

CHAPTER I INTRODUCTION

A. The Background OF Study

There are four skills that must be mastered in English. They are speaking, listening, reading and writing. In learning English, students can be a versatile learner by mastering every language skills. One of the important skills that should be mastered by the students is reading. Reading is one of the important skills to be taught to students because through reading the students can get more information from the text which can improve their knowledge. Reading is not only about reading the words but also understanding the information from printed text. According to Anthony, Pearson, and Rapheal (1993) as cited in Suci (2009:34) in which reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of reading situation. Therefore, reading means to find out the message or the required information that the writer puts in the text as much as possible.

The essence of reading is comprehension. Reading comprehension is process of readers combining information from a text and their own prior knowledge to build meaning. Without comprehending the text, the readers do not understand the text well and are not able to get the meaning from the text.

In Educational unit Educated Curriculum (KTSP) and written in the standard competence in the syllabus of the second year of junior high school, students are expected to be able to comprehend the meaning of formal and

informally text in the forms of Narrative, Procedure, Descriptive, and Recount in daily life context. Therefore, an ability to comprehend the text is one should be mastered by the students in the second year of junior high school.

In fact, most of the students are not able to fulfill the expectation of the curriculum. Based on the writer's experience in teaching practice program (PPL), the same case also at Madrasah Tsanawiyah Al-Washliyah. Most of the students are confused to read the text because according to them reading comprehension is difficult to do because the students are lack of vocabulary and the students are difficult to get idea in comprehending the text.

It's also in line with the writer researcher's previous conducted in Madrasah Tsanawiyah Al-Washliyah grade VIII. It was found that most of the students get difficulties in comprehending a text. Regarding this, the students have problem in understanding the words and sentences in the text. They do not know how to activate and develop their prior knowledge. And also the reading method that is used by the teacher was not effective. The teacher usually asked the students to translate whole reading material and to answer the question given by the teacher. In short, the students get bored and lazy to study English.

Considering the condition above, the writers wants to try to carry out research in teaching reading. In order to make teaching and learning process interesting and effective, teachers need a good technique, method, or strategy in teaching reading. By using an appropriate technique, method, or strategy, it is hoped that the students' achievement on the reading comprehension will improve.

The strategy that can be applied in improving students' achievement in reading is Semantic Mapping Strategy.

Semantic Mapping Strategy can be described as a web like graphic display. According to Antonnaci (1991:174), Semantic Mapping is a visual representation of knowledge, a picture of conceptual relationship. It means that semantic mapping can be a visual representation of knowledge that support students to create their own understanding of certain text into their own work by drawing a figure, table or chart which represent the content of the text. And Zaid (1995:6) said that, "the students who use semantic mapping manifest considerable improvement reading comprehension, written expression and vocabulary development. It means that not only students' reading comprehension will be improved by the application of semantic mapping but also the students' writing ability. It can also be used in teaching other skills such reading and writing because it displays the interrelationships among ideas. And the writer believes that by using semantic mapping strategy in teaching reading and by choosing Recount Text as the target text in the research will develop students' comprehension in reading.

Previous researchers have investigated this Semantic Mapping Strategy in order to improve students' reading comprehension. Improving Students' Reading Comprehension Through Semantic Mapping Strategy has been done by Muhtar (2010). The research was done SMP Negeri 1 Sine. The researcher found that more than 50% of the students cannot achieve the minimum completeness criteria in reading. The research result that the students still encounter some difficulties in

comprehending English texts and they got difficulties in identifying the implicit and explicit information of the text. At the end of the research, after applying the Semantic Mapping Strategy, the students' achievement in reading comprehension is improved.

And another research was conducted by Kumala (2013) on The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text of Eight Grade students' at SMP Negeri 6 Semarang (2012/2013). The researcher used pre-experimental design in this study, which single group post-test only design. The researcher found that most of students had a difficulty in comprehend reading a passage. Most of students could read the passage well but they did not understand the content of the text. At the end of the research after applying the Semantic Mapping Strategy it was helped the students more actively engaged in learning and their result of her research showed that the mean score of experimental class which was taught by using Semantic Mapping Strategy was higher than control class which was taught without Semantic Mapping Strategy.

