

**IMPROVING STUDENTS' READING SKILLS BY USING THE MIND  
MAP TECHNIQUE AT SMA N 1 KRETEK IN THE ACADEMIC YEAR  
OF 2013/2014**

A Thesis

Presented as Partial Fulfillment to the Requirements for the Attainment of *Sarjana*  
*Pendidikan* Degree in English Language Education



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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA**

**2015**

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**APPROVAL SHEET**

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OF 2012-2013**

**A Thesis**

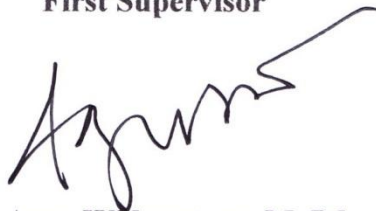
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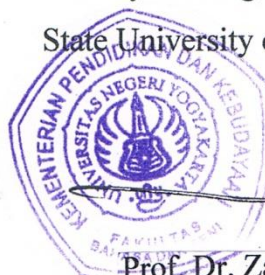
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## PERNYATAAN

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USING THE MIND MAP TECHNIQUE AT SMA N 1  
KRETEK IN THE ACADEMIC YEAR OF 2013/2014**

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang telah dipublikasi atau ditulis oleh orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Februari 2015

Penulis,



Lani Suryani

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## DEDICATIONS

*This bunch of knowledge is lovingly dedicated to:*

*My beloved parents for their priceless love and prayers*

*\*Mama Lasinah & Bapak Parmo\**

*and*

*\*Mama Atna Kartiana & Bapak Yoyo Sujaya\**

*My dearest one, my husband, for his love, patience, and  
motivation in my ups and downs*

*\*Aa Lukman Farid\**

*My lovely sisters and brother for their motivation and prayers*

*\*De Dani, De Frni, and De Arif\**

## **MOTTOS**

*So, verily, with every difficulty, there is relief.*

*Verily, with every difficulty there is relief.*

*(Q. S. Al Insyirah: 5-6)*

*Do your best!*

*(The writer)*


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Finally, I hope this thesis will have some contributions and be useful no matter how small and imperfect it is.

Yogyakarta, February 2014



Lani Suryani

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**ABSTRACT**

The nature of this study is action research. This study aimed at improving the students' reading skills by using the mind map technique in the process of reading teaching and learning.

This research consisted of two cycles. It was conducted collaboratively with the English teacher. The subjects of this research were 25 students of class XI IPA 1 in SMA N 1 Kretek, Bantul, Yogyakarta. The data in this research were collected through observations, interviews, and documentations. The data were in the form of fieldnotes, interview transcripts, photographs, and students' portfolios. The researcher used qualitative method in analysing the data. The researcher also enhanced the trustworthiness of the data and the subjectivity by using the two forms of triangulation: time and researcher triangulation.

The result of the two cycles showed that the use of the mind map technique could improve the students' reading skills. The students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the mind map technique, the students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning. This condition stimulated the students to work based on their own actual capability. Thus, the students got more experiences and improved their achievement.

Keywords: reading skills, mind map technique

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from junior high school. Hence, it is hoped that there will be a great chance for Indonesian learners to improve their English communication competence.

Learning language covers some aspects. One of the important aspects is linguistic aspect which covers grammar, vocabulary, pronunciation, structure, and so on. Beside those aspects, the learners also need to master the skills of the language such as listening, writing, reading, and speaking. However, it should be kept in mind that those skills cannot be learned discretely. Students who are learning English should master those skills integratedly.

It has been known that the students tend to face written texts every day. The written texts could be found in magazines, newspaper, books, articles on paper and internet, and other kinds of the written texts. Those written texts give so

much information for the learners. In school setting, texts are widely presented in the learners' textbooks.

In some school setting, the students get some English textbooks which are written in English. These textbooks contain a lot of information related to the subjects the learners learned. In order to access this information, therefore they need sufficient knowledge of English. Especially, they should have the skills of reading because it is written in the textbooks so that they could comprehend it well. That is why the reading skills are important to be mastered.

However, in some schools, the researcher found that there were many learners who still had low reading skills. It was proven when the researcher observed a learning process in a school named SMA N 1 Kretek. They faced some reading problems which caused the learners had difficulties in comprehending the information presented in the textbooks.

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990:3), so there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tried to find interesting and effective way for the students and the teachers so that they can do their reading activity well. One of techniques which are available is the mind map technique. By using this technique, the students were able to communicate information because it can clarify complex concepts into simple, meaningful displays so that the students can

develop a holistic understanding of the content to be learned (Siriphanich and Laohawiriyano: 2010)

Considering the problems discussed above, the reading has an important role to help the learners to comprehend a text they read. From the preliminary observation done by the researcher, it could be known that in the school, the learners had some problems in reading. Consequently, it is necessary to conduct a research on improving the students' reading skills by using the mind map technique. It allows the students to imagine and explore associations between the concepts in a passage they read (Davies, 2010). When the students can represent or manipulate a complex set of concepts of the passage in a diagram, they are more likely to understand those relationships, remember them, and be able to analyse the component parts of the text. The researcher focused on reading skills in class XI IPA 1 of SMA N 1 Kretek because the students' reading skills were still low.

## **B. Identification of the Problem**

There were a number of prominent problems related to the learners' reading skills. These problems must be solved so that the students reading skills in class XI IPA 1 in SMA N 1 Kretek could be improved. There were some factors which caused these problems. Those factors did not come only from the students, but also from other components of the teaching learning process. All of the factors were related to each other.

The researcher observed the class of XI IPA 1 in SMA N 1 Kretek to identify the problems. This observation showed some problems which

encouraged the researcher to conduct a research. The researcher did not only observe the class, but also interviewed the teacher and the students to get further information about the teaching and learning process. From the activities which were found, there were some important problems to be solved which existed in the classroom which involved the learning process, the students, and the teaching technique.

Firstly, the students did not get adequate guideline to the students how to read a text effectively. They were just given a text and asked to read. After that, they had to answer some questions about the text. It made the students feel bored and did not enjoy the lesson, so they only did the assignment carelessly. The process of teaching also could not handle the students who made noise in the classroom because there was less students' involvement.

Secondly, the students had low motivation to read a text. Moreover, reading was an activity that the students disliked much. They were not interested in the reading activity, such as doing assignment and homework. The students also did not master vocabulary well. As a consequence, they got difficulty in interpreting the meanings of the difficult words. They guessed the words carelessly. The students did not use their dictionary in finding the meaning of unknown words. Meanwhile, the students had low reading skills. As a consequence, there were students who did not pay attention to their teacher's explanation. In addition to those problems, the students also often made noise in the classroom. Finally, they were not able to find the topic of the text and its supporting information.

Lastly, the way they read text was monotonous. There was not an innovative way for the learners to read a text comprehensively. The students could not learn effectively without the teacher's guidance. When the teacher used an appropriate technique which could overcome those problems that were identified, the students could be more active and interested in the reading activity. Therefore, it needs a technique to solve those problems identified above.

### **C. Delimitation of the Problem**

It was impossible to solve all of the problems identified above. Therefore, the researcher limited the problems related to the use of teaching technique. It was chosen as the problem to be solved in this study because it was able to create a process of teaching English creatively, actively, and effectively, joyfully, and innovatively (Sujana, 2012). It could also affect other components of teaching reading skills and cover those problems identified above.

The researcher had discussed with the English teacher in that school that there needed a technique the process of teaching and learning. The technique should encompass most of the problems that were identified. Based on the discussion, it can be concluded that the students of SMA N 1 Kretek need a technique, the mind map technique, which could improve their skills in reading.

### **D. Formulation of the Problem**

Based on the background of the problem, identification of the problem, and limitation of the problem, the problems of this research could thus be formulated as follows: "How does the use of the mind map technique improve the reading skills of grade XI students in SMA N 1 Kretek?"

**E. Objective of the Study**

In line with the formulation of the problem above, the objective of the study was to improve the reading skills of grade XI students in SMA N 1 Kretek using the mind map technique.

**F. Significances of the Thesis**

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research are:

1. For the students as the subjects of the research, it was expected that the students would take the advantages of the research. They could learn how to improve their skills of reading.
2. For the teachers in the school, it was expected that the teachers could improve their technique of reading interestingly and effectively so that the students would enjoy the study.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents review of theories concerning the research topics and conceptual framework underlying the study. The details of the theoretical review and conceptual framework are presented as follows.

#### **A. Theoretical Review**

##### **1. Reading**

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Reading also engages human brain, emotions, and beliefs as Weaver (2009) stated that

“Reading is a process which is very much determined by what the reader’s brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.”

In the engagement, the readers could understand well what the writer meant in her or his writing. The readers dominantly use brain when they read an argumentative or scientific writing. They use emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge (Spratt,

Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers. One of the advantages is the students can improve their knowledge by reading a text without the teacher's help because they can interpret by themselves (Rivers, 1981: 260).

Some experts elaborate the processes of reading. These processes facilitate the readers to read well so that they can get information from what they read. One of the experts is Rivers (1981: 260) who states in his book some processes of reading as follows:

- a. It is important to recognize the sound patterns which are represented by graphic symbols and identify their combinations as language units already encountered.
- b. The reader also has to recognize structural clues such as the indicators of word classes (or part of speech) and of persons and tenses of the verb; the words that introduce phrases and clauses and the particular modifications of meaning these indicate; the adverbs and adverbial expressions which limit the action in time, place, and manner; and the indicators of interrogation in derogation.
- c. They must be able quickly to distinguish word groupings and their relations with other word groupings.
- d. They must be able to anticipate what will probably follow while holding in their immediate memory inconclusive elements from what preceded.

People know that reading always deals with a text which is written in books, newspapers, magazines, and websites. Furthermore, the written text has many varieties. Brown (2001: 302) states there are two main categories of the varieties of the written texts. The first is non-fiction such as reports, editorials, letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper 'journalese', academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, articles, and dictionaries. The second is fiction such as novels, short stories, and comic stripes or cartoons.

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the readers' thought. To construct meaning and conceive writer's message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order. The text does not by itself carry meaning (Brown: 2001). It is known as schema theory.

Hence, reading can be defined as an activity which constructs meaning from a written text based on the readers' background knowledge to make better concept so that the readers will learn a new thing from the information grabbed from the text.

## **2. Reading Skill**

Definitional component of reading skill which is stated by Perfetti (2001) is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

As stated by Brown (2004: 187-188), there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic

signals. Here are the lists of skills of reading comprehension (Brown, 2004:187-188).

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an efficient rate of speed to suit the purpose
- d. Recognize a core of words, and interpret word order patterns and their significance
- e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralisation), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms
- g. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses

While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. The macro skills will help the readers to comprehend a text well. As presented by Brown (2004:187-188), these are the macro-skills of reading as follows:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation
- b. Recognize the communicative functions of written texts, according to form and purpose
- c. Infer context that is not explicit by using background knowledge
- d. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- e. Distinguish between literal and implied meanings
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

There are skills of reading from other experts. One of the experts is Mikulecky. He (1990: 23-30) also proposes reading skills that can be seen in the table below.

**Table1: Reading Skills and the Purposes**

<b>No</b>	<b>Skills</b>	<b>Purposes</b>
1.	Automatic decoding	Students are able to recognize a word at a glance.
2.	Previewing and predicting	Students are able to guess what the text is about by looking at the text a quick once over.
3.	Identifying purposes	Students are able to predict what the form and context of the text will be.
4.	Specifying Purposes	Students are able to know why the text is being read.
5.	Scanning	Students are able to find out the specific information in a text by looking at the text very rapidly.
6.	Recognizing topics	Students are able to find out what the text tells about after reading and comprehending the text.
7.	Locating the topic sentences	Students are able to find out a topic sentence in a text.
8.	Making inference by use evidence	Students are able to infer main ideas of the text and can show the evidence that supports their inference.
9.	Guessing the meaning of unknown words from the context	Students are able to guess the meaning of unknown word from the context.
10.	Skimming	Students are able to process a text rapidly at many levels in order to get an overall picture of it.
11.	Paraphrasing	Students are able to paraphrase the text to help them understand the text by using their own words.
12.	Summarizing	Students are able to shorten the text by retaining and re-stating the main idea by leaving out details.
13.	Drawing conclusion	Students are able to put together the information from several parts of the text and induce new or additional ideas.
14.	Reading critically	Students are able to judge the accuracy of the text with respect to what the reader already knows and distinguish facts or opinions.
15.	Reading faster	Students are able to read fast enough to allow the brain to process the input.

Having a skill makes the students can solve any problem in reading a written text. The reading skills also can increase pleasure and effectiveness of reading activity. When the students master skills of reading, they can be helped in all other subjects and in the personal and professional lives. However, being a skilled reader is not a simple effort. They have to struggle and do any activity gradually any time to produce a good reader to be a good concept maker from the information gained from the text read.

### **3. Reading Technique**

Anthony in Brown (2001: 14) defines technique as specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. These activities can be doing tasks or exercises to realize lesson objectives. The activities can help teacher and students in many subjects in the classroom such as English. In the English subject, the teacher is also able to use the activities in teaching and learning process to improve four skills in English subject; listening, writing, speaking, and reading.

In the reading activity, the teacher has to understand that reading is not a simple activity because students have to grab a new knowledge in a passage by using their eyes, brain, and emotion. To harmonize those things, the students apply a force well so that they learn something from the knowledge they grab in the passage they read.

The reading activity sometime becomes a huge problem for the students, even though they have to do it because it is their need in the process of learning especially language in the classroom. The students are impaired in reading because of some reasons. Some of them are laziness, lack of interesting technique, background knowledge, habit, and so on. The teacher need to understand about it that she or he has need of solving those problem to make the students can improve their skill of reading written text in any types.

Designing interactive reading is not easy. It needs techniques in order to abridge into an easier way. There are principles for designing interactive reading techniques. An expert named Brown (2000: 313-316) says there are several techniques. Those techniques are in the following.

- a. In an interactive curriculum, the teacher has to gives priority to the importance of specific instruction in reading skills
- b. The teacher has to use techniques which are intrinsically motivating
- c. Authenticity and readability in choosing texts should be balanced.
- d. The teacher should encourage the development of reading strategies
- e. Both bottom-up and top-down techniques are include in the activity.
- f. The teacher should follow “SQ3R” sequence.
- g. The teacher subdivides the techniques into pre-reading, during-reading, and after-reading phases.
- h. In the last, the teacher should build in some evaluative aspect to the techniques.
  - 1) Doing: the students respond physically to a command
  - 2) Choosing: the students select from alternative pose orally or in writing
  - 3) Transferring: the students summarize orally what is read
  - 4) Answering: the students answer questions about passage
  - 5) Condensing: the students outline or take notes on a passage
  - 6) Extending: the students provide an ending to a story
  - 7) Duplicating: the students the message into a native language or copy it
  - 8) Modelling: the students put together a toy, for example, after reading direction for assembly
  - 9) Conversing: the students engage in a conversation that indicates appropriate processing of information

Hence, the reading technique is the activities which are done in the classroom to help the teacher and the students in the teaching learning process of reading which were consistent and harmonious with a method and an approach so that the students can comprehend a passage well. A technique of reading which is used in the classroom should be chosen based on the students' need and capability in order they can enjoy every activity in the classroom. It also aims the purpose of the teaching learning process.

#### **4. Teaching Reading**

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Other experts explained about the term of teaching reading which may be further discussed here. Nuttal (1982: 21) states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applies

them well. According to Davies and Pears (2000), there are some characteristics of effective English teaching and learning.

- a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.
- b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.
- c. The class should use the variety of seating arrangements.
- d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioural changes in human being which are due to the experience of emotional as well as intellectual.

The teacher also should grip the principles of teaching reading so that the teacher teaches the students based on the rules. Here are the principles of the teaching reading which are stated by Anderson in Nunan (2003).

- a. Exploit the reader's background knowledge

Reading comprehension depends on the readers' background knowledge (Anderson in Nunan, 2003). It can be their experiences which they bring into the text they read. From this background knowledge, the reader are able to improve the reading comprehension when they activate setting goals, asking questions, making predictions, teaching text structure, and so on.

- b. Build a strong vocabulary base

It has been known that vocabulary is important to make reading activity successful. Therefore, it should be taught explicitly. The learners are also taught to use context to effectively guess the meanings of less frequent vocabulary. It will be easier for the learners if they use specific terminology than the general one. There are some formulas from by Anderson in Nunan (2003) to enhance the teacher vocabulary instruction. The teacher should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary. Next is the way to know what the learners need to know and what they know now.

c. Teach for comprehension

Teaching the students to comprehend is more important than testing reading comprehension. The process is not simply about how to grasp information from the text. It is about how the students learn to engage with the meaning and develop ideas. There must be an engagement of both the teacher and the students in the class who are discussing a passage.

d. Work on increasing reading rate

Part of the joy of reading is being able to pick up a book and comprehend it. Moreover, the reader reads without struggle through the task of reading. Teaching reading is how the teacher is able to produce fluent readers not speed readers. What the teacher should focus is to reduce the students' dependence on a dictionary. Instead, they have to analyse and synthesizing the content of the passage being read. It is a big mistake when a teacher still requires the students become speed readers rather than fluent

readers. To support the focus, the teacher has to work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

e. Teach reading strategies

In Oxford in Nunan (2003), strategy is defined as “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a simple event but rather a creative sequence of events that learners actively use”. It is necessary for the students to learn how to use a range of reading strategies that match their purposes for reading, so it become a primer consideration in the reading classroom (Nunan, 2003).

f. Encourage readers to transform strategies into skills

Strategies and skills can create an important difference (Nunan 2003). Using strategies is to achieve desired objectives or goals, while a skill is a strategy that has become automatic.

g. Build assessment and evaluation into your reading

Growth and development of reading skills are able to be measured through doing assessment formally and informally. There should be quantitative and qualitative assessment engaged in classroom. The quantitative assessment results information of reading comprehension test as well as reading rate data, while qualitative assessment can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.

h. Strive for continuous improvement as a reading teacher

The quality reading teacher determines the success of foreign language readers, so the teacher should be passionate in doing their work as facilitators, helping each reader discover what works best. Considering that the main focus of teaching reading is teaching the students what to do, the teacher should enrich their selves with tips and techniques. They need to understand the nature of the reading process (Nunan 2003). One of the ways to enrich them is joining a community or association which provides many inputs about teaching reading, especially.

## **5. Types of Classroom Reading Performance**

The variety of reading performance in classroom can be determined by the variety of texts. It means that the teacher should consider about the types of the text used in the teaching reading in order to support the process. It is stated in Brown (2001: 312) that there are two types of classroom reading performance. First is oral reading. In the process of teaching and learning teaching in the classroom, the teacher may ask the students to read orally. There are some advantages in the oral reading done at beginning and intermediate levels. The advantages of the oral reading are as an evaluative check on bottom-up processing skills, a pronunciation check, and an extra activity for students to help the teacher to highlight a certain short segment of a reading passage. At advanced levels, the teacher also can apply this type to reach those three advantages above. Unfortunately, this type has several disadvantages according to Brown (2001:

312). The oral reading is not authentic language activity. While a student is reading a text, others can easily lose attention. It also has the outward appearance of student participation when in reality it is mere recitation.

Second is silent reading. It is subcategorized into intensive and extensive reading. The intensive reading focuses on linguistic or semantic detail of a passage. It is usually classroom-oriented activity. The students are demanded to pay attention to grammatical forms, discourse markers, and other surface details. To achieve general understanding especially when the students are asked to read longer text, such as books, magazines, novels, essays, and the like, extensive reading is more compatible than intensive reading. It belongs to outside of classroom activity. The extensive reading also can helps the students get away from their tendency to over analyse or look up words they don't know, and read for understanding. Both oral and silent reading is presented in a chart below.

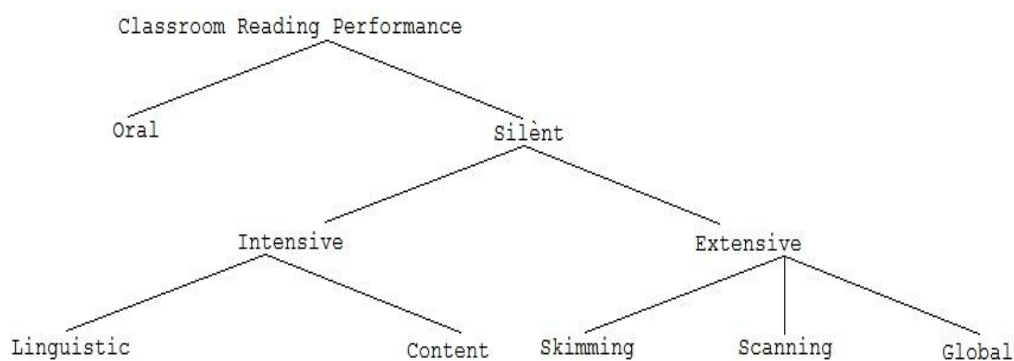


Figure 1: **Types of Classroom Performance**

## 6. Teaching Reading in SMA

In this section, we focus on the discussion of teaching English reading in senior high school. While teaching English reading in a senior high school, the

teacher has to know the aims of the process and what he or she should do in the process. Further, the teacher should be able to identify the object of the process, the students.

