report text is chosen as one of the variables. According to Kurikulum 2013 this type of text is taught in vacational school at eleventh grade level. A Report text presents information about something, and it is a result of systemic observation and analysis. According to Gerot and Wignell (1994: 196), the social function of report text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. While Hyland (2004:29) states that social function of report text is to present factual information by classifying things and then describing their characteristic. Based on the statement above, it can be concluded that the purpose of report text is to classify, describe, or to present information about a subject.

According to Gerot and Wignell (1994: 196) generic structure of report text include :
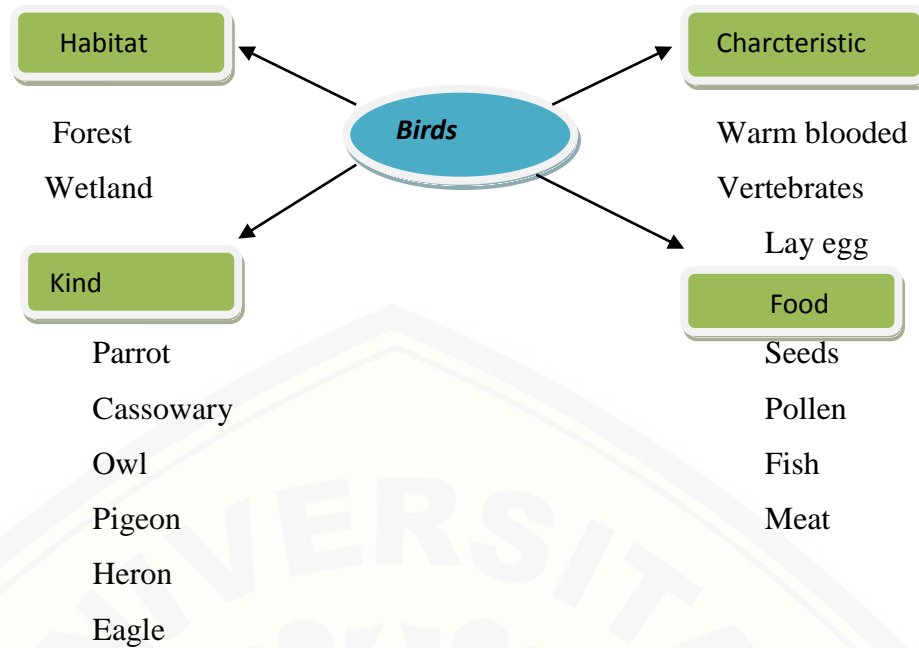
1. Title : a title that describes the subject being discussed.
2. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general

3. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

There are also language feature of report text, such as: focuss on generic participant, using simple present tense, except when it is past then use the simple past tense, using action verbs, such as : make, begin, surround, etc. No use of personal pronouns (I, You, We,) because there was no personal involvement, using a relational verb to describe and classify (is, are, have).

2.2.3 Semantic Mapping as a Technique of Teaching Report Texts

In teaching writing especially report text, teachers should conduct a brainstorming activity to activate and record information about current knowledge, range of vocabulary, and perception of the topic's given. The teacher also needs to prepare a technique or tools such as pictures, mind mapping, post-it notes, or cards to facilitate the learning process. Semantic mapping is a technique used during pre-writing activity that can help student to be more strategic in writing. According to Fisher (1995:68) as the uses of semantic mapping that can explain certain object. He also states that it will be easier for students to write report text by referring to related words as many as possible and identifying characteristic of the word given. Semantic mapping can help students to overcome their anxiety in writing especially report text because the student can imagine and write all of the problems that related to writing, so this technique can help students to develop their ideas in writing. In addition, Smalley, et al (2001 : 56) states that the use of this technique is started with the circle in the middle of a linier paper sheet, then drawing a line radiating out from the center of it and givenameof a major division of the subject. The following is the example of semantic mapping :

Habitat		Charcteristic

Birds

Forest

Wetland

Warm blooded

Vertebrates

Lay egg

Kind		Food

Parrot

Cassowary

Owl

Pigeon

Heron

Eagle

Seeds

Pollen

Fish

Meat

The procedures of using semantic mapping are very important. The teacher gives a brief explanation how to apply semantic mapping technique in teaching writing. The procedures consists of several steps that must be followed. According to Fisher (1995:68) those steps are as follow :

Step 1 Introducing the topic. The topic or a core concept of a text is chosen by the teacher. The core concept is displayed visually by writing on a whiteboard, a large sheet of paper, or even displayed through power point.

Step 2 Brainstorming. In this step, students are encouraged to generate their ideas. Students are ask to brainstorm words related to the topic,

Step 3 Note Making. After brainstorming the related and generating word to the topic, students are ask to lists the words or phrases and wrote down the words in their maps and provide labels for each category.

Step 4 Discussing. This step is involved a collective ideas from the students for additional lexical items based on the map on the board. This stage is trying to elicit students' ideas, reformulate expressions, and discreetly adds in any new vocabulary that students wished to use in their composition or add to their collection. After that, students are asked to compare their lists through discussion with their group.

Step *5* Revising maps. After discussion students are ask to revise and re-organize their maps to illustrate the sense relationships between each word on their list by linking the words or phrases together with the lines or graphic organizer.

Step 6 Writing. In this last steps, students are allowed to start write their sentence by using the listed words from their map.They are encouraged to form a simple sentences that is "subject + verb + object". After that, its continued to paragraph and then a whole text.

2.3 Previous Studies

The previous research related with the use of semantic mapping was conducted by Darayesh (2003). The findingsof the study indicated that there were significant differences between the mean scores of the students in the experimental groups which can be attributed to the use of the semantic mapping teaching strategy. The researcher recommend that teachers should activate the pre-writing phase and reading by using appropriateteaching strategies such as brainstorming and semantic mappingin particular. Another research was done by Yih (2011), the findings of his research showed that semantic mapping strategy could be used to explore almost any topic. It worked indeed well though in discussive and narrative essays as it activated students' schemata and lead them to discuss ideas in groups. There are various forms of semantic maps that can be created for different types of writing activities.The difference between this research and the previous research is on the methodology used. The methodology used in this research is using quantitative experimental research and the participants are vocational high school students while the previous research used qualitative research and the participants were junior high school students. The text used in this research is report texts while the previous research used narrative texts.

2.4 Research Hypothesis

The research hypothesis of this research can be formulated as follows:

H_1:There is a significant effect of implementing semantic mapping technique on the eleventh grade students' report text writing achievement at SMK Negeri 4 Jember.

CHAPTER III. RESEARCH METHOD

This chapter presents the methodology of the research, including research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

The design of this study was quasi-experimental research with non-equivalent group posttest only. The data analysis was taken from the scores of posttest compared between the experimental group and control group. In this design, the researcher took two classes, one class as the experimental group and the other one as the control group . This kind of research was used to know cause and effect relationship of two or more variables. There were two variables in this research, independent variable (teaching report text writing using semantic mapping technique) and dependent variable (the students writing report text achievement). The participants of this research consisted of two classes of the eleventh grade student that classified into experimental and control groups. The experimental group was given a treatment and was taught writing by using semantic mapping in teaching writing report text, while the control class was taught writing by using the conventional approach that the teacher usually uses. After the treatment had been given, the writing posttes twas administered to both classes. The purpose was to know the mean difference of the students' writing report text achievement. The diagram is as follows:

Posttest Only Design   **Time**

Select Control Group	No treatment	Postest
Select Experimental Group	Experimental treatment	Posttest
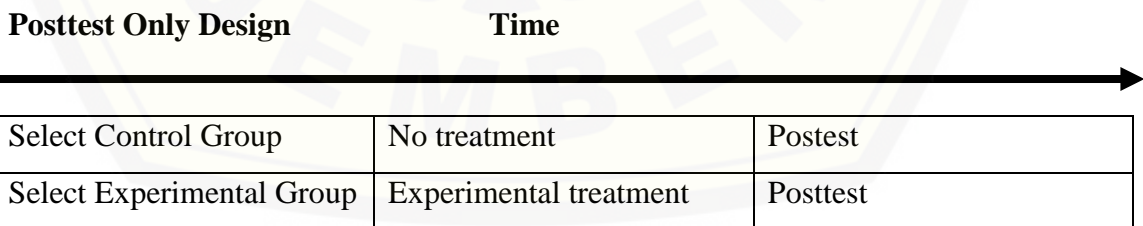
(Cresswell, 2012:31)

The activities of the design above, were as follow :

1. Getting the students' previous writing score of all the eleventh grade students from the English teacher.

2. Analyzing the students' scores by using ANOVA (Analysis of Variance) in SPSS applcation. This analysis was done to determine the experimental group and the control group. If the result is homogenous, cluster random sampling is used to determine the experimental and the control group. If the result is heterogenous, the experimental group and control group are determined by taking two classes with the closest mean.

3. Giving the treatment to the experimental class by applying semantic mapping technique in teaching report text writing to the experimental research, while the control class will be taught writing by using the conventional approaches with the same material.

