

ABSTRACT

Amaliah, Elsah. (2019): The Analysis of EFL Students' Summarizing Skill by Using Semantic Mapping in Interpretative Reading Class (A Case Study at the 2nd Semester Students of English Education Department UIN Sunan Gunung Djati Bandung in Academic Year 2018/2019).

This study was intended to discover students' summarizing skill by using semantic mapping. Specifically, this study was aimed to achieve the objectives: 1) to find out the process of using semantic mapping to teach EFL students to summarize the text, (2) to find out the progress of EFL students' skill in summarizing using semantic mapping, (3) to find out the students' response toward the use of semantic mapping to summarize the text.

This study used a qualitative research design, specifically a case study. The participants were nine students of the second-semester at the English Education Department in UIN Sunan Gunung Djati Bandung in the Academic Year 2018/2019. The participants were selected purposively based on students' score in Literal Reading course. To obtain the data, observation, document analysis and questionnaire were used. The observation was conducted in Interpretative Reading class. The observation data was aimed to discover the process of using semantic mapping to teach EFL students. Then, the document analysis was conducted to students' summarizing. The data of students' summarizing were analyzed using the scale of evaluation for summary by Torres (2015) to evaluate the students' summarizing skill. Moreover, the questionnaire was used to find out students' response toward semantic mapping.

The findings showed that first, regarding the implementation, the process of fostering students' summarizing skill by using semantic mapping was established by implementing the procedure of teaching semantic mapping; activating prior knowledge, introducing semantic map, reading text and making map, writing summary, providing guidance, participating to retell and providing feedback. Second, the students' summarizing skill by using semantic mapping showed the progress. The students' summary results showed that using semantic mapping seems to help them write more complete summary which are focusing on the main point of the text, stating the main idea, stating the supporting details, presented in a logical order, all the information supported by the text, and accurately translating the text. Third, the students' responses showed the percentage of the whole statement that they were getting positive responses to semantic mapping that had helped them.

In conclusion, this research presents that the implementation of using semantic mapping was helpful to foster the students' summarizing skill. Then, this research was recommended to implement for those who want to increase reading comprehension skill, especially summarizing ability and other different focus.