THE IMPLEMETATION OF SEMANTIC MAP TO ENHANCE THE STUDENTS' WRITING ABILITY OF PASSIVE VOICE TO THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 9 PALEMBANG

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Abstract

The main problem of this study was "Is it effective to teach Passive Voice by using semantic map to the eleventh grade students of state Senior High School 9 Palembang?The method of this study was pre-experimental method with one group pre-test and post-test design. The data were collected through two kinds of test, pretest and posttest. The data were analyzed by using the matched t-test. Based on the result of the data analysis, the students' average score in the pre-test was 51,63, and the average score in the post-test was 63,68. The t-table of 5 % significance level was 1.684. It could be concluded the value of t-obtained (7,21) was higher than the value of t-table (1.684). It means that Ho was rejected, and consequently Ha was accepted.

Keywords: *Semantic, maps, writing, and passive*

Introduction

In Indonesia, students are expected to be able to communicate in English both in oral or written form. This is important for students to study elements of English to make them able to communicate in English. According to Pollard (2008, P. 21), the essential elements of English are language skills and language aspects. The language skills are listening, speaking, reading, and writing. Language aspects are grammar, vocabulary, pronounciation, functions and levels of formality.

According to Greenbaum (1996,P. 49), the study of English can help students develop their ability to adjust their language appropriately to different contexts. They should be aware of the expectations that standard English has in the norm for public writing, and they will need to learn and to adopt the conventions for public writing in grammar, vocabulary, spelling, and punctuation. Grammar (in the sense of 'syntax') is generally regarded as central in linguistics, and it should therefore be included in a linguistic curriculum on its own terms as the curriculum in Indonesian schools. In English Curriculum, KTSP or 2013 curriculum, senior high school students

study grammar. One of them is Passive Voice.

Passive Voice is the sentence that the agent is not important than the result of activity. Sometimes who or what causes in action is not important and we are more interested in what happens to a thing or a person(Clarke, 2008, P. 82). According to Hughes (2001, P. 230) we use the passive voice because we do not know or can not express who or what performed the action. The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In academic writing Passive Voice is used as one of the subject in English lesson. According to Clarke (2008, P. 82), the Passive is more common in written than spoken English. It sounds formal and impersonal, and for this reason is often used in report of crimes or legal procedures, newspaper report, announcements, and notices.

Studying Passive Voice is sometimes difficult for students. The problem of this study is difficult for students to learn Passive Voice because the formula of Passive Voice is different from active voice. Therefore, they can not differentiate the subject or the agent of Passive Voice form. The students are not interested in

Passive Voice because they face the complex rule of Passive Voice. Besides, the teaching technique is monotonouse that make the students lack of motivation in studying English grammar.

To solve this problem, a teacher must be creative to make students interested in studying grammar. It is essential, therefore, to use as many different techniques as possible, even when teaching the same language item. Haycraft (1979, p. 43), further states that there are many ways of presenting structure, and these are usually complementary rather than mutually exclusive. A teacher should vary his/her techniques as much as possible, adapt presentation to his/her class, and make sure that technique is really relevant to the point that he/she is teaching. One of the techniques that can be used is by using diagram. According to Halliwell (1992, P. 131), a diagram or map enables students to handle complex information more easily and conciously than through straightforward text. A diagram is a representation of complex information. It can help students to comprehend information on it. Students will be able to understand the information and get interested in studying.

A map can also show relationship and significance more clearly than written or spo, P. 131). Semantic networks diagram is a one of types of diagrams. A semantic map is a graph of the structure of meaning. Semantic networks are used in almost every application area of AI, including natural language understanding, deductive databases, library document retrieval, business planning, medical diagnosis, legal case analysis, analogical reasoning, expert systems, robot control, intelligent, Computer Aided Design, visual pattern recognition, simulated aircraft control, and many more (Lehman, 1992:1).

