

**IMPROVING THE READING COMPREHENSION OF GRADE  
VIII C STUDENTS OF SMP N 3 PAKEM THROUGH THE  
SEMANTIC MAPPING STRATEGY**

**A THESIS**

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



**Riska Gestina Barayanti**

10202244007

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

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APPROVAL

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STUDENTS OF SMP N 3 PAKEM THROUGH THE SEMANTIC MAPPING  
STRATEGY

A THESIS

Riska Gestina Barayanti  
10202244007

Approved by the Supervisor



Supervisor,

A handwritten signature in black ink, appearing to be "Suharso", is written over the printed name.

**Drs. Suharso, M.Pd.**

NIP. 19591006 198403 1 002

**RATIFICATION**  
**IMPROVING THE READING COMPREHENSION OF GRADE VIII C**  
**STUDENTS OF SMP N 3 PAKEM THROUGH THE SEMANTIC**  
**MAPPING STRATEGY**

A THESIS

Riska Gestina Barayanti  
10202244007

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Yogyakarta State University on July 2014 and Declared to Have Fulfilled the  
Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English  
Language Education.

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Chairperson	: Drs. Samsul Maarif, M.A.	1. ....
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Yogyakarta, 10 July 2014  
Faculty of Languages and Arts  
Yogyakarta State University  
Dean,



Prof. Dr. Zamzani, M. Pd.  
NIP. 19550505 198011 1 001



## PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Riska Gestina Barayanti

NIM : 10202244007

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *Improving the Reading Comprehension of Grade VIII C Students of SMP N 3 Pakem through the Semantic Mapping Strategy*

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Yogyakarta, Juli 2014

Penulis,



Riska Gestina Barayanti

## **DEDICATIONS**

This thesis is dedicated to my parents, Drs. Sunaryo Martinus and Mrs. Eksi Suryanti, who have always loved me unconditionally and whose good examples have taught me to work hard for things that I aspire to achieve. This thesis is also dedicated for my loving grandmother who never stops praying and supporting me.

## **MOTTOS**

**“Why put off until tomorrow what you can do today?”  
(English Proverb)**

**“Successful people keep moving. They make mistakes, but they don’t quit.”  
(Conrad Hilton)**

**“Seek Allah's help with patient, perseverance, and prayer.”  
(Al-Qur’an, 2: 45)**

**“So verily, with every difficulty, there is relief.”  
(Al-Qur’an, 94:5)**

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# **IMPROVING THE READING COMPREHENSION OF GRADE VIII C STUDENTS OF SMP N 3 PAKEM THROUGH THE SEMANTIC MAPPING STRATEGY**

Riska Gestina Barayanti  
NIM: 10202244007

## **ABSTRACT**

This research aims to improve the reading comprehension of Grade VIII C students of SMP N 3 Pakem using the Semantic Mapping Strategy.

The design of this research was an action research since its aim was to solve the problems occurring in the teaching and learning process of reading. The research was conducted in SMP N 3 Pakem, Sleman, Yogyakarta from the 15<sup>th</sup> of January to the 8<sup>th</sup> of March 2014. A total of 31 students of Grade VIII C at SMP N 3 Pakem participated as the subjects of the research. The data were collected both qualitatively through observation and interviews and quantitatively through a pre-test and a post-test. The field notes and interview transcripts were processed qualitatively using Burns' model including assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. Meanwhile, to build interpretations of the quantitative data, the pre-test and post-test results were analyzed using SPSS Statistics 16.0 and O'Gara's model to find the difference between the average scores of the students in both tests.

The results showed that the use of the Semantic Mapping Strategy was useful to improve the students' reading comprehension. By using the procedure of this strategy, the students showed improvement in their comprehension of the content of the text, their understanding of the generic structure of the text, and their vocabulary mastery. This strategy also improved the teaching and learning of reading such as the students' participation and confidence and the classroom interaction. The findings were also supported by the quantitative data. The mean scores of the students' reading comprehension tests showed improvement from 2.71 to 4.44.



## CHAPTER I INTRODUCTION

### A. The Background of the Study

Reading is one of the language skills which should be acquired by students who learn English. It is considered as a very important skill because students need to deal with texts from many sources such as books, internet, newspapers, magazines, and so forth in order to gain knowledge, to get new information, or other purposes. Besides, reading is seen as a crucial building block of students' success at school, at work and in society (Feiler, 2007; Gee, 2008; McCarty, 2005 in Hedgcock & Ferris, 2009). That is why language teachers devote considerable time and effort to promote the reading skills among their students.

In some schools in Indonesia which have not applied Curriculum 2013, the curriculum applied is called the Genre-Based Curriculum or the Competency-Based Curriculum which is known as *Kurikulum Tingkat Satuan Pendidikan* (School-Based Curriculum) in which the basic competences and the standards of competences are formed based on the text types. Junior high school students in Indonesia learn such texts as narrative, descriptive, report, recount and procedure as well as such short functional texts as memos, notices, shopping lists, greeting cards, announcements, etc. Each text type has its own generic structure and linguistic features that are different from one another (Spratt et al., 2005; Brown, 2001; Lewis & Hill, 2002).

Reading is not a simple skill that can be taken for granted (Moreillon, 2007; Hedgcock & Ferris, 2009). It is not easy to acquire for a short of time. Although it is called a receptive process, it is not a passive one (Nuttall, 1996; Spratt et al., 2005). In other words, it is a complex process and it is not automatic in itself because it needs a great deal of precise knowledge to be acquired and strategies to be applied (Spratt et al., 2005). Besides, reading needs the mastery of vocabulary that cannot be acquired without many practices of reading. Those reasons are why the reading skills need to be taught at school.

Besides its role as a medium for students to get knowledge and new information, reading is also important as a tool for assessing students' language ability (Brown, 2004). It is proven by the fact that the final examination for junior high school students is in the form of written texts most of which contain various text types. If students do not understand the texts, they may fail to do the test. In SMP N 3 Pakem, which still applied School-Based Curriculum, reading was also given emphasized compared with the other skills. It was because the students must be prepared as well as possible to face the final examination.

Nevertheless, the objective of teaching reading in SMP N 3 Pakem was not yet fulfilled. Based on the observation, the students of SMP N 3 Pakem, especially Grade VIII C, still had problems related to reading. The first problem was related to the students' mastery of vocabulary. The students had lots of difficulties in reading because most of them did not know the meaning of many words found in the texts. Even, they found it difficult to understand the meaning of comprehension questions so that they could not answer the reading

comprehension questions correctly. The second problem was related to the students' reading comprehension of the text. Based on the interview with some students, they found it difficult to comprehend the content of the text. Therefore, they found it difficult to determine important information from the text such as a topic, stated and unstated details, and references. The third problem was related to reading strategies. The students did not understand the text because they did not know the way to read. Instead of trying to comprehend the text, the students chose to match the words in the multiple choice options with the words in the text as their strategy to answer comprehension questions. All of those problems needed to be solved because they gave impact on their reading achievement which was low.

To solve the problems occurring in the teaching and learning process of reading, teaching reading strategies to students is considered valuable as a tool for solving the problems that the students may encounter in the text (Moreillon, 2007). One of the reading strategies that is appropriate to solve the problems in reading is the Semantic Mapping Strategy. The Semantic Mapping Strategy is one of the reading strategies by which students learn to think about the relationship among concepts in the texts (Antonacci in Mah, 2001). It can be a form of reading practice that students can apply in and outside the classroom. Besides it can help students comprehend the texts by understanding the connection between one concept and other concepts, it can enhance the students' mastery of vocabulary (Oxford, 1990).

## **B. Identification of the Problems**

Based on the observation which had been done in Grade VIII C of SMP N 3 Pakem, there were some problems occurring during the teaching and learning process of reading. To identify the problems occurring in the classroom, the researcher tried to identify five different factors which influence the teaching and learning process. Those factors are the learning materials, the teaching methods and techniques used by the teacher, the teaching media, the teacher and the students.

The first factor is the learning materials. The learning materials used during the teaching and learning of reading in Grade VIII C were limited. The materials were sometimes taken from LKS (*Lembar Kerja Siswa*) but the LKS did not belong to the students themselves. The teacher usually gave each student a copy of some materials from the LKS and got them back after the lesson ended. It was a problem because the students did not have their own copies of the LKS so that they could not study them before and after the lesson. Even though each student was given BSE, the BSE was seldom used because the key answers were attached in the book. Therefore, it was considered ineffective to use the BSE.

The second factor is the teaching methods and techniques used by the teacher. The teacher used traditional techniques in which she employed reading aloud and translation during the teaching and learning of reading. The discussion of the content of the text was done by translating sentence by sentence followed by question and answer activity with the students. It was considered as a problem because these techniques had not helped the students comprehend the text.

The third factor is the media. The media used for the teaching and learning process such as a whiteboard, board markers, desks and chairs did not help the students much in reading. New technology like LCD projector was never used by the teacher during the teaching and learning. The teacher also did not use other media such as color pens, pictures, realia, and so on except what was included on the BSE or LKS.

The fourth factor is the teacher. In teaching, the teacher took role as a controller in which she was in charge of the class and of the activities such as giving explanations, organizing question and answer work, leading discussion, and telling a story. Her role made the classroom interaction more teacher-centered than student-centered.

The last factor is related to the students. The students of Grade VIII C had some problems in reading that affected their reading achievement which was low. The first problem was the lack of the students' vocabulary that made them find it difficult to comprehend the text and the meaning of comprehension questions. The second problem was the lack of the students' comprehension of the content of the text such as finding a topic, finding stated and unstated details, and identifying references. It was because they found it difficult to differentiate one concept and another concept. They used to match the words in multiple choice options with the words in the text. However, if the words or the sentences were not exactly similar to those in the text, they found it difficult to answer the questions. The fourth problem was the lack of the students' enthusiasm during the teaching and learning process of reading. It was shown by the fact that there were some students who

did not pay attention to the teacher and were busy to chitchat with their friends. The fifth problem was the lack of the students' participation especially in asking questions and giving opinions or ideas during the teaching and learning process of reading.

### **C. Limitation of the Problem**

Based on the problems stated in the identification of the problems above, there were several problems occurring in the teaching and learning process of reading. However, it is not feasible to solve all of the problems. The researcher and the English teacher decided to choose the lack of the students' reading comprehension as the most important problem to solve considering the importance of reading mentioned in the background of the study.

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

Based on the limitation of the problem above, the problem was formulated as follows "How can the students' reading comprehension be improved through the use of the Semantic Mapping Strategy?"

### **E. Objectives of the Study**

The study was carried out to improve the students' reading comprehension by using the Semantic Mapping Strategy.

### **F. Significance of the Study**

The result of this study is expected to give some practical and theoretical significance for these following parties:

1. Practical significance

- a. The English teacher of SMPN 3 Pakem can use the finding of this study to solve the problem in the classroom, in other words, she can use this technique to improve the students' reading comprehension. The finding of this study can also be used as a means to motivate the teacher to vary her technique for teaching reading so that the students will not be easy to get bored with the teaching and learning process.
- b. As the subject of the research, the researcher hopes that this study will help the students comprehend English texts easily and motivate the students of SMPN 3 Pakem to love reading.
- c. The collaborator and other researchers can make the results of this study as one of the references about the technique used in teaching reading that they can improve it using many other references.
- d. The researcher hopes that this study will give invaluable experience as the first study the researcher conducted.

