

**TEACHERS' CHALLENGES IN USING SEMANTIC  
MAPPING STRATEGY TO TEACH ENGLISH  
READING IN 7<sup>TH</sup> GRADE OF SMPN 3 CANDI  
SIDOARJO**

**THESIS**

(Submitted in partial fulfillment of the requirement for the  
degree of Sarjana Pendidikan (S.Pd) in Teaching English)



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## ABSTRACT

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Key Words: *Semantic Mapping Strategy, Teaching Reading, Teachers' Challenges*

Reading comprehension is an ability to catch the main content of the text. There are twelve genres in English text. One of those genres is descriptive text in 7<sup>th</sup> grade of junior high school. One of English teachers in SMPN 3 Candi who said that descriptive text has its own complexity that oftent make the students boring. An innovative strategy that teacher mostly used is semantic mapping strategy that is able to increase students' vocabulary development and their interesting. Other hand, using semantic mapping to teach reading needs a time and it has some stages. This study proposed to analyze teachers' challenges in using semantic mapping strategy to teach reading in SMPN 3 Candi Sidoarjo and how teachers handle those challenges. This study used qualitative design. Data collection techniques are doing interview and spreading questionnaire for 4 English teachers in SMPN 3 Candi Sidoarjo. Highlighted of the result are: (1) Teachers' challenges in using semantic mapping strategy to teach reading. In introducing the topic, teachers' challenges are students directly understand the topic and different level of comprehension from the students. Students directly understand the topic was being one of the challenges because when students directly understand the topic teachers need to be ready by adding the material to cover the time allotment. In brainstorming, challenges faced by teachers are different level of comprehension from each student, students do not feel confidence to show up their idea and often feel afraid to make a mistake. In categorizing the map, teachers have difficulties in directing students to connect the words, to construct vocabulary in right subordinate of the map, and then to choose

suitable vocabulary related the topic. In personalizing the map, teachers' challenges related to students' interest, how to keep students' concentration, and time allotment. In post-assignment synthesis, challenges faced by teachers are different level of students' comprehension makes different outcome in concluding the result of map, students' short - term memory, and time allotment. (2) The exploration of the ways the teachers handle challenges in using semantic mapping to teach reading. In introducing topic, teachers preferred to lead students' prediction, using pictures, and ideas exploration. In brainstorming, the ways of teachers are grouping students and exploring the individual idea. In categorizing the words, teachers are listing of the important words, WH-Questions, and using picture and video explanation. In personalizing the map, teachers preferred to do discussion, help students to connect the words, and doing question and answer to collect the words' connection. In post – assignment synthesis, ways of teachers are grouping the students and helping students to find connection of new information that got by constructing the map and the content of the text.

## ABSTRAK

Ayunin, Evi, 2020, Teachers' Challenges in Using Semantic Mapping Strategy to Teach English. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Hilda Izzati Madjid, M.A and Rakhmawati, M.Pd.

Kata Kunci: *Strategi Semantic Mapping, Mengajar Membaca, Tantangan Guru*

Pemahaman membaca adalah kemampuan untuk menangkap isi utama teks. Ada dua belas genre dalam teks bahasa Inggris. Salah satu genre tersebut adalah teks deskriptif di kelas VII SMP. Salah satu guru bahasa Inggris di SMPN 3 Candi yang mengatakan bahwa teks deskriptif memiliki kompleksitas tersendiri yang seringkali membuat siswa bosan. Strategi inovatif yang banyak digunakan guru adalah strategi peta semantik yang mampu meningkatkan perkembangan kosa kata siswa dan menariknya. Di sisi lain, penggunaan peta semantik untuk pembelajaran membaca membutuhkan waktu dan tahapannya. Penelitian ini bertujuan untuk menganalisis tantangan guru dalam menggunakan strategi peta semantik dalam pembelajaran membaca di SMPN 3 Candi Sidoarjo dan bagaimana guru menangani tantangan tersebut. Penelitian ini menggunakan desain kualitatif. Teknik pengumpulan data dengan wawancara dan penyebaran angket kepada 4 guru Bahasa Inggris di SMPN 3 Candi Sidoarjo. Hasil yang disorot adalah: (1) Tantangan guru dalam menggunakan strategi pemetaan semantik untuk mengajar membaca. Dalam memperkenalkan topik, tantangan guru adalah siswa langsung memahami topik dan tingkat pemahaman siswa yang berbeda. Siswa langsung memahami topik menjadi salah satu tantangan karna ketika siswa langsung memahami topik, guru harus siap dengan materi tambahan untuk mengisi kegiatan pembelajaran sesuai dengan alokasi waktu. Pada tahap brainstorming, tantangan yang dihadapi guru adalah tingkat pemahaman yang berbeda dari setiap siswa, siswa kurang percaya diri untuk mengutarakan idenya dan sering merasa takut untuk melakukan kesalahan. Dalam mengkategorikan peta, guru mengalami



kesulitan dalam mengarahkan siswa untuk menghubungkan kata-kata, menyusun kosakata di bagian kanan peta, dan memilih kosakata yang sesuai dengan topiknya. Dalam mempersonalisasi peta, tantangan guru terkait minat siswa, cara menjaga konsentrasi siswa, dan peruntukan waktu. Dalam sintesis pasca tugas, tantangan yang dihadapi guru yaitu perbedaan tingkat pemahaman siswa membuat hasil yang berbeda dalam menyimpulkan hasil peta, memori jangka pendek siswa, dan pembagian waktu. (2) Eksplorasi cara guru menangani tantangan dalam menggunakan pemetaan semantik untuk mengajar membaca. Dalam pengantar topik, guru lebih memilih mengarahkan prediksi siswa, menggunakan gambar, dan eksplorasi ide. Pada brainstorming, cara guru yaitu mengelompokkan siswa dan mengeksplorasi ide individu. Dalam mengkategorikan kata, guru menulis kata – kata penting, WH-Questions, dan menggunakan gambar dan video. Dalam mempersonalisasi peta, guru lebih memilih untuk berdiskusi, membantu siswa menghubungkan kata, dan melakukan tanya jawab untuk mengumpulkan keterkaitan kata. Dalam sintesis pasca tugas, cara guru mengelompokkan siswa dan membantu siswa menemukan hubungan informasi baru yang didapat dengan membuat peta dan isi teks.

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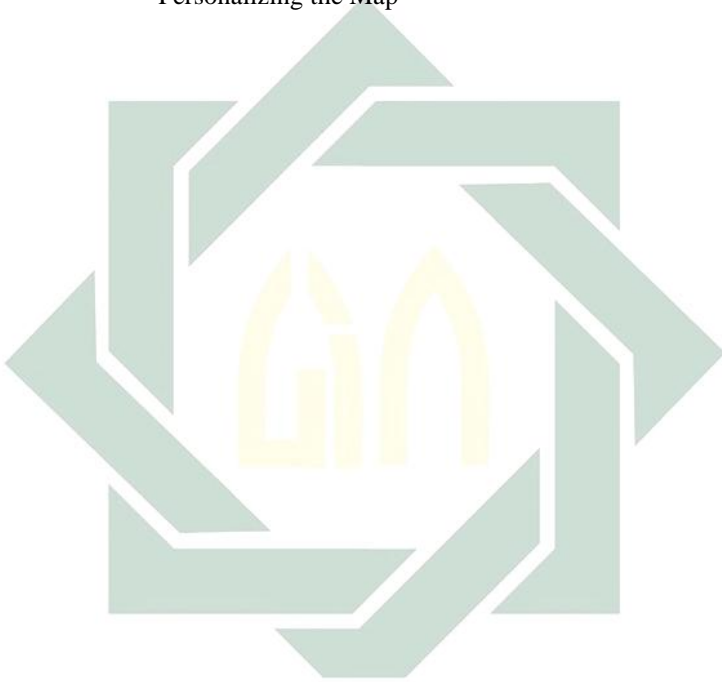
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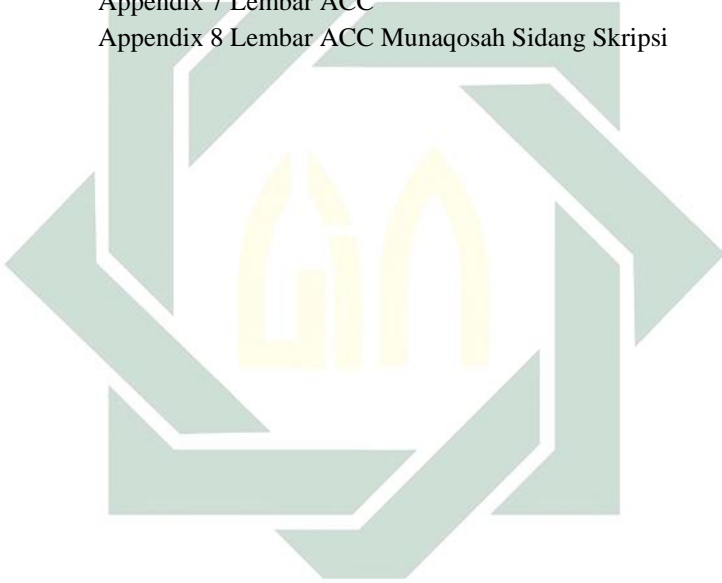
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## CHAPTER I INTRODUCTION

This chapter addresses the recent theories of teaching reading strategies and resources in English writing that is presented in the following: (1) research background, (2) research questions, (3) objective of the study, (4) significance of the study, (5) scope and limitation of the study, (6) definition of key terms.

### A. Research Background

Innovative and creative strategy plays a big role in the design of teaching and learning activities. Such innovation and creativity in teaching strategy will stimulate student's enthusiasm in learning a foreign language such as English. In particular, innovation and creativity should be emphasized in the teaching reading. It is caused both of teachers who find challenges when they were delivering the materials and students' who may find challenges when they were catching the materials and improving their comprehension.

Comprehension is the bridge of a new and prior knowledge.<sup>1</sup> Underlying this assumption is the premise that comprehension is a mental dialogue between the writer and the reader while the reader interprets and processes what is read and what is already known. Reading comprehension is the inner process of human mind.<sup>2</sup> It engages language, interest, perception, concept, development, and the whole experience and background knowledge brought by the reader. Reading comprehension as the ability to construct the context and knowledge to make sense of what is read. Reading

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<sup>1</sup>Dale D. Johnson, Susan D. Pittelman and Joan E. Heimlich, *Semantic Mapping*, vol. 39, 8 (International Reading Association, 2013), <http://www.jstor.org/stable/20199222>.

<sup>2</sup>Karim Sadeghi and Elmira Taghavi, "The Relationship between Semantic Mapping Instruction, Reading Comprehension and Recall of Iranian Undergraduates Reading English Texts" 38, no. 1 (2014): 13.



comprehension is one of important parts which students need to master while they are leaning language. Students need to have a knowledge about how to get the main content of the text to be the successful readers. Furthermore, identification and interpretation processes are needed in teaching reading, both of those will refresh the knowledge of the readers about the language structure which used in the text and the topic which has given to them.<sup>3</sup> Also, teaching reading is always related to many texts while teachers are teaching genre text.

Teaching genres have been becoming one posterity for Indonesia's curriculum now a day. Based on the interview with one of English teacher from SMPN 3 Candi Sidoarjo, she said that there are several genre texts that should be taught by the teachers to the junior high school students until senior high school students in Indonesia. The texts are named: description, narrative, recount, discussion, procedure, explanation, report, exposition analytical, news item, exposition hortatory, review and anecdote. She said, the connection from the meaning of both spoken or written is a text. Also, she added that a text has an impact to the context of culture and context of situation. As the principles, every text has their own meaning and objective, the text can be short or long, and for whom the text has been designed, then how is the text communicated, whether it is spoken and written. The students have been demanded to comprehend at least twelve genre text form junior high school until university, where the descriptive text is being the first text that students in grade VII of junior high school need to comprehend. (see Depdiknas, 2013).<sup>4</sup>

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<sup>3</sup>David Nunan, *Language Teaching Methodology* (Prentice Hall International Language Teaching, 2009).

<sup>4</sup>Karuni Humairah Arta, "Student of English Education and Teacher Training Department of English Language Education Reg. No: 231324260" (n.d.): 75.

SMPN 3 Candi Sidoarjo is one of junior high school in Sidoarjo that has “A” accreditation. SMP Negeri 3 Candi Sidoarjo located on Jl. Kedaton Ds. Sugihwaras Kec. Candi Kab. Sidoarjo. This school implemented the 2013 curriculum with English is taught once a week. It has ninety minutes for each meeting. Concerning from the interview with one of English teacher in SMPN 3 Candi in Sidoarjo, she said that descriptive text is different from the other text, where it has the own specification and complexity. Oftentimes, these specification and complexity make students getting bored in reading. They find some difficulties to comprehend what actually the content of the text and the topic which is discussed in text. Teacher needs to use teaching strategy to solve problems which can help students to read more efficiently and catch the content of text easily. She added that there may be an undiagnosed learning difficulty to blame as the case for students who struggle with slow processing. In this situation, the teachers’ challenges are related to students’ understanding, finding the basic problem and discovering appropriate teaching strategy to ensure the progress.

In this case, one of the possible teaching strategies is Graphic and Semantic Organizer. This strategy also can be called by visualizing which included semantic mapping. Study of Nurmadia Sarjan outlined that semantic mapping is a good way for reading comprehension’s improvement.<sup>5</sup> According to Johnson, semantic mapping is a network which contains of nodes and links between nodes or chart by charts.<sup>6</sup>

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<sup>5</sup>Nurmadia Sarjan, “An Analysis on The English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo,” *Alauddin State Islamic University of Makassar* (2017).

<sup>6</sup> Dale D. Johnson, Susan D. Pittelman and Joan E. Heimlich, *Semantic Mapping*, vol. 39, p. .

He emphasizes that semantic mapping leads learners into rich vocabulary building by teaching the ideas related to the central topic. Thus, semantic mapping is defined by a graphic representation of one's topic or idea to be a key concept. Also, it is used to make a categorization and connection of the jumbled stuffs to avoid confusion in comprehending the meaning or the content of the text. In teaching reading, semantic mapping helps teachers to make students focus on details material and structure of text and develop main concept of paragraph in text. It can develop interrelationship among ideas and components of descriptive text.

