

## CHAPTER 1

### INTRODUCTION

This chapter describes the background of the study, problem of the study, objective of the study, hypothesis, basic assumption, the significance of the study, the scope and limitation of the study, and the definition of the key terms.

#### **A. Background of the Study**

At present, reading is a compulsory skill to be taught in high school in Indonesia. The learning outcomes for English language curriculum for secondary and primary schools are based on the four language skills, listening, speaking, reading and writing. These four skills are the core of the curriculum. Learners use these skills to communicate with people, obtain and present information, respond to the literary texts, and express themselves creatively. Thus, reading, as one of four skills, it has its own important role in syllabus specification. As stated in English Language Curriculum, (2000) the skill of reading a variety of texts will enable learners to adjust the speed and style of their reading to adjust the purpose and extract both implicit and explicit meaning from the text.<sup>1</sup> Therefore, reading skill is still one of the most important aspects to be taught at school in order to enable the learners to grasp the meaning from the reading text.

Reading is a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. The writer expresses his thoughts on paper with language, using whatever skills and styles he has

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<sup>1</sup>Tim Penyusun, *Local Curriculum*(East Java, English Language Curriculum, 2000)

developed personally.<sup>2</sup>

It means that when we read something, we interact with a piece of written material that the writer has written in order to give some information or ideas. Reading is a necessary skill that any learner needs. There is no doubt that reading occupies a distinguished position among the other skills of the language and its importance in teaching/learning is unquestionable. Because of that, learning to read is a fundamental goal of schooling and a major part of curricula and for EFL students, efficient reading is the most important skill in language learning.

Teaching reading has not been given much care in our schools and universities. In the past time, according to the traditional strategy, reading begins with the child's mastering the names of the letters, then mastering the letter-sound relationships, then learning some easy words in isolation, and finally reading samples of simple stories with highly controlled vocabularies (Harp, B and Brewer, J 1996).<sup>3</sup> It is widely agreed on, however, that teaching reading is more difficult than teaching other language skills as speaking, listening, etc.

All English teachers want their students to be good readers, but not all agree on the best way to teach reading skill. Effective reading requires not only accurate reading skills, but also to be able to comprehend easily and automatically. So the teachers started looking for ways and strategies that enhance students reading comprehension. Researchers found that one of the ways that may

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<sup>2</sup>Harris,k.(1980). Reading in Content Areas .*Strategies for Reading to Learn .Semantic Maps*.University of Virginia. 35.

<sup>3</sup>Kholoud Hussein Amoush. (2012). In Journal:*The Effectiveness of Using "Semantic Mapping strategy" on Reading Comprehension of Jordanian University Students*.Institute of Interdisciplinary Business Research, 715

have a significant effect on the teaching reading process is the semantic mapping strategy. Antonnaci (1991:174-175) states that semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. It means that semantic mapping can be as a visual representation of knowledge.<sup>4</sup>

Steps in the creation of semantic mapping strategy particularly the concept and word mapping strategies are: Analyze the concepts and vocabulary in the text.<sup>5</sup> The researcher of this study uses the semantic mapping strategy because this strategy can be easily taught and implemented by the students, in addition to its noticeable role in developing students' thinking skills and reading comprehension. The objective of this study is to apply the semantic mapping strategy in transferring two reading comprehension texts taken from the Connection Series—Intermediate Level and teaching students the maps created by the researcher to measure the effect of using semantic mapping strategy on the students' reading comprehension. Apart from that, another reason to examine the effectiveness of semantic mapping strategy and reading comprehension is that reading remains as one of the skills that test in examination and it's interpret students performance. Most of students are having problem in acquiring reading. It is important for students to use some useful strategy when dealing with reading comprehension. In reading comprehension students are good enough in factual comprehension. However this is the lowest level of understanding because these students just have to reproduce the words of the writer in answering the questions in examination.

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<sup>4</sup>Ibid, pg. 174-175

<sup>5</sup>Chall, J. (1996). *Learning to Read: The Great Debate* (3rd Edition). New York: McGraw-Hill. Pamplona, Spain.

Since the students are no longer at primary level they are required to have a higher order of reading comprehension skills like inference and critical reading for their examination or assessment. Most of the students are not good at inferring meaning because to get inferences from the reading, the reader must read to get to implied meaning. Thus, exposing semantic mapping in reading comprehension will give some insight in students' performance in reading skill during examination.<sup>6</sup>

Based on the explanation above the writer becomes interested a thesis about teaching reading comprehension using Semantic Mapping Strategy for the students of the tenth graders of MAN Prambon. So, in this study the writer is interested to conduct a research under the title *The Effectiveness of Semantic Mapping Strategy to Improve Reading Comprehension Skills of the tenth graders of MAN Prambon Nganjuk*.