4. Conducting the writing posttest to both the experimental and the control classes to measure the students' report text writing achievement after the treatments had been given.

5. Analyzing the writing posttest results by applying Independent t-test in order to measure the mean difference between the experimental class and the control class.

6. Drawing a conclusion to answer the reasearch problem.

3.2 Research Context

This research wasconducted in EFL (English as Foreign Language) context in a vocational high school in Jember. The researcher chose SMKN 4 Jember as the area of the reseach purposively. The location of this school is at Jl.Kartini No.1 Jember. The curriculum used in this school is Kurikulum 2013 (K13). The subjects of this research were eleventh grade students of SMK Negeri 4 Jember in the 2017/2018 academic year. The eleventh grade was chosen since the report text is taught in this grade. The eleventh grade students werechosen since the students were recommend by the English teacher. The school was chosen purposively as the research area based on two reasons. Firstly, the English teacher has never taught writing by applying semantic mapping for the eleventh grade students. Secondly, the headmaster and the English teacher gave permission to the researcher to conduct the experimental research in SMKN 4 Jember.

3.3 Research Participants

  The participants of this research was the eleventh grade students of SMK Negeri 4 Jember in the 2017/2018 academic year. The population consisted of threeclasses of office administration course (X1 AP 1, 2, 3). The researcher used cluster random sampling method to determine the respondent since the result of homogenity test was homogenous.

3.4. Data Collection Methods

  In this research, writing test was used to get the data of the students' report text writing achivement. The purpose of the test was to measure the ability of the students in writing a report text. McMillan (1992:117) states that achievement test is able to measure what has been learned by the students and indeed to measure the progress of the students. Because this research design was quasi experimental design with non equivalent group posttest only design, the researcherestablished the post test only in collecting the data through writing test. Before conducting the post test, the researcher consulted with the English teacher whether the test was appropriate or not for the students, regarding the curriulum that used in the school and the level of the students.

  In order to avoid the measurement error, validity and reliability were needed. Hughes (2003:26) states that a good test should be valid and reliable. Validity of a test is the extent to which a test measures what is supposed or need to be measured. Fulcher and Davidson (2007:4) states that a test can be considered as valid when there is content validity involved on the test itself. Content validity in this research was constructed based on curriculum 2013 for senior high school and the theme of the writing test was consulted to the English teacher and the consultants. Concerning with reliability, Fraenkel and Wallen (2006:150), states that reliability refers to the consistencyof scores or answers from one administration of an instrument to another, and from one set to another. As defined by Hughes (2003), a test is reliable if it gives the same results when scored by different people or administered in different occasions. In this research, in order to get the reliability of the test, the researcher applied inter-rater reliability. Inter-rater reliability means that the test was scored by two different

scorers, they werethe researcher and the English teacher. If the scores given by the researcher and the English teacher was similar, then the test is reliable.

For the scoring method, the researcher used analytical scoring. Hughes (2003:100) states that the analytical scoring is a method which has separate score for each number of aspects of the task. After using the scoring rubric, there should be the calculation of the students' writing scores gained based on the criteria of scoring rubric. (see Appendix B)

3.5 Data Analysis Method

The data were analyzed by descriptive statistics through SPSS aplication to know the level significance of the homogenity analysis of the population and the result of post test of report text writing. Homogenity analysis of the population was done by taking the students' daily test score by using ANOVA formula to determine the experimental and the control group. If the result is homogenous,cluster random sampling by lottery was used to determine the experimental and the control groups. If the result is heterogenous, the experimental and the control class are determined by choosing two classes with closest mean. The analysis of post test results were done by analyzing the students' report text writing test result of the experimental group and the control group.

The data from those groups were analyzed by using independent sample t-test with significance level of 5 % by using SPSS application. The Independent sample t-test was used in this research in order to compare the mean difference between the experimental group and the control group. The aim of the analysis is to know whether or not there is a significant effect of implementing semantic mapping technique on the eleventh grade students report text writing. If the result of the test shows that the value of the significant (sig) 2-tailed ≥ 0.05, this means that H0 is accepted and so the result of the research is not significant. Meanwhile, if the value of Sig. (2-tailed) ≤ 0.05, this means that H1 is accepted and the result of the research is significant.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the findings and the suggestion for the English teacher and the future researchers.

5.1 Conclusion

According to the result of the data analysis, it could be concluded that there was a significant effect of using semantic mapping technique on the eleventh grade students' report text writing achievement at SMKN 4 Jember in the 2017/2018 academic year. This means that the experimental group's writing report text achievement was betterthan those one in the control group.

5.2 Suggestion

Since the implementation of semantic mapping technique gave significant effect on the students' report text writing achievement, this technique can be used as an alternative technique for teaching writing. There are some suggestion proposed by the researcher to the English teacher and the future researchers.

5.2.1 The English Teacher

The researcher suggested the English teacher of SMKN 4 Jember to use semantic mapping technique as an effective technique te teach writing. This technique allows the students to develop their writing by enganging the students on the brainstorming process to generate their idea of the topic given in writing. It also emphasizes communication between teacher and students which can increase the students active participation in doing the task.

5.2.2 The Future Researchers

The researcher hopes that the result of this research can be used a a reference for the future researcher who want to conduct a further research dealing with the implementation of semantic mapping technique. By considering the limitation that occur in the research, hopefully they can develop the implementation of semantic mapping technique better in their future research.

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29

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Semantic Mapping Technique on the Eleventh Grade Students' Report Writing Text Achievement at Vacational High School in Jember	Is there any significant effect of semantic mapping technique on the eleventh grade students' achievement in writing a report text SMK Negeri 4 Jember ?	**1.Independent variable**: Teaching writing using semantic mapping technique **2. Dependent variable**: The students' report text writing achievement	1.Using semantic mapping technique as prewriting strategy : a. Introducing the topic b. Brainstormong c. Note making d. Discussion e.Revising Map. f .Writing 2. The students score of writing based on the aspect of : a. Content b. Grammar c. Vocabulary d. Mechanics e. Organization	**1. Respondents** : The eleventh grade students of SMKN 4 Jember. **2. Informant :** The Eleventh grade English Teacher of SMKN 4 Jember. **3. Documentation** The name of the respondents and the students' previous writing scores.	**1. Research Design** : Quasi- Experimental group with non equivalent group posttest only. **2. Research method :** Purposive Method **3.RespondentDetermination Method**: Semantic Mapping Technique **4. Data Collection Method :** Writing Test **5. Data Analysis Method** Independent Sample of T-test of SPSS Computing System	1. There is a significant effect of using semantic mapping technique on the eleventh grade students' writting report text achievement at SMK Negeri 4 Jember.

Appendix B

Scoring Guidline of Writing

No	Aspects	Score	Level	Criteria
1.	Content	30-27	Very good	The content is very relevant to the topic, very enough supporting details and very easy to understand
		26-22	Good	The content is relevant to the topic, enough supporting details and easy to understand
		21-17	Fair	The content is fairly relevant to the topic, almost enough supporting details, and fairly easy to understand
		16-13	Poor	The content is irrelevant to the topic, not enough supporting details, and hard to understand
2.	Organization	20-18	Very good	Ideas stated clearly, Well-organized, complete logical sequence, connectors are used effectively
		17-14	Good	Ideas stated clearly, loosely organized, complete logical sequence, connectors are used effectively
		13-10	Fair	Ideas stated unclearly, loosely organized, lack of logical sequence, connectors are used effectively
		9-7	Poor	No organization, lack of logical sequence, connectors are not effectively used/ no connector
3	Vocabulary	20-18	Very good	Effective choice of words and mastery of word form,
		17-14	Good	Adequate choice of words, mastery of word form, sometimes misused words
		13-10	Fair	Limited choice of words, confusing words and meaning
		9-7	Poor	Very limited choice of words, confusing words and meaning,
4.	Grammar	25-22	Very good	No errors of using present tense, pronoun, articles, and other aspects of grammar
		21-18	Good	Few errors of using present tense, pronoun, articles, and other aspects of grammar
		17-11	Fair	Some errors of using present tense, pronoun, articles, and other aspects of grammar
		10-5	Poor	Many errors of using present tense, pronoun, articles, and other aspects of grammar
5.	Mechanics	5	Very good	No errors in spelling, punctuation, and capitalization
		4	Good	Few errors in spelling, punctuation, and capitalization
		3	Fair	Some errors in spelling, punctuation, and capitalization
		2	Poor	Many errors in spelling, punctuation, and capitalization

Students'Score:Gained Score

(Content+Organization+Vocabulary+Grammar+Mechanics)

Appendix C

The Schedule of the Research

No.	Activities of the Reseach	Date
1.	Asking for the students previous writing scores and interview to English teacher.	February 7th 2018
2.	Analyzing the previous writing scores	February 10th 2018
3.	Giving treatment to the experimental class	February 15th 2018
4.	Giving treatment to the control Class	February 16th 2018
5.	Giving treatment to the experimental class	February 22th 2018
6.	Giving treatment to the control Class	February 30th 2018
7.	Administering post test to the experimental class	February 29th 2018
8.	Administering post test to the control class	March 2th 2018
9.	Analyzing the result of both classes	March 4th 2018

