

CHAPTER I

INTRODUCTION

This chapter illustrates the main content of the research including the background, research questions, research objectives, research limitation, research significances, conceptual framework, and previous studies.

A. Background

Reading is not a simply direct process of understanding words on the page. According to Hamidah (2016), reading is a complex process of problem-solving in which the reader works to make sense of a text not only by the words and sentences on the page but also by the ideas, memories, and knowledge shown by those words and sentences.

The reading activity involves the comprehension process. It is in line with Anderson (2005) in Anggraini, Sada, & Salam (2015), who stated that comprehension is the process of deriving meaning from connected text. In understanding and mastering reading comprehension skill, the students faced some problems: understanding the meaning of the text, difficulties in identifying words references, and finding specific information/supporting details from the text.

The act of comprehending text involves a persons' ability to know and use strategies before, during, and after reading to understand what is being read successfully. In reading process, comprehension involves the fusion of the readers' basic knowledge and the new information that the reader can get from the text. Ridwan (2012:10) stated that comprehension depends on some levels which consist of readers' interest in the text, purposes for reading text, readers' prior knowledge, foreign language ability, awareness of the reading process, and level of willingness.

Pirc & Pecjak (2018) assumed that in 21st century period, one of the key strategies for good reading comprehension is summarizing. In summarizing, students learn how to find the important idea of the text and integrate the central idea in a relevant way. Besides, in summarizing, students know what kind of irrelevant information that should be avoided. Moreover, summarizing increases students' memory for what they have been read.

The summary process has a configuration module depending on the user's preferences and the nature and context of the text to be analyzed (Larsen, Martin-Bautista, Vila, Andreasen, & Christiansen: 2013). In order to have a readable paragraph, the information should be expressed in natural written language. In this case, summarization strategies can be used in almost every content area.

To make students get easier in summarizing, they need to use appropriate strategies. One of the strategies which can help students to understand the text better is semantic mapping. Semantic mapping is one type of graphic organizer that relates to concept mapping. Avrianti (2015) stated that semantic mapping has a positive relation to reading comprehension. It can be a technique that works better and give proper effect on the students in reading comprehension. According to Cooper, et al., (2009:102) as cited in Agustina & Nur (2018) semantic mapping helps the student develop prior knowledge by seeing the relationship in a given topic. It is a visual representation of a particular concept.

There are some studies regarding semantic mapping in reading comprehension. The previous study carried out by Chang, Sung, & Chen, (2002) reveals that the implementation of concept mapping can enhance summarization of 126 fifth graders. Afterwards, Phantharakphong & Pothitha, (2014) conduct research at EFL student in Thailand. Their study was conducted through the use of scores from concept map retelling based on the redeveloped rubrics and comprehension test. Moreover, the research conducted by Puente, Sobrino, Olivas, & Garrido (2017) shows that a text summary can gather all the information connected by means of a casual graph. Then, a classroom action research conducted by Avrianti (2015) focuses on improving reading comprehension by using semantic mapping in pre-reading of the tenth-grade students of one senior high school in Menpawah, Indonesia.

Therefore, this present research focuses on reading comprehension, especially in summarizing. Besides, this research is intended to find out the use of semantic mapping to foster EFL students' ability to summarize the text. Thus, this study focuses on finding out the summarizing skill by using semantic mapping in Interpretative Reading Class at 2nd semester of Tarbiyah and Teacher Training Faculty UIN Bandung.

B. Research Questions

From the observation above, the researcher formulates the problems of this research as follow:

1. How is the process of using semantic mapping to teach EFL students to summarize the text?
2. How is the progress of EFL students' summarizing skill by using semantic mapping?
3. What are the EFL students' responses toward the use of semantic mapping to summarize the text?

C. Research Objectives

Based on the background of the research, the purposes of the study are directed to assert:

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' summarizing skill by using semantic mapping
3. To find out the EFL students' responses toward the use of semantic mapping to summarize the text

D. Research Limitation

This research focuses on three matters. First, portrays the implementation of classroom observation based on the combination procedure of teaching semantic mapping by Krisnawati (2014), Bush (2017) and Maggard (2000). Second, concerns on students' summarizing skill. Third, focuses on students' responses toward semantic mapping.

E. Research Significances

This research provides several significances. Theoretically, the result of this research gives further information to increase knowledge widely about semantic mapping regarding summarizing, specifically to the teacher and EFL students. Moreover, it can be useful for anyone interested in the related research topic. Practically, this research provides an alternative technique in teaching reading to foster the students' reading comprehension in summarizing skill.

F. Conceptual Framework

As stated in the previous section, the research aims to find out the use of semantic mapping for students' summarizing ability. Therefore, there are some points that will be discussed in this section. Reading activity is not only taking the word of the text but also comprehending what the text is containing. According to Regina & Wijaya (2015), reading is a complex process because it includes transferring the message between the writers and readers who have different background knowledge. Therefore, in reading, the readers have to construct the meaning of the text.