Furthemore, Lehman (1992, P. 2) state that A semantic networks or net represents knowledge as a net-like graph. Semantic networks aim to represent any kind of knowledge which can be described in natural language. A semantic networks can make the students get the information because it is easy to understand and the students will save the information for long-term memory. The "Semantic Network

approach" proposes that concepts of the mind are arranged in networks, in other words, in a functional storage-system for the `meanings' of words. Of course, the concept of a semantic net is very flexible. In a graphical illustration of such a semantic net, concepts of our mental dictionary are represented by nodes, which in this way represent a piece of knowledge about our world. Based the statements in this bacground, the writer was interested in conducting a research entitled *Teaching Passive Voice by Using Semantic Networks Diagram to the Eleventh Grade Natural Science Students of State Senior High School 9 Palembang.*

Problem of the Study

The problem of this study was formulated as follows: "was it effective to teach passive voice by using semantic map in simple present form with the theme activities in the school to the eleventh grade students of State Senior High School 9 Palembang?"

Hypotheses

A hypothesis is, simply put, a prediction of the possible outcomes of a study (Frankel and Wallen, 2011, p. 83).

There are two hypotheses in this study, namely the null hypothesis (Ho) and alternative hypothesis (Ha).

Ho : It is not effective to use sematic map in teaching passive voice to the eleventh grade students natural science of Senior High School 9 Palembang.

Ha : It is effective to use semantic map in teaching passive voice to the eleventh grade students natural science of Senior High School 9 Palembang.

Literature Review
The Concept of Teaching

Teaching is a system of action involving an agent, a situation, and an end-in-view, and two sets of factors in the situation: one set over which the agent has no control (for example, size of classroom and physical characteristics of pupils) and one set which the agent can modify with

respect to the end-in-view (for example, assignments and ways of asking questions). Teacing is helping someone or people by the theacer or master to get new information with the question answer process. The teacher as a facilitator and the student as a learner. Acording to Hamalik (2011, p. 77), Teaching is an interaction all components of teaching. The components of teaching are i.e, the porpose of teaching, the students, the teacher, syllabus, teaching strayegy, teaching media, and teaching evaluation. It's mean that all of components have coleration each other.

The Concept of Passive Voice

Gage (2005, p. 19) In English grammar there are kinds of sentences. One of them is Passive Voice. Passive Voice is a sentence which subject is being acted upon, receiving the action. The passive is formed with the verb to be + past paticiple (Clarke, 2008, p. 28). Acording to Rizka and Furqon (2015, p. 95) to make passive voice we move the subject of active sentence into bihind and object of active sentence into inront of sentence. The formula of simple present :

Active Voice of Simple Present Tense
(+) S +V1 (s/es) + O
(-) S + do/does + not + V1 + O
(?) do/does + S + V1+ O
Passive Voice
(+) S + is/am/are + V3 + (by actor)
(-) S + is/am/are + not V3 + (by actor)
(?) Is/am/are + S + V3 + (by actor)

Active Voice of Simple Present Tense
(+) We write a letter.
(-) We don't write a letter
(?) Do we write a letter?
Passive voice
(+) A letter is written by us.
(-) A leeter is not written by us.
(?) Is a letter written by us?

Forming The Passive Voice

Simple past : Mary helped the boy.
ACTIVE : (a) <u>Mary</u>   <u>helped</u>   <u>the boy</u>.
                        Subject   Verb   Object

PASSIVE : (b) <u>The boy</u> <u>was helped</u> by Mary.

Subject   Verb

In the passive, the object of an active verb becomes *the subject* of the passive verb: **the boy** in (a) becomes the subject of the passive verb in (b). Notice that the subject of an active verb follows **by** in a passive sentence. The noun that follows **by** is called the "agent" in (b) **Mary** is the agent (Azar, 2001, p. 208)

According to Penston (2005 , p. 64) the passive is a particular sentence construction: To change a sentence from active to passive: a) move the object (Granny) to the position of grammatical subject (before the verb); b) insert the verb *be* as an auxiliary verb in the tense required (was); c) follow with the **past participle** of the main verb (eaten), which must be a transitive verb of course, and; d) end with *by* and the agent.

