THE IMPLEMENTATION OF SEMANTIC MAPPING TECHNIQUE IN THE TEACHING OF READING COMPREHENSION

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Abstract
This study aimed to describe the students' involvement to the implementation of semantic mapping in reading activities and to describe the students' responses to the implementation of semantic mapping technique in reading activities. This research used a qualitative case study conducted at MTs Maarif Sukorejo - Pasuruan. It involved one class of the eighth grade which consists of 32 students. The data were collected through observation, document interpretation, and interview. The data from the three instruments were analyzed qualitatively. The results of observation and documentation showed that the implementation of semantic mapping could actively involve the students' reading activities dealing with pre-, whilst-, and post-reading activities at VIII A Grade of MTs. Maarif Sukorejo – Pasuruan. In addition, the results of interview indicated that all students had positive responses to reading activities and the implementation of semantic mapping in the learning of reading comprehension. Dealing with the results of documentation mainly in the field notes, most of students were interested in the implementation of semantic mapping technique such as: vocabulary brainstorming activities, reading aloud, finding detailed information, finding mainidea, making a summary and answering question through semantic mapping.

Keywords: implementation, semantic-mapping, technique, reading-comprehension, narrative-texts

Introduction
Reading comprehension is one of the problems faced by Indonesian students in reading English texts. Most Indonesian students have difficulties in reading English texts because English is a foreign language in Indonesia (Hamra and Syatriana, 2010). In addition, many results of research also showed that Indonesian students' ability in reading English texts was very low (Syatriana, 1998; Hamra, 1993 and 1996).

Having known that reading comprehension is very essential and Indonesian students' ability in reading English texts is still very low, the teacher as a facilitator of learning should be able to select a certain technique of teaching reading comprehension for the students. The technique will help the students to solve the problems or difficulties to comprehend kinds of short functional texts, monologues, and English texts.

English texts or text types refer to literacy and factual texts. Literacy text is a text which is constructed to appeal to human's emotion and imagination. The literacy text includes narrative, poetry, and drama. Meanwhile, factual text is a text which presents information, or ideas and aims to show, tell, or persuade the audience. The factual text includes explanation, information, discussion, exposition, recount, factual description, procedure, and procedural

recount (Anderson and Anderson, 2003). However, this research focuses on the narrative texts that discusses much more about teaching narrative texts.

The success or failure in understanding written materials is depending on many factors. These factors may be classified into three categories: reader, text, and activity. Snow (2002: 11) states that "comprehension is influenced by three factors: 1) The reader who is doing the comprehending; 2) the text that is to be comprehended; and 3) the activity in which comprehension is a part."

Readers should have capacities and competencies in comprehending the text. Allyn & Bacon (2010) explained that some readers must be able to activate prior knowledge, examine the text to uncover its organization, make predictions, connect to their own experiences, create mental images, draw inferences, notice symbols and other literary devices, and monitortheir understanding.

The written material or the text is another factor that effect comprehension ability. Comprehension comes from the representation of ideas in a text that readers construct as they read. These representations are influenced by text features which are related to genre and structure, or the way in which content is organized and to language features, such as vocabulary and syntax (sentence structure and complexity), the author's writing style and clarity of expression (Lehr and Osborn, 2005; Allyn and Bacon 2010). Furthermore, the text can be difficult or easy to be comprehended depending on the level of complexities on text features or language features which are presented on it.

The term activity means that the reader does some activities to achieve the goals of comprehending. Gilakjani & Sabouri (2016: 180) remark that the use of reading strategies or techniques in language learning has a vital role in the reading comprehension improvement. Readers' language proficiency is related to the use of their reading strategies.

In sum, the reader, the text, and the activity are fundamental factors influencing comprehension. In other words, the successful reader does not only need capacities and competencies such as having (high vocabulary knowledge, good word recognition, fluency, superior memory intelligence for remembering, and connecting to the prior knowledge), understand complexities of text features or language features (genre, syntax, sentence structure and vocabulary), but also presents some activities such as (purposes for reading, strategies for reading, motivation for reading, and interest in the content of reading) in enabling to comprehend the massage or meaning from a text well.

These are the considerations from the benefits of semantic mapping in the teaching - learning to comprehend texts and increase students' involvement or participation in the class. Allameh & Tabatabaei (2016) argue that the concept of mapping is a learning strategy that can be used to improve students' ability to learn autonomously and helps them become independent learners. It can be used as a pre-task, during task, and post-task activity. Semantic mapping can enhance the students' prior knowledge in the pre-reading activities. Avrianti (2015) states that the use of semantic mapping in pre-reading activity can build students' prior knowledge by reading the topic.