#### **a. Aims of Teaching English in SMA**

Teaching English in SMA is based on the curriculum. There has been School-Based Curriculum 2006 which is the last curriculum used in Indonesia. This curriculum provides guidelines for the teacher to teach English reading especially in SMA. From School-Based Curriculum 2006 quoted by Safitri (2012: 16), the aim of the teaching English in Senior High School as follows.

“...the teaching English in Senior High School is aimed at developing the students’ competences to communicate in the spoken and written form to reach the level of functional literacy, developing their awareness of the truth and importance of English subject to improve the competitiveness of nation in the global community, and developing the students’ comprehension about connection between language and culture.”

Still based on the School-Based Curriculum 2006 in Priharudi (2013: 9-10), there are three goals of teaching English in Senior High School. The three goals are to make the learners have ability of:

- 1) to improve communicative competence in written and oral form to reach informational literacy level,
- 2) to have awareness that English is important to improve nation competitive ability in global community, and
- 3) to develop understanding feedback of the learners between language and culture.

It is stated in that curriculum that “Standard of competence of reading for Senior High School students grade XI in the odd semester that the students should be able to understand the meaning of written short functional texts and essays in the forms report, narrative, and analytic texts related to surroundings to get

knowledge. The basic competency states that the students should be able to respond the meaning of short functional texts (such as banner, poster, pamphlet) both formal and informal accurately, fluently, and acceptably in essays related to surroundings and to respond the meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of report, narrative and analytic exposition texts.” (School-Based Curriculum 2006 in Safitri, 2012)

#### **b. Characteristics of the Learner**

The aims of the teaching English have been discussed above. The next is the teacher should understand the characteristics of the learner. Harmer (2007) has stated that age is the major factor to decide how and what to teach. In every level of age, people have their own different needs, competences, and cognitive skills. To encounter those differences, the teacher should consider appropriate setting and design of English course.

There are groups of learners based on their age. According to Harmer (2007), the age groups of the learners comprise young children (0-12 years old), adolescents (12-18 years old), and adult (19-60 years old). Related to this study which discuss about teaching reading in Senior High School, the learners are included in adolescents. At this age, the learners are searching for individual identity. It is forged among classmates and friends. Peer approval they have is more important for them than the attention of their teacher. In a research, it has been known that the learner in this age may be disruptive in class. It is because of their self-esteem and the peer approval. Other factor which may cause problem in

their learning process is boredom. They are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds (Brown, 2001: 92). Those characteristics of the learner become a challenge for the teacher. The teacher should really prepare a very special set or design of consideration applies to teaching them.

## **7. The Mind Map Technique**

### **a. Definition**

The mind map which was concluded by Astuti in her thesis (2012: 24) is an important technique that improves the way we take notes, and supports and enhances our creative problem solving. The reader can simplify what they have read so that they can understand what is explained by the writer in the text. The diagram from a text shows detail information, main and minor information. Making the diagram or map makes reader can remember and learn clearly and easily.

The mind mapping is a technique to use the whole brain by using visual and other graphic to create a meaningful impression (DePotter and Hernacki: 2004). Using the whole brain can balance two sides of human brain: left and right brain. It means that human can maximize their brains to create meaningful things because of their brains power.

Jonassen, Beissner, and Yacci (1993) defined concept maps or mind maps as “representation of concept and their interrelationship that are intended to represent the knowledge structures that humans stored in their minds”. This mind

map could be more freestyle, visual, and do not necessarily have particular meanings imposed on relationships (Buzan: 1995). It is able to be a simple work for the students who learn to understand a written text.

It is also quoted by Sugiarto (2004) that it is a technique to summarize reading resources and then visualize the problems in the form of map to make it easier to comprehend. By using this technique, the readers can quickly identify the information from the text they read and also grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted and described in a map which consist of any symbols or pictures that connected each other to be complete information.

While Brown (2001: 14) defines a technique as a specific activity implemented in the classroom that were consistent with a method and therefore were in harmony with an approach as well. When the researcher decided this mind map as a technique, she tried to implement the mind map to reach some purposes in the teaching and learning in order to improve the students' reading skills

Hence, the researcher agreed with Panatda's definition of mind mapping technique in Siriphanich, Panatda & Laohawiriyano (2010: 4). It is teaching technique using mind mapping as a tool to represent students' understanding by using words, picture with colour and symbols in a hierarchical or tree branch format.

### **b. Benefits of using the mind map to teach reading skills**

The mind map according to Stine (1997: 103-104) has several advantages which helps reader to grab information so he can comprehend any text easily. First is an information structure in the mind map simplifies a concept and description for the reader. Second is activating left brain to control verbal and analytical capability when the reader organizes a diagram, while the right brain controls spatial and visual capability. Third is to comprehend a text by writing main ideas and connecting each other in the reader's own way. Fourth is the reader is able to face a new thing because there are always some spaces for new idea and its correlation. Fifth is an easiness of remembering important connections because they are in a piece of paper. Sixth is the reader could easily recall the information from the mind map or diagram.

DePotter and Hernacki (2004: 110) categorize way of learning into two. The first is how to grasp information called modality. The second is how to manage and process the information grasped called brain domination. Every learner has their own modality to learn something. The modality is classified into three types, according to DePotter and Hernacki (2004: 112). They are visual, audio, and *kinestetik*. For learner who belongs to visual type, they prefer to read and pay attention to illustration on the board. They also take notes well. So, the use of the mind map is appropriate for them. This technique is also appropriate for the adolescent learners because they will not be bored when they are reading a passage.

Using the mind map technique, the students are able to join the teaching and learning process in a simple way which guide the students learning reading skills easily so that they can comprehend any text well. The readers can improve their memory too because this technique links some things in the text the readers read to be remembered to some other idea. It also directs the students to think detail information within the text.

### **c. How to make mind map**

There are several ways to make mind map proposed by some experts. The ways will lead someone to make the mind map. The experts who propose the ways are Rose and Nicholl (2002). They explain the ways to make mind map. There are eight steps as follow.

- 1) Start with the topic in the middle of paper.
- 2) Use keywords.
- 3) Make the branch from the main topic.
- 4) Use symbols, colours, words, or pictures mainly in the mind mapping.
- 5) Make it as interesting as possible.
- 6) Make it full of colours.
- 7) Repeat again two or three times to make it perfect.
- 8) Do it by yourself.

Other procedures of making mind map are quoted by Sugiarto (2004). He points out some steps to create a mind map. There are five steps. Here are those steps.

- 1) Prepare the equipment to make mind map such as paper (A4/Folio/A3), pencil or pen, stabile, marker or colour pen.
- 2) Determine the topic, make a central image in the centre of the paper, the position of the paper is landscape, draw the topic and give colour to it. It can be the combination of three or four colours.

- 3) Make a main branch which is the idea of the topic, make the word in the same length with the main branch, make a word per branch, write down the word with capital letters, and then give them some colours.
- 4) Make a thin branch which is a sub-topic, add the words or pictures, add the main idea and develop it with the sub-topics. All the sub-topics are placed in every branch separately.
- 5) Continue it with other ideas by making a new branch.

Furthermore, there are DePotter and Hernacki (2004). They also itemize some steps of making a mind map. These steps consist of nine points.

- 1) Make a circle of main idea in the middle of paper.
- 2) Make branch from the main idea to make key points. Do not forget to use a colour pen to make it.
- 3) Write the keywords or phrases in every branch and then develop them with details.
- 4) Give additional symbols and illustrations.
- 5) Do not forget to use capital letters.
- 6) Write down the main ideas with the bigger letter.
- 7) Be creative and express it freely.
- 8) Use the unique form to show the points or ideas.
- 9) Do not forget to make it horizontally to make a wider space.

A famous expert of mind map is Buzan in Davies (2010). He makes several recommendations when making mind map. These are the recommendations.

- 1) Place an image or topic in the centre using at least 3 colours
- 2) Use images, symbols, codes, and dimensions throughout your Mind Map.
- 3) Select key words and print using upper or lower case letters.
- 4) Each word/image is alone and sitting on its own line.
- 5) Connect the lines starting from the central image. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.
- 6) Make the lines the same length as the word/image.
- 7) Use colours—your own code—throughout the Mind Map.
- 8) Develop your own personal style of Mind Mapping.
- 9) Use emphasis and show associations in your Mind Map.
- 10) Keep the Mind Map clear by using radial hierarchy, numerical order or outlines to embrace your branches.

Among the experts' types of making mind map, there is a same focus. They emphasize the sequences in creating a graphic. It means that making a mind map is formulating information of a written text into a picture which is more interesting way to be understood by a reader. In a journal, Ellozy and Mustafa (2010) stated that "...the mind maps are usually highly visual including pictures and colours as well as other visual prompts...".

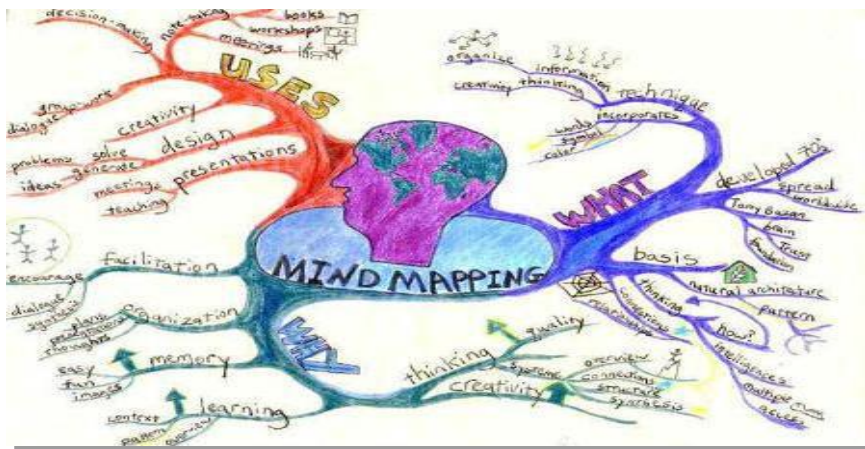


Figure 2: **How to Make Mind Map**

## B. Review of Related Studies

Review of the previous study is made in order to avoid replication. This study is intended to improve the students' reading skills by using mind mapping. Another study has been conducted to find the use of mind mapping to improve students' reading skills. The first is a study conducted by Ari Kusmiatun in Astuti (2012: 28). Her study entitled "Improvement of Reading Comprehension and Rhetoric Speaking Skills of Elementary School Students through The mind mapping Technique" had shown that the application of the mind mapping technique in Bahasa Indonesia teaching learning process could improve students'

speaking and reading skills. They can comprehend the text better so that they can perform rhetorical speaking more fluently than before.

Next study is from Chang in Astikaningrum (2013: 20). In his study entitled “The Effect of Concept Mapping to Enhance Text Comprehension and Summarization”, he found a useful graphic strategy for improving text learning. He also states that combining a spatial learning strategy with a correction method or scaffolding instruction is a potential approach for optimizing the effects of concept mapping.

### **C. Conceptual Framework**

The concept of using the mind map technique to improve the students’ reading skills have been explored in the previous discussion. A conceptual framework derived from those concepts above will be presented as follows.

Reading is one of the important things to get any information. In a school case, reading is an essential skill because the students face written text in their textbooks almost every day. In fact, the students’ faces difficulties in learning process, especially in learning English. The difficulties caused by a monotonously technique which is used in the learning process. It is a serious problem because the difficulties influence other teaching and learning components. The students are not able to comprehend a passage well so that they cannot grab information of the passage comprehensively. There should be a solution to solve this problem.

From the previous theoretical review, the researcher had discussed a term of the mind map. There were several advantages of the use of the mind map in the

learning process. The mind map technique helps the students to simplify a concept and description, to balance human brain activity, to guide them reading a text in a joyful way, to invite them to make innovations, and to help them to recall any information they have read easily. The mind map technique of reading a written text is one of effective ways to comprehend the text.

Therefore, the mind map technique is a good technique to solve the problems identified by the researcher in the class XI IPA 1 at SMA N 1 Kretek. This technique is considered appropriate with the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the reading skills. The following is a schema of the conceptual framework of this research.

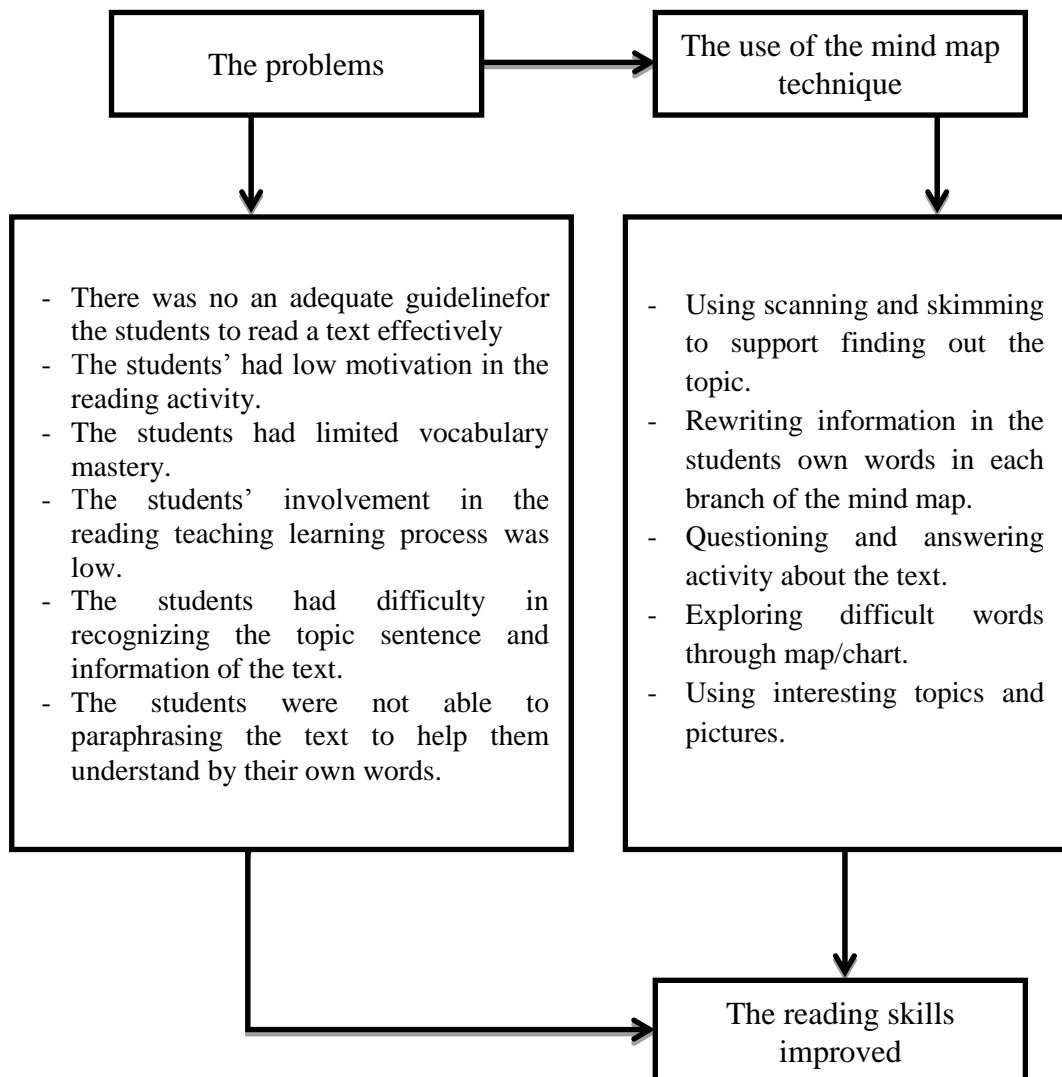


Figure 3: **Conceptual Framework**

### CHAPTER III RESEARCH METHOD

#### A. Type of Research

The type of this research was classroom action research. The research was chosen because it provides a method that can be done by the researcher and the teacher to improve the practice of education by studying issues of problem they face, especially in reading. The researcher in this study focused on improving students' reading skill by using the mind mapping. The researcher invited the English and the students of XI IPA 1 in SMA N 1 Kretek to work collaboratively.

There are several concepts of a classroom action research. The researcher chose one of them which is from Kemmis and McTaggart. The process is presented below.

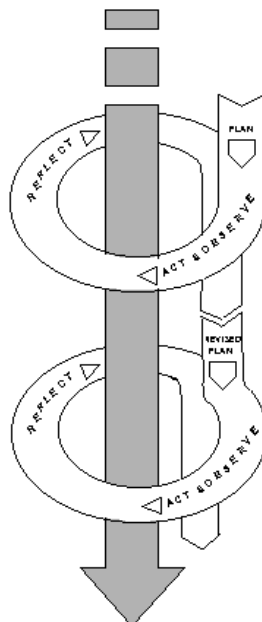


Figure 4. Kemmis and McTaggart's concept of action research (1988: 10)

The steps of action research according to Kemmis and McTaggart (1988) are planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, replanning, acting and observing again, and then reflecting again. Those steps were done to find out the most appropriate actions to improve the students' reading skill of class XI IPA 1 at SMA N 1 Kretek in the academic year of 2012/2013.

## **B. Research Setting**

The research took place at SMA N 1 Kretek located at Kretek, Bantul. Its setting is the English class of second grade at SMA N 1 Kretek, class XI IPA 1. SMA N 1 Kretek consists of nine classrooms. Each consists of three classes from first grade until third grade. There are 270 students totally, so there are about 30 students for each class.

This school has some office rooms. The first room is for headmaster and guest room, second is for teachers, third is for vice headmasters, and fourth is for clerical employees. The other rooms are; a school health unit, a kitchen, a science laboratory, a language laboratory, a basketball field, a library, a music laboratory, two canteens, a mosque, '*pendopo joglo*' for art and sport activities, two teacher's toilets, six students' toilets, and three parking areas.

There are also some facilities that support the teaching learning process and other school activities. They are computers, tape recorders, dictionaries, televisions, LCDs, sport equipments, maps, etc. The teacher sometimes used the

facilities to make students more interested in English teaching learning processes. The collaborator taught the students two times every week.

### **C. The Participants of the Research**

The participant of this research were the researcher herself, the collaborator, and the students of grade XI of SMA N 1 Kretek. The students in grade XI in the school were divided into three classes. However, the research only involved one class of XI IPA 1. It consisted of 27 students.

The researcher was as the teacher in the class XI IPA 1 who taught reading skills according to the learning materials and the lesson plans which had been developed. The English teacher was as a collaborator and an observer in this research. The researcher was collaborated with the collaborator during the implementation of the actions planned. The observer identified the effectiveness and the ineffectiveness of the actions and then she helped the researcher in improving the actions by giving some feedbacks. The researcher and the collaborator worked together in the process of this research.

### **D. Data Collection**

Hornby (1995: 294) stated that data are facts or information used in deciding or discussing something. The researcher have collected the data to support this research in deciding some actions so that the students' reading skills improved. In collecting the data, the researcher collaborated with the collaborator

as an observer and the students. There were three aspects in this collecting data which are presented in the following.

### **1. Research Instruments of Data Collection**

Instrument is the main important tool to collect the data. The instruments used in this research were interview guidelines, narrative observations, and camera. The interview guidelines were used in the beginning of the research process, the end of the cycles, and the end of the research process. These guidelines were used to guide the researcher to focus on the intended research area as she conducted the interviews. The guidelines was possibly developed as long as the interviewee were still on the right path. The next instruments were the narrative observations which included recordings of the rundown of the classroom teaching and learning process. The last was camera. The researcher used camera to take some pictures of the process of teaching and learning process. She also used it to record the the process of teaching and learning as videos.

### **2. Data Collection Technique**

In this research, the collected data were qualitative data. To get the data, the researcher used data collection techniques as follows:

#### **a. Interview**

The interview was done to get information from the teacher and the students before and after the actions were implemented. The information included opinion, belief, and experience of the interviewee. The result of the interview would be presented in the transcript.

#### b. Observation

The researcher observed the teaching learning in class XI IPA 1 when she did reconnaissance and implemented the action. The researcher also collaborated with the English teacher who was as the collaborator. The collaborator observed the process of teaching and learning when the researcher implemented the action and then they discussed the results of the observation. The results of the observation were presented in the form of field notes which consisted of the students' behavior, the teacher's actions, and everything happened in the process of teaching and learning. The researcher and the collaborator agreed to use narrative observations proposed by Burns (2010: 69-70).

#### c. Documentation

The researcher took pictures during teaching and learning process. These pictures gave the real situation during the process.

### **3. Data Analysis Technique**

After the data have been obtained, the researcher analyzed the data using several steps. The researcher used a series processes of data analysis proposed by Burns (1999). Those steps are deliberated in the following.