In this study, the writer reuses this strategy. Here, the writer will research whether there is a contribution of Semantic Mapping Strategy to second grade of junior high school students in reading recount text. If it is compared with previous researchers as the writer mentioned above, it is very clear that there are some differences between the study of the writer and the previous researchers. The differences are genre of text that is used and the sample or students that will be researched. In this study, the writer uses a recount text for second grade of junior

high school students. Based on syllabus of junior high school, recount text is used for the second grade of junior high school students whether in the second semester in improving students' reading comprehension. Muhtar (2010) had researched the second grade of Junior high school students and only focused on Descriptive text. Kumala (2013) applied this strategy for Eight grade of junior high school students and focused on narrative text.

In this case, it is very clear that the level of comprehension among students of junior high school is different. The previous researchers had successfully conducted a study of junior high school students by using the same strategy but different genre of the text and it has been proven that there is a contribution of Semantic Mapping Strategy in improving students' reading comprehension. Hence, the writer wants to prove whether Semantic Mapping Strategy can provide a significant improvement especially in reading comprehension of recount text of second grade junior high school students.

In this study, the writer chooses recount text as a genre of the text that will be researched. Reading a recount text is a boring activity for the students. There are so many unfamiliar words or vocabularies and it makes the students feel confused. They have to depend on the dictionary to know the meaning of words. It seemed to be boring for them. As a result, they stop finding the meaning in the dictionary. They spend most of their time to find the meaning of the words than understand what the text talks about. Besides that, the teachers do not care about the prior knowledge and understanding the students' reading comprehension of narrative text. The teacher assumes that the students' have the same ability, but in

fact, the students have a different prior knowledge of the text. For example, one of the students has a good prior knowledge to comprehend the text. The other students have no ideas about the text. But, the teacher considers that all of the students have the same prior knowledge. So, it just part of the students can understand about the text. The other students are difficult to comprehend the text and to conclude the ideas of the text. As a result, students lose their pleasure in reading recount text. It becomes a tedious activity for the students. In this case, Semantic Mapping Strategy can help the students to comprehend the text easily, build vocabulary or unfamiliar word. Semantic Mapping Strategy can be used to help students in comprehending the recount text. Semantic Mapping Strategy serves as a way to develop the topic of the text through active students' prior knowledge's students that related to the topic. The writer chooses this strategy because this strategy can develop the students' thinking skills and reading comprehension.

In relation to the problem, the writer gives a suggestion to the teacher to use the suitable strategy in teaching reading. Therefore, the writer would like to use an alternative strategy by choosing "Semantic Mapping" to improve students' achievement in reading. Semantic Mapping is a helpful strategy for the students who want to expand their ideas or comprehend the text. It can also avoid bored of passive students, and make them more enjoyable because Semantic Mapping can build the connections and establish the association between the students and the new information can add comprehending read the text of the students.

B. The Problem of Study

Based on the previous discussion in background of the study, the research problem is formulated as follows: “Is there any significant effect of applying Semantic Mapping Strategy on students’ achievement in reading Recount Text?”

C. The Objective of Study

The objective of this study is to find out the significant effect of applying Semantic Mapping Strategy on students’ achievement in reading Recount Text.

D. The Scope of Study

The research is focused on Semantic Mapping Strategy on students’ achievement, and the type of text to be research on is only recount text.

E. The Significances of Study

The study is conducted in order to know about Semantic Mapping Strategy and the findings are expected to have both theoretical and practiced importance to the English teacher, students and the next researchers.

1. Theoretically, this study is to increase the theories for teaching reading, especially for junior High School level.
2. Practically, this study are expected to:
 - a. Help to students to increase their reading skill
 - b. Help to students to increase their vocabulary automatically

- c. Make students more active in managing their lesson in their teaching learning process.
- d. Provide the English teachers to plan and conduct a better and interesting strategy in learning process.
- e. Make the teacher knows and understands the characteristics of his students, so he can handle during teaching learning process well.
- f. The next researchers as a candidate of the teacher could help to apply a model in teaching learning process.