**CHAPTER II**

**REVIEW OF LITERATURE**

1. **Concept of Teaching English as a Foreign Language**

English is international language who spoken all over the world. Many countries use English as a mother language and the second language or foreign language. English is the first foreign language in Indonesia and it has been taught starting from the elementary school up to university but now English not only for students but also everyone need English to communicate with other people in the world. In global era, English is very important especially or Indonesian to face the globalization era and free trade. By English people can express feeling, thinking, knowledge, and idea to other people who another country.

According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country.[[1]](#footnote-2) Consequently, English is not a mother tongue for Indonesian. The students must be feel difficulties to use English because they only learn in the school and cannot use in their activity when the communication. They must learn step by step and little by little to use English.

In teaching English as a foreign language, the teacher should know what the technique should be use for the student to make English interesting so the students easily studying English. According to Brown who states that teaching shows helping someone to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.[[2]](#footnote-3) It means that teachers should be able to make the students understand about English. The teacher use a technique to teach based on the learners need so the students have to find the way how to understanding English well. Practice is best way to learn a language including English, by practicing learn English, the students can understanding English easily.

Based on the statements above, the researcher assumes that teaching is the transferring process from the teacher knowledge to the students in order to make the students understand the English. In teaching English as a foreign language the students should be active to practice English because language should be practicing. The teacher also should be able give a best technique based the students need so the students easy to understand English.

1. **Concept of Writing**

Writing is a complex socio-cognitive process involving the construction of recorded messages on paper or on some other material, and more recently, on a computer screen.[[3]](#footnote-4) It means, writing is expressing message from the mind, feeling or idea and write into a paper or other material such as a computer.

According to Hornby, write is making letters or symbols on surface usually paper, especially with a pen or pencil.[[4]](#footnote-5) So, In writing process the learners must be able the basic writing such as alphabet, punctuation, etc. Additionally, Kane states at other times we write because we want to express something about ourselves, about what we have experienced or how we feel[[5]](#footnote-6). Therefore, by writing everyone can deliver their feeling, mind and idea on a paper.

**C. Process of the Writing**

Process of writing is the key factor of teaching than the final product. In writing process students can organize and develop their idea, because the students must have a plan of idea that will be expressed and write in writing form.

In the process of writing is not that simple, there are certain things that must be considered. There are six steps for any kinds of writing, they are:

1. Getting ideas, in no particular order.

2. Choosing, selecting the ideas you think will be most useful.

3. Outlining, putting these ideas into the best order—making a plan.

4. Drafting, doing a first draft from beginning to end, without going back.

5. Revising, cutting, adding or moving parts of this draft where necessary.

6. Editing, proofreading for grammar, spelling and paragraphs.[[6]](#footnote-7)

There are six processes of writing, such as getting ideas, choosing, outlining, drafting, revising and editing. Six processes above help students to make a writing form easily. According to Kane, Writing has three steps; the first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising."[[7]](#footnote-8) So, the learners must to able to and understanding the step of writing to make good writing by using the step like thinking, doing and revising.

Vender Mey states the writing process shown on the previous page is flexible, not rigid. There are six processes of writing, they are:

1. Getting started, understanding the assignment, selecting a subject, collecting information.

2. Planning, forming a thesis, using methods of development, developing a plan or an outline.

3. Drafting, Opening your draft, developing the middle, ending your draft.

4. Revising, improving ideas, organization, and voice, revising collaboratively.

5. Editing and Proofreading, editing for style, proofreading for correctness.

6.Submitting, preparing a paper for submission, checking for page design and documentation.[[8]](#footnote-9)

Six processes of writing are getting started, planning, drafting, revising, editing, submitting. It makes the students easy when they start to write and make students understand parts of written form. Based on the explanation above, process of the writing is how the students able to organize and develop their idea and mind well, because the students should have a plan about the ideas and minds that will be expressed in writing form and the researcher using Harmer’s process of writing.

During the process, students engage in pre-writing, planning, drafting, and post writing activities which will be discussed briefly in this subtopic.

1.    Pre-Writing

Pre-writing is the first stage in writing process, begins long before thewriter puts thoughts into writing the experiences, observations, and interactions that students have an impact upon when they will write and how they will write it.

