CHAPTER I

INTRODUCTION

This chapter presents several points (a) background of the research, (b) statement of the research problem, (c) objective of the research, (d) significance of the research, (e) scope and limitation of the research, (f) formulation of hypothesis, (g) definitions of key terms, and (h) organization of the research.

A. Background of the Research

Understanding the meaning of certain language especially English that is not our own language is more difficult. People should understand one word to another word until they can find the meaning of one sentence and get the correct insight of that sentence. However, learning certain language by using several methods, techniques, and strategies is more helpful to reach the comprehension of language itself. Richards (2007:2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. Language as a means communication is used by human being to establish social relation. By using a language, people are able to convey their messages, to express their idea in oral or written language so that they can communicate with each other.

The fact shows that English is used in almost all countries in the world. Because of its significance role, English has been included in Indonesian Educational System Curriculum. It is a compulsory subject in elementary school, junior high school, senior high school, and in the university level. The English

curricula stipulate that English subject should include four skills, there are listening, speaking, reading, and writing.

One of the skills in English subject is reading that also has an own passion to make the students learn more about English. By reading, we can get much information and pleasure. Reading is a necessary skill that any learner needs. Unfortunately, how to teach reading has not been given in some schools. In the past, according to the traditional view, reading begins with the child's mastering the names of the letters, mastering the letter-sound relationships, then, learning some easy words in isolation, and, finally, reading simple stories with highly controlled vocabularies (Harp and Brewer, 1996: 17). Researchers and teachers as well complain that most learners are not able to understand what they read.

The teacher needs to use strategy in their teaching because it has important function in teaching and learning process. By using teaching strategy it can help the teacher delivers the materials or make the students easily get the concept of the material. The use of strategy allows students to be involved in teaching and learning process. So, it also helps the students understand the material or teacher's explanation.

One of teaching reading strategy is Semantic Mapping Strategy. This strategy addressed to optimize in teaching reading comprehension. This strategy can be applied to all kinds of texts related to the type and the purpose of the text relevance with the strategy or not. The researcher performs the Semantic Mapping Strategy as one of the strategies in teaching reading that is considered will make

the students pleasant to read in English. And the researcher want to verify Semantic Mapping Strategy towards students reading comprehension in narrative text because none of previous study research about Semantic Mapping Strategy towards students comprehension in narrative text, so that is why the researcher want to know whether Semantic Mapping Strategy is effective or not as media used in teaching reading comprehension in narrative text.

As cited in Keshavarz, M. et al. (2013: 152) Semantic Mapping Strategy involves drawing a diagram of the relationships between words according to their use in a particular text and it is best introduced as a collaborative effort between the teacher and the class (Stahl and Vancil, 1986). Semantic Mapping Strategy is such kind of strategy to correlate the relationship between words in particular text to enhance the teacher and students comprehend by drawing or sketch of the information that they get from the text. Besides, Semantic Mapping Strategy has been used in a variety of ways, including the following: it has been used as a mean of improving the teaching of study skills (Hanf, 1971: Heimlich & Pittleman, 1986). Semantic Mapping Strategy can be used to improve the teaching of study skills means that it affects the variation of teaching strategy which include the way in delivering the materials and the media of materials.

There are some previous studies about Semantic Mapping Strategy. Robert (2009) conducted a research to find the improvement of both reading comprehension and involvement in reading comprehension activities through Semantic Mapping technique. The result showed that using Semantic Mapping Strategy can improve students reading skill. Meanwhile, Muhtar (2010),

conducted a research to explore the reading comprehension through Semantic Mapping strategy. The results of the research showed that Semantic Mapping Strategy was able to improve the students' reading comprehension.

The Semantic Mapping Strategy, as it is sometimes called, is a schematic diagram of the major concepts in a portion of text. The researcher of this study uses the Semantic Mapping Strategy in teaching reading at SMAN 1 BANTUR because it can develop the students' thinking skills and reading comprehension. This strategy can easily be taught and implemented for the students. The researcher believes that Semantic Mapping Strategy can improve the students' reading comprehension.

