

CHAPTER I INTRODUCTION

A. The Background of the Study

English is the international language that needs to be developed in Indonesia. Due to the ability to communicate in English, people will be able to obtain and provide information that is very important for oneself and the environment. Studying English is not easy for many Indonesian students since it is foreign language. Foreign language is the language that is being learned not spoken in the local community. Although English is foreign language, it is very important to be mastered, because it is as an international language.

In learning English, there are four skills should be thought to students. They are speaking, listening, reading and writing. From the four skills the researcher stresses on writing, because writing is difficult subject for most students even though it has been taught since kindergarten up to university.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, someone can express her/his ideas, thoughts, and experiences freely through write language. According to Sharples (1999:8) Writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good writing so that the other people understand the text and they can get the idea.

According to syllabus of Junior High School (SMP) for grade eight (VIII), the goal of teaching writing is to enable the students to write simple descriptive

text by using accurate vocabulary, appropriate grammar and impresses on the discourse level. It means that the teaching process does not only focus on the text but also focuses on how to construct a new text well. After being taught, they are expected to be able to tell about the real life writtenly.

Based on the explanation above, descriptive text is one of the genres in writing texts that must be mastered by students in learning English. It is taught by teacher in order to make students can describe themselves and their surrounding although it is still in a simple way. Description is enable the categorization or classification of an almost infinite range of experience, observation and interaction into a system that orders them for immediate and future references which allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer (Knapp and Watkins, 2005:79).

There are most problems of teaching writing in every school which the teacher has to solve it, like in MTS Al-Ma'arif Singosari Malang. In this school, the students got difficulty to write because they did not know what they should write, and most of them didn't understand generic structure, function, and lexico grammatical feature in descriptive text. They only asked by the teacher to translate and fill the blank in exercise in only one book "LKS". They did not understand the meaning of descriptive text itself. The score of the students' writing achievemnet proved an unsatisfactory ability. Their scores were 53.65 in average (Siddiq, 2013:9).

Furthermore, based on writer observation in SMP Negeri 2 Kutalimbaru kab.Deliserdang, however many students had difficulties in writing because the

teacher only explained what the generic structure of the text. The teacher orally presented information and the students only passively listened or took note. In teaching writing, the teacher only asked the students to write the text but they didn't give an appropriate way in order to share their idea so that they can write a good text. They were lack of motivation and ideas, lack of mastering vocabulary, and grammar. Therefore, the students would be unmotivated, bored and have difficulties in writing. They also didn't able to describe the things in a systematic order.

The teacher should give students new methods in order to make them enjoyable, easy, and memorable about the material especially in writing descriptive text, Ransdell and Laure Barbier (2002: 143) say that a good writing technique can be trained, and it can improve writing performance. In this case, the writer wants to introduce a technique in writing descriptive text by using semantic mapping technique. Semantic mapping is visual technique which shows the major ideas of certain topic and how they are related. It enhances vocabulary development by helping student link new information with previous experience. Semantic mapping technique portay the schematic relations that compose the concept. It 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.

Based on the discussion above, researcher decided to conduct a research to find the effect of semantic mapping technique on students' achievement in writing descriptive text.

B. The problem of the Study

Based on the background of the study, the problem of the study was formulated as follows: “Is there any significant effect of applying semantic mapping technique on students’ achievement in writing descriptive text of grade eight (VIII) at SMP Negeri 2 Kutalimbaru Kab. Deliserdang?”

C. The Objective of the Study

In relation to the problem, the objective of the study was to find out whether or not semantic mapping technique affect on students’ achievement in writing descriptive text significantly.

D. The Scope of the Study

There are many genres of writing which learnt in the SMP (Junior High School) such as recount, descriptive, narrative, procedure, and report. Specipally this study focused on the use of semantic mapping technique on students’ achievement in writing descriptive text. In the other words, the study was concentrated on the genre of descriptive.

E. The Signifiant of the Study

The study about the effect of Semantic Mapping Technique on students’ achievement in writing descriptive text hopefully will give contribution to English teaching and learning, they’re:

1. Theoretically

The result of this study will enrich the technique of English teaching and learning and also to contribute the development of knowledge in English teaching and learning.

2. Practically

The significances of the study are hopefully useful for:

- a) The Students. They can improve their writing ability in descriptive text through semantic mapping technique.
- b) The Teachers. This study also expect to give contribution to the English teacher in the use of Semantic Mapping Technique on writing descriptive text in order to overcome the problems of students' achievement in writing.
- c) The writer. She will get new knowledge, experience in teaching writing descriptive text by using Semantic Mapping Technique.