2.    Planning

After students have generated some ideas, they must decide what they will say about their chose topic. Students develop an initial plan for the product they will compose. As they do so, they must consider the purpose, audience, point of view and format because these elements have implications for both the planning and the drafting of the written product.

3.    Drafting

At this point in the process, the emphasize is on content and meaning rather than on mechanics and conventions this is the time for written to get down their ideas and thoughts, composing rough drafts based upon pre-writing and planning activities and considerations.

4.    Post Writing

When students have an authentic audience and purpose, they want to rework their written drafts, polishing them for presentation or publications. Teachers may encourage students to share certain pieces or determine the number of pieces that the students a required to share or publish within a set time period, but ultimately the decision about which pieces to share, and with whom should be left up to the writer.[[9]](#footnote-10)Based on the steps of writing process, the researcher conclude that planning and pre-writing have the same stages in which the students can fine and determine the main things about the topic given. After the main things, they will develop their idea in written from (drafting), and also should the editing process make the final readjustments and check accuracy (revising) so that text is maximally accessible to the reader.

Compared to the other skills, writing is more thoughtful. There are certain things that must be considered such as the choice of the words, and the condition of writing that enable the user to use the language freely as we use in speaking.

According to VanderMey, when you write something or create an image, you are sending a message into the world.[[10]](#footnote-11) In writing, the researcher should trough some ways and proceses, the researcher tries how to make good writing. It is because people write something for sending something information to the reader what we write.

In writing process, there is scoring procedure to measure writing ability. The researcher took the scoring procedure by Tribble. According to Tribble there are five classifications of writing scoring criteria. They are:

1. Task fulfillment (content) refers to substance of writing and the experience about the main idea. Content means that the assigned topic is addressed, the ideas are concrete and thoroughly developed.
2. Organization refers to logical organization of the content. It means that the organization of writing must be coherent.
3. Vocabulary refers to the selection of the words those are suitable with the content. Vocabulary means the appropriate diction which is used in communication.
4. Language refers to the correct grammatical and syntactic patterns. It includes correct use of clauses, preposition, modals, articles, verb forms and tense sequencing.
5. Mechanics refers to the graphic conventional of language. It includes correct use of English writing convention; paragraphs indented, punctuation and spelling.[[11]](#footnote-12) All of the criteria should be able by every student in their writing.

In conclusion writing is an important skill to learn a language especially in English that must be learned. There are many uses of written English in daily life, for example to make a book, journal, magazine, newspaper, etc, to make it we must be able and understanding about writing.

1. **Concept of Writing Ability**

 Writing ability is a one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire.[[12]](#footnote-13) Writing is not easy to practiced. So that the writing ability should be trained step by step by the learners. The type of writing in which the students are engaged will became more sophisticated as they acquire greater facility in the exercise of the other skills. Process of writing:[[13]](#footnote-14)

1. Making strokes with proper hand movements. This means to know from where to start a letter and where to end it.

2. Write letter of appropriate size and proper shape.

3. Write letter in words with proper space.

4. Write words in sentence with proper space.

5. Write sentence in paragraph with proper space.

6. Write correct spelling in words.

7. Write capital letters correctly.

8. Write legibly and neatly.

Writing is one of the four skills beside listening, speaking and reading which is very important to be mastered by the learners. Writing is final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are no taking, identifying a central idea, outlining, drafting and editing.

Writing ability can be defined as an ability to communicate all the ideas or imagination into the form of structured pattern so that the readers may understand what the writers mean in their writing.

1. **Concept of Text**

Emilia states that the term text is from Latin language, which means weaving. In other word, text is associated with textiles. Text is defined as words or phrases that are woven to create a unified whole or "words or sentences woven together to create a single whole". Text is a complete unity of language in social and contextual, which maybe in the form of spoken or written languages and preferably from start to finish. If a text does not have a complete organizational structure then the text will not clear.[[14]](#footnote-15)

It means when someone writes or speaks, must write or speak with a comprehensive organizational structure from start to finish or complete.

According to Anderson, there are two main categories of text. They are:

1. Literary Texts

Literary texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic.

1. Factual Texts

Factual texts present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.[[15]](#footnote-16) Literary text includes narrative, poetic and dramatic, it is about people life or considers our beliefs who make us laugh or cry. While factual text include recount, response, explanation, discussion, information report, exposition and procedure. It is present information or ideas, persuade the people.

