ARTICLE

The Effectiveness of Semantic Mapping Strategy to Eighth Grade Students' Reading Comprehension of SMPN 1 Ngadiluwih in the Academic Year 2016/2017

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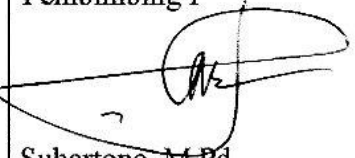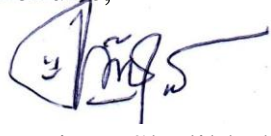**UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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THE EFFECTIVENESS OF SEMANTIC MAPPING STRATEGY TO EIGHTHGRADE STUDENTS' READING COMPREHENSION OF SMPN 1 NGADILUWIH IN THE ACADEMIC YEAR 2016/2017

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ABSTRACT

This study is based on the observation and experience the researcher, thatmost of students not solely to read the text but students need to guess meaning and try to understand the content of the text. The objective of the study was to explain whether or not semantic mapping strategy effective to eighth grade the students' reading comprehension of students at SMPN 1 Ngadiluwih, and to describe how the students' response when semantic mapping strategy applied in reading class of eighth grade at SMPN 1 Ngadiluwih. The achievement objective of the study, the researcher conducted quasi experimental quantitative research. The research was held through pre-test and post-test. The data collected through reading test. In the analysis data, finding of coefficient is statistical computation the result of t-test was 13.524. Based on the calculation above, if the t-score $\geq$ t-table and the level of significant is 1%, it means that is very significant, so H_0 is rejected. If the t-score $\geq$ t-table and the level of significant 5%, it means that is significant, so H_0 is rejected. It can be seen that t-score 13.524 and the degree of freedom (d.b) is (N-1) = 32 − 1 = 31. Finally, the t-table is 2.756 at the level of significance is 1% and 2.045 at the level of significance 5%..it was concluded that the result of the research is very significant or there is significant effect of Semantic Mapping Strategy to the eighth grade students' reading comprehension of SMPN 1 Ngadiluwih.
Keyword: Reading Comprehension, Semantic Mapping Strategy

I. Background of Research

Reading is a complex activity that involves both perception and thought. It is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and constructing meaning. In order to achieve the purpose of reading activity, readers should have prior knowledge, decent vocabularies and grammatical knowledge, enough experiences with text.

Elizabeth (2003:6) states that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the spoken language. Comprehension is the

process of making sense of words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

English in a language of globalization is used in almost all of countries in the world as a means of International communication. Because of its significance role, English has been included to Indonesian Educational System Curriculum. It is a compulsory subject in Elementary School, Junior High School, Senior High School, and in the University level. The given English Subject in education system purposes to conduct the young generation to face the world which has assertion to master this language so they have a vast association. 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 really more learn about English. Reading is very important for study purposes, careers, or simply for pleasure. By reading, we can get much information and pleasure.

Based on the background above, the researcher will introduce English reading activity to the students by using a strategy that 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.

Based on the reasons above, the researcher conducts a research with goals to know the effectiveness of semantic mapping strategy in students' reading comprehension.

II. Research Method

In this research the researcher used quantitative research and type of this research is quasi experimental research. Lodico (2010: 13) states that Quantitative research is characterized by a desire to answer research questions by producing numerical data that represent various constructs and variables. It means that Quantitative research is research that aims to answer the problem formulation after making observations and obtain data.

Creswell (2012:13) states "Variables are an attribute or characteristic of individuals that researchers study".It means that variable is something important contained on individuals whose interest the researcher to be studied or learn why it could possibly occur. In this research there are two types of variable, they are independent variables and dependent variable. According to Cohen (2007: 504);

An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a

stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

It means that And Dependent variable, also known as the criterion, or outcome, variable, refers to the results or outcomes of the study.

Based on the explanation above, dependent variable is speaking and independent variable is script.

III. Finding And Conclusion
A. Findings

The findings show that students' reading comprehension statistically significant increase. It can be seen by comparing the result of pre-test and post-test.

