

## The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text

Afriyanti ✉

SMP NEGERI 3 BONAI DARUSSALAM, ROKAN HULU

Corresponding Author: Afriyanti, E-Mail: [afriyanti2007@gmail.com](mailto:afriyanti2007@gmail.com)

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### ABSTRACT

This research was aimed to investigate the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text and the significant difference on reading comprehension of narrative text between two groups: who were taught using semantic mapping strategy and those who were taught using quick reading method. The design of this study was experimental study. The population of this study was the eighth grade students of SMP 3 Bonai Darusalam in the academic year of 2023. The number of the subjects was 60 students. The data were obtained by administering reading test to the VIII B as control group and VIII C as experimental group. The research was started by giving pre-test, treatments, and post-test to both experimental and control groups. The data of the test were analyzed by using *t*-test formula to know the difference of the students' comprehension in reading narrative text between two groups. In the pre-test, the average score of the experimental group was 51.2667 and the control group was 64. The average score of post-test of the experimental group was 76.0667 while the control one was 70.6667. The result of the *t*-test of mean difference was 8.939 and *t*-table was 2.00. It means that *t*-value is higher than *t*-table ( $8.939 > 2.00$ ). The calculation revealed that the hypothesis about a significant difference on reading comprehension between students who were taught narrative text by using semantic mapping strategy and those who are taught by using quick reading method was accepted. Based on the research conducted, it was proved that the use of semantic mapping strategy is effective as a strategy to improve teaching reading achievement of narrative text to the eighth year students of SMP 3 Bonai Darusalam.

**Keywords:** *Semantic Mapping Strategy, Reading, Narrative Text*

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### INTRODUCTION

Understanding the meaning of certain language especially English that is not our own language is more difficult. People should understand one word to another word until they can find the meaning of one sentence and get the correct insight of that sentence. However, learning certain language by using several methods, techniques, and strategies is more helpful to reach the comprehension of language itself. Richards (2007:2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. Language as a means communication is used by human being to establish social relation. By using a language, people are able to convey their

messages, to express their idea in oral or written language so that they can communicate with each other.

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. According to Harris (1980: 53) reading is a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. The form of written text which read by the reader can be a communication way to deliver the ideas of the writer about some particular information. This information will be a new knowledge or as an entertainment which is needed for the reader.

Reading as a communication through the text includes knowledge, news and story. In education, by reading a passage or story the student will get more knowledge and information. The knowledge or information that they got from reading can be used for communicating or sharing their idea with other students through giving opinion or idea. The interaction among students during reading section will set up the class more active and alive. The writer thinks that it will be better to give variation in teaching reading comprehension by using strategy.

Based on the background above, the writer 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.

As cited in Keshavarz, M. et al. (2013: 152) Semantic mapping strategy involves drawing a diagram of the relationships between words according to their use in a particular text and it is best introduced as a collaborative effort between the teacher and the class (Stahl and Vancil, 1986). Semantic mapping strategy is such kind of strategy to correlate the relationship between words in particular text to enhance the teacher and students comprehend by drawing or sketch of the information that they get from the text. Besides, semantic mapping strategy has been used in a variety of ways, including the following: it has been used as a mean of improving the teaching of study skills (Hanf, 1971: Heimlich & Pittleman, 1986). Semantic mapping strategy can be used to improve the teaching of study skills means that it affects the variation of teaching strategy which include the way in delivering the materials and the media of materials.

The semantic mapping strategy which can be a visual representation of knowledge that support students to create their own understanding of certain text into their own work by drawing a figure, table or chart which represented the content of the text. As stated by Zaid above the semantic mapping also can improve reading comprehension, written expression and vocabulary development. It means that comprehend the text by reading not only by visual representation in form of written expression but also the students will get their vocabulary development. She believes that by giving semantic mapping strategy in teaching reading and by choosing the narrative text as the target text in her research. The semantic mapping strategy will apply in experimental class. The strategies which are chosen by the writer are divided in three reading section, there are List-GroupLabel (LGL) strategy in pre-reading, Think Alouds strategy in core-reading, and Somebody-Wanted-But-So (SWBS) strategy in post reading. She also uses another strategy of reading which will be apply in control class as a comparison in her research that is quick reading method which includes skimming and scanning.

