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**THE EFFECT OF USING KAHOOT APPLICATION AND SEMANTIC  
MAPPING STRATEGY ON STUDENTS' WRITING ABILITY  
AT ISLAMIC JUNIOR HIGH SCHOOL**

**A THESIS**

Submitted to State Islamic University Sultan Syarif Kasim Riau  
in Partial Fulfillment of the Requirements for the Degree of *Magister*  
in English Education



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BY

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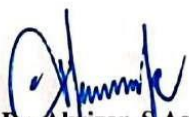
  
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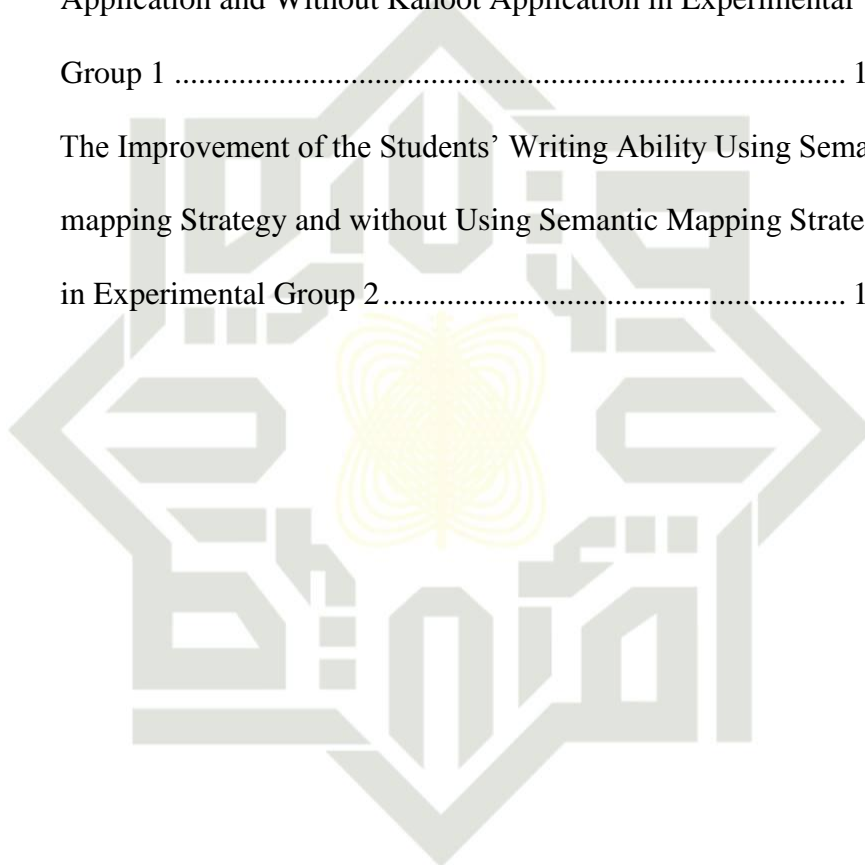
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## TRANSLITERATION GUIDELINES

### 1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘Ain	‘
غ	Ghain	Gh

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ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

**2. Double Consonant**

The double consonant is written double for instance *العامة* written *al-ammah*.

**3. Short Vowel**

Fathah is written *a*, for instance (*شريعة* *Syari'ah*), Kasrah is written *i*, for instance (*الجبالي* *al-Jibali*), and Dhomah is written *u*, for instance (*ظلوما* *zhuluman*)

**4. Double Vowel**

*او* is written *aw*, *او* is written *uw*, *اي* is written *ay*, and *اي* is written *i*.

**5. Ta' Marbutah**

The stopped Ta' Marbutah in the last verseh, for instance *الشريعة* is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance may it. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic : *الميتة*.

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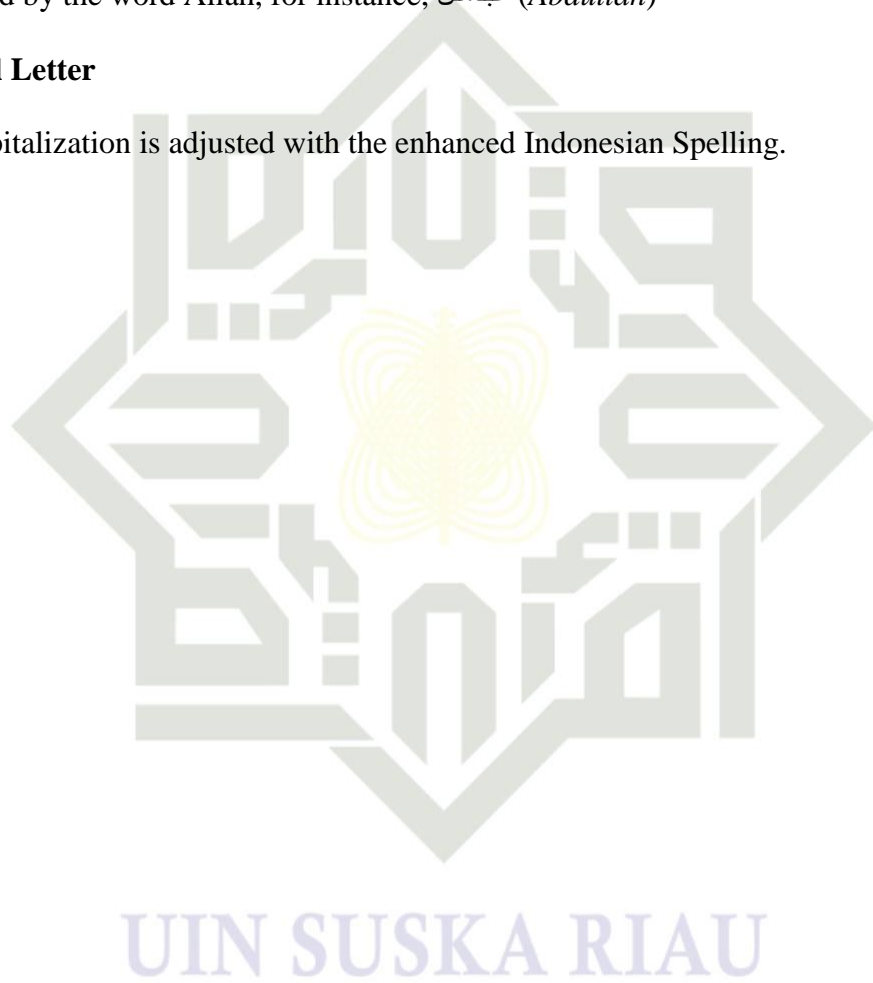
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## 6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, عبدالله (*Abdullah*)

## 7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.





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## ABSTRACT

**Evi Efrida Ritonga (2022): *The Effect of Using Kahoot Application and Semantic Mapping Strategy on Students' Writing Ability Islamic Junior High School***

This research was aimed to find out the significant difference of the improvement by using Kahoot Application and Semantic Mapping Strategy on Students' Writing Ability at Islamic Junior High School. This research was a comparative study that used a quasi-experimental design nonequivalent pre-test and post-test group design or two group serve as the experimental groups. The population was two classes in the seventh grade, two classes at eight grade, and two classes at ninth grade. The total number of populations is 167 students and the total of sample was 2 classes consisting 50 students. The research sample was taken by using convenience sampling. The data were collected through Pre-test and Post-test. The data was analyzed by using Paired Sample T-test, Independent Sample T-test and and Effect size. The results of this research were; first, there was significant difference of the students' writing ability using Kahoot Application and without using Kahoot Application. Second, there was significant difference of the students' writing ability using Semantic Mapping Strategy and without using Semantic Mapping Strategy. Third, there was significant difference of the students' writing ability between using Kahoot Application and using Semantic Mapping Strategy. The use of Kahoot Application was effective at modest level on the students' writing ability. The use of Semantic Mapping Strategy was effective at moderate level. Therefore, Semantic Mapping Strategy was more signifantly increased than Kahoot Application. It proved that Semantic Mapping strategy was more appropriate to be applied for students at grade eight of MTs. Muhammadiyah 8 Siabu.

**Key Word:** Kahoot Application, Semantic Mapping Strategy , Writing Ability



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## ABSTRAK

### **Evi Efrida Ritonga (2022): *Efek Dari Penggunaan Aplikasi Kahoot dan Pemetaan Semantik Strategi Terhadap Kemampuan Menulis Siswa di Sekolah Madrasah Tsanawiyah***

Penelitian ini bertujuan untuk mengetahui perbedaan peningkatan yang signifikan dengan menggunakan Aplikasi Kahoot dan Strategi Pemetaan Semantik terhadap Kemampuan Menulis Siswa di SMP Islam. Penelitian ini merupakan penelitian komparatif dengan menggunakan quasi-experimental design nonequivalent pre-test and post-test group design atau dua kelompok dijadikan sebagai kelompok eksperimen. Populasinya adalah dua kelas di kelas tujuh, dua kelas di kelas delapan, dan dua kelas di kelas sembilan. Jumlah populasi sebanyak 167 siswa dan jumlah sampel sebanyak 2 kelas yang terdiri dari 50 siswa. Sampel penelitian diambil dengan menggunakan convenience sampling. Data dikumpulkan melalui Pre-test dan Post-test. Data dianalisis dengan menggunakan Paired Sample T-test, Independent Sample T-test dan Effect size. Hasil dari penelitian ini adalah; pertama, terdapat perbedaan yang signifikan kemampuan menulis siswa menggunakan Aplikasi Kahoot dan tanpa menggunakan Aplikasi Kahoot. Kedua, terdapat perbedaan yang signifikan pada kemampuan menulis siswa yang menggunakan Strategi Pemetaan Semantik dan tanpa menggunakan Strategi Pemetaan Semantik. Ketiga, terdapat perbedaan yang signifikan kemampuan menulis siswa antara menggunakan Aplikasi Kahoot dan menggunakan Strategi Pemetaan Semantik. Penggunaan Aplikasi Kahoot efektif pada tingkat sedang terhadap kemampuan menulis siswa. Penggunaan Strategi Pemetaan Semantik efektif pada tingkat sedang. Oleh karena itu, Strategi Pemetaan Semantik lebih meningkat secara signifikan daripada Aplikasi Kahoot. Hal ini membuktikan bahwa strategi Semantic Mapping lebih tepat diterapkan pada siswa kelas VIII MTs. Muhammadiyah 8 Siabu.

**Kata Kunci:** Aplikasi Kahoot, Strategi Pemetaan Semantik, Kemampuan Menulis



## ملخص

**Evi Efrida Ritonga (2022): استخدام تطبيق Kahoot واستراتيجية رسم الخرائط الدلالية في قدرة الطلاب على الكتابة في المدرسة الإسلامية الإعدادية الثانوية.**

يهدف هذا البحث إلى معرفة الفرق الكبير في التحسين باستخدام تطبيق Kahoot واستراتيجية رسم الخرائط الدلالية في قدرة الطلاب على الكتابة في المدرسة الإسلامية الإعدادية الثانوية. كان هذا البحث عبارة عن دراسة مقارنة استخدمت تصميمًا شبه تجريبيًا لتصميم مجموعة الاختبار القبلي والبعدي غير المتكافئ أو مجموعتين تعملان كمجموعتين تجريبية. كان السكان فصلين في الصف السابع ، وصفين في الصف الثامن ، وصفين في الصف التاسع. بلغ العدد الإجمالي للسكان 167 طالبًا ومجموع العينة عبارة عن فصلين يتكونان من 50 طالبًا. تم أخذ عينة البحث باستخدام العينات الملائمة. تم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي. تم تحليل البيانات باستخدام اختبار T للعينة المزدوجة ، واختبار T للعينة المستقلة وحجم التأثير. كانت نتائج هذا البحث ؛ أولاً ، كان هناك اختلاف كبير في قدرة الطلاب على الكتابة باستخدام تطبيق Kahoot وبدون استخدام تطبيق Kahoot. ثانيًا ، كان هناك اختلاف كبير في قدرة الطلاب على الكتابة باستخدام إستراتيجية رسم الخرائط الدلالية وبدون استخدام إستراتيجية رسم الخرائط الدلالية. ثالثًا ، كان هناك اختلاف كبير في قدرة الطلاب على الكتابة بين استخدام تطبيق كاهوت واستخدام إستراتيجية رسم الخرائط الدلالية. كان استخدام إستراتيجية رسم الخرائط الدلالية فعالاً على مستوى متواضع في قدرة الطلاب على الكتابة. كان استخدام إستراتيجية رسم الخرائط الدلالية فعالاً على مستوى متوسط. لذلك ، تمت زيادة إستراتيجية رسم الخرائط الدلالية بشكل أكبر من تطبيق كاهوت. لقد أثبت أن إستراتيجية رسم الخرائط الدلالية كانت أكثر ملاءمة ليتم تطبيقها على الطلاب في الصف الثامن من MTs. المحمدية 8 سيابو.

**الكلمة المفتاحية:** تطبيق كاهوت ، إستراتيجية رسم الخرائط الدلالية ، القدرة على الكتابة

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## CHAPTER I INTRODUCTION

### A. Background of the Study

Writing is one of language skills on English that has huge contribution in human's daily life. As Sari (2021) said that we can see the important role of writing in people's daily activity such as personal letter, curriculum vitae, business activities and also office activities. Writing skill is focused in producing and creating information in written form. So with the writing students can express their feeling, opinion, ideas, and emotion. In other words, students explore their mind with writing and without they know they increase their skill and their ability in English. Increasing their ability in writing there are many genres likes: description text, procedure text, hortatory text, narrative text, and recount text. In this research, the writer will focus on writing recount text.

According to Richard (1997) learning to write well is a difficult and lengthy process, because it induces anxiety and frustration in many learners. Then writing is a way to produce language and express idea, feeling, and opinion. Harmer (2004) also said, that writing is a skill that focuses on producing language and the writing skill intellectual level of expression. As state by Sapkota (2012), writing is defines as a process of putting down pictorial symbols that serve to create a language to transmit some meaning to the reader to that he or she can absorb information that the write has attempt to impart. Bazir (2016) also explains that writing has

a procedure requiring ideas, thinking, vocabulary, grammar, punctuation, and expressing those ideas. It means that writing is a way to deliver ideas using words, sentences structures, mechanics, and punctuation so that he utterance have meaning an can be understood by readers, said by Khairunnisaak et al (2022).

However, there are a lot of problems faced by the students relating to their writing ability. As Supatimi (2013) said some of the students have some difficulties of writing ability especially in writing recount text, based on the data the writer specifies students' difficulties into two parts, consisting of difficulties in generic structure and language features. It goes with a research by Husna & Multazim (2019) based on their result of study shows that the students' difficulties in writing recount text are related to content aspect, organization aspect, grammar aspect, mechanic aspect and generic structure of recount text aspect especially in orientation and reorientation. Khairunnisaak, et al (2022) also say that the students are poor in writing content of the recount text, in the organization or the recount text, vocabulary, grammar, and it happened because they were lack of knowledge about the recount text itself and less practice writing a recount text. Students have difficulties in content, organization, language vocabulary, and mechanics in writing recount text Sari (2021).

Practically, based on the preliminary research at one of Islamic junior high school at Siabu, English teachers said the students have lack motivation in learning English, from the average number of students in a

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class thirty students only two or four students love English. The teacher usually use the traditional strategies in teaching in the class such us give the students explanation about the grammar review then give them question to answer, students do the exercise from the book, and teacher together with students check it together and give some feedback. This make the students fell bored during teaching learning process, some of them seem like yawning on their chair. Students aren't really paying their attention to the teaching learning process. They lack of confident because they don't know how to express their ideas in writing a text.

Meanwhile, based on the curriculum used in schools regarding the targets that must be achieved by eighth grade students in writing recount texts is to capture contextual meanings related to social functions, text structures and linguistic elements of oral and written recount texts, very short and simple, related to personal experience (personal recount). Then compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure and linguistic elements, correctly and in context. Based on the interview two basic competencies above were not achieved according to the target due to several factors that occur in classroom teaching learning writing such as traditional learning which was mentioned earlier, lack of student motivation in learning English, and students' difficulties in learning text structures and the language features of recount text. Whereas after learning students are expected to be able to

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gather information about personal experiences in the past to make short and simple texts, then present, listen to, and ask questions about each other's texts with their friends, orally, with speech and word stress.

To solve the problem above teacher usually use some tools or strategies to engage the students motivation in learning English, such as using Kahoot Application and Semantic Mapping Strategy in learning writing recount text. Kahoot Application is one of online game that can be used as a strategy in teaching learning English (Ismail et al., 2018). Kahoot is one of game-based learning platform as a part of digital learning media that can tests students' knowledge of course content. A research about the analysis of using Kahoot of (Lisnani & Emmanuel, 2020) and found that the learning process become more exciting, interesting, and challenging because it is accompanies by music and time to work on the question so that students are challenging to answer the question accurately by the short time, the students also give a positive response to the use of Kahoot!. it goes by some previous studies which has already conducted by some researcher Zarzycka & Podchor (2018) state that the students feel positive and learn something new, students say want to play more language game in the future, increase the students' motivation in learning because they win, master the knowledge, compete with fiends and know the purpose of the lesson; Bicen & Kocakoyun (2018) indicated that the kahoot application can be used effectively for gamification method, has a lot of impact to the students motivation and ambition; beside, Kahoot

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gives the highest influence reported on classroom dynamics, engagement, motivation and improves learning experience (Licorish, et al 2018); Adnyani & Murniasih (2020) found that the teacher and students perception in on the use of Kahoot is very good; in addition, Ismail (2018) the use of Kahoot platform as a teaching aid is well accepted. Bawa (2019) states, that the learners have higher performance outcomes when exposed to activities involving Kahoot versus not using it.

In contrast, although the participants expressed positive attitudes towards the application of Kahoot in the EFL reading class, several negative opinions were expressed regarding the use of Kahoot as a testing tool, said by Chiang (2020), it goes by a study conducted by Nofariansah (2021), show the result of teaching learning process by using Kahoot need a stable signal, has a limited time to answer and has annoying sounds that distract student's concentration.

Some previous research also use Kahoot application as a tools in teaching English. Using Kahoot Application give students' better achievement on writing ability especially in writing recount text (Amalia, et al, 2022) . Angadida (2020) state that Kahoot can be concluded that online media has a significant effect of students' score in learning personal pronoun. Besides, it gives benefit to help students understand the material well, Kahoot brings a good atmosphere in the class, and Kahoot support the students' writing skill. Kahoot could enhance students' writing in terms of organization, idea development, grammar mechanics and writing

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styles (Nofariansah, 2021). Kahoot could significantly improve students writing skills, especially in writing a narrative text Susanti & wahyuni (2022); Alimatussa;diyah, et al (2022); Amalia, et al (2022).

Another fun strategy in teaching writing is through Semantic Mapping Strategy. Semantic Mapping is a visual representation of knowledge, a picture of conceptual relationship. In learning writing, the semantic mapping strategy is a system of words cluster drawing, and then these words will be developed become a coherent sentences in a paragraph Cahyadi (2010). It is one ways to the alternative one to motivate the students in getting ideas, developing their writing and it can create and enjoyable atmosphere in the classroom. Albadri & Rosyidah (2020) state based on the findings of their study conclude that means the use of Semantic Mapping Strategy is effective in improving the ability to write recount text, it goes by the result of a research by Jusmaya & Afriana (2019); Eli (2017); Zahrani (2022); and Krisnawati (2014).

Furthermore, Semantic Mapping Strategy can also be used to help children organize ideas prior to writing or reading activities (Jhonson, Pittelman, & Heimlich, 2013). As and aid to story and report writing, semantic mapping helps the students organize thought and information. In summary, semantic mapping strategy are diagrams that aid discussion and help students see how concepts and ideas are related to another. Based on the result of the research conduct by Albadri & Rosyidah (2020) to test the effectiveness of the Semantic Mapping Strategy of students ability to write

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a recount text found that the use of the Semantic Mapping Strategy is effective in improving the ability to write recount text. Thus both of this strategy can be used by the teacher in teaching writing ability in the class.

Based on previous research, the researcher noted that there is no researcher has examined the comparison between the effect of using Kahoot applications with other alternative learning methods and previous studies using Kahoot in learning vocabulary, grammar and reading and rarely used for writing. Therefore, the researcher really intent to examine the effect of using Kahoot in writing ability, and compare student learning outcomes using Kahoot and Semantic Mapping Strategy in learning writing ability.

## **B. Identification of the problem**

Based on the background of the problem, the problems can be identified as; students have difficulty at telling their experience especially personal experience. The difficulty is not only in telling their experience but also the formation and organization of ideas, in the use of vocabulary, grammar and mechanics. As result students feel bored and less motivated to write recount text. The points of writing haven't reached yet by the students such as getting idea, understand the English words, and express their feeling, opinion and emotion in writing. Teaching learning process is also not challenging because in doing the exercise form the books students can discuss even cheating to other students.

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There are many strategies of teaching writing to solve those poor conditions of writing skill ability problems. There are: share ideas before writing, collaborative writing, use sentences starters, writing warm u, pre writing, chunk assignment with graphic organizers, teacher lead modeling and guided writing, mini writing lessons, provide students with writing tools, use a social media to write, online quiz application, and newest strategy combine with technology like using Kahoot Application. Another strategy of teaching writing is Semantic Mapping Strategy. It can be used to help students to get their ideas before writing, organize the events, and prepare some new vocabularies that they want to use in their writing.

Therefore, the researcher just focuses on the effect of using Kahoot Application and Semantic Mapping Strategy. Thus, the researcher explored the differences between the students' writing ability that apply using Kahoot Application and Semantic Mapping Strategy.

### C. Limitation of the Problem

Based on the Identification above, it is important to limit the problem. The study focuses on the effect of using Kahoot Application and Semantic Mapping Strategy (as treatments) in writing skill ability at one of Islamic Junior High School in Siabu. The writing ability is focus on writing a recount text. It is kind of genre that retell the series of past events and considered as one of common kind of text that can be found in everyday life. This kind of

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recount text was used in teaching writing by using both Kahoot application and Semantic Mapping Strategy because some of reasons.

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**D. Formulation of The Problem**

To make the problem clear, the researcher formulates the problems based on identification above as follows:

- a. Is there any significant difference of the students' writing ability before and after using Kahoot Application at grade eight of MTs. Muhammadiyah 8 Siabu?
- b. Is there any significant difference of the students' writing ability before and after using Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu?
- c. Is there any significant difference of the students' writing ability between using Kahoot Application and Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu?
- d. How is the effect size after using Kahoot Application and Semantic Mapping Strategy on the students' writing ability at grade eight of MTs. Muhammadiyah 8 Siabu?

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**E. Objectives of the Study**

Based on the formulation of the problem above, the objective of the study are:

- a. To examine the significant difference of the students' writing ability before and after using Kahoot Application at grade eight of MTs. Muhammadiyah 8 Siabu.
- b. To examine the significant difference of the students' writing ability before and after using Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu.
- c. To examine significant difference of the students' writing ability between using Kahoot Application and Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu.
- d. To explain the effect size after using Kahoot Application and Semantic Mapping Strategy on the students' writing ability at grade eight of MTs. Muhammadiyah 8 Siabu.

**F. Significance of the Study**

This study is important to carry out the effect of using Kahoot Application and Semantic Mapping Strategy on students writing ability at one of Islamic Junior High School at Siabu. By conducting this study, it is expected to give contributions theoretically and practically.

Theoretically, the use of Kahoot could enhance students' writing in terms of organization, idea development, grammar, mechanics and writing styles and



improving students' writing ability. The benefit of Kahoot helps students understand the material well. It brings a good atmosphere in the class, and Kahoot support students' writing skills. Amalia, et al (2022) stated that by using Kahoot application the students have better achievement toward writing ability. Meanwhile the students get easier in learning writing task and had great enthusiasm to master writing skill by using Semantic Mapping strategy. Semantic Mapping Strategy also help students in making their ideas more readable. Therefore the result of this study are expected to contribute significantly to the enjoyment of using Kahoot Application and Semantic Mapping Strategy in learning Writing recount text.

Practically, the researcher hopes this research will give meaningful contributions not only to English teacher but also to students. English teachers can use the Kahoot application and Semantic Mapping Strategy in teaching learning writing, then support the students' enjoy in writing recount text. This research is expected to give an additional reference for the future research. Then, it is hoped the result of research give the valuable information for the next researcher in conducting the study using Kahoot Application and Semantic Mapping Strategy.