Appendix D

I. Guide of Interview

No.	The Supporting Data Taken	Answer
1.	What curriculum do yo use in teaching English at SMKN 4 Jember ?	I use 2013 curriculum.
2	What grade do yo teach ?	The eleventh and twelve grade
3	Where do you get the materials for teaching English from ?	From the text book
4	How do you teach writing to yourstudents ?	I teach writing integratedly with other language skill. For example: if I teach them analytical text, I give them a listening or reading session about the example of the text and give the explanation. After they understand about the structure of analytical text, I will give them topics to choose as their writing topic.
5	Do they have any problem in writing ?	The students are often find difficulties to find or generate the ideas to be written in sentence on their writing. It is because the students have limited vocabulary. They also use the wrong grammar in writing certain genre of text.
6	Have you ever use media or technique to drill the students in teaching writing ?	I use picture or video as a media to teach writing. I rarely use a technique for teaching because I teach writing integratedly with other skills. It will take more time when I use a teaching technique.
7	Have you ever applied semantic mapping technique for writing ?	No, I haven't

II. Guide of Documentation

No.	The Supporting Data Required	Data Resources
1	The list of the research respondent's name	School document

Appendix E

The Students' Previous English Scores

NO.	XI AP 1	XI AP 2	XI AP 3
1	80	75	70
2	70	75	80
3	70	70	80
4	75	80	75
5	60	65	60
6	65	65	65
7	60	75	75
8	70	70	60
9	55	60	70
10	55	50	70
11	70	75	75
12	60	55	70
13	65	50	50
14	65	60	60
15	75	75	65
16	70	75	75
17	75	55	55
18	80	70	60
19	70	70	60
20	65	75	70
21	75	65	60
22	60	55	75
23	75	60	70
24	50	65	70
25	55	70	65
26	45	70	60
27	65	70	55
28	60	55	70
29	70	70	75
30	70	60	80
31	65	70	70
32	55	65	75
33	-	55	70
34	-	50	65
35	-	70	65
SUM	2100	2295	2370

APPENDIX F

The Result of Writing Score of The Eleventh Grade Students at SMK Negeri 4
Jember Academic Year 2017/2018.

Descriptive

score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		mum	imum
					Lower Bound	er Bound		
XI AP 1	32	65,63	8,590	1,519	62,53	68,72	45	80
XI AP 2	35	65,57	8,469	1,432	62,66	68,48	50	80
XI AP 3	35	67,71	7,606	1,286	65,10	70,33	50	80
	102	66,32	8,203	,812	64,71	67,93	45	80

The Result of ANOVA

ANOVA

Score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	103,109	2	51,555	,763	,469
Within Goups	6693,214	99	67,608		
Total	6796,324	101			

Appendix G

LESSON PLAN 1

School	**:** SMKN 4 Jember
Subject	: English
Grade	: X1
Language Skill	: Writing
Text Type / theme	: Report Text / Animal
Time Allocation	**:** 1 meeting (2 X 45 minutes)

I. Basic Competence and Indicators

Basic Competence	Indicators
1.1Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Praying before the lesson begin and after the lesson end 1.1.2 Showing enthusiasim in teaching and learning process
2.1 Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.1 Being honest, discipline, confidence in doing the task 2.1.2 Showing solidarity in doing the group task
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.	3.9.1Mentioning the generic structures in report text. 3.9.2 Mentioning the language features in report text.
4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI	4.13.1 Writing an outline of report text. 4.13.2 Writing a report text about animal

II. Learning Objectives

1.Students are able to mention the social function of report text

2. Students are able to mention the language features in report text

3. Students are able to mention the generic structures in report text

4. Students are able to make an outline of report text

5. Students are able to write a report text writing about animal

III. Learning Materials

(The material is attached)

IV. Learning Method/Approach

a. Approach**:** Scientific (Control Group)

         Semantic mapping Technique (Experimental Group)

b. Method : Group work

V. Media and Learning Sources

1. Media: Board, laptop, power point presentation,

 2.Sumber Belajar :http://www.belajarbahasainggrisku.com/2014/12/contoh-
           report-text-tentang-binatang-unta-dan-artinya.html

VI. Teaching Learning Activity

Sequences	Description (Experimental Group)	Time	Description (Control Group)	Time
Set Induction	1. Greeting 2. Checking the attendance list 3. Asking some leading questions to the students 4. Stating the objective of the material	1' 1' 2' 1'	1. Greeting 2. Checking the attendance list 3. Asking some leading questions to the students 4. Stating the objective of the material	1' 1' 2' 1'
Main Activity	5. The teacher reviews a material about report text(definition, generic structures, function and language features) 6. The teacher gives chance to the students to ask question about report text 7. The teacher shows an example of report text about animal.	5' 3' 2'	**Observing** : 5. The teacher reviews a material about report text(definition, generic structures, function and language features) **Questioning :** 6. The teacher gives chance to the students to ask question about report text	5' 3'

	Introducing the topic :		**Exploring :**		
	8. Teacher writes a target topic on the white board.	1'	7. Guiding students to observ an example of report text.	2'	
	9. The teacher distributes student's worksheet.	1'	8. The teacher asks the students to determine the generic structure and the language features from the text	3'	
	Brainstorming :				
	10. The teacher asks the student to brainstorm word related to the topic.	5'	**Associating :** 9. Teacher distribute the worksheet	1'	
	Note Making :		10. The teacher ask the students to do task 1 individually	12'	
	11. Students are asks to write or list the words or phrase by the categories in the form of map.	10'	11. Teacher ask students make a group consist of 4 students and choose one topic of stories that given by teacher	2'	
	Discussion:				
	12. The teacher divides the students into groups consistof 4 members in each group	1'	12. The teacher asks the students to make an outline or draft about animal.	15'	
	13. Students are asks to discuss the word on the semantic map.	5'	13.The teacher ask the students to write a report text based on the outline	25'	
	Revising map :		**Communicating :**		
	14. Students are asked to revise and organize their map and ilustrate the relationship between each words.	5'	14. The teacher with the students discuss the answer of the first task	5'	
	Writing :		15. The teacher give feedback to the students report text.	5'	
	15. Students are asked to organize their semantic maps into a linear format of simple sentence.	15'			
	16. The teacher asks the				

	students to write a whole text by arrange the sentences based on generic structur of report text	25'			
Closure	17. The teacher asks the students to summarize what they got that day.	5'	16. The teacher asks the students to summarize what they got that day.	5'	
	18. The teacher asks the submit to submit their work (report text).	2'	17. The teacher asks the submit the students work (report text).	2'	

VII. Assessment

Technique : Writing Test

Instrument: Make a group of 4 students. Write a report text about animal by

choosing the following options.

VIII. Scoring Guidline of Writing

1.	Content	30-27	Very good	The content is very relevant to the topic, very enough supporting details and very easy to understand
		26-22	Good	The content is relevant to the topic, enough supporting details and easy to understand
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5.	Mechanics	5	Very good	No errors in spelling, punctuation, and capitalization
		4	Good	Few errors in spelling, punctuation, and capitalization
		3	Fair	Some errors in spelling, punctuation, and capitalization
		2	Poor	Many errors in spelling, punctuation, and capitalization

Students'Score:Gained Score
 (Content+Organization+Vocabulary+Grammar+Mechanics)

Jember,

The researcher

Rizki Eka Savitri
130210401030

INSTRUCTIONAL MATERIAL

Leading questions:
1. What do you see in the picture?
2. Have you ever seen it ?
3. What does it looks like?

MATERIAL :

A. Definition of Report Text :

Report text is a text which presents information aboutsomething, as it isa result of systematic observation and analysis

B. Social function of report text :

Social function of report text is to present information about something generally the reader.

C. Generic structure of report text :
1. Title : a title that describes the subject being discussed.
2. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
3. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

D. Language feature of report text, such as :
1.Focuss on generic participant
2. Using action verbs, such as : make, begin, surround, etc
3. No use ofpersonal pronouns (I, You, We,) because there was no personal involvement.
4. Using a relational verb to describe and classify (is, are, have)

5. Using simple present tense :

$$S + V \text{ infinitive (s/es)} + O/Adverb$$

Example:
a.Shark is a carnivorous
b.It is a nocturnal animal

6. Some use of passive voice (...are controlled by, ...is known as)

E. Example of Report Text

Camels

General classification

Camelsare a large, strong desert animals. Camels can travel in long distances without food and drinks at all in the middle of a hot desert. They walk easily on soft sand and carry people and heavy loads. Camels also serve the people of the desert in many other ways.

Description

Camels can store their reserved food in the form of fat on their hump. Their unique foot makes them easy to walk on the thick sand in the desert. They also have thick and long eyelashes to help them see in the middle of a sandstorm. Their body is able to survive in the hot desert until the temperature reaches 41 degrees Celsius. Moreover, the process of transpiration which only occurs on their skin rather than on their fur, enables them to save a lot of reserved water on their body. Camels carry theirown built-in food supply on their back in the form of a hump. The hump is a large lump of fat providing energy if food is hard to find.There are two kinds of camels: (1) the Arabian camel also called dromedary, which has one hump, and (2) Bactrian camel, which has two humps.

