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THE EFFECTIVENESS OF SEMANTIC MAPPING STRATEGY TO IMPROVE STUDENTS LISTENING ABILITY AT SECOND GRADE OF SMP DARUSSALAM PLUS TANAK BEAK

[1]Fatimatuzzahrah

[1]English Student, Faculty of Tarbiah and Teacher Training, The State of Islamic University Mataram. Indonesia

Corresponding Author Email: fatimatuzzahrah@gmail.com

A B S T R A C T S

This study was aimed to examine whether or not the use of Semantic Mapping strategy can effective to improve students' listening ability of second grade students at SMP Darussalam Plus Tanak Beak. This research was quantitative research and the research design was Pre- Experimental research One Group Pretest-Posttest design. The research involved a sample of 10 students from second-grade. Data were collected before and after implementing the teaching strategy through pre-tests and post-tests. The analysis of the data, using a paired sample t-test, revealed a significant improvement in the students' performance. The research findings showed that the students' difference before and after using semantic mapping strategy was significantly effective. The students' pre-test mean score was 40.3 to be 77.5 in post-test with 92.26% improvement. The t-test analysis showed that Sig (2-tailed) is 0.000 which is smaller than α= 0.05. It means that there was a significant difference of students' listening ability before and after using Semantic Mapping Strategy. It can be concluded that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. Based on the findings, it can be concluded that Semantic Mapping Strategy was effective to improve students' listening ability of the second grade of SMP Darussalam Plus Tanak Beak.

A R T I C L E I N F O

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INTRODUCTION

Listening is an important activity in learning English process because English learners can master the other English skills, such as speaking, reading, and writing through this activity. It is supported by Linse who stated listening makes the students prepare to replicate the sounds when they speak and also by developing good listening skills, the students are able to match the sounds with the corresponding symbols when they decode words. This suggests that students gain information that helps them get ready before engaging in reading or conversation. As a result, listening aids in the development of other English skills, include writing, speaking and reading. In summary, teaching listening abilities is crucial for English learners because it serves as a foundational skill for mastering other abilities and is the quickest way to absorb a large amount of information.

Additionally, listening is not an easy task, which is why it often poses challenges for English learners. They frequently struggle to grasp what the speaker intends to convey.

Listening itself is about understanding the speaker's meaning, and this difficulty is echoed by Underwood, who highlighted that listening is a complex process. As mentioned earlier, Linse pointed out that listening helps students get ready to replicate sounds when speaking and, through good listening skills, they can connect sounds with the corresponding symbols while decoding words. This means that listening provides students with the necessary information, allowing them to better prepare for reading or engaging in conversations. Consequently, listening supports the development of other English skills such as reading speaking, and writing.

In summary, listening is a critical skill that should be teach to English learners as it serves as the foundation for mastering other language skills and is the quickest way to absorb information. However, listening is not an easy task, which makes it a challenge for many learners. They often struggle to understand what the speaker is trying to convey, as listening requires grasping the speaker's intended meaning. Underwood supports this by stating that listening involves paying attention and making an effort to derive meaning from what is heard in specific contexts and on particular occasions. Therefore, the secret to having good listening comprehension is being able to understand the speaker's mean. Moreover, a monologue text can be employed as anything that is heard by the audience. There are various types of monologue texts, one of which is the hortatory exposition text. This type of text aims to persuade listeners that something should or should not happen, recommending or advising the audience on what actions to take or avoid. This indicates that the text is recommending or advising the audience on what to do or not do.

The newest curriculum, Kurikulum Operasional Satuan Pendidikan (KOSP), includes this subject to help students improve their listening ability. SMP Darussalam Plus Tanak Beak uses this curriculum to guide its teaching and learning processes. Listening is taught at all levels in SMP Darussalam Plus Tanak Beak, from the 1st to the 3rd level, using a variety of text genres offered by the textbook, including descriptive, narrative, and explanatory. Listening is taught twice a week for 90 (2x45) minutes per meeting.