## G. Definition of Terms

### 1. Kahoot Application

Kahoot is one of Game-based learning platform as a part of digital learning media that can tests students' knowledge of course content (Amalia et al., 2022). The game is free and used friendly for

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both teachers and students. Kahoot in this study refers to an online game that used by the teacher and student to increase students' intrinsic motivation, to create an active learning, students' self-efficacy and independent learning to support students' ability in writing.

## 2. Semantic Mapping Strategy

Semantic Mapping is a simple strategy used by students by clustering words starting with determining the mind idea according to the theme they will tell and supported by words related to the main idea (Albadri & Rosyidah, 2020). Semantic Mapping Strategy in this research refers to a strategy that can be used by teacher and students as alternative way to motivate the students in getting ideas, developing their writing, and enrich their vocabulary that can increase students ability in writing recount text in enjoyable atmosphere in the classroom.

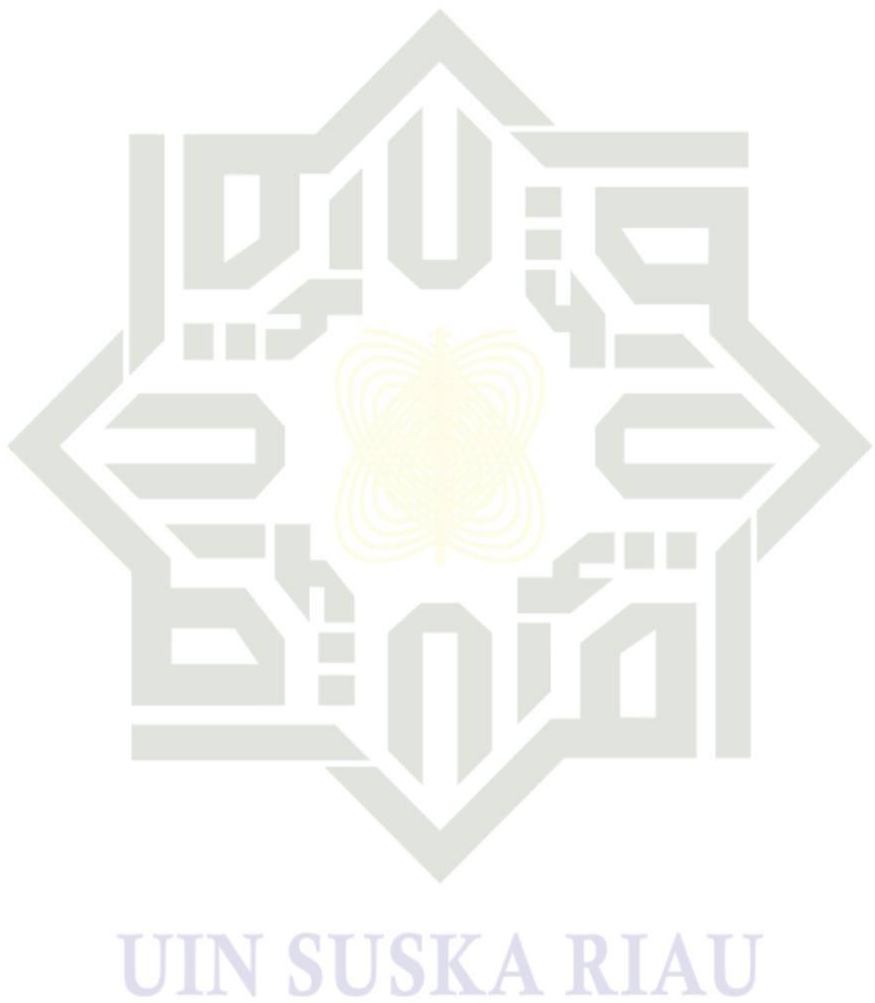
## 3. Writing Ability

According to Hyland (2003), writing ability is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own view on the topic. Writing is an ability that takes ideas, information and writes them in a good written for read to reader. Writing is speaking to others on paper see each

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other of face to face or on a computer screen, so writing is way to produce language does naturally when you communicate each other.



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## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theoretical Framework

#### 1. Language Learning Theory

##### Theory of Behaviorism

According to this theory, all behavior, including reactions (responses) are caused by stimuli (stimuli). If the stimulus has been observed and known, then the response can be predicted. Watson also categorically rejects the influence of instinct and consciousness on behavior. So every behavior can be learned according to the stimulus - response relationship. According to Skinner, verbal behavior is behavior that is controlled by its consequences. If the consequence is a reward, the behavior will continue to be maintained. Strength and frequency will continue to be developed. When the result is punishment, or when there is a lack of reinforcement, the behavior will be weakened or gradually eliminated.

The implication of this theory is that teachers must be careful in determining the types of rewards and punishments. The teacher must know the true pleasure of his students. Punishment must really be something the child doesn't like, and conversely a reward is something the child really likes. Don't let the child be given a gift to think of it as a punishment or vice versa, what the teacher thinks is a punishment for students is considered a gift.



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## Theory of Nativism

The term nativism results from the fundamental statement that language learning is determined by talent. That every human being is born already has the talent to acquire and learn language. The theory of language talent has received support from various sides. *Eric Lenneberg* (1967) made the proposition that language is a special human behavior and that certain ways of understanding, categorizing abilities, and other language-related mechanisms are biologically determined. Chomsky in Hadley (1993) argues that language learning is a special competency, not just a general learning subset. How to speak is much more complicated than just determining Stimulus-Response. Chomsky in Hadley (1993) says that the existence of talent is useful for explaining the secrets of mastering a child's first language in a short time, because of LAD.

Mc. Neil (Brown, 1980) describes LAD as consisting of four language talents, namely: a. The ability to distinguish speech sounds from other sounds. b. The ability to organize language events into various variations. c. Knowledge of any possible particular language system and other systems that are not possible. d. Ability to evaluate language development systems that form possible systems in the simplest way from the linguistic data obtained.

Chomsky in Hadley (1993) argues that the child's language is the legitimate system of their system.

## Theory of Cognitivism

According to this theory, language development must be based on or derived from developments and changes that are more basic and more general in human cognition. Thus the sequences of a child's cognitive development will determine the sequences of his own language development. According to this flow, we learn because of our ability to interpret events or incidents that occur in the environment.

The starting point of cognitive theory is the assumption of a child's cognitive capacity to find structure in the language he hears around him. Understanding, production, comprehension of language in children is seen as the result of children's cognitive processes that are continuously changing and developing. So the stimulus is input for the child which is processed in the brain. In the brain there is an internal mental mechanism that is regulated by cognitive regulators, then comes out as a result of the cognitive processing earlier.

It can be argued that the cognitive approach explained that: a. In learning a language, how do we think. b. Learning occurs and internal mental activity within us c. Learning a language is a complex thought process. Laughlin in Elizabeth (1993) argues that in learning language a child needs a control process interacting with the environment.

The cognitive approach to language learning emphasizes understanding, mental processes or arrangements in acquisition, and views

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children as someone who plays an active role in the language learning process.

### **Functional Theory**

Language researchers are starting to see that language is a manifestation of cognitive and effective ability to explore the world, to relate to other people and also the need for oneself as a human being to prioritize the form of language and not on the level of language.

Piaget described this research as a child's interaction with their environment with a complementary interaction between the development of perceptual cognitive capacities and their experience of language. The research is concerned with the relationship between cognitive development and first language acquisition.

### **Constructivism Theory**

Learning must be actively built by the learner himself rather than explained in detail by others. Thus the knowledge gained is obtained from experience. However, in building experiences students must have the opportunity to express their thoughts, test these ideas through experiments and conversations or questions and answers, as well as to observe and compare the phenomena being tested with other aspects of their lives. In addition, the teacher plays an important role in encouraging students to pay attention to the entire learning process and offers various ways of exploration and approaches. Within its framework, constructive experts challenge teachers to create innovative environments by engaging teachers

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and students to think about and correct learning. For that there are two things

## Writing Ability

Writing is a process which often heavily influenced by constraints of genres, then these elements have to be present in learning activities. “Writing is a combination of process and product, the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers” Linse & David (2005). It means, writing is a way to produce language that comes from our thought with the good sentences, and has purpose to communicate information to the reader or a group of reader and can be understand by the reader.

Writing is an activity to express and put on the idea on written form. Writing is a written work to express one’s feeling, ideas, and thinking, and organize them into a good statements and paragraphs in order to be understand by all of the reader easily of what the writer wants to say Dora, et al (2013). It means, Writing is process for express the feeling and to help learners to produce their written products to communicate to others.

In four skills, writing is the most difficult skill to be learnt. Many of experts have given their definition about writing really means. Linse & David (2005) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas



into statement and paragraph clearly. It means there are processes of thinking into good writing and expressing ideas is very important in writing. In addition, McCrimmon in Saddhono and Slamet (2014) states writing is the dig activity of thoughts and feelings about a subject, choose the things that will be written, determine how to write it so that the reader can be understand it easily and clearly. It means that the thoughts and feelings are interconnected and writers should try to dig an object what you want to write and know how to write that can be understood by the reader.

Similarly, Mary S. Lawrence in Saddhono and Slamet (2015) states that writing is to communicate what and how the mind of the writer. Writing is more complex and more difficult than other skills in English language. Writing is one of the four language skill and many believe that is the most complex one compared to the three other skill, example: listening, speaking, and reading (Widiati & Cahyono, 2001). It means, writing is most complex than other skill, writing not only requiring mastery on grammatically and rhetorical devices but also on conceptual and judgment devices.

Writing is one activity to interaction of cognitive and physical factor. It allows for the creation of ideas and information with written symbols and word. As a method of communication, writing could be used to establish and maintain contact with others, transmit information, express though feeling and reactions, entertain and persuade Prawati, et al

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(2011). So, all the people can maintain contact, transmit information or express feeling without see each other but just write on the papers.

These theories can be explained when the writer write about something, there is message or information that should be delivered to another people. The writer should be creative to express their ideas. In line with Marwoto in Dalman (2014) states that writing is to express ideas freely in essay form. In this case, the writer requires having much knowledge about writing English to express ideas and can be easy to write an article. To complete from theories above, Cheryl in Yandika (2013) also states that: Writing as a process of expressing ideas or though in words, should be done at our leisure. How can we do something that we do not enjoyable? Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

Moreover, enjoyable is very important in process of writing to help process of thinking or expressing ideas. Another theory of writing also states by Oshima and Hogue. Oshima and Hogue (1997) states that writing takes study and practice to develop this skill for both native speakers and new learners of English. It is important to note that writing is a process not a product of something and writing is a progressive activity of thinking. It Sutarno NS (2008) states that: Writing is an appropriate way to realize, spell out and pouring of ideas, concepts, and thoughts into an article. Therefore, someone writing is basically a recording from vision,

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observation, learning, experience, appreciation, meaning and processing power thought of writer.

Based on three theories above, writing is process of thinking that produce about thoughts and ideas. There is purpose and messages that want to be conveyed by the author should be accepted. Furthermore, from three theory above also supported by Dalman (2014) states that: Writing is a form communication activities delivery of message (information) in writing to another person using written language as a tool or medium.

Writing is a creative process of expressing ideas in the form of written language with the aim of, for example, tell, persuade, or entertain. These theories can be explained as when the writer write about something, there is message or information that should be delivered to another people. The writer should be creative to express their ideas. In line with Marwoto in Dalman (2014) states that writing is to express ideas freely in essay form. In this case, the writer requires having much knowledge about writing English to express ideas and can be easy to write an article. To complete from theories above, Cheryl in Yandika (2013) also states that: Writing as a process of expressing ideas or though in words, should be done at our leisure. How can we do something that we do not enjoyable? Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

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Futhermore, enjoyable is very important in process of writing to help process of thinking or expressing ideas. Another theory of writing also states by Oshima and Hogue. Oshima and Hogue (1997) states that writing takes study and practice to develop this skill for both native speakers and new learners of English. It is important to note that writing is a process not a product of something and writing is a progressive activity of thinking. It scratches outline. These techniques help you think about and create material, and they are a central part of the writing process: writing a first draft, revising, editing, and review activities. Writing a first draft is when you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting an essay, building on what has already been done, to make it stronger. Editing is the step after you have revised your essay for content and style, you are ready to edit—check for and correct—errors in grammar, punctuation, and spelling. Students often find it hard to edit their writing carefully. You now have a good overview of the writing process, from prewriting to first draft to revising to editing. To reinforce the information about the writing process that you have learned in this chapter, you can now work through the following activities: taking a writing inventory, prewriting, outlining and revising.

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Blanchard and Root (2002:p.41) states that, in writing process there are several steps:

a. Pre-Writing (Brainstorming and Clustering)

In step about thinking, and writing do you want about your topic before you write a first draft.

b. Writing

Using your ideas to write a first a draft when you write the first draft of your paragraph, and use your ideas to generates from prewriting as a guide.

c. Revising

Improving what your have in your write, when you revise your paragraph, you can do following: add new ideas to support the topic, cross out sentences that do not support the topic and change the other of sentences.

Based on explanation above, the writing process is very important to be good writer, because the writer should pay attention the way in writing correctly such as prewriting, writing and revising. The researcher used theory from Blanchard and Root in writing process because writing process will help the student in learning process in good writing that systematic. Writing skills is one type of language skills which should be controlled by the student. In this activity a writer must skilled to utilize language structures and vocabulary.

Byrne in Saddhono and Slamet (2014) states that: Writing skills is the ability to pour thoughts into written language through sentences that are arranged as a whole, complete, and clear so that the ideas can be communicated to the reader to succeed. It means writing skills should use language patterns in writing.

Through writing can produce your thoughts that can be communicated with other people (reader). However, Langan (2008) states that Writing skill is not natural gift. It is a skill like driving, typing, or cooking, and, like any skill, it can be learned. It means that skills can be improved with practice everyday. Based on some opinions on the above, it can be argued that writing skills are the skills of ideas, ideas, feelings in the form of written language so that others can read understand the contents of the text properly.

### **Importance of writing**

Writing is on of important skill which have to mastered by the students because writing can help them to think critically and deeply to build a good writing. Writing is also a necessary component of education, livelihood, and functional basics in our society. By learning writing, the students will get knowledge of how to write effectively, how to express their ideas. And how to share their thoughts with anyone eels through writing. Harmer (2004) states that there is some importance in learning writing. Those can be seen in the following points:

- a. Writing encourages students to focus on accurate language use because they think as they write. It may provoke well development as they resolve problems that writing puts in their mind.
- b. Writing is often no time-bound in the way conversation is. It means that in writing activities the students have a longer time to think rather than speaking activities. Thus, the students can choose the appropriate words that will be used to express their ideas. They can also have a longer time to check their grammatical patterns.
- c. Writing has always been used as a means of reinforcing language that has been taught. The teacher uses writing skills to make a note about recently learned grammar in the learning process.
- d. Writing is frequently useful as preparation for some other activities, in particular when the students write sentences. The students are given the time to think about the ideas and asked to write a sentence.
- e. Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. The teacher asks students to write short dialogues which they will act out.
- f. Writing is also in questionnaire-type activities. Students may be asked to design a questionnaire by asking questions to their friends. \
- g. Writing is also used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities.

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Teaching writing as a process presupposes a change in the teachers' approach and practice. It holds that many English teachers "teach writing as a product, focusing their critical attention on what their students have done as if they had passed literature into us" harmer (2004). That is, many teachers tend to consider learners' writing as if it was literature which it is not. Moreover, English teachers tend to assign a specific subject or theme for the learners to write about which may, on the one hand, demand knowledge about a topic that students are not familiarized with and on the other, play against their motivation if the learners are not interested in the topic. That is why teaching writing should be approached in a way that learners are guided through the edition process, which helps them to become aware not only of the stages for producing a text but also of the strategies that work for them to improve their writing.

### The Teaching of Writing Skill

In the teaching writing there are some principles that students have to take attention to. Thus, writing activity is not only moving words into a paper. But also transferring of students' mind and opinion into words and develop it.

According to Nation (2008), the following principles can be used to evaluate teaching and learning activities so that the best are chosen for use.

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a. Meaning-focused input

Learners should bring experience and knowledge to their writing. Writing is most likely to be useful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language. We will look at experience tasks later in this chapter.

b. Meaning- focused output

1. Learners should do lots of writing and lots of different kinds of writing. There are many elements of the writing skill which are peculiar to writing and so time spent writing provides useful practice for these elements. This is a very robust principle for each of the four skills. Different genres use different writing conventions and draw on different language features and so it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write on topics types describes one approach to different kinds of writing.

2. Learners should write with a message-focused purpose. Most writing should be done with the aim of communication a message to the reader and the writer should have a reader in mind when writing. In the following chapters we will look at ways of doing this.

3. Writing should interest learners and draw on their interest

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4. Learners should experience a feeling of success in most of their writing.
  5. Learners should use writing to increase their language knowledge. The section on guided tasks in this chapter focuses on this.
  6. Learners should develop skill in the use of computers to increase the quality and speed of their writing. As we shall see, computers provide very useful ways of providing feedback, especially when the learners submit their writing as a computer file.
  7. Writing instruction should be based on a careful needs analysis which considers what the learners need to be able to do with writing, what they can do now, and what they want to do.
- c. Language-focused Learning
1. Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing.
  2. Learners should have conscious strategies for dealing with parts of the writing process.
  3. Where the L1 uses a different script or where learners are not literate in their L1, the learners should give attention to clarity and fluency in producing the form of the written script. Such activities can include careful writing, copying models, and doing repetitive writing movements.

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4. Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing. We have already looked at the teaching and learning of spelling.
  5. Teachers should provide and arrange for feedback that encourages in improve writing.
  6. Learners should be aware of the ethical issues involves in writing.
- d. Fluency Development
1. Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy.
  2. Helping learners write familiar material. The following section looks at how tasks can be designed.

### Indicators of Writing

As one of productive skill writing is a complex skill. It has several components that are very important to produce a good writing. David P. Haris (1969) states that are five general components of writing, first is content, organization, content, grammar and vocabulary. Content is the substance of the writing; the ideas expressed. Organization is the organization of the content, grammar is the employment of grammatical forms and syntactic patterns. The last is vocabulary is the choice of

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structures and lexical items to give a particular tone or flavor to the writing.

In addition, Arthur Huges (1989) states that are four major indicators of writing, they are; grammar, vocabulary, mechanics and fluency. Grammar is the structure of sentences. There are only few mistakes in grammatical component found. Vocabulary is many students make poor choice of words, is all about the words which is suitable in the context, mechanic is the use of the graphic conventions of the language, and the last is fluency in the composition or the general form in the context.

In addition, writing ability has three indicators based on the Curriculum 2013 in Indonesia, They are: The students are able to capturing contextual meanings related to social function, text structures and linguistic elements of oral and written recount text; students are able to write recount text related to personal experience in the past; and students are able to present their respective texts each with his/her friends, orally, with speech and correct words.

Based on theories above, the researcher used the theory Curriculum 2013 in Indonesia, because the theory is suitable with rubric scoring and indicator of writing is very important in writing. The criteria in indicator of writing are used to score the students' writing, in order to know how good in writing.

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Recount text is one kind of genres in writing text which function is to amuse, entertain, and to deal with actual experience. Recount is a text that retells events or experiences with sequence which they ever got in past, and has purpose is either to inform or to entertain the audience. Recount as one of the story genres can be simple one type because it retell event or experiences in life and every day thing or event trough by itself. Actually, recount text can be found in many activities in our real life. “There are some familiar recount text types to many people. Like newspaper and magazine which report someone in past, letter about someone experience which send to her/ his friends and entry biography or autobiography Mulyani & Al-Hafizh (2012). So, event thought recount text has many types but recount text will be purely informative, while other will aim to both inform and entertain.

Based on explanation above, writing recount text is an activity to express an event or experience on the paper with the sequence and organize them into a good statement and good paragraph, so that will be clear to reader. It means, writing recount text is retell past events or give information into chronologically of what had happened on the paper.

Writing recount text is very helpful for people and for students to study about English language. Writer can write everything that they want to write. Without they know they improve their language when writing something.

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Recount text is type of text that should be mastered by students. Recount text is very useful for students in process of writing. There are several theories about recount text from several language experts. Mark Anderson and Kathy Anderson in Puji (2011) states recount text is a piece of text that retells past events, usually in the order in which they occurred. It means to give description to other people that occurred in the past.

From theories above, Maharani (2007) also support with state that, recount text is functions to tell the story of the past writing incident as the incident took place at a time ago. It means the story to complete the theory above, Fauziati et al (2013) also states that: Recount text is tells past events which occurred in a sequence. Recount text does not include conflicts but only retell a sequence of events which occurred in the past.

It means, recount text just retell about events that occurred in the past. Similarly, the opinion that supported by Ken Hyland in Puji (2011) states that, recount text is to reconstruct past experiences by retelling events in original sequences.

Based on all the theories above, it can conclude recount text is text that tells about events that occurred in the past in original experiences. This text aims to give some experiences about past that may be known by other peoples in form of information in sequence.

Mukarto and Sujatmiko in Puji (2011) states that recount text is classified into three, they are: Personal recount, Factual recount and Procedural recount. Personal recount is on of recount text which retelling

an experience in which the writer was personally involved. The purpose of personal recount is to inform, entertain the audience (listeners or readers), or both. Factual recount is a list or record of a certain event, such as new story, eye witness, news report, historical events. Procedural recount records events such as science experiment or a cooking experience. It present the events chronologically (in the order in which they happened). The purpose of procedural recounts is to inform listeners or readers.

In the other hand, Derwianka (1990) states that to identifying three types of recount text. They are personal recount, factual recount, and imaginative recount. Personal recount is telling about the activity which the first person pronoun is included in that story, it is included funnies story and diary. Factual recount is a note about an event, such as research report, police report, the news in the newspaper, history, etc. Imaginative recount is a fiction story such as fiction books.

Emilia (2008) also states there are three types of recount text, as follow: Personal recount, factual recount, and imaginative recount. Personal recount is telling again about experience which authors have been involved directly. Factual recount is telling again about events or accidents such as the news in newspaper and accident report. Imaginative recount is telling about the role that is both imaginative and imaginary connecting events.

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From all theories above, it can conclude about three types of recount text is text that retell about events in the past that real story or in the form of fiction. Based on Mukarto's theories about personal recount is text which is retelling an experience in which the writer was personally involved, the researcher chose about personal recount, because the researcher will know about experiences that students have that can tell in the form of text.

In generic structure of recount text, there are some ways to write about recount text. Maharani (2007) states that there are three part in generic structure, they are consist of using past tense, using a common pattern such as (Orientation, Events and Re- Orientation), and communicative purpose is to entertain or recount past events. Orientation here means contain of figures, time and place in this story. Events in this recount text means composed of the events are arranged in a sequence. The last is Re- Orientation here contains a personal comment or expression of assessment.

### **Purpose of Writing Recount Text**

Recount text has many purposes in writing or for the writer. Recount text is to reconstruct past experience by retelling event in original sequences Hyland (2006). It means the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened.

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Recount is written to retell events with the purpose of either informing or entertaining their audience. In a simple word the purpose of recount text is to retell past experience.

### Generic Structure of Writing Recount Text

Every genre text in writing has generic structure in written form, and also in writing recount text, so have generic structure of writing Recount text as follows (Ningrum & Rita, 2013):

- a. Tells who was involved, what happened, where the events took place, and when it happened.
- b. Events: tell what happened in chronological order
- c. Re-orientation: concludes the experiences.

Recount text has three generic structures; first one is orientation, orientation as beginning of generic structure in writing recount text and to introduce the story. After that is event, in event retell ass series events in the story of recount text and finally is re- orientation, reorientations a s closure of events or the ending of the story. Functional of every element of generic structure, as follows:

#### 1. Orientation

Orientation is the first generic structure of recount text.

Orientation text is given the reader to know the background information.

\Orientation is providing information about situations (Hyland, 2007). In

conclusion orientation is a description of background information needed

to understand the text, such as who was involved, where it happened and when it happened. So functions of orientation as follows:

- To pay attention of the reader
- To show the topic about and event that will be explain
- Must interest, so make the reader want to read the text or story.
- Used ejective to describe personal attitude, and show the personal attitude, example: it was wonderful and we like it very much.

The function of orientation is to let reader know who is involved, where and when the events took places and as an illustration of the story that will be told.