2. Theoretical significances

Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to improve the students' reading skills through the Semantic Mapping Strategy.

## **CHAPTER II**

### **THEORETICAL REVIEWS**

#### **A. Review of Related Theories**

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

###### **a. The Definitions of Reading**

In a simple definition, reading is known as a process of getting meaning from a printed text (Nuttall, 1996; Urquhart & Weir in Grabe, 2007; Coltheart, 2005; Moreillon, 2007). Similar to this definition, other researchers argue that reading refers to “making sense” of a text (Spratt et al., 2005; Smith, 2004). The phrase “making sense” is explained further by Smith (2004) as a matter of interpreting. Therefore, when a person is reading, he interprets the text by relating what he gets from the text with what he has known already in order to get the meaning.

In a more complete definition, Johnston (1983: 17) defines reading as “a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended”. Based on this definition, reading deals not only with getting meaning of a text but also getting the message which the writer intends to convey. Both terms are different because when a person gets the meaning of a text, it does not guarantee that he can understand the text in terms of the writer’s intention (Nuttall, 1996). It happens because each person has different prior knowledge and experience so they may have different interpretations about the text.



Although reading belongs to receptive skills which deal with responding rather than producing a text (Spratt et al., 2005; Harmer, 2007), reading is seen as a complex process. Spratt et al. (2005) explain further that reading is complex because it involves a great deal of precise knowledge and reading strategies to be equipped. In his previous definition, Johnston (1983) also states that reading is a complex behavior which involves the use of various strategies both consciously and unconsciously used. Plaut (2005) adds about the complexity of reading that “reading is a complex task involving the rapid coordination of visual, phonological, semantic, and linguistic processes”. From these arguments, reading is not seen as a passive process. On the other hand, it is an active process which needs a lot of practices (Moreillon, 2007).

Some researchers found difficulties in defining reading based on the processes involved in it. Bernhardt in Hedgcock & Ferris (2009) argue that many researchers tried to look for what are involved in the process of reading to define it, but they still lacked a “clearly stated, empirically supported, and theoretically unassailable definition”. This argument is strengthened by Smith (2004) who states that there is no description that can explain the process involved in reading. He says that the meaning of reading does not depend on what the reader is reading but his purpose of reading. Grabe (2009) states that reading is “a combination of processes” which includes a rapid process, an efficient process, a comprehending process, an interactive process, a strategic process, a flexible process, a purposeful process, an evaluative process, a learning process and a linguistic process. He says that those processes provide a good definition of reading.

## **b. Reading Comprehension**

Reading cannot be separated with comprehension because comprehension is “the essence and the ultimate goal of reading” (Vaughn & Bos, 2009). It means that the objective of a reading activity will be fulfilled if the reader is successful to comprehend the text.

Comprehension according to Smith (2004) is relating aspects of the world including texts to the knowledge, intentions, and expectations we already have in mind. Similar to this definition, Koda (2005: 4) in Grabe (2009) states that comprehension comes when the readers are able to extract the information they get from the text and combine with what they have already known. Lynch (1996) adds that comprehension involves the relationship between background knowledge, context, and language. From these three arguments, it can be assumed that background knowledge takes a significant role in comprehension (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw, 2003; Spratt et al., 2005; Shrum & Glisan, 2005; Day & Bamford, 1998).

Readers have their own knowledge of the world which can help them recognize the words found in the text and make expectations about the words and the meaning (Spratt et al., 2005). Moreover, Nuttall (1996) points out that if the writer and the reader share the same experiences and knowledge about the world, the comprehension will be easier to be achieved, in contrast, if there is a mismatch between those of the writer and the reader, the comprehension will face problems. As an example, if a writer wrote a medical book, he should assume that the reader will have the same background knowledge as him because if his book is read by

people who have no experience about medical terms, it will be difficult for them to comprehend the book.

RRSG (The Rand Reading Study Group) in Snow (2002) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. From this definition, it is known that the process of extracting and constructing meaning comes simultaneously when the reader is reading.

As a summary, it can be concluded that reading comprehension is a process in which a reader is spontaneously able to retrieve information from text and relate the information to his own background knowledge to construct meaning as the writer intends to convey.

### **c. The Process of Reading Comprehension**

The arguments about comprehension process have been changing from time to time. There are three processes of comprehension stated by psychologists. Those three processes can be elaborated as follows:

#### 1) Bottom-up processing

This process was invented by the psychologist in the 1970s. It is called “bottom-up” because it starts with the text itself (Johnson, 2001). In this process, the reader begin with decoding each individual letter, word, and sentence structure of the text and then build up interpretation of meaning as a whole (Johnson, 2001; Nuttall, 1996; McDonough & Shaw, 2003). It is also called text-driven processing (Shrum & Glisan, 2005; Day & Bamford, 1998) or data-driven processing (Johnson, 2001; Day & Bamford, 1998).

## 2) Top-down processing

This process was recognized by the psychologists after 1930s because bottom-up processing was considered inadequate to represent comprehension (Johnson, 2001). Bottom-up processing only sees things in a limited point of view (Nuttall, 1996). In contrast to this processing, top-down processing deals with what the reader brings to the text; those are knowledge, experience, expectations and intuition to make interpretations of the text (Johnson, 2001; Brown, 2001; Nuttall, 1996; McDonough & Shaw, 2003; Lally in Shrum & Glisan, 2005). It is called reader-driven processing (Shrum & Glisan, 2005) or concept-driven processing (Johnson, 2001).

One important term in top-down processing is called schemata (Johnson, 2001). When a reader is relating what he gets in the text with his background knowledge and experiences, he builds schemata in his mind. Schemata according to Bartlett in Johnson (2001) are “mental frameworks we hold as individuals, and which we bring with us when we read”. The theory underlying this process is called ‘schema theory’ which is defined by Gillet & Temple (1986: 207) as “a model of reading comprehension that takes into account what readers may already know and how they go about developing and adding to schemata as they read”.

## 3) Integrative processing

In integrative processing, both bottom-up and top-down processing are equipped (Johnson, 2001; Anderson, 2003; Lynch, 1996). This processing occurs because there are many arguments said that both processing are needed although in a certain situation, one of the processes will be needed more than the other

(Johnson, 2001). Murtagh in Anderson (2003) stresses that the best readers can “efficiently integrate” both processes.

#### **d. Micro- and Macroskills in Reading Comprehension**

Brown (2004: 187-188) states a number of micro- and macroskills implied in reading comprehension. The microskills focus on the smaller bits and chunks of language those of which are used in the bottom-up processing. These include the abilities to discriminate and recognize various syntactic aspects such as orthography, word order pattern, grammatical word classes such as verbs, nouns, adjectives, etc., systems (tenses, agreement, pluralization), grammatical rules, and cohesive devices. Meanwhile, the macroskills of reading comprehension focus on the pragmatic aspects of language those of which are used in the top-down processing. These include the abilities to recognize the rhetorical forms and the communicative functions of written discourse, to infer implicit context, to recognize relations such as main ideas, supporting ideas, new and given information, generalization, exemplification, and cause and effect, to distinguish between literal and implied meanings, to detect references based on the context, and to employ various reading comprehension strategies such as skimming, scanning, detecting discourse markers, guessing meaning from context, and activating schemata. Those micro- and macroskills can be used as the indicators for reading comprehension assessment.

#### **e. Strategies in Reading Comprehension**

As it has been stated that reading comprehension needs the use of various strategies to be equipped consciously by the students, some experts proposed

reading strategies that can help students comprehend a text. According to Moreillon (2007), reading comprehension strategies are “tools that proficient readers use to solve the comprehension problems they encounter in texts”. Meanwhile, Oxford (1990) defines a strategy as “a plan, step, or conscious action toward achievement of an objective”.

Pressley & Woloshyn in Grabe (2009) propose these following reading strategies:

1. Summarizing
2. Forming questions
3. Answering questions and elaborative interrogation
4. Activating prior knowledge
5. Monitoring comprehension
6. Using text-structure awareness
7. Using visual graphics and graphics organizers
8. Inferencing

Almost similar to above strategies, Zimmermann and Hutchins in Moreillon (2007) propose these following strategies:

1. Activating or building background knowledge
2. Using sensory images
3. Questioning
4. Making predictions and inferences
5. Determining main ideas
6. Using fix-up options
7. Synthesizing

Brown (2001) also provides 10 strategies that can be used to help reading comprehension. The strategies are:

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
4. Skim the text for main ideas
5. Scan the text for specific information

6. Use semantic mapping or clustering
7. Guess when you aren't certain
8. Analyze vocabulary
9. Distinguish between literal and implied meanings
10. Capitalize on discourse markers to process relationships for example enumerative, additive, logical sequence, explicative, illustrative and contrastive.

Nuttall (1996) argues that it is important to know the students problems in reading to decide what strategy to use. The students need to know how the strategies work through modeling and they need to practice them a lot (Lems et al., 2010).

#### **f. Teaching Reading Comprehension**

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a means for expanding students' knowledge about language (Rivers, 1981). According to Brown (2001), reading can be divided into silent reading and oral reading or reading aloud. Oral reading is taught to beginning and intermediate students of English while silent reading is taught to intermediate and advance level students.

The stages of reading lesson according to Brown (2001) and Vaughn & Bos (2009) can be summarized as follows:

##### 1) Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate the students' background knowledge. The teacher should also introduce strategies of reading such as skimming, scanning, predicting, activating schemata, and other strategies that can help students

understand the text. The teacher may also assist the students to think about how the text they read may be related to other texts. The use of prompts such as visuals, realia, photos, etc is recommended (Gower et al., 1995).

2) During reading

In this stage, the teacher monitors the students' comprehension by encouraging them to self-questions.

3) After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering comprehension questions, learning vocabulary found in the text, identifying the author's purpose, etc.

**g. Principles in Teaching Reading Comprehension**

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson (2003) proposes eight principles of teaching reading as follows:

1) Exploit the reader's background knowledge

As it has been stated that background knowledge helps students comprehend the text (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw, 2003; Spratt et al., 2005; Shrum et al., 2005; Day & Bamford, 1998), it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making predictions, teaching text structure, etc. (Anderson, 2003).



2) Build a strong vocabulary base

It is valuable to teach the students how to guess the meaning of a difficult word from the context.

3) Teach for comprehension

It is more important to model how to comprehend a text rather than testing reading comprehension.

4) Work on increasing reading rate.

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence of a dictionary because they look for every word in a text so it will take a long time to read.

5) Teach reading strategies (Anderson, 2003; Brown, 2001; McDonough & Shaw, 2003)

Strategic reading is “not only knowing what strategy to use, but also how to use and integrate a range of strategies (Anderson, 1991 in Anderson, 2003).

6) Encourage readers to transform strategies into skills

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading (Anderson, 2001; Moreillon, 2007; Oxford, 1990) while skills are “strategies that has become automatic” (Anderson, 2001). The teacher should make the strategies automatic to be employed by the students with a lot of practices.