The main of the implementation from semantic mapping in EFL area has been admitted. Based on Johnson, Pittelman, and Heimlich that the procedure to serve semantic mapping for students means to activate and improve their knowledge regarding to the main topic.<sup>7</sup> It helps students to predict the topic while they are going to read. Then, it requires students to integrate their prior knowledge with the new knowledge. Also, it allows students easier to figure out the links of the main idea.<sup>8</sup> This is particularly important to stimulate students in finding new information found in text.

There are various procedures to implement semantic mapping in reading activity. One suggestion in implementing semantic mapping proposed by Johnson, Pittelman, and Heimlich that the pre-reading and post-reading stage is effectively employed to implement semantic mapping.<sup>9</sup> First in pre-reading stage, it focuses on students' attention on main

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<sup>7</sup> Ibid.

<sup>8</sup> Endah Triasih BR Sihaloho, "The Use of Semantic Mapping Strategy in Peer Feedback to Improve The Students' Recount Writing Ability at The First Grade of SMAN 1 Rumbia," *Lampung University* (2017).

<sup>9</sup> Dale D. Johnson, Susan D. Pittelman and Joan E. Heimlich, *Semantic Mapping*, vol. 39, p. .

ideas, key vocabulary, and activate their prior knowledge on the main topic of the text. Second in post-reading stage, semantic mapping allows students to recall, organize, and show graphically the content which have read. The procedures of using semantic mapping allows students to determine the main idea of paragraph then decide a supporting idea and add it in accordance with the main idea.

Furthermore, Zaid suggested other step to implement semantic mapping strategy. He emphasized that when teacher is going to implement semantic mapping, the teacher needs to introduce the topic, do a brainstorming stage, categorize the vocabularies or the words, personalize the map, and do the post-assignment synthesis.<sup>10</sup> The outcome of semantic mapping implementation is students have a new vocabulary list and get a construction of the structure from the content of text. It helps students to get the picture in guessing the meaning of new or difficult words which found while they are reading the text. Moreover, semantic mapping strategy allows students to record what they read in text. A study by Wiwied Pratiwi outlined that there was a positive impact from using semantic mapping for students' reading achievement.<sup>11</sup> Semantic mapping used to stimulate students in enriching vocabulary by aiding students to create a link of new information with their prior knowledge.

On the other hand, before using semantic mapping to teach reading, teacher need to take a several hours of training. It because of teacher have to activate students' prior knowledge and promote semantic mapping as a pre reading activity which provides students to map out their ideas. It

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<sup>10</sup> Elamathi Supramaniam and Zaidah Zainal, "The Effects of Semantic Mapping on Reading Comprehension," *LSP International Journal* 1, no. 1 (December 28, 2017), accessed February 19, 2020, <https://lspinternationaljournal.utm.my/index.php/lspij/article/view/12>.

<sup>11</sup> "The Influence of Using Semantic Mapping on The Students' Reading Comprehension" 1 (June 2016).

needs several times to teach it. Teacher also needs to pay attention to the other side of using semantic mapping in teaching English reading. Study of Sihaloho pointed out that teachers must be careful while they are applying semantic mapping in teaching English reading. First, students may have trouble while they are catching the meaning of the text.<sup>12</sup> It because not all of the word can be used by students, teachers need to choose the words that have available meaning related to the text which students learnt. Second, semantic mapping needs to order more times before the teacher delivers the maps to the students in reading activity.<sup>13</sup> Teachers must give a simple example of the maps to build the basic understanding of students and to make students understand about what will be done with the maps and what will they learn in the activity.

Integrating to the previous discussion from Sihaloho, a study about teachers' challenges in teaching reading also have conducted by Tandika and Kumburu in 2017. This study identified a number of challenges faced by teachers in teaching reading such as poor infrastructure, insufficient teaching and learning materials, change regular curriculum, overcrowded classroom, and the income of the family that identified as the key that impacted to the effective teachers' instruction.<sup>14</sup> In this study, researchers found that teachers used strategies to face the challenges and help students become good readers.

The other study about the difficulties of the teachers' based on their suffer in the procedure of primary reading and writing instruction and their solutions as the efforts which

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<sup>12</sup> Sihaloho, "The Use of Semantic Mapping Strategy in Peer Feedback to Improve The Students' Recount Writing Ability at The First Grade of SMAN 1 Rumbia."

<sup>13</sup> Ibid.

<sup>14</sup> Pambas Tandika and Salvius Kumburu, "Challenges Teachers Face and Strategies Deployed in Teaching Reading Skills in Public Primary Schools in Tanzania" 5 (n.d.).

have been conducted by Hatice D. Gundogmus in 2018. Several difficulties faced by teachers have been described in this study such as difference parental habitual, students' unreadiness, teaching by using italic handwriting, professional experience of the students which still low, students' attendance, lack interested of students, and inadequacies of physical.<sup>15</sup> The solutions from the teachers to face that challenges also identified in this study. These solutions of this research mentioned several aspects which are included parents' education, activities which available for the students, type of handwriting, cooperation with parents, consideration of readiness level, and physical condition of the students must be improved.<sup>16</sup>

According to those previous studies, the researcher was interested to find out the teachers' challenges while they are implementing semantic mapping strategy to teach English reading especially for descriptive text material and how do the teachers handle the challenges that they have found while teaching reading using semantic mapping strategy in the class.

## **B. Research Questions**

Based on the background discussed above, the following problems of this research are formulated below:

1. What are teachers' challenges toward the use of semantic mapping strategy in teaching 7<sup>th</sup> grade students of SMPN 3 Candi?
2. How do the teachers handle the challenges in using semantic mapping strategy for teaching reading 7<sup>th</sup> grade students of SMPN 3 Candi?

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<sup>15</sup> Hatice Değirmenci Gündoğmuş, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties," *Universal Journal of Educational Research* (2018).

<sup>16</sup> Ibid.

### **C. Objective of The Study**

Based on research questions above, these are the objectives of this research:

1. To analyze the teachers' challenges toward the use of semantic mapping strategy in teaching 7<sup>th</sup> grade students of SMPN 3 Candi Sidoarjo.
2. To investigate how the teachers handle the challenge toward the use of semantic mapping strategy in teaching 7<sup>th</sup> grade students of SMPN 3 Candi Sidoarjo.

### **D. Significance of The Study**

The results of this study assumed to be useful for the parts as:

#### **1. Theoretical Significance**

- a. For English Teacher of 7<sup>th</sup> Grade in Junior High School and teachers who have similar problems, the result of study can be used as the source of information on how to gain the success in using semantic mapping strategy to teach English reading, especially to handle the challenges when teachers use semantic mapping to teach English reading in descriptive material.
- b. For further researchers, the result of this study can be used as the reference to conduct further studies related to topic, particularly focuses on reading.

#### **2. Practical Significance**

- a. The finding of this research will give the information to the teachers of 7<sup>th</sup> Grade in Junior High School about the information of commonly challenges which faced by the teachers in using semantic mapping strategy to teach English reading and the impacts of using semantic mapping to teach English reading.
- b. The result of this study will provide an overview and idea of the teachers toward the use of semantic mapping strategy. Also, it can be used as alternatives technique to enrich the knowledge to be prepared in

anticipating challenges which may be found in using semantic mapping, especially in teaching reading.

## **E. Scope and Limitation of The Study**

### **a. Scope of Study**

The researcher focuses on investigating teachers' challenges in using semantic mapping strategy to teach reading for 7 grade students in junior high school and how the teachers handle the challenges. In this study, there are five stages in using semantic mapping strategy to teach reading based on Zaid. These stages are introducing the topic, brainstorming, categorization, personalizing the map, and post – assignment synthesis.<sup>17</sup>

### **b. Limit of Study**

This study was done in 7<sup>th</sup> grade of SMPN 3 Candi Sidoarjo. Then, descriptive text was chosen because of some reasons. Based on the interview with one of the teachers in SMPN 3 Candi who has been the interviewee of this research, the teacher said that the first reason is descriptive text being the first functional text that is taught in Junior High School Level. Thus, 7<sup>th</sup> grade students were still difficult in comprehend the text because the descriptive text has a more complexity than other genre text. Second, it is one of the text types that must be taught to the 7<sup>th</sup> grade in accordance with the English syllabus of the 2013 curriculum based on the ministry of education.<sup>18</sup> Third, descriptive text has a deep relation with vocabulary building especially related to the use of semantic mapping as the strategy to teach English reading.

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<sup>17</sup> Usman Kasim and Sri Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension," *English Education Journal (EEJ)* (2016): 49.

<sup>18</sup> Arta, "Student of English Education and Teacher Training Department of English Language Education Reg. No: 231324260."



## F. Definition of Key Terms

Key terms used in this study are defined below;

1. *Semantic mapping strategy* is a process to categorize and make relation to build visual display of words from the text.<sup>19</sup> In this study, *Semantic mapping strategy* is a strategy using graphic display of words' categories related to the main topic of the text.
2. *Challenge* is an issue which can be found while doing an activity.<sup>20</sup> In this study, *challenge* means a problem or trouble faced by teacher while using semantic mapping in teaching reading.
3. *Teaching Reading* is a complex process which done by the teacher to lead the students in involving the context of text.<sup>21</sup> Thus, in this study teaching reading is process which done by the teacher to teach the students in gaining the main content and the context of the text especially for descriptive text material.
4. Wardani et all defined the *descriptive text* is a text which have introduction of paragraph that introduces the character of the main idea of the text.<sup>22</sup> In this study, *Descriptive text* is a text which describes a thing, a place, or a person specifically.

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<sup>19</sup>Dale D. Johnson, Susan D. Pittelman and Joan E. Heimlich, *Semantic Mapping*, vol. 39, p. .

<sup>20</sup> Jo Fletcher, "Challenges and Ways Forward in Teaching Reading: Case Studies of Low Socioeconomic Multicultural Schools," *Journal of Information Technologies and Lifelong Learning (JITLL)* 1, no. 1 (June 2018).

<sup>21</sup> Nunan, *Language Teaching Methodology*.

<sup>22</sup>Imelda Wardani, Hasam Basri, and Abdul Waris, "Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique," *e-Journal of English Language Teaching Society (ELTS)* 2, 1 (2014).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The second chapter addresses theoretical framework on specific meaning of reading comprehension, process of reading, common problems in teaching reading, how to solve and avoid the challenges in teaching reading, teaching reading strategies, semantic mapping strategy, and some previous studies on exploring English teaching reading using semantic mapping strategy.

#### **A. Reading Comprehension**

Reading comprehension can be described in many ways. A teacher should describe the right description of reading to have a clear direction to achieve their aims in teaching reading. Reading process starts by noting the written words in the brain through both of visual and perceptual procedures, with understanding written symbols to language, by combining the cognitive and comprehension process and relating the meaning of written symbols and prior knowledge of readers.<sup>23</sup> When teaching reading, teacher needs to choose appropriate methods and strategies for the students to make them achieve a better comprehension.

Usman Kasim and Sri Wahyuni outlined that in general sense, reading is developed from meaning which derived from the written texts.<sup>24</sup> It concerns the relation between both of prior knowledge and information earned by the readers from written text. The goal is to acquire the main idea of text. Prior knowledge is used by readers during the process of reading.

According to Adelia Puspa and Syahrial, reading comprehension is the way to construct the main content of written text. It is usually done by getting relation between what

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<sup>23</sup>Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

<sup>24</sup>Ibid.

written content and the reader's prior knowledge.<sup>25</sup> In this study also mentioned that some of the factors can be the influence to find out the point of the text such as reading objective, readers' interest, quality of reading material, background knowledge and information of the students, also level of vocabulary. Based on the previous definitions of reading, it can be summarized that the definition of reading is a contextual procedure in understanding the main idea or the topic of the written text. It involves language, interest, perception, concept developing, the whole experience and prior knowledge of the readers.

## **B. Teaching Reading Strategies**

Reading can be defined as a basic comprehension that every individual use in daily life.<sup>26</sup> It makes the development of proficient reading comprehension for students. Unfortunately, many students have a struggle in mastering reading comprehension. To increase students' reading comprehension, teachers can provide one these possible teaching strategies for teaching reading. By implementing these possible teaching strategies, teachers are facilitating students the tools which can help to increase their comprehension. The possible strategies are;

### **a. Monitoring Comprehension**

Monitoring comprehension instruct students to be aware of what they do in class activity. They also can identify what they do not understand, and what they have understood from the materials, and then try to find the appropriate strategies to resolve their problem.<sup>27</sup>

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<sup>25</sup>Adelia Puspa and Syahrial, "Improving Reading Comprehension Through Semantic Mapping Strategy for Indonesian Senior High School Students," *Journal of Applied Linguistics and Literature* 1, 1 (June 2016): 49–64.

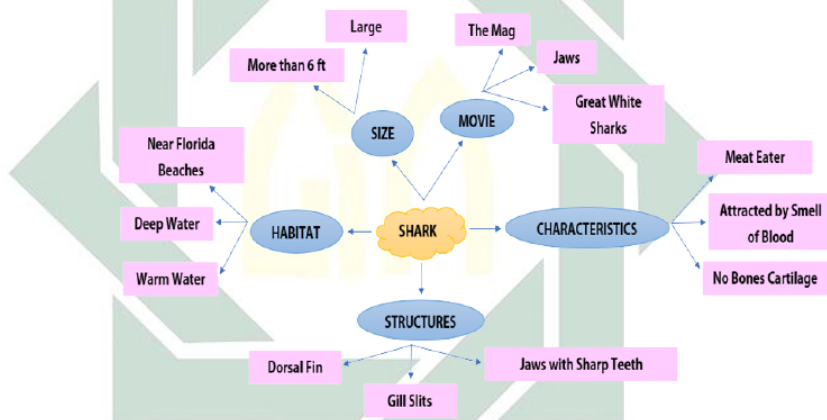
<sup>26</sup>Vancouver, *Strategies for Teaching Reading* (Burrad Street: Decoda Literacy Solutions, 2008).

<sup>27</sup>Ibid.

b. Metacognition

Metacognition outlines as “thinking about thinking”.<sup>28</sup> Good readers have the metacognitive strategies to imagine and find the content of the text which they have read. Before reading, they try to think about the objective of reading and the overview of the text. When they are reading, they might control their reading speed, find the meaning of difficult words and solve any comprehension struggles in reading. After reading, they find out their understanding related to the content and information from reading the text.

c. Graphic and Semantic Organizers



**Figure 2.1 A Semantic Mapping for Sharks**

Graphic organizers present a diagram of the concept and the relation of the concept in a text.<sup>29</sup> There are several names of graphic organizers known as graphs, maps, webs, charts, or cluster. Out of the label, Graphic organizers are able to support the readers to focus on the concept and how the concepts connected each other. Graphic organizers are also able to increase students’ vocabulary development and help the students catch the main topic of the textbook easily.