As cited in Yousefian (2015), learners can understand the aim of the text better by using reading techniques such as skimming, scanning, guessing, and underlying. Such techniques help students to keep and analyze the reading information in their mind more effectively. There are some strategies for reading as Brown (2001, pp. 306-309) states:

1. Identify the purpose of reading. Efficient reading consists of clearly identifying the purpose of reading something.
2. Skim the text for main ideas. Skimming consists of quickly running one's eyes across a whole text (such as essay, article, or chapter) for its gist.
3. Scan the text for specific information. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.
4. Use semantic mapping or clustering. This strategy helps the reader to provide some order to the chaos.
5. Guess when you are not certain.

By comprehending the text, students will be able to summarize the text. Students will retain what they have learnt from reading texts and convey these understanding to writing compositions. A summary is defined as a text that meets the main ideas of the original one but with a shorter length. Summarizing texts can be considered a merely subjective task in which some people would consider an extract precise, and others may throw it away. Thus, the author will consider summarizing and semantic mapping.

Maggard (2003:2) in Ridwan (2012:10) defined mapping activities are effective for improving note taking and taking creative thinking skills, since in this activity learners are asked to make associations with the main ideas in a text and its supporting details via word collocations, co-ordinate, super-ordinates, and synonymous. Furthermore, they are asked to create associations between reading passages (e.g., short story, newspaper, articles, and novels) and what was inside of their level of awareness before reading the text.

According to Winters (2001:87), as cited in Indriarti (2014), semantic mapping represents a graphic teaching strategy which has been devised to help learners build the conceptual connections they need to decipher any word completely. Furthermore, according to Heimlich & Pittelman (1986) in Avrianti (2015), semantic mapping is one of the types of a graphic organizer. It helps students visually organize and graphically show the relationship between one piece of information and another” (as cited in Amoush, 2012, p.718). Thus, from the explanations above, it can be concluded that semantic mapping is a technique of teaching word that is a connection with visual organizer that shows the ideas and information in the concept that relates one to another.

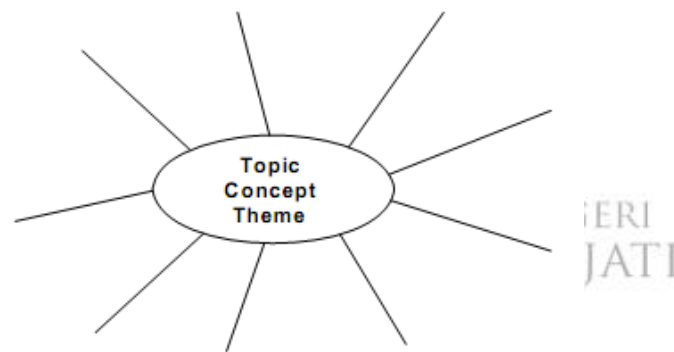


Figure 1.1 Semantic Map (adapted from Graney, 1992 cited in Avrianti (2015))

In short, semantic mapping is a strategy for representing word concepts graphically. It helps the students to develop their understanding through a deeper understanding of conceptual knowledge by displaying words into categories to show how they are related to each other.

In this research, the researcher relates the semantic mapping with students' skill in summarizing. Therefore the student will comprehend and summarize a text by using semantic

mapping. This strategy enables the student to expand reading skill and understand the text deeper.

Antonaci, et al. (2011) as cited in Avrianti (2015), stated the advantages of using semantic mapping are helping to develop word knowledge, building knowledge is required. Here, semantic mapping has an important aspect as explained by Little & Box (2011) that a very important aspect of semantic mapping is that the teacher makes use of the students' collective prior knowledge of a particular concept and arranges that prior knowledge into related conceptual sub-categories (Avrianti: 2015). While applying information and ideas that they already know will be explored and arrange it to the concept. In the implementation, the strategy that can be used for teaching reading is semantic mapping.

G. Previous Studies

There is some research regarding semantic mapping in reading comprehension. Previous research carried out by Chang et al., (2002) revealing the implementation of concept mapping in enhancing summarization of 126 fifth graders. They designed 3 concept-mapping approaches, there are map-correction, scaffold-fading, and map generation. The result shows that the method enhanced text comprehension and summarization abilities and that the scaffold-fading method facilitated summarization ability.

Afterwards, Phantharakphong & Pothitha (2014) conducted the research at EFL students in Thailand. Their study conducted through the use of scores from concept map retelling based on the redeveloped rubrics and comprehension test. The interview was also conducted. The result showed that the percentage of retelling and comprehension test was 81.25 percent and 86.50 percent respectively. The students stated that concept maps helped them understand English reading better. This could be concluded that the use of concept maps could enhance the students' English reading comprehension.

Moreover, a research conducted by Puente et al., (2017) shown a text summary gathering all the information connected by means of casual graph. The research has three main steps that indicate the objective to propose a complete system and to extract casual sentences from a set of the text, select the casual sentences contained, and create casual graph in the base to a given text.

Then, a classroom action research conducted by Avrianti (2015) focused on improving reading comprehension by using semantic mapping in pre-reading of the tenth-grade students of one senior high school in Menpawah, Indonesia. The research was conducted in two cycles. It is followed by an evaluation of a test. The finding showed that students' reading comprehension of the tenth grade has improved and students' participation in class has also increased. In this case, semantic mapping is a good technique that can be applied by the teacher in the classroom to improve the students' reading comprehension.