#### a. Assembling the data

The first stage in analyzing the data was to assembly the data. The data from interview transcript, field notes, and observations were collected. After that, the researcher scanned the data to show up the data so that the data could be compared and constructed.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data which may be collected to more manageable categories of concepts, themes or types (Burns: 1999). The researcher identified the data collected into more specific group of data.

c. Comparing the data

The researcher compared the data before and after the action. Its purpose was to know whether the data were repeated or developed across different data collection techniques. This step was not be interpreted yet but it merely displayed and described the data.

d. Building interpretations

After three stages above, the researcher tried to think deeply about the data. Burns (1999) states that this step might make a researcher came back to the data several times to ask questions, rethink the connections and develop explanation of the bigger picture underpinning the research. The collaborator was also invited to interpret the data to find new discoveries.

e. Reporting the outcomes

This was the final step of the data analysis process. After collecting and analyzing the data sistematically, it was needed to show in a report.

## **E. Validity and Reliability**

### **1. Validity**

To maintain the validity of the data, there are five criteria proposed by Anderson in Burns (1999: 161) were followed by the researcher. Those five criteria are democratic validity, catalytic validity, process validity, outcome validity, and dialogic validity. In this research, the researcher used four criteria of validity. Those are democratic validity, outcome validity, process validity, and dialogic validity. The followings are the definition of the validity.

#### **a. Democratic validity**

It is related to the extent to which the research is truly collaborative. It deals with the perspectives given by those who have stakes in the research which then leads to the inclusion of multiple voices. To establish this validity, the researcher invited the collaborator to give opinions, suggestions, and so on related to the classroom action research study. Those were done to prepare the planning, to do the actions, to evaluate actions, and to do reflections.

#### **b. Outcome validity**

This validity relates to the outcomes led by the notion of actions. The outcomes is called successful based on the research context. In this study, the outcome is the students' changes of behavior in English learning in the classroom, particularly in the reading skills. Therefore, all of things in the research are interrelated to one another. Besides, to support the data validity, the researcher enclosed the photographs and field notes of the teaching and learning process.

### c. **Process validity**

Process validity refers to the criterion to make done in action research. This validity raises questions about the ‘dependability’ and ‘competency’ of the research. The researcher considered and analyzed whether the technique applied in the classroom had been appropriate with the condition of the participants or not. This analysis would affect the result. The collaborator observed the classroom activities. The students felt comfort and showed their participation or involvement in the classroom activities and then the researcher was able to observe their different behaviours from different perspectives and data source. The researcher took notes of the activities in the classroom during teaching and learning process.

### d. **Dialogic validity**

It parallels the process of collaborative inquiry or reflective dialogue with ‘critical friends’ or other practitioners. The researcher have interviewed some parties of this research. The researcher fulfilled the needs of data by interviewing the teacher and the students. They gave information from different perspectives. The information was valuable to measure the success of the research. The dialogues were done during the researcher conducted the research in the classroom. The collaborator and the researcher shared their oppinions which finally made decisions.

## 2. **Reliability**

The data of this study were in the form of qualitative data. The researcher got the data from many resources. In enhancing the trustworthiness of the data and

the subjectivity in analyzing the data, the researcher used triangulation. It aimed to gather multiple perspectives on the situation being studied. Burns (1999: 164) stated that there are four forms of triangulation, namely time, space, researcher, and theoretical triangulation. In this research, the researcher used the two forms of them, time and researcher triangulation. These are the triangulation forms which were used by the researcher.

- a. Time triangulation is the data which are collected at different points in time. The researcher interviewed students at the beginning, middle and end of the course.
- b. Researcher triangulation is the data which are collected by more than one researcher. The researcher asked the teacher and the students to collect data to compare with her own.

## **F. Research Procedures**

The researcher used Kemmis and McTaggart's model in this research as discussed in the beginning point of this chapter. There were three steps in a cycle. They were planning, implementation, observation, and reflection. These steps were involved in cyclical structure. It meant that these steps were possible to reimplement in the next cycle when it was needed to do. It could be 2, 3, or more cycles in a research but the researcher only did two cycles because of some reasons such as time limitation and school policy of teaching and learning process.

Those steps were headed by a process called reconnaissance. This reconnaissance led the researcher to focus of the study. By doing the reconnaissance, the researcher gained data about obstacles and weakness in reading a passage. They were collected through observations and interviews. The researcher observed activities in the learning and teaching process related to reading activities. the results of the observations were presented in the fieldnotes. Meanwhile, the interviews were done to make sure and add the data from the observations. The researcher interviewed the collaborator and the students. The research procedure included the following steps:

### **1. Planning**

This step was planned the details of the research, such as the actions that the researcher would do in every cycle. It was the further step from the reconnaissance. What the researcher would plan depends on what the researcher had had from the observation and discussion about the urgent problem should be solved in the research process.

### **2. Actions and Observations**

This step was the implementation of the action plans made after the researcher got the data from the previous steps. There would be an observation after doing the action to know the effects of the actions done in the classroom.

### **3. Reflection**

After doing activities in the first cycle and then observing the problems, there would be a reflection of the implementation. It becomes the reference to implement the actions in the next cycle better than before. Responses and

suggestions were accepted by the researcher from the other participants of this research, especially from the collaborator. The results of the identification from the actions were determined as successful or unsuccessful ones.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion. In carrying out the research, the researcher did some steps. These steps are discussed in the previous chapter. There were planning, observation, action, and reflection. The study aimed at improving the students' reading skill of the students at SMA N 1 Kretek. The researcher focused on using the mind map technique to reach the purpose. The procedures of the research are presented below.

#### **A. Reconnaissance**

Before carried out this research, the researcher tried to collect preliminary data. To gain the data, the researcher observed the teaching learning process in the classroom. Then, she interviewed the collaborator and the students. The researcher discussed with the collaborator about the result of the interviews and observation.

##### **1. Identification of the field problems**

The researcher did observation to identify the problems that were found in the English teaching and learning process of class XI IPA I at SMA N 1 Kretek. She interviewed the collaborator to support the information gained through the observation.

After observing the teaching learning process and interviewing the collaborator and some students, the researcher and the collaborator identified some field problems that were found in the English teaching and learning process. The problems were presented in the table as follows:

Table 2: The Field Problems in Class XI IPA 1 SMA N 1 Kretek Yogyakarta

No.	Problems	Codes
1	There was no adequate guideline for the students to read a text effectively.	P
2	Students' reading skills was low.	S
3	Students' mastery of vocabulary was low.	S
4	Students found difficulties in understanding the structure of texts.	S
5	Students had difficulties in understanding the main idea.	S
6	Students rarely did their homework.	S
7	Students' motivation to read a text was low.	S
8	Students did not pay attention when the teacher explained the materials.	S
9	The students often made noise during the teaching learning process.	S
10	The students rarely checked the difficult words in the dictionary; they waited their teacher explaining the meaning of the words.	S
11	There was no innovation in creating some interesting ways in the teaching and learning process.	T
12	The teacher found difficulties in handling the students who made noise.	P
13	The students were not confident to do assignment	S
14	The students were easily getting bored in the lesson	S
15	The learning process lacked the use of learning facilities	F
16	The teaching and learning process focused on several students	P
17	The students often cheated their friends when doing assignments.	S
18	The students' involvement in the classroom were low	S
19	The students could not paraphrase information from the text in their own words.	S

P: Process of teaching and learning (TL); S: Students; T:Technique; F: Facilities

Based on the problems related to the process of learning and teaching reading, the researcher and the collaborator discussed the main causes of the problems. Those were categorized into the problems on students, process of TL, and technique. Since the focus of this study is on the use of the mind map technique to improve the students' reading skill, therefore, the problems which

would be solved were the problems that related to the process of reading teaching and learning.

**Table 3: The Problems Related to the Process of Reading Teaching and Learning**

No.	Problems	Codes
1	There was no adequate guideline to the students to read a text effectively.	P
2	Students' reading skills was low.	S
3	Students' mastery of vocabulary was low.	S
4	Students found difficulties in understanding the structure of texts.	S
5	Students had difficulties in understanding the main idea.	S
6	Students' motivation to read a text was low.	S
7	Students did not pay attention when the teacher explained the materials.	S
8	The students often made noise during the teaching learning process.	S
9	The students rarely checked the difficult words in the dictionary; they waited their teacher giving them the meaning of the words.	S
10	There was no innovation in creating some interesting way in the teaching and learning process.	T
11	The students were not confident to do assignments.	S
12	The students' involvement in the classroom was low.	S
13	The students could not paraphrase the information from the text using their own words.	S

P: Process of teaching and learning (TL); S: Students; T:Technique

After determining the problems which were related to the reading process, the teacher and the researcher discussed the main causes of the problems. These main causes of the problems helped the researcher to overcome the problems. The following table presents the correlation between the main causes and the field problems which were classified before.

**Table 4: The Correlation between the Main Causes and the Classified Problems**

<b>Main Causes</b>	<b>Problems</b>
a. There was no adequate guideline for the students to read a text effectively.	<ul style="list-style-type: none"> <li>- There was no adequate guideline for the students to read a text effectively.</li> <li>- Students' reading skills was low.</li> <li>- There was no innovation in creating some interesting ways in the teaching and learning process.</li> </ul>
b. The students had difficulty in recognizing the topic sentence and information of the text.	<ul style="list-style-type: none"> <li>- Students found difficulties in understanding the structure of texts.</li> <li>- Students had difficulties in understanding the main idea.</li> </ul>
c. The students' had low motivation in the reading activity.	<ul style="list-style-type: none"> <li>- Students' motivation to read a text was low.</li> <li>- The students were not confident to do assignments.</li> </ul>
d. The students had limited vocabulary mastery.	<ul style="list-style-type: none"> <li>- Students' mastery of vocabulary was low.</li> <li>- The students rarely checked the difficult words in the dictionary; they waited their teacher giving them the meaning of the words.</li> </ul>
e. The students' involvement in the reading teaching learning process was low.	<ul style="list-style-type: none"> <li>- Students did not pay attention when the teacher explained the materials.</li> <li>- The students often made noise during the teaching learning process.</li> <li>- The students' involvement in the classroom was low.</li> </ul>
f. The students were not able to paraphrasing the text.	<ul style="list-style-type: none"> <li>- The students could not paraphrase the information from the text using their own words.</li> </ul>

The collaborator suggested the researcher based on the problems above to propose some actions to solve those problems. The teacher added that the actions should be relevant with the condition of the students and the ability of the researcher herself.

## **2. Determining the actions to solve the field problems**

The researcher in collaboration with the collaborator had identified the urgent and feasible problems which occurred in the process of teaching and learning. Those important problems were chosen because they could give bad effects to the students if they were not solved soon. Furthermore, the researcher discussed with the collaborator about what the researcher should do to solve the problems. As suggested by the collaborator, the researcher made some plans to overcome the problems. The researcher planned some actions to be done. Those actions are presented below.

- a. Using scanning and skimming to support finding out the topic of the text.
- b. Rewriting information in the students own words in each branch of the mind map.
- c. Questioning and answering activity about the text.
- d. Exploring difficult words through map/chart.
- e. Using interesting topics and pictures.

## **3. The Relationship between the Field Problems and the Actions**

The researcher had designed some plans which were related to the field problems. The table below showed the relationship between the actions and the problems.

Table 5: The Relationship between the Field Problems and the Actions

No.	Actions	Problems
1	Using scanning and skimming to support finding the topic of the text.	<ul style="list-style-type: none"> <li>- There was no an adequate guideline for the students to read a text effectively.</li> <li>- The students had difficulty in recognizing the topic sentence and information of the text.</li> </ul>
2	Rewriting information in the students own words in each branch of the mind map.	The students were not able to paraphrasing the text to help them understand by their own words.
3	Questioning and answering activity about the text.	The students' involvement in the reading teaching learning process was low.
4	Exploring difficult words through map/chart.	The students had limited vocabulary mastery.
5	Using interesting topics and pictures.	The students' had low motivation in the reading activity.

## B. The Implementation of the Actions

### 1. The Report of Cycle I

#### a. Planning

There had been discussion between the researcher and the collaborator about the planning of actions. The result of the discussion was the implementation of the action plan in the first cycle. Its focus was to improve the students' reading skills. The researcher prepared the planning of the actions by considering the extract of an interview with the collaborator below.

### Interview Transcript

January 24<sup>th</sup>, 2014

*BY : Gimana, mba? Apa yang tadi sudah diamati?*

(How was it? What have you observed from the class?)

*P : Tadi kelihatannya siswa masih banyak yang belum bisa mengerjakan soal ya, bu?*

(The students were still not able to do the task, ma'am.)

*BY : Ya begitulah.*

(Yes, they were.)

*P : Siswa memang tidak punya kamus atau bagaimana, bu?*

(Do they don't have any dictionary, ma'am?)

*BY : Mereka punya kamus. Cuma ya kamus yang 1 miliar itu dan mereka seringnya tidak membawanya ke sekolah. Sudah saya ingatkan berkali-kali.*

(They have dictionary. They only have 1-billion dictionary and they often don't bring it to school. I always remind them every time.)

*P : Kalau di perpustakaan menyediakan kamus tidak, bu?*

(Does the library supply some dictionaries, ma'am?)

*BY : Ada banyak kamus di perpustakaan. Tapi siswanya memang kurang inisiatif untuk memanfaatkannya. Cuma beberapa saja yang mau meminjam.*

(Yes. There are some dictionaries in the library. The problem is there are only several students who want to use them.)

(BY: Bu Yuana – Guru Bahasa Inggris(English Teacher); P: Peneliti (Researcher))

From the extract above, the teacher told the researcher that the students did not always have dictionaries when they were in the English class. The researcher also saw a fact in the observation that the students often asked the teacher difficult words before they checked their dictionary. The researcher decided to prepare a simple planning for them so that they did not face too many difficulties in the classroom.

The researcher and the collaborator had discussed and agreed that the mind map technique would be used to solve the problems identified and then improved the students' reading skills. The actions planned were as the following.

The first action which had been planned was using interesting topics and pictures. This action was important. It could attract the students to enjoy the activity in the classroom. It motivated the students to give more interest in the process of teaching and learning. When they did activity interestingly and felt at ease, they would be motivated to focus on a subject.

The second action was using scanning and skimming to support finding out the topic of the text. This action was trying to solve two problems. These problems were an inadequate guideline in the reading a text effectively and difficulty in recognizing the topic sentence and information of the text. The inadequate guideline could not lead the students to read a text well. As it has been known, reading is not a simple activity. It will not be successful when there is no guideline to the students as reader how to read in an effective way. The effective way would help the students to grasp information in the text they read.

The third action in this study was rewriting information in the students own words in each branch of the mind map. In making a map, the students could not avoid drawing branches. Every branch might consist of word, phrase, or sentence. Those contents represented information of the text which had been read. Paraphrasing a sentence which was done by the students was able to help the teacher to check the students' comprehension about a passage they had read. This also could help the students to answer multiple choice questions that are usually in the form of paraphrases.

The fourth action was questioning and answering activity about the text. This action was able to improve the students' involvement in the classroom

activity. It also could invite them to focus on the process of teaching learning in the classroom. This action that would be done by the researcher could build a good interaction and then there would be a good relationship between the researcher and the students.

The last action was exploring difficult words through map/chart. One of the identified problems was that the students had low vocabulary mastery. The researcher planned this action to solve this students' problem. When the students read a written text, often they found some unknown words. They should know the meaning of those words in a process to grab information in the text.

#### **b. Actions and Observation**

The actions were carried out two times i.e. on February 7<sup>th</sup> and 10<sup>th</sup> 2014. The narrative texts were chosen as the material of the cycle. The actions were done and focused on the use of the mind map technique to improve the students' reading skill. The researcher did the actions by herself. The researcher acted as a teacher while the collaborator acted as an observer. The following is the description of the first cycle.

##### **1) First meeting**

In this meeting, the researcher focused on introducing the mind map technique. She implemented dominantly three actions. There were using scanning and skimming, using interesting topics and pictures, and rewriting information. These actions aimed at improving the students' motivation, guide them to read a

text effectively, find information within the text, and help them to paraphrase information using their own words.

The process of the teaching and learning was started by conditioning the students. The researcher greeted the students in the classroom. The researcher did not ask the captain of the class to lead a prayer because it was the fourth schedule. After that, the researcher checked attendance list and tried to remember the students' names.

The researcher invited the students to recall their memory, anything about narrative text. The students seemed enthusiastic answering some questions from the teacher. Some of them still forget but they listened to what others said. They remembered the purpose of the narrative text, its generic structure, and some other characteristics. It helped the researcher to engage them into further discussion.

Field note  
February 7<sup>th</sup>, 2014

*Siswa menjawab pertanyaan peneliti tentang teks naratif. Mereka berebut untuk menjawab pertanyaan. Saat ditanya satu per satu, siswa diam karena kurang percaya diri saat menyampaikan pendapatnya. Kemudian peneliti memanggil beberapa nama siswa untuk menjawab pertanyaan yang diajukan dan mereka akhirnya bisa menjawabnya.*

(The students answered the researcher's questions about the narrative text. They scrambled to answer those questions. When they were asked one by one, they were silent because of their lack of confidence in delivering their opinion. Then, the researcher called a few names of them to answer the questions, they could finally answer.)

Next activity was reading a text. The researcher gave the students a piece of paper consisting of a passage entitled "Golden Egg". This was a narrative text. The students were asked to read the text. After that, they were demanded to identify its generic structure by marking its paragraphs. Moreover, the researcher

also asked them to find more detail information of the passage. The students looked enthusiastic in doing this activity. They tried to find the information. They discussed with their friends and sometimes asked the researcher. This activity is presented in the following field note.

To facilitate the students in doing the activity, the teacher invited them to know a technique named mind map. The researcher introduced the technique, its advantages and how to make it. The researcher showed the way it worked in front of the class. She drew the map on the board to make the students understand. Firstly, the teacher distributed blank papers and asked the students to copy the map into the paper so they could know the way to make the map. They could express their feelings by making the map. Then, they had to make a mind map based on the passage they read before. The mind map made comprised information about generic structure of the passage. There were orientation as a main branch which had sub-branches of more detail information, complication or problem which might be more than one problem and then could be made sub-branches for those problems, and resolution. This map helped the students to understand the content of the passage easily. This activity could be seen in this following field note.

Field Note  
February 7<sup>th</sup>, 2014

*Peneliti yang berperan sebagai guru menjelaskan teknik mind map kepada siswa. “Ada yang sudah pernah mengenal Mind Map?”, peneliti bertanya kepada siswa. “Mungkin kalian pernah mengenalnya dengan nama lain seperti spider web. Sebuah gambar peta menyerupai jaring laba-laba yang diisi kata, frase atau kalimat untuk mempermudah memahami sesuatu. Biasanya berisi satu kata pokok di tengah sebagai pusatnya kemudian cabangnya berisi kata detailnya”. Beberapa siswa menjawab belum pernah. Ada siswa yang menjawab, “Pernah lihat yang seperti ini kayaknya, mba”. “Ya, mungkin bu Yuana juga sudah pernah menyampaikannya ya. Dan sekarang kita akan mengingatnya lagi untuk membantu kita mengerjakan tugas ini”, guru menanggapi.*

(The researcher as the teacher explained the mind map technique. “Is there any of you who know Mind map?” the researcher asked the students. “May be you have known it in other name like spider web. It is a picture like web of a spider which contains words, phrases, or sentences helping us understand something. It usually comprises a word in the centre of the web and has some branches consisting detail words as its sub words”. Some students answered they haven’t know it. There was a student answered, “I think I ever knew it before, miss”. “Yes, Ms. Yuana perhaps ever told you about it. Now, we are going to remember it again to help us finish this assignment”, the teacher responded.)

In finding that information in the generic structure, they should read the passage well. Before that, the teacher gave them some unknown words which were taken from the passage to help them to recognize the meanings and asked them to consult the other difficult words with their dictionary. Most of the students did not have dictionary, so the researcher asked them to borrow some dictionaries from the school library and bring their own dictionary when they joined English class.

The researcher gave them guide of reading, scanning and skimming. The students read the text at a glance. They just identified the information by looking for main idea in each paragraph. They started to read and drew it in a map. Before that, the researcher gave them some unknown words and their meanings.

Field Note  
February 7<sup>th</sup>, 2014

*...Peneliti juga mengarahkan siswa untuk membaca secara sekilas dengan cara scanning dan skimming supaya mereka tidak harus membaca seluruh kata. Kemudian mereka diminta untuk membuat bentuk Mind Mapnya dalam sebuah kertas kosong...*

(...The researcher led the students to read at a glance by using scanning and skimming so that they did not need to read all of those words. Furthermore, they were asked to make a mind map based on the text.)

During the students doing the assignment given by the teacher, the teacher did not sit on her seat. She walked around the classroom to see the students' process and work. There were some students who asked the meaning of words they did not know or the word meanings they had forgot. Some of them asked how to fill the map or confirmed whether the maps they had made were correct or wrong. One of the maps of the students can be seen below.