The 2023/2024 syllabus requires second-grade pupils to accomplish two competencies: standard competence and basic competence. Students must be able to interpret the meaning of short functional texts and essays, such as spoof, narrative, and hortatory exposition, with fluency, accuracy, and appropriateness in meaningful, real-life circumstances. Students must be able to respond to the meaning of monologues using spoken language accurately, effectively, and appropriately in similar real-life circumstances, with a concentration on narrative, parody, and hortatory exposition texts.

During preliminary research at SMP Darussalam Plus Tanak Beak, the teacher taught listening using dictation and discussion strategies. The teacher dictated a listening text multiple times before instructing students to fill in the blanks about it. Students were then asked to answer text-related questions and discuss their responses in groups. Each group then responded to the answers provided by the other groups. Finally, the teacher summed up the lesson. Students at SMP Darussalam Plus Tanak Beak continue to struggle with listening comprehension, regardless of the technique used. The following issues have been identified:

1. Some of the students are not able to identify the topic of the text heard.
2. Some of the students are not able to identify specific information of the text heard.
3. Some of the students are not able to identify what the speaker's purpose inthe text.

4. Some of the students are not able to identify the solution of the problem in the text heard.

In the researcher's opinion, the technique currently used by the teacher is not well-suited for the students. There are many strategies available to enhance listening comprehension, and the researcher suggests using the semantic mapping strategy as a solution. According to Oxford, semantic mapping involves visually organizing concepts and their relationships through a diagram, highlighting key ideas and connecting them with arrows or lines. This technique improves memory and comprehension of new vocabulary and expressions and can be particularly useful in pre-listening activities to help students better grasp and retain the words they will encounter.

Additionally, Nation and Newton highlighted the importance of drawing students' attention to essential vocabulary before listening, which can be effectively done using the semantic mapping strategy. Therefore, the researcher believes that the semantic mapping strategy can aid students in comprehending what they hear. This strategy introduces relevant vocabulary related to the listening material, allowing students to predict the speaker's message. By offering this preparation prior to listening, students become better equipped to understand the content more effectively.

Based on the explanation and the identified problem, the researcher is interested in conducting a study titled "The Effectiveness of the Semantic Mapping Strategy to Improve Students' Listening Ability at SMP Darussalam Plus Tanak Beak.

RESEARCH METHODS

The researcher opted for a quantitative approach for this study, believing it to be the most appropriate choice. This approach, which utilizes numerical data, aligns closely with the researcher's objectives of measuring students' listening abilities through the use of semantic mapping. The researcher believes that the experimental research design is the most suitable approach for their study, as it aims to observe and measure the impact of specific treatments. The controlled manipulation of variables in this research aligns with the goal of determining how semantic mapping affects students' listening comprehension. This approach allows the researcher to establish cause-and-effect relationships between the treatment and the observed outcomes. To assist this research, a pre-experimental strategy was employed to investigate whether an activity or material influences participant outcomes. This study used a pre-experimental design, namely one-group pre-test and post-test. This design included one group that took a pre-test (O1), then received the therapy (X), and finally completed a post-test (O2). The goal of this design is to evaluate whether there is significant development before and after applying the semantic mapping technique, as well as whether this strategy can improve students' listening skills. The data were collected using a listening test. In this study, the test was meant to assess students' comprehension of what they heard. The test has two sections: a pre-test and a post-test.. This study's data collection was divided into three phases: pre-test, treatment, and post-test. In analyzing data, descriptive statistics are employed to describe or illustrate the data that has been gathered as it is, without the intention of drawing reliable conclusions for a generalization or generalization. Statistical activities begin with

collecting data, assembling or processing data, processing data, and presenting and interpreting numerical data to provide an overview of a symptom, event, or situation.

RESEARCH FINDING AND DISCUSSION

The research findings indicated that the students showed an improvement of their listening ability. The students' improvement was supported by the mean score of pre-test which was in average,low and very low category and post-test in averange, good, and excellent category.