1. **Definition of Text**

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.[[16]](#footnote-17) It means that text is a number of words to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.[[17]](#footnote-18) Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.[[18]](#footnote-19) It means that text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.[[19]](#footnote-20) According to Emilia that a text has texture and good characteristic[[20]](#footnote-21), as follow:

1. Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

1. Cohesion

Cohesion refers to how the writer relates each part from the text. Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

1. **Kinds of Text**

In English, there are many kinds of genre of the text. Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. The examples below are the genre of the text.

1. Descriptive

 Descriptive text is a text that describes a particular person, place or thing. The purpose of descriptive text is to describe people, place or something in specific. The following is the generic structure of descriptive text:

1. Identification, it is identify the subject or object to be described.
2. Description, it gives information about the characteristics of an object.
3. Report

Report is to describe the result of the research, observation or analysis. The data of report usually conclude the characteristics or condition something. Report text usually found or presented in journal, diary, personal letter, or biography, the organization of report text as follow:

1. General classification, it introduces the topic of the report, general declaration of the report and the classification.
2. Description, it gives the information about characteristics of the topic.
3. Explanation

The function of the explanation text is to explains the process something, theory or culture phenomena. Explanation text also can use to describe or indicate the function of thing or equipment. The generic structure of explanation text is:

1. general statement
2. an explanation about the process or how something occurs
3. closing.
4. Hortatory exposition

The purpose of hortatory exposition text is to persuade the readers or the listeners that something should or should not be the case. The generic structure of exposition text as follow;

1. thesis, it is about stating an issue of concern
2. argument, it gave reason of concern
3. recommendation, stating what ought or ought not to happen
4. Discussion

This is the text that presents opinion or information about more than one side an issue. The general function of it is to give to or more ideas for the topic or phenomena. The generic structure is it as follows:

1. title
2. issue
3. argument
4. conclusion or recommendation.
5. Procedure text

It is a text that tells about how to make something. It gives an instruction about the steps to do something. The text organization as follows:

1. Goal, it as purpose of doing instruction.
2. Materials, it is ingredient, utensils or equipment.
3. Steps, it is a set of instruction.
4. Review

The social function of review text is to gives a critique an art work. The generic structure of review text as follows:

1. orientation, background information of the text
2. interpretative recount, concluding statement
3. evaluation, summary of art work including character and plot
4. evaluative summation, the last opinion about the appraisal or the punch line of the art work being criticized.
5. Narrative

The narrative text is a story or imaginary experience, and it has purpose to gives an entertain to the readers. It has generic structure as follows:

1. orientation, who was involved, when and where was it happened
2. complication/crisis, it is a problem or conflict
3. resolution, it provide solution to the problem
4. coda.
5. Spoof

Spoof has social function of spoof is to tell an event sometimes happens in real life to amuse the reader and sometimes ended by a humorous twist. The organization of the spoof as follows:

1. orientation, it is beginning of the story, tell about shape, place and the time
2. event, it tell what happened in that story
3. twist, it provide the funniest part of the story.
4. Recount

 Recount text is the text that tell event in a form of sequence to give information or amuse the readers. The generic structure of recount text as follows:

1. orientation, it is beginning of the story, tell about shape, place and time.
2. Event, it tells what happened in that story.
3. Re-orientation it is the end of the story.
4. Anecdote

Anecdote is such a recount text, that is report en event or experience but in the end of the story, it has funniest case. The organization of this text as follows:

1. Abstract
2. Orientation, it is beginning of the story, tell about shape, place and time
3. Events, it tells what happened in that story.
4. Crisis, there is a problem in this section
5. Reaction, it is an action from the problem.
6. Coda, it is the changing of the shape and the message of the story
7. Re-orientation, it is the conclusion of the story.
8. News item

 This is text that informs reader and listenersabout events of the day which are considered newsworthy or important. The generic structure of it as follows:

1. Newsworthy events, it is a content of event
2. Background events, elaborated what happened and what caused the event
3. Sources, it is comments by participants
4. Crisis, there is a problem in this problem.
5. Analytical exposition

Social function of it is to gives the readers an argument or an opinion from writer about the topic. The organization of it as follows:

1. Thesis, it usually includes a preview argument or opinion
2. Argument, it consist of a point and elaborated sequence
3. Reiteration, testate the position more forcefully.[[21]](#footnote-22)