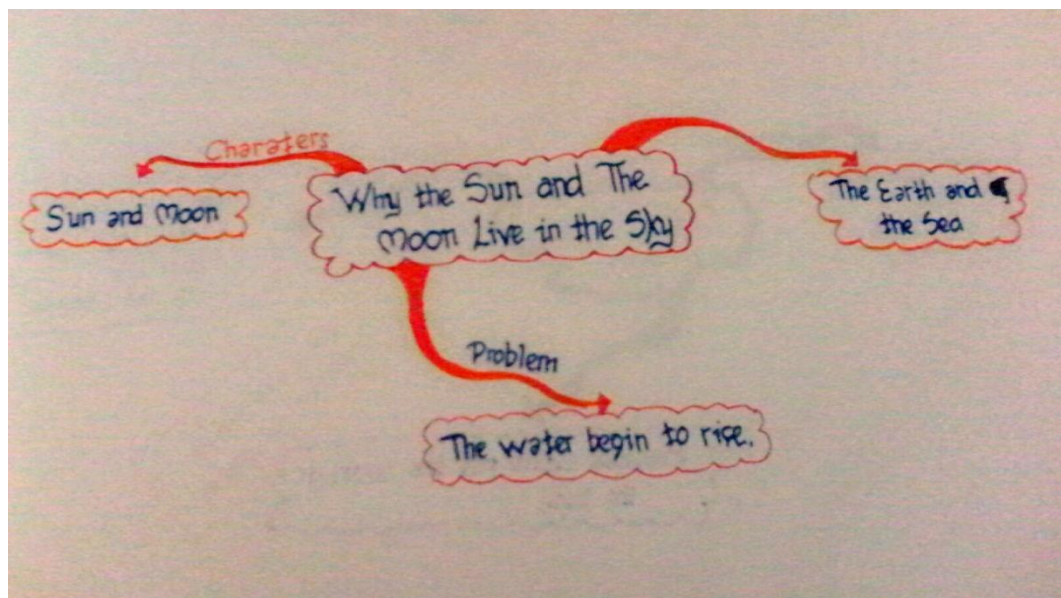


Figure 5: A student's work

In delivering the materials, the researcher sometimes used English. When the students looked confused, the researcher switched into Bahasa. The researcher

who was as a teacher in the classroom always checked the students whether they made mistake or they needed help about the given task. The researcher gave feedback to the students who asked something related to the materials. The researcher often reminded and warned the students to focus on the task and tried to explain that it was important to them when they learned something.

In the last meeting, the researcher gave a task to the students as homework. There were three pictures which represented three folktales. They had to choose one of them. Then, they had to find a text about the folktale chosen from internet or other relevant sources. These are the pictures which the researcher prepared for the homework.



Figure 6: **Folktale Pictures**

After that, the researcher invited the students to summarize all the materials that had been learned. Some students gave their responses and showed that they have understood. The researcher promised that the discussion would be continued in the next meeting as the time was up. The researcher ended the lesson by saying a prayer.

## 2) Second meeting

The second meeting was on Monday, February 10<sup>th</sup> 2014. The lesson was the fifth lesson schedule that usually was not started by a prayer. Then, the researcher asked the students condition and checked the students' attendance. In this meeting, the researcher focused on involving the students to the process of teaching and learning and building interaction with the students. To reach those things, the researcher used questioning and answering activity and exploration of unknown words using map/chart.

Here, in the second meeting, the researcher discussed the homework given in the previous meeting. The teacher checked their work one by one. Some of them finished their homework, while another did not finish their works. They who did not finish their works told the researcher that the homework was too difficult. The researcher motivated them about this.

Field Note  
February 10<sup>th</sup> 2014

*Setelah itu, peneliti mulai memeriksa hasil kerja siswa yang pada pertemuan sebelumnya dijadikan sebagai tugas rumah. Peneliti menanyakan satu per satu siswa. Beberapa siswa mengerjakan tugas tersebut dengan kemampuannya, namun ada juga di antara mereka yang belum mengerjakan dengan alasan tidak bisa dan tugasnya sulit. Dengan melihat keadaan seperti ini, peneliti mencoba memotivasi para siswa untuk mengerjakan tugas apa pun yang dibebankan semaksimal mungkin meski ada kesalahan.*

(After that, the researcher started to look at the students' homework. The researcher asked them one by one about the work. Some students did their homework, some did not because they felt they could do that and it was too difficult. Since this was a problem that the students had, the researcher tried to motivated them to do any assignment whether they could do or not.)

The researcher called on the students randomly to present their homework in front of their friends. The students did not have confidence to do it. The researcher could not force them to do that. Finally, the researcher invited them to discuss the work together. It was good. They respected this activity by answering some questions although there were some mistakes.

Field Note  
February 10<sup>th</sup> 2014

*Peneliti meminta salah satu siswa maju untuk mempresentasikan hasil kerjanya. Sayangnya mereka tidak memiliki cukup kepercayaan diri dan peneliti tidak bisa memaksa mereka dengan apa yang tidak mereka sukai. Akhirnya untuk mengatasi hal ini, peneliti mengajak semua siswa untuk membahas tugas tersebut bersama-sama. Hasilnya cukup bagus. Mereka merespon dengan baik kegiatan ini. Daftar pertanyaan yang diberikan pada pertemuan sebelumnya diberlakukan untuk tugas rumah ini. Setiap pertanyaan dijawab oleh siswa meskipun ada jawaban yang salah.*

(The researcher called on a student to present her homework in front of classroom but she refused because of her unconfidence. The researcher could not force her to do what she wouldn't do. Finally, the researcher invited them to discuss this work together. It was successful enough. They responded this activity well. There were some question lists from the last meeting which were used in this discussion. Every question was answered by the students although there were some which missed.)

Then, the students were grouped so that they could share and discuss with their team easily. The teacher gave them a text for each group. They should discuss the text and make a mind map based on the text. The researcher also tried to encourage the students to be active in the class by asking questions about the difficulty in their work. They still remembered the materials learned in the last meeting that could be used in doing their assignment. Those activities are presented in the field note and supported by a picture below.

Field Note  
February 10<sup>th</sup> 2014

*Peneliti kemudian membagi siswa dalam beberapa kelompok supaya mereka bisa belajar secara tim dengan teman-teman di kelompoknya. Mereka lalu diberi sebuah teks untuk dikerjakan dalam kelompok. Peneliti juga berharap dengan dibentuknya kelompok, mereka mampu memecahkan permasalahan yang mereka hadapi bersama-sama. Dan cara ini pun berhasil untuk beberapa kelompok yang ada.*

(The researcher divided them into some groups in order to work with their friends in a team. Then, they were given a text to be done in the group. The researcher expected that grouping them could help them to solve their problem together. This way was successful for some groups.)



**Figure 7: The students were doing an assignment in a group**

In the last meeting, the researcher invited some students to make a mind map of a certain topic in the sheet of blank paper. When the researcher called on a student name, she refused to go forward and fill the blank in the frame with the detail information from the text they had. Then, the researcher invited all students to do it together, the students spelled the information and the researcher wrote it

on the board. When the activities had been done, the researcher summarized the lesson and ensured herself that the students got the idea. The researcher ended up the lesson by saying closing greeting.

### c. Reflection

The implementation of actions in Cycle 1 had been done in two meetings. From the information stated before, there are some points that can be reflected from the actions done. Some actions were considered successful and others were unsuccessful. Details of the reflection are presented below.

#### 1) The successful actions

- 1) The students' involvement in the classroom improved and could be easily seen from their active engagement in the discussion activity. The topics of the discussion were mainly about the process of making the mind map and about the narrative text that they worked on.
- 2) The students' interest and motivation were improved too. They were given narrative texts which were familiar with them. It made them interested to join in the reading activity in the classroom. This way could minimize the students' boredom. They could express their feelings by drawing colourful pictures in the mind map too.

#### **Interview script**

P : *Kamu suka ga sama teks yang dibagi tadi?*

(Did you like the text given to you?)

S : *Suka, mba. Itu setelah mba ceritain. Soalnya ga mudeng sama kata-katanya.*

(Yes, I liked, miss, after you explained it for me. I did not understand the words.)

P : *Kalo suka, harusnya semangat buat nyari arti dari kata-kata di teks tadi dong.*

(Continued)

(Continued)

(If you liked it, you must be motivated to find the meanings of the words, right?)

S : *Iya dong, mba. Kan biar bisa jawab soalnya juga. Sama ngerjain mind map juga.*

(Yes. Ofcourse. I had to find the meanings in order to answer the questions and make the mind map.)

P: Researcher

S: Student

- 3) There was a guide for the students to read effectively. The students got a way to read a text to find information which could save their time and energy. They just read a text at glance with some clues of several unknown words which were given by the researcher before the reading activity.

## 2) The unsuccessful actions

- 1) The students still faced difficulties in recognizing topic of a text. They were confused when they had to find it among so many sentences they read. They chose other statement instead of the topic that they could not find.
- 2) Paraphrasing was one of the difficulties. The students felt that paraphrasing was very confusing because they had to make a sentence using their own words because they had limited vocabulary mastery.
- 3) The other problem which had not improved yet was vocabulary mastery. The students often complained about the difficult words in the text. They seldom used their dictionary even they had or they were supplied by their school. They often relied on their teacher to know the unknown words.

## **2. The Report of Cycle 2**

### **a. Planning**

In the Cycle 1, some actions had been discussed and agreed to be executed in order to improve the reading skills of the students of class XI IPA 1 in SMA Negeri 1 Kretek. There were some evaluations based on the reflection in the first cycle. Here, in the Cycle 2, the researcher implemented the actions that would improve the weaknesses in the Cycle 1. The researcher realized that there were some obstacles when she did those actions in the first cycle. The researcher would still apply the similar actions done in the Cycle 1 with some adaptations considering the students' condition and based on discussion with the collaborator of the research. The researcher changed the material of the teaching learning process from narrative into spoof text as suggested by the collaborator to follow the teaching program in the school. The researcher presents the actions for this cycle which had been planned below.

The first action was using scanning and skimming to support finding out the topic. The researcher tried to guide the students in more detail than in the Cycle 1. She would explain the guidance in easier and clearer ways. It needed more practices to do this action.

The second action was rewriting information using the students own words in each branch of the mind map. The researcher would guide the students to make paraphrase of a sentence. The researcher needed to teach them to rearrange a sentence based of its verb, object and subject, like arranging a passive sentence from an active sentence and so on.

The third action was exploring difficult words through using map/chart. The students would be invited to understand more about the words. The researcher was going to teach the students to recognize an original form from a word, such as its suffix and context of the word and then put them in a map/chart. This way was expected to help them to know the unknown words. The researcher also would still use 'guessing words' in this cycle to run the activity.

The rest actions, questioning and answering activity and using scanning and skimming, were still implemented in this cycle. These actions were useful to engage the students in the reading activities in the classroom. They could get better improvement when they implemented these actions repeatedly.

#### **b. Actions and Observations**

Cycle 2 was done in three meetings; February 21<sup>st</sup>, February 28<sup>th</sup>, and March 10<sup>th</sup>, 2014. In this cycle, the researcher tried to help the students to make more improvement in the reading skills by implementing the mind map technique. These were the actions done in the Cycle 2.

##### **1) First meeting**

To start the lesson, the researcher who still acted as a teacher of this class greeted the students and checked the attendance, while the collaborator was as an observer sat behind the students to observe the process of teaching and learning. In this meeting, the focus of the lesson was improving the students' vocabulary mastery.

The first activity was delivering material about the spoof text. The researcher asked some questions about the kind of text. Some students could answer the questions. To check the students' concentration, the researcher called on some students' names to answer several questions related to the spoof text. This activity did not take long time because the teacher had explained it before but in fact, there were some students who did not understand and forgot it. The students who did not understand yet got detail explanation from the researcher when they were doing a task.

Field Note

Friday, February 21st, 2014

*Peneliti memberikan penjelasan mengenai teks spoof. Menurut informasi yang diberikan guru bahasa Inggris, jenis teks ini sudah pernah dijelaskan sebelumnya. Ini berarti siswa sudah pernah mengenal jenis teks ini sebelumnya. Peneliti merasa bahwa hal tersebut bisa mempermudah penjelasannya pada para siswa. Ketika peneliti melontarkan pertanyaan, siswa bisa menjawabnya dengan benar. Siswa yang belum terlalu memahami penjelasan dari peneliti bisa terlihat ketika mereka mengerjakan tugas yang diberikan. Akhirnya peneliti harus memberikan penjelasan khusus bagi mereka yang belum terlalu faham itu.*

(The researcher gave explanation about spoof text. There was information from the English teacher that this kind of text had been explained before. It means that the students had ever known this kind of text. The researcher thought that it could help her to explain this material for the students. When the researcher gave a question, the students could answer correctly. Students who had not understood this material well were identified when they were doing a task. Finally, the researcher had to explain the material especially for them.)

After that, the researcher gave the students a text entitled "A Man and a Penguin". After distributing the text, the researcher gave some unknown words from the text. The researcher asked them to find these words in their dictionaries which they took from the school library or they brought their own dictionary. The

researcher made the students to be familiar and close with dictionary that they would need it in every time they would face English text.

The students read the text and still found some difficult words and then consulted with their dictionary. Some students asked the researcher some words then the researcher gave clues to make them thought and found the answer by themselves. “*Mba, kata ini apa artinya ya?*” (Miss, what is the meaning of this word?), one of them asked the researcher. The researcher came to the student’s seat to be closer to her, “*Oh, took itu bukan kata asli. Kata ini adalah bentuk ke dua dari kata pertama karena perbedaan waktu. Coba cari di kamus, ada tidak?*” (Oh, this is not an original word. It has been changed from the original one because of the different time. Check your dictionary! Do you find it?). The student immediately checked her dictionary and found the word. In other time, a student called the researcher and asked the meaning of a word. “*Mba, put itu apa artinya?*” (Miss, what is the meaning of the word ‘put’?). “*Put itu ...*”, the researcher answered the student’s question by playing her hands to give a clue of the word. She showed a gesture of putting something on the table. The student guessed the clue and she could guess well. “*Menaruh ya, mba?*” (Is it ‘menaruh’, Miss?). “*Ya, benar. Tuh kan pinter bisa nebak.*” (Yes, you are right. You are smart because you can guess.), the researcher answered and gave her a compliment.



**Figure 8: The students are checking the unknown words in the dictionary**

Vocabulary enrichment was an important thing for the students to solve many problems in the classroom. That was why the researcher emphasized teaching vocabulary in this meeting. The researcher divided the students into some groups as she did in the first cycle. Each group had a paper to make a chart. The researcher guided them to write some words and their suffix and meanings which were taken from a text given by the researcher before. They should work in a work team. The researcher guided them to break up some words based on their original form. They were asked to understand the morphological components of words, such as their origin, suffix, and so on which made the words different in some contexts.

They made a mind map containing some words with their detail information. Each group made it in their creativities. The group activity was

presented in the following field note and supported by a picture of the students' work.

#### Field note

*“Peneliti membagi siswa dalam lima kelompok kecil yang terdiri dari 5-6 siswa. Setiap kelompok dibekali sebuah kertas kosong berukuran besar dan beberapa spidol berwarna-warni. Peneliti telah memberikan sebuah teks kepada setiap kelompok untuk dibaca dan dipahami. Untuk memperkaya kosakata siswa, peneliti meminta setiap kelompok menuliskan beberapa kata dalam sebuah tabel. Setiap kata dimasukkan dalam beberapa kategori. Tugas ini bertujuan untuk mempermudah siswa mengenal kata dan mengetahui unsur asli kata tersebut. Selain itu, siswa juga dilatih untuk bekerja dalam kelompok.”*

(The researcher distributed the students into five little groups which consisted of 5-6 students. Each group was supplied a piece of paper in a big size and some colourful tip-markers. The researcher had given a text for each group to read and to understand. To enrich the students' vocabulary mastery, the researcher asked the groups to write down some words in a table. Each word belonged into some categories. This assignment aimed at facilitating the students to know the words and the origin of the words. Besides, the students were asked to work in a team work.)

This field note is also supported by a following photograph.

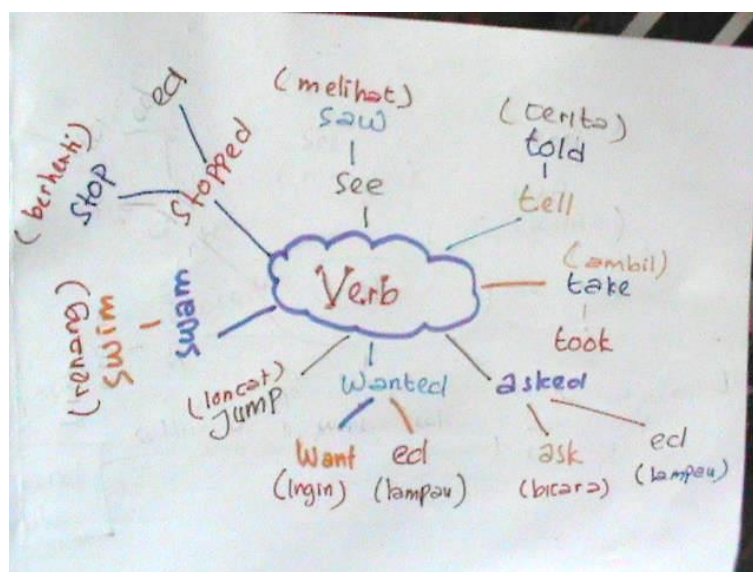


Figure 9: The students' work

The students did the assignment well. The researcher hoped that the students would remember those words which they wrote in their work. In the last meeting, the researcher invited the students to summarize what they had done. The captain of the class led a prayer. Then, the researcher said *salam* to end the meeting.

## **2) Second meeting**

In the second meeting of the Cycle 2, the researcher focused on the teaching and learning process in improving the students' skills when they were recognizing topic within a text. The researcher acted as a teacher and the collaborator acted as an observer. The researcher still used the spoof text.

The researcher opened the process of teaching learning by greeting. After that, the researcher did not forget to check the students' attendance. The researcher reminded the students the last meeting lesson. They had learned how to know and recognize a word.

Then, in this meeting, the researcher demanded them to find a topic within a text. Afterward, the researcher gave the students a text entitled "Didn't Want to Walk Alone". The researcher invited the students to read the text carefully. The students, then, requested to make a mind map based on the passage they had read. When they found difficult words in the text, they had to check these words in their dictionary. They also had chances to ask the researcher. The situation was documented in the following field note.

#### Field note

*Aktivitas selanjutnya adalah membaca text. Peneliti membagi sebuah bacaan kepada siswa. Mereka diminta untuk membaca dengan suara liris. Sebelumnya mereka diarahkan untuk menggunakan cara skimming dan scanning untuk menemukan ide dan topik dari bacaan tersebut. Mereka tidak harus membaca seluruh kata dalam bacaan. Mereka hanya membaca sepintas dan mencoba mencari inti dari tiap kalimat yang mudah mereka fahami.*

(The next activity was reading a text. the researcher distributed a passage for each student. They had to read silently. They were guided to use skimming and scanning to find out idea and topic of the passage. They should not read word by word. They just needed to read at a glance and tried to look for main information from each sentence which they easily understood.)

There were some questions related to the text which should be answered by the students. They were able to finish the task faster because they shared their problems with their friends. When they finished the task, the researcher invited one student to read one question and its answer. The researcher guided the student when they did some mistakes.

Faded Noor Ibrahim

**Text 2**  
Read this text carefully.

**Didn't Want to Walk Alone**

Mrs. Brown's old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half twelve for his lunch.

But one morning a police car stopped outside Mrs. Brown's house at twelve o'clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, "The poor old gentleman lost his way in the park and telephoned us for help, so we sent a car to bring him home." Mrs. Brown was very surprised, but she thanked the policemen and they left.

"But, Grandfather," she then said, "you have been to that park nearly every day for twenty years. How did you lose your way there?"

The old man smiled, closed one eye and said, "I didn't quite lose my way. I just got tired and I didn't want to walk home!"

**Questions:**

1. What does the text tell us about?
2. Who are the characters of the story?
3. Where did Grandfather like for a walk?
4. Why did Grandfather go home with the policemen?
5. What is the twist of the story?

*Handwritten notes and diagram:*

Grandfather lost his way in the park between police.  
Grandfather go with the policemen.

Diagram showing the flow of the story:

```

graph LR
    A[Grandfather lost his way in the park between police] --> B[Grandfather go with the policemen]
    B --> C[Didn't Want to Walk Alone]
    C --> D[Grandfather]
    D --> E[Grandfather didn't quite lose his way, but he just got tired and didn't want to walk home.]
  
```

① Grandfather  
② Police  
③ Park  
④ Didn't Want to Walk Alone  
⑤ Grandfather didn't quite lose his way, but he just got tired and didn't want to walk home.

Figure 10: The student's work

After that, the researcher discussed with the students about the activities done in this meeting. In the last activity, the researcher summarized all the

activities done in this meeting. The researcher ended the meeting by saying a prayer led by the chairman of the class.

### 3) Third meeting

The researcher came in to the classroom. She started the meeting by greeting the students and checking the attendance. The observer was ready to observe in the classroom. This meeting focused on teaching the students how to paraphrase a sentence.