The Concept of Map

Acording to Nakatsu (2010, p. 57), a map as a graphic representation that
Shows how something works or makes something easier to understand. Diagram has many form that help the presentator to explain their material. Nakatsu (2010,p. 57) maps are information graphics that are made up primarily of geometric shapes, such as rectangles, circles, diamonds, or triangles, that are typically (but not always) interconnected by lines or a
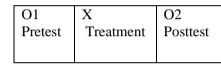
The Concept of Semantic Map

According to Nakatsu (2010,p. 79) one of the most common types of association diagrams is the semantic network, which is a graph of interconnected nodes—the nodes represent the objects and the links represent the relationships between the objects. Accroding to Balckwell (2004,p. 211) Semantic maps are used to illustrate how people organize information in their memories. Such representations have been used by cognitive psychologists to understand and theorize how one retrieves and processes information from long-term memory.

Method of Research

Method is a guide in doing experiment or observation. In this study, the pre-experimental method is used in doing experiment. In the study applied one of the experimental designs which is called the pretest, posttest one group design. This method will be form of actual teaching process to the students.

According to Fraenkel and Wallen (2011, p. 269), in the one group pretest and posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. The writer did thefollowing steps: pretest, treatment, post test. The diagram of this design is as follows.

O1 Pretest	X Treatment	O2 Posttest

Where:
O$_1$: The test before experiment (Pretest)
X : The treatment
O$_2$: The test after experiment (Posttest)

Population and Sample

Population is all the subject or elements or component of the research (Arikunto, 2010, p. 173). Fraenkel and Wallen (2011, p. 91) state population is the larger group to which one intended to apply the result. In this study, the population was taken from the Eleventh Grade Students of State Senior High School 9 Palembang. Purposive sampling is a way of taking sample which choose the subject based on specific criteria of the researcher (Kuntjojo, 2009, p. 32). The specific criteria of the writer are the differences of the students' competence about Passive Voice in class XI Science 4. Based on this sampling technique class XI Science 4 is chosen as the sample.

Technique for Collecting Data

Test is any series of question or exercise or other skill, knowledge, intelligence, capacities of attitude of an individual or group (Arikunto, 2010, p. 264). According to Hatch and Anne (1991, p. 121) There are two tests given to the students. There are pre-test and post-test. Pre-test is given to the students before give experiment and post-test is given at the end of experiment in order to know the result of treatment that given. The test is given consists of 40 items, in the types of 20 multiple choice question, and 20 True or False question.

Findings

Based on the students' scores obtained both in the pre-test and in the post-test, matched t-test was to find out whether or not it was effective to teach Passive Voice through semantic map to the eleventh grade natural science students State Senior High School 9 Palembang.

Table of Matched t-test

	Result	Std. Error Mean	Sig. (2 tailed)
Pair	Pretest	2.59034	.000
	Postest	2.38330	

The matched t-test calculation was 7.21. Meanwhile, the t-table of 5% significance level was 1.684. It can be concluded that the value of t-obtained (7.21) was higher than the value of t-table (1.684). Based on the calculation of matched t-test, it was found that the t-obtained was higher than the value of the t-table (7.21 >1.684). The result indicates that it was significantly effective to teach Passive Voice using semantic map. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Conclusions

Based on the findings above, it is interpreted that teaching Passive Voice using semantic maps to the eleventh grade natural science students of State Senior High School 9 Palembang improved the students' comprehension in learning Passive Voice. It might happen because using semantic map is a good way to improve students' ability in grammar. It can be seen from the students' scores in the post test that their post-test scores were higher than their scores in the pre-test. The average score of students in the pre test was 51,56, and the average score in

the post test was 63,68. The result of t obtained was 7.21. Meanwhile, the t-table of 5% significance level was 1.684. It can be concluded that the vlue of t-obtained (7.21) was higher than the value of t-table (1.684); therfore, could the Ho was rejected and Ha was accepted.

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