(Source:http://www.belajarbahasainggrisku.com/)

Follow up Activities : Semantic mapping

Semantic map : phase 1 (step 1)
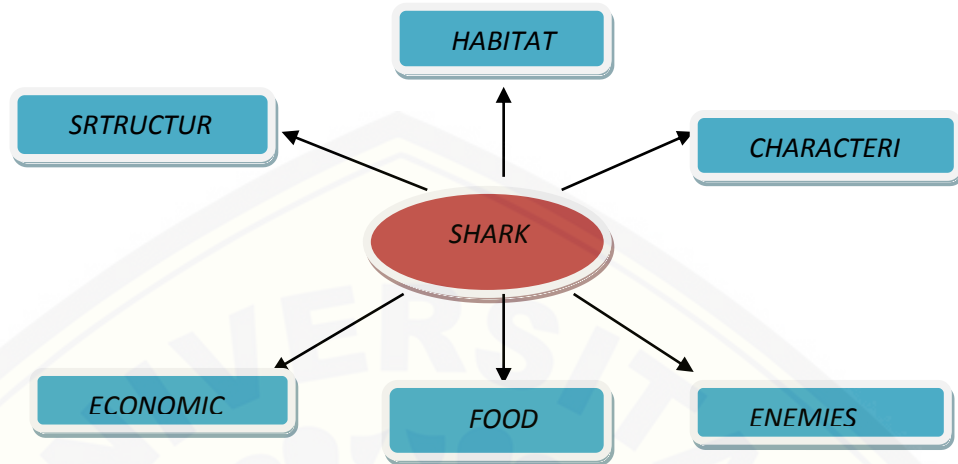
Semantic map : phase 2 (step 2)
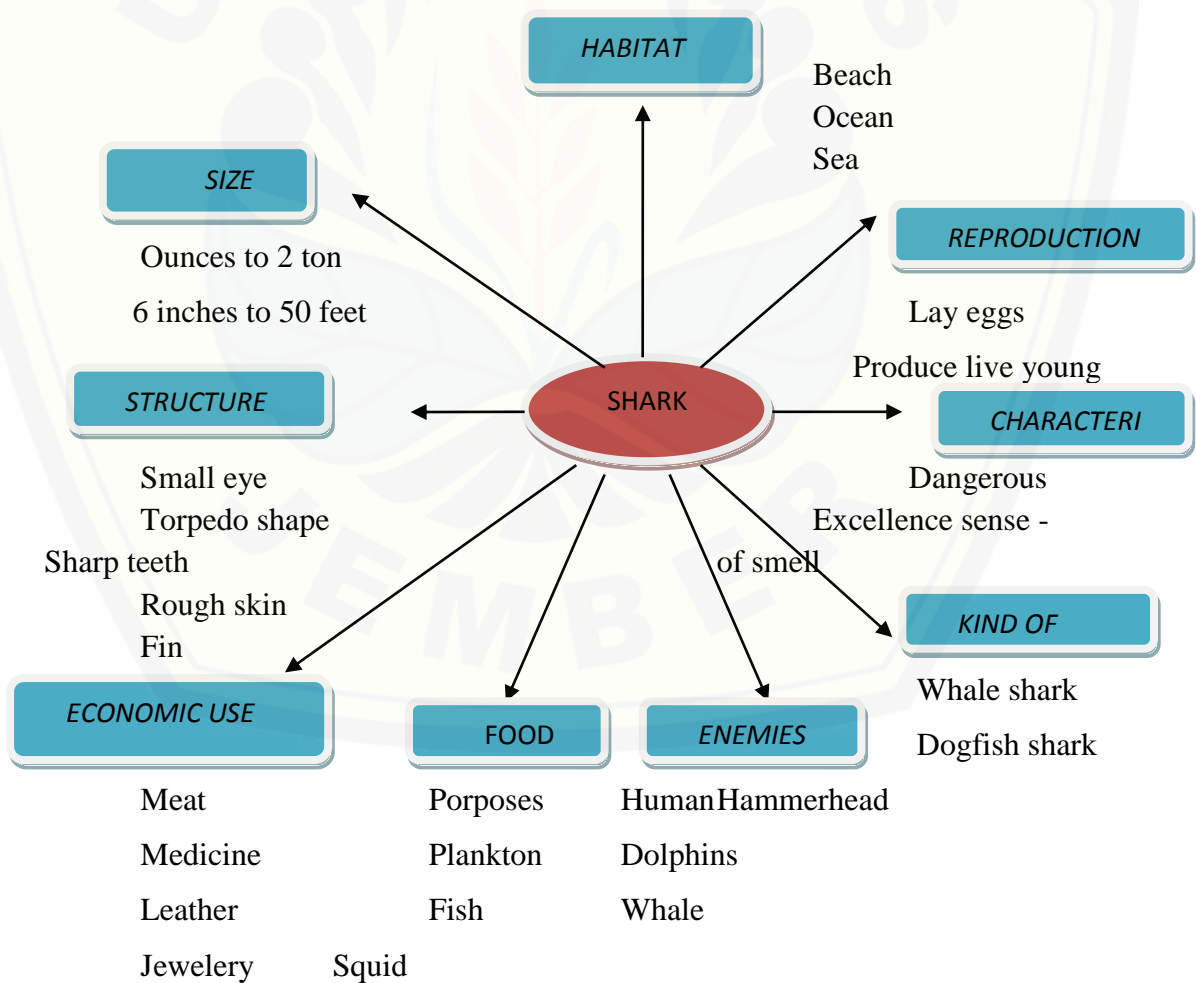
Phase 3 (Step 3) : Word List

SHARK

Shape like torpedo

Small eyes

Sharp teeth

Fin

Rough skin

Dangerous

Beach

Excellent sense of smell

Phase 4 : Writing

SHARK

Shark is a carnivorous fish that can be found all around the world. Many people think shark is dangerous but in fact there are only 27 species over 350 that attack people.

Shark have a shape like torpedo. It has rough skin like sandpaper, sharp teeth, fin and small eyes. A shark can grow from 6 inches up to 50 feet or 15 meters and the weight can reach 2 tons or more. Shark can be found in the sea or ocean. Shark have an excellent sense of smell to detect their prey. Some of shark are lay their eggs while others have produce live young shark. There are kind of shark such as whale shark, dogfish shark,and hammerhead. Most of shark are eat plankton, porposes, fish,and squid. Shark have enemies such as dolphin, whale , even human. Humans kill sharks for food, use their skins for leather, make medicine from their liver oil, and use shark teeth for jewelry.Many sharks are killed senselessly for sport or get trapped on the fishing nets.

EXERCISES (Experimantal Group)
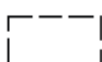
Instruction :

1. Make a group of 4-5 students. Write a report text about animal by choosing the following options. Fill blank semantic map and arrange your story on the table below !

a. Panda   c. Komodo   e. Lion

b. Elephant   d. Dolphins

Blank Semantic Map
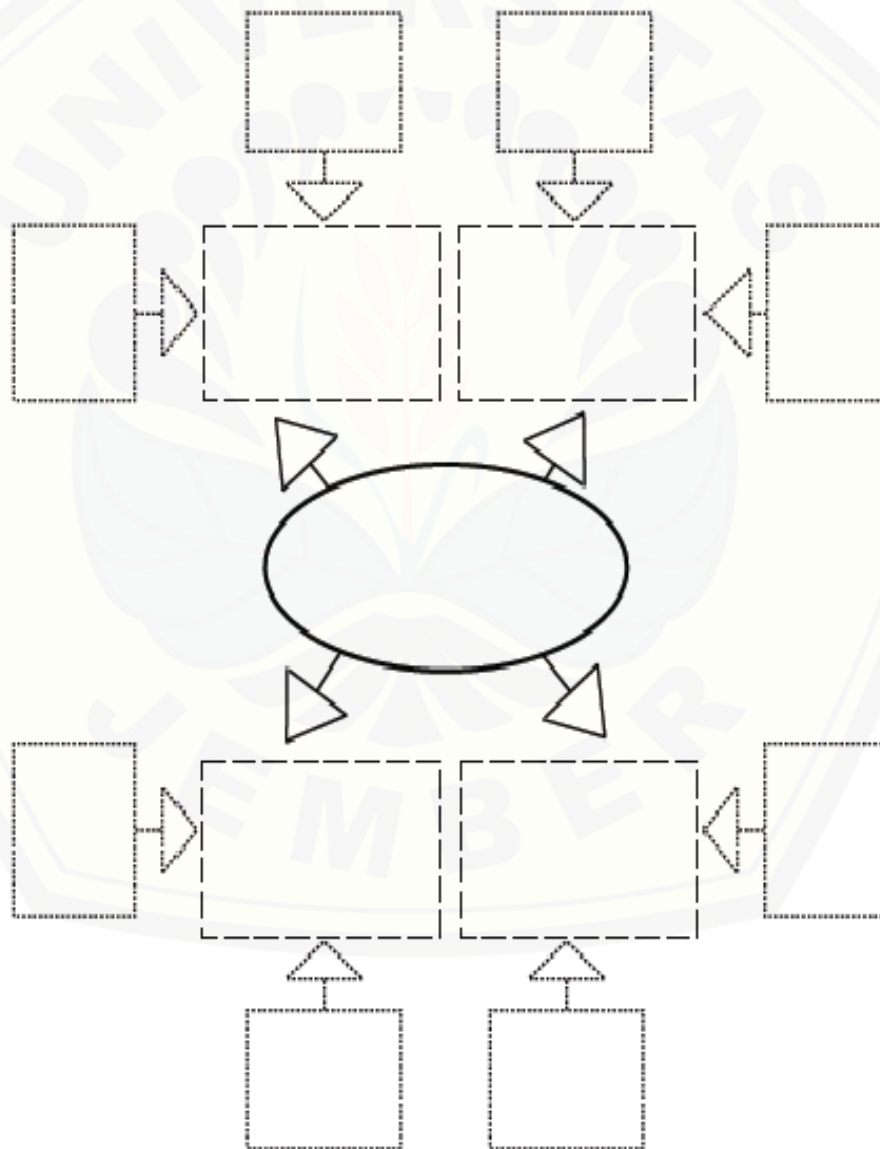
⬭ = Concept   ⬚ = Categories   ⬚⇨ = Related Words