 There are many kinds text in English, descriptive, report, explanation, hortatory exposition, discussion, procedure text, review, narrative, spoof, recount, anecdote, news item and analytical exposition each genre of text has own function and generic structure. The students should know and understand about the genre of the text in English. And the researcher concluded that narrative text is the most difficult text between another text, because the students still have not good in vocabulary, low understand about the generic structure and elements of writing and also they. From the score of narrative text of students is low and from explanation above, the researcher choose narrative text and the technique would be used (semantic mapping) is more suitable used in narrative text than another kinds of text

1. **Concept of Narrative Text**

A narrative is a construct created in a constructive format (written, spoken, poetry, prose, images, song, theater or dance) that describes a sequence of fictional or non-fictional events.[[22]](#footnote-23) According to Anderson, narrative is a text which tells a story and, in doing so, entertains or informs the reader or listener.[[23]](#footnote-24)

Personal narratives tell stories, not ones that the writers made up, but ones that they lived. Whatever the topics, the stories should help readers see, hear, touch, and taste those details that make the experiences come alive.[[24]](#footnote-25) It means narrative as a story, so it is should have the element that can make the story more interesting to the reader such as a conflict and conclusion of the story.

Narrative has social function. It entertains and instructs via reflection on experience, deals with problematic events which individuals have to resolve for better or worse.[[25]](#footnote-26) It means, the characteristic of narrative is a story or usually human’s experience, it has a conflict and solving problem, and systematic.

According to Anderson, narrative text types tell a story using spoken or written language. It can be communicated using radio, television, books, newspaper and computer files, pictures, facial expressions and camera angels can also be used to help communicate meaning. Narratives are usually told by a story teller. This person gives the point of view to audience and determine the order in which the events of the story will be told.[[26]](#footnote-27)

Narrative text can be communicated by mass media, there are radio, television, books, newspaper and computer. It makes easy for the audience to get of view. All of narrative story have generic structure.

According Suryana, there are several generic structure of narrative text, they are:

Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (can be paragraph, a picture or opening chapter).

1. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character (s) and often serves to (temporally) toward them, for reaching their goal. Narrative mirror the complications we face in life and tend to reassure us that they are resolvable.

1. Resolution

In a “satisfying” narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end).[[27]](#footnote-28)

It is important for the student to make a text of narrative easy, so they can know part of text which one orientation, complication, evaluation and resolution. Moreover, according to Anderson, a narrative has steps for constructing a narrative. The steps for constructing a narrative text are:

1. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is talking place and where the actions is happening.
2. A complication that sets off a chain of events that influences what will happen in the story.
3. A sequence of events where the characters react to the complication.
4. A resolution in which the characters finally sort out the complication.
5. A coda that provides a comment or moral based on what has been learned from the story (an optional step).[[28]](#footnote-29) As described before constructing narrative help the students know the text of narrative. An orientation tells the audience what the story content, a complication is a problem in the story, a sequence of events is the characters in the story, a resolution is a characters who sort out the complication, and a coda is a about comment or moral in the story.

Emilia states that, Like other genres narrative also have linguistic features. These linguistic features can be listed below:

1. It is sequenced in time, and this is signaled by a range of timeconnectives: *once upon a time, after a while, first, then.*
2. It uses the past tense.
3. It uses many action verbs which express matarial processes that describe what happen: grew, …. passed their home, ….cut the trees, …..chased Timun Mas;
4. It contains dialogues and uses a number of “saying verbs” (Verbal processes), such as: said, asked, replied. Sometimes these saying verbs also indicate how something is said. for example, instead of writing “he said” What is that?” one might say: “He whispered “What is that?”.
5. Many Narratives also use thingking verbs that give us informatin about what participants are thinking or feeling, such as wondered, remembered, though, felt, disliked.
6. Narratives use descriptive language to describe people and things: bitterly could day, long, thick,, warm coat, cold North Wind, gentle Sun and to desribe how actions occur: easily, harder, tightly, and warmly. [[29]](#footnote-30) So, it is important to use the linguistic features of narrative, it makes the story of narrative really describe of the story.

