THE ABILITY OF WRITING RECOUNT TEXT OF TENTH GRADE STUDENTS OF MA NU TBS KUDUS IN THE ACADEMIC YEAR 2012/2013 TAUGHT BY USING SEMANTIC MAPPING STRATEGY

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DEPARTMENT OF ENGLISH EDUCATION
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2012
THE ABILITY OF WRITING RECOUNT TEXT
OF TENTH GRADE STUDENTS OF MA NU TBS KUDUS
IN THE ACADEMIC YEAR 2012/2013
TAUGHT BY USING SEMANTIC MAPPING STRATEGY

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Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education

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MOTTO AND DEDICATION

MOTTO:

∞ Make a good job with Bismillahirrohmanirrohiim.

∞ Be patient if you want to get the bright future.

∞ Never give up and keep trying.

DEDICATION

This skripsi is dedicated to:

1. His beloved parents
2. His beloved uncle
3. His beloved young brother and sister
4. His beloved girlfriend
5. All of His friends in UMK
ADVISORS’ APPROVAL

This is to certify that the Sarjana Skripsi of Zhufron has been approved by the skripsi advisors for further approval by the Examining committee.

Kudus, November 2012
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In this occasion, the writer would like to say thanks to Allah SWT for all of mercy and blessing to the writer with health, power and motivation to finish his skripsi entitled “The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013 Taught by Using Semantic Mapping Strategy.”

Furthermore, the writer would like to express the sincere gratitude and appreciation for the available assistance given by many people in finishing this research. They are:

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ABSTRACT


Key words: Writing, Recount Text, Semantic Mapping Strategy

Semantic Mapping is one of strategies that can be applied in writing. Semantic Mapping is a strategy in which graphical model that can help students to brainstorm something related the object. It enhances vocabulary development by helping the students link new information with previous experience. Therefore, the students also enrich their vocabulary during doing semantic mapping. So they become more active and creative explore their ideas.

The objective of this research is to find out whether there is any significant difference between the ability of writing recount text of tenth grade students of MA NU TBS Kudus in the academic year 2012/2013 before and after being taught by using Semantic Mapping Strategy.

The design of this research was experimental research. The writer used one group pre-test post-test. The population of the research was the tenth grade students of MA NU TBS Kudus. In taking the sample of the research, the writer used cluster random sampling technique. The writer got X-B with the number of students 40 as the sample of the research.

The result showed that the ability of writing recount text tenth grade students of MA NU TBS Kudus in the academic year 2012/2013 before being taught by using Semantic Mapping Strategy was categorized low. The Mean and standard deviation are 53.7 and 10.48. Meanwhile, the ability of writing recount text of tenth grade students of MA NU TBS Kudus in the academic year 2012/2013 after being taught by using Semantic Mapping Strategy was categorized good. The Mean and standard deviation are 73.35 and 9.12. The hypothesis is accepted in level of significance 0.05 is 2.02 and degree of freedom (N-1) = 39 shows that there is significant difference between the ability of writing recount text of tenth grade students of MA NU TBS Kudus in academic year 2012/2013 before and after being taught by using Semantic Mapping Strategy. (t_o 16.54 > t-table 2.02).

Based on the result above, it means that Semantic Mapping Strategy can work well to improve the students’ ability in writing recount text. Therefore, the writer suggests that the English teachers can apply Semantic Mapping Strategy as an alternative strategy in teaching process.
ABSTRAKSI


Kata Kunci: Menulis, Teks Recount, Strategi Semantic Mapping


Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang berarti antara kemampuan menulis teks recount siswa kelas sepuluh MA NU TBS Kudus tahun pelajaran 2012/2013 sebelum dan sesudah diajar dengan menggunakan strategi Semantic Mapping.


Berdasarkan hasil diatas, itu berarti bahwa strategi Semantic Mapping dapat bekerja dengan baik untuk meningkatkan kemampuan menulis teks recount bagi siswa. Oleh karena itu, penulis menyarankan bahwa guru Bahasa Inggris dapat mengaplikasikan strategi Semantic Mapping sebagai sebuah pilihan strategi didalam proses pengajaran.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER .........................................................</td>
<td>i</td>
</tr>
<tr>
<td>LOGO ............................................................</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTO AND DEDICATION .......................................</td>
<td>iii</td>
</tr>
<tr>
<td>ADVISORS’ APPROVAL ..........................................</td>
<td>iv</td>
</tr>
<tr>
<td>EXAMINERS’ APPROVAL .........................................</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT ...............................................</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT ........................................................</td>
<td>ix</td>
</tr>
<tr>
<td>ABSTRAKSI ......................................................</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS .............................................</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES ................................................</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURES ................................................</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES ...........................................</td>
<td>xvi</td>
</tr>
</tbody>
</table>

CHAPTER I: INTRODUCTION

1.1 Background of the Research .................................. 1
1.2 Statement of the Problem ..................................... 4
1.3 Objective of the Research ................................... 5
1.4 Significance of the Research ................................. 5
1.5 Limitation of the Research .................................. 6
1.6 Operational Definition ....................................... 6