The Tittle of Selection :

Direction :

Write your vocabulary list and make a report text that includes all words from the list. Underlined each word in your text.

Vocabulary List :

Your report text writing :
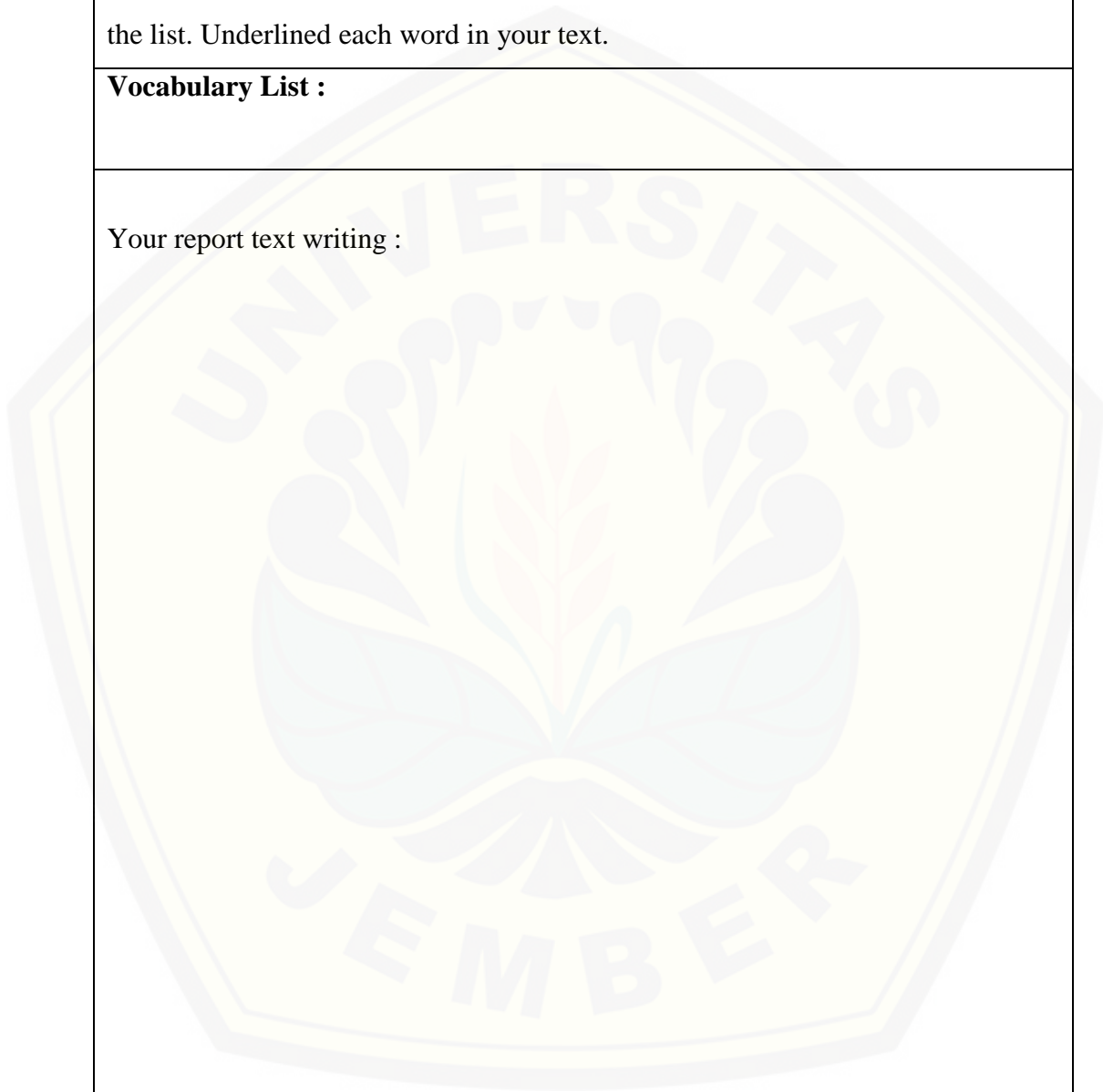
EXERCISES (Control Group)

Task 1

Rearrange these jumbled sentences into a good paragraph !

1. Some of the places where they live are Africa, India, South America, and Australia.

2. They hunt mammals and birds which come to the river to drink.

3. Crocodiles are the largest and the most dangerous reptiles.

4. They can also attack and kill people.

5. They have large mouths and many sharp teeth.

6. They live in rivers.

KEY ANSWER : 3-6-1-5-2-4

Task 2

Make a group of 4-5 students. Write a report text about animal by choosing one of the following options :

a. Panda

b. Dolphins

c. Lion

d. Komodo

e. Elephant

Follow the steps below :

a. Make an outline of what your group is going to write

b. Write the report text on a paper

APPENDIX H

LESSON PLAN 2

School	: SMKN 4 Jember
Subject	: English
Grade/Semester	: X1
Language Skill	: Writing
Text Type	: Report Text
Theme	: Natural Disaster
Time Allocation	: 1 meeting (2 X 45 minutes)

I. Basic Competence and Indicators

Basic Competence	Indicators
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Praying before the lesson begin and after the lesson end 1.1.2 Showing enthusiasim in teaching and learning process
2.1 Menunjukkan perilaku jujur, disiplin,percaya diri, danbertanggung jawab dalam melaksanakan komunikasitransaksional dengan guru dan teman	2.1.1Being honest, discipline, confidence in doing the task 2.1.2Showing solidarity in doingthe group task
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.	3.9.1 Mentioning the generic structures in report text. 3.9.2 Mentioning the language features in report text.
4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	4.13.1 Writing an outline of report text. 4.13.2 Writing a report text about animal.

II. Learning Objectives

1. Students are able to mention the social function of report text
2. Students are able to mention the language features in report text
3. Students are able to mention the generic structures in report text
4. Students are able to make an outline of report text.
5. Students are able to write a report text writing about animal

III. Learning Materials

(The material is attached)

IV. Learning Method/Approach

a. Approach**:** Scientific (Control Group)

   Semantic mapping Technique (Experimental Group)

b. Method : Group work

V. Media and Learning Sources

1. Media: Board, laptop, power point presentation..
2. Sumber Belajar :https://freeenglishcourse.info/tornadoes-as-example-of-report-text/

VI. Teaching Learning Activity

Sequences	Description (Experimental Group)	Time	Description (Control Group)	Time
Set Induction	1. Greeting 2. Checkingthe attendance list 3. Asking some leading questions to the students 4. Stating the objective of the material	10'	1. Greeting 2. Checking the attendance list. 3. Asking some leading questions to the students. 4. Stating the objective of the material	10'
Main Activity	5. The teacher reviews a material about report text(definition, generic structures, function and language features) 6. The teacher gives chance to the students to ask question about report text 7. The teacher shows	5' 2' 2'	**Observing** : 5. The teacher reviews a material about report text (definition, generic structures, function and language features) **Questioning :** 6. The teacher gives chance to the students to ask	5' 3'

	an example of report text about natural disaster		question about report text	
	Introducing the topic :		**Exploring :**	
	8. Teacher writes a target topic on the white board.	1'	7. Guiding students to observed an example of report text	2'
	9. The teacher distributes student's worksheet.	1'	8. The teacher asks the students to determine the generic structure and the language features from the text	3'
	Brainstorming :			
	10. The teacher asks the student to brainstorm word related to the topic.	5'	**Associating :** 9. Teacher distribute the worksheet	1'
	Note Making :		10. The teacher ask the students to do task 1 individually	12'
	11. Students are asks to write or list the words or phrase by categorizing in the form of map.	10'	11. Teacher ask students make a group consist of 4 studentsa and choose one topic of stories that given by teacher.	2'
	Discussion:			
	12. The teacher divides the students into groups consistof 4 members in each group	1'	12. The teacher asks the students to make an outline or draft about natural disaster.	15'
	13. Students are asks to discuss the word on the semantic map.	5'	13.The teacher ask the students to write a report text based on the outline	25'
	Revising map :		**Communicating :**	
	14. Students are asked to revise and organize their map and ilustrate the relationship between each words.	5'	14. The teacher with the students discuss the answer of the first task	5'
	Writing :		15. The teacher give feedback to the students work	5'
	15. Students are asked to organize their semantic maps into	15'		