In writing narrative text, there are some elements that should be known to make a good narrative text. They are:

1. The purposes of narrative text

The purpose of narrative text is telling a story that tells a person or group of people, shows how people respond tone or the a group or respond to something, explores the social and cultural values ​​within a particular group of people, and entertains the reader or the listener or the reader interested the story.[[30]](#footnote-31) The narrative text tells us about social and cultural values in the story and make the reader are interestedabout the story.

1. The generic structures of narrative text

There are generic structures in narrative text. They are orientation which provides relevant information about the characters’ situation, complication which introduces one or more problems for characters to solve, resolution which is sorts out the problems for better or worse.[[31]](#footnote-32) The generic structures of narrative text consist of orientation, complication, evaluation and resolution, every part devides the story, it will make easy the students to understand when they make a story.

1. Language features of narrative text

The language features usually found in a narrative text are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, descriptive words to portray the characters and setting.[[32]](#footnote-33) The language features help the reader describe the story.

In conclusion, narrative text in writing ability is telling a story which has been read on pieces of paper using own words which tells a story through the steps for constructing a narrative text and uses language features to get the purposes of writing narrative text. A narrative text is the experience or story of past time based on the plot, and plot consists of event, person, and conflict which is constructed by some steps which steps are orientation, complication, evaluation, resolution and coda (optional step) or is called generic structure.

The example of narrative text:

**Cinderella**

Once upon a time (language feature), there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered (language feature). They treated Cinderella very badly (language feature). Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house.

**CONFLICATION**

**ORIENTATION**

Their mother gave them many beautiful dresses to wear.
One day (language feature), the two step sister received an invitation to the ball that the king’s son was going to give at the palace (language feature). They were excited about this and spent so much time choosing the dresses they would wear. At last, the day (language feature) of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left “Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “Well” said the godmother, ”you’ve been such a cheerful, hardworking, uncomplaining (language feature) girl that I am going to see that you do go to the ball” Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later (language feature), the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally she was driven to the palace (language feature). The king’s son was overjoyed to see her again. They were married and live happily ever after.

**R**

**ESOLUTION**

*Source : Go Ahead English Book*

1. **Concept of Narrative Text Writing Ability**

Narrative text can entertain or inform the reader or listener. To make a good narrative text the researcher must be creative. The researcher also has to understand about points that must be there in narrative text writing. In writing a narrative text, the researcher expresses the idea or topic of the text by keep attention about rhetorical structure and language features of narrative text. The writer also has to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanics) because they will be the assessment of writing. In this research, the students have to retell the story of narrative text they read.

Based on the explanation above, the researcher makes conclusion that students’ narrative text writing ability is their ability to produce or compose a text, by retelling a story in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

1. **Concept of Semantic Mapping Technique**

According to Janet, Semantic mapping is a teacher directed study of a word or concept in relation to other related words and ideas. The teacher begins 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.[[33]](#footnote-34) Consequently, in this technique the students given a word or concept then the students develop the words or concept. By brainstorm characteristics, attributes, related words and ideas and specific example, the students can develop a word or concept. Semantic mapping is an alternative technique that has significant effect on teaching.

Semantic mapping is one way to explain how to categorize word meanings.[[34]](#footnote-35) It means, it can support students to create their own understanding of certain text into their own work by categorize word meanings. Semantic mapping provide the additional benefit of helping students visualize how word meanings can be categorized. Semantic mapping technique allows the students to explore their knowledge of a new word by a creating a map using other related words or phrases similar in meaning to the new word.

According to Antonacci, semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. It means that that semantic mapping can be as visual representation of knowledge.[[35]](#footnote-36) Therefore, the semantic mapping technique can be visual representation of knowledge that support students create their own understanding of certain text into their own work by drawing figure, table or chart which represented the content of the text.

There are some formats of semantic mapping:

**Figure 1**

**Cluster / cloud mapping**



*Teaching Reading Comprehension to Students With Learning Diffulties*

Cluster / cloud diagram is a type of non-linear graphic organizer that can help to systemize the generation of ideas based upon a central topic. By Using this type of diagram[[36]](#footnote-37).Therefore, by using this diagram, the students can more easily brainstorm a theme, associate about an idea or explore a new subject.

**Figure 2**

**Tree Diagram**



Tree diagram is a type of graphic organizer that shows how items are related to one another. Tree’s trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, people or outcomes.[[37]](#footnote-38) So, the main topic is located in the middle or main of trees, and the branches as a development of the main topic.

