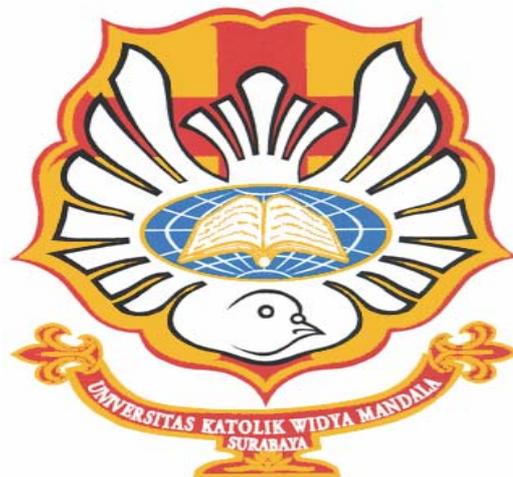


**THE EFFECT OF SEMANTIC MAPPING TECHNIQUE AND
VOCABULARY EXPLANATION TECHNIQUE ON THE
READING COMPREHENSION ACHIEVEMENT OF SMP
YPPI I STUDENTS**

THESIS

**In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching**



By:

YENNY KOSASIH

1213003016

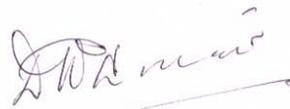
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FAKULTAS KAGURUAN DAN ILMU PENDIDIKAN JURUSAN
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9 JULY 2007

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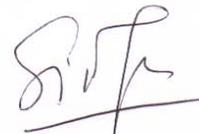
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This thesis entitled "*The Effect of Semantic Mapping Technique and Vocabulary Explanation Technique on the Reading Comprehension Achievement of SMP YPPI I Students*" which is prepared and submitted by Yenny Kosasih has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching Faculty by following advisors:



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This thesis has been examined by the committee of an Oral Examination
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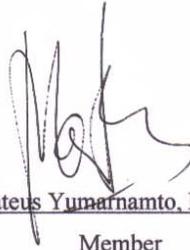
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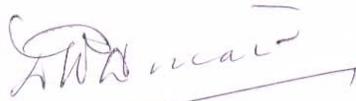
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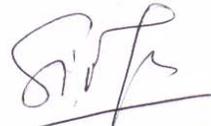
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Surabaya, June 2007

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ABSTRACT

Kosasih, Yenny. 2007. *The Effect of Semantic Mapping Technique and Vocabulary Explanation Technique on the Reading Comprehension Achievement of SMP YPPI I Students*. Program Studi Pendidikan Bahasa dan Seni FKIP. Universitas Katolik Widya Mandala Surabaya.

Advisors : (1) Prof. Dr. Damatius Wagiman Adisutrisno, M.A.
(2) Dra. Susana Teopilus, M.Pd.

Keywords : Reading Comprehension, Semantic Mapping and Vocabulary Explanation.

In this globalization era, English has become one of the important qualifications that Indonesian people must have in order to get a better economic life, since there are many job fields requiring English competence. Realizing the importance of English, Indonesian government has tried to implement English in its educational curriculum. As a consequence, English has become a compulsory subject that is taught starting from elementary school up to senior high school. There are four basic skills in learning English. They are listening, speaking, reading and writing. One of the basic skills that can make the students active in exploring and constructing new knowledge is reading. This skill is important for children since they can broaden their background knowledge. In reality, however, many children find difficulties in comprehending a reading passage. Besides the limited time, most teacher still deal with the traditional techniques. Moreover, the fact is that most teachers in Indonesia do not give attention to the relation between words in a sentence in a reading passage with students' prior knowledge. Therefore students may have difficulties in relating their own ideas with information given in the reading passage. As the result, students fell bored in comprehending a reading passage. Dealing with the fact that most junior high school students are not able to comprehend the reading passage fully, this study is designed to compare the effect of teaching reading by means of Semantic Mapping technique and Vocabulary Explanation technique on the reading achievement.

This study is carried out mainly to find out whether there is a significant difference in the reading achievement of the student who are taught by means of Semantic Mapping technique and those who are taught by means of Vocabulary Explanation technique. This study is based on the reading theory (Nuttal, 1996:10), meaningful learning theory (Ausubel, 1965 in Brown 2000:83) and Semantic Mapping (Carrell, 1983; Zaid, 1995; Porter, 2006).

The writer in this study uses a quasi-experimental design which applies a non-randomized Post-test control group design. This is chosen since there is a consideration that it is impossible to randomize the subjects. Before conducting the treatment, the writer did the first and second try-out at SMP Sasana Bhakti class VIII-A and B. After did the first and the second try-out, the writer used two classes of the second grade students of SMP YPPI I Surabaya in the academic year 2006-2007 as the subjects of her study. The treatment was given three times for both groups. The Experimental group (VIII-A) uses Semantic Mapping technique and the Control group (VIII-B) uses Vocabulary Explanation technique. There were 3 passages used as the materials in the treatment. The titles were Mosquito, the Statue of Liberty and To Keep Healthy. Moreover, the writer constructed the reading comprehension

questions exactly the same materials were used in the Experimental and Control groups. A post-test is administered to both groups after conducting 3 treatments. There were 27 items in the research instrument. It was administered with a time limitation of 30 minutes.

After collecting and analyzing the data by using t-test for 5% significance of the difference between two means for independent samples, the writer found out that the mean scores of the post-test of the Experimental group was 17.2609, and for the Control group were 13.3913. Moreover, the result of $t_{\text{observation}}$ for post-test scores of the Experimental and the Control group was 4.198 and the t_{table} (0.05, 44) was 1.68. Since $t_{\text{observation}}$ 4.198 was greater than t_{table} 1.68. The alternative hypothesis was accepted, the post-test mean scores between the two groups were significantly different. It means that students in the Experimental group which were taught by means of Semantic Mapping technique showed significant difference than those in the Control group who were taught by means of Vocabulary Explanation technique. The Semantic Mapping technique influenced the students' reading comprehension achievement. The students able to comprehend the reading passage easily if they knew the complete structure of the reading passage.