7) Build assessment and evaluation into your teaching

Assessment and evaluation can be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students' reading

competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

8) Strive for continuous improvement as a reading teacher

Anders, Hoffman, and Duffy in Anderson (2003) argue that a good teacher needs to understand the nature of reading process.

**h. The Teaching of Reading in SMP N 3 Pakem**

Based on the School Based Curriculum, there are two kinds of texts that must be learned by students; those are short functional texts and text types. The short functional texts are short English texts which exist in real life for example announcements, invitations, greeting cards, shopping lists, notices, etc. The text types include narrative, recount, descriptive, report, and procedure texts. As stated in the Basic Competences and the Standard of Competence of SMP students, those kinds of texts are taught in order that students will reach functional literacy level; that is a level of proficiency in which students can communicate using both written and oral language to get things done.

The Standard of Competence and the Basic Competences of reading of Grade VIII of SMP semester two can be stated as follows.

Table 1. **The Standard of Competence and the Basic Competences of Reading of Grade VIII of SMP Semester 2**

Standard of Competence	Basic Competences
<p><b>Membaca</b>            11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.</p>	<p>11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.            11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.            11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>.</p>

A curriculum contains three elements; those are planning, implementation, and evaluation (Nunan & Lamb, 1996). It is similar to the School Based Curriculum which also contains those three elements.

In planning, teachers prepare the goals, the objectives, the materials, and the stages of teaching and learning adjusted to the curriculum that will be summarized in a lesson plan. According to Nunan & Lamb (1996), an effective planning includes these following:

- 1) A detailed knowledge of the students and their needs
- 2) A clearly formulated set of goals and objectives
- 3) A firm view of the nature of language and learning.

Harmer (2007) adds that a teacher should think carefully about the stages of the lesson and how he will get from one stage to another. It is important to keep the lesson staying in line with the goals and the objectives.

In implementation, the teacher employs teaching methodology and develops materials. Methodology according to Feez and Joyce (1998) refers to “the underlying approach which influences how learners work with syllabus content in the classroom”. Because it has been post-method era, English teachers can freely employ any method which is considered effective to teach English. One of the methods which is well-known and is applied in many schools in Indonesia is text-based method or it is usually called genre-based method. This method is adjusted to the curriculum which divides English materials into various text types mentioned above. This method consists of five stages those are building the context, modelling and deconstructing the text, joint construction of the text, independent construction of the text, and linking to related text (Feez & Joice, 1998; Nunan & Lamb, 1996). Hammond et al. (1992: 17) proposed almost similar method which is called a Teaching-Learning Cycle which is adapted from Callaghan and Rothery (1998). This method consists of four stages those were building knowledge of the field, modelling of text, joint construction of text, and independent construction of text.

In the first stage, the students are introduced to the social context of the text through pictures, audio-visual material, realia, excursions, field trips, guest speakers, etc. Besides, the teacher can introduce the social purpose of the text or compare the text with another type of text which is similar or contrast. The purpose is to activate students’ background knowledge about certain topic being studied and to lead the students’ readiness to learning.

In the second stage, the students are asked to investigate the structural pattern and the language features of the text. In Feez and Joyce (1998), modeling of text is divided into three activities: text-level activities, clause-level activities, and expression-level activities. Text-level activities include sorting, matching, labeling, sequencing jumbled sentences, presentation, and activities focusing on cohesive devices and reference e.g. semantic maps, vocabulary networks, etc. Clause-level activities include presentation and practice activities related to the grammatical features of the text. Expression-level activities include pronunciation, decoding and spelling.

In the third stage, the students are asked to contribute to the construction of the text under the teacher guidance. The students try to do exercises which lead the students to be able to construct the text independently. The activities include discussion about construction of text, jigsaw, information gap activities, small group construction of texts, etc.

In the four stage, the students independently construct the text. The activities include comprehension activities such as performing a task, sequencing pictures, numbering, ticking or underlining material, and answering comprehension questions.

Harmer (2007) argues that the students need to know when a stage finishes and when another stage begins in order to draw their attentions to what is going on and what will happen next. To do this, the teacher should tell the students what stage is going on or make summarizing comments in the end of each stage.

After planning and implementing the lesson, what the teacher should do is assessing the students' reading competency. The assessment is done to measure the students' ability in reading.

#### **i. Assessing Reading Comprehension**

According to Grabe (2009), reading assessment aims at providing feedback on “the skills, processes, and knowledge resources that represent reading abilities”. Brown (2004) divides assessment into formal assessment and informal assessment. Formal assessment is defined as a systematic and planned procedure to assess students' skill and knowledge. It is often in the form of a test. While informal assessment is meant to be incidental and unplanned feedback to the students. Assessment can also be divided into summative and formative assessment. Summative assessment according to Harmer (2007) is “the kind of measurement that takes place to round things off or make a one-off measurement”. It is usually in the form of examination which is held once a year. While, formative assessment according to Harmer (2007) is “the kind of feedback teachers give students as a course is progressing and which, as a result, may help them to improve their performance”.

According to Brown (2004), the formal assessment of reading can be carried out in a number of different ways. These following are the examples:

##### 1) Written response

The students reproduce the probe in writing. If there is an error in the students' writing, the teacher should make sure whether the error comes from students' writing or from students' reading.

2) Multiple-choice

It is the most popular model of test because it is practical to do. However, Nuttall (1996) argues that multiple-choice questions are increasingly unpopular in the testing world because there are possibilities that the options contain distractors which may not have been thought by the students so that it results an untypical picture of the students' understanding.

3) Picture-cued items

The students are shown a picture which followed by tasks such as true/false model, matching, or multiple choice referring to the picture.

4) Gap-filling tasks

It is also called "filling-in-the-blank tasks" in which the students complete incomplete sentences with appropriate words or phrases based on their comprehension. Nuttall (1996) adds that to check students' understanding, the teacher deletes words that lead to the main ideas or the cohesive devices.

5) Impromptu reading plus comprehension questions

Comprehension questions cover main idea, expressions/ idioms/ phrases in context, inference, grammatical features, detail, unstated details, supporting ideas, and vocabulary in context. A typical example is comprehension questions in TOEFL.

6) Scanning

The students are presented with a text and they have to find relevant information in the text quickly.

7) Information transfer: Reading charts, maps, graphs, diagrams

The use of media helps the students draw their schemata to interpret a text.

#### 8) Skimming tasks

The students skim a text and answer questions following the text. The questions in skimming task are about main idea or gist of the text.

## **2. The Semantic Mapping Strategy**

### **a. The Definitions of Semantic Mapping**

There are some definitions of the Semantic Mapping Strategy proposed by some experts. Johnson et al. in Mah (2001) define Semantic Mapping as an approach in which students relate new words to their own prior knowledge in a graphic form. This approach then can be useful to activate students' background knowledge before reading activity.

Antonacci in Mah (2001) defines Semantic Mapping as “a visual representation of knowledge, a picture of conceptual relationship”. The words ‘graphic form’ in Johnson et al. and ‘visual’ in Antonacci are made clear by Sinatra, et al. (1984) who explain that Semantic Map consists of nodes which can be drawn as circles, rectangles, or squares containing keywords or phrases, and connecting links in the form of lines or arrows drawn between the nodes. They add that the Semantic Map can show the students not only how vocabulary words are related to each other in some conceptual hierarchy, but also how the ideas in texts are organized in associative ways. They considered this strategy as an appealing strategy for reading comprehension because Semantic Map integrates schema theory with reading comprehension. Schema theory, as it has been



explained before, states that what is understood during reading is linked in some conceptual way with what existed in the mind of the learner beforehand.

Based on the definitions above, it can be concluded that the Semantic Mapping Strategy is a strategy for structuring main ideas of a topic visually in the form of circles, rectangles, or squares containing key words or phrases that are connected by lines based on students' prior knowledge to help them understand the relationship between the words and to build concepts about broad topic.

#### **b. Types of Semantic Mapping**

According to Frederick (1957) in Sinatra et al. (1986), there are four types of Semantic Mapping formats as elaborated below.

##### 1) Narrative Sequential Organization Map (Episodic Web)

In this type of Semantic Map, students are shown how to isolate key episodes in a story or a short fictional work, are directed to show the most important facts in each episode, and are asked to arrange in sequence the events occurring in the episode. To symbolize the sequential organization, each episode can be marked by arrows.

##### 2) Thematic or Descriptive Map

In this type of Semantic Map, the students are asked to display elements and details about persons, places, or things around the central topic. The topic is placed in the center and associated relationships are portrayed as stems of the main concept.

### 3) Comparative and Contrastive Map

In this type of Semantic Map, the students are directed to display a certain topic which wants to be compared and contrasted. The topic is placed in the center. An arrow is drawn on the left side of the topic representing the sameness and the other arrow is drawn on the right side of the topic showing the differences.

### 4) Classification Map

This type of Semantic Map shows the relationships among concepts by displaying how class, examples, and properties or attributes are related. The major concept is usually placed on the top of the figure. Then, the examples or attributes are webbed directly to the major concept.

## **c. Application of the Semantic Mapping Strategy in Reading Comprehension**

It has been mentioned previously that reading activity can be divided into three phases; those are pre-reading, while-reading, and post-reading activity. The Semantic Mapping Strategy can be applied in all of the phases. In pre-reading activity, Semantic Mapping can be used as a tool to activate students' schemata of a given topic. It is equivalent to one of reading strategies, predicting. In while-reading activity, students make another Semantic Map based on the given text. In this phase, the students associate the words they find in the text with their prior knowledge. In post-reading activity, students can compare the pre-reading map and the new one which is based on the given text.

Those three stages can be broken down into five phases in the following procedure:

1) Introducing the Topic

In this phase, the teacher introduces the topic to the students through drawing a large oval on the whiteboard and writing the topic inside of it. The teacher can also draw a picture related to the topic to stimulate students' thoughts (Heimlich and Pittleman in Zaid, 1995).

2) Brainstorming

The teacher asks the students to use their prior knowledge and experiences to think of ideas related to the topic and write them around the topic oval. This phase makes the teacher see the schemata of the students, their interests, level of readiness, gaps, misconceptions, and errors (Pearson and Johnson in Zaid, 1995). The use of markers with different colors is recommended because they promote students' conceptualization and structuring of the topic and they help them to recognize the different sources of information (Olson & Gee in Zaid, 1995)

3) Categorization

In this phase, the teacher encourages the students to see the relationship among their ideas and label the ideas belonging to the same categories with the appropriate category title, for example red, green, purple are under the category of colors. If the students find it difficult to categorize their ideas, the teacher may help them by using WH-questions (Who, What, When, Where, How). During this phase, the teacher can introduce vocabulary words which

the students may find in the text later. When the pre-reading map on the board has been drawn, the teacher asks the students to make their own copies. In this phase, the students not only learn about categorization and exemplification, but also learn about comparing and contrasting, cause and effect, inference making, and forming judgments.

#### 4) Personalizing the Map

After the students make their own copy, the teacher gives them a text to read. When they are reading, they may add or eliminate the words or ideas from their pre-reading map based on the text given.