<sup>28</sup>Ibid.

<sup>29</sup>Ibid.

b. Answering Questions Relationship

This strategy gives a stimulation to the students in getting a picture of the topic from answering the question related the text.<sup>30</sup> Students instructed to do an identification of the questions and then use the information from the text to gain the goals of the reading activity. They can get the knowledge or information textually explicit, textually implicit, or it can be the entire information from the students' prior knowledge.

c. Generating Questions

Students are stimulated to more aware to what information which they have caught from the text by generating questions.<sup>31</sup> Students train to ask themselves about a question related to the topic and combine both of information they have gotten from the text and their prior knowledge. In group discussion, the students are able to ask a question to the other group and then teacher helps to generating the questions in order to all of students understand well of the explanation by answering those questions.

d. Recognizing Story Structure

In this strategy, teachers instruct the students to recognize the categories content of the text such as setting, characters, events, problem, resolution.<sup>32</sup> Students are often instructed to identify the story structure by applying story mapping. They group the words based on sub category of the map and find the relationship between the words which related to the text.

e. Summarizing

Summarizing instructs the students to find the important point in the text and caught the main content of

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<sup>30</sup>Ibid.

<sup>31</sup>Ibid.

<sup>32</sup>Ibid.

the text by using their own sentences. Teachers instruct students to summarize the text to help them in identifying the main idea, connecting the content, eliminating unnecessary information, and remembering the main content of the text.<sup>33</sup> In summarizing the text, students also find the new information from the main content of the text.

### C. Challenges in Teaching Reading

A large number of teachers have challenges in teaching reading related to how to make students' interested, vocabulary, and students who still cannot catch the main content of the text.<sup>34</sup> One of English teacher in SMPN 3 Candi said that the majority of beginner still lack of vocabulary and they still need to translate word by word to know the meaning of the sentence. Students cannot catch the main context because of difficult vocabulary. So, it is important to have a great knowledge of vocabulary for helping students to understand the materials in textbook that include many concepts and technical vocabulary. Based on Putri, she outlined that there are several causes of poor comprehension in reading such as; inappropriate reading strategies and reading speeds, lack of vocabulary knowledge, uninteresting activity that caused students being bored, low interesting text materials, uncomfortable atmosphere while doing the learning activity, and excessive used of the time.<sup>35</sup>

The last problems mentioned in this study are vocabulary knowledge, grammar structure, literal understanding, inferential comprehension, delivered the comprehension, critical thinking while reading, and design of reading text.<sup>36</sup> This may be a simple matter of not knowing a word to know the summary of the text, so it needs a number of specific teaching reading strategy to

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<sup>33</sup>Ibid.

<sup>34</sup>Pebri Tri Yanti, "Problems Faced by Eight Graders' of Junior High School in Comprehending English Text," *Repository FKIP Universitas Jambi* (2020).

<sup>35</sup>Ibid.

<sup>36</sup>Ibid.

increase the vocabulary building of the students. Furthermore, based on the Ruth Streitz mentioned that the instruction of the teachers stimulated students and had a big relationship to the goals of teaching and learning activity.<sup>37</sup> In assisting, the difficulties of the teachers has a relation with the difficulties of the students while they are involving to the teaching and learning materials. For facing that difficulties, teachers had their experience as their corrective or their effort to minimize the difficulties and improve their instructional procedures. There are several general difficulties in teaching reading based on Ruth Streitz.

The first general difficulty based on Ruth Streitz is related to how to develop an interest in reading for the students. In reading session, students are interested with a text when they are able to understand the context and the text consists of appropriate selections of vocabulary.<sup>38</sup> The second is related with how to enlarge the prior knowledge of the students from delivering the meaning. Students learn in a school with a various background of knowledge and experience because the environment of the students had an impact with their reading habits and the outcome of reading activity.<sup>39</sup>

The third difficulties mentioned by Ruth Stritz was related to how to provide individual differences. The differences between the students are caused by their environment, mental, their own comprehension and background knowledge.<sup>40</sup> In this case, teachers have their own consideration based on their experiences to indicate the students who have higher and lower comprehension. The fourth difficulty is related to how to make students understand the words. Developing the perception of the students related to the word is important because it has a relation

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<sup>37</sup> Ruth Streitz, *Teachers' Difficulties in Reading and Their Correctives* (The University of Illinois Urbana, 1925).

<sup>38</sup> Ibid.

<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

to how the students develop the main content of the text.<sup>41</sup> Students will catch the content of the text easier when they have a right perception in understanding the meaning of the words.

The fifth difficulty is related with how to enable the students to acquire an appropriate vocabulary. For junior high school students, vocabulary develops larger through experience and not through the use of dictionary or the formal repetition definition.<sup>42</sup> The sixth difficulty is related with how to make students understand the reading assignment. In reading English text, students oftentimes are instructed to get the new information of the main content of the text. In general, students also have a goal to increase their comprehension by finishing the assignment or answering the questions related to the text. The last difficulty of the teachers is related to how to guide the students to use dictionary. Students find difficulties when they are using dictionary because it is treated as initial tools.<sup>43</sup> So, teachers should give students a right instruction to find the words.

#### **D. How to Solve and Avoid the Challenges in Teaching Reading**

Oftentimes, teachers have found several challenges while they are teaching reading. Ruth Streitz stated that instructional procedures has an impact to the teachers' successful in teaching reading. There are several challenges based on Ruth Streitz. The challenges are is related to how to develop an interest in reading, how to enlarge the prior knowledge of the students from delivering meaning, how to provide individual differences, how to make students understand the words, how to enable the students to acquire an appropriate vocabulary, how to make students understand the reading assignment, and how to guide the students to use dictionary.<sup>44</sup> Ruth also found several

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<sup>41</sup> Ibid.

<sup>42</sup> Ibid.

<sup>43</sup> Ibid.

<sup>44</sup>Ibid.



correctives of the teachers to solve and avoid the challenges. Those correctives of the teachers to solve and avoid the challenges will be explained as follow:

a) Dividing students into a group discussion

Most of the students start to increase their confidence to speak up and raise their idea in the group discussion.<sup>45</sup> Group discussion can facilitate students to feel free and explore their ideas by sharing the information and their prior knowledge by including reading the text with their friends.

b) Providing a picture related to the material

Commonly, students argue that reading is bored. Because of that, several students lose their interest and concentration easily. In this case, providing a picture is important as the visualization of the content of the text which make students imagine what is actually the main point of the text.<sup>46</sup> By showing the picture which have relation with the text, it can be said that the teacher success in avoiding the misunderstanding of students when students catch the point of the text well.

c) Choosing an appropriate tool and activity to teach reading

Students are interested in reading when they are provided in appropriate selection activity.<sup>47</sup> Unfortunately, many reading activities included a hard activity which make students feel that reading is difficult. It is important for the teachers to choose the appropriate tool and activity based on the condition of the students such as provided fun activity, such as guessing the meaning of the difficult words. It can help the students to memories the difficult words in the text easily, students will try their best to guess the difficult vocabulary, then they can memorize and catch the meaning of those vocabulary well.

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<sup>45</sup>Ibid.

<sup>46</sup>Ibid.

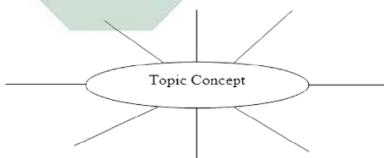
<sup>47</sup>Ibid.

d) Generalizing questions

In understanding the content of the text, several students have a high curious related to the text. They have some questions which usually delivered from those several students to the teacher. In this condition, teachers need to collect the questions from the students and then generalize their questions in order to make all the students understand about the context of the questions.<sup>48</sup> So that, the explanation of the questions can be delivered by the teacher to make all the students catch the point well. It has an objective to minimalize the same question of the students and make the activity more effective.

**E. Semantic Mapping Strategy**

Semantic mapping strategy (SMS) is a strategy which empowers students in exploring the new information of the text which is combined with their prior knowledge.<sup>49</sup> It is usually done by several ways such as instructing students to work in group a group discussion, doing cooperative learning groups, or by giving students an individual task. Semantic mapping is able to let the teachers explore the students' prior knowledge and make them catch the point of a text easily. In U. Kasim and S. Wahyuni, Picture 2.1 will show the semantic mapping based on Zaid opinion.<sup>50</sup>



**Picture 2.1 A Concept of Semantic Mapping by Zaid**

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<sup>48</sup>Ibid.

<sup>49</sup>Dale D. Johnson, Susan D. Pittelman and Joan E. Heimlich, *Semantic Mapping*, vol. 39, p. .

<sup>50</sup>Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

The conclusion of definition above is, semantic mapping is a map which represent what students have been caught from the material (brainstorming) and what they have been understood from gaining the main topic of the text. Zaid said there are some stages which can be done for the implementation of semantic mapping strategy.<sup>51</sup> The procedures are followed:

1. Introducing the topic

The teacher explains the topic of text by outlining a circle and write a topic inside it on a board.<sup>52</sup> Teachers can make an illustration of a picture to stimulate the students and refresh their knowledge related to the topic.

2. Brainstorming

Students are allowed to encourage and explore their experiences and their prior knowledge in brainstorming stage.<sup>53</sup> In this stage, teacher asks the students to find the information which related to the topic. Then, teacher writes a list of words and information on the board. In brainstorming stage, all of the information which found by the students are accepted as long as it has a relation with the topic of the text.

3. Categorization

The teacher stimulates the students to find the relation between the word in the text. Teachers are able to use some color to group the words in order to figure out the connection of each category.<sup>54</sup> WH- questions as who, what, when, where, and why are able to use for encouraging the students to be involved in this leaning activity. Richards and Rodgers mentioned three element of a semantic mapping strategy, they are mentioned below:

- a) Main concept is a key word which is being the main focus of the map.

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<sup>51</sup>Ibid.

<sup>52</sup>Ibid.

<sup>53</sup>Ibid.

<sup>54</sup>Ibid.

- b) Strands, subordinate ideas which help to clarify and construct the main content of the text. Students are free to demonstrate it as long as it is reliable with the topic of the text.
  - c) Supports, details, inferences, and generalizations which have relationship with each strand. Supports consist of clarification of the strands and also figure out the notice of information from one strand to another strand.
4. Personalizing the map

The class is provided with a reading passage related the topic after students have created a copy of the pre-assignment map, commonly it consists of more information and vocabulary list than students had gotten in brainstorming during pre-reading activities.<sup>55</sup> Students are instructed to add or eliminate the information based on their decision. The new information is there by integrating the new information with students' prior knowledge.

5. Post-assignment synthesis

The students are instructed to make a construction which integrate the information which have gotten in brainstorming stage and the new information from personalizing the map.<sup>56</sup> It is able to do by discussing together and find all new information of the text and figure out about how the information has changed or added in their new map as the result.

In reading activity, semantic mapping strategy is being a useful tool to help the students in classifying the different types of sub-content from the text.<sup>57</sup> This kind of graphic organizer is specifically helpful for visual learners, as well as all the students who easy to feel bored in the middle of teaching and learning activity. It would work

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<sup>55</sup>Ibid.

<sup>56</sup>Ibid.

<sup>57</sup> Dale D. Johnson, Susan D. Pittelman and Joan E. Heimlich, *Semantic Mapping*, vol. 39, p. .

well for the students to use for increasing the memory, improve the students' vocabulary achievement, and lead the students to be a good reader. By using semantic mapping strategy to teach English reading, teachers are able to lead their students to identify the main idea of the text, followed by supporting details of the text.

Semantic mapping strategy is also being one of the important parts of graphic organizer. It also gives an accommodation for the teachers to make sure that their students have enough supporting evidence or detail information by integrating students' prior knowledge and the new information of the text. Semantic mapping strategy is being the way for the students to map out all of their idea and form relationship, prior knowledge to the beginning of reading process.<sup>58</sup> While students creating a map, students will increase vocabulary development by creating the map and then they are able to catch the main content of the text in interesting way. In this stage, the students are instructed to integrate the topic and convey ideas, concept and information related to the text. Teachers also ask their students to introduce the topic, integrate the topic with the facts, organize the ideas, compare or contrast the content with the facts, and show the relation between category of the words.

#### **F. Previous Study**

This part would discuss several studies which have identical topic related to this research. Furthermore, the previous study is mainly concerned about teachers' challenge while using semantic mapping in teaching reading. The first previous study found that students were taught reading comprehension by using semantic mapping strategy got a higher result than those who were taught by using grammar translation method. Furthermore, studied by Usman Kasim and Sriwahyuni showed that the students showed a positive reaction toward the use of semantic mapping strategy in their reading activity classes. They believed that semantic mapping strategy was being effective strategy to apply for teaching reading comprehension

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<sup>58</sup> Ibid.

to the second year's student of junior high school.<sup>59</sup> This study strengthens that reading strategies take an important part in improving the students reading quality, teacher and students need to have a good relation and good work to acquire good reading outcome. Other study outlined the influence toward the use of semantic mapping to teach reading comprehension for the students. Wiwied pratiwi found that semantic mapping strategy is available to be used as alternative choice to teach reading.<sup>60</sup> Likewise, she added that the additional benefit of applying semantic mapping to teach reading was to help students visualize about how the meaning of words can be categorized and it also has built creative thinking of students.

In improving students' reading quality, Natalisa Krisnawati explored that students' reading have a significant improvement while teacher applies semantic mapping in reading activity.<sup>61</sup> Teaching reading comprehension using semantic mapping supported students to develop their understanding of the content from the text. Semantic mapping can stimulate students' enthusiast in reading and avoid students feel boring while reading activity is doing. Moreover, Adelia Puspa and Syahrial added that semantic mapping can be one of the ways to increase the achievement of students especially in reading comprehension.<sup>62</sup> In their study, they did a deep investigation on how semantic mapping strategy is able to enhance the students' reading comprehension by conducted classroom action research. This study outlined that both of students reading comprehension and students' habitual have been improved. Based on this study, it showed semantic mapping not only increase the students' achievement of reading, but also it improved students' attitude in reading activity.

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<sup>59</sup> Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

<sup>60</sup> "The Influence of Using Semantic Mapping on The Students' Reading Comprehension."

<sup>61</sup> Natalisa Krisnawati, "Using Semantic Mapping to Improve 7th Grade Students' Reading Comprehension in SMPN 1 Jetis in The Academic Year of 2013/2014," *State University of Yogyakarta* (2014).