Table 1. The Difference Score of Pre-test and Post-test

No.	Pre-test	Score
1	Mean Score	**40.3**
2	Standard Deviation	**13.34**
No.	**Aspect of Achievement**	**Frequency**
1	Excellent	**0**
2	Good	**0**
3	Average	**2**
4	Low	**5**
5	Very Low	**3**
Total		**10**
No.	**Post-test**	**Score**
1	Mean Score	**77.5**
2	Standard Deviation	**11.91**
No.	**Aspect of Achievement**	**Frequency**
1	Excellent	**2**
2	Good	**5**
3	Average	**3**
4	Low	**0**
5	Very Low	**0**
Total		**17**
Improvement Percentage		**92.26%**
t-test		**-6.58**
t-table		**2.101**

According to table 4.3 above, The students' post-test scores were higher than their pre-test scores with a 92.26% improvement following treatment with the semantic mapping strategy. However, to measure the improvement of the students' score the researcher used paired sample t-test. Table 4.7 showed that the Sig. (2-tailed) value of p was 0.000 which was lower then the alpha 0.05 (0.000 < 0.05). It may be concluded that teaching listening using the semantic mapping strategy was effective. The alternative hypothesis (Ha) was accepted, while the null hypothesis (H0) was rejected. It signifies that there was a difference in student scores before and after treatment with the semantic mapping technique in the second grade at SMP Darussalam Tanak Beak. This allows teachers to better identify students' deficiencies

and give effective suggestions for listening to them.

The results of This study supports the conclusions of previous research conducted by Ayudia Yolanda Putri, who discovered significant differences in students' listening abilities before and after semantic mapping. The researcher concludes that the semantic mapping strategy has a significant effect on second-year students' listening comprehension at SMAN 3 Pekanbaru, as evidenced by a calculated F value of 14.031, which is greater than the critical value of F at 0.05 for 1 and 28 degrees of freedom ($F_{0.05,1,28} = 4.20$). The significance level (Sig.) of 0.001 is less than $\alpha = 0.05$, rejecting the null hypothesis (H0) and accepting the alternative hypothesis (Ha).

A similar study conducted by Cahyadi showed the average scores of students in the experimental group during the pre-test and post-test periods. The pupils' average pre-test score was 63.6, with a standard deviation of 5.758. Following therapy, the students received a higher mean score of 80.0 on the post-test, with a standard deviation of 6.482. These findings show that applying the semantic mapping technique had a considerable impact on the writing skills of second-year students at SMAN 2 Rokan IV Koto.

In addition to the previous research, Aulia Dzakiyu Rahmah discovered that the majority of the students listening comprehension achievement was rated as good. Furthermore, students vocabulary achievement improved significantly after being taught utilising semantic mapping. The paired t-test yielded a statistical significance (2-tailed) of 0.00, which was less than 0.01 and below the 0.05 level. This result indicates that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. As a result, it is possible to conclude that using semantic mapping to teach students increases their vocabulary achievement significantly. This suggests that the adoption of semantic mapping enhances the vocabulary achievement of eighth-grade pupils at MTs Islamiah Ciputat Tangerang Selatan during the 2018/2019 school year.

The use of semantic mapping in listening lessons has been proven to enhance students' listening ability. Those who participated in listening activities with semantic mapping exhibited significant advancements in their comprehension. English teachers recognize semantic mapping as an effective tool for improving students' listening abilities, as it not only engages learners but also creates a more authentic learning environment.

For future studies, it is recommended to utilize a larger sample size and explore various types and forms of semantic mapping. This could lead to a deeper understanding of the contexts where the semantic mapping strategy is most effective in enhancing students' listening skills. In conclusion, the findings suggest that the semantic mapping strategy positively impacts students' listening and learning outcomes. Students engaged in activities that integrate semantic mapping often show marked improvements in their listening proficiency.

CONCLUSION

As a result, the alternative hypothesis (Ha), which posits that semantic mapping positively impacts listening skills, is accepted, while the null hypothesis (H0), which assumes no effect, is rejected. These findings provide strong evidence that the use of semantic mapping can be highly beneficial in enhancing the listening skills of second-grade students at

SMP Darussalam Plus Tanak Beak, making it a valuable method for language educators to consider in their teaching strategies.

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