## 2. Event

Event is a second generic structure of writing recount text. Event is a series of events, ordered in a chronological sequence. Event is the main activities that occurred in the story of the text. In writing a recount text, events are ordered in a chronological sequence (Husna & Multazim, 2019).

In conclusion event is a series of event in temporal sequence. So, the function of event as follows:

- To tell the detail activities about event chronologically
- To tell chronologically activities and used sequences markers: first, second, third, etc. or first, next, after that, then, finally.
- Grammatical patens:

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- Used predicate with verb in past tense, past perfect, past continuous tense.
- Used verb of doing on predicate, example: went, took, got, departed, and left. those described activities.
- Used adjective for show the personal attitude.

The function of event here is to explain the series of event from the first event up to the end. So in here the writer told the event or a story of recount text to the reader.

### 3. Reorientation

Reorientation is the third and become the last of generic structure in writing recount text. Reorientation is a closing step of statement that includes elaboration (Husna & Multazim, 2019). So in conclusion, reorientation is a personal comment about the event what happened in the end. So, the function of reorientation as follows:

- To express personal attitude about activities or event that will be tell in the text or story.
- Conclusion with personal attitude.

The function of reorientation is to conclude the series of event or become the end of the story of recount text and to express the writer.

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## Lexical Grammar of Writing Recount Text

The purpose of recount text is to retell the past event through by themselves. Recount text as a text to retell the past event has grammar used recount text. Grammar is an important part in writing. We much know the grammatical used in every kind of texts. Recount text usually include the following grammatical.

Students much know all the grammatical include in recount text, these are more explanations about the grammatical above, they are:

Use of nouns and pronouns to identify people, animals, and things involved. Noun is a part of speech that names a person, thing, idea, action and quality. The nouns is one of the most part of speech. It is arrangement with verb help to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification. Example table, cat, book, and car.

Pronoun is a word or phrase that is used as a substitution for a noun or noun phrase, which is known as the pronoun’s antecedent. The traditional definition of a pronouns as a word that take place of a noun. In addition, many pronouns have the ability to serve either of two function they may stand alone in noun function or as adjectives (determiner). Example: I, me, he, she, you, it, her, his, someone and everybody.

Use of past action verb to refer the event

Action verb or verb is express an action whether it be physical or mental.

The verb is the most complex part of speech. It’s varying arrangement



with nouns determine the different kind of sentences. An action that explain what the subject of the sentences is doing or has done. For example: act, give, read, ride, run, and send.

Use of past tense to located event in relation to speaker's or research's time

Simple past tense is used in writing recount text. "Simple past tense is used to express actions/event in past time, in some cases, past tense is used to describe past situation and event. Past tense has a purpose that is familiarly known by people that the pattern is used to explain activity happened in the past. For using the pattern of simple past tense, there are some conditions that need to be considered. They are nominal pattern and verbal pattern.

Use conjunction or time connectives to sequence the event

Conjunction is a part of speech that used to connect word, phrases, clauses, or sentences. Conjunction can join clauses or sentences and are then often known as conjuncts. So, the purpose of conjunction is to connect phrases, clauses and sentences. Examples: besides, however, otherwise, so, and therefore .So the conjunction are considered to be invariable grammar particle, and they may or may not stand between items they conjoin.

Use the adverb and adverbial phrases to indicate place and time.

Adverb is a word that usually Modify, limit and restrict the meaning from the verb. Adverb in meaning form words having a strong lexical content

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(those that describe the action of the verb, or those that indicate such meaning as time and place). So adverb is important in writing recount text.

Example: last week, a month ago, and the day before yesterday.

Adverbials are word that we use to give more information about verb.

Adverbial of place (location or direction) and time, including multi- word adverbials of frequency, comes after the verb and its object, if an So the adverbial we used in retell the time and place that we took in the past event that will we explain in writing recount text, example here, to class, and in the morning.

Use of adjectives to describe nouns.

Adjective is a word that describe the qualities or describe the nouns. The adjective is a modifier that grammatical property of comparison. It is often identified by special derivational ending or by special adverbial modifiers that precede it. Adjectives come before the nous and can be used in plural and singular or countable and uncountable nouns, example of adjective as, few, much, beautiful and ugly.

### Process of Writing Recount Text

Writing is a process of write down idea and opinion on the paper.

Recount text as one of some kinds of genre in English has a process how to write writing recount text. According to harmer the process of writing has four elements, they are: planning, drafting, editing and final version

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Harmer (2004). So, if writer or students know the elements of writing process, can make easier to write a recount text.

### Assessment of Writing Procedure Text

Writing is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas and though. So to make their writing to be good written, they need to know assessment in writing. In assessment of writing process, the students should pay attention to the aspect of writing in order they are able to write well.

Assessment is important for the teacher to know the students ability in writing recount text. The student ability in writing can be seen from the aspect writing. Scoring procedure for writing assessment on five aspects, they are: content, organization, vocabulary, language use and mechanics. (Weigle, 2002). So, aspect in writing is important to make good written. The explanation from five aspects in writing as follows:

First is content, content usually called by ideas or topic. The content that were given to the students considered familiar to the students. The first problem in writing a recount text is dealing with the content. (Lailatul Husna & Zainil & Yenni Rozimela, 2019) It makes one point, or indicates where unit of the topic begins and end. It means content is a point which chosen for explain in the text and other hand it call topic of text or topic of sentence in paragraph.

Second is organization, organizing the ideas students have to use component of generic structure of writing recount text. Students cannot organized the ideas because they do not know how to delivery in it in English and student must write with related coherent in recount text. According to Reep. A paragraph achievement coherent when the sentences proceed in a sequence that supports one point at the time. They must compose the writing by applying the correct coherences from one sentence to other sentences.

Third is vocabulary, vocabulary is a very important role in constructing a good paragraph. By choosing appropriate word, the writer will be able to communicate ideas, opinions, even disagreements smoothly San, Refaldi & Rosa (2013). Students will hard to present what in their mind without mastering vocabulary.

Forth is language use or grammar. Students have difficulties in using target language. One of the target language is grammar, some of students lack in grammar, they can use grammar correctly.

The last is mechanic. Student did not have difficulties of putting punctuations and capitalization. They student can differentiated between the pronunciation and written form of word. Assessing students' ability in writing is not easy. Teacher should ask the student to write down a text to know the ability of every students and make assessing and scoring of every students. Students' writing can be done by analysis the students written.

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Based on explanation above is giving assessment for the advance level, for example to analyze the article or scientific work. But in this research, the researcher going to analyzed the students writing assignments. Students asked to write a story of recount text based on their experiences.

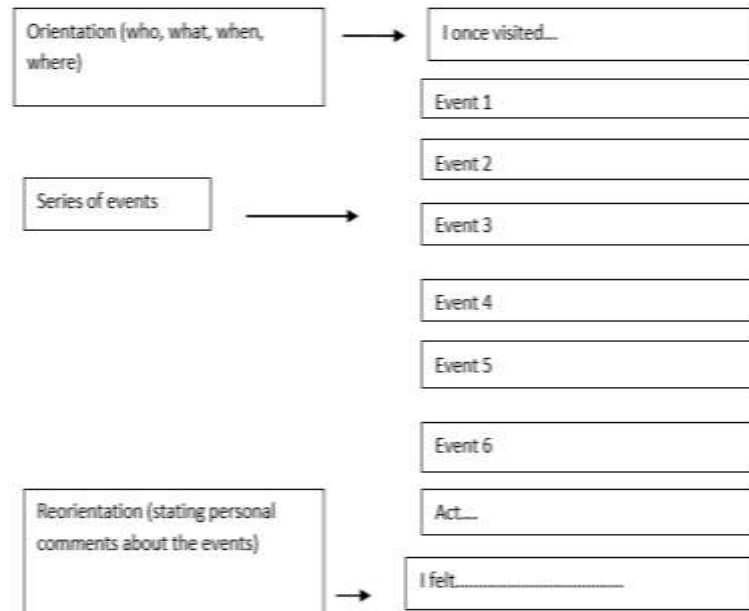
### Material of Writing Recount Text

Based on the national curriculum K13, the aim in teaching writing recount text in Junior high school is that the students are able in writing a simple recount text. The targets or teaching writing recount text for second year of junior high school is students can compiling oral and written recount text, short and simple, related to historical event, by showing social functions, text structure and linguistic elements, correctly and accordance with the context Widiанти & Cahyono (2001). So it means a complete element of recount text about how to write orientation, even and re orientations. An example of exercise on writing recount text based on students' hand book is :

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Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday. Make the outline of the story below



(Sources: Utami Widiati, Buku Bahasa Inggris)

Figure 2.1 Material of writing Recount text

The other example of exercise on writing recount text based on students handbook is:

### The Battle of Surabaya

On 10 November, Indonesia celebrates HariPahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

### 3. The use of Kahoot in Teaching Writing

According to Brand & Brooker (2018) Kahoot is one of the well-known game-based learning platforms which is very user friendly for both educators and learners. It is an innovation of Johan Brand, Jamie Brooker and Morten Versvik in collaboration with the Norwegian University of

Technology & Science. It means that Kahoot is one of game-based learning platform as a part of digital learning media.

Kahoot application is a learning game conducted in the classroom with the students. It can be defined as the response system of the students. Multiple choice questions may be formulated in debate format using the Kahoot application, and can be played with all students. Kahoot is a game-based classroom response system played by the whole class in real time. It means that it's a tool for using technology to administer quizzers, discussions, or surveys. Multiple choice questions are projected on the screen. Students will answer the questions with their smartphone, tablet, or computer.

Kahoot is an online game that test student's knowledge of course content. The game is free for both teachers and students, and simple requires a multimedia tool to participate. A cellphone, laptop, or chrome book works for running the Kahoot website. Teachers can create quizzes using multiple choice questions presented in a game-based format to students. The quizzes contain various multimedia contents such as pictures or videos. According to Said, et al (2018) say that, Kahoot is a free game-based learning platform for teachers of awesome, classroom superheroes and learners. Kahoot has two different addressed, for students Kahoot.it and for teachers Kahoot.com with Kahoot teachers and students will learn and play the game. Kahoot is a tool that delivers and presents question to students. It is set up as a game that students can play either individually or

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in groups. Instructors provide students with multiple choice question, which are projected on a classroom screen. Each question has a limit of 95 characters, is displayed anywhere from 5 second to 2 minutes, and is restricted to four response option.

Kahoot! is a popular e-learning tool that can easily use for providing metacognitive support, liveliness in class and student attendance in higher education which need limited lectures and students' education. The free online learning platform has needed limited lectures and student education. The free online learning platform has been accepted worldwide with more than 30 million uses and it is based one behavioral design methodologies and is current user centered Bicen & Kocakoyun (2018).

Solanki, Khan, & Iqbal ( 2020) they said on their article, Kahoot! is an application that used frequently in primary and secondary schools but less so in adult learning, although it is gaining popularity. Participant can log into the system without making an account first, they just need to connect their smartphone to the internet and enter the code. There are a number of game selections on Kahoot! the quiz mode gives overall score per participants, provides more points to those who answer questions quicker and has a podium to show the top three scorers.

According to Chen, et al (2017) stated that Kahoot fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation. In line with Ciaramella (2017) stated that using Kahoot is effective in

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helping students with learning disabilities and other health impairments to acquire and retain writing skill. Based on Mansur & Fadhilawati (2019) concluded that using the Kahoot application could improve students' writing skill and build self-directed learning motivation and enjoyed learning English, especially writing recount text, through this game-based application. According to Almanar (2019) Kahoot has its best practices in reviewing students' writing skill. It showed from Kahoot application where results and students' mistakes were viewed in excel exactly after the quiz done. Kahoot allowed the students to see their progresses in the real time. It also helps the students to monitor their progresses day by day.

Based on the explanation of the experts above, it means Kahoot can be an alternative solution to have a class engagement become more fun to improve on students' writing skill and self-directed learning.

According to Ismail & Mohammad (2017) there are several advantages of using Kahoot: easy to use, freely available for anyone, multiple types of Kahoot available, simple account registration, students can simply join Kahoot, compatible with smartphone, tablets, or ordinary computers, flexible response time for each question.

Based on Dellos (2015) Kahoot allows teachers to create online quizzes that can be accessed through students' smartphone, tablet, or computers. The teacher can make quizzes or platform deals with the material that being taught, and then the teacher shares the link of the

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platform with the students. And the students can access the platform by using their smartphone or their other supporting devices.

Kahoot's features offer the ability to earn points, engaging sound effects, and motivational music. This features of Kahoot can attract students' participation and makes learning process more fun. The researcher also suggests that kahoot's audio and music create a positive learning experience for the users that encourages participation.

### **Advantages and Disadvantages of Kahoot Application**

According to Heni, et al (2019) some of the advantages of the use of Kahoot, there are : it is free online game, students can log in without downloading the application, easy for instructors to learn, music and colors are added to give students excitement and energy, increase students engagement, review, and save students' results; it allows students to take quizzes multiple times and complete against themselves for better scores; and a setting to allow instructors to adjust the response time from 5 seconds to 120 seconds.

From the explanation above, the researcher concludes that there are many advantages to using Kahoot in the classroom that will benefit both the teacher and the students. Using Kahoot in learning process will giving positive feedback to the students, which made the so it let them study harder and actively participate in the competition.

According to Heni, et al (2019) there are also some disadvantages about Kahoot. In which educators and students should be aware of that there is a limit on the number of characters that can use in questions and responses; and educators cannot ask open-ended questions or receive open-ended responses, limited internet access will affect the learning process, students must have the facilities at least the gadget and internet.

### **Kahoot Application in Teaching Writing Skill**

Heni, et al (2019) proved that teachers have to face the fact that a game-based technology might be soon present in language classroom and that it can add more motivation to learning activities. Kahoot is an appropriate choice for teaching writing skill in recount text and increasing self-directed learning. According to Kapuler (2015) Kahoot as one of the top 100 new online apps to use in the classroom. Kahoot came in at number 36 on the list of apps rated for their effectiveness and usefulness for teaching and assessing students in the classroom. It means that Kahoot may be an effective tool for writing acquisition. Kahoot is a relatively new online tool and as a result there is limited research on the effect of Kahoot in the classroom, and a lack of evidence for its effectiveness as a tool to teach writing in recount text. According to Yip and Kwan (2006) using video games to teach in the classroom could capture a learner's attention better than traditional methods. It means that the Kahoot application has



the potential to serve as an interactive technology based instructional tool that may increase students' writing ability.

The students' writing skill in recount text will be reviewed and tested through the quizzes done b each day of the meeting. According to Chall and Jacobs (2003) explained that “students” word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies”. It means having more vocabularies will bring the students to have better chance to understand and master the language. Kahoot played as the tools of reviewing students' vocabulary mastery.

According to Kyoko (2015) Kahoot allows educators to create surveys and game-based quizzes that they can join using a pin number. The students select answer choices on a personal device such as a smartphone, laptop, computer, tablet that coincide with questions that are displayed on the smartphone. Students are able to play the games without needing an account username, and create a nickname that will be displayed during the game. Furthermore, Kahoot quiz game questions may include multimedia visual such as pictures and videos to further engage students and then students get to earn points for answering questions correctly and quickly.

The implementation Kahoot application in teaching writing skill in recount text there are some procedures and its procedures has divided into

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some steps activities. First, if the teacher wants to make a content using Kahoot, the teacher should log in to the Kahoot application. Then the teacher can make questions or host game by clicking the features Kahoot so that the students' self-directed learning improved on After finishing the content design, the teacher can share it by using code for the students to access it.

Here are some steps how to conduct Kahoot application:

1. First, open Kahoot!.com, the figure above is the page of kahoot! will be seen like that figure. Teacher needs to login to their account. By having an account teacher can make their own materials or quizzes related to the topic in the class. Teacher can add a name on the “add name” button, see what’s new on Kahoot! and some of the teacher’s materials or quizzes library, which is made by the teacher.
2. Then choose one of the quizzes that teacher will play with the students. All of the material that the teacher makes will be saved in “My Kahoot” button.
3. After choosing one of the them, teacher and students are ready to play, then click the play button
4. Teacher choose a way to play the Kahoot!, first is teach and the second is assign. Teach means, teacher will use Kahoot! at that time in the class for virtual classroom. Assign means students can do the game by them-selves for self – paced learning.

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5. For teaching in the classroom, there are two kinds of game, the first is classic, and the second is team mode. In classic student will use their own smartphone or laptop and vote the correct answer by themselves as individual. Team mode means, if all of the students don't have enough gadget, teacher can separate them into team, thus one gadget for some a team.
6. In Kahoot! teacher will be the host, and share the screen to the students by using a projector. The students enter the code and click the enter button.
7. The teacher's as a host and monitor all of the participants joining the game.
8. These following pictures are the students' step in playing Kahott! On their smartphone/Pc. First they open Kahoot.com, and click on play a new game!. Then they enter the code of the game, then click the enter button, next step they make their name, and Ok, go. They will in on the game while waiting all of the participants joins the game. Next, the game will begin, students have the different color, and different shape to choose their answer. They look at the teacher's monitor which is the host, and vote their answer on their phone. They also can see wheater they get the correct answer or incorrect answer.
9. On the teacher's monitor will be seen like this figure when hosting the game.

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10. This figure shows the students score, the quicker they answer the higher score they get.

11. After all of the question were answered by all of the students, the winner board will appear and show the result for the first, second, and third.

### Procedure of using Kahoot Application

There are some steps that we should do in the class to use the Kahoot application in teaching writing, especially recount text, the procedure of using Kahoot application as Follow:

1. Open Kahoot.com

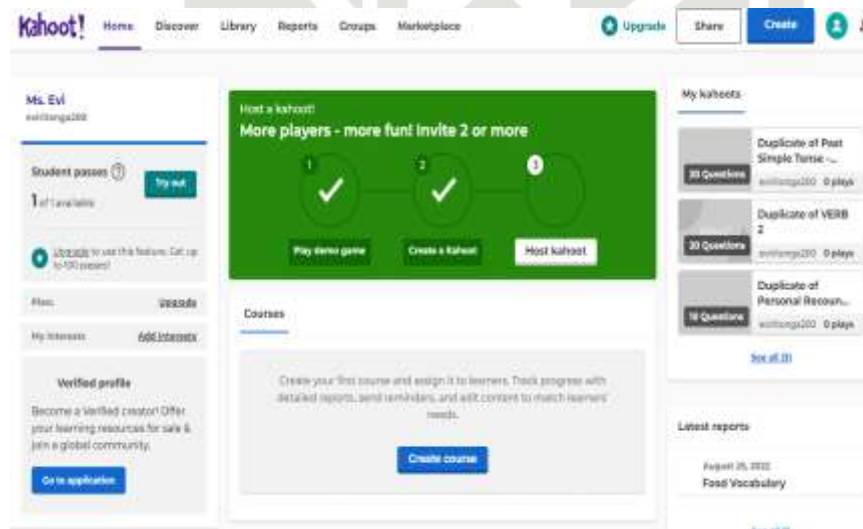


Figure 2.2 The homepage of Kahoot Application



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2. Choose the Quizziz, click the play button

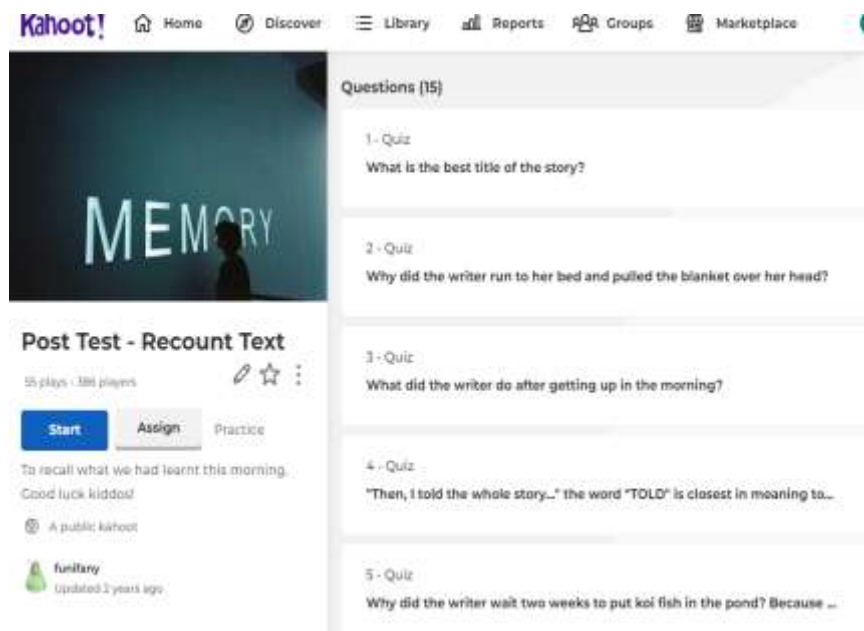


Figure 2.3 Teacher discover the topic and click the start button

3. Teacher will be the host
4. Students can play individually or in the group

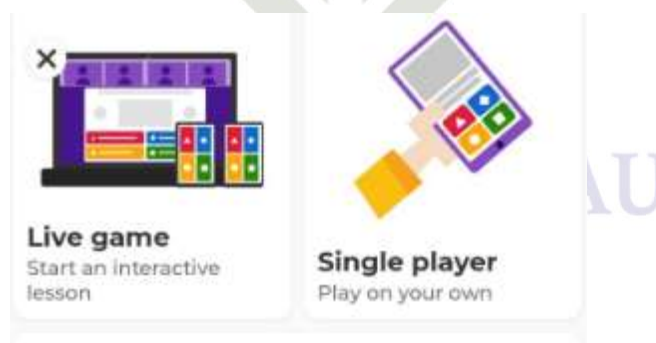


Figure 2.4 The game mode

5. On the teacher monitor can be seen like figure when hosting the game

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6. The figure shows the students score

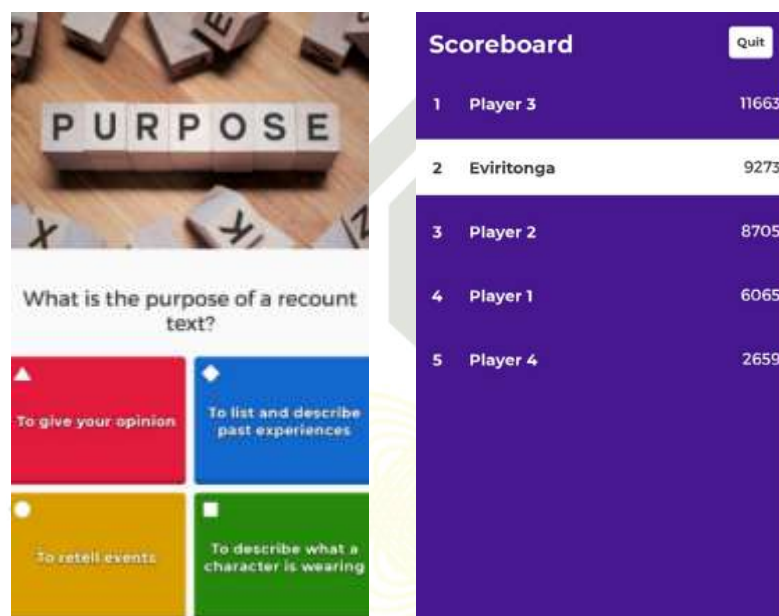


Figure 2.5 Students choose the correct answer and see their rank on the scoreboard

7. The winner will be shown soon.

#### 4. Semantic Mapping Strategy in Teaching Writing

The concept of Semantic mapping in this study refers to the identification of whether the given semantic features are inside or outside the semantic word. Various terms have been used in the literature to refer to the term semantic mapping. In language learning, the term semantic mapping is usually used to refer to brainstorming associations that a word has and then describing the results Hatch & Brown (1995).

Semantic mapping comes from the words semantic and mapping. According to Hurford, et al (2007), Semantics is the study of meaning in language or the study of the meaning of language. While mapping comes from the word map which means map. Mapping also means as an effective way to help students develop and organize their ideas before they begin writing.

This means that mapping is an effective way to help students develop and organize ideas before they start writing. Semantic mapping is a variety of strategies designed to show how keywords or concepts are related to one another through graphical representations. Meanwhile, according to Hyunh (2018), semantic mapping consists of a very broad category of graphic organizers and can be used in various areas of discussion to help students understand relationships and build concepts about broad topics. Furthermore, Semantic Mapping is a strategy for representing word concepts graphically. It helps the students to develop their vocabulary through a deeper understanding conceptual knowledge by displaying words into categories to show how they are related to each other Indriati (2014).