<sup>62</sup> Puspa and Syahrial, "Improving Reading Comprehension Through Semantic Mapping Strategy for Indonesian Senior High School Students."

Furthermore, other previous study from Suci Kumala has investigated the effectiveness of using semantic mapping has a significant result while teaching reading for narrative text material.<sup>63</sup> The students shows a better understanding while catching the context of text. It also stimulates students to construct new knowledge and integrate it with their previous knowledge. The other study that also discussed about semantic mapping strategy was conducted by Rahma Mufina. She conducted semantic mapping in teaching vocabulary at the second years students. This study explored that semantic mapping helps students to increase the vocabulary achievement while they got a better result in test.<sup>64</sup> She added that semantic mapping was able to stimulate students in enriching vocabulary and motivate them to guess what is the meaning of difficult vocabulary they found in a test.

Beside of those studies, it needs several hours of training for using semantic mapping to teach reading for junior high school students. It be caused of students' prior knowledge has an important role while they are mapping out their opinion related to the topic of the material in that meeting. Teachers must have a good time management because it needs several times to teach how to construct a good map as the way they illustrate their ideas related to the topic. Study of Sihaloho pointed out that teachers must be careful while they are applying semantic mapping to teach English reading. First, students may have trouble while they are catching the main point of the text.<sup>65</sup> It because not all of the words are available for the topic, teachers need to choose the words that have suitable meaning related to the topic of the text which students learnt. Second, teachers need to show the example of semantic mapping for several times before

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<sup>63</sup> Suci Kumala Sari, "The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text," *State University of Semarang* (2013).

<sup>64</sup> Mufina Rahma, "Teaching Vocabulary through Semantic Mapping Technique at The Second Year of SMP Muhammadiyah 3 Bandar Lampung" (University of Lampung, 2016).

<sup>65</sup> Sihaloho, "The Use of Semantic Mapping Strategy in Peer Feedback to Improve The Students' Recount Writing Ability at The First Grade of SMAN 1 Rumbia."

teacher asks students to create the map by themselves.<sup>66</sup> Teachers have to give a simple example of the maps to build the basic understanding of the students. It has the aims to make students understand about what will be done with the maps and what will they learn in the reading activity.

Integrating to the previous discussion from Sihaloho, a study about teachers' challenges in teaching reading also have conducted by Tandika and Kumburu in 2017. In this study, the researchers explored the challenges faced by the teachers in building the roles for some students with reading comprehension. The results of this study are identified a number of challenges faced by teachers in teaching reading. Several results of this study were poor infrastructure, the number of inadequate teachers, deficient teaching and learning materials, arrangement of regular curriculum, overcrowded classroom, and the key that impacted to the effective teachers' instruction was family income.<sup>67</sup> In this study, mentioned that teachers used strategies as the efforts to face that challenges and to help the students become good readers. Those strategies used by the teachers were instructing students to work in group learning, use of different educational strategies, and guiding the parents to be aware of their children's education at home.

The other study about teachers' difficulties proficiency during primary reading and writing direction and the solutions have been conducted by Hatice D. Gundogmus in 2018. A number of difficulties faced by teachers have been explored in this study. Those difficulties were mentioned such as different parental habits, unreadiness of each student in the class, teaching of cursive italic handwriting, inadequacy professional experience, students' attendance, insufficiency of students' interest, and physical insufficiency.<sup>68</sup> This study also identified teachers' solutions to face

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<sup>66</sup> Ibid.

<sup>67</sup> Tandika and Kumburu, "Challenges Teachers Face and Strategies Deployed in Teaching Reading Skills in Public Primary Schools in Tanzania."

<sup>68</sup> Gündoğmuş, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for



the challenges. These solutions consisted of parents' education, give suitable material for students, handwriting type arrangement, cooperate with parents, considerate the readiness of the students, and enhance the comprehension and students' physical condition.<sup>69</sup>

Ruth Streitz also mentioned several difficulties of the teachers while they are teaching reading. Ruth Streitz stated that instructional procedures has an impact to the teachers' successful in teaching reading.<sup>70</sup> There are several difficulties based on Ruth Streitz. The difficulties are is related to how to develop an interest in reading, how to enlarge the prior knowledge of the students from delivering meaning, how to provide individual differences, how to make students understand the words, how to enable the students to acquire an appropriate vocabulary, how to make students understand the reading assignment, and how to guide the students to use dictionary. Ruth also found several correctives of the teachers to anticipate that difficulties as dividing students into a group discussion, provide a picture related to the material, generalizing questions, and choose an appropriate tool to teach reading.

From the previous studies above, it can be seen that semantic mapping has a several benefits for improving students' reading comprehension and increasing vocabulary achievement of students. Beside of that benefits, for teaching reading using semantic mapping, teachers need to pay attention for the other side of using semantic mapping that may become a struggle while doing reading activity. Or, it can be called as the challenges in using semantic mapping strategy. With respect to the previous studies, this research aimed to point out the teachers' challenges toward the use of semantic mapping strategy and investigate what the teachers do to handle the challenges toward the use of semantic mapping strategy in teaching reading comprehension for 7<sup>th</sup> Grade of junior high school students.

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Eliminating These Difficulties.”

<sup>69</sup> Ibid.

<sup>70</sup> Streitz, *Teachers' Difficulties in Reading and Their Correctives*.

## CHAPTER III RESEARCH METHOD

The third chapter presents the way to conduct this study in analyzing teachers' challenges in using semantic mapping strategy to teach English reading and how do the teachers handle and anticipate the challenges (1) research design, (2) subject and setting of the research, (3) data, (4) source of data, (5) data collection technique, (6) research instrument, (7) data analysis technique, (8) Trustworthiness.

### A. Research Design

Research design is the procedures and the plans for research to the detail method of data collection and analysis.<sup>71</sup> Related to problem mentioned before, this research is categorized as qualitative descriptive research. So, this is included as the umbrella of qualitative research design. One of the characteristics of qualitative research is exploring a problem and developing information in- depth of central phenomena.<sup>72</sup> There is qualitative data to describe the validity of the research. The qualitative has found by using some instruments as questionnaire, interview, and then analyze by some procedures.

### B. Subject and Setting of The Research

Subject in qualitative research focuses on gaining rich the local information or particular cases of importance.<sup>73</sup> The subjects of this research are selected by the researcher based on their experiences while using semantic mapping in teaching English reading. So, they are able to provide the essential key information of this study. The subject of this research are four teachers who teaches English in 7<sup>th</sup> grade and implements this strategy while teaching descriptive text in 2<sup>nd</sup> semester of academic year 2019-2020.

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<sup>71</sup>Adrian Wallwork, *English for Writing Research Paper* (56127 Pisa, Italy: Springer Fachmedien Wiesbaden, n.d.).

<sup>72</sup>Leonard A. Jason and David S. Glenwick, *Handbook of Methodological Approach (Qualitative, Quantitative, and Mixed)* (Oxford University Press, 2016).

<sup>73</sup>Ibid.

Thus, the setting of qualitative research is usually localized.<sup>74</sup> Based on the location of the interviewee, the research has been conducted in 7<sup>th</sup> Grade Students of SMP Negeri 3 Candi Sidoarjo. It is located on Jl. Kedaton Ds. Sugihwaras Kec. Candi Kab. Sidoarjo. This school has “A” accreditation. Also, this school implemented the 2013 curriculum with English is taught once a week. It has ninety minutes for each meeting.

### **C. Data**

The objective of the research is to get the data related to the study. The data is the important tool in the research which relevant with the problems of the research, it is in the form of phenomenon or the field of number.<sup>75</sup> From the data, the researcher got the information related the problem and interpret the result of the research. The data of this research is in the form of descriptive qualitative and use qualitative data procedure to analyze the data.

Based on the explanation, the data of this research are the information about the challenges faced by the teachers while using semantic mapping strategy to descriptive text and what are the efforts that have done by teachers to handle the challenge in using semantic mapping to teach reading in 7<sup>th</sup> grade at SMPN 3 Candi Sidoarjo.

### **D. Source of Data**

In collecting the data, it is needed for the research to obtain a suitable data related to research. Source of data is the subject of the research from where the data has been acquired. There are two sources that can be used to get the data in qualitative research.<sup>76</sup> The first, primary source is source which give the remarkable data which

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<sup>74</sup>C.R Kothari, *Research Methodology (Methods and Techniques)* (New Age International Publisher, 2004).

<sup>75</sup> Geoffery Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology* (Canada: John Wiley & Sons, Inc., 2005).

<sup>76</sup> Ary Donald et al., *Introduction to Research in Education*, 8th ed. (USA: Wadsworth, Cengage Learning, n.d.).

related to the problem.<sup>77</sup> The primary source, both of the interview and questionnaire is used by the researcher to collect the data. The transcript of the interview result is able to be the strongest data source to gain the information in qualitative research. Then the second, secondary source is additional source which used by the researcher to collect the data.<sup>78</sup> When conducting the research, the aim of secondary source is to collect the data for a different purpose. For the secondary source, the researcher uses questionnaire.

Based on the explanation above, the source of data for this research is primary source. Researcher chooses four teachers who have experiences in using semantic mapping in teaching English reading at 7<sup>th</sup> grade in SMPN 3 Candi Sidoarjo. The data of this research has been collected by doing an interview to four teachers who teaches English at 7<sup>th</sup> grade in SMPN 3 Candi Sidoarjo and distributing questionnaire to them. Furthermore, the researchers did the interview through Whats App and distributed the questionnaire through Google Form, because of the Covid-19 Pandemic in Indonesia which make impossible for researcher to collect face to face data in the school.

#### **E. Data Collection Technique**

The data about the analyzing of the teachers' challenges in using semantic mapping strategy to teach English reading has been obtained by conducting questionnaire to the interviewee and doing interviews after the interviewee completed the questionnaire.

The questionnaire has been done to get the information that needed for a research.<sup>79</sup> The researcher collected the data by giving questionnaire to the interviewee who have used semantic mapping while they are teaching English reading in the second semester at VII-5 till VII-8 Class in SMPN 3 Candi. It has been done by giving

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<sup>77</sup> Ibid.

<sup>78</sup> Ibid.

<sup>79</sup> Marczyk, DeMatteo, and Festinger, *Essentials of Research Design and Methodology*.

questionnaire in Google Form (the researcher shares the link of the questionnaire to the interviewee). By adapting and collaborating to the three theories from Zaid in 1995 about Implementation of Semantic Mapping Strategy, Tandika and Kumburu in 2018 about Challenges Teachers Face and Deployed Strategies in Teaching Reading, and Hatice Değirmenci Gündoğmuş in 2018 about Teachers' Difficulties in Teaching Primary Reading and Their Solutions, there were 15 questions in questionnaire of this research. The questions are mentioned in appendix 1.

Then, the next data collection was an interview. It has been done to outline the information of the actions from the subject or participant.<sup>80</sup> The researcher interviewed the English teachers of VII-5 till VII-8 Classes about the activities after the teaching and learning process. The information has acquired from the interview, then it has recorded into interview transcripts. Integrating to Zaid in 1995 about Implementation of Semantic Mapping Strategy, there were 22 questions in the interview guideline of this research. The interview questions have been mentioned in appendix 2.

## **F. Research Instrument**

Research instrument is a tool which is used to measure, obtain, and analyze the data based on the topic of the research.<sup>81</sup> This research is a qualitative research exploring semantic mapping strategy as the strategy which used by the teachers to teach reading in 7<sup>th</sup> Grade students in SMPN 3 Candi Sidoarjo. This research uses questionnaire which mentioned in appendix 1 and the guideline of the interview questions which have mentioned in appendix 2 as the main instruments to answer the research questions of this research.

### **1. Semi Structured Questionnaire**

Semi structured questionnaire is one of the ways used by the research to collect the data. Semi structured questionnaire allows the

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<sup>80</sup>A. Jason and S. Glenwick, *Handbook of Methodological Approach (Qualitative, Quantitative, and Mixed)*.

<sup>81</sup> Donald et al., *Introduction to Research in Education*.

interviewee to add his/her opinion and explain more about their experience on several interesting questions related to the topic of the research.<sup>82</sup> In this research, the questionnaire used to collect the data about the challenges faced by teachers in using semantic mapping strategy to teach reading and their efforts to face that challenges. So, it consists of 13 questions mainly ask about what are the challenges faced by the teachers in using semantic mapping strategy to teach reading and how the efforts of the teachers to face that challenges.

## **2. Guideline of The Interview**

Interview guideline is a list of questions related to the topic of the research which have already planned by the researcher to get more information based on the real experience of the interviewee.<sup>83</sup> The interview guideline is used to collect the information about what actually the challenges in the real condition based on their experience and how do they face the challenges based on their experience in the real condition. It includes 22 questions related to what actually the challenges faced by the teachers in the real condition based on their experience and how do they face their challenges based on their experience in the real condition of the students in the class.

## **G. Data Analysis Technique**

In conducting this research, the data have been collected in qualitative data. The researcher decided to do the stages of analyzing the qualitative data which suggested by Burn. There were five stages in collecting the data to get the result of this research.<sup>84</sup> The first stage was collecting the data from the participants. The researcher spread the questionnaire to the participants who have been chose before and then they filled the questionnaire, after that the researcher did an

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<sup>82</sup> Kothari, *Research Methodology (Methods and Techniques)*.

<sup>83</sup> Marczyk, DeMatteo, and Festinger, *Essentials of Research Design and Methodology*.

<sup>84</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, 1st ed. (Routledge, 2009), accessed February 19, 2020, <https://www.taylorfrancis.com/books/9780203863466>.

interview with the participants. The second stage was coding the data. The researcher did a coding to specify and identify the data which can be decoded into qualitative data. The third stage was considering the data to see whether the interviewee had the same opinion or had a contradiction. The fourth stage was interpreting the meaning. The researcher has analyzed the data and rethought the relation between the data findings and constructed the whole explanation of the situation. The last stage was reporting the finding and the result of the research. The researcher demonstrated the context of this research, carried out the sample of the findings, delivered the sample of data to support the findings, expounded about how the findings was related the context of this research dan provided a suggestion to next research about how the project could apply in other area.

#### **H. Trustworthiness**

In this study, the validity checked for making this study be more accurate. There are three validation procedures as auditing, triangulation, and member checking.<sup>85</sup> This study used member checking to validate the data. Member checking refers to corroborate the evidence from the participant of this study. The accuracy of report has been checked by renouncing the results back to participants and asking some question in a short interview.