Based on the explanation above, the researcher intended to conduct an experimental research to know whether the Semantic Mapping Strategy is effective or not as media used in teaching reading under the title "The Effectiveness of Semantic Mapping Strategy ton Students' Reading Comprehension in Narrative Text of The First Grade at SMAN 1 Bantur."

B. Research Problem

Based on the background above the problem can be formulated as follow.

1. How is the students' reading narrative text achievement taught by using Semantic Mapping Strategy?

2. How is the students' reading narrative text achievement taught by using a conventional method?

3. Is there significant difference score in reading narrative text of the students taught by using Semantic Mapping Strategy and those taught by using a conventional method?

C. Objective of the Research

Based on the research problems above, the objectives of the research are:

1. To know the students' reading narrative text achievement taught by using Semantic Mapping Strategy.

2. To know the students' reading narrative text achievement taught by using a conventional method.

3. To know whether there is significant difference score in reading narrative text of the students taught by using Semantic Mapping Strategy and those taught by using a conventional method.

D. Significance of the research

In general, it is expected that the result of the research can give someone contribution to the teaching-learning process and the result can be useful, especially to the following parties.

1. To the Teacher

   The result of this research are expected to provide information about the effectiveness of using Semantic Mapping Strategy in teaching reading.

2. For the Students

For the students, the result of the research helps them to read better. By using Semantic Mapping Strategy, students are able to read narrative text well and to motivate the students" selves to get a good result especially in reading comprehension on narrative text

3. To other researcher

This study can be used as a reference for developing learning model which effective, efficient, fun which involving students actively in English learning process to improve student's reading achievement.

E. Scope and Limitation of the Research

The study is intended to know the effectiveness of Semantic Mapping Strategy in teaching reading narrative text. The study was done at SMAN 1 Bantur by involving two classes as an experimental class and as control class. Semantic Mapping Strategy can used in the entire genre of text such as narrative, descriptive, expository, news, etc. Since the scope of Semantic Mapping Strategy was large, the writer limit the study in to using Semantic Mapping Strategy to teaching reading narrative text.

F. The Formulation of Hypothesis

The study belonged to quantitative approach in which the data were in the forms of numbers or scores and they are analyzed statistically. That is way, the researcher needed to formulate hypothesis. There were two hypotheses formulated

in this study; Null Hypothesis (H_0) and Alternative Hypothesis (H_1). In this study the H_0 was there is no significant difference score in reading narrative text of the students taught by using Semantic Mapping Strategy and those taught by using a conventional method. Meanwhile, the H_1 is there is significant difference score in reading narrative text of the students taught by using Semantic Mapping Strategy and those taught by using a conventional method.

G. Definition of Key Term

To make this study more clearly in understanding terms, it is important to define operationally the following term. They are as the following:

a. Reading narrative

Reading narrative is reading an imaginative story to entertain people.

b. Effectiveness

Effectiveness, in Oxford Learner's Pocket dictionary (2003:138), is defined as producing the result that is wanted or intended.

c. Semantic Mapping Strategy

Semantic Mapping Strategy is such kind of strategy to correlate the relationship between words in particular text to enhance the teacher and students comprehend by drawing or sketch of the information that they get from the text.

H. Organization of the Research

This study was developed into five chapters. The study is outlined as follows: The first chapter is introduction; here the writer gives background of the research, statement of the research problem, objective of the research, significance of the research, scope and limitation of the research, formulation of hypothesis, definitions of key terms, and organization of the research.

The second chapter is reviews of the related literature, which contains definition of reading, definition of reading comprehension, definition of Semantic Mapping Strategy, definition of narrative text, and previous research.

The third chapter is research methodology of the study that consisted of It consists of research design, population of sample / subject of the study, research instrument, variable, procedure of treatment, validity and reability testing, normality and homoginity of testing, data collection method and data analysis.

The fourth chapter is research finding and discusion, This chapter presents the result of the research findings and discussion that include data of research findings, hypothesis testing and discussion.

The last chapter is conclusions of the study and suggestions. In this chapter, the writer presents the procedure of treatment, the conclusion after getting the result of the research, and the suggestion to the further research.