CHAPTER II: REVIEW TO RELATED LITERATURE

2.1 Teaching English in MA NU TBS Kudus ....................... 7
2.1.1 The Curriculum of Teaching English in MA NU TBS Kudus .... 8
2.1.2 The Purpose of Teaching English in MA NU TBS Kudus .......... 9
2.1.3 The Material of Teaching English in MA NU TBS Kudus ........ 10
2.2 Writing Skill .................................................. 11
2.2.1 Writing as One of Language Skills ................................. 11
2.2.2 The Elements of Writing .......................................................... 12
2.2.3 The Purpose of Writing ......................................................... 13
2.2.4 The Process of Writing ......................................................... 13
2.2.5 The Characteristic of Good Writing .................................... 15
2.3 Genre ........................................................................................................ 16
2.3.1 The Types of Genre ........................................................................ 16
2.3.2 Recount Text ..................................................................................... 17
2.4 Semantic Mapping Strategy ............................................................... 19
2.4.1 The Steps of Semantic Mapping Strategy ................................ 19
2.4.2 The Advantages of Semantic Mapping Strategy ................. 20
2.4.3 The Use of Semantic Mapping in Teaching Writing Recount Text ...... 20
2.5 Previous Research ............................................................................... 21
2.6 Theoretical Framework ..................................................................... 23
2.7 Hypothesis .......................................................................................... 24

CHAPTER III: METHOD OF THE RESEARCH

3.1 Research Design .................................................................................. 25
3.2 Population and Sample ........................................................................ 26
3.3 Instrument of the Research ................................................................. 27
3.4 Technique of Collecting Data ............................................................. 30
3.5 Technique of Analyzing Data ............................................................... 31
CHAPTER IV: FINDING OF THE RESEARCH

4.1 Finding of the Research ................................................................. 34

4.1.1 The Data Description of The Ability of Writing Recount Text of
Tenth Grade Students of MA NU TBS Kudus in the Academic
Year 2012/2013 before being Taught by Using Semantic Mapping
Strategy ................................................................. 34

4.1.2 The Data Description of The Ability of Writing Recount Text of
Tenth Grade Students of MA NU TBS Kudus in the Academic
Year 2012/2013 after being Taught by Using Semantic Mapping
Strategy ................................................................. 37

4.1 Hypothesis Testing ................................................................. 40

CHAPTER V: DISCUSSION

5.1 Discussion ................................................................. 42

CHAPTER VI: CONCLUSION AND SUGGESTION

6.1 Conclusion ............................................................................. 46

6.2 Suggestion ............................................................................. 46

BIBLIOGRAPHY .......................................................................... 47
APPENDICES ............................................................................. 48
CURRICULUM VITAE .................................................................. 90
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The Criteria of Scoring Written Test</td>
<td>28</td>
</tr>
<tr>
<td>4.1</td>
<td>The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the academic year 2012/2013 before being Taught by Using Semantic Mapping Strategy</td>
<td>34</td>
</tr>
<tr>
<td>4.2</td>
<td>The Frequency and Percentages of The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the academic year 2012/2013 before being Taught by Using Semantic Mapping Strategy</td>
<td>35</td>
</tr>
<tr>
<td>4.3</td>
<td>The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the academic year 2012/2013 after being Taught by Using Semantic Mapping Strategy</td>
<td>37</td>
</tr>
<tr>
<td>4.4</td>
<td>The Frequency and Percentages of The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the academic year 2012/2013 after being Taught by Using Semantic Mapping Strategy</td>
<td>38</td>
</tr>
<tr>
<td>4.5</td>
<td>The Summary of t-test Result of The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013</td>
<td>40</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The Diagram of Semantic Mapping</td>
<td>20</td>
</tr>
<tr>
<td>4.1</td>
<td>The Bar Diagram in The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the academic year 2012/2013 before being Taught by Using Semantic Mapping Strategy</td>
<td>36</td>
</tr>
<tr>
<td>4.2</td>
<td>The Bar Diagram in The Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the academic year 2012/2013 after being Taught by Using Semantic Mapping Strategy</td>
<td>39</td>
</tr>
</tbody>
</table>
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Syllabus of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013</td>
</tr>
<tr>
<td>2</td>
<td>Lesson Plan and Students Worksheet</td>
</tr>
<tr>
<td>3</td>
<td>The Table of Specification of Writing Item</td>
</tr>
<tr>
<td>4</td>
<td>Pre-Test and Post-Test for Measuring the Ability of Writing Recount Text of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013</td>
</tr>
<tr>
<td>5</td>
<td>List of Students X-B MA NU TBS Kudus in the Academic Year 2012/2013</td>
</tr>
<tr>
<td>6</td>
<td>The Ability of Writing Recount Text Scores of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013 before being Taught by Using Semantic Mapping Strategy</td>
</tr>
<tr>
<td>7</td>
<td>The Calculation of Mean and Standard Deviation of The Ability of Writing Recount Text Scores of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013 before being Taught by Using Semantic Mapping Strategy</td>
</tr>
<tr>
<td>8</td>
<td>The Ability of Writing Recount Text Scores of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013 after being Taught by Using Semantic Mapping Strategy</td>
</tr>
<tr>
<td>9</td>
<td>The Calculation of Mean and Standard Deviation of The Ability of Writing Recount Text Scores of Tenth Grade Students of MA NU TBS Kudus in the Academic Year 2012/2013 after being Taught by Using Semantic Mapping Strategy</td>
</tr>
<tr>
<td>10</td>
<td>The Calculation of t-observation (t₀)</td>
</tr>
<tr>
<td>11</td>
<td>Table Significance at 5% and 1% Level of Significance</td>
</tr>
<tr>
<td>12</td>
<td>Keterangan Selesai Bimbingan</td>
</tr>
<tr>
<td>13</td>
<td>Statement</td>
</tr>
</tbody>
</table>