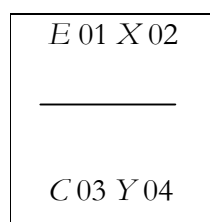
In this study, she will apply several strategies including List-GroupLabel strategy, Think-Alouds strategy and Somebody-Wanted-But-So strategy which are the sub-strategy of semantic mapping strategy to teach reading of narrative text for Eighth Grade of Junior High School.

## METHOD

This was a quantitative research based on computation and measurement, operational variables and statistics. The design of the research used experiment design. It concerned primarily with discovering the effectiveness between or among interrelationship of two variables at the same time. Best (1977: 102) stated that experiment design is the blueprint of the procedures that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables.

The aim of the study to reveal and describe the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text at eighth grade students of SMPN 3 Bonai Darusalam

The following is the experiment design.



Research Design

In which:

*E* : Experimental group

- C : Control group
- 01 : Pre-test for the experimental group
- 02 : Post-test for the experimental group
- 03 : Pre-test for the control group
- 04 : Post-test for the control group
- X : Treatment using semantic mapping strategy
- Y : Treatment using quick reading method

(Arikunto, 2006:86)

In experiment design there were two groups, the experimental and the control group. The procedure of experiment design included pre-test, treatment and post test. Firstly, both of groups were given a pre-test. Then the different treatments were applied to the two groups; the experimental group was treated through semantic mapping strategy and the control group was taught by using quick reading method in reading narrative text. Both of them were taught the same materials based on the curriculum and in the same month. Finally, after they got treatment, the experimental group and the control group received a post-test. The results of the pre-test and post-test of each group were compared to find the significant differences of those results between the experimental group and the control group.

## FINDING AND DISCUSSION

In this chapter, the writer presents the analysis of the result of experimental study that had been conducted in SMPN 3 Bonai Darusalam in the academic year of 2023. The research was started from May, 11<sup>st</sup> 2023 until May, 24<sup>th</sup> 2023.

SMPN 3 Bonai Darusalam is National Standard School (SSN) or we may call *Sekolah Standar Nasional*. English subjects are not only viewed as a subject, but also as an exact subject that is always tested at the General Examination (UN) SMPN 3 Bonai Darusalam. The VIII B and VIII C students became the sample of this study. The students of VIII C were the experimental group and the students of VIII B were the control ones. Those classes could play cooperatively in the teaching and learning process.

This study was aimed to investigate the significance difference on the students' comprehending in reading narrative text for those were taught by using semantic mapping strategy for experimental class and were taught by using quick reading method for control group.

This research, there were three main activities, pretest, treatments, and posttest. Those activities were done on fourth meetings because the limited time which given by the teacher and the material were explained before by the teacher, so the writer gave pretest, review the material briefly, explained the strategy and gave posttest. The pretest was held at the first meeting. The treatments

conducted in the second and third meetings. The last was posttest which held to measure the students' comprehending of reading narrative text after getting the treatments.

### **Implementation of the Experiment**

In my research implementation, firstly the students in the experiment and control groups were given pretest. The pretest was held on Tuesday, May 14<sup>th</sup> 2023 for control group and on Wednesday, May 15<sup>th</sup> 2023 for experimental group.

Then, they were given treatments. The experimental group got a treatment by using semantic mapping strategy. On the other hand, the control group was taught by using quick reading method. The treatment for control class was conducted on Thursday, May 16<sup>th</sup> 2023 and on Tuesday, May 21<sup>st</sup> 2023. Then the treatment for experiment group was conducted on Friday, May 17<sup>th</sup> 2023 and on Wednesday, May 22<sup>nd</sup> 2023. There were 30 students in control group and 30 students in experimental group who joined in this activity. In the first meeting, the writer made a review the material of narrative text briefly then the students were conducted in group and the writer discussed and gave example about the semantic mapping strategy for experimental group and quick reading method for control group. In the last meeting of treatment, the writer made several groups and the groups were given the passage of narrative text and the questions related to the text and analyzed the text by using semantic mapping strategy.