Researcher asked the participants related to several parts of the research, such as the description is complete and realistic, involving the themes of this research is accurate, and the interpretations and representative are fair.<sup>86</sup> In this research, the researcher gave the evidence by providing the transcript of the interview and the result of the data from the questionnaire. The data and transcript are related with the information that are analyzed in this research.

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<sup>85</sup>Peter Pruzan, *Research Methodology (The Aims, Practice, and Ethics of Science)* (Switzerland: Springer Nature, 2016).

<sup>86</sup>A. Jason and S. Glenwick, *Handbook of Methodological Approach (Qualitative, Quantitative, and Mixed)*.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the research findings and research discussion of the research about teachers' challenges in using semantic mapping strategy to teach reading and how the efforts of the teachers while they are facing the challenges. This chapter presents 2 data to answer the research questions in chapter 1. Furthermore, this chapter presents the analyzed of the data that has been collected from the teachers who have experience in using semantic mapping strategy to teach reading especially in descriptive text material for 7<sup>th</sup> grade students of junior high school. The data which will be analyzed in this chapter is written based on the order of the research questions.

#### **A. Research Findings**

In this chapter, the research findings are described based on 2 research questions of this research. The first research question is what are teachers' challenges toward the use of semantic mapping strategy in teaching 7<sup>th</sup> grade students of SMPN 3 Candi?, and the second research question is how do the teachers handle the challenges in using semantic mapping strategy for teaching reading 7<sup>th</sup> grade students of SMPN 3 Candi?. Those will be explained below.

##### **1. Teachers' Challenges in Using Semantic Mapping Strategy to Teach Reading**

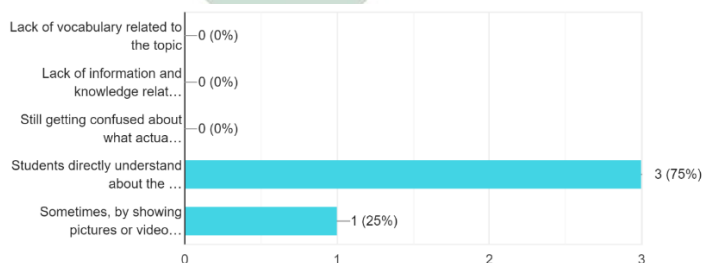
In answering the first research question related teachers' challenges toward the use of semantic mapping strategy in teaching 7<sup>th</sup> grade students of SMPN 3 Candi, the data was collected from the teachers who have an experience in using semantic mapping strategy to teach reading especially for descriptive text material to 7<sup>th</sup> grade students and distributing the questionnaire to strengthen the data which are constructed based on theories in the Chapter II. The result is presented based on the analyzing data of the interview and questionnaire data which



have distributed to 4 respondents, it is done for making the reader easier to understand about the result. Furthermore, the interviews and questionnaire were conducted to 4 teachers who have experience in using semantic mapping strategy to teach reading especially in descriptive text material. In this context, the researcher initiated those 4 teachers as the respondents of this research by 1A, 1B, 1C, and 1D. There were several steps based on the theory about implementing semantic mapping strategy that teachers must do in using semantic mapping strategy to teach reading. So, in this following explanation will present the findings about several teachers' challenges toward using semantic mapping strategy below. The questionnaire has been conducted to 4 teacher who have experience in using semantic mapping. It will show the result related to research question 1 about teachers' challenges in using semantic mapping strategy. Those 4 teachers could give checklist (√) to more than 1 choices to answer the question for each number of the questionnaire. In this part, the researcher explains the analyzing of the data briefly.

**a. Introducing the Topic**

Figure 4.1 will show the result of the questionnaire to make readers easily to understand the result of the following explanation below.



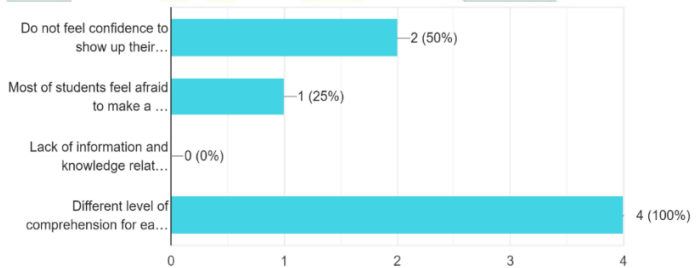
**Figure 4.1 The Challenges in Introducing the Topic**

Based on the 4 responses of the teachers on the questionnaire above, it can be seemed that 3 of the teachers

find difficulties while students directly understand about the topic which given by them. Then, there is one teacher who chose “others – choice” and added in the choice that *“Sometimes by showing pictures or video explanation, there are several students who directly understand about the topic and there are some other students who still can't catch the topic of the text because the different level of comprehension from each student”*.

**b. Brainstorming**

The next stage to use semantic mapping strategy in teaching reading is brainstorming. Figure 4.2 explains the result of challenges in this stage.



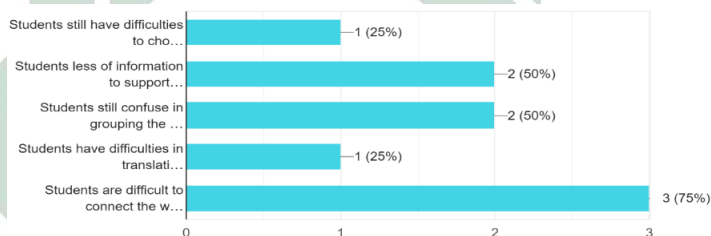
**Figure 4.2 Challenges in Brainstorming**

Based on the data which showed by Figure 4.2, it can be seemed that point D as *“Different level of comprehension for each student make several students who have poor comprehension do not interest to speak up about their knowledge”* get 100% voted. It showed that different level of comprehension from each student being the first problem which can raise a challenge for the teachers in this stage. In the interview, 1D added that integrating the topic of the text with students’ prior knowledge need a better understanding and information from each student, because different level comprehension from each student has an influence in this stage. The other challenge that mostly faced by the teachers in this

stage is students do not feel confidence to show up their idea. It can be seemed that point A “*Do not feel confidence to show up their idea*” has 50% respondents voted. Then, “*Most of students feel afraid to make a mistake*” as point B has 25% voted.

### c. Categorization

The third following stage of using semantic mapping strategy is categorization. Students are instructed to categorize the following words that related to the main topic of the text based on the subordinate/category of the map. Figure 4.3 will show the detail result of the questionnaire.



**Figure 4.3 Challenges in Categorizing the Words in the Map**

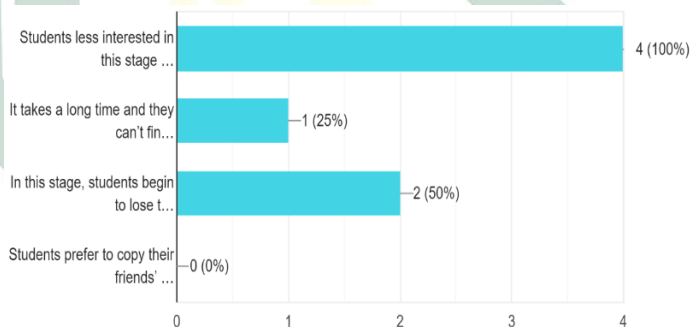
Based on the data showed by Figure 4.3 above, it can be identified that majority of the teachers faced a struggle in guiding students to connect the words in supporting information and the main topic of the map, it be caused of 3 (75%) of the teachers chose point E as “*Students have difficulties to connect the words in the supporting information and the main topic of the map*”. And then point B and Point C get 50% vote from the teachers. Those two choices are related how to construct the group of vocabulary in the right subordinate/category of the map. Then, 25% voted for point A and D, those two choices are related to students’ vocabulary choices that available to use to create map.

So, it can be concluded that there are three main points of teachers’ challenges that raise up in this stage. First is guiding students to find the connection between the word in the supporting information and the main topic of the map. Second is

directing students to construct the group of vocabulary in the right subordinate/category in the map. The last is leading students to choose suitable vocabulary related the topic.

#### d. Personalizing the Map

The next following stage of using semantic mapping strategy is personalizing the map. The main activity of this stage is adding more vocabulary which related to the topic for finding the new information and integrating the new information with students' prior knowledge. Also, students are allowed to add the additional vocabulary or eliminate the vocabulary which are not available in each categorize of the map. Figure 4.4 will show the detail result of the data.



**Figure 4.4 Challenges in Personalizing the Map**

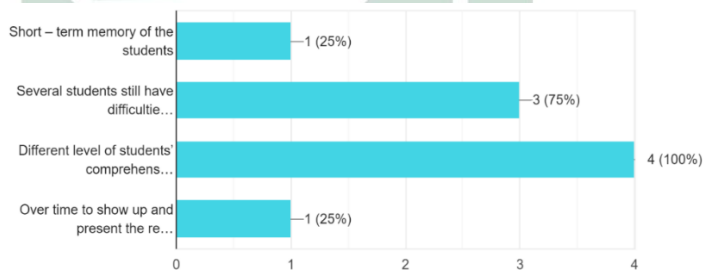
From the result of the Figure 4.4, it can be concluded that the most challenge which faced by the teachers is related to students' interest. Figure 4.4 showed that point A “*Students less interested in this stage because they think that it is difficult*” got 100% vote from the teachers. This result can be confirmed as the statement from of the teachers in the interview that “*The lack of interesting from the students to read is the main problem that we have for now. So as a teacher, we have to think how to help them and how to make them interest in reading by using some strategies and supervising them to increase their comprehension*

too". Students less interested in this stage because they think that it is difficult to conclude the new information of text, so the teachers need to find a best way to guide students in finding the new information by creating the map.

Then the other choices of the teachers are Point C as "*In this stage, students begin to lose their concentration*" got 50% voted by the teachers. It be caused of several stages of using semantic mapping make the teachers need to have a better effort to make students stay on the point of this activity. And the last, there are 25% votes for Point B as "*It takes a long time and they can't finish it based on the time allotment*".

#### e. Post – Assignment Synthesis

The last stage of using semantic mapping is post – assignment synthesis. In this stage, teachers ask students to do a discussion. This activity related to what the new information which gotten by students from creating the map and how the new information is found or changed. Also, students are allowed to share their ideas, show up their opinion, or present the result of the map. Figure 4.5 will show the detail of the data.



**Figure 4.5 Challenges in Post – Assignment Synthesis**

Based on the result of Figure 4.5, it showed 100% (4 teachers) voted that Point C "*Different level of students' comprehension makes the outcome from concluding the result of the map being different*". Each student has their own way to catch the point of the result, so that it caused a differentiation

between student to deliver the conclusion of the new information they have gotten from creating the map. Teacher needs to find a best way to integrate what are the information got by students to be a balance combination in that findings. Then, Point B got 75% voted. This point related to students' difficulties to find the new information from creating the map. And the last, Point A and Point D got 25% voted. Point A related to students' short - term memory while they are remembering the information of material. hen, Point D related to time allotment that often be over to use by students while they are doing activity in this stage.

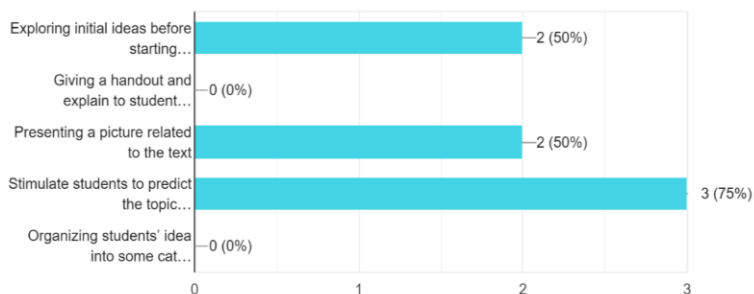
It can be concluded that there are four challenges that faced by teachers in this stage. First is about level comprehension of students that make differentiation between them while delivering the conclusion of the new information from the result of the map. Second is students' difficulties to find the new information from creating the map. Third is short - term memory of the students while they are remembering the information. And the last is time allotment that commonly being over.

## **2. The Ways of The Teachers to Handle the Challenges**

For answering the second research question of this research about the efforts used by the teachers while they are facing a challenge in using semantic mapping strategy to teach reading. It will be used an interview to collect the data from the participants. Then, to support the idea of the participant, the researcher also used questionnaire to analyze the data.

### **a. Teachers' Efforts to Face Challenges in Introducing the Topic**

The first step in using semantic mapping strategy, mostly teachers preferred to stimulate their students to predict the topic. It seemed from Figure 4.6 as result related the activity done by teachers in this stage showed the data of the questionnaire.



**Figure 4.6 Teachers' Efforts to Face Challenges in Introducing the Topic**

From the following data of questionnaire above, it can be concluded that 75% (3 teachers) prefer to stimulate the students related to the topic. And 50% (2 teachers) also presenting a picture related the topic of the text. Then, 50% (2 teachers) prefer to explore initial ideas before starting the reading activity. Those results of the data can be matched to the result of the interview that have done after the teachers gave their responses to the questionnaire. The explanation of interview is explained below.

Based on the question *“What do you do when you are going to introduce the topic for your students?”* in the interview between the researcher and the teachers, there is an English teacher who use pictures to let students imagine about the topic. 1A teacher said that *“First, I usually show a photo related to the topic to give them a bit picture about what the topic of this activity and what they are going to learn in this meeting”*. Moreover, another teacher (1C) said that using pictures to begin the class with showing the picture and collaborate it with video explanation also can help the students catch the main topic easily. 1C said that *“Sometimes, I use a video explanation or pictures. But for this context, I often use video explanation because nowadays it is more sophisticated.”*

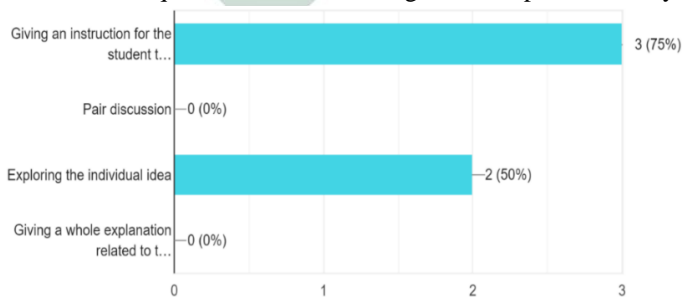
Beside those two statements, there also 2 teacher who have different way to introduce the topic for students. 1B teacher said that *“When I start the class, I always ask them like “Okay, have*

*you ever known about this?”. For example, the topic is about “A Dog”, so I ask them “do you have a pet at home?”, so that the students could answer my question then I trigger them to think, to stated their opinion as “yeah maam, I know about cat. Cat is an animal, cat has ... legs, cat is a carnivore animal” etc. so, I trigger them to speak up what are their knowledge about the topic which I would teach to them”. Moreover, the other teacher who use WH-Question as the way to introduce the topic, 1D said “When I’m starting the class, I always ask to the students such as something related to the topic which is going to learn in that meeting. So, I stimulate the students to share their knowledge related the topic which is going to teach for them”.*

From the explanation above, it can be concluded that 1 of them used a picture to start the class, then another one used picture and video explanation to help students imagine what the topic which they are going to learn in that meeting. And then, 2 others preferred to use WH-Question to trigger the students speak up in the class.