**Figure 3**

**Spider Diagram**

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A spider map is a type of graphic organizer that is used to investigate and enumerate various aspect of a single theme or topic.[[38]](#footnote-39) It helps the students to organize their thoughts and helps the students to point out the areas where the students must investigate more.

**Figure 4**

**Star Diagram**

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Star diagram is a type of graphic organizer that condense and organize data about multiple traits, fact or attributes associated a single topic[[39]](#footnote-40) Star diagram are useful for the students to basic brainstorming about the topic or simply listing all the major traits related to a theme.

**Figure 5**

**Fishbone Diagram**



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A fishbone map is a type of graphic organizer that is used to explore many aspects or effects of a complex topic, helping the students to organize their thoughts in a simple visual way.[[40]](#footnote-41) Therefore, the fishbone diagram is like a spider map, but it works for more complex topics that require more details to be enumerated.

Some formats of semantic mapping above can be used to develop word knowledge and the teacher should choose the semantic mapping is the most appropriate for the writing learning process. In this research, the researcher use cluster or cloud diagram. According to Oshima in Hanifah cluster semantic mapping as a visual way of showing how your ideas are connected using circles and lines. When your cluster, you generated a diagram of your ideas.It is pre-writing technique.[[41]](#footnote-42) It means that semantic mapping in cluster diagram help the students in pre-writing process with simple way.

From those theories, the researcher concludes that semantic mapping is a technique to explain a visual representation of knowledge, a picture of conceptual relationship 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.

1. **Procedure of Using Semantic Mapping**

There are several procedures to make a map. The students must learn and understand the procedure by the teacher instruction and practice. There are:

1. Select a key concept.
2. Display the key concept and ask the students to brainstorm words that related to the concept.
3. Generate categories around words and create the map.
4. Continue to use the concept map by leading discussions that identify varied meanings and uses of keywords, expand themes and draw conclusions. The students can also extend the use of concept of maps by completing projects such as racism posters discussed above, using them as a study guide for tests or as a reference when learning new concepts.[[42]](#footnote-43)
5. **Procedure of Teaching Narrative Text by Using Semantic Mapping Technique**

The narrative text is the part of writing skill in English teaching. Some students must be able to understand it well. However, teaching writing of narrative text needs something that can make students feel fun, enjoy and have a good impression, so the students understand what the teacher teach.

According Urrutina, writing should be recognized as a special part of language teaching. It needs to be integrated with grammar and vocabulary learning.[[43]](#footnote-44) It means, having ability in writing show that mastered in grammar and vocabulary.

According to Pearson and Johnson , the steps to use semantic mapping in application. There are:

1. The teacher write the topic of piece of writing in a short form in the middle of the board, for example *Cinderalla*.
2. The students then suggest idea about Cinderella story. And the teacher notes the most important word and phrases from these ideas on board radiating out form the topic.
3. After a reasonable number of words and phrases are on the board and these covers the main ideas, the teacher and learners then suggest how these ideas could be sequence in a piece of writing.
4. If the teacher wants to make sure that the words or phrases are actually remembered, the teacher tells learners to look at the board for a minute and then cleans the board. The learners then come up one by one to reconstruct what was on the board, or tell the teacher what to write and where.[[44]](#footnote-45)

In this case, the researcher used the procedure above for the application, but the topic willfollow the lesson plan. Based on the explanation above, the researcher concludes that semantic mapping can help students in writing learning process.

1. **Advantages and Disadvantages of Using Semantic Mapping Technique**

There are some advantages and disadvantages of using semantic mapping in writing learning process:

1. The advantages of using semantic mapping

According to fisher in Ginting, there are some strengths of using semantic mapping:

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 the key ideas more easily. This is particurally important for creative work such as easy writing.
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 points of view because it does not lock it into specific position.[[45]](#footnote-46)

By semantic mapping students get new information without messy scratching out or sequencing it and get easily defines the central idea.

1. Disadvantages of using semantic mapping

Beside the advantages, semantic mapping has disadvantages, they are:

1. It is not easy to apply by beginner students; it requires extensive training.
2. It is difficult to find out the relation between the ideas.
3. The overall pattern does not necessarily memorable.[[46]](#footnote-47)

Before giving technique, the researcher gave explanation to the students how to use this technique, so they can understand well. To find out the relation between the ideas, the researcher help and guide the students to find out tideas. Then, the researcher gave the interesting pattern to make the students easy to memorize, such as colorful and unique.

