**CHAPTER I**

**INTRODUCTION**

1. **Background of the Problem**

Language is a set of rules used by human as tool for their communication.[[1]](#footnote-2) Therefore, language is very important for the people as a media to communicate with others. By language, people can communicate ideas and feelings. Without language, people feel difficult to interaction each other in daily life. Brown states that, language is acquired by all people in much the same way; language and learning language both have universal characteristic.[[2]](#footnote-3) It means, people use language to communicate with other. The good communication is if the listener can grasp the information which is delivered by speaker.

English is an important language in this world because English has become international language in getting knowledge resources. For instance, it can be seen in International Forum or United Nation that when people are going to deliver their ideas they using English. In many sides, such as in education, economic, politic and trade almost of them use English. It is of course benefecial for human being to widen world access. As stated by statements from Baloto that English is language of wider communication. It is used as the medium of science, technology and international trade, and as a contact language between nations and parts of nation[[3]](#footnote-4). So, English is to be science, technology and international trade language, because all of part using English.

The Indonesia government has decided to make English as a compulsory subject to learn by the students starting from junior high school up to senior high school. Further, since English is tested as the requirement of graduation, the students are supposed as the most difficult of the four skills.[[4]](#footnote-5) In Quran, Surah Al Alaq surah number 1-5, Allah says “Recite in the name of your Lord who created. Create man from a clinging substance. Recite, and your Lord in the most generous. Who tought by the pen. Taught man that which he knew not.[[5]](#footnote-6) Therefore, writing skills are very important skill in human’s life. It is important to understand English both in spoken and written form.

According to Rimes writing is generally regarded educational life, it is also very important in people's lifes. Writing skill is very important because it is one of the language skills that must be possessed by students. Through writing, students can reveal or express ideas or opinions, thoughts, and feelings they have. It also can develop the power of thought and creativity of students in writing. Writing is a skill which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand”.[[6]](#footnote-7) It means, writing is used to express someone’s feelings or ideas. To do that, someone use her/his brain to produce idea, hand to write, and eyes to look at the result of writing.

There are many kinds of writing’s genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.[[7]](#footnote-8) It means that there are many kinds of writing’ genres such as recount, narrative, report, descriptive, exposition and procedure. One of genres is narrative. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

Based on the preliminary research on July 26th, 2017 by interviewing the English teacher, Andi Sopyan, S.Pd at SMK N 1 Abung Selatan, the researcher found there are some problems that the students faced in learning English especially writing in narrative text. The problems come because students have a little understanding in components of writing. Some students are still low in grammar and vocabulary. Grammar at this point in the teaching process is not discuss separately even grammar should not be taught in a special time. Therefore, some students were not good at using proper of grammar, for example form of tenses. Beside that they were still confused in determining the appropriate vocabulary of the correct structure in a sentence. Then, there was confused on how to make good paragraph. Students were still confused in developing paragraph. In determining the sentence topic sometimes they were having trouble, how to minimize their topic of the paragraph and develop every elements such topic.

In writing the text, students had some troubles. They were weak in managing paragraphs in the text because there was a generic structure that they needed to use to be a good text.[[8]](#footnote-9) The students might be given an explanation and some examples about narrative text and sometime the teacher gave a material about grammar. So the students could make a good writing. Not only grammar to make good in writing but also the students might learn of using generic structure because they had been confused how to use generic structure well.

To support the statement above, the researcher had preliminary data about the students’ score of narrative text. The percentage score of students are as follows:

**Table 1**

**The Students’ Writing Narrative Text Score at the First Semester of the Eleventh Grade of SMK N 1 Abung Selatan**

**in the Academic Year of 2017-2018**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score** | **The Number of students** | **Percentage** |
| 1 | ≥ 70 | 43 | 30% |
| 2 | < 70 | 101 | 70% |
|  | Total | 144 | 100% |

*Source: The English Teacher of SMK N 1 Abung Selatan*

Based on the data in Table 1, total number of students at the first semester of the eleventh grade of SMK N 1 Abung Selatan is 141 students and in the value of the minimum mastery (KKM) is 70, it was only 43 students got score equal or over 70 as value of minimum mastery (KKM). The 101 students got score under value minimum mastery. So, it can be concluded that the students’ writing ability in the first semester of the eleventh grade of SMK N 1 Abung Selatan is still low.