### **b. Teachers’ Efforts to Face Challenges in Brainstorming**

The second stage in using semantic mapping strategy is brainstorming. In this stage, teachers prefer to divide students into some group discussion to do the activity. It can be concluded from result of questionnaire below. Figure 4.7 explain it briefly.



**Figure 4.7 Teachers’ Efforts to Face Challenges in Brainstorming**



From the Figure 4.7 above, it can be seemed that almost all of the teachers prefer to instruct students to make a group discussion. And the other way that teachers also use to face challenges in this stage is exploring individual idea. Those two choices are voted by the teachers while they were going to do an interview with the researcher. The supporting statement to strengthen this data will be explained below.

Based on the interview with the teachers, two of the teachers said that they used question and answer to integrate the topic and their students' prior knowledge. As the statement while doing the interview, 1B said that *"So basically, I just do question and answer like class discussion. I usually ask them "what do you know about this", "what do you know about that" and then they answer my question or they state their opinion"*. And then, this statement also encouraged by 1D. In the interview ID stated *"Usually, I do question and answer as a discussion session"*. Furthermore, 1A said *"To gab the students' opinion related to the topic, I show them some pictures and then I ask some questions to my students related to the pictures, and I ask them to answer free based on their opinion about the pictures."* The main idea of those teachers is using question and answer to develop a connection between the topic and their students' prior knowledge.

To analyze those statements, researcher tried to integrate those ideas with the result of the questionnaire that 50% voting to explore the individual idea as their way to gab the topic with their students' prior knowledge. Exploring the individual idea can be identified by doing question and answer to develop students' understanding by combining the students' prior knowledge and the topic. So, students try to find the clues and the gab of the new information about the topic and relate it with their prior knowledge.

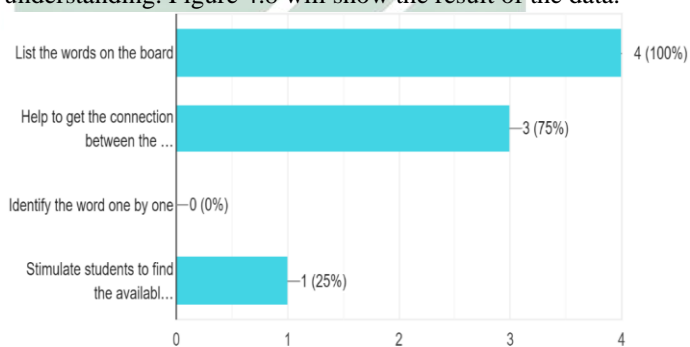
Then, the other teacher has a different way to do this stage. 1C said *"I usually discover their result or information from watching the video. When they seem like confuse or do not catch*

*the point well, I ask them to open the dictionary and see the words which are still difficult for them to combine their comprehension and their knowledge”*. Based on the statement, IC used two ways to integrate the topic and the students’ opinion. Those two ways are discovering the information from a video explanation and instructing the students to open the dictionary to search the difficult words.

From the explanation above, it can be concluded that 3 teachers use question and answer to connect the topic and the students’ prior knowledge. And then, one other teacher preferred to discover the information from a video explanation and instruct the students to open the dictionary for searching the difficult words.

### c. Teachers’ Efforts to Face Challenges in Categorize the map

The third stage of using semantic mapping strategy is categorization. In this stage, students are instructed to categorize the word based on the right subordinate/category of the map. Almost all the teachers prefer to write the list of the difficult words on the board to help their students develop their understanding. Figure 4.8 will show the result of the data.



**Figure 4.8 Teachers’ Efforts to Face Challenges in Categorize the map**

From the data showed in Figure 4.8, it can be seemed that 100% respondents prefer to write the list of the words on the board. And 75% (3 teachers) also help their students to get the connection between the words. Then, 25% (1 teacher) also use the way to stimulate the students to find the available word related to the topic. Those result matched to the statement of teachers from the result of interview. 1D said *“I write the important words on the board or something that might help them to do the next activity”*. The other statement of 1B strengthen the previous teacher’s opinion, 1B said the similar statement with 1D as *“I only wrote the important word or the important thing that might be helpful for them to do the next step”*. Those two statements from the teachers can be connected to strengthen the result of the data from the questionnaire.

The following result that found related to teachers’ efforts in facing the challenge in this stage is helping the students to get the connection between the words which has 75% votes in the questionnaire. 1B said *“In this case, usually I guide them like finding the main idea first. She added ”So, I ask\_them to underline or circle the words. And then, after finding the main idea I guide them to find the supporting”*. Then, she continued *“So, first I ask them to find the main idea and the second I ask them to find the supporting details, so that they can guess the connecting both of it”*. And then the other statement from the interview, 1D said *“In this stage, I guide them find the main idea. So, I ask them to underline or give a circle on some important words. Then, after they found the main idea, I guide them to find the supporting idea of the text so that they can guess the relation of main idea and supporting idea”*. So, those two statements can be indicated of the way teachers help students to get connection between the words in this activity.

Similar with the previous opinion from 1B and 1D, the next interviewee 1C used WH-Questions to help the students while they are doing this activity. As the statement of 1C that *“Usually, I give them WH-Questions. Then, one time I also give them a*

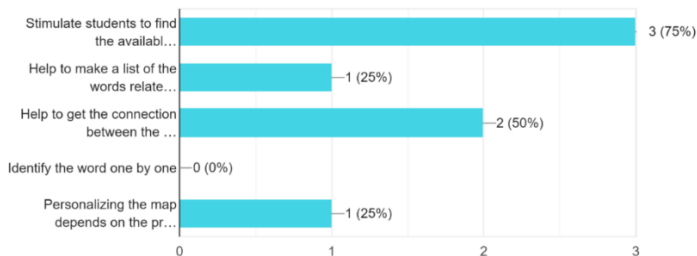
*picture related to the topic*". From that statement, it can be concluded that beside using WH-Questions as the way to express the efforts in facing the challenges, sometimes 1C also show a picture related to the topic for the students.

Beside of those two statements, 1A has a different way to express the effort. As 1A statement that *"In stimulating my students related with the topic for semantic mapping, first I show them picture. After I show them picture, I give example with the semantic mapping to my student. For example, there is picture about Justin Bieber. And then, there is identification in the first mapping and the next part of the mapping is description. For identification, I give a mapping too about "WHO", and I ask my students to stimulate them to answer my questions "Who is he?" so, they can be free to answer my question"*. From that statement, it can be concluded that 1A showed a picture to develop the students' understanding and avoid misunderstanding to do the instruction.

#### **d. Teachers' Efforts to Face Challenges in Personalizing the Map**

From the whole explanation about teachers' effort in passing the challenge on this stage, it can be concluded that there are three main efforts done by teachers. They are guiding students to get information by writing the list of important words, doing WH-Questions to help students catch the point of the topic, and using a picture to develop the students' understanding and avoid students' misunderstanding from the instruction.

The next following stage of using semantic mapping strategy is personalizing the map. In this stage, students are instructed to add the available words or eliminate unavailable words. The researcher showed Figure 4.9 to explain the result of the data.



**Figure 4.9 Teachers' Efforts to Face Challenges in Personalizing the Map**

From the data that showed by Figure 4.9, it can be seemed that the majority of the teachers preferred to stimulate students to find the available word related to the topic as Point A got 75% vote in the questionnaire. The other efforts used by teachers in facing the challenge in this stage is helping the students to get the connection between the words that Point C got 50% vote in the questionnaire. Then, point B got 25% from a teacher as help to make a list of words related to the topic.

Beside those choices which already mentioned in questionnaire, there was a teacher who filled Point E "Other" and stated *"Personalizing the map depends on the pre-reading activity. So, in pre-reading activity teachers should make the students interested on the topic of the text and explore their idea or knowledge of the topic. Thus, students won't get confuse or do not interested when personalizing the map"*.

10. What will you do when you found the challenge in the stage personalizing the map? \*

- Stimulate students to find the available word related to the topic
- Help to make a list of the words related to their topic
- Help to get the connection between the words
- Identify the word one by one
- Yang lain:  
 Personalizing the map depends on the pre-reading activity. So, in pre-reading activity teachers should make the students interested on the topic of the text and explore their idea or knowledge of the topic. Thus, students won't get confuse or do not interested when personalizing the map. ....

**Picture 4.1 Teachers' Efforts to Face the Challenge in Personalizing the Map**

As Picture 4.1 which show the other opinion of the teacher while facing the challenges in personalizing the map. So, the main point of that statement is teachers should make the students interested on the topic of the text and explore their idea or knowledge of the topic.

Based on the data above, the researcher tries to match the data and the result of the questionnaire. 1C said in the interview *“Yeah, as I have mentioned. I will show them a video. And then to obtain more information, I ask them some questions related to the topic. Also, I stimulate them to integrate their answer from the questions before with the new information”*. 1C stimulated the students by using Question and Answer to find more available words for the topic and raise up more information which caught by the students related to the topic.

The other 3 teachers have similar opinion related to how they stimulate the students to find available word for the topic. 1A said *“To integrate the new information in making semantic mapping, I ask them to work in a group. Then, they can be free to browse in the internet and they can have a discussion.”* And then, resemble with the previous statement of 1A, teacher with initial 1B said *“Usually we discuss the map from the first paragraph until the last paragraph, and then we do review from the things that we discuss in the beginning”*. One more opinion that similar with those two statements is from 1D who stated *“In this stage, we usually discuss the map from the first paragraph to the last paragraph. Then, we do a review from the what we have discussed and after that, we do a reading practice”*.

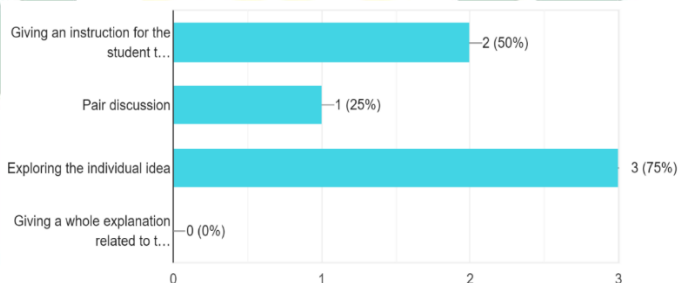
From those three statements above, it can be concluded that those teachers used discussion session to stimulate their students in finding the available words to the topic. By doing a discussion session, teachers are able to help students in getting connection between the words and while they are doing discussion, they also could make a list of the words related to topic.

For the conclusion, there were three teachers who used discussion session to stimulate the students in finding the

available words and doing the other efforts such as help students to get the connection between the words and make a list of the word related to the topic. And the other way that teacher use to face that challenge in this stage is doing question and answer with the students to collect as much as the words' connection to help the students in passing this stage.

#### e. Teachers' Efforts to Face Challenges in Post-Assignment Synthesis

In the last stage of using semantic mapping strategy is post-assignment synthesis. The activity in this stage is related to a discussion about what information which students have learned from the text and how the information has changed, added, or eliminated to the ideas that shown in the original map. Figure 4.10 will show the result of the data.



**Figure 4.10 Teachers' Efforts to Face Challenges in Post-Assignment Synthesis**

From the which shown by Figure 4.10 above, it can be seemed that most of the teachers preferred to explore the individual idea when students have a struggle in this stage. This data can be taken that Point C got 75% voted by the teachers in the result of the questionnaire. Then, the other efforts that teachers used in facing the challenges in this stage is Point A that had 50% votes from the teachers, it consists of statement for giving an instruction for the students to make a group discussion. This result can be matched with the statement of 1D in the

interview, 1D said *“So, after they have read the text, I let them to work in a group and have a discussion with their friends”*. And the last is Point B that got 25% about instructing students to work in a pair and have a discussion with their tablemate. It is rarely used because it will make teachers more difficult to handle the class.

For making the result of the data more accurate, the researcher tries to match the result of the data from the questionnaire with the statements of the teachers in the interview. To match the highest vote of the questionnaire about exploring the individual idea, 1C said *“Automatically, I check and go around the students. Then, I give them a question related to the topic to check how far their understanding and check “does their work match to the topic or no”*. 1C gave the students a question related to the topic for gaining more information from the students understanding so that the students can explore more about their idea and find the connection between the new information which they have gotten by creating the map and the main content of the topic.

The other two teachers had the similar way as their effort to face the challenges in this stage. They also instructed their students to work in a group and have a discussion in this session. 1A said *“So, I will ask them to make the map in a group. With this way, they will do a discussion and they are able to share their ideas related to map in a group”*. And then, the last opinion from 1D that almost same with those two teachers, 1D stated *“So, I instruct them to discuss with their group. After they finished, I ask every group to come forward and present their map. Why I instruct them to come forward together? Because, I would like to train every student show up their opinion in front of their friends and develop their confidence”*. So, those three statements show that the teachers preferred to divide the students in a group discussion to explore the individual idea of the students and connect the new information which have gotten by constructing the map and the content of the text.



## **B. Research Discussion**

This subsection discusses the research findings based on the theories which have written in Chapter II. Those theories are related to the research question of this research. There are two research questions of this study, they are; (1) What are teachers' challenges toward the use of semantic mapping strategy in teaching 7<sup>th</sup> grade students of SMPN 3 Candi?; and (2) How do the teachers handle the challenges in using semantic mapping strategy for teaching reading 7<sup>th</sup> grade students of SMPN 3 Candi?. Furthermore, the researcher will explain each of the findings of this research based on those research questions by relating those findings with the theories of which have written in Chapter II. Both of data in this research are gotten by doing interview and the questionnaire.

### **1. Teachers' Challenge toward the Use of Semantic Mapping Strategy**

Concerning to the finding of the first research question about what are teachers' challenges toward the use of semantic mapping strategy in teaching 7<sup>th</sup> grade students of SMPN 3 Candi, several challenges may be found while teachers are applying semantic mapping strategy to teach reading in the class will discuss in this subsection. Based on the data which already found in the research finding above, it can be seemed that there are several challenges that mostly found by the teachers in almost every stage toward the use of semantic mapping strategy. In this subsection, the data that found in previous subsection will be classified and connected it into some previous studies and theories.