The last, I gave post test on Thursday, May 23<sup>rd</sup> 2023 for control group and on Friday, May 24<sup>th</sup> 2023 for experimental group. The process of post-test was similar with the pretest. The students of both experimental and control groups were given 25 questions of multiple choices. The posttest in this study had a purpose to measure the students' reading achievement after getting treatments. The students did their posttest through reading test.

The mean difference between pretest and posttest of the experimental and the control group were computed to know whether the improvement of each group was significant or not. In this study, the computation showed that the mean difference between the experimental group and the control group was significant. From the result of the pre-test, it can be found that the mean score of the pre-test of experimental group was 51.2667 and the control group was 64.00. The result of post test of experimental group was 76.0667 while the control group gained the score into 70.6667. Based on the score, it can be seen that the score of experimental group was higher than the control group. The result of the *t*-test of mean difference was 8.939 and *t*-table was 2.00. Based on the computation above, it could be seen that *t*-value > *t*-table. The hypothesis that "there is a significant difference between the students' comprehension in reading narrative text taught by using semantic mapping strategy and taught by using quick reading method" was accepted.

Based on the tests conducted, it was proved that the use of semantic mapping strategy is effective as a strategy to improve teaching reading achievement of narrative text to the eighth year students of SMPN 3 Bonai Darusalam. The use of semantic mapping strategy made the reading and

learning activity more effective and being varied. The students of experimental group who taught by using semantic mapping strategy looked more attractive and active during the treatment given by the writer than the control group which taught by quick reading method. The students of experimental group applied the semantic mapping strategy as a strategy when they did the posttest. So, the result of their posttest was higher than their pretest. Finally, semantic mapping strategy makes the students more motivated in learning easier to grasp the lesson. It can be concluded that in this study, the use of semantic mapping strategy as a strategy in teaching reading of narrative text was effective of the eighth year students of SMPN 3 Bonai Darusalam in the academic year of 2023.

## CONCLUSION

This study can be eventually concluded that:

- 1) Semantic mapping strategy is effective as a strategy in teaching reading narrative text to the eighth year students of SMP 3 Bonai Darusalam in the academic year of 2023. The use of semantic mapping strategy in teaching reading makes the activity among the teacher and students in class more enjoyable and interesting. The students so active and attractive when they follow the teacher instruction and when they work in their group. This strategy succeeded in making the students enrich and explore their idea and their knowledge when they read the passage in group. In addition, the semantic mapping strategy is intensive since the each strategy of semantic mapping has their own advantage to lead the students better in learning. Finally, the semantic mapping strategy makes the students more motivated in learning and easier to grasp the lesson.
- 2) The use of semantic mapping strategy gives significant differences in students' reading comprehension of narrative text. This is proven by the mean of post-test of the experimental group and the control group. Based on the calculation, there is significant difference between two means. In the pre-test, the average score of the experimental group is 51.2667 and the control group is 64. The result of post-test of the experimental group is 76.0667 and the control group is 70.6667. By comparing the average of the pre-test of the experimental group is 51.2667 and the post-test of the experiment group is 76.0667, the percentage of the students' improvement of this group was 32.60%. There was less improvement in control group than the experimental one, the average of pre-test is 64 and the post-test of the control group is 70.6667, the percentage of the students' improvement is only 9.43%. The difference of the post-test's mean score between the experimental and the control group was 5.4. The result of t-value of gain difference test was 8.939 and t-table was 2.00. It means that t-value is higher than t-table ( $8.939 > 2.00$ ). Based on that calculation, there is significant improvement between the result of pre-test and post-test.

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**Author Information:**

Afriyanti: Email: [afriyanti2007@gmail.com](mailto:afriyanti2007@gmail.com) SMP NEGERI 3 BONAI DARUSSALAM, INDONESIA.