#### 5) Post-assignment Synthesis

In this phase, the activities can be discussion about the final semantic map that each student has drawn. The teacher may add follow-up activities such as asking the students to retell the text using their own maps or providing semantic map exercises.

Johnson et al. (1986) give examples of Semantic Map both in pre-reading activity and post-reading activity as follows.

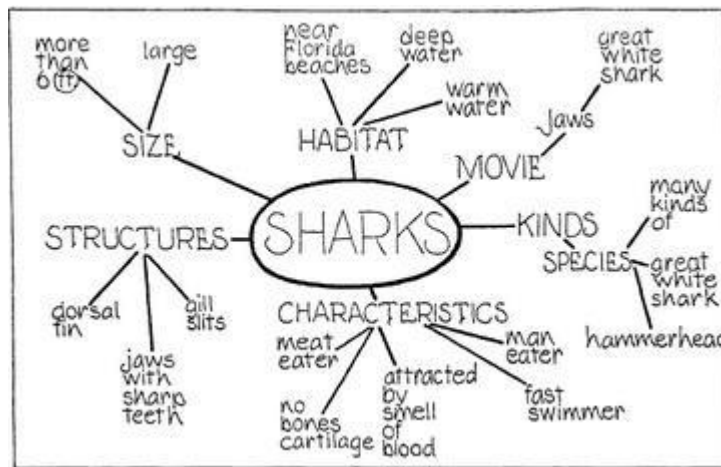


Figure 1. An Example of Pre-reading Semantic Map

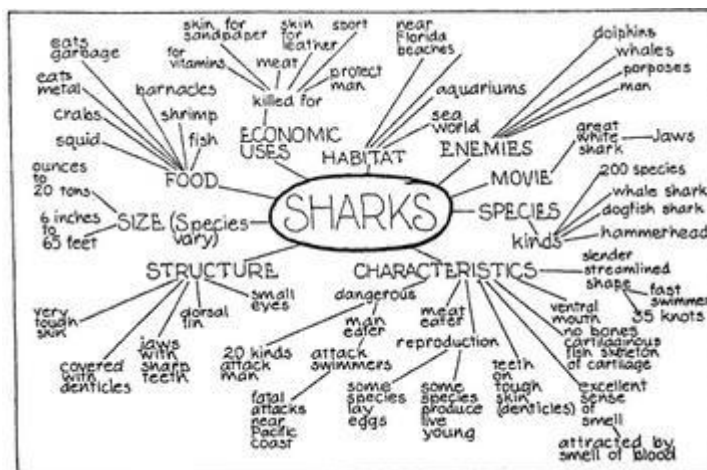


Figure 2. An Example of Post-reading Semantic Map

## B. Reviews of Related Studies

Kamal Muhtar conducted research in Grade VIII of SMPN 1 Sine in 2010. His research findings showed that the Semantic Mapping Strategy can improve students' reading comprehension. Besides, the students became more active in learning reading. An experimental research written by Elamathi A/ P showed that the Semantic Mapping Technique is a powerful tool for students to improve their comprehension. Moreover, teaching using the Semantic Mapping Technique

helped English teacher a lot in conducting the reading comprehension lesson. Another experimental research written by Institute of Interdisciplinary Business Research in 2012 which was conducted with Jordanian University students showed that the Semantic Mapping Strategy group performed better than the control group in the pre-test (comprehension test) and in the post test.

Based on the three studies, it can be concluded that the Semantic Mapping Strategy has been proven as a useful and effective technique to enhance students' reading comprehension.

### **C. Conceptual Framework**

It has been discussed in Chapter I that Grade VIII C students of SMP N 3 Pakem had problems in reading comprehension caused by some factors such as the lack of their vocabulary mastery, the lack of their comprehension of the content of the text, the use of an inappropriate strategy in reading, the lack of their enthusiasm of the lesson, and the lack of their participation during the lesson. The students' reading comprehension could be improved by the Semantic Mapping Strategy which was implemented during the teaching and learning process of reading. The use of the Semantic Mapping Strategy could help the students comprehend texts through visualizing the terms in the text and their relationship in the form of a map. Semantic Mapping was used in the pre-reading phase to activate the students' schemata of the topic before they read by brainstorming and constructing pre-reading map, the while-reading phase in which they read the text and modify their own map with new information found in the text, and the post-reading phase in which they had discussions and told the content of the text.

The conceptual framework can be described as follows.

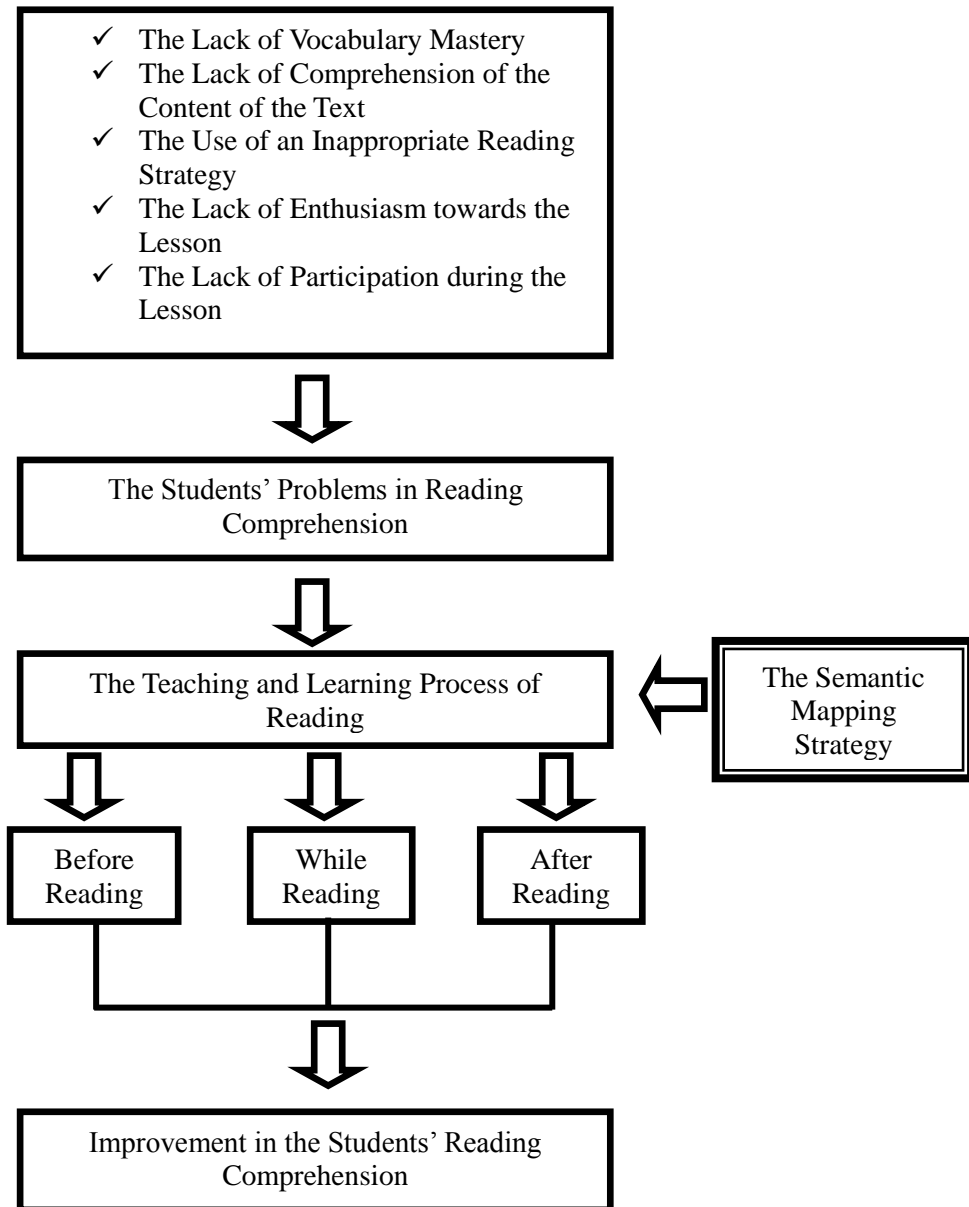


Figure 3. **The Conceptual Framework of the Research**

## CHAPTER III RESEARCH METHOD

### A. Research Design

Based on the objective of this study, the aim of this study was to improve the students' reading comprehension through the Semantic Mapping Strategy especially for Grade VIII C students of SMPN 3 Pakem. Therefore the type of the research is an action research. This action research study focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' reading comprehension.

The researcher decided to use Kemmis and McTaggart model which consists of five steps: planning, action, observation, and reflection (Burns: 2010) with some modification. The researcher conducted the research collaboratively with a collaborator, the English teacher, and the students. The action will be in the form of cycles based on Kemmis and McTaggart model.

Kemmis and McTaggart model can be illustrated as this following picture.

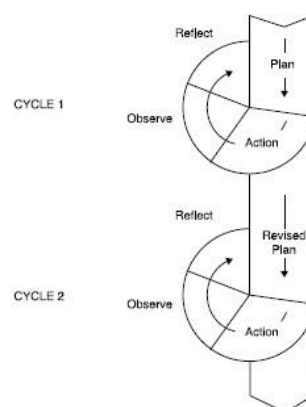


Figure 4. **Kemmis and McTaggart Model of Action Research**



## **B. Research Setting**

The research was conducted in SMPN 3 Pakem. The school is located in Pojok, Harjobinangun, Pakem, Sleman, Yogyakarta 55582. It has 24 teachers and 305 students.

There are some facilities at this school such as a headmaster's room, a teacher's room, an administration room, a library, a school health unit, a science laboratory, a language laboratory, a room for guidance and counseling, Students' Association room, a mosque, a meeting room, a basketball field and a storehouse.

Grade VIII C students use the right wing building of the school. There are 31 students in the classroom. The classroom has a whiteboard, an attendance board, 16 Tables, 32 chairs, and an LCD projector. The research study was conducted from the 15<sup>th</sup> of January to the 8<sup>th</sup> of March in the second semester of the academic year 2013/2014.

## **C. The Research Subjects**

The research subjects of this study were the students of Grade VIII C of SMPN 3 Pakem in the academic year of 2013/2014. The class consists of 31 students; 16 of them are female students and the others are male. They were chosen as the subject of the research because their English achievement was still low though English is one of the requirements they will face in national exam. Besides, based on the observation, the students had problems in reading comprehension.

#### **D. Data Collection Techniques**

The data that will be collected are both qualitative and quantitative data. The qualitative data will be collected through observation and interview. Meanwhile, the quantitative data will be obtained from reading comprehension tests (a pre-test and a post-test) and the assessments in the end of each cycle. The techniques and the instruments of the data collection can be stated as the following table.