Semantic Mapping strategy allows the students to explore their knowledge of vocabulary by creating a map word. It consist of a diagram which display a single word or phrase, places in the center as topic and another associated words are added in the form of branches. According to Grave (2008), semantic Mapping is one of the most powerful approaches

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to teach vocabulary because it engages students in thinking about word relationship. The strategy promotes students' active exploration of word relationships to a deeper understanding of word meanings by developing their conceptual knowledge related to words. In addition, Winters (2002) asserts that Semantic Mapping represent a graphic teaching strategy which has been devised to help learners build the conceptual connections they need to decipher any word, completely.

#### **Advantages of Using Semantic Mapping Strategy**

There are several advantages of using semantic mapping strategy in teaching learning process. First, helping students to remember the words easily because it organized in some categories of word. The forms of semantic mapping makes the explanations of the topic is clear and easy to remember. Second, decreasing students boredom in learning vocabulary. An interesting form of semantic mapping can decrease the boredom. Students have the new technique in learning vocabulary and also writing. Third, helping students become active participants in the class because they have their ideas represented. Because semantic mapping involves te teacher and the students working together, it invites the students to be active participants during the class. Fourth, increasing students' motivation to learn new vocabulary because of the attractiveness of semantic mapping in teaching in the class.

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Semantic Mapping is a visual display that demonstrates relationships between one word to another. There are seven advantages of using Semantic mapping in teaching learning process based on Indriati (2014).

1. Representing ideas or vies from a large group of participants or stakeholders in an easy to interpret format;
2. Helping students brainstorm and generate new idea;
3. encouraging students to discover new concepts and the propositions that connect them,
4. allowing students to more clearly communicate ideas; thought and information,
5. identifying complex relationship between issues, factors, and so on in a tangible or graphic format; and the last,
6. participating focused, everybody can have his or her ideas;
7. promoting active participation therefore ensures that participants stay on task.

Then Cahyadi (2010) states some of the advantaues of Semantic Mapping in teaching writing. They are: it can help the students generate their ideas about a topic given, it can improve note taking, and create thinking skill, it helps to develop reflective thinking because the students have opportunity to determine, guide and rearrange information, which is given in order to increase concentration and motivation for the students in writing, and it is good technique writing.

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## Form of Semantic Mapping

There are several forms of semantic mapping.

### 1. Star

Star diagram is a type of graphic organizer that condense and organize data about multiple traits, facts, or attributes associated a single topic. It is useful for basic brainstorming about a topic or simply listing all the mayor traits related to a theme. Star diagram can use for recount text. The goal of diagram to make the students easier to remember the story of the text. Then we can put the title of the story in the center of the star. We can put the subtopic such as who, when, what, where, and why.



Figure 2.6 The example of star semantic mapping

### 2. Spider

A spider map (sometimes called a semantic map) is a type of graphic organizer that is used to investigate and enumerate various

aspects of single theme or topic, helping the students to organized their thoughts. It looks a bit like spider's web, hence its name. the process of creating a spider diagram helps the student focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps the students to monitor their growing comprehension of the topic. It also helps point out the areas where the students must investigate more. If the topic at hand involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use a spider diagram as your graphic organizer. The spider diagram is like a star graphic with another level of detail.

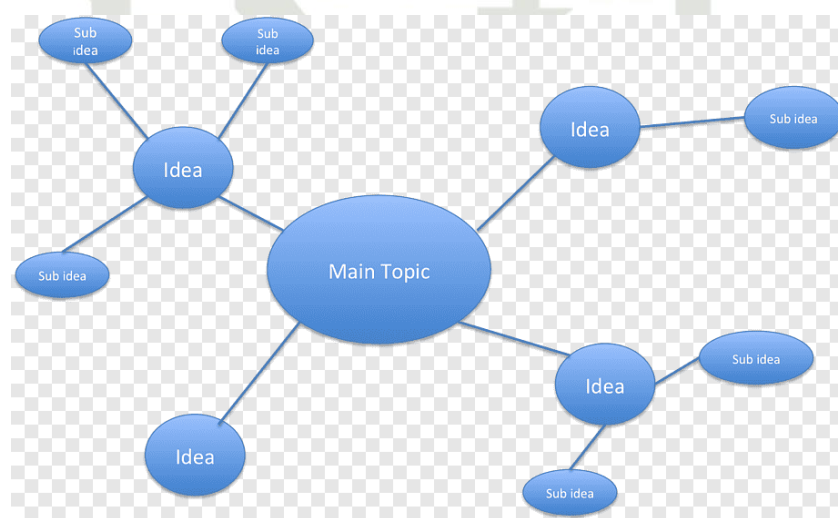


Figure 2.7 Spider Diagram

### 3. Fishbone

A fishbone map (sometimes called a herringbone map) is a type of graphic organizer that is used to explore the many aspects of effects of a complex topic, helping the student to organize their thoughts in a

simple, visual way. The use of color helps make a fishbone map clearer and easier to interpret.

If the topic at hand involves investigating attributes associated with a single, complex topic, and the obtaining more details on each of these ideas, use a fishbone diagram as your graphic organizer. The fishbone diagram is like a spider map, but it works for more complex topic-topics that require more details to be enumerated. The process of creating fishbone diagram helps the students focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps student to monitor their growing comprehension of the topic. It also helps point out the areas where the student must investigate more.

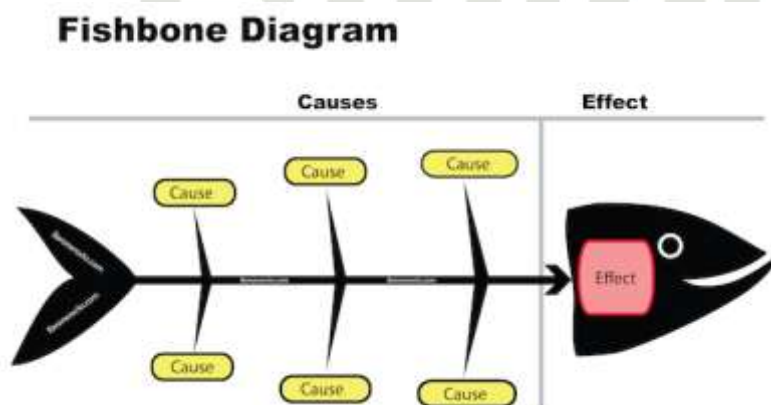


Figure 2.8 Fishbone Diagram

#### 4. Cloud/ Cluster.

Cloud/cluster diagram are a type of non-linear graphic organizer that can help to systematize the generation of ideas based upon a central topic. Using this type of diagram, the student can more easily



brainstorm a theme, associate about idea and explore a new subject. To create a cluster diagram, the student first thinks of as many terms or ideas relating to the stimulus topic as possible, and then write the second – level ideas in circles attached to the main topic. This first step is like creating a star diagram. Then the student explores each of these new second-level ideas in turn, and for each, finds as many related ideas as possible (and adds these third-level terms to the diagram around the idea). If more detail is desired. The previous step can be repeated for each of the third- level ideas or more.



Figure 2.9 Cloud/Cluster diagram

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## 5. Tree

Tree diagrams are a type of graphic organizer that shows how items are related to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factor, influence, traits, people, or outcomes.

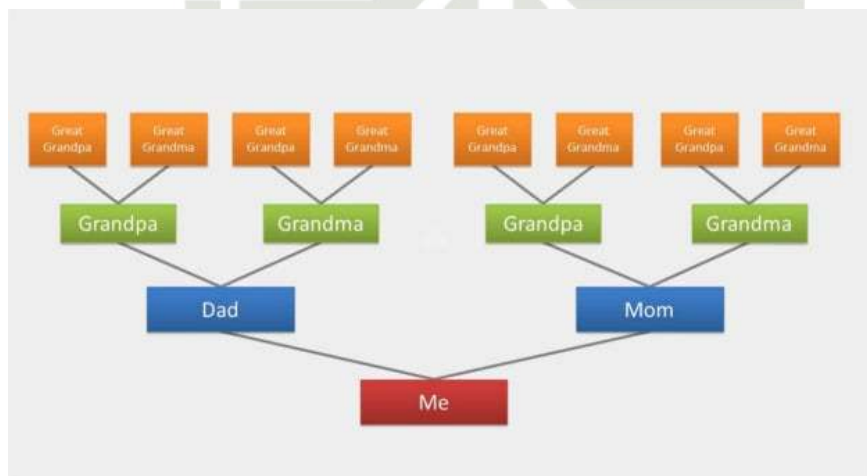


Figure 2.10 The tree diagram

## 6. Chain

Chain diagrams, also called sequence of events diagrams, are a type of graphic organizer that describe the stages or steps in a process. The students must be able to identify the first step in the process, all of the resulting stages in the procedure as they unfold and the outcome. In this process, the student realizes how one step leads to the next in the process, and eventually, to the outcome. Chain diagrams are useful

examining linear cause and effect processes and other processes that unfold sequentially.



Figure 2.11 The chain diagram

## 7. Cycle

Cycle diagrams are a type of graphic organizer that shows how items are related to one another in a repeating cycle. Use a cycle diagram when there is no beginning and no end to a repeating process. In making a cycle diagram, the student must identify the main events in the cycle, how they interact, and how the cycle repeats.

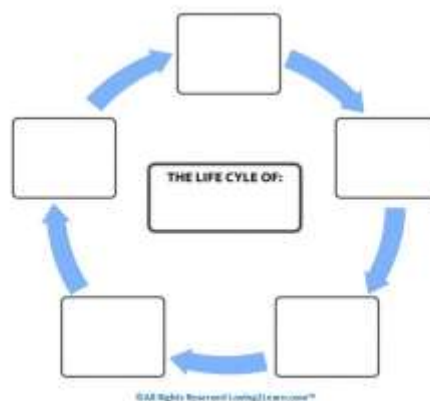


Figure 2.12 The cycle diagram

## 8. Vocabulary map

Vocabulary maps are graphic organizers that can be useful in helping a student learn new vocabulary words. For each new vocabulary word, the student writes the word, its definition, its part of speech (noun, verb, adjective, adverb, etc), a synonym, an antonym, draws a picture that illustrates the meaning of the word, and writes a meaningful sentence using the word.

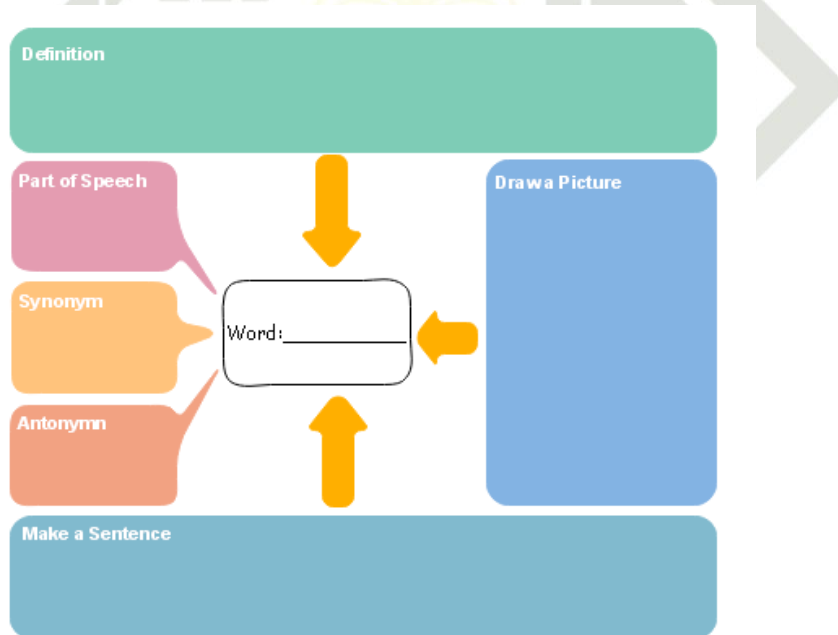


Figure 2.13 The Vocabulary map



## How to Use the Semantic Mapping

The purpose of semantic mapping may be used: A a pre-assignment strategy to active students prior knowledge or to help the teacher in assessing the students' writing ability to do the assignment, as a strategy to allow students to record what they learning during assignment, and as a post assignment strategy to allow them to integrate or synthesize what they have studied. In totally, a semantic mapping activity assist students in viewing learning from an organized versus a fragmented perspective.

In using the semantic mapping, the students should move from one idea to another then back to first idea and forward again to a new idea and so forth. The ideas of the students can be changed completely, or cluster into sentences or paragraph form. they have to concentrate on ideas about the topic, without thinking about grammar. But, after they finish their writing, they will check it.

However, to show the relationship between ideas and small particular fat about a topic can use circles, boxes, lines, or ellipses. They define semantic mapping techniques as being used to motivate and involve students in the thinking, reading, and writing aspects. It enhances vocabulary development y helping student's link new information with previous experience. The instructional sequences of semantic mapping are: select a word central to the top; display the target word; invite the students to generate as many words as possible that relate to the target word; have

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the students write the generated word in categories; have the students label categories; from the list, construct a map; lead the class in a discussion that focuses on identifying meanings and uses of word, clarifying ideas highlighting major conclusion, identifying key elements, expanding ideas and summarizing information.

In addition there are some indicators of using Semantic Mapping Strategy based on Hague (1987) in teaching writing ability, they are:

1. write the target topic on the whiteboard
2. Brainstorming words related to the topic
3. Writing the word list by categories in the form of a map
4. Asking the students to write sentences using any words on the semantic map
5. Assigning the students to write a recount text.

According to Maggard (2009), semanting mapping strategy can be painted to be diagram below.

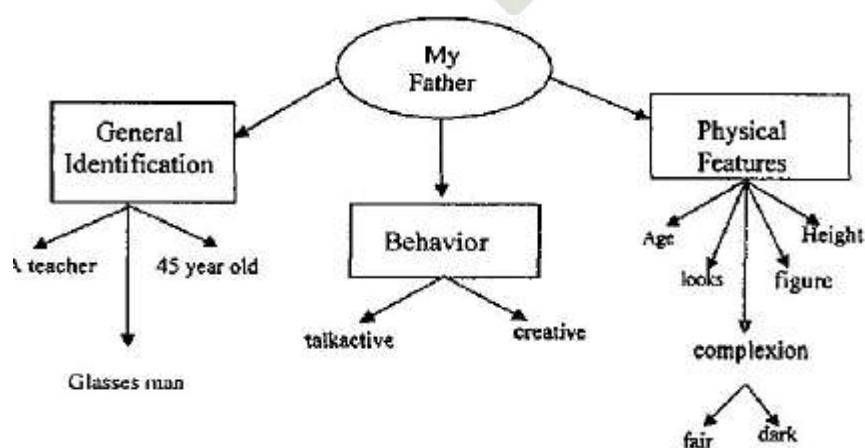


Figure 2.14  
The example of Semantic Mapping

This diagram in the semantic mapping technique, we make it before we write a descriptive text paragraph. From the semantic above, it can be elaborated in this description. My father is as the central topic, and then some key words are related to the topic as the supporting ideas. They are general identification, behavior, and physical features. From the general identification, it shows the mapping pointing that a teacher and 45 years old. Then from behavior there are two mapping, talkative and creative. From the physical features, there are some supporting words, age, looks, complexion, figure, and height. Then supporting ideas for complexion are fair and dark. Thus, it can be a short paragraph as follows:

“ My father is a teacher, he is 45 years old. He is talkative teacher at the school. I like the way of his teaching, because, he is creative one. Hee always gets the award from the school and government. He always wears glasses because his eyes are not well. But, he still has the good spirit in his job. Even though his age is 45 years old, his figure is still hadsome father for me”.

From the illustration above and the discussion of the procedure followed, it can be seen that Semantic mapping incorporates many of the aspects of Communicative language teaching. Which have been found to be benefit students in learning second language. Semantic Mapping is interactive because in drafting the map, students work each other both before and after the targeted language topic. Its creation entails total students involvement, the students are active participants throughout the

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development of the map. Then, Semantic Mapping allows for sequential negotiation.

First there is interpersonal negotiation through students' suggestion and categorized. Finally there is a return to interpersonal negotiation as the class modifies the pre assignment and personalized maps into the post assignment map. It is an information gap activity since students must fill in gaps in the map and their personal schemata of the topics as the map takes shape. It is a predictive activity because in the pre-writing phase, the students' discussion basically anticipates what will appear in the writing material. It is student centered because the semantic map makes use the students' prior knowledge and because students control the input at each stage of the map's building. It is teacher-friendly because it allows the EFL teacher unobtrusively to pre-assess the students' write ness to do an assignment, take immediate steps (as in vocabulary introduction) to enhance their preparation, and to post-evaluate how well the students integrated or synthesized what they had studied. Finally, it is an integrative activity, since it allows students to connect previous knowledge with the new knowledge, there by expanding their reservoir of knowledge through that interrelationship.

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## B. Related Studies

Some relevant studies have been conducted for recent years about using Kahoot and see the students' perception, motivation and the result of using Kahoot!. First is a study from (Lisnani & Emmanuel, 2020), for instance, An analysis of Kahoot! Application in Science. It was aimed to get the overview of process and result of student's quizzes in high class science learning courses through the use of the Kahoot! application for the students of the second semester, and to know the responses about learning by Kahoot! application, they conduct the research in is the University of Katolik Musi Charitas in Indonesia, the participants was the second semester of PGSD study program, they collected the data using test and questionnaire. The finding showed the learning process becomes more exiting, interesting, and challenging because it is accompanied by music and time to works on the question so that students are trained in speed and accuracy in answering question, the students gave a positive response to the use of Kahoot! application as seem from the result of the questionnaire in which some students expected the completion of the quiz to be carried out using the Kahoot! application in the future.

Second is a study from (Zarzycka-piskorz & Podchor, 2018) Kahoot! it or not? Can games be motivating in learning grammar? It was aimed to see why are the students trying to learn what is relevant to then using gamification tools. What make them want to play a learning game, and to observe and assess how the students' motivation increase – if – to learn

and practice grammar and how practice grammar and how effective this mode. The research design is qualitative study with 112 students as participants. It found that the students feel positives and learn something new, they say want to play more language game in the future, increase the student's motivation in learning because they win, master the knowledge, compete with friends and know the purpose of the lesson. While students also say that the lesson using Kahoot! is better than traditional teaching, the point in their study is, Kahoot! give a very much positive impact to the teaching learning process.

Third is a study form (Chiang, 2020) Kahoot! In an EFL Reading Class. This study was aimed to see what are advantages and disadvantages do EFL students perceive regarding the use of Kahoot! as a testing tool in the classroom, to see what is the EFL learners' general perception of Kahoot!, and are there any gender differences in the EFL learners' perception of Kahoot!. There were 65 sophomore students from a private college in Taiwan. He collected the data through questionnaire, and found there was no gender differences were found in students' perceptions of the use of Kahoot! for English learning. Although the participants expressed positive attitudes towards the application of Kahoot! in the EFL reading class, several negative opinions were expressed regarding the use of Kahoot! as a testing tool. These results provide support for the affective filter hypothesis. Implication for EFL teachers and future research are discussed.

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Forth is a study from (Bicen & Kocakoyun, 2018) on their article with the title Perceptions of Students for Gamification Approach: Kahoot as a case study. This study was aimed to the general perspective of students about gamification, the effectiveness of Kahoot! and the students' view/evaluate the Kahoot! application? and to know the students' opinion at the end of the application. There were 55 female and 10 male as the participants in this study, the research methodology was qualitative and quantitative research, and collected the data through in interviews. The findings showed that inclusion of a gamification method increase the interest of students in the class, and increases students' ambition for success. The result also indicated that the Kahoot! Application can be used effectively for gamification method has impact on students that render them more ambitious and motivated to study.

Fifth is a study from (Licorish, Owen, Daniel, & George, 2018) Students' Perception of Kahoot!'s influence on Teaching and Learning. This study was aimed to see the influence classroom dynamics, does the use of Kahoot! Influence students' engagement and how? what ways does the use of Kahoot! Influence students' motivation towards learning, and how does the use of Kahoot! enrich learning experience. There were 14 students as participant for this study, 10 male and 4 female in New Zealand. They used semi structures interview to collect the data. They found all of the participants seem to agree that the use of Kahoot! captured and sustained their attention. Key findings revealed that Kahoot! enrich the

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quality of students learning in the classroom. with the highest influence reported on classroom dynamics, engagement, motivation, and improves learning experience.

Sixth is the study from (Adnyani, Adnyana, & Murniasih, 2020), Teachers and Students' Perception on Using Kahoot! for English Learning. This student aimed to determine teacher's perception on using Kahoot! for English Learning, to see the students' perception on using Kahoot, and constrains encountered while using Kahoot! for English learning. There were 32 students and 1 English teacher of Class X MIPA 1 of SMA 4 Singaraja Indonesia. They use pretest and posttest in a qualitative method and experimental design. They found that they highlight teacher and students' perceptions on the use of Kahoot! is very good. The constrain encountered by the teacher is slow internet connection when accessing Kahoot!.

Seventh is a study from (Angadida, 2020) The effect of Kahoot online media on students' Scores in Learning Personal Pronoun at tenth Grade of SMAN 9 Kota Jambi. This research was done to find the effect of Kahoot online media on students; scores in learning personal pronouns at tenth grade of SMA N 9 Kota Jambi, they intended to find out whether there was any significant effect of Kahoot online media on students' scores in learning personal pronouns. There were 60 students in this research, 30 students are in the experiment class, and 30 students are in the control class. They use pre- test and post test to see the score. They found that

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Kahoot can be concluded that online media has a significant effect of students' score in learning personal pronoun at tenth grade of SMA N 9 Kota Jambi.

Eight is a study from (Bawa, 2019) Using Kahoot to Inspire. This research was done to find if the learners have higher performance outcomes when exposed to activities involving Kahoot versus not using it. He uses qualitative and quantitative study in this research. Based on the survey have done to 96 students, they suggest that the learners' performance and engagement are enhance when using Kahoot versus traditional teaching method.

Ninth is a study from (Licorish et al., 2018) Game-Based Students Responses System: The effectiveness of Kahoot! on Junior and Senior Information Science Students' Learning. This research was conducted to investigate the circumstances under which Kahoot! in increase junior and senior information science university students' learning and knowledge retention beyond that of traditional teaching methods and to explore whether the positive learning impacts of Kahoot vary as a function of student subject- knowledge. They interviewed 13 junior at first grade and 14 senior at third grade in New Zealand. Their findings are Kahoot use increased students' learning and knowledge retention, among other positive impact. However, the perceived learning impact of Kahoot! was greater for senior students. Senior students found Kahoot more useful for learning new knowledge and revising previously acquired knowledge. On

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the other hand, while junior students also experience positive learning impacts using Kahoot, they reported concerns regarding limited and shallow content coverage, and the time consuming and distracting nature of the platform.

Tenth is a study from (Ismail et al., 2018) Implementation of the gamification Concept Using Kahoot! Among TVET Student: AN Observation. Their aimed to identify students' attitudes, motivations and perceptions on early exposure to gamification through the Kahoot! usage in Malaysia. There are 20 students from third year students of machining industry program in Malaysia answered the questionnaire. The result of their study found that application of gamification concepts using Kahoot is well received in terms of attitude, motivations, and students perceptions. This indicates that the gamification implementation concepts using the Kahoot platform as a teaching aid is well accepted by the vocational college students.

Eleventh, is the study from (Cahyadi, 2010), The influence of Using Semantic Mapping Technique on Students' Writing Ability at the Second year of SMAN Rokan IV Koto. The findings of his study is there is any significant influence of using semantics mapping techniques toward students writing ability, it means that the first hypotheses or  $H_a$  is accepted and the second hypotheses or  $H_o$  is rejected.

Twelfth, is a study from (Albadri & Rosyidah, 2020) on the title The Effectiveness of Semantic Mapping Strategy to improve Students''

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Writing Skill on Recount text in language Dormitory. The aim of this study is to find the influence of Semantic Mapping strategy on students' ability to write recount text and to test the effectiveness of the Semantic Mapping strategy of students' ability to write recount text. Based on the results of pretest and post test, students' ability in writing recount text increases by 38, which is the difference between the control class' post-test average score of 86. They conclude that means the use of the Semantic Mapping strategy is effective in improving the ability to wrote recount text.