Based on the advantages and disadvantages above, semantic mapping have advantages such as develop word knowledge, activate students prior language and determine how much building knowledge is required. It means semantic mapping is good to be used in teaching learning writing. In other hand, semantic mapping have disadvantages such as difficult to apply by beginner students so the students need to train before using this technique, difficult to find out the relation between the ideas and the overall pattern does not necessarily memorable.

1. **The Concept of Lecturing Technique**

According to Djamarah lecturing technique is among the oldest teaching technique and has been rarely use in higher education of countries. Lecturing technique is a traditional technique because this technique has used as he tool of oral communication between the teacher and the students in teaching learning process.[[47]](#footnote-48) It means that lecturing technique is the technique of transferring of the knowledge which do by the teacher by using oral explanation directly to the students.

Lecturing technique is oral presentation intended to present information or teach people about a particular. Therefore lecturing technique is a technique to present the subject by using presentation. It can be concludes that the lecturing technique is the oldest technique in teaching learning process that uses an oral explanation.

**1. Procedure of Teaching Narrative Text by Using Lecturing Technique**

According to Stafford and Kelly state there are some steps to teach writing using lecturing technique.[[48]](#footnote-49) There are some procedures to teach narrative text by using lecturing technique.

1. Presenting information, In the learning process the teacher as central for the students tool get information, the teacher explain what will they learn.
2. Clarifying topics and issues, the teacher tells the students what narrative text is by encouraging students to think about the text.
3. The teacher asks the students to write a narrative text.
4. And the last, the teacher will ask the students to collect their work.[[49]](#footnote-50)

The researcher concludes the lecturing technique is the most common technique who followed by teacher when they will teach narrative text. There are some procedures to teach by lecturing technique.

1. **Advantages and Disadvantages of Lecturing Technique**

There are some advantages and disadvantages of lecturing techinique:

1. Advantages of lecturing techique
2. **Teacher control,** because the lecture is delivered by one authoritative figure, a teacher, professor, or instructor of some other kind – that person has full reign of the direction of the lesson and the tone of the classroom.
3. **Effortless,**the lecture method makes the learning process mostly effortless on the part of the students, who need only pay attention during the lecture and take notes where they see fit.
4. Disadvantages of lecturing technique
5. **One-way,** people who are against the lecture method see it as a one-way street. Professors dictate information to students, who have little to no opportunity to provide their own personal input, or protest the information being delivered.
6. Passive, not only do people see the lecture method as a biased, one-way road, but they also see it as a wholly passive experience for students.
7. Strong speaker expectations**,** the lecture method can be disadvantageous to the professor, as well.[[50]](#footnote-51)
8. **Frame of Thinking**

In learning activities, the teacher can do interaction with students as primary meaning of the learning process play an important role. Students are stillconfused to express their ideas in form especially in narrative text. Many teachers are still using old technique, resulting in a rigid atmosphere in the classroom and unconsciously lead students to feel tired and bored. Teacher needs suitable technique that can make the students easy to express their ideas in form of written language. There are many techniques that can be used by the teacher in teaching writing.

Semantic mapping technique is an alternative technique for the teacher in learning process. In semantic mapping technique allow the students to explore their knowledge of a new word by creating map using other related words or phrases similar in meaning to the new word. Semantic mapping provide the additional benefit of helping students visualize how word meanings can be categorized.

From those explanations, the researcher concludes that the classroom writing activities through semantic mapping technique can be used to develop students’ writing ability, especially in narrative text. Then, this technique can make the students be interested to follow the lesson, they have fun and it can be useful for introducing a new topic or theme for them and the students can make a narrative text correctly. Therefore using semantic mapping technique can give positive influence for the students’ writing ability in narrative text.

1. **Hypothesis**

Based on those frame of theories and thinking, the researcher formulates the hypotheses as follows:

Ha : There is a significant influence of using semantic mapping technique towards student’swriting ability in narrative text at the first semester of the eleventh grade of SMK N 1 Abung Selatan in the academic year of 2017/20178.

Ho : There is no a significant influence of using semantic mapping technique towards student’s writing ability narrative text the first semester of the eleventh grade of SMK N 1 Abung Selatan in the academic year of 2017/2018.

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