IMPROVING STUDENTS'S READING COMPREHENSION BY USING SEMANTIC MAPPING (A Classroom Action Research at the Eighth Grade of SMP Negeri 7 Surakarta in 2017/2018 Academic Year)

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ABSTRACT

The objectives of this research are as follows: 1)to find out whether Semantic mapping can improve student's reading comprehension at SMP N 7 Surakarta . 2)To find out how semantic mapping can improve motivation student's reading comprehension at SMPN 7 Surakarta at the eighth grade students especially class 8 C of SMP Negeri 7 Surakarta in the academic year of 2017/2018.
In this research the researcher used qualitative and quantitative methods. The qualitative method consisted of observation, interview,and documentation. While the quantitative method was the calculating the mean score of the pre-test, post-test 1, and post-test 2. The result of this research showed that semantic mapping could improve the students'reading comprehension at the eighth grade students especially class 8 C of SMP Negeri 7 Surakarta. The improvement could be seen from the result of the test. The mean score of pre-test was 61,00, post-test 1 was 71,56 and post-test 2 was 80,06. Moreover, the result of t-test was 12,38 in cycle 1 and 15,49 in cycle 2. It meant that there was improvement in students' reading comprehension
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Keywords: Classroom Action Research, Students'Reading Comprehension, Semantic Mapping.

INTRODUCTION
A. Background of the Problem

In English Learning reading is a language skill that is crucial for English foreign language learners. Many english learners find it difficult to comprehend english texts that is caused how to teach reading efficiently has not been given much attention in some schools.

Through reading the learners can explore and build their knowledge from what they have read. In reading learning, reading comprehension is as a part or reading learning.

Reading can be seen as an interactive process between a reader and a text which leads to reading fluency.In this process , readers interact dynamically with the text in order to elicit the meanings using various kinds of knowledge through linguistic knowledge as well schematic knowledge (Alyousef ,2005) Brown, H.D. (1990). P.(188) state that there are two kinds of skill that reader should have, they are micro skill and macro skill. Micro skill of reading consist : 1) Discriminate among the distinctive graphemes and orthographic

patters of English 2) Retain chunks of language of diffrent lengths in short term memory.3) Process writing at an efficien. Recognizet rate of speed to suit the purpose.4) Recognize a core of words, and interpret word order patterns and their significance.5) Recognize grammatical word classes, (noun,verbs,etc), system (e.g. tense,agreement,pluralization),patterns,rules,and elliptical form.6) Recognize that a particular meaning may be expressed in diffrend grammatical form.7) Recognize cohesive devices in written discourse and their role in signal's the relationship between and among class and Makro skill :1)Recognize the rhetorical forms of written, discourse and their significance form interpretation.2) Recognize the communicative functions of written text according to form and purpose.3)Infer context that is not explicit by using background knowledge. 4)From decribed events, idea,ect, Infer links and connection between even,deduce, causes and effects,and detect such relations as main idea,supporting idea,new information,give information generalization and exemplication 5) Distinguish between

literal and implied meanings.6) Detect culturally specipic references and interpret them in a context of the approriate cultural schemata.7) Develop and use battery of reading strategies , such as scanning skimming,detecting,discourse markers,quessing the meaning of the words from contex and activating schemata for the interpretation of text.

On the other hand According to Nunan " some effort are required to master reading skill reading needs identification and interpretation processes which require the reader's knowledge about the language structure used in the text and their knowlegde about the given topic " (1998 : 33) . This kind of complexity makes student less interested in reading . They find it difficult to comprehend what is discussed in the text since they do not know the technique which can help them to read more efficiently.

Based on the premilinary observation on the teaching learning activity in SMP Negeri Surakarta the researcher found that there were some problems related to student's reading comprehension. Many student have low motivation in the reading class. The students had low proficiency in reading comprehension . they lacked vocabulary so that they had struggle with it every time they try to comprehend a text.,. The other problem was related to the teaching technique in the reading comprehension . The teacher only focuses on testing the student's ability to translate and answer the question . She rarely taught the students to use reading strategies properly.Besides that, the researcher observed the students score after they submitted the tasck, many students got low score of KKM.

