

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
SEMANTIC MAPPING STRATEGY AT THE EIGHTH GRADE
OF SMP NEGERI 11 BANDAR LAMPUNG
IN THE ACADEMIC YEAR 2022/2023**

Debora Natalia Marpaung¹, Adenan Damiri², Sri Wahyuningsih³

¹²³STKIP PGRI Bandar Lampung

deboraamarpaung@gmail.com¹, Adenandamiri@gmail.com², sriwahyuni050202@gmail.com³

Abstract: This research was a Classroom's Action research. The object of the research was to measure the impact of Semantic Mapping Strategy on increasing the comprehension of student's reading in the second semester. In implementing Semantic Mapping Strategy, this research used the 31 students which is consisted by 18 male and 13 female of eighth grade in SMP Negeri 11 Bandar Lampung at 2022/2023 academic year. The writer tried to view how Semantic Mapping Strategy succeed to increase the comprehension of reading by passed 2 cycles, which was consisted by plan, action, observe and reflect. The data analysis showed that the student's reading comprehension increased. It seen by the result of the second cycle that had mean score of 77.80 and total of the student's passed 77%, which better than the first cycle that had mean score of 53.09 and total of the students' passed 35%. By result, the writer concluded that The Semantic Mapping Strategy is increasing the student's reading comprehension.

Keywords: *Reading Comprehension, Semantic Mapping, Classroom Action Research*

INTRODUCTION

Reading skills are one aspect of language skills that must be mastered by students. To be able to take and absorb information from reading material, students must have good comprehension skills. Reading skills are needed in every subject because each lesson cannot be separated from reading activities.

The ability to take information from written text and apply it to a task in a way that shows knowledge or understanding is known as reading comprehension. It is the reader's capacity to draw knowledge and information from textual material. At the moment, a lot of information is available in written form, therefore readers must read it to learn new information or keep up with current events.

According to Klinger, et al. (2007: 2) "The process of building meaning through the coordination of a number of complicated processes, including word reading, word and world

knowledge, and fluency," according to reading comprehension research. This implies that the text serves as a source for interpretation, cognition, and thought relationships. The teacher uses the following three techniques when teaching reading: providing, training, and evaluating. The teacher can assess pupils' comprehension of the text's content with a worksheet or exercise.

Students can find solutions to their challenges during teaching and learning activities. In reading activities, students usually have difficulty understanding the reading text, some students do not know the definition of text words, which may be caused by a lack of vocabulary mastery, some students find it difficult to find the main ideas in the text, and some students lack motivation to read English text.

Considering the problem above, teachers must be able to read what students want and need. They will also ensure that the methods used between

each other require different "self approaching". The learning process must varied, not monotonous, using a variety of teaching aids. One of strategy which can be applied in teaching reading is Semantic Mapping.

According to Bouchard (2005: 69), semantic mapping gives pupils a partial and visual forum in which to organize ideas, show linkages, and recall crucial information. As a result, the Semantic Mapping Strategy enables learners to investigate their understanding of a new term by building a map out of existing words or expressions that are similar to the new word in meaning.

Furthermore, Graney (1992: 164) defined semantic mappings as diagrams that can be used to represent words, ideas, or other items linked to and arranged around a central key word or idea from the text and to depict relationships between the various components of an idea to the main idea, i.e. the relationships of the parts to the whole.

Pittelman and Johnson (1985), stated in Saeidi and Atmani (2010: 52), asserted that semantic maps can aid teachers in determining their students' prior knowledge and in preparing them to interpret a text. Based on the definition provided above, the author draws the conclusion that semantic mapping is a useful technique for teaching reading since it allows each connection to connect a potential thought that is related to another as an advanced ordered concept.

According to (Zaid, 1995: 5) in Yürük and Dilek (2013) the use of semantic mapping has five phases, namely:

- a. Introducing the topic: The teacher states the topic by drawing a big circle on the blackboard and writing the topic on it. So, this topic is about passages that was read by students through these

students can guess the purpose of the reading.

- b. Brainstorming: The teacher wants students to think about keywords and ideas related to the topic. This fact allows students to use their background knowledge and experience. Brainstorm the application of schema theory, which is needed to connect known and unknown concepts. Thus, prior knowledge can be used as a stepping stone to new knowledge. The brainstorming part of the semantic mapping provides an opportunity to observe each student's schema so that it becomes prior knowledge. Keywords and ideas are listed on one side of the whiteboard in this phase all responses are accepted because they are related to the topic.
- c. Categorization: The teacher supports students to make offers among their relationships. "Cluster category" (Antonacci, 1975) is formed by students and teachers together according to the students' ideas. Then the teacher and students decide to make the appropriate table for each group or category of words. Then when this grouping is complete, the teacher wants students to make their own copies. According to Zaid students develop experience in practising several valuable cognitive skills, especially categorizing and giving examples and they also learn to compare and distinguish cause and effect relationships and make conclusions. This section can also be referred to as the initial assignment.
- d. Personalize the map: After students make their own copies, materials such as readings that discuss key concepts of the map,

are given. This reading section contains more related concepts than students have listed. As they read, students must decide what to add or remove from the map they have created. In this step, new information is integrated with previous knowledge.