The researcher explained some ways at making paraphrase. One of them was changing a passive sentence into an active sentence or doing the opposite. The researcher gave the students some examples on the white board to make them

#### Field note

*Peneliti menjelaskan cara membuat sebuah parafrase kalimat kepada para siswa. Salah satu bentuk paraphrase kalimat adalah mengubahnya dalam bentuk sebaliknya dari kalimat tersebut, missal mengubah kalimat pasif menjadi kalimat aktif atau sebaliknya. Adapun bentuk yang lainnya seperti membahasakan sebuah kalimat menggunakan kata yang semisal atau mengandung makna yang sama namun tidak mengubah informasi asli dari kalimat sebelumnya. Siswa diperlihatkan cara mengubah kalimat aktif menjadi kalimat pasif di papan tulis. Peneliti menyampaikan ada beberapa hal yang harus diperhatikan, antara laian subjek, objek, dan kata kerja dari kalimat asli. Pada kalimat aktif, subjek berada di awal kalimat, objek berada setelah kata kerja, dan kata kerja merupakan kata kerja aktif. Kemudian ketika akan mengubahnya dalam kalimat pasif, kedudukan mereka harus diubah. Objek kalimat menjadi ada di awal kalimat, subjek diletakkan di setelah kata kerja, sedangkan kata kerja diubah menjadi kata kerja pasif dan mendapat imbuhan dan atau kata kerja bantu. Peneliti memastikan siswa memahami apa yang disampaikan olehnya.*

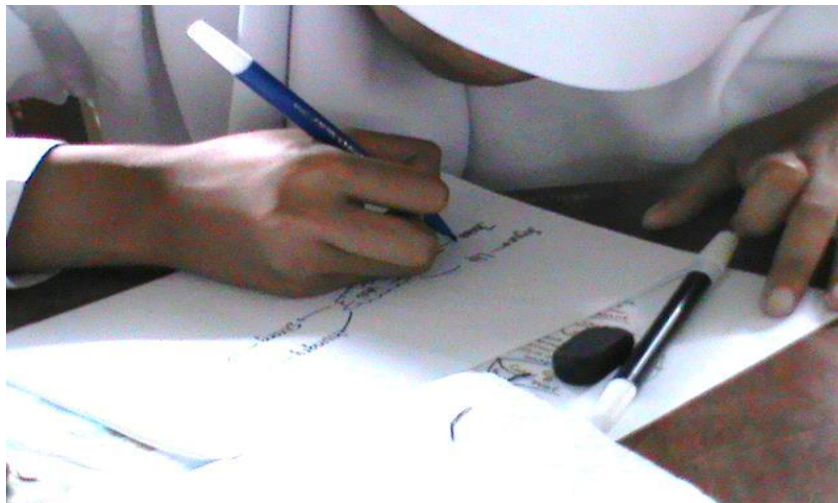
(Continued)

clear. It is able to be seen in the following field note.

(Continued)

(The researcher explained some ways in paraphrasing a sentence to the students. One of the ways was changing a passive sentence to an active sentence or doing the opposite. There was another way, such as expressing a sentence using other words which had similar meaning without changing the original information of the sentence. The students were shown the way of changing the passive sentence to the active one on the board. The researcher told them that there were some things important to be concerned. There were subject, object, and verb of the sentence. In the active sentence, the subject was in the beginning of the sentence, the object was after the verb, and the verb was in the active verb. When the students wanted to change it to the passive one, their position should be moved. The object should be in the beginning; the subject should be after the verb, while the verb should be changed into the passive form and needed auxiliary. The researcher also ensured herself that the students understood the explanation.)

For further activity, the researcher gave them a text. The students were asked to read the text. The researcher asked them to make a mind map based on the text they read. They were asked to apply the explanation before about paraphrasing in making the mind map.



**Figure 11: The student is making a mind map**

In the last meeting, the researcher invited the students to resume what they had done. The researcher check their understasnding by questioning them related

with the paraphrasing a sentence. After that, the chairman did his role to lead a prayer. The researcher ended the meeting by giving thanks and saying *salam*.

#### **d. Reflections**

The Cycle 2 was done in three meetings. After the implementation of some actions; such as making group work, giving clues to the students' questions about some difficult words, making a table to document the difficult or unknown words in order they could remember those words, and improving interaction with the students, the researcher made reflections of those meetings in Cycle 2.

At the end of the second cycle, the research yielded some results. These results were considered to become successful and unsuccessful. The researcher wrote the results of the reflection in Cycle 2. Those were presented as in the following.

##### **1) The successful actions**

- 1) The students could find a topic within a text better when they got a guidance of using scanning and skimming clearly. They found out the topic by looking for the keywords.

##### **Interview script**

- R : *Dek, setelah belajar mencari topic sentence, menurut kamu gimana?*  
(Dek, after you learned to find out a topic sentence, what do you think then?)
- St : *Jadi tau aja sih, mba.*  
(I finally know, miss.)
- R : *Syukurlah. Jadi, kalau diminta nyari topic sentence lagi, kamu bisa ya?*  
(Thank God. So, when you are asked to find out the topic sentence again, you can do it, can't you? )
- St : *Mudah-mudahan masih inget ya, mba. Soalnya suka lupa.*  
(I hope I still remember this, miss, because I sometimes forget.)
- R : *Iya, semoga. Rajin belajar makanya ya. Hehehe*  
(Yes, I hope so. Then you have to study hard.)
- St : *Ya, mba.*  
(Yes, miss.)  
(You are welcome, miss)

- 2) The students' vocabulary mastery improved when they use the map/chart. They knew some new words and their morphological form. They could find keywords of a text that helped them to grab information of it. It can be seen in the following student's work.

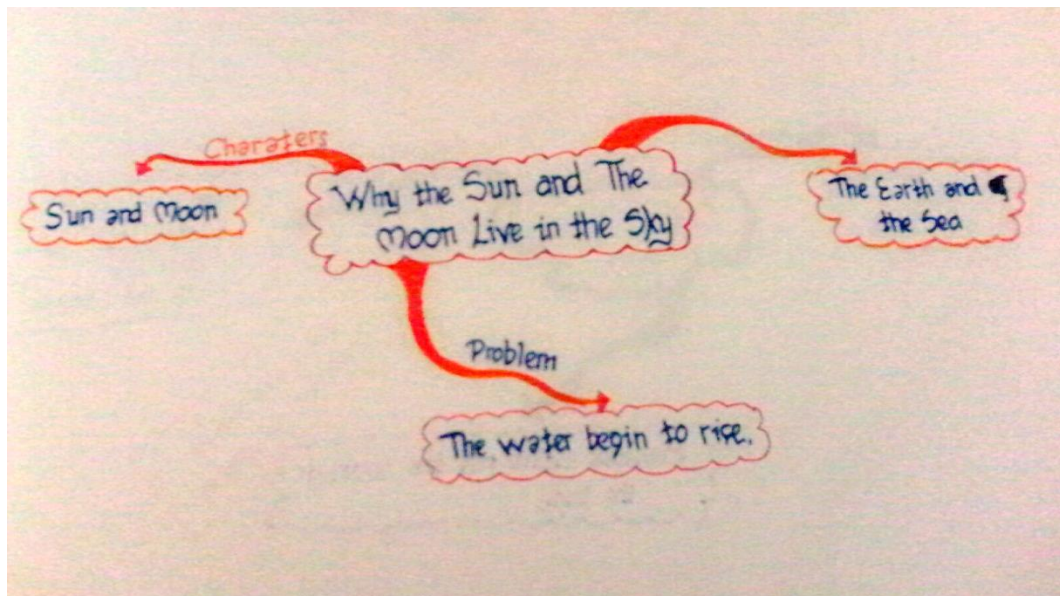


Figure 12: A student's work

- 3) The students could paraphrase a sentence. They could derive a sentence into a new form using their own sentence well. It can be seen from one of the student's works below.

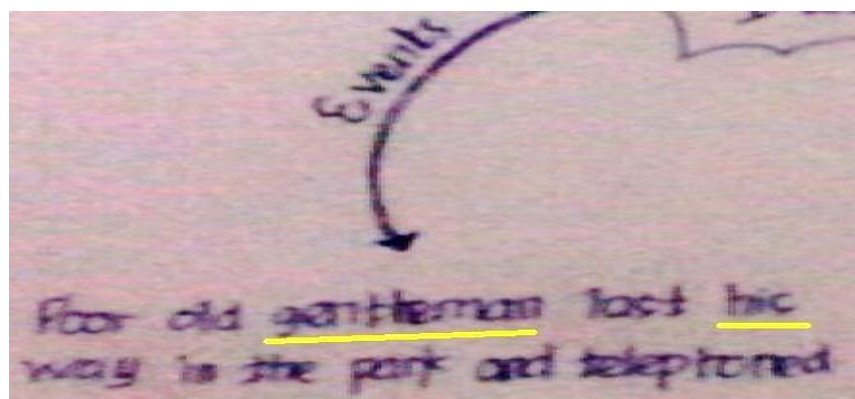


Figure 13: A student's paraphrasing work

## **2) The unsuccessful actions**

- 1) The students often forgot materials and its explanation delivered by the teacher. One day the teacher delivered a material in the teaching learning process, unfortunately in the next day, they forgot the materials and the researcher's explanation. They still have to be reminded to repeat what they got from their teacher in the classroom. They needed more practices to maintain their skills so that they could reach good achievement.
- 2) Some students also did not bring their dictionary into the classroom. They would have dictionary when the researcher asked them to borrow it from the school library.

## **C. General Findings**

Based on the actions, observations, and the reflections discussed above, general findings can be formulated as follows. Firstly, the technique of the mind map is able to improve the students' reading skills. Formerly, the students had difficulties in finding information from texts. It was because they rarely practiced and were taught by using an adequate way in finding prominent information within the texts. Using the mind map, the students were able to find the information such as the main idea or detail information easily by reading the keywords and using the map which represented the information which was linked by lines or arrows.

Secondly, the mind map technique was also able to facilitate the students' in guessing the meaning of the unknown words from the context. The researcher

found the best communicative way considering the students capability to invite the students to know or understand an unknown word based on what the text was talking about. As a consequence, the students had to improve their vocabulary mastery so that they could guess the unknown words well.

Thirdly, this technique could help the students to use scanning and skimming in the reading activities. They did not need to read all of the words in the text they read. They only needed to read at a glance to specific information within the text and then to get the overall picture of it. They need to practise more to improve both skills, scanning and skimming.

Fourthly, the technique encouraged the students to read critically especially when they were making a mind map. Some students had prior knowledge about information in a text they read. They should be able to distinguish between their opinion and fact. They might not put their opinion without considering the fact in the text in order to present a comprehensive mind map.

Fifthly, the mind map technique could help the students in paraphrasing a sentence. They could understand a text better than before after they said a sentence using their own sentence. They were also able to improve their way in understanding a text comprehensively. They were guided to know how to make a new form of a sentence using their own words. Expressing information within a sentence using their own sentence indicated that they understand the sentence.

Finally, the mind map has good effects to the students in comprehending a text. There was an adequate guideline for the students. It helped them understand

a text better than before. Those actions which were implemented in the reading teaching learning process when the researcher conducted this research were able to facilitate the students in the reading activities.

#### **D. Discussion**

The research was focused on improving students' reading skills using the mind map technique. This technique was implemented in two cycles. The findings of the research showed that the mind map technique was successful in improving the students' reading skills.

From the observation and interview in the preliminary step in this research, that was reconnaissance, it can be implied that English was one of the difficult subjects according to the students, especially reading. Based on this main problem, the researcher and the English teacher agreed to solve this problem by implementing the mind map technique in combination with some strategies and adaptations considering the students' condition. Those strategies were scanning and skimming, questioning and answering activity, using map/chart of words, and using interesting pictures and topics. The adaptations were done to simplify the strategies and facilitate the students so that they could understand easily. Those actions taken in the classroom aimed at improving the students' reading skills. It was expected to be able to help the students to comprehend a text easier and better than before.

The researcher implemented the mind map by asking the students to draw or design a mind map which comprised of information of a text, pictures and

symbols. It helped them understand the information of text that they read. As Sugiarto (2004) stated that it is the technique to summarize reading resources and then visualize the problems in the form of map to make it easier to comprehend information contained. Generally, it will be easier to remember a diagram than a description because the diagram represents the highlight or summary of texts. Furthermore, making mind map also could make the students creative and motivated in the reading teaching learning process.

Implementing mind map in the reading teaching and learning process could train the students to improve their vocabulary mastery. Since the key words were important in making a mind map, the students were trained to find some words which represented an idea and then put in each branch of the mind map. It was stated in one of the steps in making a mind map proposed by DePotter and Hernacki (2004). They stated “write the keywords or phrases in every branch and then develop them with details”. It is also supported in one of Buzan’s steps in Davies (2010) which said “select key words and print using upper or lower case letters”. The researcher also invited the students to understand how to understand the meaning in a word by teaching the morphological form of the word in a chart/map.

Next, in the making a mind map, the students were asked to elaborate a topic which was represented by a key word on a branch. They were asked to elaborate the topic using their own words. They could do it by following the teacher guidance.

Moreover, the mind map also gave the chance to the students to be active. They could share their ideas to their friends or their teacher. When they found difficult words in the text they read, they would consult their dictionary, their teacher or would guess the meaning on their own. Initially, they were passive in some discussions because they were not accustomed to speaking freely. Therefore, the researcher tried to solve those problems by giving them some intermezzos, asking them to read a question, and inviting them to interact in the class discussion or to give responses.

Finally, the mind map technique combined with scanning and skimming strategy was able to help the students to find the topic within a passage. They did not need to read the whole words in the texts in details.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter discusses three issues. They are conclusions, implications, and suggestion. Each is presented below.

#### **A. Conclusions**

The two cycles in this research were completely done. This research began on 7<sup>th</sup> February and ended on 14<sup>th</sup> March 2014. In both cycles, the aim of the implementation of the mind map was to improve the students' reading skills. When the students used the the mind map technique, they could read and comprehend the texts easily. In the first cycle, there were successful and unsuccessful actions but those unsuccessful actions were improved in the second cycle. It can be seen from the field notes, the students' opinions and the teacher's opinion about the actions in the interview tanscripts.

From Cycle 1, the researcher found that the mind map technique improved the students' reading skills. The researcher gave them ways of reading. The researcher also explained how to use a mind map in the process of comprehending of a text in the reading activities. The researcher invited the students to get involved in the reading activities so that they understand more how to solve their reading problems.

From the Cycle 2, the researcher found that the the mind map could improve the students' reading skills. They could grasped information from a text they read and understood it. They could identify the main and detail ideas of the text. The technique also improved the students' creativity and vocabulary mastery. The interesting ways of making mind map could make the students read texts effectively and efficiently. They also became good in paraphrasing a sentence which represented their understanding of information within the sentence.

### **B. Implications**

Based on the results of the study, it was found that the mind map technique is one of many reading techniques which encouraged the students to improve their skills of reading. When they could improve their reading skills, they would be able to understand a text they read and grab information within the text easily. This study has proven that the students' reading skills were improved after the researcher implemented some actions in the classroom. From the findings above, it can be implied that the teacher should use this technique because it has some benefits in teaching reading and can improve the students' comprehension because they have mastered the skills of reading. It is also suggested for other English teachers to use this technique in the classroom in the reading teaching and learning.

### **C. Suggestions**

Based on the conclusions and the implications outlined above, there are some suggestions that will be directed toward the English teacher and other researchers. The suggestions are as follows.

#### **1. to the English teachers**

The English teachers need to vary the use of reading techniques in the classroom so that the process of reading teaching learning can be more effective. Improving students' reading skills could help the students to comprehend a text easily and effectively. The use of the mind map technique is one of the way to enrich the students' reading skills in order to facilitate them when they face problems in reading activity. Implementing this technique can help the teacher to deliver some reading skills such as scanning, skimming, paraphrasing, guessing meaning of unknown words, and reading critically.

#### **2. to the students**

The students need more practices in improving reading skills so that they can comprehend English texts better. They should find an environment that can support their learning process. When they find difficulties, they can share with their friends or teacher freely. They should also motivate their selves to study hard so they can reach better achievement. The mind map technique is a way of improving reading skills. They need to deepen their understanding of this advantages for them in the reading activity.

### 3. to the other researchers

It is necessary to follow up this study in order to find more variation of actions and find more advantages to improve students' reading skills using mind map. It may also be beneficial for other researchers to conduct this study in other school settings as many students in Indonesia seemingly having the similar problem. This is due to the fact that reading is not yet a habit for Indonesians.

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# **APPENDICES**

# **APPENDIX A**

## **Course Grid**

**Course Grid for Cycle I**

<b>Competence Standard</b>	<b>Basic Competence</b>	<b>Indicators</b>	<b>Teaching Materials</b>	<b>Teaching Activities</b>	<b>Time (minute)</b>	<b>Media/Teaching Sources</b>
5. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, spoof</i> , dan <i>hortatory exposition</i> .	1. Siswa mampu mengidentifikasi struktur umum dari teks naratif 2. Siswa mampu mengidentifikasi kosakata yang dipakai di dalam teks sebagai kata kunci 3. Siswa mengenal teknik mind map 4. Siswa mampu menggambar mind map 5. Siswa mampu menjawab pertanyaan mengenai teks	1. Teks naratif 2. Struktur teks a. Fungsi sosial: untuk menghibur pembaca b. Struktur umum: - Orientation/introduction - Complication /problem - Resolution: - Grammatical feature - Temporal conjunction	1. Mengidentifikasi struktur umum teks naratif 2. Mengidentifikasi kata asing dan kata kunci di dalam teks 3. Mengidentifikasi ciri khusus yang ada di dalam teks 4. Mengenal teknik mind map 5. Membaca dengan teknik scanning dan skimming 6. Menggambar mind map sesuai teks dan menjawab pertanyaannya dengan membuat parafrase kalimat.	2 x 40	1. Worksheet 2.

5. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> .	1. Siswa terlibat dalam proses pembelajaran 2. Siswa turut aktif dalam mengerjakan tugas yang diberikan 3. Siswa mampu membuat mind map sesuai informasi dalam teks	1. Teks naratif 2. Conjunctions 3. Bentuk kata kerja lampau yang digunakan dalam teks 4. Daftar kata-kata asing/sulit	1. Mengulas kembali pembahasan pertemuan sebelumnya 2. Mengidentifikasi kata-kata sulit dalam kalimat 3. Mengidentifikasi kata kunci dalam teks 4. Membuat mind map sesuai informasi yang diperlukan dalam lembar soal	2 x 45	Worksheet
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**Course Grid for Cycle II**

<b>Competence Standard</b>	<b>Basic Competence</b>	<b>Indicators</b>	<b>Teaching Materials</b>	<b>Teaching Activities</b>	<b>Time (minute)</b>	<b>Media/Teaching Sources</b>
5. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> .	1. Siswa mampu mengenal dan memahami akar kata dan maknanya 2. Siswa mampu membuat mind map dari kata yang diurai ke dalam bentuk asli	1. Teks naratif 2. Daftar kata dalam teks dan kedudukannya	1. Mengidentifikasi bentuk asli dari kata-kata yang dipakai dalam teks 2. Mengurai kata dalam mind map yang terdiri atas kata asli, imbuhan, dan artinya	2 x 40	Worksheet

5. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> .	1. Siswa mampu memahami teks 2. Siswa mampu mengidentifikasi topik kalimat dan beberapa informasi yang mendukung	1. Teks naratif 2. Daftar kata asing dalam teks	1. Membaca teks secara efektif menggunakan scanning dan skimming 2. Mengidentifikasi topik dan detail informasi pendukung 3. Mengidentifikasi kata kunci	2 x 40	Worksheet
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5. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> .	1. Siswa mampu menuliskan informasi dalam bahasanya sendiri 2. Siswa memahami informasi dalam teks	1. Teks naratif 2. Daftar kata	1. Mengenal cara membentuk kalimat baru dari kalimat sebelumnya/parafrase 2. Mengidentifikasi kata kunci dalam sebuah kalimat	2 x 45	Worksheet
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# **APPENDIX B**

## **Lesson Plans**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**  
**CYCLE I**

Nama Sekolah : SMA Negeri 1 Kretek  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/program : XI/ IPA 1  
 Semester/Tahun Pelajaran : Genap / 2013- 2014  
 Alokasi waktu : 4x40(2 kali pertemuan)  
 Keterampilan : Membaca

**A. Standar Kompetensi**

5. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

**B. Kompetensi Dasar**

5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

**C. Indikator Pencapaian Kompetensi:**

- a. Siswa mengetahui dan memahami *generic structure* dari teks *narrative*.
- b. Siswa mampu memahami isi dari teks tersebut.
- c. Siswa mampu menyebutkan informasi yang detail dalam sebuah teks dengan tepat.
- d. Siswa mampu mengidentifikasi kosakata yang dipakai di dalam teks sebagai kata kunci
- e. Siswa mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks.

**D. Tujuan Pembelajaran:**

Setelah disajikan materi ini, siswa mengetahui dan memahami *generic structure* dari teks *narrative*, memahami isi teks tersebut, mampu menyebutkan informasi yang detail dalam sebuah teks dengan tepat, mengidentifikasi kata

kunci dalam teks, dan mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks.