Closure	a linear format of simple sentence. 16. The teacher asks the students to write a whole text by arrange the sentences based on generic structur of report text.	25'	16. The teacher asks the students to tell what they got that day.	5'
	17. The teacher asks the students to summarizewhat they got that day.	5'	17. The teacher asks the submit the students work (report text)	2'
	18. The teacher asks to submit the students work (report text)	2'		

VII. Assessment

Technique : Writing Test

Instrument :Make a group of 4 students. Write a report text about animal by choosing the following options.

VIII. Scoring Guidline of Writing

No	Aspects	Score	Level	Criteria
1.	Content	30-27	Very good	The content is very relevant to the topic, very enough supporting details and very easy to understand
		26-22	Good	The content is relevant to the topic, enough supporting details and easy to understand
		21-17	Fair	The content is fairly relevant to the topic, almost enough supporting details, and fairly easy to understand
		16-13	Poor	The content is irrelevant to the topic, not enough supporting details, and hard to understand
2.	Organization	20-18	Very good	Ideas stated clearly, Well-organized, complete logical sequence, connectors are used effectively
		17-14	Good	Ideas stated clearly, loosely organized, complete logical sequence, connectors are used effectively
		13-10	Fair	Ideas stated unclearly, loosely organized, lack of logical sequence, connectors are

				used effectively
		9-7	Poor	No organization, lack of logical sequence, connectors are not effectively used/ no connector
3	Vocabulary	20-18	Very good	Effective choice of words and mastery of word form,
		17-14	Good	Adequate choice of words, mastery of word form, sometimes misused words
		13-10	Fair	Limited choice of words, confusing words and meaning
		9-7	Poor	Very limited choice of words, confusing words and meaning,
4.	Grammar	25-22	Very good	No errors of using present tense, pronoun, articles, and other aspects of grammar
		21-18	Good	Few errors of using present tense, pronoun, articles, and other aspects of grammar
		17-11	Fair	Some errors of using present tense, pronoun, articles, and other aspects of grammar
		10-5	Poor	Many errors of using present tense, pronoun, articles, and other aspects of grammar
5.	Mechanics	5	Very good	No errors in spelling, punctuation, and capitalization
		4	Good	Few errors in spelling, punctuation, and capitalization
		3	Fair	Some errors in spelling, punctuation, and capitalization
		2	Poor	Many errors in spelling, punctuation, and capitalization

Students' Score: Gained Score
(Content+Organization+Vocabulary+Grammar+Mechanics

Jember,

The researcher,

Rizki Eka Savitri
130210401030

INSTRUCTIONAL MATERIAL

Leading questions:

    1. What do you see in the picture?

    2. Have you ever seen it ?

    3. When does it happen ?

Example of Semantic Maps : Flood
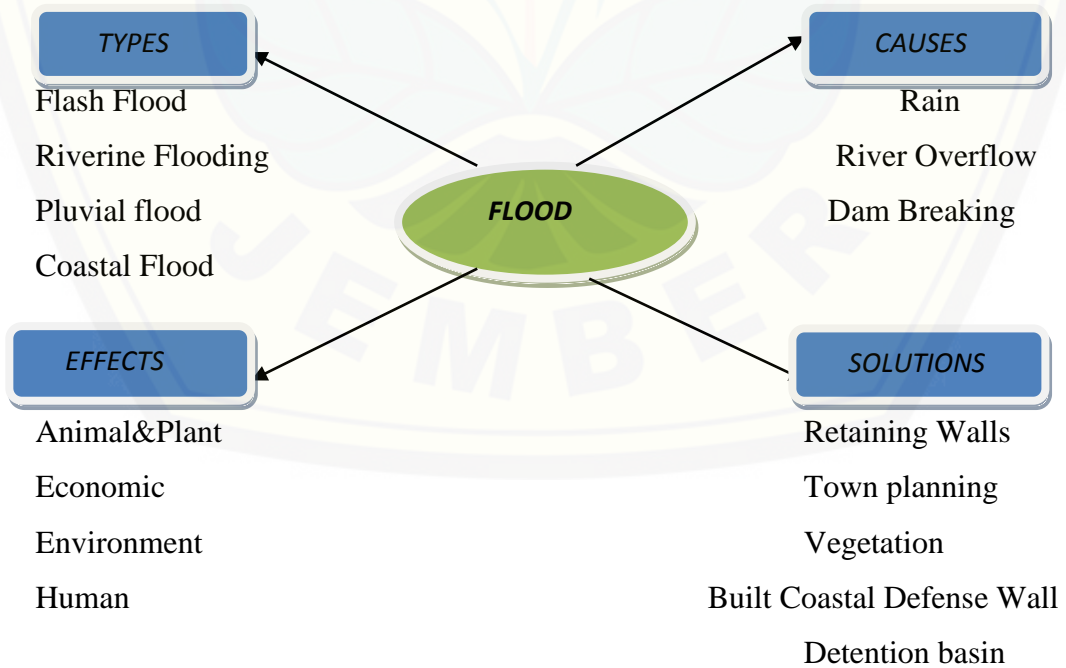
TYPES	CAUSES
Flash Flood	Rain
Riverine Flooding	River Overflow
Pluvial flood	Dam Breaking
Coastal Flood	

FLOOD

EFFECTS	SOLUTIONS
Animal&Plant	Retaining Walls
Economic	Town planning
Environment	Vegetation
Human	Built Coastal Defense Wall
	Detention basin

MATERIAL

A. Definition of Report Text :

Report text is a text which presents information aboutsomething, as it isa result of systematic observation and analysis

B. Social function of report text :

Social function of report text is to present information about something generally to the reader.

C. Generic structure of report text :

1. Title : a title that describes the subject being discussed.
2. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
3. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

D. Language feature of report text, such as :

1.Focuss on generic participant
2. Using action verbs, such as : make, begin, surround, etc
3. No use of personal pronouns (I, You, We,) because there was no personal involvement.
4. Using a relational verb to describe and classify (is, are, have)
5. Using simple present tense :

> S + V infinitive (s/es) + O/Adverb

Example:
a.Shark is a carnivorous
b.It is a nocturnal animal
6. Some use of passive voice (...are controlled by, ...is known as)

E. Example of Report Text

Flood

Flood is an event that occurs when the flow of excess water soak mainland. Floods caused by the volume of water in a body of water such as rivers or lakes that overflow or break through the dam so the water out of their natural limits.There are two main factors causing flooding, that are human and nature. Humans are the most important factor causing floods. This is due to its

negligent human activity on protecting the environment. The most frequently caused by human is littering in the river. This is particularly triggered floods, because if the garbage dumped in the river, the dam will be clogged by garbage, so that water can not flow, and then there was flooding.

Nature is also a factor contributing to the flooding. Floos usually occurred due to continuous rain. Continuous rains could lead to river overflow so the dam is fulled, thus triggering the breakdown of the dam. Flood are capable of destroying various types of structures in our environment including bridges, cars, buildings, sewer systems, highways, and canals.Flood also has an effect on animal and plants, economic, and human as well. The disease can occur because non hygienic condition Things must be done to prevent flooding is to remove the waste in place, make a vegetation by grow plants that can absorb water, built coastal defense wall and town planning

(Adapted from :https://trikmasadepan.blogspot.co.id/2017/02/report-text-flood.html)

EXERCISES   (Experimantal Group)

Instruction :

1. Make a group of 4-5 students. Write a report text about natural phenomena by choosing one of the following options. Fill blank semantic mapp   and arrange your story on the table below !

