

**USING SEMANTIC MAPPING TECHNIQUE IN PRE-READING ACTIVITY
TO JUNIOR HIGH SCHOOL STUDENTS'**

Paper

Submitted in Partial Fulfillment of Requirements to Obtain

The Strata 1 (S1) degree



By;

Riky Seprian

2004/48132

Advisor

Drs. Zainuddin Amir, M.Pd

**ENGLISH DEPARTMENT
LANGUAGE AND ARTS FACULTY
PADANG STATE UNIVERSITY**

2011

HALAMAN PENGESAHAN MAKALAH

Using Semantic Mapping Technique in Pre-Reading Activity to Junior High School Students'

Nama : Riky Seprian
NIM/ BP : 48132/ 2004
Jurusan : Bahasa Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Bahasa dan Seni

Padang, Agustus 2011

Mengetahui,
Ketua jurusan
Bahasa Inggris

Disetujui oleh,
Dosen pembimbing

Dr. Kusni, M.Pd

NIP:19620909 19883 1 004

Drs. Zainuddin Amir, M.Pd

NIP:19480709 197303 1 001

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan Lulus Setelah Dipertahankan Didepan Tim Penguji Ujian Makalah
Jurusan Bahasa Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**Judul : Using Semantic Mapping Technique in Pre-Reading Activity
to Junior High School Students'**

Nama : Riky Seprian

NIM/ BP : 48132/ 2004

Jurusan : Bahasa Inggris

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Padang, Agustus 2011

Tim Penguji

Nama

Tanda Tangan

1. Ketua : Drs. Zainudin Amir, M.Pd.

1. _____

2. Anggota : Drs. Jufri, M.Pd

2. _____

3. Anggota : Refnaldi, S.Pd., M.Litt.

3. _____

ABSTRAK

Riky Seprian; Using Semantic Mapping Technique in Pre-Reading Activity to Junior High School

Makalah ini dilakukan untuk menganalisis penerapan *semantic mapping* dalam kegiatan membaca. Hal ini akan membantu siswa untuk memahami cara membaca teks dengan menggunakan *semantic mapping*. Pada kegiatan membaca sangat sulit memahami teks dan makna yang disampaikan teks. Oleh sebab itu, pada makalah ini penulis menganalisis peningkatan kemampuan siswa dengan menggunakan *semantic mapping*.

Inti pembahasan pada makalah ini difokuskan kepada *semantic mapping* dapat membantu siswa dalam memahami teks dalam *pre-reading*. *Pre-reading* merupakan kegiatan awal yang bertujuan untuk memberikan gambaran umum teks sebelum teks dibaca oleh siswa. Hasil penganalisisan ini membuktikan *semantic mapping* memberikan hasil yang signifikan membantu siswa dalam kegiatan *pre-reading* pada pengajaran *reading*. Dalam teknik pengajaran ini diharapkan sekali kreativitas dan motivasi untuk menciptakan suasana kelas yang lebih menyenangkan. Makalah ini juga dapat memberikan masukan kepada guru bahasa Inggris dalam mempersiapkan teknik pengajaran yang mana siswa dapat meningkatkan kemampuan membaca mereka dan termotivasi dalam belajar bahasa Inggris.

ACKNOWLEDGEMENTS

Alhamdulillah, all praises and thanks to Allah SWT, the merciful and Charitable who has given the writer guidance, blessing, affection, and knowledge in completing this paper *entitled “Using Semantic Mapping Technique in Pre-Reading Activity to Junior High School”*

The writer would like to express his deepest gratitude to Drs. Zainudin Amir M.Pd. for his suggestions, patience, guidance, corrections, and advice during the consultation to complete this thesis, his academic advisor Drs. Jufri, M.Pd and Refnaldi, S.Pd, M .Litt for your advices concerning my paper.

Then the writer wants to express the deepest acknowledgements to Dr. Kusni M.Pd. and Dra. An fauzia Rozani Syafe'i M.A. the head and the secretary of English Department and also all lectures of English Department who had taught during his studies in this department.

Next, his special and deep thanks are due to his beloved parents for understanding as well as great support, love, sacrifice, care over the time. Moreover the writer expresses his thank to his dearest brother and sister. Then, the writer cannot ignore his friend with whom he often discusses and shares ideas together.