There are many factors that support successful teaching and learning procces. One of them is the technique of teaching. One kind of technique in teaching writing is semantic mapping. Semantic mapping is a teachers’ directed study of a word or concept in relation to other related words and ideas. The teacher began a semantic mapping activity by providing a word or concept about to be studied and students brain storm characteristics, attributes, related words and ideas, and specific examples of the world.[[9]](#footnote-10) It means that semantic mapping as an appropriate technique in teaching learning writing. By using semantic mapping the students will easier to write because the students will get the brainstorming before they starting to write.

Semantic mapping is useful technique to facilitate the student in writing. Semantic mapping can be easily applied in the classroom. It has been revealed by previous research conducted by Alief about the using of semantic mapping in teaching writing. He used qualitative research. It was found that teaching process ran well. The students were active, enthusiastic, and interested in learning writing.[[10]](#footnote-11) The result of the research there was a significant effect of using semantic mapping toward students’ writing.

From the explanation above, the researcher would like to know the students’ ability in writing narrative text. Therefore, the researcher conducted a research entitled “The Influence of Using Semantic Mapping Towards Students’ Writing Ability in Narrative Text at the First Semester of the Eleventh Grade of SMK N 1 Abung Selatan in the Academic Year of 2017/2018”.

1. **Identification of the Problem**

Based on the background of the problem, the researcher identified some problems as follows:

1. The students were still low in grammar and vocabulary.
2. The students were still confused in developing paragraph
3. The Students were having difficulties in developing generic structure of narrative text.
4. The teaching strategy that is used by teacher is not appropriate for the students.
5. **Limitation of the Problem**

From the problem above, the researcher would like to limit the research on influence the semantic mapping technique towards students’ ability in narrative text in written form at the first semester of the eleventh grade of SMK N 1 Abung Selatan in the academic year of 2017/2018.

1. **Formulation of the Problem**

According to the problems above, the researcher formulated the problem as follows:

“Is there any significant influence of using semantic mapping technique towards students’ writing ability in narrative text?”

1. **Objective of the Research**

The objective of the research was to know the influence of using semantic mapping towards students writing ability in narrative text.

1. **Uses of The Research**

By using semantic mapping, it was expected that the student can enjoy and understand when they learn English especially writing narrative text and get better English score than before, the teacher can improve their creativity in teaching English and can interest the students to learn English in order to the students can express their ideas, feeling and thought in writing text.

1. **Scope of Research**

The scope of the research was as follows:

1. The Subject of research

The subjects of this research were the students at the first semester of the eleventh grade of SMK N 1 Abung Selatan.

1. The object of the research

The object of the research used semantic mapping technique towards students’ writing ability in narrative text.

1. The Time of Research

The researcher conducted at the first semester of the academic year of 2017/2018

1. The Place of Research

The research conducted at SMK N 1 Abung Selatan which is located on Jl. Pemuda No. 1 Abung Selatan

1. Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.1. [↑](#footnote-ref-2)
2. H. Douglas Brown, *Principle of Language Learning and Teaching*, (4th Ed), (California: Addison Wesley Longman, 2000), p.5 [↑](#footnote-ref-3)
3. Baloto F.January. "*How important English".* *In English Teaching Forum*. 1996. 34:1*,* http://iteslj.org/Article/BALOTO-EIL.html [↑](#footnote-ref-4)
4. David Paul, *Teaching English to Children in Asia*, (New York : Longman, 2003). p.96. [↑](#footnote-ref-5)
5. www.quran30.com [↑](#footnote-ref-6)
6. Ann Raimes, *Technique in Teaching Writing,* (New York :Oxford University Press, 1983), p.2 [↑](#footnote-ref-7)
7. Ken Hyland, *Teaching and Researching Writing*, (2th Ed) ( London: Longman, 2009), p.15. [↑](#footnote-ref-8)
8. Andy sopyan, An English Teacher of SMK N 1 Abung Selatan, *An Interview*, on Tuesday, July 26th, 2017. Unpublished. [↑](#footnote-ref-9)
9. Janet Allen, Inside Words, *Tools for Teaching Academic Vocabulary Grades 4-12,* (New York : Heinemann, 2007). p.97. [↑](#footnote-ref-10)
10. Alief Syhril Muna, *The Effect of Semantic Mapping Technique on Students Writing Ability in Descriptive Text*. (Kediri:Universitas Nusantara PGRI, 2015), Unpublished. [↑](#footnote-ref-11)