a. Volcanic Eruptions   b. Tsunami   c. Wildfire

Blank Semantic Map
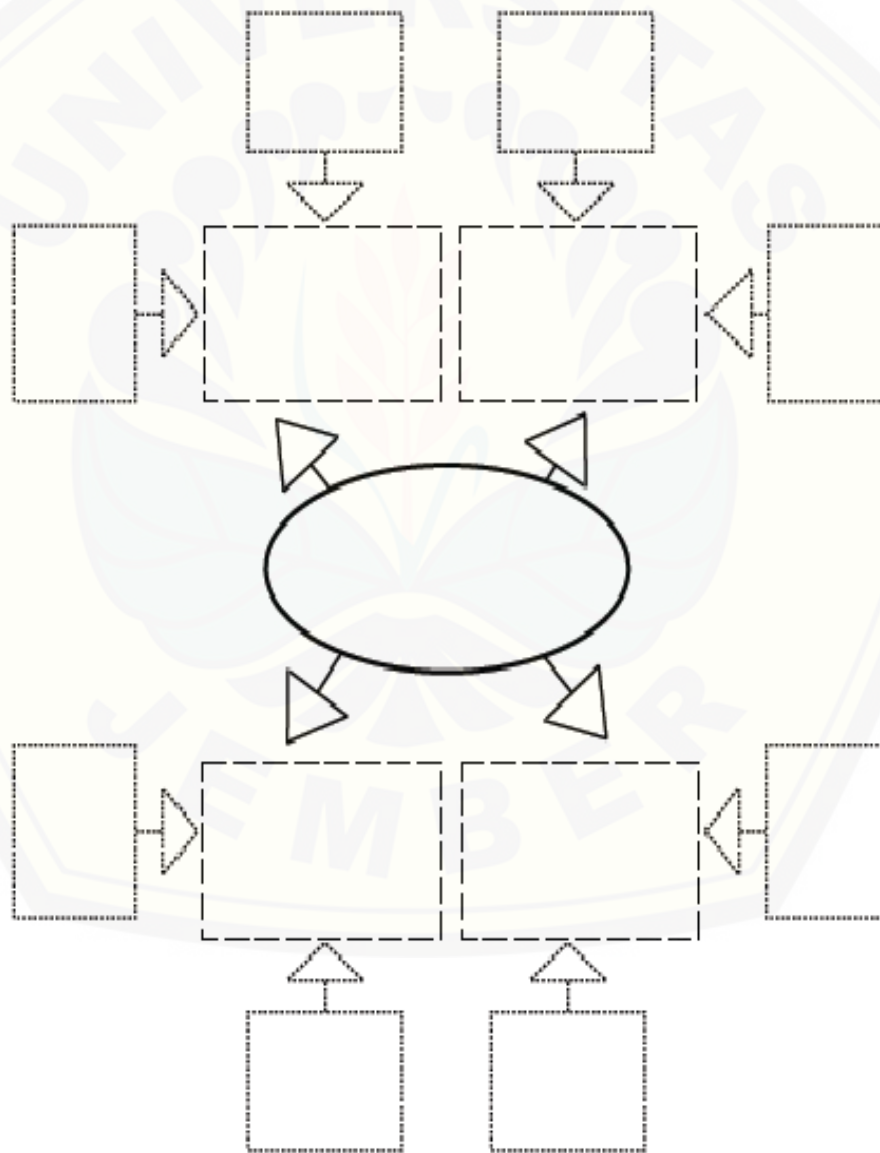
◯ = Concept   ⌐ ¬ = Categories   ⌐ ⊢▷ = Related Words

(Learnimg Task For Experimental Group)

The Tittle of Selection Story :
Direction : Write your vocabulary list and make a report text that includes all words from the list. Underlined each word in your text.
Vocabulary List :
Your report text writing :

EXERCISES (Control Group)

Task 1

Rearrange these jumbled sentences into a good paragraph!

1. Volcanoes can also form where there is stretching and thinning of the earth's crust.

2. A mid oceanic ridge has examples of volcanoes caused by divergenttectonic plates pulling apart.

3. Volcanoes are generally found where tectonic plates are diverging andconverging.

4. On the other hand, the Pacific Ring of Fire has examples of volcanoes caused by convergent tectonic plates coming together.

5 When a volcano is active, the materials such as lava, steam, gaseous sulfur compounds, and broken rock pieces come out of it.

6. A volcano is a mountain with a hole where lava comes from a magma chamber under the ground.

KEY ANSWER : 6-3-2-4-1-5

Task 2

**Make a group of 4-5 students. Write a report text about natural phenomena by choosing one of the following options** :

a. Wildfire

b. Tsunami

c. Volcanic Eruptions

Follow the steps below :

1. Make an outline or draft of what your group is going to write

2. Write the report text in a piece of paper

APPENDIX I

POST TEST

(for experimental and control group)

Subject   : English

Class / Semester   : XI / 2

Time   :1 x 60 minutes

1. Choose one of the following topicsand write a report text using your own words !

(consist of 10-15 sentences)

a. Global Warming

b. Landslides

c. Earthquake

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APPENDIX J

The Experimental Group Posttest Scores by Researcher and the Teacher

No.	Nama	C		O		V		G		M		TOTAL		MEAN
		T	R	T	R	T	R	T	R	T	R	T	R	
1	AFRP	25	26	17	18	15	17	20	21	4	4	80	83	81,5
2	AF	20	21	15	17	16	17	16	18	3	4	70	73	71,5
3	AM	22	23	17	17	15	16	18	19	3	4	75	79	77
4	ADS	23	22	18	18	16	17	20	19	4	4	81	80	80,5
5	AC	18	19	16	17	14	15	17	17	3	4	68	72	70
6	AK	23	25	16	16	17	17	17	16	4	4	77	76	76,5
7	ANF	17	15	15	17	17	16	18	19	3	4	70	73	71,5
8	AJC	22	22	14	15	15	17	17	15	4	4	72	73	72,5
9	AMM	22	24	15	15	15	17	17	14	4	4	73	74	73,5
10	AWED	21	21	13	14	14	14	15	15	3	4	66	68	67
11	AFH	18	18	13	15	14	16	12	14	4	4	61	63	62
12	AR	21	22	14	15	14	17	14	12	4	4	67	70	68,5
13	ASA	21	23	17	18	17	16	18	18	4	4	77	79	78
14	AFQ	17	18	16	15	15	15	13	14	4	4	65	66	65,5
15	ANKA	24	27	16	16	15	17	21	15	4	5	80	81	80,5
16	APCY	26	26	17	17	17	19	21	22	4	4	85	88	86,5
17	AA	24	24	15	16	15	17	17	17	4	4	77	80	78,5
18	AFYS	23	25	16	16	15	17	21	19	4	5	79	82	80,5
19	ASP	19	18	14	14	14	15	12	14	4	4	63	65	64,5
20	BS	23	24	15	16	16	15	17	18	3	4	74	77	75,5
21	CA	26	26	17	17	17	19	21	23	4	4	85	89	87
22	CY	22	24	15	15	15	17	17	13	4	4	73	73	73
23	DAR	23	23	15	16	15	17	17	17	4	4	75	76	75,5
24	DMA	21	24	15	15	16	15	18	17	4	3	74	74	74
25	DAN	23	25	17	17	17	18	20	18	4	4	82	81	81,5
26	DA	20	18	14	15	15	15	17	15	3	4	67	69	68
27	DPS	25	27	16	17	16	17	20	17	4	5	81	83	82
28	DNA	24	25	15	14	16	15	16	15	4	4	75	73	74,5
29	DA	21	22	14	15	15	15	15	14	4	4	67	70	68,5
30	DLR	14	17	15	15	15	15	15	14	3	5	62	66	64
31	DNK	22	24	15	15	15	17	17	12	4	4	73	72	72,5
32	DP	18	18	13	14	14	15	12	13	4	4	61	64	62,5

Appendix J

The Control Group Posttest Scores by Researcher and the Teacher

No.	Nama	C		O		V		G		M		TOTAL		MEAN
		T	R	T	R	T	R	T	R	T	R	T	R	
1	FDA	19	19	14	13	14	14	10	12	3	3	60	61	60,5
2	FN	24	24	16	16	15	16	23	24	4	4	82	84	83
3	FRP	19	17	16	16	14	14	18	18	4	4	71	69	70
4	FAK	18	17	14	14	15	15	15	15	3	4	65	64	64,5
5	FPB	22	23	15	15	15	16	18	17	4	4	74	75	74,5
6	FAL	20	20	14	14	14	14	15	17	4	4	67	69	68
7	F	15	13	13	12	13	13	12	12	3	3	56	53	54,5
8	HDY	18	18	12	14	10	14	18	13	4	3	62	62	62
9	HK	13	13	13	10	11	13	13	12	3	3	53	51	52
10	HAH	21	18	13	13	13	13	15	15	3	3	65	62	63,5
11	INF	20	20	16	14	13	14	16	16	3	4	68	68	68
12	IKJ	16	16	10	11	12	10	11	11	3	3	52	51	51,5
13	IDN	23	22	13	13	13	13	16	15	4	3	69	66	67,5
14	II	23	22	15	14	13	14	13	16	3	4	67	70	68,5
15	IEL	13	13	13	10	11	13	13	12	3	3	53	51	52
16	IKN	22	23	14	14	15	15	18	17	4	4	73	73	73
17	JHPP	16	16	9	9	9	10	7	8	4	3	45	46	45,5
18	KN	18	17	14	14	15	15	15	15	4	3	66	64	65
19	LN	16	15	13	13	12	11	11	11	3	3	55	53	54
20	LNH	18	18	14	15	17	15	14	14	4	3	67	65	66
21	LRT	24	24	16	16	15	17	23	24	3	4	81	85	83
22	LJ	23	22	14	13	12	13	13	14	4	4	66	66	66
23	MAB	16	16	12	14	12	13	14	13	4	4	58	60	59
24	MHY	23	20	13	13	12	13	11	14	4	4	63	64	63,5
25	MVDS	22	24	15	16	14	14	16	15	4	4	71	73	72
26	MDA	15	17	13	10	15	15	13	12	3	3	59	57	58
27	MMP	22	23	14	14	15	15	18	17	4	4	73	73	73
28	MPA	19	20	16	17	15	17	16	16	4	3	70	74	72
29	MEBP	16	16	9	9	9	10	7	8	4	3	45	46	45,5
30	MIR	23	22	17	17	16	17	15	16	3	4	74	76	75
31	MS	23	19	13	12	15	15	10	14	4	3	65	63	64
32	MFA	19	17	16	16	14	15	18	18	4	4	71	70	70,5
33	MFR	22	22	19	18	15	15	16	17	4	3	76	75	75,5
34	MI	16	16	12	14	12	13	14	13	4	4	58	60	59
35	MOP	16	14	13	13	15	14	13	13	3	4	60	58	59

