



# Analyzing the Students' Interest on the Use of Semantic Mapping Strategy in Improving Students Writing Skill

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## Abstract

This research used descriptive quantitative method. It aimed at finding out and analyzing students' interest on the use of mind mapping strategy to improve the students writing skill. To gain the data, the researchers used questionnaire with 10 statements. The researchers took second grade students of SMP Satap Pongsamelung and chose 10 students as participants. The data shows that they have good response towards the use of semantic mapping strategy such as: they were always interested, felt helpful and happy to learn English using this strategy particularly in improving their writing skill. Based on the result of this research, it can be concluded that that most of the students were interested to improve their writing skill using semantic mapping strategy.

**Keywords :** semantic mapping strategy, writing skill

## Introduction

Writing is one of the four skills beside listening, speaking and reading which is very important to be learned and mastered by the students. By writing, people can express their ideas or feelings in written form that have meaning. Writing is also interpreted as one of the language skills that someone uses to communicate indirectly. But, some people said that writing is very difficult to be learned because the sentence must be properly structured in accordance with grammar. Moreover, they must be rich of vocabularies in order they can compose the words/phrases become a sentence and then some sentences become a paragraph.

Nowadays, there are many students lack of vocabularies. This is a big problem for the teachers to teach English especially writing. So, their students thought that learning writing is very difficult to study. To solve this problem, the teachers should

find out best solution to handle their students' vocabulary, because many vocabularies they have, they will be easy to write. Writing skill cannot be obtained directly, but requires practice and direct teaching from experts such as parents, teachers or lecturers.

Writing is an inseparable part of a teaching and learning process from elementary school until university. So the role of a teacher is needed to train and guide students in writing in accordance with grammar by apply many attractive and effective strategies. One of the strategies can be used is semantic mapping. Nyoni (in Amri, Fauzan and Jufrizal, 2018:361) said that semantic mapping is a graphic arrangement of words that shows how new words and ideas can be related to each other within a text. It means that, semantic mapping is a strategy carried out by the teacher to help students who have difficulties in writing particularly in mastering vocabularies. So, semantic mapping is effective strategy which can help students to develop their vocabularies in order they can write well. The reason why the researchers using semantic mapping strategy is because semantic mapping can open students' insights in developing main ideas that are interconnected, so students will have a lot of vocabulary, and then from the vocabulary students are able to write a story in paragraph. Therefore, one of the keys to be skilled in writing is vocabulary.

After applying this strategy, the researchers were interested to conduct a research entitled "Analyzing the Students' Interest on the Use of Semantic Mapping Strategy in Learning Writing". They wanted to know how the students' interest after they learned writing used this strategy. Regarding the objective of the research above, this research also is hoped can give some additional information about semantic mapping strategy for the people and the result of this research can make the readers know that this strategy is effective or not to be applied in teaching writing skill. Then, it is also expected can give benefit and contribution in developing teachers' or lecturers' strategy in teaching writing for their students. Besides, it is also expected to motivate the students in studying writing skill particularly to compose a paragraph.

## **Method**

Descriptive quantitative method was used in this research. It aimed at finding out and analyzing students' interest on the use of mind mapping strategy in improving students writing skill. The subject of the research was the second grade students of SMPN Satap Pongsamelung which consisted of three classes. The total number of population was 83 students. The researchers applied random sampling technique and class VIIA was chosen as participant. So, the total participant of this research was 10 students because the school applied shifting learning method during this pandemic Covid 19 and there were only 10 students in each class every day. In collecting the data, the researchers used a questionnaire to gain students'

interest. Total number of questionnaire was 10 numbers. Here are some steps to analyze the data:

In analyzing the students' answer of questionnaire, the researchers gave score below:

**Table 1.** The Score of Scale Categories

Category	Statement Score
Always	4
Often	3
Sometimes	2
Never	1

In calculating the students' point based on the list of category above, the researchers used the formula below:

$$score = \frac{\text{total score of the student}}{\text{maximum score}} \times 100$$

