

Chapter 1: Introduction

This chapter describes the introduction of the study which consists of several points. The first is basic consideration why this study needs to be conducted. The second is research question which shows the specific study that will be conducted. The third is the objective of study. The fourth is the significance of study, the researcher hopes this research can give benefits for some parties. The last is describes the limitation of the problems.

Basic Consideration

Learning a foreign language is an integrated process, that the learner should study the four basic skills: listening, speaking, reading, and writing. These four skills are the aim of the teaching and learning of the English as a foreign language. One of them is reading. Reading is one of the most powerful communication tools used today and for the rest of our life. Example we must read a newspaper or an article to know some news.

Reading is a necessary comprehension that every learner needs. According to Harmer (as cited in Saleh, 2014, p.5) states reading is an incredibly active occupation. It means that we have to understand what the words mean, understand the arguments, and work out if we argue with them. It is an active process where the readers obtain the information from the words they read and process those words into their arguments.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies

include (Fatsah, 2014, p.113). Based on this theory, the researcher found some problem on english teaching process in SMP Negeri 3 Bukal.

According to Djiwandono (in Humokor, 2015, p.9) “there some indicators of rading comprehension they are synonym/antonym, topic, main idea, explicit meaning, implicit meaning, generic structure, inference and conclusion”. Then in comprehend the reading, the students firstly have to know about the vocabulary in the reading text such as the antonym and synonym, they have to know what is the text talking about and what is the main idea of the text or the paragraph, they have to know the real meaning and the implcit meaning within the text, and the generic structrure, the inference and the conclusion of the text.

In this research, the researcher would like to identify comprehension of students to comprehend the text by using some indicators such as antonym/synonym, topic, main idea, implicit meaning and explicit meaning. As stated by Djiwandono (in Humokor, 2015, p.9)

Goes in line, based on the pre-observation the researcher found that how to teach reading efficiently has not been given much attention yet, whereas reading cannot be separated from comprehension. Many problems are found related to reading comprehension. Many English learners find it difficult to comprehend English texts. They get troubled when they encounter unfamiliar words. In this state, readers begin to panic and stop reading to look them up in dictionaries and it interrupts the normal reading process. It actually destroys their chances to comprehend much of the text. The relationship between knowledge of word meanings and comprehension has been well documented by researchers and

admitted by students. Many of them admit that sometimes they do not understand what they are reading because the words are too hard for them. When they are unable to deal with the problem, it will make them likely to be reluctant to read the whole text. In the end they are stuck with their inability in comprehending texts.

From this pre-observation it is found that students still do not understand about the words or the vocabulary, they do not understand the text meaning as explicit or implicit, and they do not know what the text telling about or the topic of the text. It proves that students face difficulties in the indicator of reading comprehension.

According to researcher experience in SMP Negeri 3 Bukal, another external problem is that this school does not have an English teacher. At the time of the English lesson they are only given book then asked to do what is on the book without an explanation that can help them understand the contents of the book. They are only read and read again with getting the important thing about the text. So that the researcher interested on uses this strategy to improve students' knowledge.

The researcher aims to observe the students' reading descriptive text. The reason for choosing descriptive text is because in descriptive text, the students have to describe things or people and by describing something the students can get some information. This is what makes descriptive text different from other texts. Moreover, when they read a text especially descriptive text, they just read it without understanding what the text structure and purpose of a descriptive text.

Text length also often makes them lazy to read it until the end. It makes them more difficult to understand what is written in the text. Almost all of students in this school had difficulties to understand what the purpose of a text when they read. The student was bored in the reading class because they also have lack of mastering vocabulary and lack of understanding of grammatical of English so that makes then difficult to understand the descriptive text, their difficulty for determine the mine idea of paragraph, and their difficulties to answer topic of the descriptive text. Another problem is the students have low motivation and are not interested in doing task since the reading activities are not interesting. Therefore, the researcher believe that descriptive text is suitable to apply the strategy.