Table 2. **The Data Collection Techniques**

<b>Data</b>	<b>Instruments</b>	<b>Data Collection Techniques</b>
Pre-test, post-test and assessment scores	Tests	Tests
Field Notes	Observation checklists	Observation
Interview transcripts	Interview guidelines	Interview

#### **E. Procedure of the Research**

As it has been stated previously that this research used Kemmis & McTaggart model which consists of planning, action, observation, and reflection with some modifications, the procedure of the data collection can be elaborated as follows:

##### 1) Reconnaissance

This step was done through observing the teaching and learning process in Grade VIII C to find out the problems occurring in the classroom. This was done through doing observation, conducting interview with some students and the teacher, and conducting a reading comprehension pre-test. The test-items of the pre-test were in the form of multiple choice questions of recount and

narrative texts. It was because recount and narrative texts were the students' materials for the semester. The results of the reconnaissance step were used to decide the actions used to solve the problems.

#### 2) Planning

In this step, the researcher discussed with the teacher about the lesson plans, the course grid, the materials, the media, the teaching schedule, and the instruments that will be used to collect data. The course grid was constructed based on the School Based Curriculum for the second semester of Grade VIII SMP and the lesson plans were constructed based on the course grid. Therefore, the materials taught were recount text and narrative text.

#### 3) Action and observation

In the action step, the researcher taught reading using the Semantic Mapping Strategy. While the researcher did the actions, the collaborator observed the teaching and learning process based on the observation checklists. The observation checklists and the collaborator's notes were used to make field notes in order to be interpreted. After the actions were implemented, there was a reading comprehension post-test to check the students' achievement in reading comprehension

#### 4) Reflection

In the last step, the researcher and the collaborator evaluated the processes and the results of the implementation of the Semantic Mapping Strategy in teaching reading. Finally, from the findings and interpretations, the conclusions and suggestions of the research were made. The reflection was

conducted by interviewing the students and the collaborator about their responses to the actions. The successful actions was used and reapplied in the next cycle, but those which were unsuccessful were changed or improved into the more suitable ones.

#### **F. Data Analysis Technique**

The data analysis technique used by the researcher was according to Burns (2010) which consists of assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. The steps can be elaborated as follows.

##### 1) Assembling the data

The researcher collected all the data from the observation, the interview, and the tests which had been conducted. Those data were field notes, interview transcripts, and the students' scores in both the assessments during the cycles and the pre-test and post-test.

##### 2) Coding the data

The researcher reduced the amount of the data that was still messy into more manageable data. The unimportant data was removed. It was done to make the data easier to be analyzed.

##### 3) Comparing the data

The researcher compared one data with one another to see the similarities and the contrast between one response to another response before and after the action. The researcher also compared the students' scores in the pre-test and post-test. It was done by comparing the average score of both tests.

#### 4) Building meanings and interpretations

The researcher and the collaborator tried to carefully develop explanations and interpretations from the data collected based on the comparison that had been made.

#### 5) Reporting the outcomes

In this final step, the researcher reported the results of the research through writing the thesis.

The quantitative data were analyzed by comparing the mean values of the students' scores in the pre-test and the post-test using SPSS Statistics 16.0 as well as using O'Gara's model in Burns (2010: 129). In SPSS Statistics 16.0, the pre-test and the post-test scores were compared using Paired Sample T-test to see if the Semantic Mapping Strategy influenced the students' reading comprehension. Meanwhile, in O'Gara's model, both of the scores were compared to see whether the students performed better or worse in the post-test. The scores of the assessments during the cycles were analyzed in the same way to see the students' progress during cycle 1 and cycle 2 in which the action had been implemented. Those data then were presented in the form of tables.

### **G. Research Validity and Reliability**

According to Anderson et al. (1994) in Burns (1999), there are five validity criteria that should be fulfilled to get the valid data in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

- 1) Democratic validity means that the result of the research is obtained through collaboration and the inclusion of multiple voices from the students and the teacher both in planning and evaluating the research to know whether the technique is effective or not and whether it can solve the teaching and learning problems or not.
- 2) Outcome validity means that the outcome is needed to reflect on the research context
- 3) The process validity is related to the criterion to make the action research believable. To gain this validity, the researcher collected the data by observation and interview.
- 4) The catalytic validity is allowing the participants to deepen their understanding of the social realities of the context and how they can make change in it. This research involved the teacher who was related to the English teaching and learning process and the collaborator as a person who monitored the research process.
- 5) The dialogic validity is the process of peer reviews of the value and the goodness of the research. This validity was fulfilled by discussing the research findings with the collaborators, the teacher, and the researcher's consultant. The members of the discussion gave their opinions and their criticisms about the research report.

Meanwhile, to fulfill the validity of the tests, the researcher used content validity and face validity. To fulfill content and face validity, the researcher constructed the tests based on the Basic Competences and the Standards of

Competences for Grade VIII of junior high school and the researcher discussed with the teacher the texts used in the test and the test items. To check the validity of the test, the researcher conducted a trial testing of the pre-test items toward a class whose students have similar ability as Grade VIII C students. The pre-test was tried out in Grade VIII A and the post-test was tried out in Grade VIII B. The pre-test and the post-test scores then were analyzed based on three indices proposed by Brown (2004) and Cohen (2000); those are item facility (IF), item discrimination (ID), and distractor efficiency. Those indices were analyzed using ITEMAN 4.3. The researcher also used ITEMAN 4.3. to measure the reliability of the test. From the analysis of the test, it was known that the reliability of the pre-test was 0.391 and the reliability of the post-test was 0.80.

To make sure that this research was reliable, the researcher used triangulations. According to Cohen et al. (2000: 112), triangulation is “the use of two or more methods of data collection in the study of some aspect of human behavior.” Based on the types of triangulations proposed by Denzin in Cohen et al. (2000: 113), the researcher used:

1) Time triangulation

The researcher conducted the research over a period of time to identify the factors involved in the change process.

2) Theoretical triangulation

The data were analyzed from more than one perspective.

3) Investigator triangulation

The researcher involved the collaborator in observing the research data in order to avoid bias.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The research aimed at improving the reading comprehension of Grade VIII C students of SMP N 3 Pakem through the Semantic Mapping strategy. It was carried out based on the steps prepared before. Those steps were reconnaissance, planning, action and observation, and reflection. This chapter describes the research processes and the results.

#### **A. Identification of the Problems**

The researcher identified some problems through the reconnaissance phase. The reconnaissance step was carried out by conducting interviews with the English teacher and the students, doing classroom observation, and analyzing the pre-test result in order to find out the problems in the field.

The interview with the teacher was conducted in the library of SMP N 3 Pakem. From the interview with the English teacher, the researcher found that the problems came from both the students and the teacher. The problems coming from the students were related to the lack of their reading comprehension that affected their reading achievement. Firstly, the students' scores of reading were not satisfactory and were far from those of two other classes with the same grade. According to the teacher, it was because the students still had problems in comprehending the content of English texts. The lack of the students' reading comprehension was affected by their mastery of vocabulary which was low so that they found it difficult to understand the content of the text. Secondly, the students'

difficulties were in understanding the meaning of comprehension questions and in doing the questions carefully so that they failed to answer the questions correctly. Thirdly, the students' problem was their confusion when they were dealing with long texts. Fourthly, the students' participation in the classroom was still low. Many of the students participated in answering questions but the students were not so active in asking questions and giving their opinion in the classroom. Fifthly, the students' discipline was still low that many of the students did not bring a dictionary although the teacher had asked them to bring it.

The problems also came from the teacher herself. First, she did not use teaching and learning media maximally to teach reading. She never uses language laboratory and she also never uses LCD to help her in teaching reading because she considers it complicated. In teaching, she did not use other media such as pictures, color pens, videos, and other media except what were included in the LKS and BSE. Secondly, the strategy she suggested to the students to help them read did not help them much to comprehend the text. The strategy was matching the words in the multiple choice options with the words in the text as explained by the teacher below.

*Saya sering menyuruh mereka, kalau sudah mentok, nyocokin apa kata-kata yang ada di pilihan ganda dengan yang ada di teks. Jadi mereka sering seperti itu, daripada ngawur ya dicocokkan saja kata-kata yang sama atau mirip.*

**I often ask them, when they have almost given up, to match the words in the multiple choice options with the words in the text. Therefore, they often do that. Matching the same or similar words is better than doing the exercises haphazardly.**

(Interview Transcript 1 – 7 January 2014)

That strategy did not help the students because the students did not really comprehend the text but they only guessed the answers from the same words that they might find.

To figure out the problems from the students' perspectives, the researcher also conducted interviews with some students of Grade VIII C. From the interviews, she found out the following problems.

- P** : *Menurut kamu apakah proses belajar mengajar membaca di kelas sudah memenuhi harapan?* (Do you think that the teaching and learning process of reading in the classroom have fulfilled your expectation?)
- S** : *Belum.* (Not yet.)
- P** : *Kenapa, dek?* (Why?)
- S** : *Karena saya masih kesulitan memahami bacaan mbak kalo pake Bahasa Inggris. Nggak tahu arti kata-katanya.* (**Because I still have problems in comprehending English texts. I don't know the meaning of the words.**)

(Interview Transcript 2 – 9 January 2014)

- P** : *Apa kesulitan terbesarmu dalam memahami teks bahasa Inggris?* (What is your biggest difficulty in comprehending English texts?)
- S** : *Kata-katanya banyak yang tidak tahu dan juga sulit memahami topik bacaan.* (**I don't know the meaning of many words and also find it difficult to understand the topic of the text**)
- P** : *Apakah teknik mengajar bu guru bisa membantu kamu memahami bacaan?* (Can the teaching technique that your teacher uses help you comprehend the text?)
- S** : *Bisa. Soalnya kan bacaannya dibahas bersama-sama, disuruh membaca satu kalimat sampai titik terus diterusin yang lain sambil dibahas bersama-sama.* (**We are asked to read a sentence up to period and then it is continued by another student while discussing it together.**)
- P** : *Oh, gitu. Berarti menurut kamu teknik itu cukup efektif ya?* (Oh, I see. It means that you think that the technique is effective enough, am I right?)
- CONT.**

CONT.

**S** : *Iya. Tapi kalau membaca sendiri ya masih susah mbak. Kalo menjawab pertanyaan pilihan ganda itu kayanya sudah bener mbak ngerjainnya tapi ternyata masih salah. (Yes. **But if I read alone, I still find it difficult. When I answered multiple choice questions, I thought that I did it correctly but in fact, it was still wrong.**)*

(Interview Transcript 3 – 9 January 2014)

**P** : *Kalau ngerjain soal pilihan ganda, soal mana yang sulit kamu selesaikan? (When you answer multiple choice questions, what question do you find it difficult?)*

**S** : *Semua susah mbak. Tapi paling susah yang ‘semua ini benar kecuali...’ atau ‘berikut ini yang benar adalah...’ itu lho mbak. (All questions are difficult. But, **the most difficult one is ‘all options below are true except...’ or ‘which one is true?’**)*

**P** : *Oh gitu. Terus apa strategi kamu untuk bisa menyelesaikan soal-soal yang sulit seperti itu? (Oh, I see. So, what is your strategy to answer difficult questions like that?)*

**S** : *Biasanya saya cocokin kalimat yang ada di pilihan itu mana yang ada di bacaannya. Tapi kadang kok kalimatnya beda semua jadi saya nggak ngerti juga terus saya milih pake feeling mbak. (**I usually match the sentences in the options which are the same as those in the text. But sometimes all of the sentences are different so I do not understand, then I use my feeling, Miss.**)*

(Interview Transcript 4 – 9 January 2014)

From some interview transcripts with the students above, it can be concluded that lack of comprehension in reading English texts was the students’ biggest problem. The lack of the students’ reading comprehension was shown by their inability in answering comprehension questions in which they still found difficulties in some parts such as understanding vocabulary, finding a topic, and finding stated and unstated details. Based on the transcript, the students equipped a strategy as the teacher said that they answered comprehension questions by looking for the similarities between the sentences in the multiple choice options with those in the text. However, they still found it difficult if all of the sentences

in the multiple choice options were not completely the same as those in the text. Besides, the transcript shows that the teacher's technique in teaching reading was reading aloud in which the students read a sentence one by one in turns, and they discussed the content of the text together afterwards.