The problem must be solved by the teacher with a good teaching reading strategy, so that they eighth grade student can get improvement in reading comprehension . To improve student reading comprehension of the eighth grade students the researcher propose one strategy wich can be applied an be a good strategy to solve the problem. The Strategy that can be used for teaching reading is Semantic mapping.Semantic Mapping is one type of grafic organizers that relates with concep mapping It is e visual strategy by graphic displaying words in categories and showing how they are related to one another.Semantic mapping has positive relation with reading comprehension In implementation in this research .

In reading a text the student can be helped to activate their background knowlegde and the reading concept by using semantic Mapping.the use of semantic mapping has several purposes : Widomski (1983,cited in maggard 2000) promotes a combination of semantic mapping and direct reading activities to enable readers to make use of scemata so that they might achieve a fuller understanding of a text. Widomski says that word webs always consist of the following parst :a core question (which could be the main ideaof the text ,for example) the web strands (the answers to the core question),The strand support/upporting details (the facts and inferences in a text), and the strand ties (the graphic representations of connections or lines drawn between major and minor ideas on semantic map). Semantic mapping strategy using it as a study skill to quide the processing of textbook material. (Hunt ,1957) In Hunt procedure mapping is used as a study skill tehcnique with either individual or group (cited in Heimlich and Pittelman (1986 :6). There are three basic step to design a map of content information from a text in Hunts'procedure ; (1) identification on the main idea : the main idea is written on a sheet of paper and a shape is draw aroud it ;(2) secondary categories ; the principal part of textbook chapter will from the secondary categories in semantic mapp. Before reading the textbook, student Hypothesize what the basic part of the passage. Label for the secondary categories are then written on the map.;(3) supporting detail. In this final step of the procedure students read the chapter for detail and complete the map by adding details from memory.

METHODOLOGY

This study is classroom Action Research . It was conducted at SMP N 7 Surakarta . Which is located at Jl. Mr. Sartono no 34 Nusukan Banjarsari Solo Jawa Tengah. The subject of this study was students at VIII C grade of SMP N 7 Surakarta . It consisted 32 students.

This research was conducted into two cycles . Each cycles consisted of several stage of classroom action research procedure . They are planning, acting,observing and reflecting. In planning the researcher prepared lesson plan, teaching material, to be taught to the students. In acting the researcher implemented the lesson plan using by Semantic mapping technique in Reading comprehension. In observing the researcher observed the weakness and the strenght during teaching and learning process . In the last step of reflection the researcher evaluated the use semantic mapping in Reading Comprehension.

In collecting data the student were given test of pre test ,post test 1 and post test 2 . In pre test the student were given test 50 question of multiplechoice that 10 question representing five indicators of reading comprehension. In post test 1 the students were given test 50 question to, but the the question randomed . It was held after conducting the action to measure the students achievement by using semantic mapping . In the last in post test two still given test 50 question that randomed . The qualitative data obtained by doing observation, interviewing the student and the teacher and writing field notes.

RESULT AND DISCUSSION

The research that was held in two cycle were taken from 2 nd August 2017 until 7th February 2018 . Before held two cycle , the researcher conduct pre test, The pre test was conducted in order to obtain how far the student's reading comprehension , especially in descriptive text. The pre test was held on Wednesday 2nd August 2017. the pre test about descriptive text . The mean of student pre test result was 61. That means the whole students didnot achievement KKM.