- e. Post-assignment synthesis: This part of the procedure is used to record students' suggestions from their personal map on the pre-assignment. After they read the passage and add or remove some items, the whole class decides on the final shape of the map. This version serves as a visual representation of the knowledge they gain from the map. Based on the description above, semantic mapping is a reading comprehension approach that helps students concentrate on the main points of a text and articulate their understanding of those ideas. Once learners are comfortable with the semantic maps' structure, they can make their own maps for pre-, during-, or post-reading activities.

The use of Semantic Mapping in teaching reading comprehension achievement can give some advantages. According to Pujiwidodo (2016) state that semantic mapping has the following functions:

- a. It enables students to keep track of the lessons they are learning as they complete the assignment.
- b. It motivates and involves students in the element of thinking, reading, and writing.
- c. It helps students connect new knowledge with prior experience, which improves vocabulary development.

Based on the information above, it is clear that the use of semantic mapping techniques to teach reading activities brings several advantages that become the advantages of students in improving

students' reading comprehension at eight grade of SMP Negeri 11 Bandar Lampung

METHOD

To improve students' reading comprehension through the employment of the guided reading technique, classroom action research was employed as the research method. Action research, according to Tomal (2003: 5), is a methodical approach to resolving issues in education and implementing changes. The research was put into practice to address the difficulties that students were having learning to read comprehension and to improve the learning activities that the students were engaged in and had an impact on their reading comprehension.

Procedure research that was used in classroom action research was conducted for three meetings divided into two cycles. According Mason, (2010), there were four procedures in doing this research. The steps of planning, action, observations, and reflection were explained below:

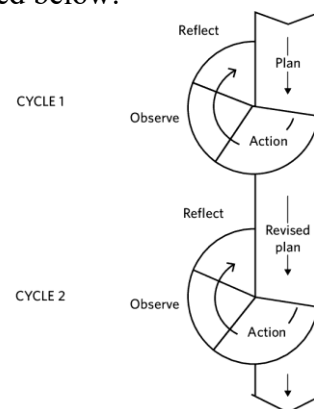


Figure 1. Action Research Cycle

Based on the cycle in the figure 1 above, the researcher could illustrate the steps in conducting the research. The writer could improve students' reading comprehension by using Semantic Mapping Strategy. In the below the writer each explained each cycle:

CYCLE 1

Cycle I consisted of three meetings. The action research procedure in the first cycle was shown as follows

1. Planning

Planning was made for doing this stage. The researcher determined the issue and approached in reading comprehension and developed a plan to improve students' in the stage of reading comprehension. After finding of problem strategy the lesson plan is made by applying the semantic mapping strategy, Explanation of each strategy was below:

- a) Chose material, media, and topic
- b) Created lesson plan
- c) Created instrument
- d) Created observation sheet

2. Action

Action was the process of doing phased. In this step, the researcher applied Semantic In the second semester, a mapping strategy for teaching reading using content based on the syllabus's Basic Competencies was developed and would be used in this research.

- a) Gave brainstorming and motivation
- b) Explained material
- c) Practiced reading activity
- d) Gave the instruction of the reading activity
- e) Gave task

3. Observation

The purpose of observation was to determine the impact of pupils' activities. The researcher used Semantic Mapping Strategy during the teaching and learning process.

- a) Observed the process of students' learning
- b) Observed the result of students

4. Reflection

Reflection was the process of receiving feedback from an action. The researcher analysed the application of the semantic mapping technique in this stage.

- a) Evaluated the learning process and teaching
- b) Analysed the success of action to students' reading comprehension

- c) Prepared material, lesson plan and media for next cycle

CYCLE II

Cycle II consisted of three meetings.

1. Planning of Cycle 2

- a) Corrected lesson plan and media
- b) Created observation sheet
- c) Provided instrument of research

2. Action of Cycle 2

- a) Reviewed previous material
- b) Taught new material
- c) Practiced reading
- d) Gave students task

3. Observing of Cycle 2

- a) Observed the process of students learning
- b) Observed the result of students

4. Reflecting of Cycle 2

- a) Analysed the progress of students' reading comprehension based on the result of score

In this classroom action research, the researcher collected the data by using qualitative and quantitative method. The quantitative method was used to analyze data from instrument test. While, the qualitative was analyzed by using the descriptive qualitative method. The researcher used two cycles in the classroom action research. Each cycle consisted of two meetings. The sample of this research is the students of X class at SMP Negeri 11 Bandar Lampung. The instrument used in this classroom action research consisted of two assessment, such as students' observation sheet to asses students' learning activities, and the reading test to asses students' learning result.