Semantic mapping strategy has several benefits to increase students reading comprehension.<sup>87</sup> It is also believed by some previous researcher who used semantic mapping strategy as the way

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<sup>87</sup> Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

to improve students' reading comprehension.<sup>88</sup> On the other side, teachers also need to be careful with some of challenges that may be found when using semantic mapping strategy in teaching reading comprehension.<sup>89</sup> There are some stages that teachers need to do in using semantic mapping strategy to teach reading. They are introducing the topic, brainstorming or gab the students' prior knowledge and the topic of material about the text, categorization, personalizing the map, and the post – assignment synthesis.

The first stage of using semantic mapping strategy to teach reading is introducing the topic.<sup>90</sup> Based on the result of the previous study about the implementation of semantic mapping strategy which explored by the expert, it can be seem that there was a challenge faced by the teachers as the result of questionnaire which have been completed by the teachers before doing the interview. The data in figure 4.1 showed that there were two challenges in introducing the topic faced by the teachers. First is students directly understand about the topic. When the students directly understand about the topic, teachers need to rethink about how to introduce the topic in an interesting way and how to relate the topic and students' prior knowledge. It makes the teachers need to add some additional material to fill the activity based on the time allotment. And the second challenge which identified in this stage is different level of comprehension for each student has identified as the challenge while they were introducing the topic. It shows that students need to have a better understanding and knowledge related to the topic while they are going to do the reading activity. So, teachers need to be aware of the challenges when they introduce the topic toward the use of semantic mapping strategy.

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<sup>88</sup> Krisnawati, "Using Semantic Mapping to Improve 7th Grade Students' Reading Comprehension in SMPN 1 Jetis in The Academic Year of 2013/2014."

<sup>89</sup> Sihaloho, "The Use of Semantic Mapping Strategy in Peer Feedback to Improve The Students' Recount Writing Ability at The First Grade of SMAN 1 Rumbia."

<sup>90</sup> Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

The second stage of using semantic mapping strategy based on Zaid is integrating the topic and students' prior knowledge (or it usually called by brainstorming).<sup>91</sup> In this stage, several challenges faced by the teachers have identified by the researcher based on the result of the questionnaire. In data of Figure 4.2 showed that different level of comprehension for each student make several students who have lower comprehension do not feel confidence. When students who have more comprehension speak up and share their idea, teachers need to guide the other students who have lower comprehension to have a confidence to share their idea in the class and more involve in this activity. So, all of the students can have a good improvement from doing the reading activity. Then, the next challenge is students who do not interest to speak up about their knowledge. The other challenges identified in brainstorming is students do not feel confidence to show their idea and most of students feel afraid to make a mistake.

Then, third stage of using semantic mapping strategy in teaching reading is categorization the words in the right subordinate or category in the map.<sup>92</sup> Teachers found several challenges. One of challenges that mostly faced by teachers based on the result of Figure 4.3 is students have difficulties to connect the words in the supporting information and the main topic of the map. Then, the other challenges faced by the teachers which have 50% voted that identified as the result of the questionnaire is students less of information to support the subordinate/category of the map and students still confuse in grouping the words on the right subordinate/category in the map. Those of both challenges can be combined by teachers has difficulties in directing students to construct the group of vocabulary in the right subordinate/category in the map. And then, the challenges that have 25% voted in questionnaire are students still have difficulties to choose vocabulary which available to the topic and students have

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<sup>91</sup> Ibid.

<sup>92</sup> Ibid.

difficulties in translating Indonesian word to English vocabulary. Both of those statements can be combined as teachers faced the challenge in leading students to choose available vocabulary related to the topic. Those challenges are related to students' professional experiences in grouping the vocabularies which have relationship based on the meaning.

The following stages in using semantic mapping strategy to teach reading is personalizing the map.<sup>93</sup> Based on the result of Figure 4.4, the most challenge of this stage is students begin to lose their interest because they have done several activities in the previous stages. Teachers need to find interesting way to keep students' interest in doing the activity. The next challenges faced by the teachers toward the use of semantic mapping in personalizing the map is how to keep on point of the students' concentration, and the time allotment used by the students while catching the new information from creating the map.

The last stage of using semantic mapping strategy is post – assignment synthesis.<sup>94</sup> In this stage, the students will criticize about how the information can be added or eliminated based on the context of the text. Based on the result of figure 4.5, several challenges have identified. Different level of students' comprehension makes the outcome from concluding the result of the map being different. It is being one of the challenges faced by the teachers while using semantic mapping to teach reading. Different level of students caused the result of the conclusion being different. The second challenges that mostly faced by the teachers in this stage is students' difficulties to find the new information from creating the map. It is being difficult for the students to find the information from the map when the students are lack of vocabulary comprehension and experience. And then, the next challenge is related to students' short - term memory while they are remembering the information of the material. Ruth Streitz stated that choosing a content value for

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<sup>93</sup> Ibid.

<sup>94</sup> Ibid.

developing the interesting material is important because teachers need to make students feel easy to understand the material, so that teachers can help the students to activate their prior knowledge and memorize the material as long as they can.<sup>95</sup> Then, the next challenge is about time allotment that often being over to use by students while they are doing activity in this stage. Putri (2003) in Tri Yanti's study stated that inappropriate reading strategies and reading speeds, lack of vocabulary, uninteresting activity, low interesting text materials, uncomfortable atmosphere of the class, and inadequate time allotment in reading being the problems in teaching reading.<sup>96</sup> Furthermore, those findings from figure 4.5 also related to the Sihalohe's study about the caution for the teachers in using semantic mapping strategy to teach reading.

The researcher tried to classify these data based on the result of the questionnaire. The first challenge that mostly found by the teachers while they are using semantic mapping strategy is related to the different level of comprehension from the students. Different level of comprehension from the students has several effects while teachers delivering the material in reading activity. This challenge also found by the teachers in several stage of using semantic mapping. In introducing the topic stage, different level of comprehension from the students make the students who have lower comprehension can't catch the point directly. It depended of the statement of a teacher while introducing the topic for the students. IC stated that *"Almost all of the students understand the topic directly because most of the students prefer to watch and listen. So, they will know and catch the information directly. But also, there are several students who do not directly understand the topic by watching the video because the comprehension of every student is different"*. So, it can be concluded that the point of IC's statement is about several students can't catch the point of IC's explanation

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<sup>95</sup> Streitz, *Teachers' Difficulties in Reading and Their Correctives*.

<sup>96</sup> Tri Yanti, "Problems Faced by Eight Graders' of Junior High School in Comprehending English Text."

directly because of different level of comprehension from the students.

Moreover, this challenge also found in gabbing the students' prior knowledge with the topic. This stage is also usually called by brainstorming.<sup>97</sup> Based on the data in Figure 4.2 that showed in questionnaire, different level of comprehension also effected to the students interested to speak up in reading activity. Regarding to the finding, the challenge can be linked with the finding of the previous study by Hatice D. Gundogmus in 2018 who found that lack of professional experience from the students as one of the struggles for the teacher in teaching reading.<sup>98</sup>

Then, teachers also found this challenge in last stage of using semantic mapping strategy. Based on Zaid's opinion about the implementation of semantic mapping, the last step of using this strategy is post-assignment synthesis.<sup>99</sup> Based on the result of the data in Figure 4.5 which showed that different level of comprehension from the students also have an effect related to the result or outcome from constructing the map. In this stage, students are instructed to conclude the main result of the map and what are the information which have been gotten. Furthermore, Study of Sihalofo also supported this finding. In that study, Sihalofo mentioned two cautions that teachers need to pay attention while using semantic mapping to teach reading. One of those cautions is students may have a different perspective while catching the main point of the text.<sup>100</sup> The result of this previous study allowed that the teachers need to pay attention to the students' perception while they

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<sup>97</sup> Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

<sup>98</sup> Gündoğmuş, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties."

<sup>99</sup> Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

<sup>100</sup> Sihalofo, "The Use of Semantic Mapping Strategy in Peer Feedback to Improve The Students' Recount Writing Ability at The First Grade of SMAN 1 Rumbia."

are integrating the new information and the content point of the text.

The second challenge that mostly found by the teachers is students' lack of experience and vocabulary. Based on the result from the questionnaire, this challenge was found by the teachers in two stages. Both of those stages are categorizing map and post – assignment synthesis. In categorizing stage, students are instructed to find the connection between the words of the supported information and the main topic.<sup>101</sup> In this context, students' lack of experience and vocabulary effected to how students construct the group of vocabulary and choose available words in creating a map. Moreover, teachers also found this challenge when doing the last stage of using this strategy. In post – assignment synthesis, students' lack of experience and vocabulary effected to their difficulties in finding the new information from creating the map and how to integrate the new information and the context of text.

Based on the result of doing an interview with the teachers this challenge has a relation with the statement of IC as the interviewee, IC stated *“When they seem like confuse or do not catch the point well, I ask them to open the dictionary and see the words which are still difficult for them to combine their comprehension and their knowledge. In my opinion, the condition of the 7<sup>th</sup> grade students especially for those who are taught by me, they still lack of vocabulary.”* Furthermore, the result of the previous study of Putri (2003) in Tri Yanti's study outlined that common problem faced by the teachers in teaching reading is caused by lack of vocabulary knowledge of the students, uninteresting activity because students being bored, and inadequate time spent in reading.<sup>102</sup> The statement of IC has strengthened the finding of this research and also has supported to that previous study.

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<sup>101</sup> Kasim and Wahyuni, “Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension.”

<sup>102</sup> Tri Yanti, “Problems Faced by Eight Graders' of Junior High School in Comprehending English Text.”



The last challenge that mostly found by the teachers is related about how to keep students' interest and concentration. Based on the data of the questionnaire, this challenge was found by the teachers in two stages of using semantic mapping. Both of stages are in brainstorming and in the personalizing the map. In the brainstorming, it is important for the teachers to keep students' interest and concentration because when students lost their concentration they less interested to speak up. This statement related to the effort of 1B while answering the questionnaire. Picture 4.1 showed the effort of 1B while facing the challenge. 1B stated *"Personalizing the map depends on the pre – reading activity. In pre-reading activity teachers should make the students interested on the topic of the text and explore their idea or knowledge of the topic. Thus, students won't get confuse or do not interested when personalizing the map."*

Regarding to the statement of 1B, the result of the questionnaire also showed that this challenge also found in the personalizing the map stage. Students almost less interested in this stage because commonly they get confuse about what they have to do in this stage. Ruth Streitz stated that choosing a content value for developing the interesting material is important because teachers need to make students feel easy to understand the material, so that teachers can help the students to activate their prior knowledge and memorize the material as long as they can.<sup>103</sup> Moreover, Tandika and Kumburu mentioned that overcrowded classroom and insufficient teaching and learning materials became the challenges of teachers in teaching reading.<sup>104</sup> Overcrowded here means when the students lost their concentration, they will do some activities which out of the learning activity as speaking out of the topic of the material, playing, doing a jokes with their friends etc.

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<sup>103</sup> Streitz, *Teachers' Difficulties in Reading and Their Correctives*.

<sup>104</sup> Tandika and Kumburu, "Challenges Teachers Face and Strategies Deployed in Teaching Reading Skills in Public Primary Schools in Tanzania."



From the discussion above, it can be concluded that there were challenges faced by the teachers in every stage of using semantic mapping. They are related to the different level of comprehension from the students, students' lack of experience and vocabulary, and how to keep students' interest and concentration. Those results of this research are reflected to the theories from Ruth Straitz about teachers' difficulties in teaching reading and their correctives, Zaid in Kasim and Wahyunin about implementation of semantic mapping, reinforced the previous studies from Putri (2003) in Tri Yanti, Sihaloho, Tandika and Kumburu, and also Hatice D. Gundogmus.

## **2. The Ways of Teachers Handle the Challenges in Using Semantic Mapping Strategy for Teaching Reading**

Regarding to the second research question of this research about how do the teachers handle the challenges in using semantic mapping strategy for teaching reading 7<sup>th</sup> grade students of SMPN 3 Candi, having appropriate effort to handle the challenges in using semantic mapping strategy is important for the teachers. In this subsection, the researcher tries to discuss the result of the finding by linking those findings with the theories of the experts and the previous studies which related to this research.

In this context, the following description of the ways from the teachers to handle the challenges is not only to handle the challenge but also those ways are done by the teachers to anticipate the challenge that maybe raise up while implementing semantic mapping to teach reading. Oftentimes, those challenges will appear while using semantic mapping strategy. So, the teachers do those ways to minimize the challenges. Also, the teachers do an effort to be ready when the challenge is emerging in learning activity.

Based on the result of the questionnaire and interview, there were several ways that teachers have done in every stage of using

semantic mapping strategy. In introducing the topic, teachers preferred to stimulate the students to predict related to the topic. Hatice D. Gundogmus mentioned that one of their solution to solve the difficulties was giving activities which suitable for the students based on their condition.<sup>105</sup> And then, there were two more ways that teachers have done as the efforts to handle the challenge. They are presenting a picture related the topic of the text and exploring initial ideas before starting the reading activity. This result has gotten by seeing figure 4.6 and considerate it with the result of the interview.

The second stage of using semantic mapping based on Zaid in Kasim and Wahyuni's study is brainstorming.<sup>106</sup> For facing the challenges in the second stage of using semantic mapping, teachers have several efforts. The teachers preferred to divide their students into a group discussion in order to the students can sharing their idea with their friends and develop their confidence to raise up their opinion. In this stage, teachers also explore the individual idea by doing question and answer to the students as their efforts to handle the challenges. Ruth Streitz mentioned that one of the correctives that might be a better way for the teachers to make it balance between students who have low ability and high ability is dividing students in to a group discussion, it can help students who have insecurity to develop self – confidence to show their idea in a group discussion.<sup>107</sup>

In the next stage of using semantic mapping, students are instructed to categorize the vocabulary based on the subordinate of the map. Teachers did several efforts to face the challenges towards the use of semantic mapping strategy. These kinds of efforts which have been done by the teachers based on the results

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<sup>105</sup> Gündoğmuş, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties."

<sup>106</sup> Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

<sup>107</sup> Streitz, *Teachers' Difficulties in Reading and Their Correctives*.

of interview and the data shown by figure 4.8. Teachers preferred to guide the students to get the information by writing the list of the important words, give WH-Questions to help students catch the point of the topic, and use the picture to develop students' understanding and avoid the possibility of students' misunderstanding from the instruction.