Appendix K

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegal boto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor   : **1195** / UN25:1.5 / LT / 2017   **0 7 FEB 2018**
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth.Kepala SMKN 4 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Rizki Eka Savitri
NIM   : 130210401030
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: " The Effect of Using Semantic Mapping Technique on the Eleventh Grade Student's Report Writing Achievement at Senior High School in Jember"

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Prof. DR. Suratno, M.Si.
NIP. 670625 199203 1 003

Appendix L

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 4 JEMBER
Kelompok Bisnis dan Manajemen, Teknologi Informasi dan Komunikasi, Seni dan Industri Kreatif
Jl. Kartini. No. 1 Telp. 0331-487488 Fax. 0331-429944
email : *smk4jbr@yahoo.co.id* website: *www.smkn4jember.blogspot.com*
JEMBER   68118

SURAT KETERANGAN
Nomor : 421.5/326/101.6.5.22/2018

Yang bertanda tangan di bawah ini :

Nama   : Drs. H. SUPRAYITNO, M.Pd.
NIP   : 19590630 198710 1 001
Jabatan   : Kepala SMK Negeri 4 Jember
Alamat   : Jl. Kartini No. 1 Jember

Memberikan keterangan kepada :

Nama   : Rizki Eka Savitri
NIM   : 130210401030
Universitas   : Universitas Jember
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah melaksanakan penelitian pada tanggal 15 Februari s.d 2 Maret 2018 dengan judul " The Effect of Using Semantic Mapping Technique on the Eleventh Grade Students' Report Text Writing Achievement at Senior High School in Jember".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Jember, 05 Maret 2018
Kepala SMK Negeri 4 Jember

Drs. H. SUPRAYITNO, M.Pd.
NIP 19590630 198710 1 001

Appendix M

The Result of Experimental Group's Post Test Writing
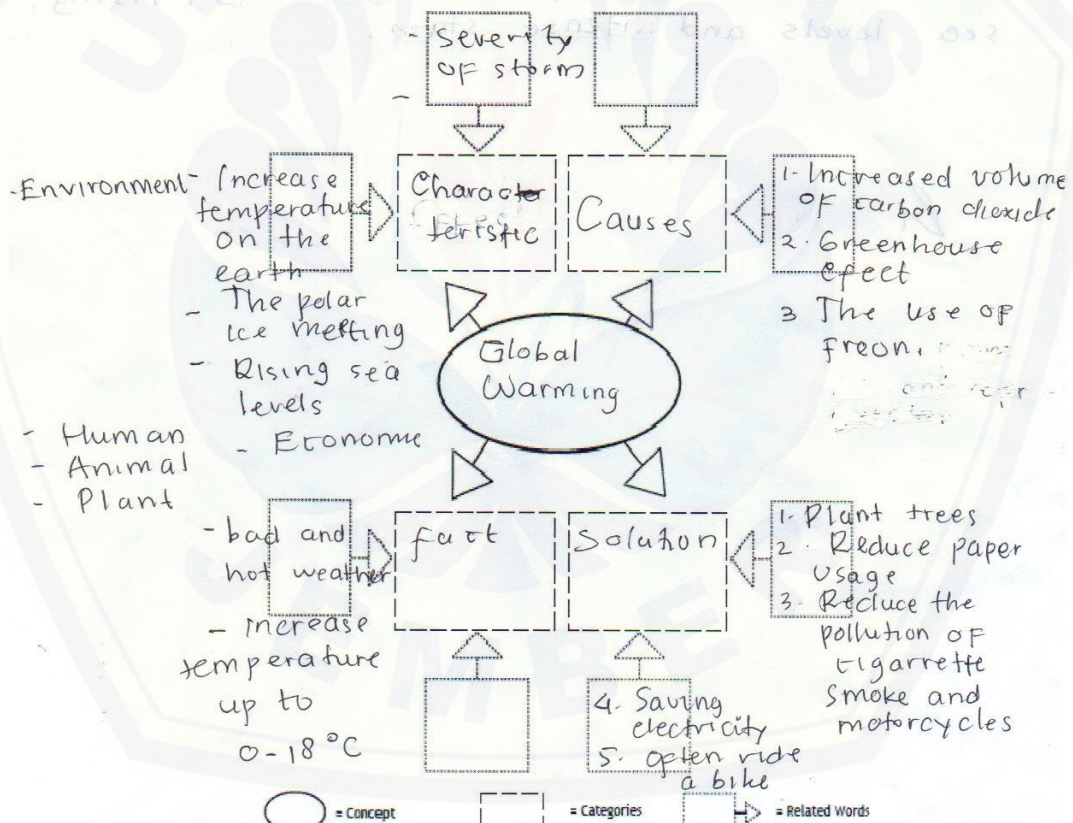

AULIA PUTERI CAHYA YUSINDA
(XI API) 16

55

EXERCISES (Experimantal Group)

Instruction :

1. Make a group of 4-5 students. Write a report text about natural phenomena by choosing one of the following options. Fill blank semantic mapp and arrange your story on the table below !

a. Volcanic Eruptions   b. Tsunami   c. Wildfire

Blank Semantic Map

- Severity of storm

-Environment- Increase temperature on the earth

- The polar ice melting
- Rising sea levels

- Human
- Animal
- Plant

- Economic

- bad and hot weather

- increase temperature up to 0-18°C

Character teristic

Causes

Global Warming

Fact

Solution

1. Increased volume of carbon dioxide
2. Greenhouse effect
3. The use of Freon.

1. Plant trees
2. Reduce paper usage
3. Reduce the pollution of cigarrette smoke and motorcycles
4. Saving electricity
5. often ride a bike

⬭ = Concept   ☐ = Categories   ⇨ = Related Words

Global Warming

Global Warming is a bad and hot weather cause by increasing the temperature of the earth. up to 5 - 18° C.

Global Warming happen because the increased volume of carbon dioxide, greenhouse effect and the use of freon from Ac and refrigerator.

The characteristic of global warming are increase temperatureire on the earth, the polar ice melting, rising sea levels and climate change.

To prevent global warming we should plant trees, reduce paper usage, reduce the pollution of cigarrette smoke and motorcycles, saving the electricity and often rides a bike

Appendix N

The Result of Control Group's Post Test Writing

Iftita Nadia .f.
XI AP 2 / 11

EXERCISES (Control Group)

Task 1

Rearrange these sentences into a good paragraph!

1. Volcanoes can also form where there is stretching and thinning of theEarth's crust.

2. A mid oceanic ridge has examples of volcanoes caused by divergenttectonic plates pulling apart.

3. Volcanoes are generally found where tectonic plates are diverging andconverging.

4. On the other hand, the Pacific Ring of Fire has examples of volcanoes caused by convergent tectonic plates coming together.

5 When a volcano is active, the materials such as lava, steam, gaseous sulfur compounds, and broken rock pieces come out of it.

6. A volcano is a mountain with a hole where lava comes from a magma chamber under the ground.

Task 2

Write a report text about natural phenomena by choosing one of the following options :

a. Earthquake

b. Global warming

c. Landslide

Jawaban

Task 1
6 - 3 - 2 - 4 - 1 - 5

Task 2

C = 20
O = 14
V = 14
G = 16
M = 4
___
68

Earthquake

Earthquake is a sudden shaking of the earth's surface that often causes a lot of damage. It is the result of a sudden release of stored energy in the earth's crust that creates seismic waves. Earthquakes may happen naturally or as a result of human activities. Smaller earthquakes can also be caused by volcanic activity, landslide, mine blast, and nuclear experiments.

The size of an earthquake is usually reported using the Richter scale or a related moment scale. earthquakes which are 3 on the richter scale or lower are hard to notice. Whereas, those wich are 7 on the Richter scale causes serious damage over large areas.