Padang, September 2011

Writer

TABLE OF CONTENTS

HALAMAN PERSETUJUAN MAKALAH

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

ABSTRAKi

ACKNOWLEDGEMENTSii

TABLE OF CONTENTS iii

CHAPTER I INTRODUCTION1

1.1 Background of the Problem1

1.2 Identification of the problem3

1.3 Limitation of the Problem4

1.4 Formulation of the Problem4

1.5 The Purpose of the Paper4

CHAPTER II REVIEW OF RELATED LITERATURE5

2.1 The Concept of Reading5

2.2 The Concept of Teaching Reading7

1. Teaching Reading at Junior High School7

2. The Purposes Teaching Reading at Junior
High School in Indonesia9

2.3. The Concept of Pre-reading10

2.4. The Concept of Semantic Mapping13

CHAPTER III THE IMPLEMENTATION OF TEACHING

READING BY USING SEMANTIC MAPPING

TECHNIQUE17

3.1 Preparations17

3.2 Teaching Procedures18

1. Pre-teaching Activity19

2. Whilst-Teaching Activity	20
3. Post- teaching Activity	22
3.3 Discussion	22

CHAPTER IV CONCLUSIONS AND SUGGESTIONS24

4.1 Conclusions	24
4.2 Suggestions	24

REFERENCES

APPENDIX

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is an important language to communicate nowadays. Many people use English to communicate with other people from other countries. Some countries use English as a second language while other countries use it as a foreign language in their community. English is perceived of as either important or essential by large numbers of people, and knowledge of the language is a requirement for many types of employment, as well as being seen as a symbol of education, modernity or even sophistication. For some countries, English is a mandatory subject in order to improve the learners' skill to use English. Although learners find difficulties to understand English, they want to have knowledge about English and a good competency in using English.

English is a compulsory subject in Indonesia. English is part of the national curriculum in Indonesia so it is rare that the teacher will have to teach complete the students. In Indonesia, English is taught from elementary until senior high schools. The purpose of the teaching English in Indonesia is to enable Indonesian students to communicate and to be competent to use English. The students can improve their English ability by find out of the English sources such as reading English book at library, watching the western movie, finding sources from internet.

Reading is one of the important skills to improve the junior high school students' ability in English. Reading is helpful for students to understand the text. They will not only get information or knowledge from what they read but they can also enjoy life by reading. Reading provides them to increase their vocabulary and improve their structures; they have difficulties to understand the topics of articles, text, textbook, etc. Actually the purpose of a reading lesson is to develop the students' ability in understanding a text and easy to catch the meaning of the text. The writer assumes that there are some factors that may cause the students to get difficulty in reading.

First, many students are not active and creative in English subject. They just listen to the teachers but they do not try to improve their ability in English. They do not have self-confidence to speak and ask question by using English because they feel scared to speak up with English. It happens because the students have less motivation in learning English because they feel English is a difficult subject and they are too pessimistic about improving their ability in English. As a result, the students are unable to speak and understand the reading passage well.

The second problem that make students failed in reading is the technique used. Some reading techniques are not relevant to them. Therefore, it will be hard for them to guess and find the main idea and topic of the text. Some of them are not interested in reading lesson so that they are lazy to read. In addition, they have limited vocabulary and grammar to understand English text. If the students do not

understand about the word in the text it is hard for them to understand a text. Therefore, it is difficult for them to catch the main point of text.

The last problem is teaching techniques used by teacher that are not interesting and motivating them to read. In fact, some teachers often face some difficulties to create various activities in teaching especially for teaching reading. The teacher should develop the habit of students to read in English. They should know how to make the students interested in reading lesson by using some techniques, for examples are brainstorming, guessing, puzzle, quiz, etc. For this reason, the teacher should use various techniques to teach reading.

One alternative that can be taken into considerations to overcome the problems are by using the semantic mapping in pre-reading activity. The writer is sure that this semantic mapping has not been applied by the teachers' as one of the technique in reading class. In the writer's opinion, if this technique is handled appropriately, it can help the students increase their reading ability. This technique helps students understand the text.

Based on the explanation above, in this paper the writer tries to explain how to apply semantic mapping technique in pre-reading activity in teaching reading.

1.2 Identification of the Problem

There are three common problems teaching reading. The first problem is that the students are not active and creative in the English subject. The second one is the

teaching techniques is not relevant to students. The last one is teaching techniques used by teacher that is not interesting to students.

I.3 Limitation of the Problem

Based on the identification above, the problem is limited to use semantic mapping technique in pre-reading activity.

I.4 Formulation of the Problem

The problem of this paper is formulated as follows "How can teacher apply semantic mapping technique in pre-reading activity?"

I.5 The Purpose of the Paper

The main purpose of writing this paper is to explain how the teachers apply semantic mapping in pre-reading activity.