Table 1

Result of pre-test

No	Classification	Score
1	The highest score	70
2	The lowest score	20
3	The total score	1440

The total score of pre-test is 1440 and the mean of it was 45. The students who passed the test were nothing, all the student were failed. So, it can be known that reading comprehension at the eighth grade students of SMPN 1 Ngadiluwih before being taught by using Semantic Mapping Strategy is low.
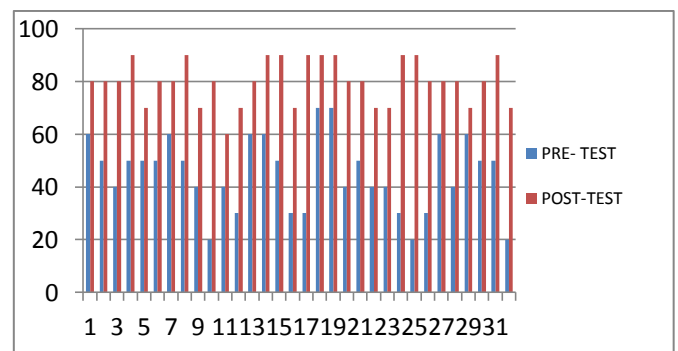
Table 2

Result of Post-test

No	Classification	Score
1	The highest score	90
2	The lowest score	70
3	The total score	2560

While the result of post-test was the total score was 2560. The mean of post-test was 80. There were 23 students passed the test and the others failed. The researcher takes conclusion that the process of treatment is successful. So, reading comprehension at the eighth grade students of SMPN 1 Ngadiluwih after being taught using Semantic Mapping Strategy is higher. There are some students who still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 1130. While the total scores of D^2 is 46700. The differentiation of the result of pre-test and post-test can be seen from this following chart.

Chart 1

frequency of Pre-test and Post-test.

Based on the diagram above, it can be concluded that the result of post-test is higher than the result of pre-test. After comparing the result of pre-test and post-test, the researcher analyzed the data to know the level of significance of the score by using t-test formula. It is used to measure how far Semantic Mapping Strategy can impact the students' reading comprehension of SMPN 1 Ngadiluwih. The scores showed the increasing score, but it has to be measured by using the formula. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 177) the result of the pre-test and post-test which were presented to the students could be analyzed by using T-test.

In testing hypothesis, the computation of t-score was compared to t-table. If t-score was higher than t-table, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. From the result of the data analysis mentioned, the researcher found that t-score was 13.524 at the degree of freedom of 31 t-table was 2.045 at the level of significance 5% and 2.756 at the level of significance 1%. The t-test based on level of significance5% and 1% showed by the table as follow.

Table 3

Table of t-test based on level of significance 5% and 1%

DF(N-1)	t-score	t-table	
		5%	1%
31	13.524	2.756	2.045

Based on the calculation above, if the t-score $\geq$ t-table and the level of significant is 1%, it means that is very significant, so H_0 is rejected. If the t-score $\geq$ t-table and the level of significant 5%, it means that is significant, so H_0 is rejected. It can be seen that t-score 13.524 and the degree of freedom (d.b) is (N-1) = $32 - 1 = 31$. Finally, the t-table is 2.756 at the level of significance is 1% and 2.045 at the level of significance 5%. It means that t-score is higher than t-table, thus it can be concluded that the result of the research is very significant or there is significant effect of Semantic Mapping Strategy to the eighth grade students' reading comprehension of SMPN 1 Ngadiluwih.

B. Discussion

From research finding, the researcher concludes that Semantic Mapping strategy is effective to be used in teaching reading especially in the eighth grade students of SMP Negeri 1 Ngadiluwih in the academic year 2016/2017. It is proved by the result of t-score (13.524) that is higher than t-table in the level of significance 1% (2.763). Besides, the student's reading comprehension after being taught using Semantic Mapping strategy. It is proved by the mean of post-test (80) that is higher than the mean of pre-test (45). It means that Semantic Mapping strategy is effective to the students' reading comprehension. Thus,

this strategy should be applied in teaching reading.

The students' behavior is also better than before. The response of the students is good. It can be detected from their participation in the class. Mostly the students more spirit in reading activity because they are not in under pressure to read the text. Because it was enjoying activity, the student could comprehend of the text which they read.

Based on the questionnaire data, the researcher shows that almost all of the students agreed that semantic mapping strategy used to comprehend the reading material, such as helping the main idea, vocabulary and also can understand the material that given by teacher with semantic mapping strategy. That is the rejoinder from students' response.

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