### **E. Materi Ajar**

#### 5. Teks input

- a. Teks narrative berjudul “Golden Egg”

#### 6. Struktur teks

- a. Jenis teks: *Narrative*
- b. Fungsi sosial: untuk menghibur pembaca
- c. Struktur umum:
  - Orientation/introduction: berisi pengenalan tokoh, tempat, dan waktu terjadinya cerita (siapa atau apa, kapan, dan di mana)
  - Complication/problem: berisi puncak konflik/masalah dalam cerita. Sebuah cerita boleh memiliki complication lebih dari satu.
  - Resolution: pemecahan masalah. Bisa berakhir dengan kegembiraan (happy ending) bisa pula berakhir dengan kesedihan (sad ending)
  - Grammatical feature menggunakan tenses past
  - Sering menggunakan kata penghubung waktu (temporal conjunction), misal once upon a time, one day, long time ago...

### **F. Metode Pembelajaran:** *Three-Phase Technique (Presentation, Practice, and Production)*

### **G. Media**

LCD, gambar, teks, dan lembar kerja.

### **H. Kegiatan Pembelajaran:**

#### **I. Pertemuan pertama**

##### 1. Kegiatan pembukaan

- a. Guru memulai pelajaran dengan mengucapkan salam kepada siswa.
  - Assalamu’alaykum... Good morning, students? How are you today?

- b. Guru memimpin do'a atau meminta salah satu dari siswa untuk memimpin do'a sebelum memulai pelajaran.
  - OK, before we start our lesson today, let's say a pray.
  - Please, one of you lead us to pray in a moment before we start our lesson today. The leader, please.
- c. Guru memeriksa kehadiran siswa.
  - Is everybody here today?
  - Who is she/he? And why?

## 2. Kegiatan inti

- a. Guru mengawali pembelajaran dengan mengulas kembali pengetahuan yang siswa miliki tentang *narrative text*. Guru melakukan tanya jawab tentang *narrative text* untuk membangun interaksi. Beberapa informasi dibahas untuk menyegarkan ingatan siswa karena pernah mempelajarinya.
- b. Guru membagikan sebuah teks berjudul "*Golden Egg*" dan meminta siswa untuk membacanya.
- c. Guru mengajak siswa untuk mengidentifikasi *generic structure* dari teks tersebut dan menandainya dengan menggarisbawahi.
- d. Guru memperkenalkan sebuah teknik bernama mind map dan menjelaskan manfaat dan cara membuatnya.
- e. Guru membagikan kertas HVS kosong kepada siswa untuk meniru gambar mind map yang ditunjukkan menggunakan pensil warna atau sejenisnya.
- f. Guru meminta siswa untuk menggambarkan sebuah mind map yang berisi informasi mengenai teks yang telah dibagikan.
- g. Guru meminta siswa menjawab pertanyaan yang ada di bawa teks.
- h. Guru dan siswa bersama mengoreksi jawaban dari pertanyaan tersebut.

## 3. Kegiatan Penutup

- a. Guru dan siswa merangkum materi secara bersama-sama.

- b. Guru melakukan refleksi
- c. Guru menyampaikan rencana pembelajaran  
 berikutnya dan meminta siswa mempelajari materi tersebut. Dengan memberikan task berupa gambar. Siswa harus memilih salah satu dari gambar tersebut kemudian siswa diminta mencari teks narrative yang berkaitan dengan gambar yang dipilih yang kemudian siswa diminta untuk menggambar dalam sebuah mind map.

### The pictures



Picture no. 1



Picture no. 2



Picture no. 3

- d. Guru menutup pertemuan
  - OK. Thank you for your attention and your cooperation for this meeting. Good bye. Wassalamu'alaykum...

## **II. Pertemuan kedua**

### **1. Kegiatan pembukaan**

- a. Guru memulai pelajaran dengan mengucapkan salam kepada siswa.
  - Assalamu'alaykum... Good morning, students? How are you today?
- b. Guru memimpin doa atau meminta salah satu dari siswa untuk memimpin doa sebelum memulai pelajaran.
  - OK, before we start our lesson today, let's say a pray.
  - Please, one of you leads us to pray in a moment before we start our lesson today. The leader, please.
- c. Guru memeriksa kehadiran siswa.
  - Is everybody here today?
  - Who is she/he? And why?

### **2. Kegiatan inti**

- a. Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya.
- b. Guru menanyakan tugas yang diberikan kepada siswa.
- c. Guru dan siswa membahas tugas yang diberikan.
- d. Guru
  - memberikan kesempatan bagi siswa untuk berdiskusi mengenai teknik dan tugas yang diberikan sebelumnya.
- e. Guru meminta siswa menyebutkan informasi secara detail dari tugas yang diberikan (seperti menjawab pertanyaan pada materi di pertemuan sebelumnya).

### **3. Kegiatan penutup**

- a. Guru menyimpulkan kegiatan yang dilalui.
- b. Guru menutup pelajaran
- c. Guru memimpin atau meminta salah satu siswa untuk berdoa.

## I. PenilaianHasilBelajar

Penilaian proses kegiatanbelajarmengajar

- a. Teknik: *unjuk kerja*
- b. Bentuk penilaian: kerja individu

Yogyakarta, 2 Februari 2014

Guru Mata Pelajaran

Peneliti

Yuana Purnamaningsih, M. Pd.

Lani Suryani

NIP. 19580326 198203 1 008

NIM. 08202241009

Mengetahui,

Kepala SMA Negeri 1 Kretek

Drs. Kabul Mulyana, M. Pd.

NIP. 19610114 198803 1 005

**WORKSHEET**

**Task 1**

**Work in pairs. Read this following text carefully. Answer the questions based on the text.**

**GOLDEN EGG**

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock because of flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.”

A week later the farmer was surprised to find an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patience and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it’s already too late.

Answer these questions.

1. What is the text about?
2. Who is the main character of the story?
3. Where did the farmer live?
4. What are the characteristics of the old man who gave a goose to the farmer?
5. What happened to the farmer after he got the egg?
6. What did the farmer want when he killed the goose?
7. What is the moral value in the story?

**Task 2**

**Work individually. Analyze the schematic structure of the following text. Write your analysis on a piece of paper.**

**Monkey and Crocodile**

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, “Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again.”

The monkey thought for a while. Then he told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I didn’t bring my heart with me,” said the monkey. “I left it under the tree, near some coconuts.”

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” the monkey said to the crocodile. “Now I am free and you have nothing.”

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

- Orientation/introduction:

.....  
 .....

- Complication/problem:

.....  
 .....

- Evaluation:

.....  
 .....

- Resolution:

.....  
 .....

### Task 3

**Work individually. Read the text below, then make a mind map based on the story.**

#### **BUGGY RACES**

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

Adapted from 50 Bedtime Stories, 2002

### COLLIN THINKS BIG

Collin Caterpillar and Sylvia Snail were crawling along the garden wall one sunny morning.

"Isn't the world big?" remarked Collin as he gazed around.

"It's huge, it's enormous" agreed Sylvia, who thought a lot about such things inside her mind.

"It makes me feel so very small," Collin said.

"But I know a way to change all that!" said Sylvia wisely.

So the two of them spent the rest of that morning collecting the tiniest things they could find.

Collin collected a crumb, a pea, a shell and a petal. Soon he had found a feather, a peanut, a button and a berry.

Sylvia brought back a drawing pin, a paper clip, a pen nib, a pin and a needle.

"Look! You're almost a giant Collin!" said Sylvia.

"Funnily enough, how small these things are," chuckled Collin, "and look how big I am!"

Adapted from 50 Bedtime Stories: the Perfect  
Way to End Your Day, 2002

### WHY THE SUN AND THE MOON LIVE IN THE SKY

A long time ago, the Sun and the Moon were a married couple who lived on the Earth and were great friends of the Sea. One day, they invite the Sea to visit them.

So the Sea went along, with the fish and all the members of his family. Surprisingly, the water begin to rise, so that the Sun and the Moon have to climb up to the roof because they do not want to be drowned, then they climbed up into the sky, where they have remain ever since.

Adapted from 366 and More Fairy Tales, 1990

### THE LEGEND OF MOUNT WAYANG

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realised that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

The story goes that on certain moonlight nights, one can hear the sound of music in the air above from the top of the mountain. It indicates that Sang Prabu and his daughter have not met each other till dawn when it is time for them to part and to meet again on another moonlight night.

Adapted from Folk Tales from Indonesia, 1999

## The pictures



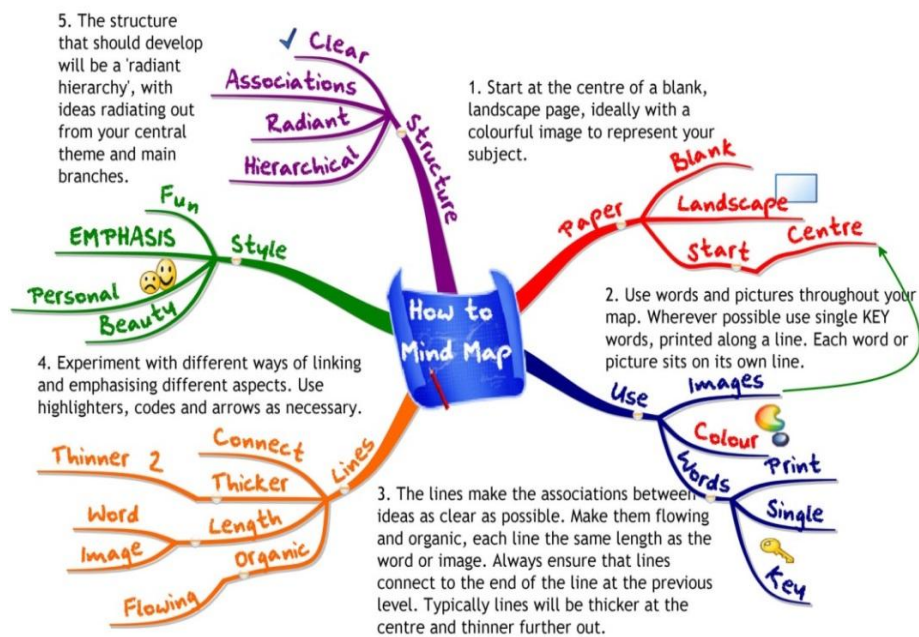
Picture no. 1



Picture no. 2



Picture no. 3



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

### CYCLE II

Nama Sekolah : SMA Negeri 1 Kretek  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/program : XI/ IPA 1  
 Semester /Tahun Pelajaran : Genap / 2013- 2014  
 Alokasi waktu : 6 x40(3 kali pertemuan)  
 Keterampilan : Membaca

#### **J. Standar Kompetensi**

5. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

#### **K. Kompetensi Dasar**

5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

#### **L. Indikator Pencapaian Kompetensi:**

- f. Siswa mampu membuat mind map sesuai teks yang diberikan.
- g. Siswa mampu menyebutkan informasi yang detail dalam sebuah teks dengan tepat.
- h. Siswa mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks.

#### **M. Tujuan Pembelajaran:**

Setelah disajikan materi ini, siswa memahami teknik mind map, mampu membuat mind map sesuai teks yang diberikan, mampu menyebutkan informasi yang detail dalam sebuah teks dengan tepat, dan mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks.

#### **N. Materi Ajar**

- 7. Teks input

- a. Teks spoof berjudul “A Man and A Penguin”, “Don’t Want to Walk Alone”, and “A Prisoner’s Message”
- 8. Struktur teks
  - a. Jenis teks: *Spoof*
  - b. Fungsi sosial: to entertain or amuse the reader
  - c. Struktur umum:
    - Orientation : the introduction of the story, such as who is involved in the story.
    - Events : explore event in a chronological way.
    - Twist : the unpredictable event/thing/way which amuse the readers.

**O. Metode Pembelajaran:** *Three-Phase Technique (Presentation, Practice, and Production)*

**P. Media**

Teks, dan lembar kerja.

**Q. Kegiatan Pembelajaran:**

**III. Pertemuan Pertama**

4. Kegiatan pembukaan

- d. Guru memulai pelajaran dengan mengucapkan salam kepada siswa.
  - Assalamu’alaykum... Good morning, students? How are you today?
- e. Guru memimpin do’a atau meminta salah satu dari siswa untuk memimpin do’a sebelum memulai pelajaran.
  - OK, before we start our lesson today, let’s say a pray.
  - Please, one of you leads us to pray in a moment before we start our lesson today. The leader, please.
- f. Guru memeriksa kehadiran siswa.
  - Is everybody here today?
  - Who is she/he? And why?

#### 5. Kegiatan inti

- a. Guru mengawali materi dengan menyampaikan beberapa karakteristik dan fungsi dari teks spoof kepada siswa dengan mengajak siswa turut aktif dalam sesi ini.
- b. Guru memberikan sebuah teks spoof yang kemudian guru membantu siswa menemukan dan kata-kata yang sulit dipahami supaya siswa mampu memahami isi dari teks yang dibagikan.
- c. Guru meminta siswa membuat mind map untuk menemukan informasi yang ada dalam teks.
- d. Siswa diminta untuk menjawab pertanyaan yang ada dan berkaitan dengan teks yang diberikan.

#### 6. Kegiatan Penutup

- e. Guru dan siswa merangkum materi secara bersama-sama.
- f. Guru melakukan refleksi
- g. Guru meminta salah satu siswa memimpin doa.
- h. Guru menutup pertemuan
  - OK. Thank you for your attention and your cooperation for this meeting. Good bye. Wassalamu'alaykum...

### IV. Pertemuan Kedua

#### 1. Kegiatan pembukaan

- a. Guru memulai pelajaran dengan mengucapkan salam kepada siswa.
  - Assalamu'alaykum... Good morning, students? How are you today?
- b. Guru memimpin doa atau meminta salah satu dari siswa untuk memimpin doa sebelum memulai pelajaran.
  - OK, before we start our lesson today, let's say a pray.
  - Please, one of you leads us to pray in a moment before we start our lesson today. The leader, please.
- c. Guru memeriksa kehadiran siswa.
  - Is everybody here today?
  - Who is she/he? And why?

#### 4. Kegiatan inti

- a. Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya.
- b. Guru menanyakan permasalahan yang masih dirasakan oleh siswa.
- c. Guru memberikan kesempatan bagi siswa untuk berdiskusi mengenai teknik dan tugas yang diberikan sebelumnya.
- d. Guru memberikan tips mendapatkan informasi dari teks yang diberikan.
- e. Guru memberikan teks spoof sebagai bahan latihan.
- f. Guru meminta siswa menggunakan teknik mind map untuk mempermudah pencarian informasi tersebut secara sederhana.
- g. Guru meminta siswa menjawab pertanyaan. Kemudian bersama memecahkan permasalahan yang masih dihadapi siswa.

#### 5. Kegiatan penutup

- a. Guru menyimpulkan kegiatan yang dilalui.
- b. Guru menutup pelajaran
- c. Guru memimpin atau meminta salah satu siswa untuk berdoa.

### V. Pertemuan Ketiga

#### 1. Kegiatan pembukaan

- a. Guru memulai pelajaran dengan mengucapkan salam kepada siswa.
  - Assalamu'alaykum... Good morning, students? How are you today?
- d. Guru memimpin doa atau meminta salah satu dari siswa untuk memimpin doa sebelum memulai pelajaran.
  - OK, before we start our lesson today, let's say a pray.
  - Please, one of you leads us to pray in a moment before we start our lesson today. The leader, please.
- e. Guru memeriksa kehadiran siswa.
  - Is everybody here today?
  - Who is she/he? And why?

#### 6. Kegiatan inti

- a. Guru memperjelas kembali kepada siswa tentang penggunaan mind map.
  - b. Guru mengajak siswa mengulang kembali karakter dan fungsi teks spoof.
  - c. Guru memberikan lembar kerja sebagai latihan.
  - d. Guru bersama siswa menjawab latihan yang telah dikerjakan.
7. Kegiatan penutup
- a. Guru menutup pembelajaran.
  - b. Guru meminta salah satu siswa memimpin doa penutup.

## **R. PenilaianHasilBelajar**

Penilaian proses kegiatan belajarmengajar

- c. Teknik: *unjuk kerja*
- d. Bentuk penilaian: kerja individu

Yogyakarta, 2 Februari 2014

Guru Mata Pelajaran

Peneliti

Yuana Purnamaningsih, M. Pd.

Lani Suryani

NIP. 19580326 198203 1 008

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Mengetahui,

Kepala SMA Negeri 1 Kretek

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## WORKSHEET

### Task 1

**Read this text carefully.**

#### A Man and a Penguin

Once a man was walking in a park, he came across a penguin.

He took him to a police and said, "I have just found this penguin. What should I do?" The police replied, "Take him to the zoo."

The next day the police saw the same man in the same park and the man was still carrying the penguin with him. The police was rather surprised and walked up to the man and asked, "Why are still carrying that penguin about? Didn't you take it to the zoo?"

"I certainly did," replied the man.

"And it was a great idea because he really enjoyed it, so today I'm taking him to the movies!"

### Questions:

1. What did the writer want to say about the story?
  - a. We must understand the order clearly before do something
  - b. We must go to the park sometime.
  - c. We should report to the police when found something
  - d. We have to take the penguin to the cinema
  - e. We could find the penguin in the zoo
2. The purpose of the text is ...
  - a. to persuade the readers
  - b. to entertain the readers only
  - c. to explain the readers
  - d. to tell past events and to entertain the reader
  - e. to discuss some problems
3. Why did the man take the penguin to the police?
  - a. to show that he had just found the penguin
  - b. to take the penguin to the zoo.
  - c. to give the police the penguin
  - d. to ask for advice what he had to do with the penguin
  - e. to make the police surprised
4. What is the twist of the story?
5. Who are the characters of the story?

**Text 2****Read this text carefully.****Didn't Want to Walk Alone**

Mrs. Brown's old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half twelve for his lunch.

But one morning a police car stopped outside Mrs. Brown's house at twelve o'clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, "The poor old gentleman lost his way in the park and telephoned us for help, so we sent a car to bring him home." Mrs. Brown was very surprised, but she thanked the policemen and they left.

"But, Grandfather," she then said, "you have been to that park nearly every day for twenty years. How did you lose your way there?"

The old man smiled, closed one eye and said, "I didn't quite lose my way. I just got tired and I didn't want to walk home!"

Questions:

1. What does the text tell us about?
2. Who are the characters of the story?
3. Where did Grandfather like for a walk?
4. Why did Grandfather go home with the policemen?
5. What is the twist of the story?

**Text 3****Read this text carefully.****A Prisoner's Message**

A potato farmer was sent to prison just at the time when he should have been digging the ground for planting the crop of potatoes. He knew that his wife would not be strong enough to do the digging by herself, so that she could manage to do planting, and he also knew that he did not have any friends or neighbors who would be willing to do the digging for him. So he wrote a letter to his wife, which said, "Please do not dig the potato field. I hid the money and the gun there."

Ten days later he got a letter from his wife. It said, "I think somebody is reading your letters before they go out of the prison. Some policemen arrived here two days ago and dug up the whole potato field. What shall I do now?"

The prisoners wrote back at once, "Plant the potatoes, of course."

# **APPENDIX C**

## **Field Notes**

### **FIELD NOTE 1 (Pra Observasi)**

January 18th, 2014

Penyerahan surat ijin observasi

Peneliti datang ke SMA Negeri 1 Kretek untuk menyerahkan surat ijin observasi kepada Kepala Sekolah. Di ruang piket, peneliti bertemu Kepala Sekolah dan menyerahkan surat ijin observasi. Kepala Sekolah menerima dan membaca surat tersebut. Kemudian menyarankan kepada peneliti untuk menyerahkan surat ijin sekalian untuk penelitian karena supaya lebih jelas dan langsung tepat sasaran. Peneliti menyampaikan pesan dari dosen pembimbing untuk terlebih dahulu melakukan observasi, maka dari itu peneliti hanya menyerahkan surat ijin observasi. Namun, setelah diperjelas oleh Kepala Sekolah, peneliti mengiyakan saran beliau.

Setelah bertemu Kepala Sekolah, peneliti meminta ijin menemui Guru Mata pelajaran Bahasa Inggris, Bu Yuana. Setelah diijinkan, peneliti menuju ke ruang guru dan menemui Bu Yuana. Peneliti menjelaskan maksud kedatangannya adalah untuk menyerahkan surat ijin observasi yang sebelumnya sudah diterima oleh Kepala Sekolah yang kemudian dikembalikan lagi untuk diganti dengan surat ijin penelitian.

Peneliti juga meminta masukan dari Bu Yuana terkait proses yang akan dijalankan oleh peneliti. Peneliti menyampaikan bahwa akan melaksanakan observasi di dua kelas terlebih dahulu untuk mempertimbangkan kelas mana yang lebih tepat untuk dijadikan subjek penelitian. Bu Yuana juga menjelaskan kondisi siswa dengan kemampuan belajar yang lemah, namun peneliti tetap memutuskan untuk tetap melanjutkan proses.