In the reconnaissance phase, the researcher also conducted a classroom observation when the teaching and learning process of reading was running. The observation revealed problems as the following field note.

The teacher distributed **the paper which was a copy of LKS to all of the students**. Each student received one copy.

One of the students namely **Yoga was asked to read aloud the first sentence of the text**. He read the text with some mistakes of pronunciation and the teacher helped him read the mispronounce words right away. **The students who were not appointed to read, especially those who sat at the back, chitchatted with their friends**. Then they were appointed to read the next sentence. Reading aloud was continued until the whole text had been read. **Then the students discussed the content of the text by translating sentence by sentence with the teacher**. Sometimes the teacher stimulated the students' participation by asking the characters, the setting, and the content of the text. **Some of the students were enthusiastic answering the questions, others were only silent looking not concentrated at the lesson, and the other still chitchatted with their friends**. While discussing, she larded the discussion with her experience of camping. The students who sat in front listened to her carefully.

The activity was continued with the students doing the multiple choice comprehension questions following the text. Some of the students did the exercises by themselves and the other discussed with their desk mates. After a while, some students were appointed to answer the questions one by one. **Most of them could not answer the questions correctly especially questions about references and unstated details**. They could answer questions about synonyms because the difficult words have been discussed earlier. After that they moved to another text on the next page.

The lesson ended after discussing the second text. **The students gave back the copy of the LKS to the teacher.**

(FN01 – 15 January 2014)

There were several problems that can be concluded from the field notes above. The first problem was related to the media or learning resources used in teaching reading. The media used by the teacher were copies of LKS which did not belong to the students themselves but those were distributed for the lesson only and were given back after the lesson ended. It was considered as a problem because the students could not personalize the handout and they could not study it before and after the lesson. The second problem was the teacher's techniques in teaching reading including reading aloud all of the sentences in the text and translating them. The third problem was the students' behavior during the teaching and learning process which showed their low motivation and low participation in learning. The fourth problem was the same as the interview with the students that they had difficulty in comprehending the text. It was shown by their less ability in answering comprehension questions especially questions about references and unstated details.

In order to confirm the problems found by using interviews and observation as well as to know the students' reading comprehension before implementing the action, the researcher administered the reading comprehension pre-test. The students' scores of the pre-test were analyzed as follows.

**Table 3. The Results of Grade VIII C Students' Pre-Test**

**Statistics**

Pre-Test

N Valid	29
Missing	0
Mean	2.7069
Median	2.7500
Mode	2.75
Std. Deviation	.48213
Minimum	1.75
Maximum	3.75

Based on the table above, it can be concluded that the students' reading comprehension was considered very low. The average score of Grade VIII C students was only 2.71 which was far from the KKM (*Kriteria Ketuntasan Minimal*) of English which was 7.5. All of the students had not achieved the KKM with the highest score was only 3.75. This score was quite low compared with Grade VIII A in which the tryout of the pre-test was conducted. The mean score of the tryout of Grade VIII A students was 6.58 with the highest score of 7.8 as shown in the table below.

**Table 4. The Results of Grade VIII A Students' Try Out of Pre-Test**

**Statistics**

Try Out of Pretest

N Valid	32
Missing	0
Mean	6.5750
Median	6.6000
Mode	6.80
Std. Deviation	.65795
Minimum	5.20
Maximum	7.80

From the explanation above, there were several problems in the teaching and learning process of reading that were revealed from the results of the reconnaissance phase. The researcher categorized the problems as follows.

**Table 5. The Field Problems Found in the Reconnaissance Phase**

No	Categories	Problems
1.	Problems related to the use of media	<ul style="list-style-type: none"> <li>➤ The infrequently use of teaching media such as pictures, LCD projector, and so on in order to help the students in reading</li> <li>➤ The lack of learning resources for the students to personalize such as modules, LKS, or handouts</li> </ul>
2.	Problems related to the teacher	<ul style="list-style-type: none"> <li>➤ The teacher's use of reading aloud and translation techniques in teaching reading</li> <li>➤ The lack of pre-reading activities to activate the students' background knowledge before they read</li> </ul>
3.	Problems related to the students	<ul style="list-style-type: none"> <li>➤ The lack of the students' enthusiasm during the teaching and learning process of reading</li> <li>➤ The lack of the students' active participation in asking questions and giving ideas during the teaching and learning process</li> <li>➤ The infrequently use of a dictionary by the students in the classroom</li> </ul>
4.	Problems related to the teaching and learning process of reading	<ul style="list-style-type: none"> <li>➤ The lack of classroom interaction among the students in such a learning manner for example peer work or group work</li> <li>➤ Monotonous activities which were less encouraging for the students to learn reading</li> </ul>
6.	Problems related to reading strategies	The use of inappropriate reading strategy in comprehending English text
8.	Problems related to the students' reading comprehension	<ul style="list-style-type: none"> <li>➤ The lack of vocabulary</li> <li>➤ The lack of the students' ability in understanding multiple choice comprehension questions</li> <li>➤ The lack of the students' comprehension of the content of the text such as finding a topic, finding stated and unstated details, and identifying references</li> </ul>



## **B. The Selection of the Problems Based on the Urgency Level**

The problems were weighted based on the most urgent and feasible problems to solve. All of the problems stated above were considered important to be improved. However, it was not possible to solve all of those problems. Since the researcher's focus was improving the students' reading comprehension, the problems selected were:

1. The lack of the students' comprehension of the content of the text such as finding a topic, finding stated and unstated details, and identifying references
2. The students' use of inappropriate strategy in comprehending texts
3. The lack of the students' vocabulary
4. The lack of the students' enthusiasm during the teaching and learning process of reading
5. The lack of the students' active participation in asking questions and giving ideas during the teaching and learning process

## **C. Determining the Action to Overcome the Selected Problems**

Based on the selected problems to overcome, the researcher and the English teacher agreed to do some actions to improve the students' reading comprehension.

In order to help the students comprehend the content of the text including understanding vocabulary, finding the topic of the text, finding both stated and unstated detail information from the text, and identifying references as well as to provide the students with a more appropriate reading strategy which was considered effective, the researcher and the English teacher agreed to utilize the

Semantic Mapping Strategy. The steps of the Semantic Mapping Strategy were introducing the topic, brainstorming, categorizing, personalizing the map, and post-assignment synthesis. All of those steps were expected to be able to solve the selected problems.

First, the first step of the Semantic Mapping Strategy would be used in order to help the students find the topic of the texts. The students would be introduced to a certain topic of a text which was used to stimulate the students' thoughts. In this step, the students would be familiar with what was called topic of the text.

Second, the brainstorming activity could be used to solve the problems of the lack of the students' vocabulary. In this step, the students would think as many ideas as possible which were related to the topic based on their prior knowledge and experiences. The ideas could be in the form of words or phrases which are related to the topic being discussed. This activity was expected to improve their vocabulary mastery. To make them do this step maximally, the use of a dictionary was required.

Third, categorization or the categorizing activity could be used to see the relationships among their ideas and label the ideas that belonged to the same categories in such a pre-reading map. Because the texts were narrative and recount text, the categorization would be based on their generic structures. It was based on consideration that the generic structure of the text could answer WH-questions (Who, What, Where, When, How) which were useful to identify the stated details, unstated details, references, and inferences.

Fourth, the step of personalizing the map would be done by the students making their own copy of the map. It would be followed by the researcher giving the text to read. In this step, the students could modify their Semantic Map with new information from the text using different color pens. This activity was expected to engage the students in an interesting activity of creating a Semantic Map. It was also expected to improve their motivation in learning. The use of different color pens and the creation of map with circles and arrows were expected to help them understand the content of the text more easily.

Fifth, post-assignment synthesis would be done by discussing the content of the text, retelling the stories based on their own Semantic Map and doing exercises in the form of multiple choice comprehension questions. This step would be done to improve the interaction among the students as well as the students and the researcher. This would also be done for assessing their reading comprehension.

#### **D. Research Process**

##### **1. Report of Cycle 1**

###### **a. Planning**

The actions of Cycle 1 were conducted in four meetings that were on February 13<sup>rd</sup>, 14<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup>. In this first cycle, the researcher would teach the recount text which was the students' material in the semester. During these meetings, the students were expected to be interested in and motivated by the learning activities, to achieve some learning indicators, to focus on the lesson, to be more disciplined, and to be able to work both individually and in groups.

In the planning stage, the researcher constructed the course grid and lesson plans for Cycle 1. The course grid was based on the syllabus used by SMP N 3 Pakem which still used curriculum 2006. Meanwhile, the lesson plans were constructed based on the course grid. The materials were taken from internet and some course books. The course grid and the lesson plans then were consulted with the researcher's lecturer and the English teacher. To observe the teaching and learning process during the action, the researcher was helped by a collaborator.

In Cycle 1, the researcher planned to do these following actions:

- a) Teaching reading comprehension of recount text with five texts entitled '*My Holiday in Bali*', '*My Vacation in Japan*', '*Going Fishing for the First Time*', '*My Lucky Day*' and '*My Birthday Party*'
- b) Creating some interesting activities based on the procedure of the Semantic Mapping Strategy to achieve some learning indicators such as identifying main idea or topic, identifying the purpose of recount text, identifying the generic structure of the text, identifying stated details and unstated details, identifying references, and identifying difficult words based on the context. The activities included brainstorming, categorizing, personalizing the map, and post-assignment synthesis which would be in the form of retelling the story and doing multiple choice comprehension questions.
- c) Accustoming the students to opening a dictionary
- d) Initiating the students' enthusiasm by constructing Semantic Map using different color pens

- e) Promoting group discussion to improve classroom interaction between the researcher and the students and among the students themselves as well as to improve the students' participation

## **b. Action and Observation**

### **1) First meeting**

The first meeting of cycle one was conducted on Thursday, 13 February 2014. The lesson was running from 11.30 to 12.50 WIB. The researcher came into the classroom with the collaborator. She then greeted the students, led a prayer and checked the attendance. There were 30 students in the classroom. A student was absent because of sickness. Some students still wore sports uniform because their previous lesson was *Penjaskes*.

The researcher began the lesson by informing that they would learn reading and they would be discussing recount text. Since recount text had been taught by the English teacher before and it was their material for this semester, the students looked having been familiar with recount text. They opened their note book. When the researcher asked them whether they had difficulties in reading, the students said that they did. They said that the difficulty was that they did not know the meanings of many words.

