

CHAPTER 1

INTRODUCTION

A. Research Background

There are four language skills, such as listening, speaking, reading and writing.¹ But in this research, the writer concern took reading. Reading skill is one of the skills of language that have to be mastered by EFL Students.² This is because reading is a means to learn another desired world, so humans can broad their knowledge and explore written messages that are contained in reading material.

However, reading skill is not easy for EFL student because reading skill which plays significant role in students' learning process.³ That means students must understand and comprehend the content of the text not just read and seeing. But most EFL students have difficulties to comprehend English text.⁴

Due

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¹ S Sunarti, "Warming up for Reading in Order to Increase Students' Reading Skill", *International Journal of Secondary Education*, Vol. 8, No. 4, (September, 2020), 121.

² Ammang Latifa, "Collaborative Learning as A Strategy to Improve the English Reading Comprehension of Indonesian Learners in The Agribusiness Department at Muhammadiyah University of Parepare", *Journal of English Language Teaching and Applied Linguistics*, Vol. 3, No. 1, (February 2021), 78–84.

³ A Muhid, Eka R A, Hilda H, Nia B and Muh Barid, "The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension", *International Journal of Instruction*, Vol. 13, No. 2, (2020), 848.

⁴ Usman Kasim and Siti Raisha, "EFL Students Reading Comprehension Problems: Linguistic and non-Linguistic Complexities", *English Educational Journal*, Vol. 8, No. 3, (July, 2017). 310.

several factors such as factors from the English teacher or from the EFL student itself.

When the students are lazy to read and less interested in read text English it will make the EFL students have some problems' in reading comprehension such as, they have difficulty to understand, analyzing the text and they have difficulty to finding information from the text. So, that will make students difficult to learn. In addition, English teacher must develop the material to improve reading comprehension for students. English teacher must have good method when teaching reading in classroom activity. Because with good method can make student interested to comprehend the text.

Besides that, reading comprehension can make students can determine the quality and success of a students as a students in pursuing his studies and can helping for broaden their experience in the world. If students having the poor reading they can difficult on their own way to teach succeed, they will find difficult to answer question if they don't understanding the text and they can also difficult to finding information if they don't know how to read. It means reading comprehension is very important for EFL student.

Base on observation in SMP IT Al-Barokah Pandeglang with an English teacher she stated most of student's have problems on reading comprehension especially in eight grade students the problems can be describes as follows;

First, some student difficulty to find main idea in each paragraph. They still have trouble differentiating which is the main idea and supporting sentences.

Second, some student do not have enough vocabulary it can make students difficult to understanding the meaning the content of text they have read, this problem can make students sometimes lazy to read English text and not read text with completely. When the students do not understand a word, they do not try to ask the teacher and they not use a dictionary to search the meaning of the word but they choose not know. So the effect of this situation makes them not knowing the content of text.

Third, teacher still using conventional method in teaching reading. Make some students not interested and fell bored to read text and do not listen to what's being discussed by teacher, While reading text, they have another activity such as chatted with their friend and other. Based on my interview with to some students with randomly. In this case, we need to find the correct strategy to change this situation to improve students reading comprehension. So, student can comprehend the meaning of the text. Basically they can find main idea and easier for them to find the generic structure in descriptive text, because the purpose of reading not only read text but must understand and comprehend what is being read by EFL students.

Base on the previous problems above is necessary learning that can help students to improve reading comprehension and also give them much more motivation in learning process, making student easier to find the main points of the reading material. The writer proposes one of the reading strategy namely semantic mapping. This strategy hopefully can enhance student's reading comprehension and assist teacher to solve student's problems in reading comprehension on eighth grade at SMP IT Al-Barokah Pandeglang.

From explanation above, the researcher choose the title” **The Effect of semantic mapping on students’ reading comprehension (Quasi-Experimental research at the eighth grade of SMP IT Al-Barokah Pandeglang)**

B. Identification of the problem

Based on the background above, there are several problem that be related with this research. The problems can be identified as follow:

1. Students’ reading comprehension abilities are poor
2. Some student have some difficult to find main idea in each paragraph.
3. Students lack of vocabulary

C. Limitation of this study

To limit of this study, the writer concern the effect of semantic mapping on students' reading comprehension (Quasi-Experimental research at the Eighth grade of SMP IT Al-Barokah Pandeglang).

D. Statement of problem

Based on the background of the identification and limitation above the writer problems can be formulation as follows:

1. How is the students reading comprehension on descriptive text at the eighth grade stuednts' of SMP IT Al-Barokah Pandeglang?
2. How is the implementation of using semantic mapping strategy on reading comprehension in descriptive text at the eighth grade of SMP IT A-Barokah Pandeglang?
3. Does semantic mapping strategy effect on students reading comprehension at the eighth of SMP IT Al-Barokah Pandeglang?

E. Objectives of the study

1. To investigate out students reading comprehension of descriptive text at the eighth grade students of SMP IT Al-Barokah Pandeglang

2. To know implementation using of semantic mapping strategy on reading comprehension in descriptive text at the eighth grade of SMP IT Al-Barokah Pandeglang
3. To know whether the semantic mapping strategy can effect on students' reading comprehension or not.

F. The Significant of The Research

This research is expected to provide benefits, both theoretical and practical aspect. Benefits of the research as follows.

1. For teacher, the writer hope to provide useful input in teaching and learning English by using method. In other word, teacher can applying this technique in the classroom activity to make learning English more interested especially in students reading comprehension.
2. For student, the writer hopes can helping students to improve their reading comprehension achievement with using semantic mapping strategy and also to motivate students to be more active in class learning.
3. For writer, can provide insight and can be experience when being a teacher in teaching English.

G. Organization of the writing

This paper have five chapter, each chapter has a discussion of different material with the topic to be discussed;

Chapter I explain about *Introduction*. The writer explain background of study, identification of problem, limitation of the study, statement of problem, objective of study, significant of the research and organization of the writing.

Chapter II explain about *Theoretical Framework*, this part the writer explain theory about definition of reading comprehension, purpose of reading, kind of reading, definition of descriptive text, generic stricter, language feature, definition of semantic mapping, applying semantic mapping in the classroom activity, previous study, and submission hypothesis.

Chapter III explain about *Research Methodology*, such as covers research design, time and place of the research, population and sample of the research, instrument, technique collecting of data, and statistical hypothesis.

Chapter IV explain about *Research Finding* have several contents with using case studies as a method to collecting data based on observation and test (pre-test and post-test).

Chapter V *Conclusion*, this part contains conclusion based on the result of this research and suggestion for future research.