Thirteenth, is a study from (Indriati, 2014), with the title The effectiveness of semantic mapping strategy to improve students' vocabulary mastery. the purpose of the this study was to investigate the effectiveness of semantic mapping strategy to improve students' vocabulary mastery. they conducted the study at SMP4 Batang with the sample of 74 students. the analysis of the test result showed that the students' improvement of experimental group was higher that control group. In the post-test the mean score of the experimental group was 82.08 while the control group 76,38. They found that there is a significant difference in vocabulary achievement between the students who are taught by using semantic mapping strategy and those who are taught by using wordlist strategy, the researcher concluded that semantic mapping strategy is more effective to be implemented in teaching vocabulary to improve students' vocabulary mastery that wordlist strategy.

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Fourteenth, is the study of (Krisnawati, 2014), in the titled Using Semantic Mapping to Improve 7<sup>th</sup> Grade Students' Reading Comprehension in SMPN 1 Jetis. The research aimed at improving students' ability in reading comprehension through Semantic Mapping for grade VII E of SMP Negeri 1 Jetis Bantul Yogyakarta. The research findings showed that the use of Semantic Mapping in teaching reading comprehension was able to improve the students' ability. It included their abilities in relating their abilitie in relating their prior knowledge with new information and associating the supporting details with the main idea. The students become more enthusiastic in reading texts after semantic mapping was applied in the class.

Fifteenth, was a study of (Jusmaya & Afriana, 2019), in the titled of The Effectiveness of Semantic Mapping as Prewriting Activity in Argumentative writing. They explored the effectiveness of the concept of semantic mapping in the development of students' writing skill in essay writing. This study was classified into a quasi-experimental design. In this study the population is students of Universal Batam University who are registered in the 2018-2019 academic year. The instrument of this research is a writing test. Data were analyzed with several analyzes, namely normality testing, homogeneity testing, and hypothesis testing. In testing the research hypothesis, the researcher used the t-test for the related sample and the Wilcoxon test. Based on the analysis it was found that the average score of students in the pre test was 7.89 and the average score of

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the students in the post test was 12. T-score count is  $t = 3.83$  and a significant standard of 0.05. While t table is only 2,306. Because t count is greater than t table (tobserved > t table), so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. So, based on these results, it was concluded that there was a statistical difference between the pre-test at the 0.05 level. This means that learning argumentative writing based on the theory of semantic mapping has a significant influence on students' argumentative writing skills.

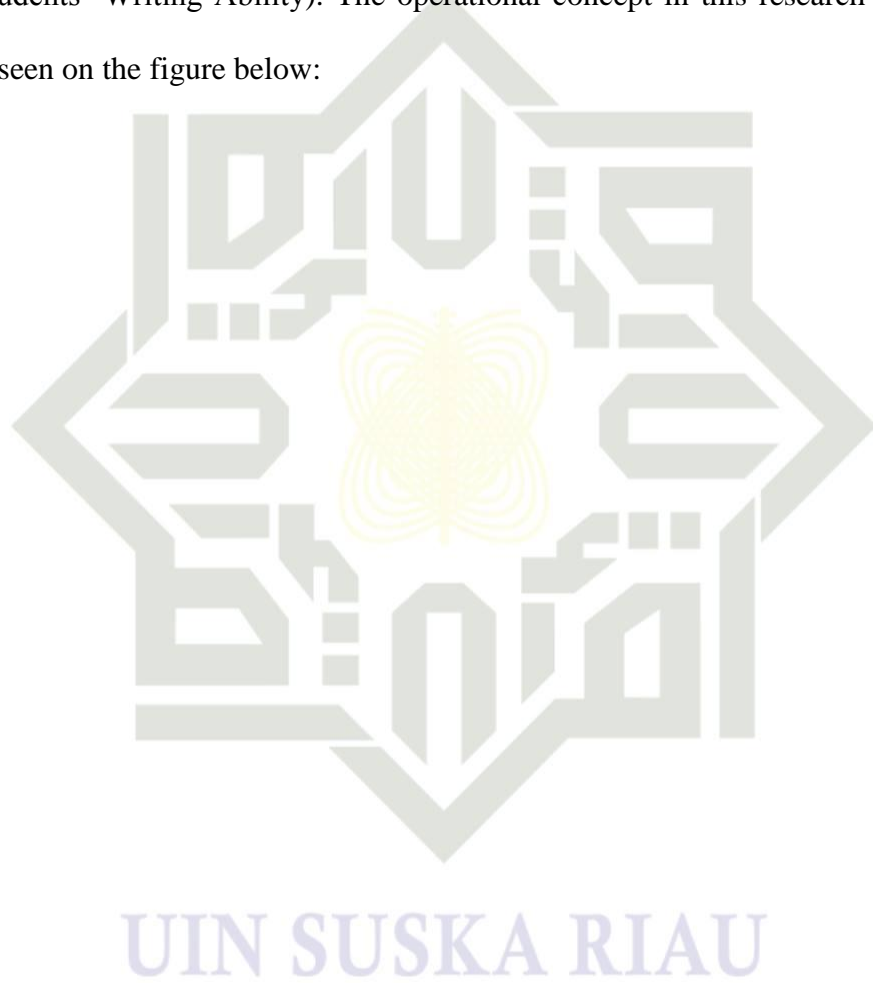
Therefore, in line with those many previous related studies that show the effectiveness and the positive effect of using Kahoot Application and Semantic Mapping Strategy, on Students' writing Ability. However, there is a limited research focused on the comparison of effect of using both strategies.

### C. Operational Concepts and Indicators

Operational concept is the concept made to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper.

Importantly, this research is a comparative study that focused on gaining the effect of using Kahoot Application and Semantic Mapping Strategy on the students' Writing ability at grade eight of MTs.

Muhammadiyah 8 Slabu. Therefore, in analyzing the problem of this research, three variables are used. They are variable X1 (Kahoot Applicatio), variable X2 (Semantic Mapping Strategy) and variable Y (Students' Writing Ability). The operational concept in this research can be seen on the figure below:

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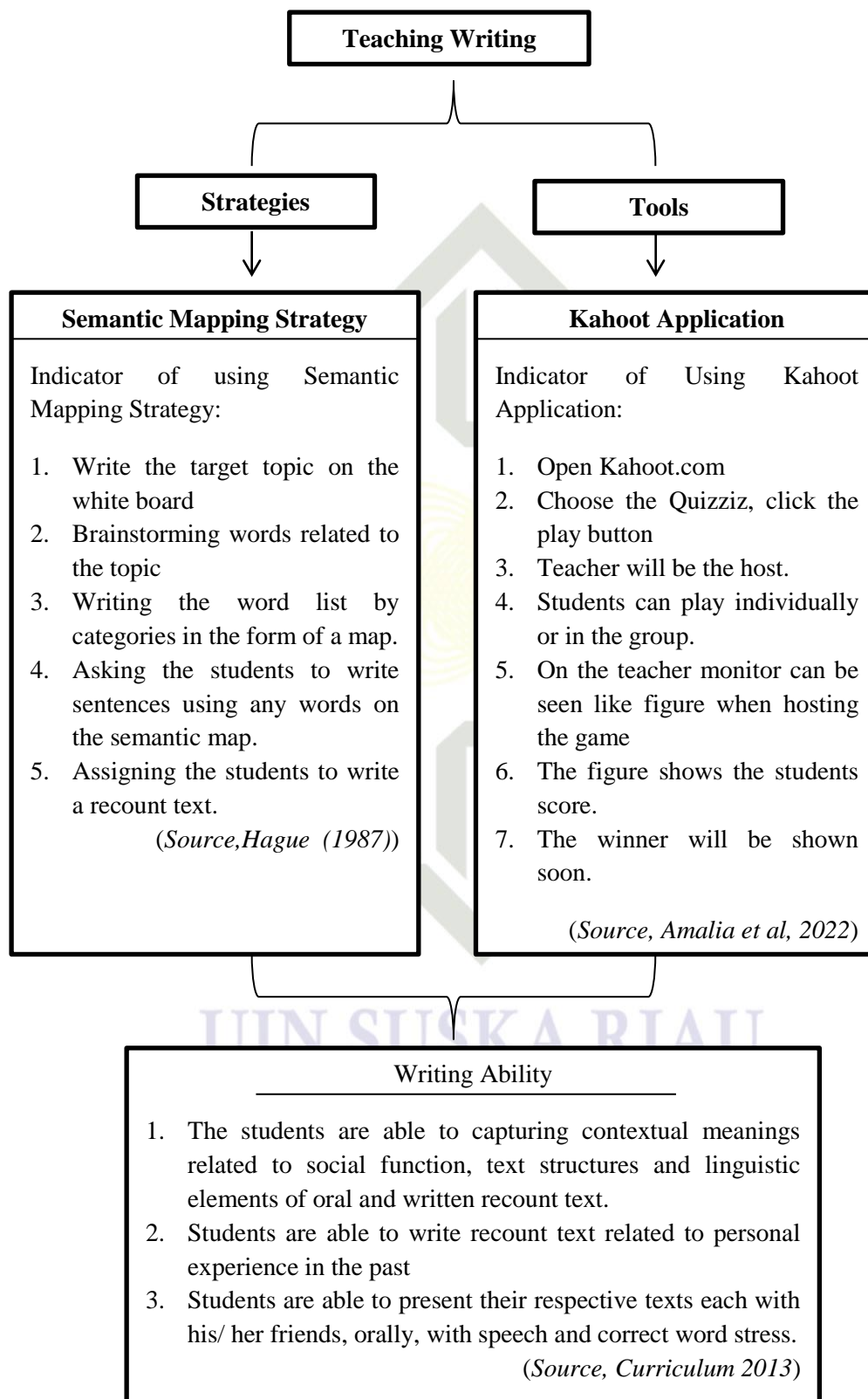


Figure 2.15 The Operational concept

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**D. Assumption and Hypothesis**

Based on the phenomenon found from the preliminary research and related study, the students' writing ability, it is necessary to state assumptions as well as hypotheses.

In teaching learning process, there are numerous strategies that can be used by the teachers or lecturers in the class to teach writing skill. It is assumed that using Kahoot Application and Semantic Mapping Strategy to teach writing ability can increase students' capability in writing a recount text.

The hypothesis is researchers' tentative prediction of the results of the research findings" Gay, et al (2012). The hypotheses are formulated as follows:

- a.  $H_{a1}$  : There is a significant difference of the students' writing ability before and after using Kahoot Application at grade eight of MTs. Muhammadiyah 8 Siabu.  
 $H_{01}$ : There is no significant difference of the students' writing ability before and after using Kahoot Application at grade eight of MTs. Muhammadiyah 8 Siabu.
- b.  $H_{a2}$  : There is a significant difference of the students' writing ability before and after using Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu.



$H_{02}$ : There is no significant difference of the students' writing ability before and after using Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu.

- c.  $H_{a3}$ : There is a significant difference of the students' writing ability between using Kahoot Application and Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu.

$H_{03}$ : There is no significant difference of the students' writing ability between using Kahoot Application and Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu.

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## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

This research is a comparative study that used a quasi-experimental design nonequivalent pre-test and post-test group design or two group serve as the experimental groups. As Creswell (2012) explains that experiment is testing an idea (practice) to determine whether it influences and outcome or dependent variable. A comparative experimental research was used in this research to carry out the effectiveness of Using Kahoot Application and Semantic Mapping Strategy on students writing ability and to compare the effectiveness of using Kahoot Application and Semantic Mapping Strategy on students' writing ability. This research had three variables. The independent variables were Kahoot Application and Semantic Mapping Strategy, then the dependent variable is Students writing ability. In a quasi-experimental design, the researcher manipulated two independent variables to carry out the effect on dependent variable.

In a quasi-experimental design, the researcher manipulated two independent variables to carry out the effect on dependent variable. Gay (2012) states that quasi-experimental design involves selecting two groups or more differing on one or some independent variables and comparing them to one or some dependent variables. It means the researcher

manipulates the independent variable to show cause and effect to dependent variable.

The experiment was treated to two groups. One group taught by using Kahoot Application and another one taught by using Semantic Mapping Strategy. The presentation of these groups consisting of independent variables and dependent variable can be drawn in the following table:

**Table 3.1**  
**Research Design Pre- test and Post-test Design**

E1	01	X1	02
E2	03	X2	04

*(Adapted from Gay, 2000)*

- E1 : Experimental Group 1  
 E2 : Experimental Group 2  
 01, & 03 : Pre-test  
 X1 : Treatment by Kahoot Application  
 X2 : Treatment by Semantic Mapping Strategy  
 02,& 04 : Post-test

Based on the table above, it represents that the definition and selection of comparison group is very important part of the quasi-experimental design procedure. The independent variables differentiating the groups must be clearly and operationally defined, since each group represents a different population.

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## B. Procedure of the Research

Experimental research is a form of comparative analysis in which we study two or more variables and observe a group under a certain condition or groups experiencing different conditions. By assessing the results of this type of study, we can determine correlation between the variables applied and their effects on each group. Experimental research uses the scientific method to find preferable ways of accomplishing a task for providing a service.

There are three different types of experimental research design, divided by key elements related to how we conduct each experiment. Within these types, there are also subdivisions that the behaviors within the experiment can affect. The three main types of experimental research design are; pre experimental research, quasi- experimental research, and the true experimental research. In this research the researcher used a quasi-experimental research which is similar to true experimental research, and experimenters can apply it in similar ways. This usually occurs because of rules or regulations that prevent researchers from applying random allocations in some setting, such as a research study at a university. In this type of research, researcher applies a test both before and after the application of the stimuli. This provides a comparison of performance with and without application for researchers to make judgments about the effects of the stimuli on the subject.



The procedure of this research can be seen in the following figure:

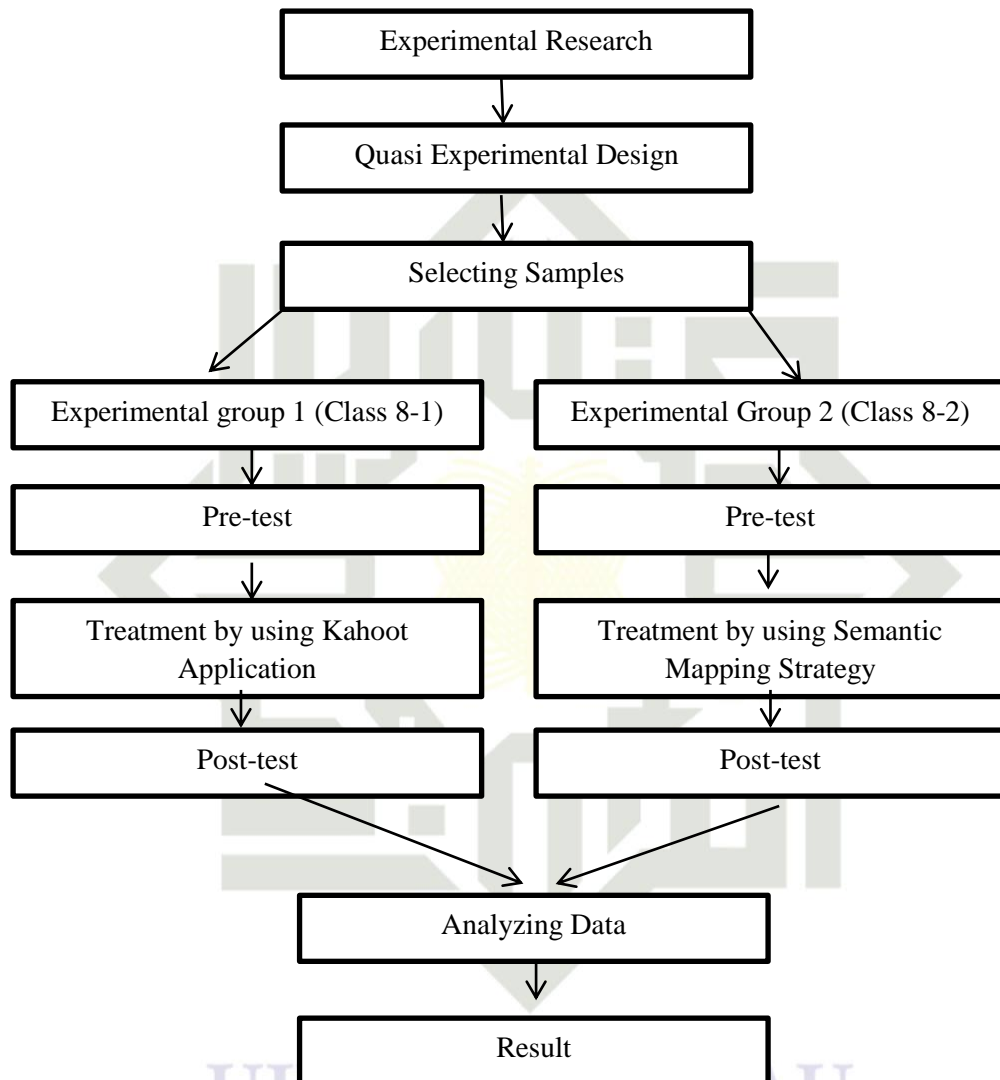


Figure 3.1 Procedure of the Research

In this research, the researcher gave four meetings for every group with two meetings for pre-test and post-test and two meetings for giving treatment. The total of meetings was eight meetings. The first experimental group taught by using Kahoot application and the second experimental group taught by using Semantic mapping Strategy.

The first day, the researcher gave pre-test for experimental group 1. The next days, the researcher gave treatment to experimental group 1 by using Kahoot application for two meetings, then the fourth day, the researcher gave post-test for the experimental group 1. The first meeting of experimental group 1 which is taught by Kahoot application start form teacher divides the students into some groups, teacher and student access Kahoot.com on their smartphone. teacher choose a quiz on Kahoot about verb 1 and verb 2, teacher and students play the game on Kahoot application in group, teacher does monitoring the game process, students discuss about their answer first before they give their answer by using their own smartphone. The first correct answer got the highest score, and then followed by the second group, third group and so on. Teacher will do the same thing till the game finished. The winner will be shown on the application. Then teacher continued it with other quiz about simple past tense, teacher and students do the same thing on point four till eight, then teacher continued it with other quiz about past continuous tense.

The second meeting of experimental group 1 which is taught by Kahoot application start form, teacher and students open Kahoot application on their smartphone, teacher divided the students into groups, teacher choose a quiz on Kahoot application about writing recount text, teacher and students play the game on the application, students discuss their answer with friends in group and give their

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answer on the application. The fastest group got the highest score, teacher grade the winner of each game, teacher found another quizzes about recount text and play it again with students, teacher and students find another quizzes about the generic structure of the recount text and play it again with students. Teacher and students play the game again till students feel comfortable and get their understanding about writing recount text. Finally teacher asks the students to write their own recount text with the topic was chosen by the teacher.

The fifth day, the researcher gave pre-test to experimental group 2, the next days the researcher will teach the students by using Semantic Mapping Strategy for 2 meetings, the eight day, the researcher gave post-test to the students of experimental group 2. The first meeting of Experimental Group 2 (Taught by Semantic Mapping Strategy) start from teacher writes on the black board “simple past tense”, then teacher ask the students to share their idea or their knowledge about simple past tense, next teacher monitor the student to write their opinion on the blackboard, students get to know more about simple past tense by opening their book, dictionary or others, the teachers ask the students to write their own sentences by themselves. Teacher asks the students to write their own sentences with pairs, the teacher reviews the students’ sentences; teacher and students do the same steps in to talk about past continuous tense.

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The second meeting of Experimental Group 2 (Taught by Semantic Mapping Strategy) start from the teacher writes on the blackboard "Recount Text", then teacher invites students to find out what they know about Recount text, students write down what they know about recount text, students look for some information about recount text through books or other sources, the teacher while giving some clues to students and continues to lead students to find points related to Recount Text, the teacher then invites students to conclude "What is recount text?, What is the social function of recount text?, What tenses do we use in recount text?, What are the steps to write a recount text?", the teacher ensures that students understand the use of generic structure and language features of Recount Text by applying the Semantic Mapping Strategy. Finally, the teacher invites students to make a simple essay with Recount Text. Teacher writes on the blackboard "MY FIRST DAY AT SCHOOL" the teacher asks students to load their own mapping on the topic given by the teacher. The last students use their imagination with the information already contained in the semantic mapping into a simple recount text.

### C. Location and Time of the Research

This research was conducted at one of Islamic Junior High School in Siabu, which is MTs. Muhammadiyah 8 Siabu. It is addressed

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at Jl. St Kumalasian No 368 Siabu Mandailing Natal, Sumatera Utara. It is conducted since October 2022 until the data were fully collected.

#### **D. Population and Sample**

Population is composed and which is selected in a sample, distinguished from units of analysis, which are used in data analysis (Babbie, 2011). While (Creswell, 2012) said a population is a group of individuals who have the same characteristic. For example, all teachers would make up the population teachers and all high school administrators in a school district would comprise the population of administrators. As these examples illustrate, population can be small or large. We just need to decide what group would like to study. (L. Gay et al., 2012) say that chosen population is generally a realistic choice.

The population of this study was the students at eight grade of MTs Muhammadiyah 8 Siabu in academic year 2022/2023. There are three grades in MTs. Muhammadiyah 8 Siabu, seventh grade, eight grade, and ninth grade. There are two classes in the seventh grade, two classes at eight grade, and two classes at ninth grade. The total of number of all of the students at Mts. Muhammadiyah 8 Siabu are 167 students.

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**Table 3.2**  
**Population of Students at MTs. Muhammadiyah 8 Siabu**

No	Class Sub-class		Total of students
1	Seventh (7th)	7-1	30
		7-2	35
2	Eight (8th )	8-1	25
		8-2	27
3	Ninth (9th)	9-1	24
		9-2	26
Total of the students			167

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target of population (Creswell, 2012). While (L. Gay et al., 2012) said in his book sample is one that representative of the population from which it was selected, and selecting a representative sample is not a haphazard process. The last (Babbie, 2011) said that a sample is representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population. Sample is a part of the population in a study and the result will be considered to be a description for original population, or we can say sample is part of the population to be studied. It means, sample is a part of population studied taken by researcher to be the participant in his/her research.

The researcher use convenience sampling in choosing the sample. In convenience sampling the researcher selects participants because they are willing and available to be studied. In this case, the researcher cannot say with confidents that the individuals are representative of the population (Creswell, 2012). However, the sample can provide useful information for answering question and hypothesis. In (L. Gay et al., 2012) book, he said that the convenience sample has advantages and disadvantages, the advantages is sample selection is simple – based on whoever is available or whoever volunteers to participate in the study, besides the disadvantages is it is difficult to describe the population from which the sample was drawn and to whom results can be generalized. Thus, for example, a researcher decides to do study this group at this one school because they are available and because the researcher has the permission of the principal and can gain consent. This is a convenience sample because the participants are convenient to the researcher and are available for the study.

Thus, from the explanation above the researcher in this study will do by all of the students at grade 8-1, which is content of 25 students and 8-2 , which is content of 25 students because they have their ability and capability to do the research and the principal of MTs. Muhammadiyah 8 Siabu also give the permission to the researcher to do the study only in this class.

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**Table 3.3**  
**Sample of the Research**

No	Class	Number of the students	Treatment
1.	8-1	25	Will be treat by Kahoot Application
2.	8-2	25	Will be treat by Semantic Mapping Strategy
Total		50	

### E. Research Instrument

All the researchers must have an instrument because a good instrument can go guarantee for taking the valid data. In addition, Arikunto (1993:106) says, "Instrument of the research is a tool of facility is used by the writer in collecting data, so that the process is easier and better with the more careful, complete and systematic ways. In this study the researcher will use observation checklist, writing test (pre-test and post-test) and field note.

In this research, the researcher gave two kinds of test used in this research, Pre-test and Post-test. They analyzed by using statistical method. The researcher asked the students to write one topic. The topic was recount their experience (Going to Aek Sijorni). The text should be consisted of approximately 50 words. The time allocation was 45 minutes. The researcher scored the students' writing ability at grade eight of MTs. Muhammadiyah 8 siabu by using a rubric which is adopted from the curriculum 2013.