Looking for the percentage of the students' classification, the researchers used formula below:

$$p = \frac{Fq}{N} \times 100\%$$

Note: P = Rate Percentage  
Fq = Number of Frequency  
N = Total Sample

## Result and Discussion

### Questionnaire

In the questionnaire, there were 10 statements. The results as follow:

**Table 2**

**Item 1:** I (...) like to study English, if the teacher teaches in a fun and not boring way.

No	Classification	Frequency	Percentage (%)
1	Always (4)	10	100%
2	Often (3)	-	-
3	Sometimes (2)	-	-
4	Never (1)	-	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table above shows that all students (100%) answered that they always like to study English if their teacher teach them with fun and not boring way.

**Table 3**

**Item 2:** I (...) feel difficult to write an essay in English because of lack of vocabulary.

No	Classification	Frequency	Percentage (%)
1	Always (4)	-	-
2	Often (3)	4	40%
3	Sometimes (2)	6	60%
4	Never (1)	-	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table above shows that there were 4 students (40%) chose often and 6 students (60%) chose sometimes to this statement. It means that most of them sometimes felt difficult to write an essay in English because of lack of vocabulary.

**Table 5**

**Item 3:** I (...) pay attention to the teacher when she/he is explaining the material.

No	Classification	Frequency	Percentage (%)
1	Always (4)	6	60%
2	Often (3)	4	40%
3	Sometimes (2)	-	-
4	Never (1)	-	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table 5 shows that only 1 student (2.63%) chose undecided to the statement "learning to comprehend the contents of reading text using the Herringbone technique makes me more skilled". While 10 students (26.32%) chose strongly agree and 27 students (71.05%) chose agree to that statement. It can be assumed that most of the students thought that understanding the contents of reading text using Herringbone technique can make them be more skilled.

**Table 6**

**Item 4:** When the teacher explains the material, I (...) do not write.

No	Classification	Frequency	Percentage (%)
1	Always (4)	1	10%
2	Often (3)	2	20%
3	Sometimes (2)	1	10%
4	Never (1)	6	60%
<b>Total</b>		<b>10</b>	<b>100%</b>

The data above shows that 1 student (10%) chose always and sometimes, 2 students (20%) answered often and 6 students (60%) answered never to write

when their teacher explained the material.

**Table 7**

**Item 5:** I (...) like to do the assignment when the teacher orders us to memorize vocabularies as many as possible.

No	Classification	Frequency	Percentage (%)
1	Always	9	90%
2	Often	1	10%
3	Sometimes	-	-
4	Never	-	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table 5 shows that 9 (90%) students answered always and 1 student (10%) answered often. So, it can be assumed that most of them always like to do the assignment when the teacher orders us to memorize vocabularies as many as possible.

**Table 8**

**Item 6:** After I study to write a text using Semantic Mapping Strategy, it makes me (...) interest to study English.

No	Classification	Frequency	Percentage (%)
1	Always	7	70%
2	Often	3	30%
3	Sometimes	-	-
4	Never	-	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table 6 above shows that 7 (70%) students answered always and 3 students (30%) answered often. It means that after they study to write a text using Semantic Mapping Strategy, it made them always interest to study English.

**Table 9**

**Item 7:** Semantic Mapping Strategy (...) makes me easy to practice writing a descriptive text.

No	Classification	Frequency	Percentage (%)
1	Always	5	50%
2	Often	3	30%
3	Sometimes	2	20%
4	Never	-	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table 7 shows that 18 students (47.37%) responded strongly agree and also 18 students (47.37%) responded agree. While, only 2 students (5.26%) responded undecided to that statement. So, 36 students (94.74%) thought that using herringbone technique is more interesting to be learnt when they learnt to determine the main idea of a reading.

**Table 10**

**Item 8:** I (...) like when the teacher asks me to write a text using Semantic Mapping Strategy because the map of words makes me helpful in composing the sentences.