FINDING AND DISCUSSION

Research Findings

This research was conducted at the eight grade of SMPN 11 Bandar Lampung, consisting of 31 students. This research implemented Semantic Mapping Technique to improving students' Reading comprehension. It was divided in two cycles. Every cycle was held in

three meetings. Every cycle in this research consisted of series of steps, namely: Planning, Action, Observing and Reflecting.

Cycle 1

Result of the data from the cycle 1 of the students' learning can be seen in the table below:

Table 1. Students' Learning Result in the Cycle 1 of the Eight Grade at SMPN 11 Bandar Lampung

No	KKM	Cycle 1		Criteria
		The number of Students	Percentage	
1	≥72	11	35%	Passed
2	<72	20	65%	Failed

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 11 students with the percentage of 35% and the students who failed the test were 20 students with 65% percentage.

Cycle 2

Result of the data from the cycle 2 of the students' learning can be seen in the table below:

Table 2. Students' Learning Result of Cycle 2 of the Eight Grade at SMPN 11 Bandar Lampung

Based on the table above, it can be seen that in the cycle 2, the students who passed the test were 24 students with the percentage of 77% and the students who failed the test were 7 students with 22% percentage.

Based on the data obtained from the results of the research, it showed that there was an increase in students' reading ability in Cycle 1 using the Semantic Mapping Strategy. From cycle 1 it was 35% and cycle 2 was 77%. The writer decided to stop cycle 2 because it had achieving the set criteria or it can be said that the application of the Semantic Mapping Teaching Strategy can increase the reading ability of class VII students' of SMP Negeri 11 Bandar Lampung for the 2022/2023 academic year.

Discussion

Based on the observation of this research which had been done by the researcher, the researcher concluded that there was an improvement in the students' reading comprehension by using Semantic Mapping Technique. Based on the data that had obtained from the test and observation sheet, the researcher found a positive in learning process especially in reading by using Semantic Mapping. Semantic Mapping Technique could help the students to improve their reading ability.

From the table above, the improvement of students' reading comprehension in cycle 1 and cycle 2 can be explained as follows:

1. The students who passed the reading comprehension:
 - a) In the first cycle, there was 11 students or 35% from the total 31 students.
 - b) In the second cycle, there was 24 students or 77% from the total 31 students.
2. The students who failed the reading comprehension:

- a) In the first cycle, there was 20

No	KKM	Cycle 2		Criteria
		The number of Students	Percentage	
1	≥72	24	77%	Passed
2	<72	7	22%	Failed

students or 65% from the total 31 students.

- b) In the second cycle, there was 7 students or 22% from the total 31 students.

According to the test result in cycle 1 and cycle 2, there was significant improvement. The improvement could be seen from the score percentage. The students who reached KKM in cycle 1 was 35% and the percentage of the students who reached KKM in cycle 2 was 77%. The percentage improvement reach 42%. The improvement was very satisfied, even though the result did not indicate the success class indicator

because it did not reach more 72%, but the hypothesis test proved that there was improvement of students' reading comprehension in improving reading comprehension by implementing Semantic Mapping strategy.

Based on the result, the researcher concluded that the implementation of Semantic Mapping Technique in teaching and learning process improved the students' reading comprehension at the eighth grade of SMP Negeri 11 Bandar Lampung.

CONCLUSION

After conducting the research of teaching Semantic Mapping Technique at SMP Negeri 11 Bandar Lampung, the conclusion is that implementation of Semantic Mapping technique can improve the students' reading comprehension at the eighth grade of SMP Negeri 11 Bandar Lampung, Semantic Mapping technique is very helpful and interesting for teaching and learning activity

SUGGESTION

For the conclusion above, there are some suggestions as in case of improving students' reading comprehension by using Semantic Mapping Technique, as follows:

1. For the teacher, the teacher needs to apply various teaching strategies, especially in teaching reading. Then, the teacher should explain material easily in teaching and learning process. Furthermore, teacher has to guide students more active in the group discussion.
2. For the students, the students have to ask material that has not been understood to the teacher. Then, the students needs to be more active to expand the comprehension of text. Furthermore, the students should share opinion to avoid the miscommunication with the teacher.

3. For further research, the further research is allowed to take the result of research as the related research. Furthermore, the further research is suggested to search other theories to conduct the same strategy and research

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