### **B. Problems of the Study**

Based on the background of the research above, the problem of the study is as follows: Do the tenth-graders of MAN Prambon Nganjuk who use Semantic Mapping have better Reading Comprehension skill than those who do not use Semantic Mapping?

### **C. Objective of the Study**

Based on the problem of study above, the researcher has objectives of the study. The objective in the study is: "To know whether the tenth-graders of MAN

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<sup>6</sup>Elamathi Supramaniam. (2011). In Journal: *The Effects of Using Semantic Map Strategy on Reading Comprehension for Lower Secondary Learners*. *Teknologi Education*, 17

Prambon Nganjuk who use Semantic Mapping have better Reading Comprehension skill than those who do not use Semantic Mapping.”

#### **D. Hypothesis**

Based on objective of the study, the research wants to know the effectiveness of Semantic Mapping strategy in reading comprehension skills at the tenth-graders of MAN Prambon Nganjuk. Then, the researcher builds the hypothesis to make the purpose of this study clear. The hypothesis is: Students who are taught using Semantic Mapping will get better achievement in reading comprehension skills than the students who are not taught using Semantic Mapping.

#### **E. Basic Assumption**

The researcher uses the following assumption; the students at the tenth-graders of MAN Prambon Nganjuk, especially at experimental class and control class have the same characteristics. They are from the same age and grade, and at approximately the same level of English proficiency. They have the same basic reading ability. They are from the same capability in reading English. They do not get English learning activity except from the researcher during the experiment. They never got Semantic Mapping strategy in learning before the research. And they are very interested in being thought by using this strategy. They are honest and serious in doing test given by the researcher. Then the researcher wants to know that there is a relationship effect of using semantic mapping strategy on reading comprehension skill than who do not using semantic mapping.

## **F. The Significance of the Study**

This study is important to give the alternative how to do the learning process that is interesting to the students. So, it is expected to give some valuable contributions to:

### **1. School**

It can be a basis to evaluate the English teaching and learning process. Then, it hopefully can effective of improvement students' ability of the reading comprehension skill.

### **2. English Teacher**

Hopefully it can be used as a reference to increase the teaching technique and quality of teaching and learning process of English especially in reading comprehension skill. So, the teachers have various methods to improve their students reading skill.

### **3. Students**

It hopefully can give new motivation and spirit in learning English. By applying Semantic Mapping, it is expected that they can effective of improvement students' ability of the reading comprehension skill.

### **4. Other Researchers**

The result of this research can be used by other researchers as a reference and a source of information to conduct further research that is related to the semantic mapping strategy in teaching reading comprehension.

### **G. The Scope and Limitation of the Study**

These scope and limitation of the research are to avoid misunderstanding and to clarify the problem. The scope of this research will be focused on the teaching reading by semantic mapping strategy. The material used in this research is genre descriptive text. The research is limited to the tenth grade students of MAN Prambon Nganjuk.

### **H. The Definition of Key Terms**

In this study, the researcher gives definition about some terms in order to avoid misunderstanding. The definition is as follows:

1. The effectiveness: a positive significant that changes the result of reading ability at the tenth graders of MAN Prambon Nganjuk which is taught by using Semantic Mapping strategy after giving treatment in experimental group.
2. Semantic Mapping: is a visual representation of knowledge. It displays relationships between concepts or words by connecting new information with background knowledge (Johnson & Pearson, 1984). Semantic Mapping is a way to categorize information and depict key words graphically, allowing students to organize and integrate information.
3. Reading: is an active process between the reader, writer and the text. Reading also a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. According to David in his book

said Reading is a fluent process of reader combining information from the text and their own background knowledge to build meaning.<sup>7</sup>

4. Reading comprehension: is an understanding of a written text or extracting the required ideas from it as efficiently as possible. Besides that, it also known as construction process as it anticipated all the criteria of the reading process. Reading also involves there cognition of the important elements of meaning in their essential relations including thoroughness in comprehension.
5. Teaching reading: the process of transferring information about reading that has three kinds of activities in relation to reading classroom process. They are pre-reading activities, whilst-reading activities, and post-reading activities. In this research, the researcher uses Semantic Mapping strategy in teaching reading to the experimental group.

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<sup>7</sup> David Nunan. *Practical English Language Teaching*. (New York: Mc Grow-Hill, 2003), 63