



The Application of Semantic Mapping Techniques on Reading Comprehension for Junior High School Curriculum At SMP 22 Medan

Immanuel Padang¹, Marice Saragih², Sabar Manik³, Kurniawan Sinaga⁴

¹Universitas HKBP Nommensen, ²Amik-Widyaloka, ³STKIP Riama. ⁴Universitas Pembangunan Panca Budi
Email : Immanuel_padang@gmail.com

Abstract

Semantic mapping is an excellent strategy to help students engage in higher-order thinking. In learning reading, it is important for the students to make an effort and show their interest. The aims of this community dedication is to improve the student's reading comprehension ability through semantic mapping technique. This training very beneficial to the students due to their low competence in the reading comprehension skills. In general, the use of semantic mapping in the classroom can be divided into five phases. These are "introducing the topic, brainstorming, categorization, personalizing the map, post-assesment synthesis : a) Introducing the topic: the teacher studies a unit in the syllabus and determines whether or not semantic mapping can be useful. The teacher announces the topic of the unit by drawing a large oval on the board. He states that some teachers display a picture relating to the topic to stimulate students' thoughts and to get the brainstorming procedure. b) Brainstorming: the teacher draws a blank map which consists of some blank ovals on the board and provides the students with a reading passage. Furthermore, the teacher asks the students to find some information in the passage that are appropriate to be filled into the blank map. c.) Categorization: the teacher does his best to encourage students to see relationships among their ideas in order to form category cluster. d) Personalizing the map: each student makes a copy of the blank map and complete it by using information found in the passage. E) Post-assignment synthesis: The last part of the class period is used to record students' suggestions from their personal maps to the board version of the map made by the teacher. The discussion will probably be the centre on the amount of information acquired from the reading. Based on the result of the pre-test and post test that given to the students, it was found that there was improvement of the average value between the pre-test and the post test on 59,52 %, where the average value of the pre-test was 44,40 and the post-test 74,60 so it can be concluded that smantic mind mapping technique training was able to increase reading comprehension of the students of SMP 22 Medan

Key Words : Semantics Mapping Technique, Reading Comprehension

Introduction

There are four skills that must be mastered in English namely: speaking, writing, reading and listening. In this community the team want to give training to the students to increase their reading comprehension through semantics mapping technique. Based on the survey conducted at the SMP 22 found that the students reading comprehensions is low, so that it is needed to be improve through semantics mapping technique. Based on the previous research finding , the

researcher said that the semantics Mapping technique can increase the reading comprehensions of the students ability. According to Ahuja (2001:5), reading is both a sensory and mental process. It involves the use of the eye and the mind. The eyes receive messages and the brain has to work out the significance of these messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of the written text being read. Burnes (1991:45) states that reading comprehends written discourse. The readers also need to understand about the materials that they read because it is one of the purposes of reading activity. In other words, the readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text. In this part writer will talk about Reading comprehension, Types of reading, Technique of Teaching Reading, Semantic Mapping Technique. King and Stanley (2004:8) state that reading has five components contained in reading texts, which are appropriate for the junior high school curriculum. They are: a) Finding factual information: Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc. in which of the answer can be found in the text. b) Finding main ideas: Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as superordinate while others subordinate. c) Finding the meaning of vocabulary: In context, it means that the reader could develop his or her guessing ability to the word which is not familiar to him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has or is nearly the same meaning as another word. d) Identifying references In English: As in another language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.. e) Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make an accurate prediction.

Semantic mapping is a form of graphic organizer, lead learners to design a visual representation of relationship among words, meanings and images. This means semantic mapping is a simple technique that can explain the topic of the text with graphic organizer. ideas relate to each other. It means, map can help students to improve their reading comprehension without difficulty, using the map students can easy to finding the main idea, or something important in the text.

In other definition about semantic mapping an excellent strategy to help students engage in higher-order thinking. Students focus on some of the core regulators that divide the main idea patterns follow using semantic mapping. Semantic mapping they state semantic mapping is closely related to reading comprehension can helps students not only focus on keyword but also text

structure, it can help students develop prior knowledge by looking at the relationship in a given topic.

From the previous statement semantic mapping can be described as, the writer concludes mapping is a learning strategy which has the form of a diagram, a graphic that describes the word called the subject or main idea by writing sub-sub ideas that explained the subject. Semantic mapping is also easy including teaching and improving students' reading comprehension. The student can understand the element of the text. The procedures of Semantic Mapping: In general, the use of semantic mapping in the classroom can be divided into five phases. These are "introducing the topic, brainstorming, categorization, personalizing the map, post-assessment synthesis" (Zaid 1995:9). In Zaid's variation, the phases are explained below:

a. Introducing the topic

The teacher studies a unit in the syllabus and determines whether or not semantic mapping can be useful. The teacher announces the topic of the unit by drawing a large oval on the board. He states that some teachers display a picture relating to the topic to stimulate students' thoughts and to get the brainstorming procedure.

b. Brainstorming

The teacher draws a blank map which consists of some blank ovals on the board and provides the students with a reading passage. Furthermore, the teacher asks the students to find some information in the passage that are appropriate to be filled into the blank map.

c. Categorization

The teacher does his best to encourage students to see relationships among their ideas in order to form category clusters.

d. Personalizing the map

Each student makes a copy of the blank map and completes it by using information found in the passage.

e. Post-assignment synthesis

The last part of the class period is used to record students' suggestions from their personal maps to the board version of the map made by the teacher. The discussion will probably be the centre on the amount of information acquired from the reading.