Semantic mapping technique can help students understand vocabulary, recognize the structure of a text, and differentiate topic and information details of a text in the whilst- reading activities. Sadeghi & Taghafi (2014) remark that "semantic maps are particularly valuable because a good semantic map can show the key parts of a whole and their relationsat a glance; thereby, allowing a holistic understanding that word alone cannot convey". Jaya& Latief (2013) explain that through "concept mapping strategy, the learners learn the structural knowledge showing the interrelationship of the main concepts;" thus, the learners understand the major concepts which link their relationships to the topic.

Semantic mapping enriches the students in the post-reading activities. Liu et al., (2011) describe how the concept of mapping "prompts learners to construct meaning based on their

observations and knowledge;" thereby, it helps "students develop and apply the knowledge about storytelling". Besides, Allameh & Tabatabaei (2016) state that semantic mapping can also help students recall the content of the text later on or take advantage of them to write a summary.

Related to the students' low involvement or low participation in the teaching-learning of reading comprehension, semantic mapping technique gears students to involve or participate actively in reading activities. Agustina et al., (2013: 33) remark that semantic mapping is a student-centered approach because it can help students be more active, interactive and creative. When they try to create a map, students work each other before and after reading a text then try to represent a text by making their schemata which are related to a text. It certainly helps the students to understand a text easily. Moreover, Kasim and Wahyuni (2016) state that "semantic mapping maximizes students' interaction in English. It is a student centered strategy because it allows the students to be more active, interactive and creative. They work in groups to create a mind-map before and after reading the text". In other words, semantic mapping can enhance active, interactive, and creative opportunities to the students in reading activities.

Considering the facts of the students' problems of reading involvement above, the researcher is challenged to implement a semantic mapping technique in the teaching and learning of reading comprehension in the classroom. For this reason, this research aims to describe the implementation of semantic mapping technique in the involvement of students in reading class activities and to describe students' responses to the implementation of semantic mapping technique in reading activities.

Method
This study employed a qualitative approach to find the answers of research problems. Qualitative research seeks to understand a phenomenon from the perspective of the human participants in natural settings by focusing on the research subject rather than breaking it down into variables (Ary et al., 2010: 22).

The design of this study was descriptive case study. "The case study enables the researcher to understand a specific individual or situation by describing particular case in order to shed some light on what is going on in details", (Fraenkel et al., 2012: 435). Consequently, this study attempted to present the information concerning with the implementation of semantic mapping technique in the involvement of students in reading activities and the students' responses at VIII Grade students. The study was conducted at MTs Maarif Sukorejo – Pasuruan, East Java.

The subjects of this study were students of VIII A Grade of the second semester which consisted of thirty two students in the 2016/2017 academic year as the subjects of the study because the students of that class had the low involvement in the teaching and learning process of reading comprehension. In collecting the data, the researcher used observation, documentation, and interview.

This research is conducted on the basis of two research questions. First research question is how is the students' involvement to the implementation of semantic mapping technique in reading activities? Second is how do the students respond to the implementation of semantic mapping technique in reading activities?

Findings and Discussion
The Students' Involvement in the Implementation of Semantic Mapping Technique
From the observations, the implementation of semantic mapping could actively involve the students' reading activities dealt with pre-, whilst-, and post-reading activities. The syllabus was presented as guidance to the preparation of teaching materials, the detailed data

showed that (1) the teacher had presented syllabus which was suitable with 2006 Curriculum of KTSP; (2) he used it as a guidance to make suitable lesson plans with 2006 Curriculum of KTSP; (3) the teacher provided the components of syllabus such as: the syllabus identity of learning, standard competence, basic competence, learning materials, learning activities, indicators of achieving competence, assessment, time allocation, and sources of learning.

Concerning with finding out the suitable lesson plan components in the preparation of teaching materials, the lesson plan guideline from meeting 1 showed that (1) the teacher did not mention (number of meeting) as one of the identity sub components in his lesson plan; (2) he also did not provide specific teaching goals; (3) he did not write (exploration and confirmation) as one of sub components of teaching – learning activities; (4) he did not include (answer key) as one of learning assessment sub components.

Then, the researcher suggested on how to make good lesson plans based on the guidance about Standard Process for Basic and Secondary School after meeting 1. The lesson plan guideline from meeting 2 showed that the teacher had completed all lesson plan components and its sub components. Similarly, the lesson plan guideline from meeting 3 and 4, the teacher had fulfilled all components of lesson plan.