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**Table 3.4**  
**Writing Activity Assessment Rubric**

No	Aspects Assessed _	Criteria	Score
1	Authenticity Writing	Very Original Original Enough original Not enough original No original	5 4 3 2 1
2	Compatibility Fill with Title	Very filling in accordance with title Fill accordingly with title Fill enough in accordance with title Fill less in accordance with title Fill no in accordance with title	5 4 3 2 1
3	downfall Text	downfall text very appropriate downfall text appropriate downfall text Enough appropriate downfall text not enough appropriate downfall text No appropriate	5 4 3 2 1
4	Choice vocabulary	Choice vocabulary very appropriate Choice vocabulary appropriate Choice vocabulary Enough appropriate Choice vocabulary less appropriate Choice vocabulary no _ appropriate	5 4 3 2 1
5	Grammar Options _	Choice system Language very appropriate Choice system Language appropriate Choice system Language Enough appropriate Choice system Language not enough appropriate Choice system Language No	5 4 3 2 1

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		appropriate	
6	Writing Vocabulary	Writing vocabulary very appropriate Writing vocabulary appropriate Writing vocabulary Enough appropriate Writing vocabulary not enough appropriate Writing vocabulary appropriate	5 4 3 2 1
7	Neatness Writing	Writing very neat And easy read Writing neat And easy read Writing pretty quick and easy read Writing not enough neat but No easy read Writing not fast or not read	5 4 3 2 1

(Source: Buku guru Bahasa Inggris Kelas 8 SMP/MTs)

**Table 3.5**  
**Classification of the Students Score**

Category	Scores
Excellent	90-100
Good	80-89
Fairly Good	70-79
Fair	60-69
Poor	0-59

### 1. Observation Checklist

In this study, the researcher used observation checklist in order to describe the teacher and the students' activity while teaching learning process of the implementation by Using Kahoot Application and Semantic mapping strategy. The observation checklist was designed based on the indicators of variable X1 and X2 using Kahoot Application and Semantic

mapping adapted based on the relevant situation and condition of the students.

## 2. Writing Test

In this study, the researcher will give two kinds of test used in this research, Pre-test and Post-test. Pre-test will use to collect data of students' writing ability achievement on recount text, which is administrated to both groups of experimental classes before giving treatments. While, post-test will be used to collect the data of students' writing ability achievement based on the curriculum which was administrated to both groups of experimental classes after giving treatment. They will analyze by using statistical method. The researcher will ask the students to write one topic. The topic will recount their experience (Going to Aek Sijorni). The text should be consisted of approximately 50 words. The time allocation will 45 minutes.

## 3. Field Note

Field notes will also be used by the researcher in this study to find out and observe all activities that occur in the classroom during the learning process, take some important notes and need to be evaluated in the next meeting by describing the classroom atmosphere felt by teachers and students during the learning process.

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## F. Data Collection Technique

To get the data from the students, the researcher will collect the data by giving pre-test and post-test to students. Test is some of questions or view and other tool is used for measure skill, knowledge and intelligence ability. The further explanation is as follows:

### 1. Pre test

Before giving treatments by using Kahoot Application and Semantic Mapping Strategy, the researcher conducted pre-test for both experimental classes 1 and 2. Pre test is used to know the students' Ability in writing recount text.

### 2. Treatment

The experimental class 1 (8-1) and experimental class 2 (8-2) will be given a material, which is consisted of writing recount text aspects that is taught by the teacher in different ways (2 different techniques: Kahoot Application and Semantic Mapping Strategy). The procedures of the treatments for both classes are below:

#### a. Using Kahoot Application

- 1). Writes the target topic on the white board.
- 2). Brainstorming words related to the topic
- 3). Writing the word list by categories in the form of a map.
- 4). Asking the students to write sentences using any words on the semantic map.
- 5). Assigning the students to write a recount text.



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(Source, Hague (1987))

- b. Using Semantic Mapping Strategy
  - 1). Open Kahoot.com
  - 2). Choose the Quizziz, click the play button
  - 3). Teacher will be the host
  - 4). Students can play individually or in the group
  - 5). On the teacher monitor can be seen like figure when hosting the game
  - 6). The figure shows the students score.
  - 7). The winner will be shown soon.

(Source, Amalia et al, 2022)

### 3. Post Test

After giving two treatments for both experiment classes, the researcher will conduct post test. This test is to measure the treatment, whether those two treatments are significant or not or whether they are different or not.

The process of collecting the data is done by giving pre-test, treatment, and then post-test in order to get the data. It is administered to two classes of experimental class 1 taught by using Kahoot Application and experimental class 2 taught by using Semantic Mapping Strategy. The data was collected for ten meetings for both classes which consists of five meetings for experimental class 1 and five meetings for experimental class 2.

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## G. Data Analysis Technique

It is very important to analyze the collected data to find out the result of the study. In analyzing the data, there are two kinds of analyses to be used; descriptive and inferential analysis. According to (Creswell, 2012), “Descriptive analysis of data for variables in a study includes describing the results through means, standard deviations, and range of scores. While Inferential questions or hypotheses relate variables or compare groups in terms of variables so that inferences can be drawn from the sample to a population”.

The analysis of data is done to find out the ability of the two or more than two or three groups. To analyze the data, the researcher uses t-test. The researcher employs the paired sample t-test and the independent sample t-test to analyze the data. The researcher uses a SPSS statistic to analyze the data.

### 1. Dependent of Paired sample t-test

Paired sample t-test is another name for the dependent sample t-test. The researcher employed this formula to answer the first and the second research questions, which are to determine whether there is a significant difference in pre-test and post-test of students’ writing ability at grade eight of MTs. Muhammadiyah 8 Siabu using Kahoot Applicatin and Semantic Mapping Strategy. According to (L. . Gay, Mills, & Airasian, 2012) the t-test for non-independent sample is used to compare groups

formed by some types of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments.

The experimental classes' pre- and post-test scores are used to determine the significant effect of using Kahoot Application and Semantic Mapping Strategy on the students' writing ability at grade eighth at MTs Muhammadiyah 8 Siabu. The t-table function checks to see if there is a significant improvement in the mean of the pretest and posttest scores. The t-value obtained is compared to the t-table value at the degree of freedom (df) = N-1, which is statistically hypothesis:

$$H_0: t_0 < t\text{-table}$$

$$H_a: t_0 > t\text{-table}$$

$H_a$  is accepted if  $t_0 > t\text{-table}$  or there is significant difference after giving the treatment by Kahoot Application and Semantic Mapping Strategy on the students' writing ability at grade eighth of MTs Muhammadiyah 8 Siabu.

$H_0$  is accepted if  $t_0 < t\text{-table}$  or there is no significant difference after giving of Kahoot Application and Semantic Mapping Strategy on the students' writing ability at grade eighth of MTs Muhammadiyah 8 Siabu.

## 2. Independent sample t-test

The independent sample t-test is a parametric test used to see if there is a difference in the mean between two independent groups or two unpaired groups, with the intention that the two groups of data come from different subjects. This test can be performed under the conditions that the



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data come from different groups, have different numeric data types, interval or ratio data scales, are normally distributed, and have the same variance between the two sample groups.

The independent samples t-test, according to Cohen (2007: 501), is used to compare the mean score of two different groups of people or conditions. It means that the independent sample t-test can be used to determine whether there is a significant difference or whether there is no significant difference between two or more variables. The t-test for independent sample is then used to determine whether there is a likely significant difference between the means of two independent samples, according to Gay (2006). The third hypothesis is tested using an independent sample t-test. The following formula is used to analyze the final test scores of the experimental groups.

The researcher employed this formula to answer the third research question, which is to determine whether there is a significant difference on the students' writing ability at grade eight of MTs. Muhammadiyah 8 Siabu between using Kahoot Applicatin and Semantic Mapping Strategy. The t-table function checks to see if there is a significant difference between the mean scores of the both experimental class. The t-test value is compared to the t-table value at the degree of freedom  $(df) = (N1+N2)-2$ , which is statistically hypothesis:

$$H_0: t_0 < t\text{-table}$$

$$H_a: t_0 > t\text{-table}$$

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$H_a$  is accepted if  $t_0 > t$ -table or if there is a significant difference between applying Kahoot Application and Semantic Mapping Strategy on the students' writing ability.

$H_0$  is accepted if  $t_0$  is a  $t$ -table or if there is no any significant difference between applying Kahoot Application and Semantic Mapping Strategy on the students' writing ability.

Before employing this formula, the researcher did normalities test as presented in the following table below.

**Table 3.6**  
**Normality Test of Experimental Groups**

Tests of Normality		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Techniques	Statistic	df	Sig.	Statistic	Df
Students' result	Kahoot Application	.206	25	.008	.888	25	.010
	Semantic Mapping Strategy	.144	25	.195	.947	25	.210

Table 3.2 above displays the normality test experimental groups. It was obtained that the sig. value of both experimental groups based on Kolmogorav-Smirnov and Shapiro-Wilk were higher than 0.05. Therefore, the distribution of the data was normal.

Furthermore, testing homogeneity of the data was also used before doing independent sample t-test. The data can be seen from the table as follow:

Table 3.7

## Homogeneity Test of Experimental Groups

Test of Homogeneity of Variance					
	Levene Statistic	df1	df2	Sig.	
Students' result	Based on Mean	4.952	1	48	.031
	Based on Median	4.726	1	48	.035
	Based on Median and with adjusted df	4.726	1	37.433	.036
	Based on trimmed mean	4.883	1	48	.032

From the table above, the sig. value of Based on Mean was bigger than 0.05. it was  $0.031 > 0.05$ . Therefore, it could be concluded that the distribution of the data was homogen.

### 3. Eta-Squared

The researcher employed Eta-squared to answer the forth research questions, which are to explain the effect size after using Kahoot Application and Semantic Mapping Strategy on the students' writing ability at grade eight of MTs. Muhammadiyah 8 siabu.

Eta squared ranges from 0 to 1 and represents the proportion of variance in the dependent variable that is explaining the independent variables as presented below.

Table 3.8

## Effect Size Classification

No	Categories	Classification
1	0 – 0.20	Weak effect
2	0.21 – 0.50	Modest effect
3	0.51 – 1.00	Moderate effect
4	>1.00	Strong effect

(Cohen)

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## CHAPTER V

### CONCLUSION, IMPLICATION AND RECOMMENDATION

#### A. Conclusion

Based on the results of the research and discussion that has been presented in the previous chapter, this study focused on the use of Kahoot Application and Semantic Mapping Strategy on the students' writing ability at grade eight of MTs. Muhammadiyah 8 Siabu.

The first result, there was a significance difference of the students' writing ability before and after using Kahoot Application at grade eight of MTs. Muhammadiyah 8 Siabu. It found that the value sig. (2-tailed) was which was smaller than 0.05 (sig. (2-tailed) < 0.05). The mean score of the students' writing ability in pre-test was 65.40. Meanwhile the mean score of the students' writing ability in post-test was 77.12.

The second result, there was a significance difference of the students' writing ability before and after using Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu. It found that the value sig. (2-tailed) was which was smaller than 0.05 (sig. (2-tailed) < 0.05). The mean score of the students' writing pre-test was 65.64. Meanwhile the mean score of the students' writing post-test was 85.12.

The third result, there was a significant difference of the students' writing ability between using Kahoot Application and Semantic Mapping Strategy at



grade eight of MTs. Muhammadiyah 8 Siabu. It was obtained that the value of sig. (2-tailed) was smaller than 0.05, which was  $0.000 < 0.05$ . The mean score in experimental group 1 by Kahoot Application was 77.12 meanwhile the mean score in experimental group 2 by Semantic Mapping Strategy was 85.12.

The fourth result, the use of Kahoot Application was effective at modest level on the students' writing ability at grade eight of MTs. Muhammadiyah 8 Siabu. The value of sig. indicated that there was the effect of using Kahoot Application to bring students' engagement and fun on the students' writing ability, which was  $0.000 < 0.05$ . The effect size was obtained as 0.24.

The fifth result, the use of Semantic Mapping Strategy was significantly effective at moderate level on the students' writing ability at grade eight of MTs. Muhammadiyah 8 Siabu. The value of sig. indicated that there was the effect of using Semantic Mapping Strategy on the students' writing ability, which was  $0.000 < 0.05$ . The effect size was obtained 0.57.

Looking at the students' writing outcomes, there was a significant difference of the students' writing outcomes between using Kahoot Application and Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu, Semantic Mapping Strategy was more significantly increased than Kahoot Application, which was  $0.57 > 0.24$ . It

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**B. Implication of the Research**

Implications are concluded from the result of the research. Theoretically, every strategy or flatform or media has its own adventages and disadvantages. However, the English teacher is in charge of applying appropriate strategy or media or flatform in teaching English specifically on writing skill. By looking at the results of this study, both Kahoot Application and Semantic Mapping Strategy were effective to be used in teaching writing to the students.

In this study, the use of Kahoot Application presented a challenging-fun way and brought a good athmospere to engage the students to learn actively, attract the students' participation, and helped the students to support their writing ability. However, the use of Kahoot needed a stable signal, had limited time to solve writing problem given by the teacher, and had a fairly annoying sounds to distract the students' concentration.

By looking at the score of the test, the students' writing ability by Kahoot Application got a little bit low post-test scores than a post-test score through Semantic Mapping Strategy at grade eight of MTs. Muhammadiyah 8 Siabu. It implied that the use of Semantic Mapping Strategy was more affective and could toward increase the students' writing ability at grade eight of MTs. Muhammadiyah 8 Siabu.

### C. Recommendation

For English teacher, it is recommended to understand the application of Kahoot Application well in order to avoid the misuse of Kahoot Application. The teacher makes sure that the internet connection will be stable to avoid signal problem and determines whether the music or sound of Kahoot do not disturb the students' concentration. Thus, it is highly suggested to apply Semantic Mapping Strategy in the teaching writing since it is not difficult to be applied in classroom activities.

For further research, it is hoped that further researchers can extract and maximize the advantages of Kahoot Application as one of effective learning in teaching writing ability. It is also suggested for further researchers to conduct a study in different level of school or grades or any kinds of text since it has been proved that Kahoot Application and Semantic Mapping Strategy were effective to increase the students' writing ability at grade eight of MTs. Muhammadiyah 8 Siabu.

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
FOR KAHOOT APPLICATION (EXPERIMENTAL GROUP 1)  
(1<sup>st</sup> Meeting)**

**Sarana Pendidikan** : MTs. Muhammadiyah 8 Siabu  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas Semester** : VII/1  
**Alokasi waktu** : 2 x 40  
**KD** : 3.11 dan 4.11  
**Pertemuan** : 1 (Pertama)

**TUJUAN**

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount dengan benar.
- Memahami makna teks recount yang diberikan guru dengan baik
- Membuat teks recount pendek dan sederhana tentang kegiatan dimasa lampau dengan baik
- Mempresentasikan recount text yang sudah dibuat dengan baik

**LANGKAH-LANGKAH PEMBELAJARAN**

<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Peserta didik memberi salam, berdoa.</li> <li>- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking).</li> <li>- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan.</li> <li>- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.</li> </ul>
<b>Kegiatan Inti</b>	<p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>- Guru menuliskan sebuah pertanyaan di papan tulis.                      “What did you do yesterday?”                      “What were you doing yesterday?”</li> <li>- Guru memberikan kesempatan kepada siswa untuk satu persatu mengungkapkan apa yang mereka lakukan kemarin</li> <li>- Sebagian siswa memberikan tanggapan mereka dengan menuliskan jawaban mereka di papan tulis.</li> <li>- Guru mengecek jawaban siswa dan membenarkannya dalam bahasa inggris yang benar (Simple past tense/ past continuous tense).</li> <li>- Guru mengajak seluruh siswa untuk mengulang kalimat yang sudah benar yang ada di papan tulis.</li> <li>- Guru megajak siswa untuk membuka buku mereka tentang recount text (Text 1).</li> </ul> <p style="text-align: center;"><b>Adam’s Vacation</b></p> <p>Last year I went to Portugal just before new year. And I stayed there until... well, just after new year’s this year. In Portugal, I met up with one of my friends form Toronto. He had Family that lived in Portugal. Because his family was originally form Portugal.</p> <p>So, they were kind enough to let mi stay with them. I didn’t know any Portuguese, except</p>

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some simple words like “Hello”, and “thank you”. I learned some simple words through an audio CD, before I went there. And the people that I stayed with didn’t know very much English either. However, we get along surprisingly well.

They were surprised that I was able to eat some of their exotic foods. They made some delicious meals every single day, like octopus, tripe and rabbit. It is quite exotic, but I thought it was quite good. They also made some excellent dessert, like crème caramel, and a rich sponge cake that they call Paoun d’lo.

Guru membagi siswa menjadi berpasangan, dan menyuruh setiap pasangan untuk menuliskan semua kata kerja yang ada di text tersebut dan mencari bentuk pertama dari kata kerja tersebut.

Guru menunggu 5 pasangan tercepat dan memberikan point tambahan untuk nilai harian.

Example  
Stayed ;stay  
Went ;go  
And so on

**Grammar (Simple Past tense and Past continuous Tense)**

- Guru memberikan penjelasan singkat tentang Simple past Tense and Past Continuous Tense.
- Guru mengajak siswa untuk melihat Text 2 pada buku text, dan menemukan 10 Kalimat dalam bentuk Simple Past Tense/ Past Continuous Tense secara berpasangan

**Howard’s Vacation**

OK, now I’ll talk about my winter vacation. This winter vacation I Spent two weeks in my hometown which is Daytona Beach, Florida. It was wonderful. The weather was warm every day. It was sunny every day and the temperature was 80 degrees.

I visited my mother and I spent every morning having a nice leisurely cup of coffee and reading the newspaper after that I got my bicycle out and rode down to the beach and enjoyed the sun and the surf, and came back home and read a book and went to bed early.

I had a wonderful time. I saw a couple of new movies, when I was home in Florida. I saw the Aviator and also an interesting movie about English and the Spanish.

- 5 pasangan tercepat akan mendapatkan point tambahan dari guru.
- \* (Pengaplikasian Kahoot dalam pembelajaran Simple Past tense and Past continuous)
- Guru membagi siswa dalam beberapa kelompok
- Guru dan Siswa mengakses Kahoot.com di Smartphone mereka
- Guru memilih sebuah kuis tentang verb 1 and Verb 2 di Kahoot application
- Guru dan siswa memainkan game di Kahoot application secara berkelompok
- Guru memonitori kegiatan siswa
- Siswa berdiskusi tentang jawaban mereka lalu memberikan jawaban mereka melalui smartphone mereka, kelompok paling cepat menjawab dengan jawaban yang benar akan mendapat point tertinggi.
- Guru dan siswa melakukannya sampai kuis selesai.
- Pemenang akan terlihat di Kahoot application.
- Guru melanjutkan dengan quiz yang baru tentang Simple past tense.
- Guru dan dan siswa memainkan game di Kahoot application tentang Simple Past Tense
- Guru dan siswa melanjutkan game selanjutnya dengan topic Past Continuous Tense.

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Guru mengapresiasi group yang menang.

**Penutup**

Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dengan menggunakan Kahoot Application dan menyimpulkan materi yan telah dipelajari.  
Guru memberikan penilaian lisan secara acak dan singkat  
Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

**C. PENILAIAN**

Sikap : Lembar pengamatan,  
Pengetahuan : LK peserta didik,  
Ketrampilan: Kinerja & observasi diskusi

Siabu, .....2022

**Mengetahui**  
**Keapa MTs. Muh. 8 Siabu**

**Teacher**

**Observer**

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
FOR KAHOOT APPLICATION (EXPERIMENTAL GROUP 1)  
(2<sup>nd</sup> Meeting)**

**Tempat Pendidikan** : MTs. Muhammadiyah 8 Siabu  
**Bahasa Pelajaran** : Bahasa Inggris  
**Kelas Semester** : VII/1  
**Alokasi waktu** : 2 x 40  
**Kejuruan** : 3.11 dan 4.11  
**Peremuan** : 2 (Kedua)

- TUJUAN**
- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount dengan benar.
  - Memahami makna teks recount yang diberikan guru dengan baik
  - Membuat teks recount pendek dan sederhana tentang kegiatan dimasa lampau dengan baik
  - Mempresentasikan recount text yang sudah dibuat dengan baik

**LANGKAH-LANGKAH PEMBELAJARAN**

<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Peserta didik memberi salam, berdoa.</li> <li>- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking).</li> <li>- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan.</li> <li>- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.</li> </ul>
<b>Kegiatan Inti</b>	<p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk melihat gambar yang ada di buku</li> <li>- Siswa melihat 3 gambar yang ada di buku dan mencoba menulis sebuah paragraph sederhana yang menceritakan tentang pengalaman di masa lambau dari Tanti dan ibunya.</li> <li>- Guru memberikan siswa waktu untuk mempersiapkan jawaban mereka.</li> <li>- Guru menunjuk beberapa siswa untuk membacakan paragraph yang telah mereka tulis..</li> </ul> <p><b>Writing (Recount Text)</b></p> <ul style="list-style-type: none"> <li>- Guru mengenalkan siswa dengan jenis text recount.</li> <li>- Guru memberikan penjelasan tentang generic structure of recount dan language features of recount text.</li> </ul> <p>(Pengaplikasian Kahoot dalam pembelajaran writing a recount text)</p> <ul style="list-style-type: none"> <li>- Guru dan siswa membuka aplikasi Kahoot di google Kahoot.com</li> <li>- Guru membagi siswa dalam beberapa kelompok.</li> <li>- Siswa masuk kek aplikasi Kahoot.com menggunakan smartphone mereka</li> <li>- Guru memilih sebuah kuis di apikasi Kahoot tentang menulis recount text</li> <li>- Guru memulai game di aplikasi kahoot dengan siswa</li> <li>- Siswa dalam group berdiskusi dan memberikan jawaban mereka melalui smartphone mereka.</li> <li>- Siswa yang memberikan jawaban dengan cepat dan benar akan memperoleh score yang lebih banyak dari pada group yang lain.</li> <li>- Guru menjukkan score yang di peroleh oleh siswa.</li> </ul>

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Guru akan mengapresiasi group yang menang, dengan memberikan nilai tambahan Guru mencari lagi game yang berkaitan dengan recount text (generic structurenya atau Language feature of Recount Text) di aplikasi Kahoot.  
 Guru dan siswa memainkan game di Aplikasi Kahoot lagi, sampai siswa terbiasa dengan menulis Recount text.  
 Guru memastikan siswa faham tentang menggunakan generic structure and language features of Recount Text melalui aplikasi Kahoot.  
 Guru mengajak siswa untuk membuat sebuah karangan sederhana berdasarkan “Susan’s diary for Yesterday” yang ada di buku siswa

**Susan’s Diary for Yesterday**

7-8 am	Shower
9-8	Breakfast
9-10	Train
10-11	Beach
11- midday	Art gallery
12-1	Restaurant
1-3	Shopping center
3-5	Coffee shop
5-7	Sports center
7-11	Movie

Siswa menggunakan imajinasi mereka dengan info yang sudah ada di dalam table ke dalam sebuah tulisan recount text yang sederhana.

**Penutup**

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dengan menggunakan Kahoot Application dan menyimpulkan materi yan telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

**C. PENILAIAN**

- Sikap : Lembar pengamatan,
- Pengetahuan : LK peserta didik,
- Keterampilan: Kinerja & observasi diskusi

Siabu, .....2022

**Mengetahui**

**Kelapa M. S. Muh. 8 Siabu**

**Teacher**

**Observer**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
FOR SEMANTIC MAPPING STRATEGY (EXPERIMENTAL GROUP 2)  
(1<sup>st</sup> Meeting)**

**Lokasi Pendidikan** : MTs. Muhammadiyah 8 Siabu  
**Bahasa Pelajaran** : Bahasa Inggris  
**Kelas Semester** : VII/1  
**Alokasi waktu** : 2 x 40  
**Referensi** : 3.11 dan 4.11  
**Kejuruan** : 1 (Pertama)

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount dengan benar.
- Memahami makna teks recount yang diberikan guru dengan baik
- Membuat teks recount pendek dan sederhana tentang kegiatan dimasa lampau dengan baik
- Mempresentasikan recount text yang sudah dibuat dengan baik

**LANGKAH-LANGKAH PEMBELAJARAN**

<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Peserta didik memberi salam, berdoa.</li> <li>- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking).</li> <li>- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan.</li> <li>- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.</li> </ul>
<b>Kegiatan Inti</b>	<p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>- Guru menuliskan sebuah pertanyaan di papan tulis.                      “ what did you do yesterday?”                      “ what were you doing yesterday?”</li> <li>- Guru memberikan kesempatan kepada siswa untuk satu persatu mengungkapkan apa yang mereka lakukan kemarin</li> <li>- Sebagian siswa memberikan tanggapan mereka dengan menuliskan jawaban mereka di papan tulis.</li> <li>- Guru mengecek jawaban siswa dan membenarkannya dalam bahasa inggris yang benar (Simple past tense/ past continuous tense).</li> <li>- Guru mengajak seluruh siswa untuk mengulang kalimat yang sudah benar yang ada di papan tulis.</li> <li>- Guru megajak siswa untuk membuka buku mereka tentang recount text (Text 1).</li> </ul> <p align="center"><b>Adam’s Vacation</b></p> <p>Last year I went to Portugal just before new year. And I stayed there until... well, just after new year’s this year. In Portugal, I met up with one of my friends form Toronto. He had Family that lived in Portugal. Because his family was originally form Portugal.</p> <p>So, they were kind enough to let mi stay with them. I didn’t know any Portuguese, except some simple words like “Hello”, and “thank you”. I learned some simple words through an audio CD, before I went there. And the people that I stayed with didn’t know very much</p>

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English either. However, we get along surprisingly well.