Kemudian setelah berdiskusi cukup lama, peneliti meminta ijin kepada Bu Yuana untuk pulang. Bu Yuana dan Kepala Sekolah memberikan kesempatan bagi peneliti untuk tetap melakukan kegiatan selama peneliti menyelesaikan urusan ijin penelitian.

**FIELD NOTE 2 (Observasi)**

January 24th, 2014

Observation in class XI IPA 1

Saat bel berbunyi, jam pelajaran ke 4 dan 5 dimulai. Siswa XI IPA 1 berhamburan masuk ke dalam ruang kelas. Peneliti duduk di depan ruang kelas XI IPA 1 menunggu guru Mata Pelajaran Bahasa Inggris. Saat guru datang, guru mengajak peneliti ikut masuk ke dalam kelas dan duduk di bangku siswa bagian belakang.

Guru membuka pelajaran dan mulai menyapa siswa. Guru memperkenalkan peneliti yang duduk di bangku belakang sebagai mahasiswa yang sedang melaksanakan pengamatan untuk kepentingan tugas akhir/skripsi.

Guru memimpin proses belajar mengajar. Siswa mendengarkan apa yang guru sampaikan. Saat itu guru memberikan tugas mengerjakan beberapa soal. Siswa diminta mengerjakan di kertas soal yang telah dibagikan. Kebanyakan siswa tidak membawa kamus bahasa Inggris yang seharusnya bisa membantu mereka mengerjakan tugas yang diberikan guru. Siswa yang membawa kamus hanya sedikit jumlahnya. Siswa yang lain mengerjakan semampunya. Ada beberapa siswa yang terlihat aktif bertanya arti dari soal yang diberikan. Mereka terkendala kosakata yang asing bagi mereka atau yang pernah mereka temui tapi lupa.

Sampai bel pelajaran selesai, siswa belum juga menyelesaikan soal yang diberikan. Akhirnya guru memberikan keluasaan bagi siswa untuk membawa pulang soal tersebut untuk dikerjakan di rumah. Pelajaran diakhiri.

### FIELD NOTE 3

Cycle 1; Meeting 1

Friday, February 7th, 2014

XI IPA 1

Peneliti datang ke sekolah kemudian menemui Bu Yuana, guru Bahasa Inggris, di kantor terlebih dahulu untuk menyampaikan bahwa pada hari itu peneliti hendak memulai mengajar di kelas untuk Cycle 1. Bel tanda masuk jam pelajaran berbunyi, Bu Yuana dan peneliti menuju ruang kelas. Siswa XI IPA 1 mulai berhamburan masuk kelas, apalagi setelah melihat gurunya berjalan mendekati kelas mereka.

Sampai di dalam kelas, Bu Yuana duduk di bangku belakang dan berperan sebagai pengamat penelitian. Peneliti memulai pelajaran dengan mengucapkan salam dan menyapa siswa. Setelah itu peneliti juga memeriksa kehadiran siswa. Ada beberapa siswa tidak hadir dengan alasan tertentu. Pada hari Jum'at, mata pelajaran Bahasa Inggris adalah mata pelajaran ke empat setelah istirahat, peneliti tidak memimpin doa.

Siswa diajak untuk mengingat kembali mengenai teks naratif: ciri-cirinya, tujuan sosialnya, dan struktur umumnya. Beberapa hal tersebut dijelaskan kembali dengan melakukan tanya jawab dengan siswa supaya siswa ikut terlibat dalam proses pembelajaran. Siswa menjawab pertanyaan peneliti tentang teks naratif. Mereka berebut untuk menjawab pertanyaan. Saat ditanya satu per satu, siswa diam karena kurang percaya diri saat menyampaikan pendapatnya. Kemudian peneliti memanggil beberapa nama siswa untuk menjawab pertanyaan yang diajukan dan mereka akhirnya bisa menjawabnya.

Kemudian peneliti menjelaskan teknik Mind Map kepada siswa. “Ada yang sudah pernah mengenal Mind Map?”, peneliti bertanya kepada siswa. “Mungkin kalian pernah mengenalnya dengan nama lain seperti spider web. Sebuah gambar peta menyerupai jaring laba-laba yang diisi kata, frase atau kalimat untuk mempermudah memahami sesuatu. Biasanya berisi satu kata pokok di tengah sebagai pusatnya kemudian cabangnya berisi kata detailnya”. Beberapa siswa menjawab belum pernah. Ada siswa yang menjawab, “Pernah lihat yang seperti ini kayaknya, mba”. “Ya, mungkin bu Yuana juga sudah pernah menyampaikannya ya. Dan sekarang kita akan mengingatnya lagi untuk membantu kita mengerjakan tugas ini”, guru menanggapi.

Setelah peneliti menyampaikan dan menjelaskan teori tentang Mind Map juga cara membuatnya. Kemudian peneliti membagikan lembaran kertas bergambar Mind Map yang berisi cara membuatnya. “Nah, ini yang tadi saya maksud dengan Mind Map. Sudah pernah lihat yang seperti ini?” Siswa menjawab, “Oh, yang kayak gini. Sudah pernah lihat sih.” Peneliti menjelaskan lebih detail apa itu Mind Map dan fungsinya juga cara kerjanya.

Peneliti membagikan bacaan naratif. Siswa diminta membaca dan memahami teks tersebut seperti menandai struktur teks dan beberapa informasi di dalamnya. Kemudian mereka diminta untuk membuat bentuk Mind Mapnya dalam sebuah kertas kosong. Peneliti juga sudah menyediakan spidol warna-warni yang dipinjamkan oleh Bu Yuana. Siswa mulai mengerjakan tugasnya. Dalam

mengerjakan tugas tersebut, para siswa nampak antusias memilih spidol dengan warna yang disukai untuk membuat mind map. Peneliti selalu mengarahkan mereka untuk berdiskusi dengan temannya atau menanyakan langsung kepadanya.

Hasilnya, siswa mampu membuat Mind Map berdasarkan bacaan naratif yang dibagikan oleh peneliti. Masih ada beberapa siswa yang menanyakan beberapa hal terkait kosakata dan isi dari bacaan. Peneliti berusaha menjawab dengan baik.

Di akhir pertemuan, peneliti memberikan tiga gambar yang menggambarkan beberapa cerita rakyat. Siswa diminta untuk memilih salah satu dari gambar dan mencari text bahasa Inggris berisi tentang cerita rakyat yang dipilih dari gambar tersebut. Setelah itu siswa juga diminta untuk membuat mind map dari teks yang telah didapatnya berdasarkan poin-poin dari teks yang dipelajari pada pertemuan ini. Setelah itu, peneliti mengajak siswa untuk bersama-sama meringkas pembahasan pada pertemuan kali ini.

Bel tanda usai pelajaran berbunyi. Siswa mengumpulkan hasil kerjanya. Peneliti menutup pelajaran hari tersebut dengan meminta ketua kelas untuk memimpin doa. Siswa pun berhamburan keluar kelas dan segera pulang ke rumah masing-masing.

**FIELD NOTE 4**

Cycle 1; Meeting 2

February 10<sup>th</sup>, 2014

XI IPA 1

Peneliti datang ke sekolah dan bersiap masuk kelas. Ketika bel berbunyi, peneliti bersama Guru bahasa Inggris sebagai kolaborator dan observer memasuki kelas. Siswa sudah menempati tempat duduknya masing-masing. Ada yang menyusul karena masih di luar kelas. Setelah semua masuk kelas, pelajaran dimulai. Peneliti mengawali dengan mengucapkan salam dan menanyakan kondisi siswa. Peneliti juga memeriksa kehadiran siswa.

Pembahasan materi pelajaran dimulai. Peneliti mengulas pembahasan materi di pertemuan sebelumnya. Setelah itu, peneliti mulai memeriksa hasil kerja siswa yang pada pertemuan sebelumnya dijadikan sebagai tugas rumah. Peneliti menanyakan satu per satu siswa. Beberapa siswa mengerjakan tugas tersebut dengan kemampuannya, namun ada juga di antara mereka yang belum mengerjakan dengan alasan tidak bisa dan tugasnya sulit. Dengan melihat keadaan seperti ini, peneliti mencoba memotivasi para siswa untuk mengerjakan tugas apa pun yang dibebankan semaksimal mungkin meski ada kesalahan.

Peneliti meminta salah satu siswa maju untuk mempresentasikan hasil kerjanya. Sayangnya mereka tidak memiliki cukup kepercayaan diri dan peneliti tidak bisa memaksa mereka dengan apa yang tidak mereka sukai. Akhirnya untuk mengatasi hal ini, peneliti mengajak semua siswa untuk membahas tugas tersebut bersama-sama. Hasilnya cukup bagus. Mereka merespon dengan baik kegiatan ini. Daftar pertanyaan yang diberikan pada pertemuan sebelumnya diberlakukan untuk tugas rumah ini. Setiap pertanyaan dijawab oleh siswa meskipun ada jawaban yang salah.

Peneliti kemudian membagi siswa dalam beberapa kelompok supaya mereka bisa belajar secara tim dengan teman-teman di kelompoknya. Mereka lalu diberi sebuah teks untuk dikerjakan dalam kelompok. Peneliti juga berharap dengan dibentuknya kelompok, mereka mampu memecahkan permasalahan yang mereka hadapi bersama-sama. Dan cara ini pun berhasil mengajak siswa untuk lebih aktif mengikuti proses pembelajaran dan belajar memecahkan setiap permasalahan yang mereka hadapi bersama. Diskusi di dalam kelompok juga mereka lakukan untuk mencari solusi dari masalah yang mereka temui.

Di akhir pertemuan, peneliti mengajak siswa untuk mengulas ulang apa yang telah dipelajari pada pertemuan itu. Peneliti juga mengingatkan untuk terus mempelajari apa yang sudah dijelaskan. Kemudian peneliti menutup pelajaran dengan mengucapkan salam.

## FIELD NOTE 5

Cycle 2; Meeting 1

Friday, February 21st, 2014

XI IPA 1

Saat jam istirahat selesai, peneliti menuju kelas XI IPA 1 bersama Guru bahasa Inggris sebagai observer dalam kelas. Dari kejauhan nampak para siswa berhamburan masuk kelas sehingga peneliti dan observer masuk kelas. Beberapa siswa menyusul dari belakang menuju ruang kelas.

Peneliti memulai pelajaran dengan mengucapkan salam dan menyapa para siswa. Setiap jadwal bahasa Inggris, selalu setelah jam istirahat. Dengan kondisi siswa yang belum terlalu fokus karena masih terbawa suasana istirahat di luar kelas, peneliti harus mengkondisikan para siswa untuk mengalihkan perhatian ke proses pembelajaran. Peneliti tidak lupa memeriksa kehadiran siswa.

Peneliti memberikan penjelasan mengenai teks spoof. Menurut informasi yang diberikan guru bahasa Inggris, jenis teks ini sudah pernah dijelaskan sebelumnya. Siswa sudah pernah mengenal jenis teks ini sebelumnya. Peneliti merasa bahwa hal tersebut bisa mempermudah penjelasannya pada para siswa. Ketika peneliti melontarkan pertanyaan, siswa bisa menjawabnya dengan benar. Siswa yang belum terlalu memahami penjelasan dari peneliti bisa terlihat ketika mereka mengerjakan tugas yang diberikan. Akhirnya peneliti harus memperdalam penjelasan khusus bagi mereka yang belum terlalu faham itu.

Pada aktivitas selanjutnya, peneliti memberikan sebuah teks berjudul “A Man and a Penguin”. Para siswa diminta membacanya. Peneliti memberikan bantuan pada siswa beberapa kata yang sulit atau yang asing bagi mereka untuk memandu mereka memahami teks tersebut. Peneliti juga memberikan arti dari kata tersebut. Sedangkan kata-kata yang lainnya bisa mereka temukan artinya di dalam kamus, namun beberapa siswa juga masih ada yang menanyakan kepada peneliti. Peneliti membantunya dengan memberikan tanya jawab seperti memberikan klu yang berkaitan dengan kata-kata yang ditanyakan tersebut. Misalnya, “Mba, kata ini apa artinya ya?”, tanya seorang siswa. Peneliti menghampirinya dan menjawab, “Oh, took itu bukan kata asli. Kata ini adalah bentuk ke dua dari kata pertama karena perbedaan waktu. Coba cari di kamus, ada tidak?”. Kemudian siswa tersebut mencoba mencarinya di dalam kamus. Siswa lainnya bertanya, “Mba, put itu apa artinya?”. Peneliti menjawab, “Put itu ...”, sambil memperagakan gerakan tangan yang menunjukan klu dari kata yang ditanyakan. Dan siswa pun bisa menjawab, “Menaruh ya, mba?”. “Ya, benar. Tuh kan pinter bisa nebak.”, peneliti menjawab seraya memberikan pujian kepada siswa tersebut.

Peneliti membagi siswa dalam lima kelompok kecil yang terdiri dari 5-6 siswa. Setiap kelompok dibekali sebuah kertas kosong berukuran besar dan beberapa spidol berwarna-warni. Peneliti telah memberikan sebuah teks kepada setiap kelompok untuk dibaca dan dipahami. Untuk memperkaya kosakata siswa, peneliti meminta setiap kelompok menuliskan beberapa kata dalam sebuah tabel. Setiap kata dimasukkan dalam beberapa kategori. Tugas ini bertujuan untuk

mempermudah siswa mengenal kata dan mengetahui unsur asli kata tersebut. Selain itu, siswa juga dilatih untuk bekerja dalam kelompok.

Hasil pekerjaan mereka cukup memuaskan. Mereka memahami bahwa sebuah kata tidak selalu merupakan kata asli atau tunggal. Sebuah kata biasanya terbentuk dari tambahan atau imbuhan untuk membentuk sebuah kata yang disesuaikan dengan konteks kalimatnya. Mereka juga pada akhirnya bisa mengurai kata bentukan dalam bentuk aslinya serta mengetahui arti dari kata tersebut. Dengan aktivitas ini, siswa mampu meningkatkan perbendaharaan kosakatanya. Akhirnya peneliti menutup pertemuan pada hari itu dengan mengapresiasi para siswa dengan hasil kerja yang bagus. Peneliti mengakhiri dengan mengucapkan salam.

**FIELD NOTE 6**

Cycle 2; Meeting 2

Friday, February 28<sup>th</sup>, 2014

XI IPA 1

Peneliti memasuki ruang kelas saat bel tanda masuk untuk mata pelajaran Bahasa Inggris dibunyikan. Siswa berhamburan memasuki ruang kelas. Observer juga telah bersiap di dalam ruang kelas. Peneliti memulai pelajaran dengan menyampaikan salam dan menyapa siswa. Peneliti tidak lupa mengecek kehadiran siswa.

Pada pertemuan kali ini, peneliti memfokuskan proses pembelajaran pada peningkatan ketrampilan siswa dalam mencari dan menentukan topik pada sebuah bacaan. Pada pertemuan sebelumnya, siswa telah mempelajari teks spoof. Begitu pula pada pertemuan ini, siswa diajak kembali untuk menggunakan teks spoof sebagai materi pembelajaran. Peneliti sedikit menyinggung mengenai proses pembelajaran sebelumnya yang membahas pengayaan kosakata dalam bentuk diskusi ringan.

Aktivitas selanjutnya adalah membaca text. Peneliti membagi sebuah bacaan kepada siswa yang berjudul “A Man and a Penguin”. Mereka diminta untuk membaca dengan suara liris. Sebelumnya mereka diarahkan untuk menggunakan cara skimming dan scanning untuk menemukan ide dan topik dari bacaan tersebut. Mereka tidak harus membaca seluruh kata dalam bacaan. Mereka hanya membaca sepiintas dan mencoba mencari inti dari tiap kalimat yang mudah mereka fahami.

Pembelajaran sebelumnya, siswa telah diberi bekal untuk mengidentifikasi sebuah kata. Pada aktivitas ini, siswa juga sudah diminta untuk membawa kamus. Ketika membaca teks yang diberikan, para siswa memanfaatkan kamus untuk mencari arti kata yang tidak diketahuinya. Setelah membaca, siswa diminta untuk menjawab beberapa soal yang sudah disediakan yang berhubungan dengan teks tadi. Peneliti memeriksa kefahaman siswa dengan meminta salah seorang siswa membacakan satu soal dan menjawabnya dengan jawabannya. Jawabannya benar. Ketika siswa lain diminta melakukan hal yang sama, dia belum bisa menjawab dengan benar dan peneliti mencoba untuk memandunya menemukan jawaban yang benar. Akhirnya mereka mengerti.

Jam pelajaran selesai. Peneliti memastikan kembali siswa bisa memahami pelajaran yang dibahas pada pertemuan ini. Peneliti juga menyimpulkan pembelajaran. Ketua kelas memimpin doa. Akhirnya ditutup dengan salam.

**FIELD NOTE 7**

Cycle 2; Meeting 3

Monday, March 10<sup>th</sup>, 2014

XI IPA 1

Peneliti bersama observer masuk kelas setelah bel tanda ganti jam pelajaran dibunyikan. Observer duduk di bangku paling belakang. Peneliti membuka pelajaran dengan salam. Menyapa siswa seperti yang dilakukan setiap pertemuan sebelumnya. Tidak lupa peneliti memeriksa daftar kehadiran siswa dan menanyakan langsung kepada siswa.

Di dalam kelas, peneliti menjelaskan sedikit materi untuk mengingatkan kembali tentang apa yang pernah dipelajari sebelumnya. Peneliti memberikan kesempatan kepada siswa untuk menyampaikan pendapat atau pertanyaan. Ketika peneliti mengajukan pertanyaan kepada siswa untuk melihat pemahaman mereka, ada beberapa siswa yang merespon dengan menjawab dengan kalimat sederhana, namun masih ada juga yang memang kurang memperhatikan. Peneliti mengapresiasi jawaban dan respon beberapa siswa tersebut. Peneliti melakukan cara lain yakni mendekati salah satu siswa untuk menanyakan pengetahuan dan kesulitan yang dihadapinya. Ternyata memang dia lebih mau terbuka ketika ada pendekatan personal. Mereka mau menyampaikan masalah yang dihadapinya dengan nyaman ketika mereka didekati dan bicara dengan personal. Terkadang saat peneliti mendapatkan pertanyaan dari siswa, peneliti tidak hanya menjelaskan jawabannya khusus untuk siswa yang bertanya saja tapi juga untuk seluruh siswa yang ada di kelas dengan menjelaskan di depan kelas.

Peneliti membagikan kertas latihan untuk kesekian kalinya supaya siswa bisa lebih memahami materi yang diberikan. Beberapa siswa menunjukkan semangat. Namun, akhirnya semua siswa berusaha mengerjakan latihan yang diberikan tadi setelah adanya arahan betapa memang latihan yang diulang-ulang merupakan satu hal yang penting dalam proses belajar.

Kemudian siswa diajak untuk membahas tugas bersama-sama untuk sekaligus memastikan siswa memahami apa yang telah dikerjakan. Peneliti mempersilakan siswa yang masih mempunyai kesulitan dalam mengerjakan tugas atau memahami materi untuk langsung menanyakan kepada peneliti. Setelah semua dikira cukup, siswa pun sudah tidak menyampaikan pertanyaan, peneliti mengakhiri pertemuan dan mengucapkan salam.

# **APPENDIX D**

## **Interview Transcripts**

### Interview transcript

P : Peneliti

BY : Bu Yuana (Guru Mapel B. Inggris)

BY : Gimana, mba? Apa yang tadi sudah diamati?

P : Tadi kelihatannya siswa masih banyak yang belum bisa mengerjakan soal ya, bu?

BY : Ya begitulah.

P : Siswa memang tidak punya kamus atau bagaimana, bu?

BY : Mereka punya kamus. Cuma ya kamus yang 1 miliar itu dan mereka seringnya tidak membawanya ke sekolah. Sudah saya ingatkan berkali-kali.

P : Kalau di perpustakaan menyediakan kamus tidak, bu?

BY : Ada banyak kamus di perpustakaan. Tapi siswanya memang kurang inisiatif untuk memanfaatkannya. Cuma beberapa saja yang mau meminjam.

P : Kalau di kelas yang tadi itu, kira-kira ada tidak, bu yang lebih unggul dari yang lainnya dalam pelajaran bahasa Inggris?

BY : Ada. Beberapa siswa perempuan ada yang lebih baik dari yang lainnya. Ada satu siswa apindahan dari Jakarta. Kalau dia memang lumayan bagus. Ya mungkin karena dia dari kota ya. Beda sama yang lain yang latar belakangnya seperti ini. Kan, mba? Latar belakang anak-anak tuh beragam. Ada orang tua yang memang peduli sama pendidikan putranya, ada yang tidak. Yang ga peduli ya seringnya lebih memilih putranya untuk sibuk membantu orang tuanya jualan atau memelihara ternak dan lainnya.

P : Oh, begitu ya, bu?

BY : Iya. Kalau dari sekolah sudah berusaha untuk membantu mereka waktu di sekolah, tapi kalau sudah sampai rumah, kami tidak bisa melakukan apa-apa. Ya nanti mbanya siap saja dengan kondisi seperti itu.

P : Iya, bu. Inshaa Allah, siap. Saya juga mohon bimbingan ibu untuk ke depannya.