Dealing with the students' photograph, the researcher took pictures while students learning reading comprehension in all of meetings. In this case, she wanted to know the real implementation of semantic mapping technique in the effort of helping to do comprehension and observed the students' involvement in the three- reading stages as described in the following.

Dealing with the result of student mapping, they had clearly understood on how to comprehend a text through semantic mapping. In pre reading, (1) they planned to make mapping by making big circle in the middle then connected to other small circles; (2) they wrote the text structure concerning with the topic and put the words into mapping.

In whilst reading, (3) they put the words the related with the orientation, complication, and resolution of the story; (4) they shared mapping to other groups; (5) they corrected and completed mapping.

Figure 1. Whilst-reading activity

In post reading, (6) they presented mapping on the white board; (7) the teacher gave feedback; (8) they listened the feedback and responded it. In other words, students were sitting and discussing a loud and others were walking around to share mapping, and they had greatly involved in the three reading stages.

The Students' Response to the Implementation of Semantic Mapping Technique

From the interview, it was found that the 20 students had positive responses or had agreement that the implementation of semantic mapping increased their learning reading comprehension. It also could be seen from the quotation below.

"Semantic mapping is easily to find story meaning."
(Student 1/ ARJ)

It was found that of the 16 students were active in the involvement and the whole students (20 students) like the activities. Thus, semantic mapping increased the students' involvement in reading activities. And of 20 students were motivated to read. Semantic mapping helped them brainstorm vocabularies, and could connect their background knowledge.

"Semantic mapping is very helpful to motivate students."
(Student 5/ ABD)

On the basis of the data analysis, it can be said that students had positive responses to the implementation of semantic mapping in the learning of reading comprehension. In addition, most of them got benefits of the technique used in the three reading stages. Most of them could enrich their vocabularies by finding vocabulary contextually and understand the meaning of the story since they could easily find the detailed information, main idea, and topic. However, most of them stated that the technique spent a lot of time to study.

Dealing with the documentation mainly in the field notes, The researcher described the students' responses toward the implementation of semantic mapping technique by using field notes in the second, third, and fourth meeting during the teaching and learning process in the classrooms since the teacher only introduced and explained the semantic mapping procedure in the first meeting. The field note of second meeting in the three reading stages revealed that some students were interested in some activities in the implementation of semantic mapping technique such as: vocabulary brainstorming activities, reading aloud, finding detailed information, making or answering questions through mapping. However, other students were reluctant in finding contextual vocabularies, finding topic or main idea, and presenting summary of a story through semantic mapping.

Meanwhile, the field note from the third and fourth meeting mentioned that most of students were interested in almost of activities in the implementation of semantic mapping technique such as: vocabulary brainstorming activities, reading aloud, finding detailed information, finding main idea, and making or answering questions through mapping. However, other few students still cannot make or present a summary of a story based on mapping. Here, the researcher suggested to do peer tutoring as a help to the students who could not present a summary of a story based on mapping. So, all of them would involve in presenting a summary.

Conclusion

It can be concluded that the implementation of semantic mapping could actively involve the students' reading activities dealing with pre-, whilst-, and post-reading activities at VIII A Grade of MTs Maarif Sukorejo – Pasuruan. Dealing with the results of documentation, the teacher had presented syllabus and lesson plan based on 2006 Curriculum of KTSP. In addition, the results of students' photographs and field notes mentioned that most of students had greatly involved and interested in the three reading stages. Thus, the results of

observations, documentation, and field notes had answered the first research question of this study.

The results of interview mentioned that all students had positive responses to reading activities toward the implementation of semantic. In addition, they got benefits of the technique used in the three reading stages. Most of them could enrich their vocabularies by finding vocabulary contextually and understand the meaning of the story. Similarly, the result of field notes, most of students were interested in almost of activities in the implementation of semantic mapping technique such as: vocabulary brainstorming activities, reading aloud, finding detailed information, finding main idea, and making or answering questions through mapping. Consequently, the results of interview and field notes had answered the second research question of this study.

However, there were some problems which were found in teaching reading comprehension by using semantic mapping technique. It needed more time to explain the technique and to give examples clearly how to do each step of the technique to the students. Furthermore, some of the students still had difficulties in finding vocabulary contextually through mapping and presenting a summary of story after reading. Thus, it is the teacher's task to solve students' above difficulties.

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