



**THE EFFECT OF USING SEMANTIC MAPPING AS METACOGNITIVE
STRATEGY TRAINING ON THE GRADE SEVEN STUDENTS' READING
COMPREHENSION ACHIEVEMENT AT SMPN 2 GENTENG
BANYUWANGI**

THESIS

By

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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composed to fulfill one of the requirements to obtain S-1 Degree
at the English Education Program

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father and mother, Sentot Suharno and Peny Damriati, S. Pd.;
2. My beloved brother, Dwiki Jefri Permadi;
3. My grandmother, Suratemi.

MOTTO

People say life is the thing, but I prefer reading.*)

THESIS

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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “The Effect of Using Semantic Mapping as Metacognitive Strategy Training on the Grade Seven Students’ Reading Comprehension Achievement at SMPN 2 Genteng Banyuwangi” is approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education, Jember University.

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SUMMARY

The Effect of Using Semantic Mapping as Metacognitive Strategy Training on the Grade Seven Students' Reading Comprehension Achievement at SMPN 2 Genteng Banyuwangi; Arini Novitasari, 060210401266; 2011: **67 pages**; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

English as Foreign Language (EFL) students at Junior High School in Indonesia often experience difficulties in comprehending reading texts given by the teacher in the classroom. To overcome their problem in reading, they need a learning practical strategy of how to understand the reading text effectively. One of learning strategies that can be used to solve the students' problem in comprehending the text is semantic mapping. It is the strategy that can visualize the ideas of the text by categorizing and showing the relationships of the ideas. By looking at the relationship of ideas of the text, the Junior High School students will be able to get the information presented in the text.

This research was conducted to investigate whether or not there was a significant effect of using semantic mapping as one metacognitive strategy training in reading English texts of the grade seven students at SMPN 2 Genteng Banyuwangi. The respondents of this research were the grade seven students of SMPN 2 Genteng Banyuwangi in the 2010/2011 academic year that was determined by cluster random sampling by using lottery after conducting homogeneity test. The total number of the respondent was 72 students, grouped into the experimental (grade VII E) and the control group (grade VII F). The experimental group that consisted of 36 students who were taught by using semantic mapping as a metacognitive strategy in comprehending the reading text, while the control group that consisted of 36 students who were taught conventionally by using question-answer technique in teaching reading.

The primary data of this research were collected from the students' score of reading test which were obtained after the experimental treatment completed, while the supporting data of the research were gained through interview, documentation, and observation guide. The primary data were collected and then analyzed by using the t-test formula on SPSS Computing program. The result indicated that the value of statistical Sig. (2-tailed) was 0.043 and the degree of freedom 70. Thus, it was lower than that of the significance level used ($0.043 < 0.05$). This means that the result rejected the null hypothesis (H_0): "There is no significant effect of using semantic mapping as metacognitive strategy training on the grade seven students' reading comprehension achievement at SMPN 2 Genteng Banyuwangi." In contrast, the result accepted the alternative Hypothesis (H_a) saying: "There is a significant effect of using semantic mapping as metacognitive strategy training on the grade seven students' reading comprehension achievement at SMPN 2 Genteng Banyuwangi." Therefore, it was proved that that there was a significant effect of using semantic mapping as a metacognitive strategy training on the grade seven students at SMPN 2 Genteng Banyuwangi. Based on the result of this research, it is recommended to the English teacher to also use semantic mapping as a metacognitive strategy in visualizing and categorizing the ideas of the text to make the ideas are easier to understand.

ACKNOWLEDGEMENT

Praise be to Allah SWT, the most Gracious and the most Merciful, who always gives me the blessing so that I can accomplish this thesis entitled “*The Effect of Using Semantic Mapping on the Grade Seven Students’ Reading Comprehension Achievement at SMPN 2 Genteng Banyuwangi*”.

In relation to the writing and accomplishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Program of the Faculty of Teacher Training and Education;
4. My consultants, Dra. Wiwiek Istianah, M.Kes., M.Ed App Ling. and Drs. Sugeng Ariyanto, M.A. who have given me guidance and careful correction in finishing this thesis;
5. The Principal of SMPN 2 Genteng Banyuwangi, Drs. H. Sujiyanto, M.M., who have given me permission to conduct the research;
6. The English teacher of the grade seven students, especially VII E and VII F of SMPN 2 Genteng Banyuwangi, Sapto Yani, S.Pd, who has helped me to conduct the research;

I believe that this thesis has some weaknesses. Therefore, I really hope that there will be some criticisms and suggestions from the readers to improve this thesis. Further, I hope that this thesis will be useful for the readers.

Jember, June 2011

The Writer

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