They were surprised that I was able to eat some of their exotic foods. They made some delicious meals every single day, like octopus, tripe and rabbit. It is quite exotic, but I thought it was quite good. They also made some excellent dessert, like crème caramel, and a rich sponge cake that they call Paoun d’lo.

Guru membagi siswa menjadi berpasangan, dan menyuruh setiap pasangan untuk menuliskan semua kata kerja yang ada di text tersebut dan mencari bentuk pertama dari kata kerja tersebut.

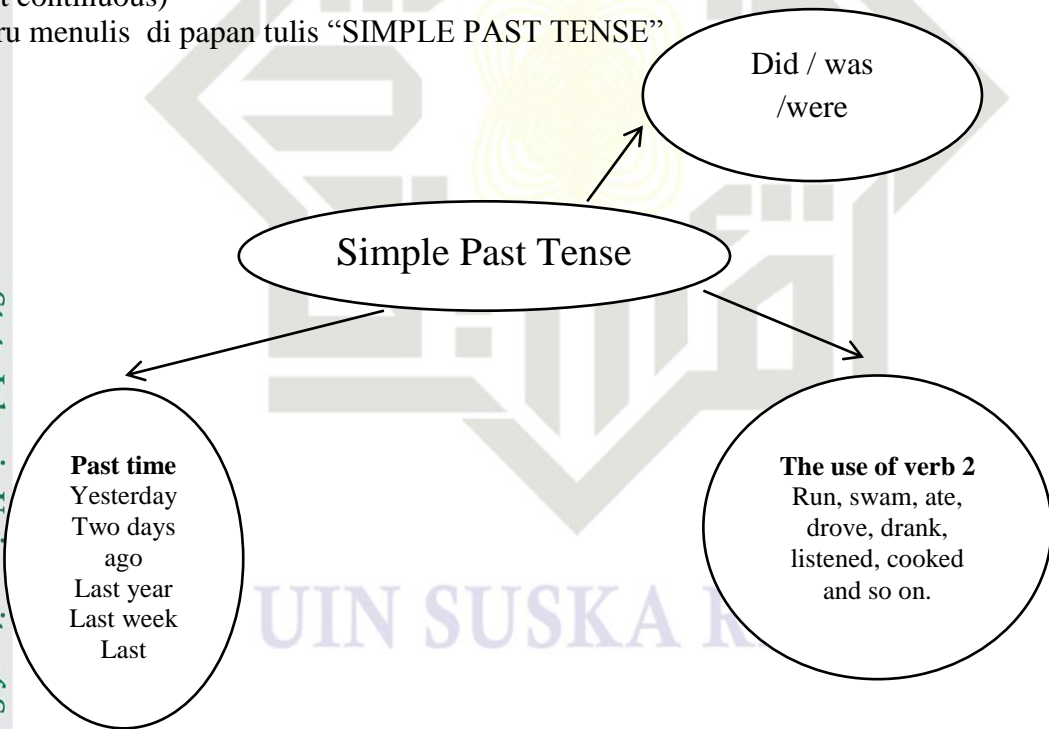
Guru menunggu 5 pasangan tercepat dan memberikan point tambahan untuk nilai harian.

Example  
Stayed ;stay  
Went ;go  
And so on

**Grammar (Simple Past tense and Past continuous Tense).**

\*(Pengaplikasian Semantic Mapping Strategy dalam pembelajaran Simple Past tense and Past continuous)

Guru menulis di papan tulis “SIMPLE PAST TENSE”



- Guru mengajak siswa untuk mengungkapkan apa saja yang mereka ketahui tentang Simple Past Tense
- Siswa megungkap apa saja pengetahuan mereka tentang Simple Past Tense.
- Siswa maju satu persatu untuk meuliskan apa yang mereka pikirkan tentang Simple Past Tense
- Guru memonitori siswa menulis di papan tulis, sambil sesekali memberikan clue tentang Simple Past Tense. Seperti, the function of simple past tense, verb yang digunakan dalam dan ciri ciri nya.
- Siswa terus mencari tahu tentang Simple Past tense melalu kamus, buku, atau sumber yang lainnya sehingga terbentuklah mapping seperti di atas.
- Guru kemudian mengajak siswa untuk membuat kalimat Simple Past Tense dengan menggunakan Mapping yang sudah di temukan.

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Guru memberikan sebuah contoh kalimat dari mapping yang sudah di temukan.  
 Guru menyuruh siswa untuk membuat kalimat mereka sendiri dalam Past Simple tense secara berpasangan.  
 Guru mereview kalimat yang di buat oleh siswa.  
 Guru kemudia menjelaskan sedikit lebih rinci tentang penggunaan Simple past tense.  
 Guru melakukan langkah yang sama untuk membahas Past Continuos Tense.  
 Guru mengajak siswa untuk melihat Text 2 pada buku text, dan menemukan 10 Kalimat dalam bentuk Simple Past Tense/ Past Continuous Tense secara berpasangan

**Howard's Vacation**

OK now I'll talk about my winter vacation. This winter vacation I Spent two weeks in my hometown which is Daytona Beach, Florida. It was wonderful. The weather was warm every day. It was sunny every day and the temperature was 80 degrees.

I visited my mother and I spent every morning having a nice leisurely cup of coffee and reading the newspaper after that I got my bicycle out and rode down to the beach and enjoyed the sun and the surf, and came back home and read a book and went to bed early.

I had a wonderful time. I saw a couple of new movies, when I was home in Florida. I saw the Aviator and also an interesting movie about English and the Spanish.

**Penutup**

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dengan menggunakan Kahoot Application dan menyimpulkan materi yan telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

**C. PENILAIAN**

- ✓ Sikap : Lembar pengamatan,
- ✓ Pengetahuan : LK peserta didik,
- ✓ Keterampilan: Kinerja & observasi diskusi

Siabu, .....2022

**Mengetahui**

**Kelapa M. S. Muh. 8 Siabu**

**Teacher**

**Observer**







**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
FOR SEMANTIC MAPPING STRATEGY (EXPERIMENTAL GROUP 2)  
(2<sup>nd</sup> Meeting)**

**Tempat Pendidikan** : MTs. Muhammadiyah 8 Siabu  
**Bahasa Pelajaran** : Bahasa Inggris  
**Kelas Semester** : VII/1  
**Alokasi waktu** : 2 x 40  
**Referensi** : 3.11 dan 4.11  
**Penemuan** : 2 (Kedua)

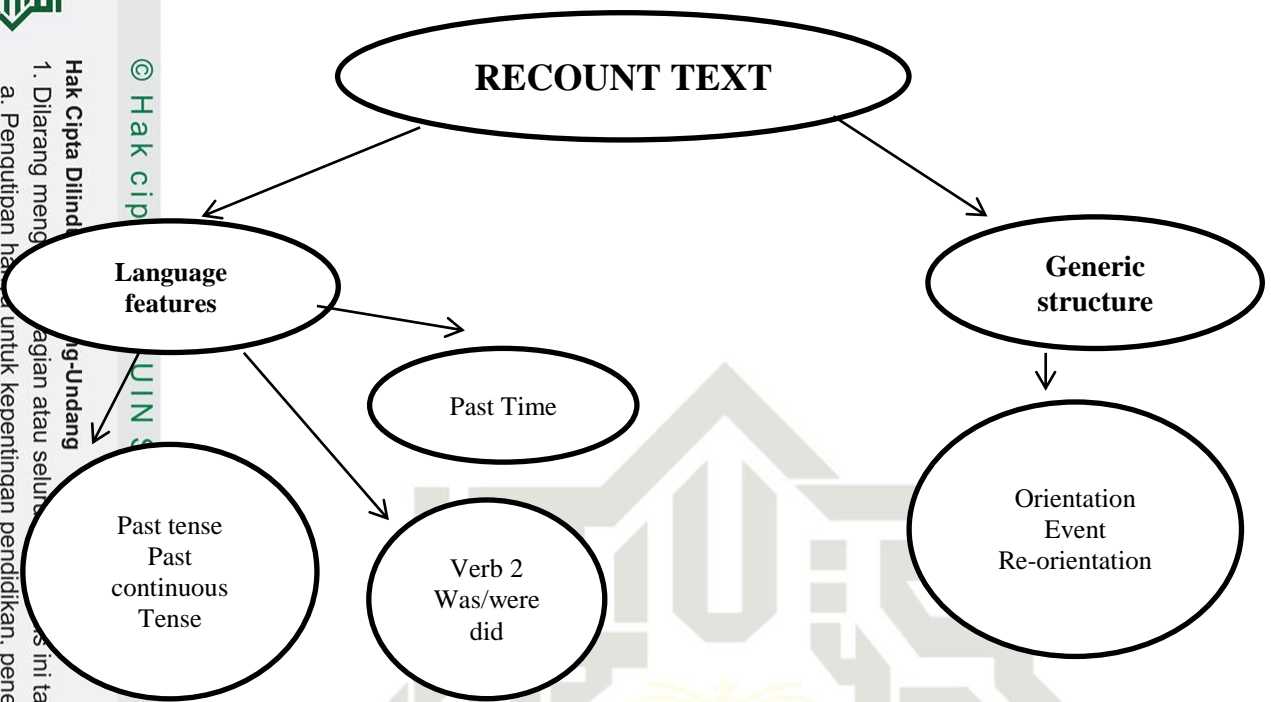
- TUJUAN**
- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount dengan benar.
  - Memahami makna teks recount yang diberikan guru dengan baik
  - Membuat teks recount pendek dan sederhana tentang kegiatan dimasa lampau dengan baik
  - Mempresentasikan recount text yang sudah dibuat dengan baik

**LANGKAH-LANGKAH PEMBELAJARAN**

<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Peserta didik memberi salam, berdoa.</li> <li>- Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking).</li> <li>- Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan.</li> <li>- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.</li> </ul>
<b>Kegiatan Inti</b>	<p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk melihat gambar yang ada di buku</li> <li>- Siswa melihat 3 gambar yang ada di buku dan mencoba menulis sebuah paragraph sederhana yang menceritakan tentang pengalaman di masa lampau dari Tanti dan ibunya.</li> <li>- Guru memberikan siswa waktu untuk mempersiapkan jawaban mereka.</li> <li>- Guru menunjuk beberapa siswa untuk membacakan paragraph yang telah mereka tulis..</li> </ul> <p><b>Writing (Recount Text)</b></p> <ul style="list-style-type: none"> <li>* (Mengaplikasian Semantic Mapping Strategy dalam pembelajaran menulis Recount Text)</li> <li>- Guru menulis di papan tulis “ Recount Text”</li> <li>- Guru mengajak siswa untuk menemukan apa saja yang mereka ketahui tentang text Recount</li> <li>- Siswa menuliskan apa saja yang mereka ketahui tentang recount text.</li> <li>- Siswa mencari beberapa informasi tentang recount text melalui buku atau sumber lainnya.</li> <li>- Guru sambil memberikan beberapa clue kepada siswa dan terus menggiring siswa untuk menemukan poin- point yang berkaitan dengan Recount Text.</li> <li>- Guru kemudian mengajak siswa untuk menyimpulkan</li> </ul> <p>What is recount text?                  What is the sosial function of recount text?                  What tenses do we use in recount text?                  What are the steps to write a recount text?</p>

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- Guru memastikan siswa faham tentang menggunakan generic structure and language features of Recount Text dengan menerapkan Semantic Mapping Strategy.
- Guru mengajak siswa untuk membuat sebuah karangan sederhana dengan Recount Text.
- Guru menulis di papan tulis "MY FIRST DAY AT SCHOOL"
- Guru menyuruh siswa untuk memuat mapping mereka sendiri tentang topic yang diberikan guru.

Example: The mapping could different/ various.



- Siswa menggunakan imajinasi mereka dengan info yang sudah ada di dalam semantic mapping ke dalam sebuah tulisan recount text yang sederhana.

**Penutup**

- Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dengan menggunakan Kahoot Application dan menyimpulkan materi yan telah dipelajari.
- Guru memberikan penilaian lisan secara acak dan singkat



Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

**C. PENILAIAN**

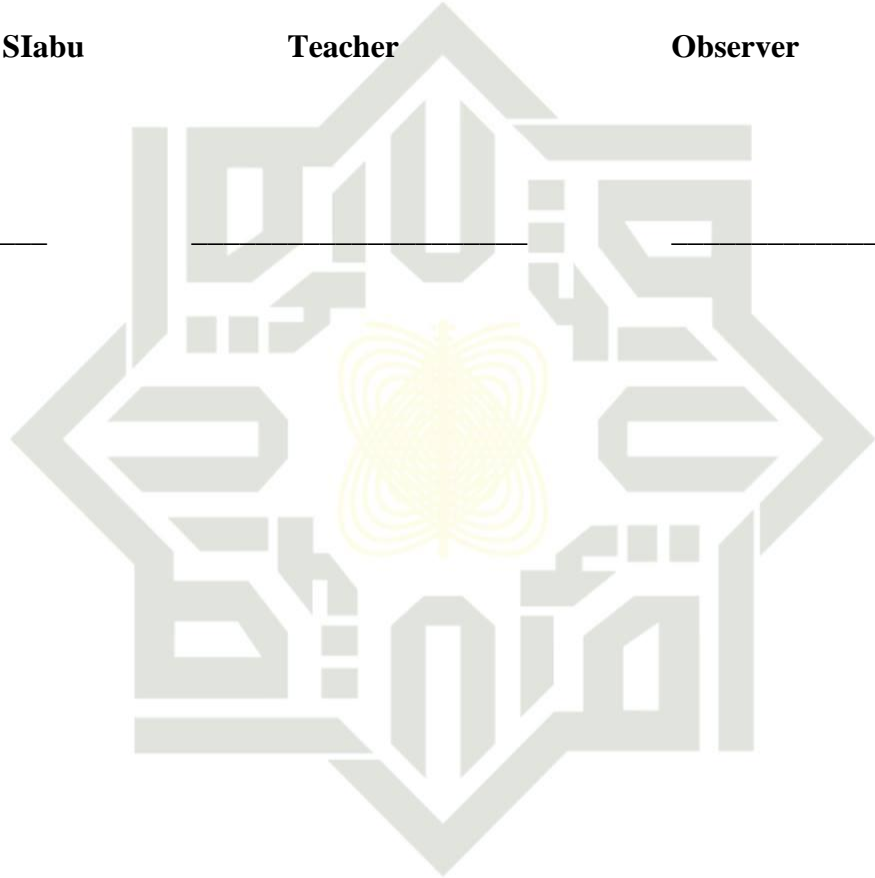
Sikap : Lembar pengamatan,  
Pengetahuan : LK peserta didik,  
Ketrampilan: Kinerja & observasi diskusi

Siabu, .....2022

Tengku M. Es. Muh. 8 Siabu

Teacher

Observer



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## Instrument for Post-test

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**Instruction!**

Write a short story about your experience about your last holiday at least 50 words. You have 45 minutes to complete your writing!

### MY LAST HOLIDAY

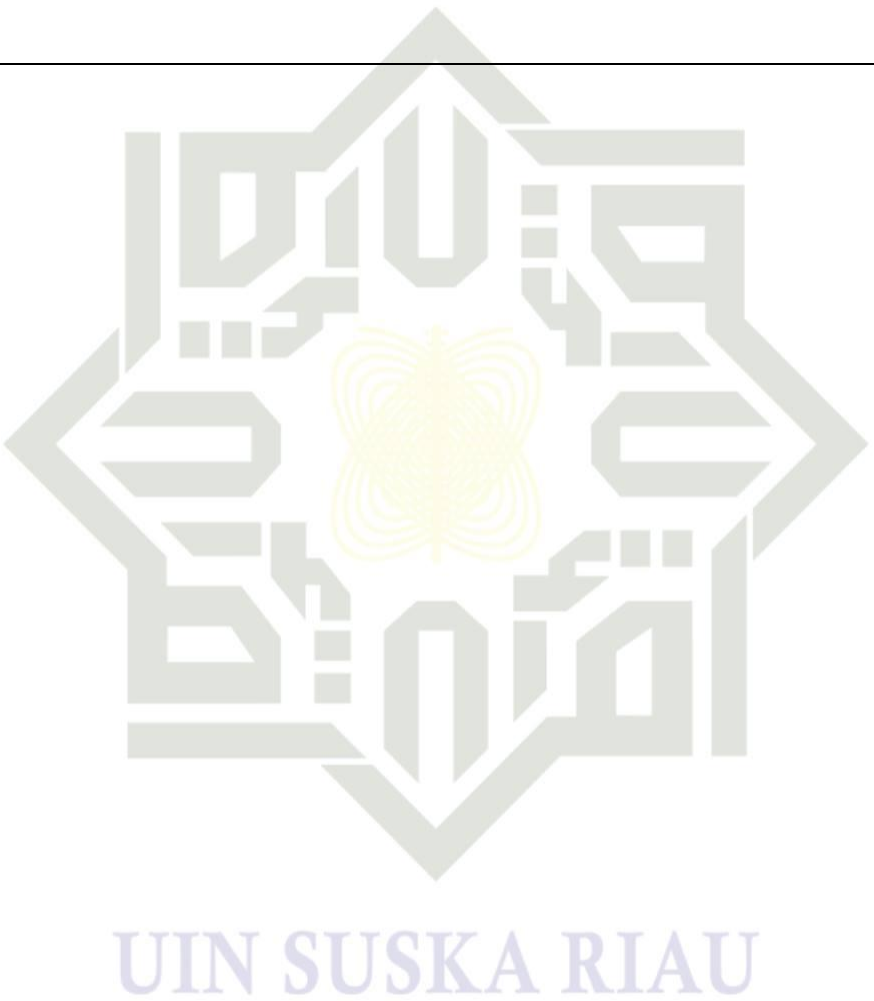
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FIELD NOTE

.. ..

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a. Pengutipan harus disertai dengan nama pengarang dan sumbernya

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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### Observation Checklist of The Implementation of Kahoot Application

..  
..  
..  
..  
..

No	Statements	Yes	No
	Teacher and students open Kahoot.com		
	Teacher choose thee quiz and click the start button		
	Teacher monitor and be the host		
	Students play the game individually or in the group		
	Teacher monitor the game while hosting it		
	Teacher show the students score		
	Teachers nominate the winner and give them appreciation		
	Total		

Observer

Teacher

Ms. Evi Efrida Ritonga, S.Pd

Rini Aryanti, S.Pd

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## Observation Checklist of The Implementation of Semantic Mapping Strategy

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No	Statements	Yes	No
	Teacher write the target topic on the whiteboard		
	Teacher guide students to brainstorm words related to the topic		
	Students Write the word list by categories in the form of the map on the whiteboard		
	Teacher ask the students to write sentences using any words on the semantic mapping		
	Teacher assign the students to write a recount text		
	Total		

Observer

Teacher

Ms. Evi Efrida Ritonga, S.Pd

Rini Aryanti, S.Pd





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**Pedoman Penilaian:**

A. Standar kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek, sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi untuk lingkungan sekitar

B. Kompetensi Dasar :

6.2 Mengungkapkan makna dan langka retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indikator pencapaian kompetensi :

Mampu menulis berbagai teks pendek yang berbentuk *recount* dengan langkah retorika dan struktur teks yang benar dan berterima.

**Kubrik Penilaian Holistik keterampilan menulis**

	Aspek yang Dinilai	Kriteria	Skor
1	Keaslian Penulisan	Sangat Orisinil Orisinil Cukup orisinil Kurang orisinil Tidak orsinil	5 4 3 2 1
2	Kesesuaian Isi dengan Judul	Isi sangat sesuai dnegan judul Isi sesuai dengan judul Isi cukup sesuai dengan judul Isi kurang sesuai dengana judul Isi tidak sesuai dengan judul	5 4 3 2 1
3	Keruntunan Teks	Keruntunan teks sangat tepat Keruntunan teks tepat Keruntunan teks cukup tepat Keruntunan teks kurang tepat Keruntunan teks tidak tepat	5 4 3 2 1
4	Pilihan kosakata	Pilihan kosakata sangat tepat Pilihan kosakata tepat Pilihan kosakata cukup tepat Pilihan kosakata kuang tepat Pilihan kosa kata tidak tepat	5 4 3 2 1
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat Pilihan tata bahasa tepat Pilihan tata bahasa cukup tepat Pilihan tata bahasa kurang tepat Pilihan tata bahasa tidak tepat	5 4 3 2 1



Penulisan Kosakata	Penulisan kosakata sangat tepat	5
	Penulisan kosakata tepat	4
	Penulisan kosakata cukup tepat	3
	Penulisan kosakata kurang tepat	2
	Penulisan kosakata tepat	1
Kerapian Tulisan	Tulisan sangan rapi dan mudah terbaca	5
	Tulisan rapi dan mudah terbaca	4
	Tulisan cukup rapid an mudah terbaca	3
	Tulisan kurang rapi tetapi tidak mudah terbaca	2
	Tulisan tidak rapid an tidak terbaca	1

(Source: Buku guru Bahasa Inggris Kelas 8 SMP/MTs)

### Classification of the Students Score

Category	Scores
Excellent	90-100
Good	80-89
Fairly Good	70-79
Fair	60-69
Poor	0-59

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**STUDENTS' SCORE (PRE-TEST AND POST TEST) IN EXPERIMENTAL GROUP 1 TAUGHT BY KAHOOT APPLICATION**

Students	Pre-test	Post-test
MA	55	60
MSA	59	75
RI	60	60
SA	54	76
SN	53	60
WN	52	84
AM	71	74
MY	57	76
SM	74	77
NAA	69	88
AHM	73	85
R	52	58
NAM	59	78
MP	56	82
FNP	55	81
ASR	65	76
MHP	75	86
AZ	52	74
MSAN	54	80
SMW	77	77
ROS	76	78
HYA	85	92
AS	83	84
LS	85	83
ASF	84	84
TOTAL	1.635	1.928
Mean	65.40	77.12

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan harus disertai dengan informasi mengenai sumber yang dikutip.
- b. Pengutipan tidak menggantikan kepentingan yang wajar UIN Suska Riau.