For the next stage of using semantic mapping strategy, teachers instructed students to add or eliminate whose vocabularies or words which are not suitable for the main topic of the map. Based on Zaid in Kasim and Wahyuni's study, this activity is commonly called by personalizing the map.<sup>108</sup> Several ways have been done by teachers as their solutions to pass the challenges in this stage. Teachers prefer to use a discussion session to stimulate the students in finding the available words and did the other efforts such as helping students to get the connection between the words and making a list of the word related to the topic. Then, the other way that teacher use to face that challenge in this stage was doing question and answer with the students to collect as much as the words' connection.

The last stage of using semantic mapping is post – assignment synthesis. In this stage teachers asked the students to do a discussion about what information learnt by the students from the text, and then how the information has changed, added, or eliminated to the ideas that shown in the original map. As the result of Figure 4.10 which have strengthen by the result of interview, teachers preferred to divide the students in a group discussion to explore the students' individual idea and connect the new information that gotten by constructing the map and the content of the text.

Concerning to the finding related to the ways of the teachers' to handle the challenges toward the use of semantic

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<sup>108</sup> Kasim and Wahyuni, "Implementation of The Semantic Mapping Strategy for Teaching Reading Comprehension."

mapping strategy in teaching reading, the researcher tried to codify the efforts that mostly did by the teachers while they were facing the challenge in implementing semantic mapping strategy.<sup>109</sup> Based on the result of questionnaire and interview, the first effort which mostly did by the teachers was using WH-questions or doing asking – answer session to stimulate students’ understanding in solving the challenge of doing the materials. Teachers did this effort in several stages of using semantic mapping. Those stages are in introducing the topic, doing the brainstorming, categorizing the words/vocabulary, and personalizing the map.

In doing asking – answering WH-questions, teachers did several ways based on the condition of their class and students’ necessity. 1B teacher as one of the interviewees said *“When I start the class, I always ask them like “Okay, have you ever known about this?”. For example, the topic is about “A Dog”, so I ask them “do you have a pet at home?”, so that the students could answer my question then I trigger them to think, to stated their opinion as “yeah maam, I know about cat. Cat is an animal, cat has ... legs, cat is a carnivore animal” etc. so, I trigger them to speak up what are their knowledge about the topic which I would teach to them”*. Moreover, there also other teacher who use WH-Question as the way to introduce the topic, as 1D statement that *“When I’m starting the class, I always ask to the students such as something related to the topic which is going to learn in that meeting. For example, when we are going to learn about descriptive text material, I show a picture and ask about specification of the picture”*. Similar with the previous opinion from 1B and 1D, other teacher (1C) said *“based on my experience it will be more effective to use WH-Question because students are able to catch the point faster than using picture”*.

Furthermore, Ruth Streitz mentioned that there are wide

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<sup>109</sup> Kothari, *Research Methodology (Methods and Techniques)*.

differences ability of the students that teachers must generalized it by building a bridge to balance the students who have low ability and students who have high ability. One of the correctives that might be a better way for the teachers to make it balance between students who have low ability and high ability is dividing students in to a group discussion, so that it can help the students who have insecurity of their self to develop self – confidence to raise up their idea in a group discussion.<sup>110</sup> Moreover, giving WH Question as the suitable solutions to face the challenges which done by the teachers in this stage can be linked to the result of previous study by Hatice D. Gundogmus who mentioned that carry out the suitable activity based on the condition of students is important to gain the goals of teaching and learning activity.<sup>111</sup>

The second effort that mostly did by the teachers to face the challenges was using or showing picture and video explanation to develop students' understanding briefly. Based on the result of questionnaire and interview, teachers did this effort in some stages while they faced the challenges. Those stages are in introducing topic, in brainstorming, and categorizing the map.

From the result of the interviewee, 1A teacher said *“First, I usually show a photo related to the topic to give them a bit picture about what the topic of this activity and what they are going to learn in this meeting”*. Moreover, another teacher (1C) said that using pictures to begin the class with showing the picture and collaborate it with video explanation also can help the students catch the main topic easily. 1C said that *“Sometimes, I use a video explanation or pictures. But for this context, I often use video explanation because nowadays it is more sophisticated.”*

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<sup>110</sup> Streitz, *Teachers' Difficulties in Reading and Their Correctives*.

<sup>111</sup> Gündoğmuş, “The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties.”

Furthermore, the results about showing the pictures and video also related to the theory in the book of Ruth Streitz who stated that students are more interesting with some facility as recognizing the words which expressed by symbols employed in printing.<sup>112</sup> Additionally, the outcome of the previous study of Hatice D. Gundogmus in 2018 about teachers' difficulties and their solutions can be linked to this result. In this study, Hatice D. Gundogmus mentioned that one of their solution to solve the difficulties was giving activities which suitable for the students based on their condition.<sup>113</sup>

The third effort that mostly did by teachers to face the challenges was listing the words on the board to help students getting the understanding. Based on the result of questionnaire and interview, teachers did this effort in two stages of using semantic mapping. Both of those stages are when teacher doing activity in categorizing the map and personalizing the map.

Based on the result of questionnaire in Figure 4.8 that showed the data, list the important words in the board help the students easier to find the connection between the words and find the new information. In the interview, 1D said *"So, I usually ask them and they answer my question or they share their ideas. Then, I write the important words on the board or something that might help them to do the next activity"*. The other statement from 1B strengthen the previous teacher's opinion, 1B said the similar statement with 1D as *"perhaps I only wrote the important word or the important thing that might be helpful for them to do the next step"*. Those two statements from the teachers can be connected to strengthen the result of the data from the questionnaire.

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<sup>112</sup> Streitz, *Teachers' Difficulties in Reading and Their Correctives*.

<sup>113</sup> Gündoğmuş, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties."

Recording to the first preferences of the teachers about guiding the students to get the new information by writing the list of the words on the board, Ruth Streitz mentioned in the book that each activity in teaching will enlarge students' vocabulary improvement, so that teachers need to make a list of a new vocabulary for the students in order to help the students understand the meaning clearly.<sup>114</sup> In this context, visual facility can be meant as giving pictures or video to develop students' understanding of material. Furthermore, Hatice D. Gundogmus added that improving students' comprehension also important as one of solutions to face the challenge to teach reading.<sup>115</sup>

The last effort that mostly did by teachers to face the challenges was doing discussion. Teachers did this effort while facing the challenge in personalizing the map and doing post – assignment synthesis. Based on the data from doing the interview, 1A as one of the interviewees said “*In a group discussion, students will have a new knowledge of the picture while making semantic mapping*”. Similar idea of 1B that said “*So, I let them having a discussion with their group. And then after they finish, I ask the representative of their group to come forward and then they present their map. And then, I wrote the result of their map on the board*”. In the interview, 1D added “*So, after they have read the text, I let them to work in a group and have a discussion with their friends*”. Those three teachers added similar statements while they were doing interview with the researcher. The result of data from the interview have strengthened the data in Figure 4.9 and 4.10 showed that doing discussion session being a better way to do in facing the challenge while using semantic mapping.

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<sup>114</sup> Streitz, *Teachers' Difficulties in Reading and Their Correctives*.

<sup>115</sup> Gündoğmuş, “The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties.”



Furthermore, this result can be reflected to the theory of Ruth Streitz who stated that in order to provide students' individual differences in catching the main context of the text, teacher needs to keep up and encourage the students who have low comprehension to speak up their idea to the class. Ruth Streitz also added that dividing the students into a group discussion being a better way to balance the students who have higher and lower comprehension can be a bridge of each student to explore their individual comprehension and develop their confidence to speak up.<sup>116</sup> By doing discussion session, students can share their idea with the members of the group to find the connection between new information and the content of the text. So that, teachers also can control the students' activity easier. This statements also supported by the finding of Hatice D. Gundogmus who mentioned in the result of the study that doing a suitable activity based on the students' condition and atmosphere of the class being one of solutions for teachers to pass the challenges in teaching reading.<sup>117</sup>

From the findings discussion above, it can be concluded that there were some efforts done by the teacher to face the challenge in teaching reading using semantic mapping strategy. The main efforts of the teachers in facing the challenges toward the use of semantic mapping strategy are doing asking and answering WH-question, showing pictures or video explanation to help students getting a whole picture related to the reading material, listing the important vocabularies or words on the board to help the students in finding the connection between new information and the content of the text and dividing students into a group discussion.

It can be determined that those results of this research are

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<sup>116</sup> Streitz, *Teachers' Difficulties in Reading and Their Correctives*.

<sup>117</sup> Gündoğmuş, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties."



reflected to the theories from Ruth Straitz about teachers' difficulties and their correctives and Zaid in Kasim and Wahyunin about implementation of semantic mapping, and also the result of this research has reinforced the previous studies from Putri in Tri Yanti, Sihaloho, Tandika and Kumburu, and also Hatice D. Gundogmus.

Based on the whole explanation above, every teacher has different challenges and their own way to handle and anticipate the challenges. It caused by several aspect. The first aspect is related to students' condition and the atmosphere of the class. When teachers teach in the class, they will have different class atmosphere because every class has different character and number of the students. The second aspect is related to the teacher's experience. Based on the data of the interview, 1A and 1B started to teach English in SMPN 3 Candi since 2019 but in the different month, then 1C began to teach English in SMPN 3 Candi since 2001, and the last 1D started to be an English teacher in SMPN 3 Candi since 2010 until now. Those two aspects caused the differentiation of the challenges that raised in class, every teacher has their own way to face and anticipate challenges because they have to modified teaching and learning activity based on class condition.

This study has similarity with several previous study which related to teaching reading, reading comprehension, and semantic mapping strategy. One of the previous studies was by Putri in Tri Yanti which outlined about the causes of poor comprehension in reading. Moreover, Sihaloho who mentioned that teachers must be careful while they are applying semantic mapping to teach English reading because students have their own condition that might be raised some trouble while catching the main point of the text and the time allotment used by the teachers which often being over. Furthermore, the result of this study also supported the previous study which conducted by Hatice D. Gundogmus that found out teachers' difficulties proficiency during primary reading and writing direction and the

solutions. The last, this study also has similarity about the stages of implementation from semantic mapping strategy in the reading activity classes. The previous study that also used the stage of implementation from Zaid was Usman Kasim and Sriwahyuni, this study concerned to the implementation of semantic mapping strategy to improve students' reading comprehension in second year's students of junior high school.

Furthermore, the specification of the result of this study focused on the teachers' challenges in using semantic mapping strategy and outlined the way of the teachers handle and anticipate the challenges. This study focused on the investigation about teachers' challenges in using semantic mapping strategy in every stage and explore the way of the teachers handle and anticipate the challenges for those stage especially for descriptive text material in 7<sup>th</sup> grade student in junior high school. So, this specification can be useful to be the references for the English teachers to be aware of the challenges and make a preparation to anticipate and handle the challenges that might be found in the middle of using semantic mapping strategy in teaching English reading for the students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion based on the result of this research which was expected to analyze the teachers' challenges toward the use of semantic mapping strategy to teach reading especially in teaching descriptive text and to investigate how do the teachers handle the challenges toward the use of semantic mapping strategy. The conclusion and suggestion are presented below.

#### **A. Conclusion**

The researcher tries to conclude the whole explanation of the previous chapter about the challenges faced by the teachers. Teachers' challenges in using semantic mapping strategy to teach reading for descriptive text material which mostly found in every stage are mentioned below:

1. In introducing the topic, there are two challenges. Those challenges are students directly understand about the topic and different level of comprehension from the students.
2. In integrating the topic with students' prior knowledge or usually called by brainstorming, the challenges faced by the teachers are different level of comprehension for each student, students do not feel confidence to show up their idea, and most of students feel afraid to make a mistake.
3. In categorizing the map, teachers faced challenge in leading students to connect the words, teachers have difficulties in directing students to construct the group of vocabulary in the right subordinate/category in the map, and then teachers faced the challenge in leading students to choose available vocabulary related to the topic.
4. In personalizing the map, teachers faced the challenges related to students' interest because they have done several activities in the previous stages, how to keep on point of the students' concentration, and over time allotment.

5. In post – assignment synthesis, several challenges faced by the teachers in this stage are related to the different level of students' comprehension makes the outcome from concluding the result of the map being different, students' difficulties to find the new information from creating the map, students' short - term memory, and the time allotment that oftentimes is being over.

Next is the exploration about the ways of the teachers to handle and anticipate the challenges in using semantic mapping strategy to teach reading. The following efforts of the teachers to face the challenges are outlined below:

1. In introducing the topic, teachers preferred to stimulate the students to make a prediction related to the topic, presenting a picture related the topic of the text, and exploring initial ideas before starting the reading activity.
2. In brainstorming, ways the teachers do to handle challenges were grouping students and exploring individual idea by doing question and answer.
3. In categorizing the words, teachers were guiding the students to get the information by writing the list of the important words, giving WH-Questions to help students catch the point, and using the pictures to avoid the possibility of students' misunderstanding from the instruction.
4. In personalizing the map, teachers preferred to handle the challenges by doing a discussion session to stimulate the students in finding the available words, helping students to get the connection between the words and making a list of the word, and then doing question and answer with the students to collect as much as the words' connection.
5. In post – assignment synthesis, teachers did several ways to face the challenges such as dividing the students in a group discussion to explore the individual idea and helping students to find the connection of the new information that gotten by constructing the map and the content of the text.

## **B. Suggestion**

For the English teachers who use semantic mapping strategy to teach reading, they can implement semantic mapping by paying attention to the challenges that may happen when doing the activities in stages of using this strategy. Especially, teachers need to pay attention to the level comprehension of students. This strategy can be implemented well when teachers understand about how to adapt this strategy based on the condition of students in class. Furthermore, it can be beneficial for the teachers to balance students who have higher and lower comprehension being more attractive in reading activity.

For future researchers, they are able to explore more about teachers' challenges in using semantic mapping strategy and investigate their efforts as the solutions in other school or other level of students. Because this research, researcher only explored teachers' challenges in using semantic mapping strategy to teacher reading for Grade 7<sup>th</sup> of junior high school and only focus on descriptive text material. Additionally, future researchers who require to conduct a study in similar field of this research, they are able to expand more, such as they can investigate teachers' challenges in using semantic mapping strategy to teach writing, or explore teachers' challenges in using semantic mapping strategy to teach reading (but in other specific text or material).

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