**CHAPTER I**

**INTRODUCTION**

1. **Background of the Problem**

Language is used by the people to transfer information. By language we can convey what we think so we can share each other. According to Burgmeier, language is the system of communication through which humans send messages.[[1]](#footnote-1) It means that language is a crucial one. It is used by people to give or receive information and it will be a bizarre thing if we live in this world without language.

Many languages are used in this world and English is an international language. According to Broughton, of the 4.000 to 5.000 living languages, English is by far the most widely used.[[2]](#footnote-2) It is used in large countries in the world. Thus, if we want to have a good communication so we must be smart in using English. In addition, more than a decade ago, ASEAN leaders agreed to establish a single market in Southeas in late 2015.[[3]](#footnote-3) It means that the government will be realizing ASEAN Economic Community that prompts us to have good communication ability,

especially among ASEAN countries. This will be complicated when we can not use the international language. Thus, to support this program Indonesian must be ready to compete the other ASEAN countries. In this case, Indonesian should build a good communication to compete them and Englis his one way to realize it.

English has four skills. Those are listening, speaking, reading, and writing. Listening and reading are receptive skills ; speaking and writing are productive skills. Hence, everybody must be able to maser all of them. Reading as one of the receptive skills has a lot of process. Scanlon states that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.[[4]](#footnote-4) Therefore, reading is a process that involves many things likes analys is, coordination and interpretation from many sources. According to Grabe, reading is something many of us take for granted.[[5]](#footnote-5) Reading is our necessary and we are able to accept information from many sources by reading. On the other words, reading is a complex process that people need to take information for many cases.

Furthermore, reading comprehension has an important role. Elizabeth states that reading comprehension is a skill to build throughout your whole lifetime.[[6]](#footnote-6)

From the statements, everyone must increase their reading comprehension to their lives with a good skill and a good understanding.

Reading is the skill of a reader or group of reader to interpret information transferred by a writer. This skill lets the reader comprehend the information of the text the writer shared. Moreover, it is also taught at school because it is not only states in curriculum but also because reading is one of the components of English learning. Learning English text, means the study of meaning of words and sentences. Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure. In other word, students have to read English material for their subject and the student easier to get the information from written text by reading.

In fact, teaching reading comprehension in school is not easy. It has many troubles which must be resolved by the teacher, especially in reading report text. Report is a text which presents information about something. It is as a result of systematic observation and analysis (Jullie Alemi : 2008). This statements is also supported by Grace, she stated in her handbook that report text means a text which presents information about something to describe the way things are such as a man-made thing, animals, and plants.[[7]](#footnote-7) So, it is clear that report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation.

Sometimes, it makes the readers bored so that the teacher found difficulties in teaching reading comprehension. Terasa Walter explains that there were some difficulties which were faced by students on report texts. Firstly, students were difficult to identify the information in generic structure of report text, General classification and description. Secondly, students did not really understand about generic structure in report text. For example a report text uses conditionals and logical connectives, such as: but, in other hand. Thirdly, students lack of vocabulary. On report text, sometimes students did not know the meaning of past form and specific words which appear in the text. Finally, students had difficulty in inferring significant and conclusion of the text.[[8]](#footnote-8)

In a preliminary research study in SMP Muhammadiyah 3 Bandar Lampung in 15 January 2018, the researcher asked Pujiono as an English teacher of the ninth grade. He said that the students have low motivation in reading comprehension and get difficulties in reading comprehension especially in report text. The students are not interesting in doing the reading activity and tasks, but also Find the diiculties in understanding the reading text and the topic of the text and specific information.

The problem might because by inappropriate strategies and activities conducted in teaching reading comprehension. The teachers use LRD (Listen, Read, Discus) strategy to teach English especially in reading comprehension, teachers only explain the learning materials and students listen to what explained by the teacher after that the students read, after reading material, the students are told to discuss it. LRD is difficult to use on a daily basis because developing the Teacher and the students’ prior knowledge is time intensive.The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text. Teacher interaction in the learning process is important because teachers are advisors and mentors in the lesson, the teacher will be impossible without the learning process running optimally.This strategy is less effective to improve students in reading comprehension. This cases make the students score is under the criteria of minimum mastery. It can be seen by looking at students English score in reading test in table 1.