BY : Ya sebisa saya ya, mba.

P : Iya, bu. Terimakasih. Sementara ini dulu. Minggu depan saya siapkan RPPnya. Nanti saya minta tolong ibu untuk melihatnya apa sudah sesuai atau belum. Bagaimana, bu?

BY : Oh, ya. Inshaa Allah.

P : Baik, bu. Saya pamit dulu. Assalamu'alaykum

BY : Ya, mba. Wa'alaykumussalam.

### Interview script

P : Kamu suka ga sama teks yang dibagi tadi?

S : Suka, mba. Itu setelah mba ceritain. Soalnya ga mudeng sama kata-katanya.

P : Kalo suka, harusnya semangat buat nyari arti dari kata-kata di teks tadi dong.

S : Iya dong, mba. Kan biar bisa jawab soalnya juga. Sama ngerjain mind map juga.

P: Peneliti

S: Siswa

### Interview transcript

- P : Dek, setelah belajar mencari topic sentence, menurut kamu gimana?  
 S : Jadi tau aja sih, mba.  
 P : Syukurlah. Jadi, kalau diminta nyari topic sentence lagi, kamu bisa ya?  
 S : Mudah-mudahan masih inget ya, mba. Soalnya suka lupa.  
 P : Iya, semoga. Rajin belajar makanya ya. Hehehe  
 S : Ya, mba.  
 P : Kalo gitu, makasih ya, dek.  
 S : Sama-sama, mba.

### Interview transcript

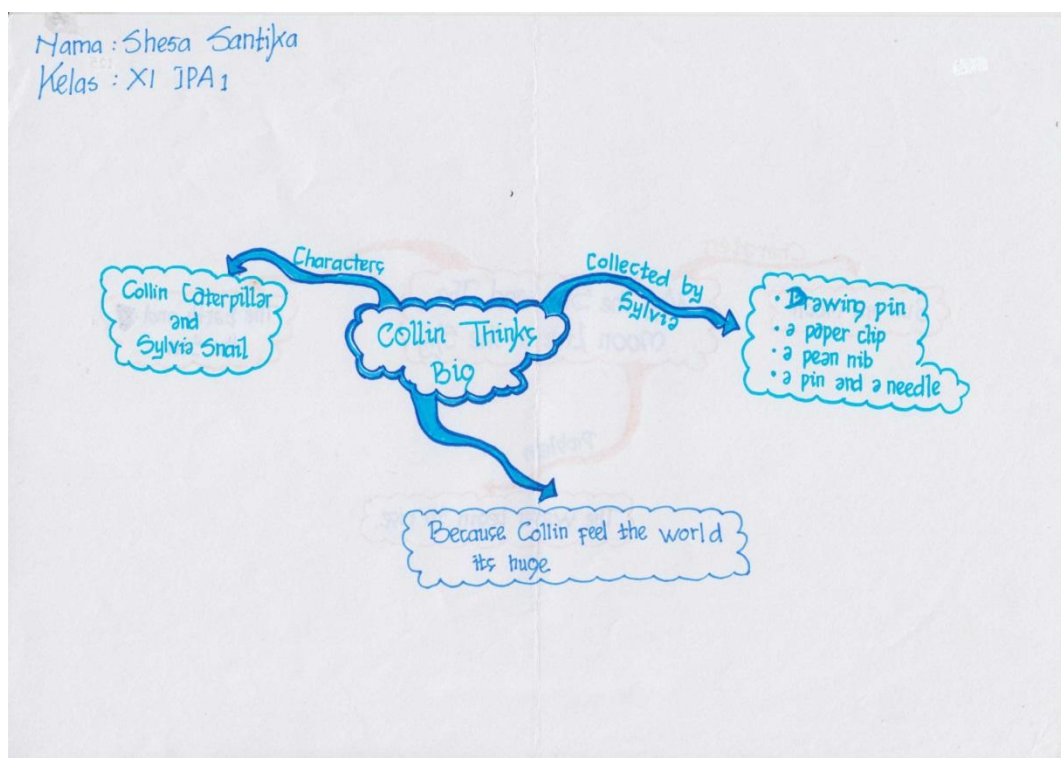
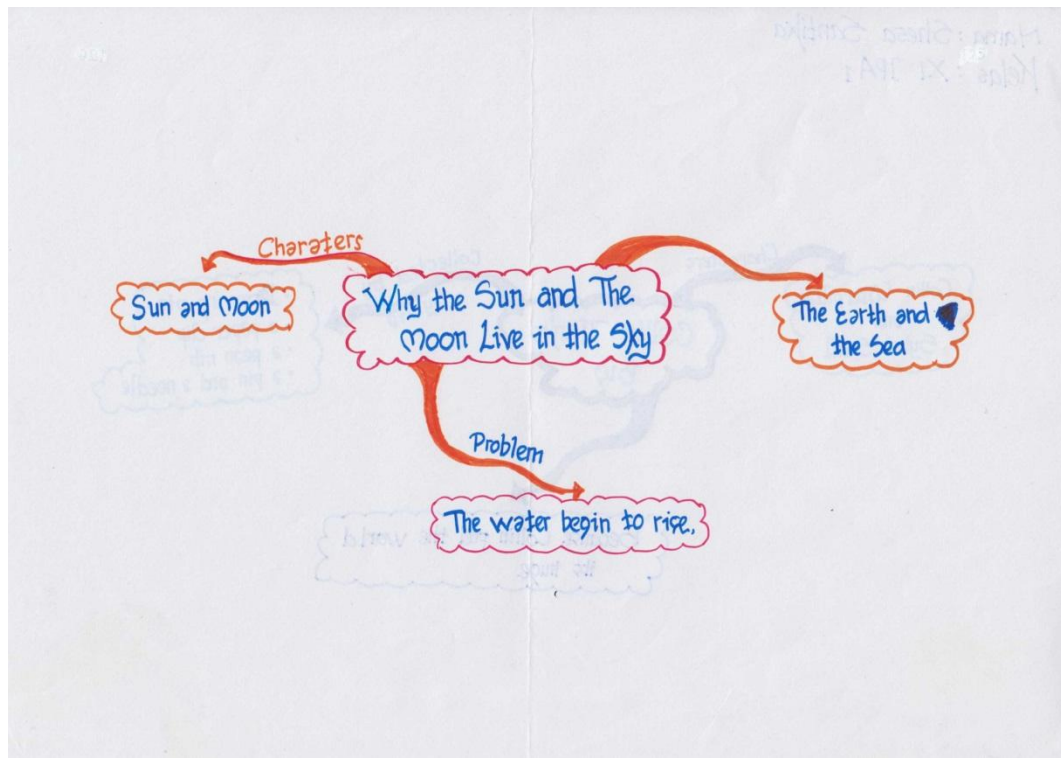
- P : Dek, boleh ngobrol bentar?  
 S : Oh, boleh, mba. Silakan.  
 P : Dek, setelah belajar mencari topic sentence, menurut kamu gimana?  
 S : Jadi tau aja sih, mba.  
 P : Syukurlah. Jadi, kalau diminta nyari topic sentence lagi, kamu bisa ya?  
 S : Mudah-mudahan masih inget ya, mba. Soalnya suka lupa.  
 P : Iya, semoga. Rajin belajar makanya ya. Hehehe  
 S : *Ya, mba. Sama-sama.*

### Interview Tanscript

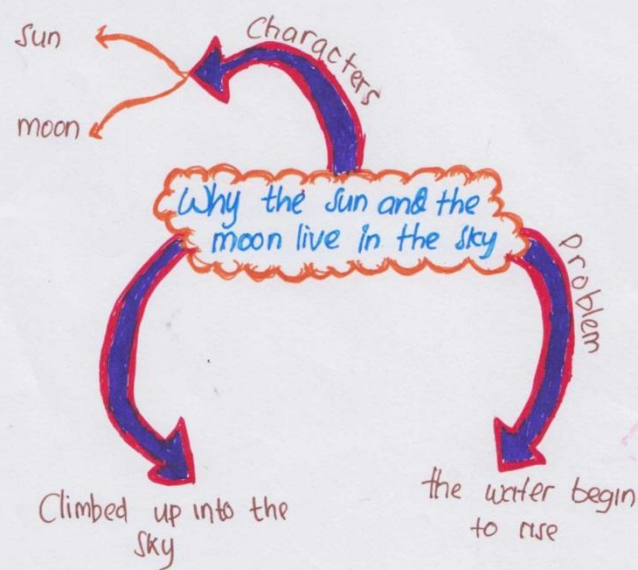
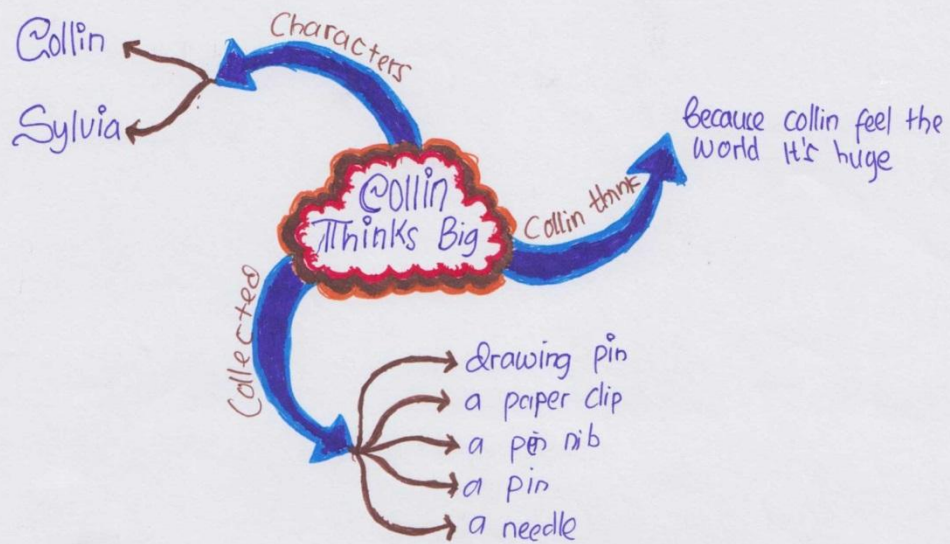
- P : Boleh ngobrol sebentar ga?  
 S : Oh, boleh, mba. Mau ngobrol apa?  
 P : Ini, tentang proses pembelajaran kita kemarin itu. Mau tau pendapat Difa tentang proses pembelajarannya. Gimana menurut Difa?  
 S : Yang kemarin pemahaman teksnya malah sangat mudah, mba.  
 P : Syukurlah. Tapi memang dasarnya Difa memang suka bahasa Inggris kan?  
 S : Iya, mba.  
 P : Berarti nilainya bagus-bagus dong?  
 S : Iya, tapi kalau pas agak pusing jadi kurang nilainya, ga bisa konsentrasi. Tapi syukur akhir-akhir ini baik, mba.  
 P : Memang kendala Difa dalam belajar bahasa inggris itu apa saja?  
 S : Artinya sama rumusnya, mba.  
 P : Punya kamus kan? Nah, bisa dicari tuh di kamus. Kalau ada masalah, tinggal ditanyakan.  
 S : Punya, mba. Iya, mba. Makasih.  
 P : Makasih, Difa, sudah banyak membantu.  
 S : Iya, mba. Sama-sama. Makas

# **APPENDIX E**

## **Students’ Portofolios**



Name: Pinta Wulandari

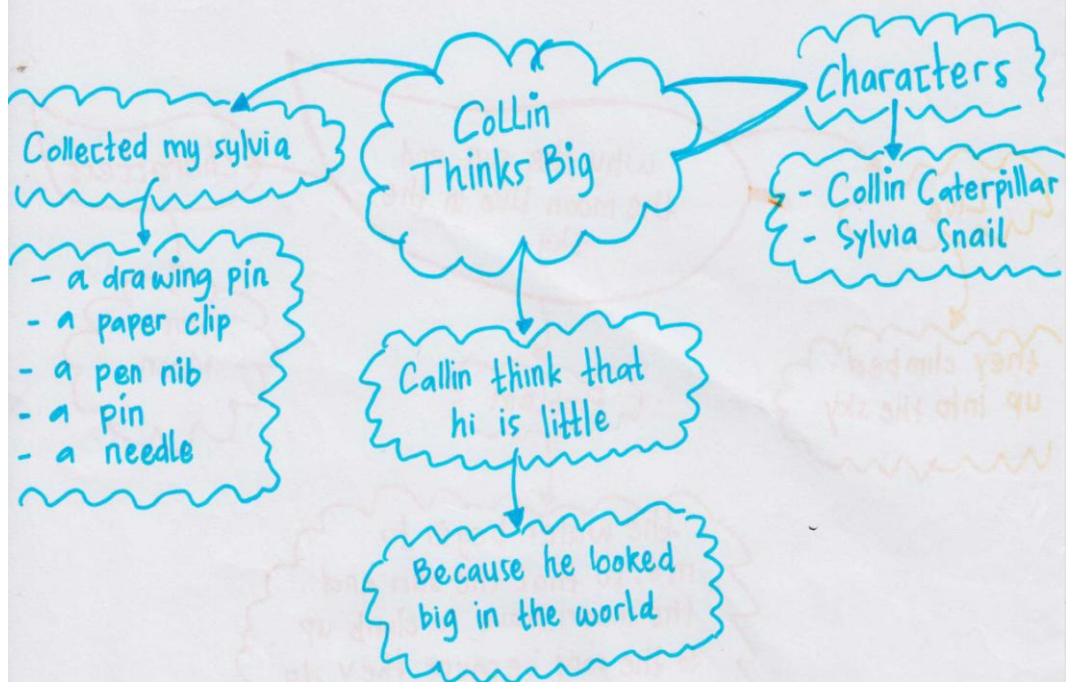


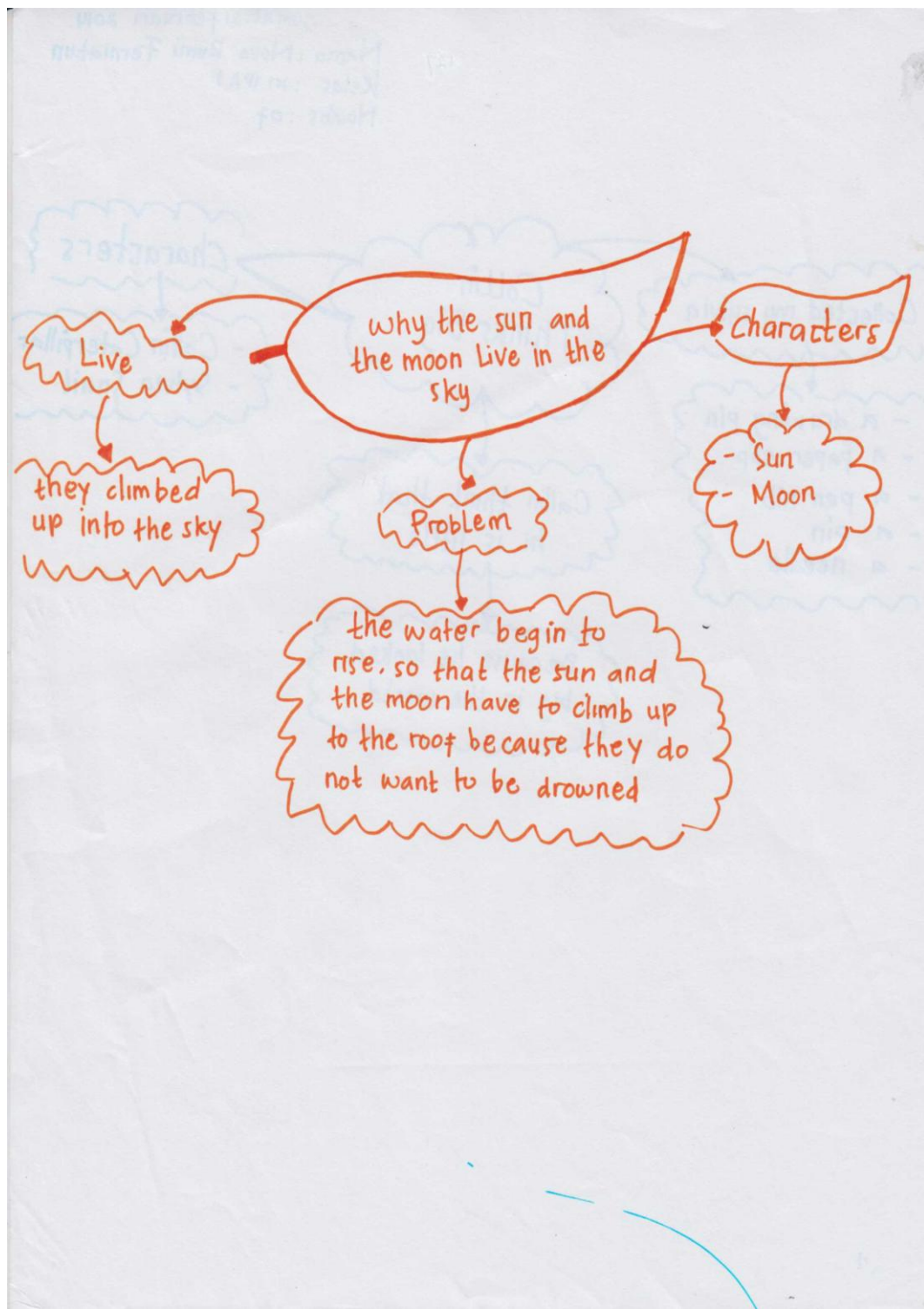
Jum'at, 21 Februari 2014

Nama : Nova Rumi Ferniatun

Kelas : XI IPA 1

Nomor : 07





# **APPENDIX F**

## **Photographs**







# **APPENDIX G**

## **Letters**



**PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: [bappeda.bantulkab.go.id](http://bappeda.bantulkab.go.id) Webmail: [bappeda@bantulkab.go.id](mailto:bappeda@bantulkab.go.id)

**SURAT KETERANGAN/IZIN**

**Nomor : 070 / Reg / 0269 / S1 / 2014**

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/509/1 /2014

**Mengingat** : Tanggal : 27 Januari 2014 Perihal : Permohonan Ijin Penelitian

- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada**

Nama : LANI SURYANI  
P. T / Alamat : Fak. Bahasa dan Seni UNY, Karangmalang Yogyakarta  
NIP/NIM/No. KTP : 08202241009  
Tema/Judul : IMPROVING STUDENTS' READING SKILLS BY USING MIND MAP  
Kegiatan : TECHNIQUE IN SMA NEGERI 1 KRETEK IN ACADEMIC YEAR 2013/2014  
Lokasi : SMA NEGERI 1 KRETEK  
Waktu : 29 Januari sd 29 April 2014

**Dengan ketentuan sebagai berikut :**

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk selanjutnya;
- Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l  
Pada tanggal : 29 Januari 2014

A.n. Kepala,  
Kepala Bidang Data  
Penelitian dan Pengembangan,  
u.b. Kasubbid. Litbang  
  
**Heny Endrawati, S.P., M.P.**  
NIP. 1971106081998032004

**Tembusan disampaikan kepada Yth.**

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
- Ka. SMA N 1 Kretek
- Dekan Fak. Bahasa dan Seni UNY
- Yang Bersangkutan (Mahasiswa)



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/03-01  
10 Jan 2011

Nomor : 0107e/UN.34.12/DT/I/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

24 Januari 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta  
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING STUDENTS' READING SKILLS BY USING MIND MAP TECHNIQUE IN SMA NEGERI 1 KRETEK IN ACADEMIC YEAR 2013/2014***

Mahasiswa dimaksud adalah :

Nama : LANI SURYANI  
NIM : 08202241009  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Januari – Maret 2014  
Lokasi Penelitian : SMA Negeri 1 Kretek

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMA Negeri 1 Kretek



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 2209f/UN.34.12/DT/XI/2013  
Lampiran : -  
Hal : Permohonan Izin Observasi

18 Desember 2013

Kepada Yth.  
Kepala SMA Negeri 1 Kretek

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Improving Students' Reading Skills by Using Mind Map Technique in SMA Negeri 1 Kretek in Academic Year 2013/2014*

Mahasiswa dimaksud adalah :

Nama : LANI SURYANI  
NIM : 08202241009  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Januari 2014  
Lokasi Observasi : SMA Negeri 1 Kretek

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



a.n. Dekan  
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

operator2@yahoo.com

**SURAT KETERANGAN / IJIN**

070/REG/N/509/1/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **107E/UN.34.12/DT/II/2014**

Tanggal : **24 JANUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **LANI SURYANI** NIP/NIM : **08202241009**  
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
 Judul : **IMPROVING STUDENS' READING SKILLS BY USING MIND MAP TECHNIQUE IN SMA NEGERI 1 KRETEK IN ACADEMIK YEAR 2013/2014**  
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
 Waktu : **27 JANUARI 2014 s.d 27 APRIL 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui insitusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap insitusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal **27 JANUARI 2014**

A.n Sekretaris Daerah  
Asisten Administrasi dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan



Hendat Susilowati, SH  
NIP. 19680120 198503 2 003

**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN