

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Language can not be separated from our lives. It can be used to express ideas, feelings, and desire. In other words, we can say that language is a tool of communication. There are so many languages in the world, one of the languages that commonly used are communication is English. It becomes an international language.

Richard state that English is as an international language consequently plays an important role in real-life communication and almost all aspect of human life.<sup>1</sup> It means that English is very important and has many interrelationships with various aspects of human life such as information, technology, science, and economy, politic and so on. In Indonesia, English considered as a foreign language and taught formally from elementary school up to the university level. It is used as one of the subject in national examanation.

In learning english, there are four skills that the students have to be mastered, they are: listening, speaking, reading, and writing. Harry Madox said that reading is the most important single in study<sup>2</sup>.

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<sup>1</sup> Richard, Jack C. Longman Dictionary of Language teaching and Applied Linguistic ( Longman Group UK, Ltd. 1992) p.124

<sup>2</sup> Harry Madox, *How to study* (Greenwich: Fawcet Premier. 1963) p.76

It means reading skill became very important in the education field, it can be seen from the lesson in the class and items in national examination mostly in the form of reading passage so, students need to be exercised and trained to have a good reading skill.

Reading is one of the most important academic skills in learning English. By reading, students will get maximum information than lesson that is given by their teacher which has limited time. It is very important for student to learn reading because the students who can read well would be able to increase their knowledge through reading and getting information by themselves.

In reading, the readers are demanded to understand the text to get information. if in reading the readers do not understand the meaning of what they read, they just call word. In comprehending the text, the reader should understand the vocabulary used in the text. There are many factors why students do not comprehend the text. According to Barkah Saputri Reading comprehension is affected by factors which come from the students, the instructors, and the text.<sup>3</sup> One of the students' factors is students' background knowledge. The students who have poor experience they will find difficult in

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<sup>3</sup> Barkah Saputri, *Factor Affecting for reading comprehension*(2011)  
<http://socyberty.com/education/factors-affecting-the-reading-comprehension/#xzz1z67t9P7J>.retrieved on june, 28 2012

understanding text because the story read is not connected to their mind. The vocabulary knowledge related to their experience they find in the previous time. The students usually come to the school with passive mindset. They sit on the chair, listen to teacher's explanation and wait the instruction. It is very danger for student who have low capability in learning english. They will be passive in the class and will be not confident. It makes students not creative, and sometimes they have good background knowledge but they need to recall or activate it both directly and indirectly.

To activate students' background knowledge is needed a strategy. The teacher of English should use appropriate strategies to make students understand of the material. Sutjipto states that the success of learning is determined by the exact use of learning strategies.<sup>4</sup> Therefore, reading strategy play important role on student's reading comprehension. The teachers who use appropriate strategy influence their success or failure in teaching and learning process.

Semantic mapping is one of strategy that can be used in teaching reading comprehension. It can activate their background knowledge before reading the text. Attonacci states that "semantic

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<sup>4</sup> Sutjipto Pinnel and Patricia schraer, teaching for comprehesionin reading grades K-2. (New York: Scholastic.2003) p.1

mapping is a visual representation of knowledge, a picture of conceptual relationship.”<sup>5</sup> It means that semantic mapping can be as a visual representation of background knowledge. This strategy help students comprehend the text because it activates vocabulary knowledge that relate to the topic at the text. They are confident in giving their opinion when is asked to recall their previous knowledge and feel more comfort in the class.

Based on the explanation above, the writer is interested in finding out the effect of treatment with semantic mapping and without semantic mapping on students’s reading comprehension. This technique is applied at MTs KH. M. NOER Kedung Mangu Masjid Surabaya. This school never uses this teaching method, therefore the writer wants prove whether this strategy effects on students’ reading comprehension or not.

The writer chooses this location as the field of research. From the interview with the teacher, it is known that the students always spend more time in reading a text. This is because of some factors, one of them is they do not understand because they do not know the vocabulary. So, they open a dictionary to find the meaning and understand the text while the time is limited.

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<sup>5</sup> Attonacci, P. A. Students research for meaning in the text through semantic mapping, (social education.1991) P. 174

From the above explanation, it is likely that mastering vocabulary is the main problem in comprehending the text, and the vocabulary can be activated by their background knowledge. Therefore the writer used semantic mapping in teaching reading comprehension.

### **1.2. Satatment of the Problem**

Based on the background of the study above, the question in this study is formulated: Does semantic mapping affect to the students' reading comprehension? .

### **1.3. Objective of the Study**

The objective of the study is to find out the effect of semantic mapping on students' reading comprehension of grade students at MTs. KH. M. NOERKedung Mangu Masjid Surabaya.

### **1.4. Significance of the Study**

1. Giving contribution to the students on how to improve their skill in comprehending reading text. Mapping is very important for teaching reading comprehension.

2. Stimulate students to build their own vocabulary knowledge as much as possible from their background knowledge.
3. This strategy encourages teachers to prepare their lesson plan and give varied pre reading activities in the class.

### **1.5. Scope and Limitation of the Study**

The scope of the study is limited to:

Applying teaching reading comprehension through semantic mapping. The mapping used are word mapping, concept mapping, and story mapping. The material are designed for the second year students of MTs KH. M. NOER Kedung Mangu Masjid Surabaya and the theme used is Descriptive text.

### **1.6. Definition of key terms**

**Semantic Mapping:** It is a strategy using graphic or diagram for helping students to recall their background knowledge relate to the topic.<sup>6</sup> In this study, word mapping, concept mapping and story mapping are used in teaching reading to display the interrelationships among ideas, words and the components of the descriptive text.

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<sup>6</sup> Attonacci, P. A. Students research for meaning in the text through semantic mapping, (social education.1991) P. 174

**Reading Comprehension:** reading comprehension is a process of interacting between the reader and the text to obtain information in written text. To get information or the interpretation of the text, the students can be taught by strategy above.

In this study, reading comprehension achievement is defined as the students' scores in comprehending the text on reading comprehension tests.

### **1.7. Research Organization**

This “thesis” consist of five chapters. Chapter one is introduction, consisting of background of the study, statement of the study, the objective of the study, significance of the study, scope and limitation of the study, definition of keyterm, and organization of the study.

Chapter two is theoretical framework. That is explains definition of reading, aims of reading, types of reading, reading comprehension, schema theory background knowledge in reading, factor affecting reading comprehension, defininition of semantic mapping and procedure in implementation semantic mapping.

Chapter three is research methodology. It involves design of the study, variable, the purpose of study, place and time of study, method of study, the technique of sample taking, the technique of data collecting, the research Instrument, technique of data analysis.

Chapter four is research finding involves the description of data, the analysis of data and the test of hypothesis.

Chapter four is conclusion and suggestion.