The researcher started the activities of the lesson by activating their background knowledge. She asked the students about what they did during their holiday to make them ready with the upcoming topic. The students gave various answers of the places they visited. The researcher asked one of the students some questions related to his holiday. He answered in *Bahasa* Indonesia because he

looked confused and could not answer when he was asked in English. Then the researcher used the student's experience to be an example of recount text. She encouraged the students to recall their memory about recount text by asking about the purpose of recount text, the generic structure, and the examples of recount texts. Most of the students could mention the purpose of the text even though they said it in Bahasa Indonesia. The researcher explained the function of the text in English. When the researcher asked them about the generic structure of the text, most of them could mention orientation, events, and reorientation by reading their notes. They also could break down the orientation into characters and settings. Because they could not say about the events and the reorientation, the researcher explained it. The class situation in this activity is shown below.

Most of the students who seriously participated in recalling and answering questions were girls and a few boys. Most of the boys who sat at the back often made noise. Some were chitchatted with their friends, others beat the desks. The researcher asked them to be silent frequently but they kept doing it. They often participated, but they did not participate in serious manner.

(FN03 – 13 February 2014)

From the field note above, it can be shown that the students especially boys were not paying much attention on the lesson, even, they did disrupting activities such as chitchatting and beating the desk during the lesson. The researcher tried to make them silent but they kept doing those activities.

Then, the Semantic Mapping Strategy was introduced to the students. The researcher told them that the strategy could be used to help them comprehend English texts. She also said that they would not only need reading, but also drawing a concept map using markers with different colors. The students were

enthusiastic when they heard the word ‘drawing’. The researcher gave three different color pens for each student and asked them to bring the pens in every meeting. The researcher explained briefly about how to do the strategy. The students looked confused so the researcher tried to demonstrate the steps while explaining.

Then, the researcher led them to the brainstorming activity. She wrote “My Holiday in Bali” on the whiteboard and said that it was the topic of the day. She then asked the students to brainstorm their ideas related to the topic. None of them had ever been there but they said that they knew much about Bali from television. Many students gave their ideas in Bahasa Indonesia. The class situation in brainstorming activity is described in this following field note.

“Ketika kalian mendengar kata ‘Bali’ apa yang muncul di pikiran kalian? (When you hear the word ‘Bali’, what comes to your mind?)” the researcher asked. “*Banyak pantai* (Many beaches)”, “Garuda Wisnu Kencana”, “*Banyak turis pake bikini bu* (Many tourists wear swimming suit, Ms)”, all students laughed. “*Iya betul.... Nah, kalo kalian membayangkan holiday ke Bali, apa yang terpikir oleh kalian? Mungkin kalian bisa membayangkan ngapain aja di sana, liat apa saja di sana?* (Yes, you’re right. When you imagine about holiday in Bali, what are you thinking? Maybe you imagine: What do you do there? What do you see there?)” asked the researcher. “Ya jelas foto-foto Miss (Of course taking pictures, Miss),” one girl answered. “*Menginap di hotel* (Staying at the hotel)”, “*Belanja* (Shopping)” “Good, could you say it in English?” asked the researcher. “*Foto itu bahasa Inggrisnya apa, Miss?* (What is *foto* in English, Miss?)”, “*Pake Bahasa Indonesia aja lah Miss* (I prefer using *Bahasa Indonesia*, Miss),” they said. The researcher then wrote down their ideas in English by making ellipses around the topic and connected them with lines.

(FN03 – 13 February 2014)

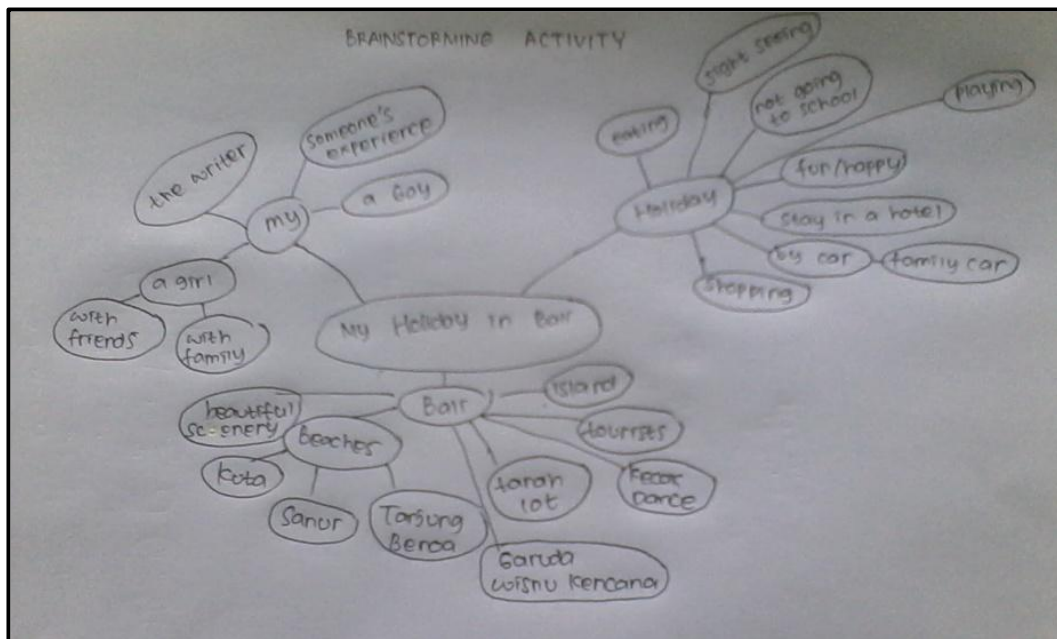


Figure 5. An Example of Brainstorming

Then the researcher gave each student a worksheet and three different color pens with red, green, and yellow colors. The worksheet contained three rectangles written orientation, events, reorientation which were arranged vertically and connected by a line. The researcher said that they would do categorizing activity and they would transform the result of brainstorming into the worksheet based on orientation, events and reorientation. She said that they would use green color pen in categorizing activity. She wrote the students' ideas on the whiteboard using green color pen. She often stimulated the students to make the prediction map.

Almost all students paid attention to the map on the whiteboard but there are few students who had started to copy what the researcher wrote on the whiteboard onto their worksheets. After finishing the map, the researcher asked whether there were questions about the activity or not. There was no question, so



the researcher continued to accomplish the prediction map. She then asked them to write the prediction map on their worksheets. She said that they might add other predictions if they had. Some of them used red color pen so that the researcher asked them to change the pen into green color pen. Some of the girls tried to make the map as neat as possible by using ruler but the researcher said it was not needed. She said that the map should only be clear. Some of the boys who sat at the back were left by the others. They could not see the researcher's writing because it was quite small from the back. Finally, the researcher read that for them.



**Figure 6. The researcher is explaining how to transform the students' ideas into prediction map.**

The activity was continued by the researcher giving all the students a text entitled '*My Holiday in Bali*'. They were asked to read the text silently and to try to understand the text. Some students said that the text was difficult although they had not read the text. The researcher asked them to keep reading and to use a dictionary if they did not know the meaning of difficult words. However, only a

few students brought a dictionary. After a few minutes, she asked the students whether there was new information that they got from the text which was different from their prediction maps. They said that they found some similar information and also new information. The researcher then asked them to cover the words or phrases on their prediction maps which were the same as the information found in the text using red color pen. They should also add the new information using red color pen. Meanwhile, the yellow color pen was used to write additional information or more detail information. The chronology of the events was marked by arrows and numbers to show the activities done on the first day, the second day, and the third day. The researcher then asked them to continue making the map themselves. Many students showed their enthusiasm toward the activity. The result of Semantic Map is shown in the picture below.

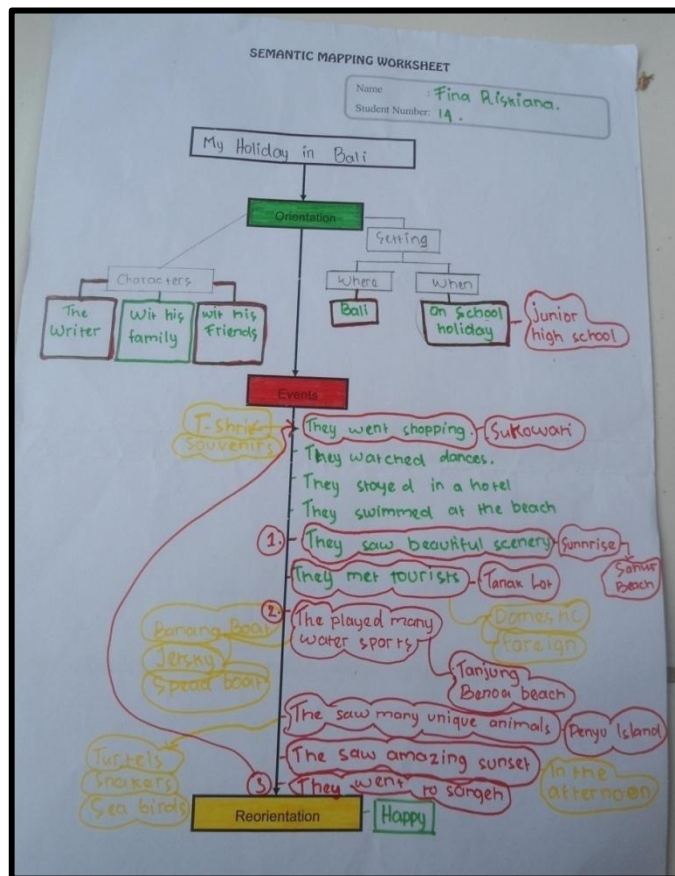


Figure 7. An Example of a Semantic Map Created by a Student

However, few other students did not show enthusiasm as described below.

Many students showed their enthusiasm toward the activity. They often showed their works by saying, “*Seperti ini Miss (Like this, Miss)?*” although there were some boys who were lazy to do so. Their worksheets were still clean. They did not even write since the brainstorming activity. The researcher asked them why they did not do the activity. They said, “*Nanti saja Bu, nyontek teman kalo sudah jadi. (Later, Ms, I will cheat my friend if he has done.)*” The researcher asked them to make the map. The students did as the researcher said, but they seemed reluctant.

(FN03 – 13 February 2014)

The time was up while a few of the students had not finished their map.

The researcher said that they could continue the map at home and reminded them

to bring the map tomorrow because it would be discussed. Then, the researcher led a prayer and dismissed the class.

## **2) Second meeting**

The second meeting was planned to be done on February, 14<sup>th</sup> 2014 but because of the Kelud Mountain eruption, it was changed into February 19, 2014. The teaching and learning process of 8C class was moved to another room because the 8C classroom was used for the tryout test of class 9. The situation in the new classroom was not conducive because the room was beside 8B class which was only separated by dynamic door which was a little bit opened. The noise in Grade VIII B which was having free class could be heard from the new room.

