CHAPTER I

INTRODUCTION

In the first chapter, the researcher duscusses about background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation, hypothesis and definition of the key terms.

1.1 Background of the Study

Reading is a complex cognitive process of decoding symbols for the purpose of derive meaning (reading comprehension) and constructing importance. According to Yang (2017), Reading is a highly intricate human manner. It is a thinking process that determine two people in interaction together an author and a reader. It is an essential skill for students of a foreign language. It is the way to get information and knowledge from a text or book in which knowledge and science are found. By strengthening reading skill, students make a better progress and development in learning English.

Albadawi (2017) states that reading comprehension explain as the level of knowing text or message. This knowing comes from the relation between the words that are written and how the students activate knowledge outside the text. If a student just reads loudly but can’t understand the content of the text, it means that the student fails in comprehending the passage. When preparing students for a reading activity, we can help them become aware of relevant prior knowledge.

Based on the researcher’s preliminary observation in SMAN 4 Bangkalan, students have some problem in reading activity. First, most of students can’t know and understand about the meaning of the text which is read, they do not catch the main idea from the text. Second, the students are passive in reading, because students are lazy and not interest to read, they are lack of vocabulary. All cases make they have difficulties to find the meaning from the sentence. The third, the strategy that used by the teacher does not help for the students to comprehend the text.

Actually, there are many strategies in reading comprehension one of them is semantic mapping strategy. It helps the students to focus on ideas and events within a text, and allows them to express their understanding about those ideas.It is an alternative and suitable strategy to influence students’ achievement reading comprehension in narrative text. Therefore, specifically this study focuses on influence the students’ achievement in reading comprehension through semantic mapping strategy. The strategy expected to be able to influence students’ achievement, solve the students’ problems and attract the students’ motivation in reading comprehension.

Dilek & Yuruk (2013) define that semantic mapping is a process for constructing visual displays of categories and their relationships. It is a categorical structuring of information in graphic form. It is an approach leading students to relate new words to their own experiences and prior knowledge. It means, Semantic mapping a strategy create the student have many ideas about a topic and it can be useful in activating prior knowledge.

In other definition Al-Ghazo (2015) states that semantic mapping is a diagram signifies the message of the text. It is an outstanding strategy to reading comprehension. It means that semantic mapping is a prewriting strategy by drawing a diagram of words using lines, word, and phrases to show how new words and ideas are related to the topic.

Figure 1. Semantic Mapping (taken from: Graney, 1992 in Al-Ghazo (2015))

Semantic mapping strategy has been proved by some researcher before. The researcher is done by Neneng (2015). In her journal title”Improving Students’ Reading Comprehension by using Semantic Mapping in Pre-reading”. Semantic mapping has positive relation with reading comprehension. The strategies make students better in learning and give good effect to students’ in reading comprehension. Semantic mapping is applied in pre-reading activity which purpose to build the students’ prior knowledge before reading the text. The result of the data analysis showed that the mean of students score in cycle I is 64.52 and cycle II is 74.84 it means that Semantic Mapping strategy can improve student reading ability.

Another study by Kasim & Wahyuni (2016) in their journal title “Implementation of the Semantic Mapping Strategy for Teaching Reading Comprehension” Semantic mapping strategy is effective as a better strategy for teaching reading comprehension to the second year students of the junior high school. The result of the research shows that experimental group students who have been educated by semantic mapping strategy have become more successful than control group. The comparing average scores from the pre-test and the post-test of the experimental group. It is found that the percentage improvement in reading comprehension for those students is about 28%. While for the control group the improvement is only 13%.

Based on previous study conducted by Pratiwi (2016) in her journal title “The Influence of using Semantic Mapping on the Students’ Reading Comprehension”. Semantic Mapping Strategy can influence on the students’ reading comprehension and semantic mapping is very good in reading comprehension. It can be seen from the result of pre-test and post-test. In the pre-test average score of experimental class is 58,83 and the average score of post-test is 77. Meanwhile, the control class get average in pre-test is 61,36 while in post-test is 69,84. Most of students in control class (66.7%) and in experiment class (93.3%) students who have reached minimum standard. It means that the result of experiment class is higher than control class.

Based on the previous study, the researcher concludes that semantic mapping strategy make students have better reading skill. So, the researcher interest to do the research by the title” Semantic Mapping Strategy on the Students’ Reading Comprehension at the Tenth Grade of SMAN 4 Bangkalan“.

1.2 The Statement of the Problem

Based on background of the study above, the researcher finds out the statement of problem from this study is “Do the students taught using semantic mapping strategy have better skill in reading comprehension than those not taught using semantic mapping strategy?”

1.3 Objective of the Study

In line with the statement of the problem, the objective of the study is aimed to know that whether the students taught using of semantic mapping strategy have better skill in reading comprehension narrative text than those taught without using semantic mapping strategy.

1.4 Significance of the Study

This study has two significances in theoritical and practical as follows:

1.4.1 Significance theoritically; this study is expected to be reference for readers, particularly for those who are interested in conducting further research on same subject. The result of this research the readers get knowledge and information to other researcher who want to conduct a research in English teaching learning process.

1.4.2 Significance practically; this result of this study is helpful for teacher in teaching English to make the students more fascinating, understanding and pleasurable in studying English, especially in teaching narrative text for reading comprehension.

1.5 Scope and Limitation

The study focus on using Semantic Mapping Strategy to influence students’ Reading Comprehension in Narrative Text. The limitation of study is Tenth grade of SMAN 4 Bangkalan.

1.6 Hypothesis

Kothari (2004: 184) states that Hypothesis is usually considered as the principal instrument in research. The researcher uses hypothesis is a formal question that he intends to resolve.The researcher propose a hypothesis that the influence semantic mapping strategy to motivate students’ reading comprehension in narrative text at the Tenth Grade of SMAN 4 Bangkalan.

1.7 Definition of the Keyterms

To avoid making mistakes and misunderstanding, the definition of the keyterms as follows:

1.7.1 Reading comprehension is building of meaning received from written texts. It involves the relationship between the previous knowledge of the readers and the information derives from the written text in order to acquire the meaning or the message in the texts.

1.7.2 Semantic mapping is a map of knowledge or an structured arrangement of vocabulary which remove what students already know about the topic (brainstorming) and what they discover from the text in order to not difficult comprehend the texts.

1.7.3 Narrative text is the form of text which tells a story that aims to entertain on informs the reader. Narrative test is divided into several examples, such as legend, folktales, fairy stories, fable and myth.