**Table 1**

**Students’ Score for Reading Report at the Ninth Grade**

**Students of SMP Muhammadiyah 3 Bandar lampung**

 **in the academic year of 2018/2019.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Class | < 70 | ≥ 70 | Number of Students |
| 1. | IX A | 29 | 7 | 36 |
| 2. | IX B | 30 | 6 | 36 |
| 3. | IX C | 26 | 9 | 35 |
| 4. | IX D | 25 | 11 | 36 |
| 5. | IX E | 25 | 10 | 35 |
| 6 | IX F | 27 | 8 | 35 |
| 7. | IX G | 26 | 9 | 35 |
|  Total | 188 | 60 | 248 |
| Precentage | 75.81% | 24.19% | 100% |

*Source: Document of Students’ score for English Test at the Ninth grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year 2018.*

From the data of pre research in Table 1, it can be seen that 75.81% of the students have low achievement in reading report text. In addition, there are 188 students (75.81%) got score under 70 and at SMP Muhammadiyah 3 Bandar lampung the criteria of minimum mastery (KKM) is 70.[[9]](#footnote-9) It shows that students have difficulty in reading especially report text.

Therefore, the researcher believes that a new strategy will help them in solving problems. One of them is semantic mapping. It is a good strategy to help students increase their reading comprehension especially in reading report text. This strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts (stated in words ) are highlighted and are linked with related concepts via arrows or lines. Such a diagram visually shows how ideas fit together. Besides, we can use a picture in the other way.[[10]](#footnote-10)

According to Duffy semantic mapping is one way to explain how to categorize word meanings.[[11]](#footnote-11) Therefore, the strategies would be interesting for students in learning reading report text. Besides, this strategy also had been used by Supramaniam which demonstrated that the systematic reading technique such as semantic map has increased the respondents’ awareness and concentration in reading comprehension. Moreover, semantic map helped them to recognize the main ideas and review important points.[[12]](#footnote-12) On this premise, semantic mapping is an alternative to solve the problem in reading comprehension.

Previous research has been done by Nurul Huda, The title is *The influence of Using semantic mapping strategy towards students’ vocabulary mastery* at the first semester of the eighth grade of SMPN 10 Bandar Lampung, in the academic year of 2016/2017. The result of the research focuses on students vocabulary mastery about whether semantic mapping stratregy allows the students to explore their knowledge of vocabulary by creating a map of word. In addition, it consists of diagram which displays a single word phrase and it has the topic in the centre and another associate words are added in the form of branches.[[13]](#footnote-13) .

There are some researchers about semantic mapping. One of the research was conducted by Aprilianto about Using Semantic Mapping Strategy to Improve Reading Ability of IX- Grade of MTs Maarif Sukorejo-Pasuruan.[[14]](#footnote-14) The result of the research showes that semantic mapping can be applied in all aspects (listening, speaking, reading, and writing).

Based on discussion on the previous research, the researcer expects this strategy can improve the students’ reading comprehension in report text. The difference between previous research and the research lies on topic, skill, and in the research methodology from the previous research above using classroom action research. In this research the researcher will use quasi experimental design. So the researcher conducted a research entitled, The Influence of Using Semantic Mapping strategy towards Students’ Reading Comprehension in Report text at the Ninth grade of the first semester at SMP Muhammadiyah 3 Bandar Lampung in the academic year 2018/2019.

**B. Identification of the Problem**

From background of the problem, the researcher identifies the problems of this research as follows :

1. The students reading comprehension is still low.
2. The students get difficulties in reading comprehension of report text.
3. The teacher’s strategy in teaching reading comprehension of report text is not interesting enough.

**C. Limitation of the Problem**

Referring to the identification of the problem in this research, the researcher focused on the use of semantic mapping strategy towards students’ reading comprehension of report text of the Ninth grade of SMP Muhammadiyah 3 Bandar lampung in the academic year of 2018/2019.