The researcher chose descriptive text as the topic in this study because most of them remember this text more than other topics. She could have taken another topic, but it could be that only a small number could easily understand it. For her, learning something must start from the easy in order to increase understanding well without giving the burden of more difficulties. The purpose of choosing descriptive text in this study is to help students to easily understand a topic starting from things that are familiar to them.

The researcher would try to apply an alternative strategy to solve these problems so that students would be easier to comprehend text especially descriptive text. The strategy is semantic mapping. Sinatra, Gemake and Berg (cited in Zaid, 1995,p.6) describe semantic mapping as “a graphic arrangement showing the major ideas and relationship between items, and they are an

extremely practical framework for storage of terms. Semantic mapping is a useful technique to facilitate the students in comprehending texts properly.

The semantic mapping strategy or Structured Overview, as it is sometimes called, is a schematic diagram of the major concepts of a text. Semantic mapping helps the students to activate their background knowledge before reading, monitor their comprehension when they are reading, and evaluate their comprehension after reading. Also, it can be a helpful reference for students to use in clarifying confusing points as they are reading. Besides, it can be easily applied in the classroom.

There are many strategies that can be used to increase students' comprehension in English lesson, some examples like generate questions, attention to text structure, practice PQ4R (Preview, Question, Read, Reflect, Recite, and Review.), use graphic organizers, and et al. Of the several learning strategies that can be used to increase students' reading comprehension, I chose a semantic mapping strategy because in my opinion this is very good for those who lack motivation in learning English even though they don't have an English teacher. This strategy for me can make them more interested in learning, not that other strategies are not suitable, but semantic mapping has interesting characteristics such as using interesting shapes or shapes to put the text indicators they read and give colors to be more attractive and can help them recall what they had learned.

The semantic mapping is expected to increase the students' comprehension in reading through the strategy that mapping the students comprehension into

some colored graphic. The researcher would ask the students to read first the descriptive text first, then mapping their comprehension into a form of graphic that would be colored by the students. The students would write the main word about the text, then make some circles and lines them with the main word. Then the students write some words that related to the main word and colored them by their spesification based on the students' comprehension. The deep explanation would be written in chapter II about the steps to apply semantic mapping.

Therefore, based on the explanation above, the researcher would to conduct a research entitled "*The Use of Semantic Mapping Strategy in Increasing Students' Reading Comprehension in Descriptive Text*".

Research Question

Based on the basic consideration, the research question of this research is "*Can the use of Semantic Mapping Strategy increase the Students' Reading Comprehension in descriptive text?*"

The Objective of Study

The objective of this study can be stated as related with the problem statement. Therefore, the objective of the study is to know how is students' reading comprehension in descriptive text taught by using semantic mapping strategy of SMP Negeri 3 Bukal.

The Significance of Study

The researcher hopes this research can give benefits for some parties. They are described as follows.

Firstly, for the researcher the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for reading.

Secondly for the students, the result of this research is expected to give them a new experience in English learning, especially in learning reading, so they can be more motivated to develop their abilities. The students are also trained to use the semantic mapping technique so that they can use it anytime to help them to comprehend texts.

Thirdly for teachers, the result of this research is expected to provide them with alternative media to teach reading. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning in the class.

Then, the last, the researcher hopes the applying of semantic mapping can be a reference for the teachers, students, and all the readers to increase our comprehension in descriptive text. For other researchers, the result of this research is expected to be references in conducting another similar research.

Scope of the Problems

The researcher makes the problem areas into a more specific one which focused on the students' reading comprehension in Descriptive Text. The research focused on the using of Semantic Mapping strategy to the students' reading comprehension in descriptive text at Grade VIII B, SMP Negeri 3 Bukal. Which means the researcher would only investigate how is the use of semantic mapping strategy in students' descriptive text.

The descriptive text is really suitable with semantic mapping, where in semantic mapping the students would map what they understand from the text, and in descriptive text students will get some informations that described by the descriptive text. Then the information that they get in the descriptive text, can be written in the map of semantic mapping. This strategy can help the students to explore their comprehension in descriptive text, and make the students able to arrange the comprehension in their mind into the form of visual mapping that colored by the students.