ASPEK PENILAIAN PRE-TEST KELAS EXPERIMENT 1 (KAHOOT APPLICATION)

No	Siswa	Aspek Penilaian							Skor	Skor/35 x100
		Keaslian Penulisan	Kesesuaian isi dengan Judul	Keruntunan Teks	Pilihan Kosakata	Pilihan TataBahasa	Penulisan KosaKata	Kerapian Tulisan		
1	ZA	2	3	2	4	2	2	4	19	55
2	MSA	3	2	4	3	4	2	2	20	59
3	RI	3	4	2	3	4	3	2	21	60
4	NA	4	2	2	2	3	2	3	18	54
5	IS	3	2	3	3	2	2	3	18	53
6	WN	2	3	3	2	3	3	2	18	52
7	AM	3	3	4	3	3	4	4	24	71
8	MY	2	3	4	3	2	2	3	19	57
9	SM	3	4	3	4	4	3	4	25	74
10	NAA	4	3	3	3	4	3	4	24	69
11	AHM	4	3	4	3	3	3	4	25	73
12	R	2	3	2	3	2	3	3	18	52
13	NAM	3	4	3	2	2	4	2	20	59
14	MP	3	2	2	4	3	2	3	19	56
15	FNP	2	3	3	2	4	3	2	19	55
16	ASR	2	4	2	4	4	3	3	22	65
17	MHP	4	4	3	3	4	3	5	26	75
18	AZ	2	3	2	3	3	2	3	18	52
19	MSAN	2	3	2	3	3	2	2	18	54
20	SMW	4	3	4	3	4	3	5	26	77
21	ROS	3	4	4	3	4	4	4	26	76
22	HYA	4	4	4	4	5	4	4	29	85
23	AS	4	4	4	4	4	4	5	29	83
24	LS	4	4	4	4	4	5	4	29	85
25	AS	4	5	4	4	4	4	4	29	84
	Total									

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ASPEK PENILAIAN POST-TEST KELAS EXPERIMENT 1 (KAHOOT APPLICATION)

No	Siswa	Aspek Penilaian							Skor	Skor/35 x100
		Keaslian Penulisan	Kesesuaian isi dengan Judul	Keruntunan Teks	Pilihan Kosakata	Pilihan TataBahasa	Penulisan KosaKata	Kerapian Tulisan		
3.	ZA	3	4	2	4	3	3	2	21	60
	MSA	5	4	3	4	3	3	4	26	75
	RI	3	4	3	3	2	3	3	21	60
	NA	4	4	3	4	4	3	4	26	76
	IS	3	2	3	3	4	3	3	21	60
	WN	5	3	4	5	4	3	5	29	84
	AM	4	3	3	4	3	4	4	25	74
	MY	5	4	3	4	3	4	3	26	76
	SM	3	3	4	4	4	4	4	26	77
	NAA	4	4	5	4	4	5	4	30	88
	AHM	4	5	4	4	4	4	4	29	85
	R	3	3	3	3	2	3	3	20	58
	NAM	4	4	4	3	3	4	5	27	78
	MP	4	4	3	4	4	5	4	28	82
	FNP	4	4	4	4	4	4	4	28	81
	ASR	3	4	4	4	3	4	4	26	76
	MHP	4	4	5	4	5	4	4	30	86
	AZ	4	3	4	3	4	3	4	25	74
	MSAN	5	4	3	4	3	4	5	28	80
	SMW	3	4	4	3	4	4	4	26	77
	ROS	4	4	4	4	4	3	4	27	78
	HYA	5	4	4	5	4	5	5	32	92
	AS	4	4	4	4	4	5	4	29	84
	LS	4	4	4	5	4	4	4	29	83
	AS	4	4	4	4	4	4	5	29	84
	Total								664	1928

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**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	65.40	25	11.864	2.373
	POST TEST	77.12	25	9.080	1.816

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	25	.553	.004

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE TEST - POST TEST	-11.720	10.200	2.040	-15.930	-7.510	-5.745	24	.000

**EFFECT SIZE**

**Descriptives**

**STUDENTS' RESULT**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					PRE TEST	25		
POST TEST	25	77.12	9.080	1.816	73.37	80.87	58	92
Total	50	71.26	12.015	1.699	67.85	74.67	52	92

**Test of Homogeneity of Variances**

**STUDENTS' RESULT**

Levene Statistic	df1	df2	Sig.
6.636	1	48	.013

**ANOVA**

**STUDENTS' RESULT**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1716.980	1	1716.980	15.386	.000



Within Groups	5356.640	48	111.597	
Total	7073.620	49		

**Between-Subjects Factors**

	Value Label	N
TEST 1	PRE TEST	25
TEST 2	POST TEST	25

**Descriptive Statistics**

TEST	Mean	Std. Deviation	N
PRE TEST	65.40	11.864	25
POST TEST	77.12	9.080	25
Total	71.26	12.015	50

**Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1716.980 <sup>a</sup>	1	1716.980	15.386	.000	.243
Intercept	253899.380	1	253899.380	2275.152	.000	.979
TEST	1716.980	1	1716.980	15.386	.000	.243
Error	5356.640	48	111.597			
Total	260973.000	50				
Corrected Total	7073.620	49				

a. R Squared = .243 (Adjusted R Squared = .227)

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**STUDENTS SCORE (PRE-TEST AND POST TEST) IN EXPERIMENTAL GROUP 2 TAUGHT BY SEMANTIC MAPPING STRATEGY**

Students	Pre-test	Post-test
WF	59	73
DR	63	83
FN	65	85
HY	60	85
AR	72	82
AR	70	87
AS	58	86
PN	74	88
ZA	72	82
K	53	93
WN	69	86
SA	53	74
SYH	63	80
RY	84	87
NR	54	86
FFR	54	84
NJ	85	89
SH	83	90
JH	73	85
FNP	50	82
AS	60	83
FFR	85	95
HP	72	90
MHP	50	85
NA	60	88
<b>TOTAL</b>	<b>1.641</b>	<b>2.128</b>
<b>Mean</b>	<b>65.64</b>	<b>85.12</b>

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ASPEK PENILAIAN PRE-TEST KELAS EXPERIMENT 2 (SEMANTIC MAPPING STRATEGY)

No	Siswa	Aspek Penilaian							Skor	Skor/35 x100
		Keaslian Penulisan	Kesesuaian isi dengan Judul	Keruntunan Teks	Pilihan Kosakata	Pilihan TataBahasa	Penulisan KosaKata	Kerapian Tulisan		
3.	NF	3	3	3	3	3	2	3	20	59
	NR	3	3	3	3	3	3	4	22	63
	AFR	3	3	3	2	4	4	3	22	65
	HY	3	3	3	3	3	3	3	21	60
	AR	4	3	3	4	3	4	4	25	72
	PAR	3	4	3	3	4	3	4	24	70
	AS	2	3	3	3	3	3	3	20	58
	AP	3	4	3	4	3	5	3	25	74
	ZA	4	3	4	3	4	3	4	25	72
	K	2	3	2	2	3	2	4	18	53
	WN	4	3	4	3	3	3	4	24	69
	SA	2	3	3	3	2	2	3	18	53
	SYH	3	3	3	3	3	3	4	22	63
	RY	4	4	4	4	5	3	5	29	84
	NR	2	3	2	3	2	3	3	18	54
	FFR	3	2	3	2	2	3	3	18	54
	NJ	4	4	4	4	4	4	5	29	85
	SH	4	4	4	4	4	4	5	29	83
	JH	4	4	3	3	4	3	4	25	73
	FNP	2	2	3	2	3	2	3	17	50
	AS	3	3	3	3	3	3	3	21	60
	FFR	4	5	4	4	3	4	5	29	85
	HP	4	3	4	3	4	3	4	25	72
	MHP	3	2	2	2	3	2	3	17	50
	NA	3	3	3	3	3	3	3	21	60
	Total								564	1641

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk keperluan pendidikan, penelitian dan penulisan laporan, penulisan kritikan.

b. Pengutipan tidak mengikat bagi pengguna yang wajar.



ASPEK PENILAIAN POST-TEST KELAS EXPERIMENT 2 (SEMANTIC MAPPING STRATEGY)

No	Siswa	Aspek Penilaian							Skor	Skor/35 x100
		Keaslian Penulisan	Kesesuaian isi dengan Judul	Keruntunan Teks	Pilihan Kosakata	Pilihan TataBahasa	Penulisan KosaKata	Kerapian Tulisan		
1	NF	4	3	4	4	3	3	4	25	73
2	NR	4	5	4	4	4	4	4	29	83
3	AF	4	4	5	4	5	3	4	29	85
4	HY	4	4	4	5	4	4	4	29	85
5	AR	5	4	3	4	3	5	4	28	82
6	PAR	5	4	4	4	5	4	4	30	87
7	AS	5	4	4	5	5	3	4	30	86
8	AP	5	4	5	4	3	5	4	30	88
9	ZA	3	4	4	5	4	5	3	28	82
10	K	5	5	4	4	4	5	5	32	93
11	WN	4	4	4	4	4	5	5	30	86
12	SA	4	3	4	3	3	4	4	25	74
13	SYH	3	3	3	5	5	4	5	28	80
14	RY	5	4	4	4	3	5	5	30	87
15	NR	3	4	4	4	5	5	5	30	86
16	FFR	4	4	3	4	5	4	5	29	84
17	NJ	4	4	4	5	5	4	5	31	89
18	SH	5	4	5	3	5	4	5	31	90
19	JH	5	4	4	3	4	4	5	29	85
20	FNP	4	4	4	4	4	3	5	28	82
21	AS	3	4	5	5	4	4	4	29	83
22	FFR	5	5	5	4	5	4	5	33	95
23	HP	5	4	4	5	4	4	5	31	90
24	MHP	5	4	4	4	4	3	5	29	85
25	NA	4	4	5	4	4	4	5	30	88
	Total									

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Within Groups	3540.400	48	73.758	
Total	8283.780	49		

**Between-Subjects Factors**

	Value Label	N
TEST	1 PRE TEST	25
	2 POST TEST	25

**Descriptive Statistics**

TEST	Mean	Std. Deviation	N
PRE TEST	65.64	11.098	25
POST TEST	85.12	4.936	25
Total	75.38	13.002	50

**Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4743.380 <sup>a</sup>	1	4743.380	64.310	.000	.573
Intercept	284107.220	1	284107.220	3851.866	.000	.988
TEST	4743.380	1	4743.380	64.310	.000	.573
Error	3540.400	48	73.758			
Total	292391.000	50				
Corrected Total	8283.780	49				

a. R Squared = .573 (Adjusted R Squared = .564)

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Menuliskan kritik atau tinjauan satu masalah.





**STUDENTS SCORE IN EXPERIMENTAL GROUP 1 TAUGHT BY KAHOOT APPLICATION AND IN EXPERIMENTAL GROUP 2 TAUGHT BY SEMANTIC MAPPING STRATEGY**

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 State Islamic University of Sultan Syarif Kasim Riau

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 b. Pengutipan hanya untuk keperluan pendidikan, penelitian dan penulisan karya tulis, penerbitan, penulisan kritik atau tinjauan suatu media.  
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students	Experimental group 1 taught by Kahoot application	Experimental group 2 taught by Semantic mapping strategy
Ss1	60	73
Ss2	75	83
Ss3	60	85
Ss4	76	85
Ss5	60	82
Ss6	84	87
Ss7	74	86
Ss8	76	88
Ss9	77	82
Ss10	88	93
Ss11	85	86
Ss12	58	74
Ss13	78	80
Ss14	82	87
Ss15	81	86
Ss16	76	84
Ss17	86	89
Ss18	74	90
Ss19	80	85
Ss20	77	82
Ss21	78	83
Ss22	92	95
Ss23	84	90
Ss24	83	85
Ss25	84	88
<b>TOTAL</b>	<b>1.928</b>	<b>2.128</b>
<b>Mean</b>	<b>77.12</b>	<b>85.12</b>

**Case Processing Summary**

Techniques	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Students' result	25	100.0%	0	0.0%	25	100.0%



Semantic Mapping Strategy

25

100.0%

0

0.0%

25

100.0%

**Descriptives**

Techniques	Statistic	Std. Error	
Kahoot Application	Mean	77.12	
	95% Confidence Interval for Lower Bound	73.37	
	Mean Upper Bound	80.87	
	5% Trimmed Mean	77.38	
	Median	78.00	
	Variance	82.443	
	Std. Deviation	9.080	
	Minimum	58	
	Maximum	92	
	Range	34	
	Interquartile Range	10	
	Skewness	-.905	.464
	Kurtosis	.313	.902
	Semantic Mapping Strategy	Mean	85.12
95% Confidence Interval for Lower Bound		83.08	
Mean Upper Bound		87.16	
5% Trimmed Mean		85.26	
Median		85.00	
Variance		24.360	
Std. Deviation		4.936	
Minimum		73	
Maximum		95	
Range		22	
Interquartile Range		6	
Skewness		-.600	.464
Kurtosis		1.347	.902

**Tests of Normality**

Techniques	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kahoot Application	.206	25	.008	.888	25	.010
Semantic Mapping Strategy	.144	25	.195	.947	25	.210

a. Lilliefors Significance Correction

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Students' result	Based on Mean	4.952	1	48	.031
	Based on Median	4.726	1	48	.035
	Based on Median and with adjusted df	4.726	1	37.433	.036
	Based on trimmed mean	4.883	1	48	.032

**Group Statistics**

		Techniques	N	Mean	Std. Deviation	Std. Error Mean
Students' result	Kahoot Application		25	77.12	9.080	1.816
	Semantic Mapping Strategy		25	85.12	4.936	.987

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
STUDENTS' RESULT	Equal variances assumed	4.952	.031	-3.871	48	.000	-8.000	2.067	-12.156	-3.844
	Equal variances not assumed			-3.871	37.044	.000	-8.000	2.067	-12.188	-3.812

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

UIN  
Sultan Syarif Kasim Riau



Akreditasi B  
SK Ng: 197/BAN PAUD DAN PNF/AKR/2019

Certifikate Number : 153/HOMIE/VII/2022

TOEFL®

# CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Evi Efrida Ritonga  
ID Number : 1213064107910008  
Test Date : 11 juli 2022  
Expired Date : 11 juli 2024

achieved the following scores :

Listening Comprehension : 44  
Structure and Written Expression : 53  
Reading Comprehension : 61  
Total : 525



Robi Kurniawan, M. A.  
Homie English Director



Izin No: 37/06.06/DPMPTSP/IX/2021

Under the auspices of:  
HOMIE ENGLISH  
At: Pekanbaru  
Date: 13-07-2022

UIN SUSKA RIAU



# الشهادة

## اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن :

Evi Efrida Ritonga : سيدة /

1213064107910008 : رقم الهوية

12-07-2022 : تاريخ الاختبار

12-07-2024 : الصلاحية

قد حصلت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

56 : الاستماع

45 : القواعد

51 : القراءة

502 : المجموع

التقديم التعريفي

No. 635/GLC/VII/2022



الأمين العام

أدي خير الدين الماجستير

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:  
Global Languages Course  
At Pekanbaru  
Date: 14-07-2022



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KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**PASCASARJANA**  
**كلية الدراسات العليا**  
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : [pasca@uin-suska.ac.id](mailto:pasca@uin-suska.ac.id)

Nomor : S-3543/Un.04/Ps/PP.00.9/10/2022  
Lamp. : 1 berkas  
Perihal : Penunjukan Pembimbing I dan  
Pembimbing II Tesis Kandidat Magister

Pekanbaru, 11 Oktober 2022

Kepada Yth.

1. Dr. Faurina Anastasia, M. Hum (Pembimbing Utama)
2. Dr. Nur Aisyah Zulkifli. M. Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Evi Efrida Ritonga  
NIM : 21990125665  
Program Pendidikan : Magister/Strata Dua (S2)  
Program Studi : Pendidikan Agama Islam  
Semester : VII (Tujuh)  
Judul Tesis : The Effects Of Using Kahoot Aplication And Semantic Mapping Strategy On Student's Writing Ability At MTS Muhammadiyah 8 Siabu

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,  
Direktur,

Prof. Dr. H. Ilyas Husti. MA  
NIP. 19611230 198903 1 002



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Nomor : B-3685/Un.04/Ps/HM.01/10/2022  
Lamp. : 1 berkas  
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 31 Oktober 2022

Kepada  
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu Prov. Riau  
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: EVI EFRIDA RITONGA
NIM	: 21990125665
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VII (Tujuh) / 2022
Judul Tesis/Disertasi	: The Use of Kahoot Application and Semantic Mapping Strategy on Students' Writing Ability at Islamic Junior High School

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari MTs Muhammadiyah 8 Siabu

Waktu Penelitian: 3 Bulan (31 Oktober 2022 s.d 31 Januari 2023)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wassalam  
Direktur,  
  
Prof. Dr. H. Ilyas Husti, MA  
NIP. 19611230 198903 100 2

Tembusan:  
Yth. Rektor UIN Suska Riau





**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPPTSP/NON IZIN-RISET/51435  
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**



1.04.02.01

Sejauh yang saya ketahui, Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 308/Un.04/Ps/HM.01/10/2022 Tanggal 31 Oktober 2022**, dengan ini memberikan rekomendasi kepada:

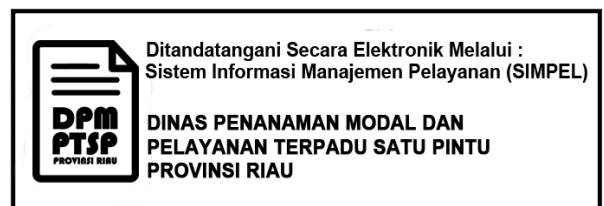
- |                      |   |                                                                                                                               |
|----------------------|---|-------------------------------------------------------------------------------------------------------------------------------|
| 1. Nama              | : | <b>EVI EFRIDA RITONGA</b>                                                                                                     |
| 2. NIM / KTP         | : | 21990125665                                                                                                                   |
| 3. Program Studi     | : | PENDIDIKAN AGAMA ISLAM S2                                                                                                     |
| 4. Konsentrasi       | : | PENDIDIKAN BAHASA INGGRIS                                                                                                     |
| 5. Jenjang           | : | S2                                                                                                                            |
| 6. Judul Penelitian  | : | <b>THE USE OF KAHOOT APPLICATION AND SEMANTIC MAPPING STRATEGY ON STUDENTS' WRITING ABILITY AT ISLAMIC JUNIOR HIGH SCHOOL</b> |
| 7. Lokasi Penelitian | : | MTS. MUHAMMADIYAH 8 SIABU                                                                                                     |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 4 November 2022



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Gubernur Sumatera Utara  
Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan





MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH SIABU  
MTs. MUHAMMADIYAH - 8 SIABU  
STATUS SWASTA  
JENJANG AKREDITAS BAIK ( B)

Nomor Piagam : 1346/BAN-SM/SK/2021  
Alamat : Jl. Sutan Kumalasian No. 368 Siabu Kabupaten Mandailing Natal

**SURAT IZIN PENELITIAN**

**No. 118/ IV.4. AU/F/ 2022**

Kepala sekolah MTs. Muhammadiyah 8 Siabu dengan ini memberikan izin kepada:

Nama : Evi Efrida Ritonga  
NIM : 21990125665  
Program Studi : Pendidikan Agama Islam  
Konsentrasi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Magister (S2) UIN SUSKA RIAU

Untuk mengumpulkan data dan informasi dalam menyelesaikan Thesis dengan judul  
"The use of Kahoot Application and Semantic Mapping Strategy on Students'  
Writing Ability at Islamic Junior High School".

Demikian surat izin penelitian ini diberikan kepada yang bersangkutan agar dapat  
dipergunakan sebagaimana mestinya.

Siabu, 02 November 2022  
Kepala Sekolah  
Muhammadiyah 8 Siabu  
  
(HAQ AS, S.Pd)



UIN SUSKA RIAU

## KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	Evi Efrida Ritonga
NIM	21990125665
PROGRAM STUDI	Pendidikan Agama Islam
KONSENTRASI	Pendidikan Bahasa Inggris
PEMBIMBING I / PROMOTOR	Dr. Faurina Anastura, M.Hum
PEMBIMBING II / CO PROMOTOR	Dr. Nur Arsyah Zulkifli, M.Pd
JUDUL TESIS/DISERTASI	The effects of Using kahoot Application and Semantic Mapping Strategy on Student writing Ability of OTE Muh. & Shaba

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SULTAN SYARIF KASIM RIAU



## KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Promotor**	Keterangan
1.	Jumat 14-10-2022	Chapter I → Background Chapter II → R. Penelitian Chapter III → Data analysis.		
2.	Senin 17-10-2022	Chapter I } Acc to the next Chapter II } Process		
3.	Senin 19-11-2022	Chapter IV Chapter V → Result		
4.	Rabu 16-11-2022	Chapter IV Chapter V		
5.				
6.				

Catatan :  
\*Coret yang tidak perlu

Pekanbaru, 27-2- 2023

Pembimbing I / Promotor

Dr. Fabrizius M. Hutagaean

## KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI

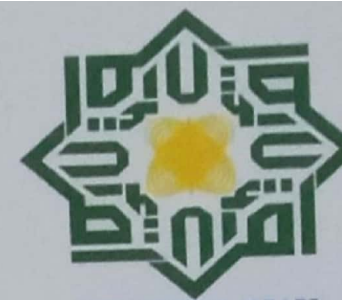
No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Co-Promotor**	Keterangan
1.	Senin 17-10-2022	Chapter I → Background, Identifikasi, R. Penelitian, Definisi of terms. Chapter II → Review literature, opional (quotes / References)		
2.	Rabu 19-10-2022	Chapter I → Citation, Related Studies Chapter II → Research design, Research instrument, Data Analysis.		
3.	Rabu 26-10-2022	Chapter III → Instruments Research design, ACC Research instrument.		
4.	Rabu 23-11-2022	Chapter IV → Result & Findings Chapter V		
5.				
6.				

Catatan :  
\*Coret yang tidak perlu

Pekanbaru, 1 Maret 2023

Pembimbing II / Co-Promotor

Dr. Husein Alimul Huda, M.Pd



UIN SUSKA RIAU

# Sertifikat

Nomor: B-0855/Un.04/Ps/PP.00.9/04/2023

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

**Nama** : Evi Efrida Ritonga  
**NIM** : 21990125665  
**Judul** : **The Use Of Kahoot Aplication And Semantic Mapping Strategy On Students' Writing Ability At Islamic Junior High School**

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi **Tesis** Sebesar **(22%)** di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.



Mengetahui  
Direktur Pascasarjana

**Prof. Dr. Ilyas Husti, MA**  
NIP. 196112301989031002

Pekanbaru, 24 Februari 2023  
Pemeriksa Turnitin Pascasarjana

**Dr. Perisi Nopel, M.Pd.I**  
NUPN. 9920113670





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Phone & Faxes (0761) 850832. Site pps.uin-suska.ac.id E-mail pps@uin-suska.ac.id

KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI  
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Evi  
NIM : 21990125665  
PRODI : PAI  
KONSENTRASI : Pendidikan Bahasa Inggris

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Jumat/3/3/23	The Effectiveness of Using Think-Pair-Share	SULASTRI	
2		(TPS) Technique and Student Team		
3		Achievement Division (STAD) Technique		
4		to Improve Students' Reading Comprehension		
5		at Language Development Center in State		
6		Islamic University of Spek Ali Hasan		
7		Ahmad Addary Padangsidimpuan.		
8	Jumat/3/3/23	Students' Strategies to overcome Speaking	HAMDANI	
9		Anxiety in English Language Learning		
10		at the Nursing Students of STIKES		
11		Tengku Maharatu Pekanbaru.		
12				
13				
14				
15				

Pekanbaru,  
Direktur,

20

Prof. Dr. H. Ilyas Husti, M.Ag  
NIP. 19611230 198903 1 002

- NB 1. Kartu ini dibawa setiap kali mengikuti ujian.  
2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi  
3. Sebagai syarat ujian Proposal, tesis dan Disertasi



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NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Sabtu/4/3/23	Peran Dompot Plunafa Melalui	Hennizal	
2		Pengelolaan Wakaf Produktif untuk	Hafi	
3		Meningkatkan Kesejahteraan Masyarakat		
4	Sabtu/4/3/23	Pengembangan Wakaf Melalui Crowd-		
5		funding pada Generasi Z Muhammadiyah	Hendri	
6		Riau dalam Perspektif Maqashid Syariah	Sayuti	
7	Sabtu/4/3/23	Problematika Nikah Sirri (Analisis		
8		Undang-Undang Nomor 1 Tahun 1974	Hendri	
9		Tentang Perkawinan dan Enakmen	Kroniko	
10		Undang-Undang Keluarga Islam Malaysia		
11				
12				
13				
14				
15				

Pekanbaru,  
 Direktur,

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State Islamic University of Sultan Syarif Kasim Riau

## B I O G R A P H Y



### PERSONAL INFORMATION

Name : Evi Efrida Ritonga  
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 Religion : Islam  
 Nationality : Indonesian  
 Marital Status : Marriage

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### EDUCATIONAL BACKGROUND

- 2000-2006 : SD Muhammadiyah Simangambat, Mandailing Natal
- 2006-2009 : MTs. Muhammadiyah 8 Siabu, Mandailing Natal
- 2009-2012 : SMA Negeri 1 Siabu, Mandailing Natal
- 2012-2016 : Pendidikan Bahasa Inggris, Universitas Asahan. Kisaran, SUMUT.