**D. Formulation of the Problem**

Based on the limitation, the researcher formulates the problem as follows :

Is there any significant influence of using Semantic Mapping strategy towards students’ reading comprehension of report text of the Ninth grade of the first semester at SMP Muhammadiyah 3 Bandar lampung in the academic year of 2018/2019?

**E. Objective of the Research**

The objective of the research was to know whether there is a signiicant influence of using semantic mapping strategy towards students’ reading comprehension of report text of the Ninth grade of SMP Muhammadiyah 3 Bandar lampung in the academic year of 2017/ 2018.

**F. Uses of the Research**

The uses of the research:

1. To give information to the english teacher about the inluence of using semmantic mapping strategy towards students reading comprehension of report text.
2. To motivate the students in learning English especially in reading report text.
3. To provide inormation for furthur research.

**G. Scope of the Research**

The researcher determines the scope of the research as follows :

**1. Subject of the research**

The subject of the research was the first semester of the ninth grade students at SMP Muhammdiyah 3 Bandar Lampung in the academic year of 2018/ 2019.

**2. Object of the research**

The object of the research was the use of Semantic Mapping strategy towards students reading comprehension of report text.

**3. Place of the research**

The research conducted at SMP Muhammadiyah 3 Bandar lampung,

**4. Time of the research**

The research conducted at the first semester in the academic year of 2018/ 2019.

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2. Geoffrey Broughton, et al., *Teaching English as foreign Language*, (London and

New York: University of London Ins titute of Education, 2nd edition, 2003), p. 1 [↑](#footnote-ref-2)
3. BBC, *What You Should Know about The ASEAN Economic Community*, Available

on : http:/ / www.bbc.com/ indones ia/ berita\_indones ia/ 2014/ 08/ 140826\_pas ar\_tenaga\_kerja\_ae c, 2014, Acces s ed on: November 23th 2015 [↑](#footnote-ref-3)
4. Donna M. Scanlon at all., *Early Intervention For Reading Difficulties* , (New York: The Guilford Press , 2010), p.9 [↑](#footnote-ref-4)
5. William Grabe*, Reading in a Second Language*, (Cambridge,Cambridge Univers ity

Press , 2009), p.4 [↑](#footnote-ref-5)
6. Elizabeth. L*, Reading comprehension success in twenty minutes a day*,(New York: Learning Express, 4th edition, 2009), p. 185 [↑](#footnote-ref-6)
7. Jullie Alemi : 2008 writing english language, londong, longman [↑](#footnote-ref-7)
8. Terasa Walter, *Teaching English language learners*. The how to hand book, Longman USA,2000.page 18. [↑](#footnote-ref-8)
9. *By preliminary research in SMP Muhammadiyah 3 Bandar lampung* januari , 15 2018. [↑](#footnote-ref-9)
10. Oxford, L. Rebecca, *Language Learning Strategies* , (London: Heinles and Heinle Publishers , 2006), p. 61 [↑](#footnote-ref-10)
11. Gerald G. Duffy, Op Cit, p. 77 [↑](#footnote-ref-11)
12. ElamathiA/ P Supramaniam, *The Effects Of Using Semantic Map Strategy On Reading Comprehension For Lower S econdary Learners*, (Jaipur: Faculty of Education UniversityTeknologi Malaysia, 2011), p.57 [↑](#footnote-ref-12)
13. Nurul huda, the title is *The influence of Using Semantic Mapping Strategy towards students’ vocabulary mastery at the first semester of the eight grade of SMPN 10 Bandar lampung*, (thesis), p.5 [↑](#footnote-ref-13)
14. Aprilianto, *Using Semantic Mapping Strategies to Improve Reading Ability of ninth Grade of MTs Maarif Sukarejo,* Avalaible on <http://karya> ilmiah.um.ac.id/index.php/sastra-inggris/article/view/4936, Accessed on August 26th, 2015 [↑](#footnote-ref-14)