METHOD

Training of the application semantics mapping technique is done for two days, start with the survey activities until the training activities, this training is followed by 30 students. The method that used in this training used some steps, such as:

1. The first stage: the teams conducted survey to the SMP Negeri 22, in this activity the team obtains data and information about the problems faced by partners and what needs can help solve these problems. Based on the results of the discussion with the partners the training activities will be held on Thursday and Friday, August 2022
2. The training activities began on Thursday at 08.00 Am until 16.30, some activities in the training such as: a) given the pre-test to the students to see the students' ability and initial understanding about the material to be delivered. b) The resource person given explanation about semantics mapping technique. c. questions and answer activities after the presentation

.d) given the simulation activities, where the partners or the students asked to training materials provided by the resource person. e) evaluation activities, where partners are given reinforcement on various matters related to simulation activities .f) giving the post-tests to see the level of understanding of the absorption of the materials by participants . at the end of the activity session the recourse persons and partners discussed feedback the training activities and follow up the training in the future

RESULT AND DISCUSSION

In this discussion, the authors describe two things related to the implementation of the community service activities that have been carried out. At the stage of analyzing the needs of partners, information is obtained about the problems faced by partners and their needs related to the preparations of the semantics mapping technique assessment instrument and preparation of the mechanism for implementing activities, at the stage of implementing the training activities, resource persons provide material exposure to partners capabilities in compiling the semantics mapping technique based assesment instruments refers to what was stated by Kantar (2020) which is includes analysis, synthesis and evaluations. Partners are given an explanation of Semantic mapping technique based assessment management and its function and roles in supporting the success of learning objectives. According to Damaianti(2007) there are three steps are in conducting the learning assessment process. The first step is to make preparations which include formulating the objectives of assessment process itself, determining the aspects to be evaluated, determining the methods and forms of assessment both test, planning the evaluation time, and conducting trials in order to measure the validity and reliability. The next stage is the follow-up on the acquisitions of the students scores.

Implementation of the Post-test and filling out questionnaire participants responses to the Community Services activities , the result of the pre-test and post- test of the participants are improved 59,52 % after the reading comprehension used semantic mapping technique where the average value of the pre-test was 44,40 and the post-test 74,60 so it can be concluded that semantic mind mapping technique training was able to increase reading comprehension of the students of SMP 22 Medan



Pictures 1. Community Services Activities

Conclusion

Semantic mapping is interactive. It is interactive because in drafting the map, students work

cooperatively in a group. Therefore, they can interact and share their ideas one another. Furthermore, in semantic mapping, there is also an interaction between the students and the teacher in deciding the final map. Semantic mapping can attract students' attention and interest. As this strategy is new for the students, they are expected to be interested in following the process of reading comprehension seriously, especially in completing the diagrammatic maps which became their own creations. In learning reading, it is important for the students to make an effort and show their interest. When the task does not involve enough effort, it can cause the students to become bored and may not pay attention and enthusiasm in the teaching learning process. Therefore, semantic mapping as an effective and enjoyable strategy can be used as the students require more effort. Thus, the students can avoid the boring situation caused by a common or traditional technique which is usually applied by the teacher in the classroom. Semantic mapping is helpful. Semantic mapping can be a helpful reference for students to use in sharing and clarifying confusing points as they are reading. It is because they can share their ideas in a group so that they can ask the other members of their group about some information found in the text which is not clear to them. Furthermore, they also can get feedback from the teacher in deciding on the final map, so that in the last step, they can ask the teacher about the information that they still do not understand. In addition, semantic mapping can also help the teacher to get students not only to focus on the details of the text but also on the whole text. In other words, it can help the students to comprehend the whole text as well as the detail.

REFERENCES

- Ahuja, Pramila and Ahuja, G.C., 2001. *How to Increase Reading Speed, Procedures and Practices*. New Delhi: Sterling Publisher Pvt. Ltd 4th Edition.
- Airasian P.W, Mills G. & Gay L.R., (2012). *Educational research: Competencies for analysis and application*. USA: Pearson Education, Inc.
- Amoush, K. H., (2012). *The effectiveness of using "semantic mapping strategy" on reading comprehension of Jordanian university students*. Interdisciplinary Journal of Contemporary Research in Business, 4(6), 714-729.
- Anderson, G. & Arsenault, N., (2005). *Fundamentals of Educational Research*. USA: Taylor & Francis e-Library
- Ary, Jacobs et al, (2002). *Introduction To Research In Education*. Belmont: Wadsworth.
- Best, J. W., (1981). *Research in Education*. New Jersey: Prentice- Hall Inc.
- Brown, H. Douglas, (2003). *Language Assessment-Principles and Classroom Practices*. New York: Longman.
- Burnes, Don and Page, Glenda. (1991). *Insigh and Strategies for Teaching Reading*. CarHarout Brace Janovic Groupo. Sydney.

- Burnes, D and Page, G., (1985). *Insights and Strategies for Teaching Reading*. Sydney: Harcourt Brace Jovanovich Group.
- Chall, J.S.,(1996). *Stages of Reading Development*. Chatman, S., (1995). “*Story and Discourse*” [introduction]. *Approaches to Media: A Reader*. Boyd-Barrett, O., Newbold, C. (eds.). 1st ed. London; New York; Sydney; Auckland: Arnold
- DePorter, B., (2003). *Quantum Teaching*. Bandung: Media Nusantara.
- DePorter, B., (2006). *Quantum Learning*. Bandung: Media Nusantara
- Djiwandono, Prof. Dr. M.S., (2008). *Tes Bahasa: Panduan Guru Bahasa*, PT Indeks, Jakarta.