No	Classification	Frequency	Percentage (%)
1	Always	4	40%
2	Often	3	30%
3	Sometimes	3	30%
4	Never	-	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table shows that 14 students (36.84%) stated strongly agree and 22 students (57.89%) stated agree. But, 2 students (5.26%) stated undecided about that statement. Based on that data, it can be assumed that most of the students gave good response and stated that they can use herringbone technique when teaching reading for the students of primary school.

**Table 11**

**Item 9:** I am (...) more interested to learn vocabulary through mapping the words of an object than memorizing.

No	Classification	Frequency	Percentage (%)
1	Always	7	70%
2	Often	3	30%
3	Sometimes	0	-
4	Never	0	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table 11 shows 14 students (36.84%) were strongly agree and 20 students (52.63%) were agree to that statement. Meanwhile, 4 students (5.26%) were undecided about that statement. It means that most of them thought that herringbone technique can also improve students' reading comprehension at primary school.

**Table 12**

**Item 10:** I am (...) happy to practice writing an English text through semantic mapping strategy.

No	Classification	Frequency	Percentage (%)
1	Always	8	80%
2	Often	1	10%
3	Sometimes	1	10%

4	Never	0	-
<b>Total</b>		<b>10</b>	<b>100%</b>

The table 12 above shows that only 1 student (2.63%) responded undecided to the statement “herringbone technique can give positive impact on students because it can foster their reading interest”. Meanwhile, 17 students (44.74%) responded strongly agree and 20 students (52.63%) responded agree to that statement. It can be assumed that most of the students thought that herringbone technique can give positive impact on students because it can foster their reading interest.

### **Discussion**

Based on the data above, their responses were good. It can be proven by the data that all of them have good behaviour in following the subject (English), because they always pay attention when the teacher explained the material and they did the assignment to memorize the vocabularies as many as possible (see **Item 3 and 5**). But, in fact they still found difficulties (see **Item 2**). They said that sometimes they felt difficult to write although it was an easy writing because they still lack of vocabularies. It can be assumed that the way in memorizing that the teacher applied before, is not effective to encourage students' skill in writing.

After applying this strategy, their response became better (see **Item 6**). They liked to study English when their teacher used this strategy because it was fun and not boring (see **Item 1**). They thought that Semantic Mapping Strategy always makes them easy to practice writing a descriptive text than only asked them to write without applied some appropriate methods/strategies (see **Item 4**). It seems that they were not interested if their teacher only explained the material. So, they need some appropriate strategy or method like semantic mapping strategy.

Nyoni (in Amri, Fauzan and Jufrizal, 2018:361) said that semantic mapping is a graphic arrangement of words that shows how new words and ideas can be related to each other within a text. It means that, semantic mapping is a strategy carried out by the teacher to help students who have difficulties in writing. This statement is relevant to the students' response (see **Item 8**). They have good response because all of them none chose never statement that they did not like when their teacher asked them to write using this strategy because it has map of words which can help them in developing and composing the sentences. So, they felt more interested and prefer to learn through this strategy than memorizing (see **Item 7**).

Harmer (in Siddiq, 2013:9) said that Semantic Mapping or word maps are “word maps that are an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving, displaying and using what they know”. It means that semantic mapping is great for improving students' vocabulary, because students are forced to write using the vocabulary they know that matches the main word concept. This statement of the expert, give support and

strength to the result of this research that this strategy also can solve the students' problem about vocabulary. So, it can be concluded that semantic mapping strategy can make the students more interested than memorizing and make them felt happy to practice and improve their writing skill through this strategy (see **Item 9 and 10**).

## Conclusion

After analyzing the data, the researchers conclude that most of the students were more interested to improve their writing skill using semantic mapping strategy. It can be supported by their response that they were always interested, felt helpful and happy to learn English using semantic mapping strategy. It means that they have good response toward this strategy particularly in improving their writing skill.

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