The Following diagram mean sore of reading comprehension indicators of premilinary test and two cycles.
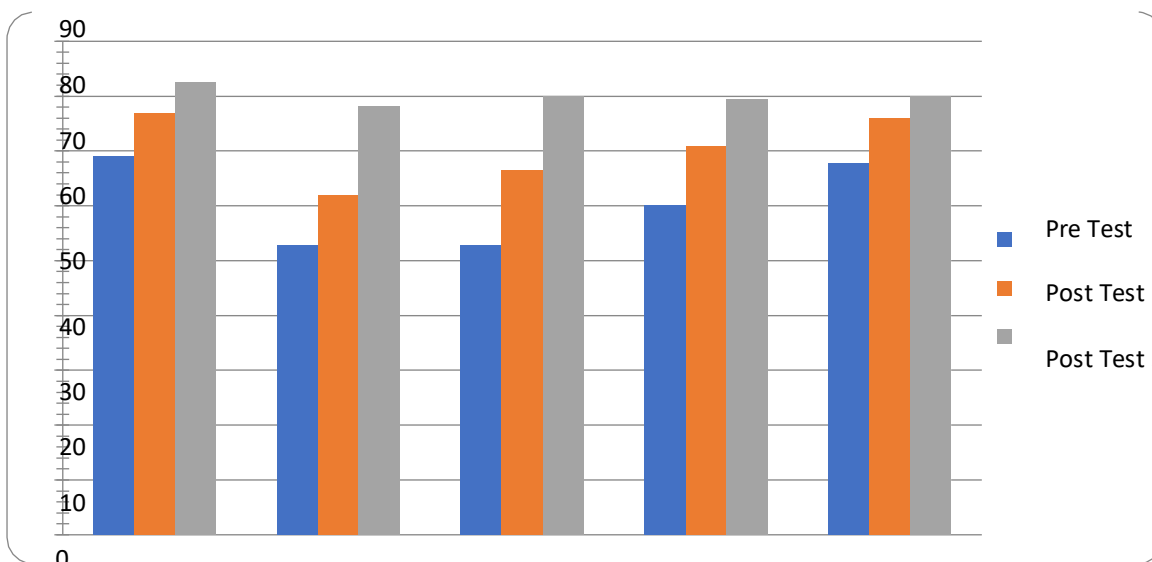

Diagram 1. mean score of reading comprehension indicators of pre premilinary test and two cycle.

Based on the diagram above we can see that the mean score of each indicators of reading comprehension in pre test was very low because it was under KKM 75. The researcher designed a treatment to improve the students reading comprehension in cycle 1 .The students were able to answer the reading test but not to all indicators reading . The result in understanding

vocabulary, explicit impormation and implicit information mastery was still unsatisfying. The researcher tried to fix the problems in the cycle two. The researcher quided them comprehending the text by a lot of question. It started in the pre reading step by conducting brainstorming. Then during reading step or main activity by questioning to get ideas and information , also after reading step by questioning to summarize the material this method allowed the student to observe the text directly so that they could find out the answer . To think the possible answer logically and remember what they already known then relate in wich then relate in with the new material.

The main difference between the action in cycle 1 and cycle 2 was a create of the web word to reinforce their vocabulary word and the group discussion in cycle 2. The researcher then designed group consisted of 5 students with different ability. Besides that the students more known the rule of the technique that the researcher given . To create the web word from the key word has been cycled can more to reach of meaning the text. By discussing in group the also could share idea each other , give comment and feedback. That was a more interactive learning than before where they only received the text then did the tasks. In the other hand, the researcher wanted to activate schema on background knowledge of the student as the learning with its certain procedures.The researcher prepared it will by determining the topic of the text. Which was familiar for the students, So that they could follow every single step during learning process. After finishing the second cycle the researcher did the test where the result of the student test can be see in the diagram above, the student had improved. The researcher achieved the success indicator there are 100 persen the students can pass the minimum passing grade .

Conclusion

1. The Implementatio of Semantic Mapping strategy as the learning strategy can improve

the student's reading comprehension at the eight grade of SMP negeri 7 Surakarta in

2016/2017 academic year. Moreover the problem that have been identified from the observation and interview in the pre researchis successfully solved. The problem was that the students were poor of basic comprehension abilities included the following indicators : (1) find out the main idea;(2) find out the explicit information; (3) Find out the implicit information; (4)determine reference and ; (5) identify vocabulary from the text. The improvement can be seen from the result of post test 1 and post test

2. The teaching process of reading comprehension throught semantic mapping make the class situation interactive. Besides, improving students'reading comprehension in the form of the mean score as the learning result, the teaching process through semantic mapping also make the class situation interactive. That was because the procedure of questioning let the class make feedback

Suggestion.

1. The teacher should used the appropriate method for teaching and learning activity. It is aimed mainly to build students' motivation for learning English, to encourage the students'passion for reading English text, then to improve the students' learning result of reading comprehension . Therefor the things to do firstly is being friendly and interesting teacher for the students, being good listener and welcome the students to share their problems and the difficulties of learning. 2. The students should keep spirit and

passion for learning,especially English reading comprehension. It is important because reading is the essential skill for junior high school. They can keep learning out of the class, reading a lot and sharing their difficulties with friends and teacher

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