

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading comprehension is one of many activities which can determine the students' achievement. But most of students do not know how to read meaningfully. They only read the textbook required to be able to perform well in achievement tests. They are reluctant to read English texts other than their school textbooks.

In spite of this, most of students get minimum grade in reading comprehension exercises. The problem may be due to the way they used to follow while reading. They read the text as if it consists of discrete elements. They do not interact with the passage they are reading, nor they build relationships between the terms in the text to build up the meanings, and then to lead themselves toward reading comprehension. They are not aware of the strategies that may help them in reading, because they are not taught to do so nor are they immersed in reading activities to follow such strategies. As a teacher, we should know the appropriate strategy or technique to help students comprehend the reading text.

The writer found that the students of the second grade in MTs Ma`arif NU 12 Arenan, Purbalingga`s problem in reading is they are difficult to

understand what the author or text means. It can be proven when they answer the questions based on the text. The answers are still incorrect.

Therefore, the writer thinks that this is the problem which should be solved, because reading activity is considered to be an important skill for the students in learning English. It is also the key for the domain of all sciences.

There are some strategies in teaching learning process. One of the activities is using semantic mapping. The writer uses this strategy in teaching reading, because the writer wants to know whether semantic mapping is effective or not in improving student's reading comprehension.

Attonanci (in Evalina, 2001:2) states that, semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. It means semantic mapping as a visual representation of knowledge. Muhammad Zaid, (in Evalina, 2001:2) said that student who use semantic mapping manifest considerable improvement reading comprehension, written expression, and vocabulary development.

Based on the background above, the writer focuses the research on ”
*THE EFFECTIVENESS OF SEMANTIC MAPPING IN IMPROVING
STUDENT'S READING COMPREHENSION AT THE SECOND GRADE OF
MTS MA`ARIF NU 12 ARENAN, PURBALINGGA IN ACADEMIC YEAR
2009/2010*”

B. Problem of the Study

The problem of this study is formulated as follows: “Whether or not Semantic Mapping is effective in improving student’s reading comprehension of the second grade students of MTs Ma`arif NU 12 Arenan, Purbalingga.

C. Aim of the Study.

The aim of this study is to know whether semantic mapping is effective in improving student’s reading comprehension of the second grade students of MTs Ma`arif NU 12 Arenan, Purbalingga.

D. Reason for Choosing Topic

The reasons of this study are:

1. Semantic Mapping is one type of graphic organizer. It helps students visually organize and graphically show the relation between one piece of information and another.
2. Semantic Mapping can assist teachers in planning for instruction by helping them identify the patterns of organization of ideas and concepts.

E. Clarification of Term

To make this study clear, the writer wants to clarify the key term as follows:

1. Effectiveness

In Oxford Advance Learners Dictionary (Hornby, 1989: 386) it is stated that the word “effectiveness” means: having an effect; making a striking impression; actual or exiting; fit for service.

2. Semantic Mapping

Antonanci (in Evalina 2001:2) says that a Semantic Mapping is a visual representation of knowledge, a picture of conceptual relationship

According to Sinatra and David (1984:22) Semantic Mapping is a graphic arrangement showing the major ideas and relationship in the text among the word meaning.

3. Reading Comprehension

In Webster’s Third New International Dictionary of the English language (1975: 241) “reading” means “the action or practice of one who read”. “Comprehension” means “understanding a problem above one understands the language”. Reading comprehension can be said as the understanding of reading passage.

From the definition above, the writer conclude that Semantic Mapping is a visual representation of knowledge which is used for learner in understanding reading passage.

F. Contribution

The contributions of the study are:

1. To The Teacher

This study makes the teacher of MTs Ma`arif NU 12 Arenan, Purbalingga to be more creative to use Semantic Mapping in teaching learning process.

2. To the students

This study is expected to encourage students of MTs Ma`arif NU 12 Arenan, Purbalingga to increase their reading comprehension by using Semantic Mapping.