The researcher and the collaborator entered the classroom. Some students showed their enthusiasm by putting out their previous Semantic Map, text and color pens before being instructed. The researcher greeted them, led a prayer and checked the attendance. All the students were present. For a few minutes, the researcher gave them motivation in learning related to their pre-test scores which were very low compared with those of class A.

The researcher began to continue the previous activity. She asked all the students to put out their maps. Some of them did not bring their maps because those were left in their classroom. The researcher then asked them to join the others who brought the maps.

The next activity was post-assignment synthesis in which the students should retell the content of the text based on their maps that they had made. She

asked whether there was any volunteer to retell the story but there was no one who raised hand. Finally, the researcher chose a student to retell the story but he found it difficult as described below.

The researcher then pointed one of the students namely Yoga. He looked having no idea about what he should tell. The researcher told him to use his Semantic Map and help him to retell slowly. He did not make any map and he only borrowed his friend's work. He also seemed having difficulty in retelling the text in English. Finally, he could retell the story by repeating what the researcher said.

(FN04 – 19 February 2014)

The situation is also shown in the picture below.



**Figure 8. One of the students is retelling the content of the text by repeating the researcher.**

The researcher then wrote guidelines to retell the story on the whiteboard and gave an example to retell the story based on the map. Then, she asked another student. He could do better than the previous student by using the guidelines and his maps even though he sometimes was guided by the researcher. After that the

researcher chose two other students who could retell the text better but he retold it in low voice. They seemed to be shy to do the activity. After three students retold the story, the researcher and the students discussed the content of the text together.

The researcher then distributed exercises of 10 multiple choice questions related to the text. They might open their dictionary and use their maps to do the exercises. Some of them could finish the task in less than 15 minutes. The others had not finished until the time was up. Many students did not know the meaning of many words. They did not bring a dictionary and they did not want to borrow their friends'. Many of the students also asked the researcher about the meanings of some questions as follows.

Many of them asked the meanings of some words, even very simple words such as: word, from, beach, purpose, long, experience, the third day (although it had been told and been discussed before) to the researcher because many of them did not bring a dictionary and they did not want to borrow their friends'. Many of them also asked about the meaning of some questions such as: "Synonym *itu persamaan kata kan* Miss? (Is synonym similar meaning, Miss?)", "Underlined word *itu apa?* (What is underlined word?)", "*Ini maksudnya milih yang salah kan* Miss? (The meaning of this question is choosing which is wrong, isn't it Miss?)"

(FN04 – 19 February 2014)

The researcher wrote down the difficult words that they asked on the whiteboard and asked other students the meanings of words that they knew. She also asked them to write them down on their book so that they would not forget. She advised the students to be diligent to note every new word they found every day so that they could improve their vocabulary mastery and understand English texts more easily. After all of them finished, they were asked to check another student's work while discussing the correct answer with the researcher. Many

students could do the exercises correctly. Before the class was dismissed, the researcher said that tomorrow they would still discuss recount text, but they would make Semantic Map in groups. She also reminded them to bring the color pens and dictionary. The researcher then asked one of the students to lead a prayer and then she dismissed the class.

### **3) Third meeting**

The third meeting was conducted on Thursday, 20 February 2014. The teaching and learning started at 11.30 and ended at 12.50. When the researcher and the collaborator entered the classroom, the students looked tired because the previous lesson was *Penjaskes*. Many of them still wore sports uniforms. The researcher asked them whether they were ready to start the class. When they said they were, she led a prayer and checked the attendance. All students were present.

The material of the day was discussing recount text again but the activities would be done in groups. The researcher asked them where they could find recount text in their daily lives. Being stimulated by the researcher, the students were able to mention the examples of recount text such as letters, emails, diaries, and blogs. She also told that the activity would be related to those examples. The researcher explained the rules of the activities. They would work in groups of four so there would be eight groups. Each group would receive an envelope containing a recount text in different forms those were letters, diaries, emails and blogs. After that, they would make a Semantic Map in groups based on the text inside the envelope. But, before that, they would do brainstorming activity from the topics which were written in each envelope.

The researcher divided the students into eight groups. However, the class situation became so crowded when they were looking for their groups as described below.

The class then became so crowded because they looked for their groups noisily. The researcher helped them find the groups by deciding the place they would gather in groups. After a few minutes all students had gathered with their own groups but they still made a noise. They were so noisy that the headmaster came to the class and said to them not to be too noisy.

(FN05 – 20 February 2014)

After all of the groups had gathered, each group was given an envelope consisting a recount text which was different from the envelope of another group, a piece of paper, and a worksheet. There were four different forms of recount texts those were emails, blogs, letters, and diaries for eight groups meaning that two groups got the same forms. The researcher had written a topic in each of the envelopes. She asked the students not to open the envelope first and to brainstorm their ideas related to the topic with their groups. Some groups did not paid attention to the researcher's instructions so they opened the envelope and read it. It made the researcher repeated her instruction not to open the envelope because they would do brainstorming first. Some of the students looked not caring with the activity and tried to make noise again. They were silent after being threatened by the researcher to call the headmaster.

The students looked busy to do brainstorming with their groups but after the researcher checked their work, they did not do any brainstorming yet. They only wrote orientation, events, and reorientation on their worksheets. She then gave an example by making a brainstorming of one of the groups' topic on the



white board. She initiated the students' ideas and they could give their ideas as the following field note.

*“Coba kalau misalnya topiknya ‘My Birthday Party’ berarti apa yang muncul di pikiran kalian? (If the topic is ‘My Birthday Party’, what comes to your mind?)”* They said, *“Kado (gift)”*, *“Balon (balloon)”*, *“Pesta ulang tahun (birthday party)”*, *“Happy”* etc. The researcher made a mind map based on their ideas and asked them to look for the English words of their ideas by looking up their dictionary. There were still many students who did not bring a dictionary although the number decreased compared with the previous day.

(FN05 – 20 February 2014)

After asking whether they understood, the researcher asked them to continue the brainstorming with their groups. Then, they were asked to categorize their ideas from the brainstorming activity into the Semantic Mapping worksheet. After checking that all of the groups had made their prediction map, she asked them to open the envelope. She asked them who got letter, email, diary, and blog. She then asked them to read the text and to modify their prediction map with new information they found in the text. In this activity, the class turned to be noisy again and made the researcher difficult in managing the class as described in this field note.

The group work looked not so effective because only a few groups which work together with the members of the group. Only one or two students of other groups who made the mind map. The others were busy to chitchat each other and move to other desk. The researcher looked finding it difficult to manage the class. The students often asked the researcher together and at the same time so the class became so crowded. The students looked so dependent on the researcher. When they were guided they could do the activities with the teacher but when they were asked to do by themselves or in groups, they got confused. Many of them asked the researcher the meaning of some sentences although they could use dictionaries.

(FN05 – 20 February 2014)

The situation is also shown in these two pictures below.



**Figure 9. One of the groups works cooperatively in making the Semantic Map.**



**Figure 10. Other groups are busy to chitchat each other and move to other desks when the researcher is helping one of the groups.**

This is an example of one of the groups' Semantic Maps

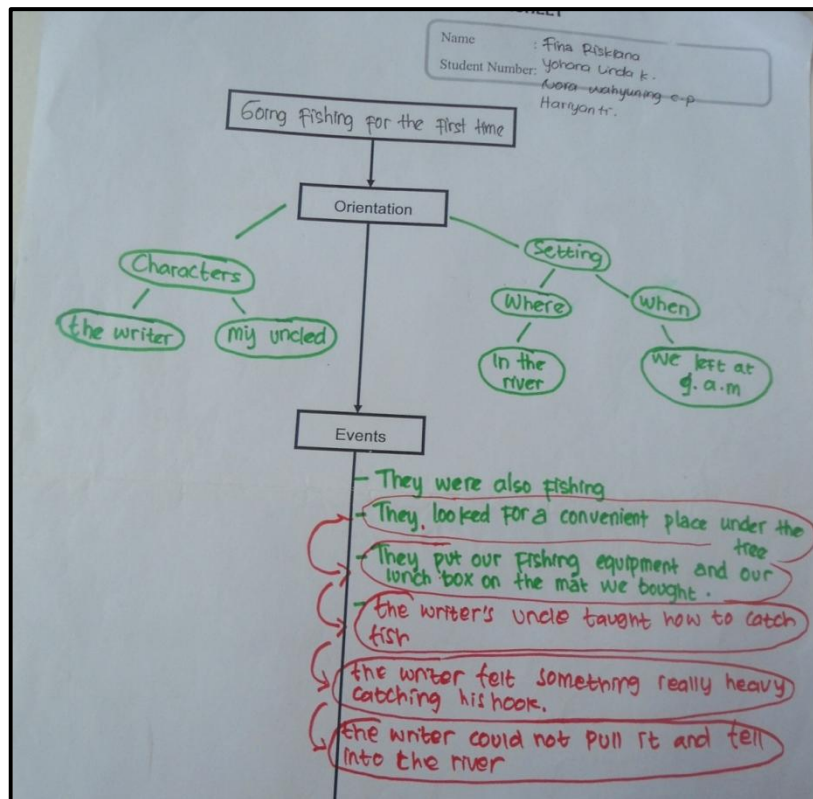


Figure 11. An Example of One of the Groups' Semantic Maps

After all of the groups were done with their Semantic Map, each group was asked to retell the story based on their Semantic Map. In this activity, there was a student who wanted to be a volunteer. He retold the content of the text with his own map although he made some mistakes in pronunciation and tenses. The researcher asked other students to give him applause. When she asked whether there was a comment from other groups, there was no comment. She then asked another group that had the same topic to retell the text and the group did almost similar to the first group. After that the researcher and the students discussed the form of the text, the characters, the settings, etc. There were still many of the

students who did not concentrate on the discussion as described in the field note below.

The researcher asked Anton, the student who often made noise in the classroom. “Where did the story happen, Anton?” He said, “*Endi endi.... Sik endi?* (Which one ... which one?)” He looked confused and looked at his paper. “In the river.” The researcher asked the other, “Is that correct, everyone?” They said, “Yes.” Then the presentation was continued by other groups.

(FN05 – 20 February 2014)

Six groups had presented their maps and the activity would be continued next meeting. She reminded them not to forget to bring their dictionary. Then, the researcher led a prayer and dismissed the class.

#### **4) Fourth meeting**

The fourth meeting was conducted on Friday, 21 February 2014. The time was only an hour. The researcher and the collaborator entered the classroom. The situation of the class was still fresh because it was the second lesson. The researcher greeted the students, led a prayer, and checked the attendance.

The researcher reviewed what they had done on the last meeting that they still had two groups that had not presented their texts. She asked the group the members of which were female students to present their map. However, they looked shy to present the map and the researcher had to encourage them. There was no student from the group who wanted to present the map so that the researcher asked the other group. One of the members of the group retold the story. He included only little information in his presentation about the text. Their group’s map was also very simple. The researcher asked the first group whether they wanted to add more complete information. One of them finally wanted to

retell the text in more detail although she sometimes read the text to retell the story and less often looked up her map. When the researcher checked the map, it was the same as the first group. It was too simple. Only little information they wrote. The researcher asked the class to give applause to both of the students.

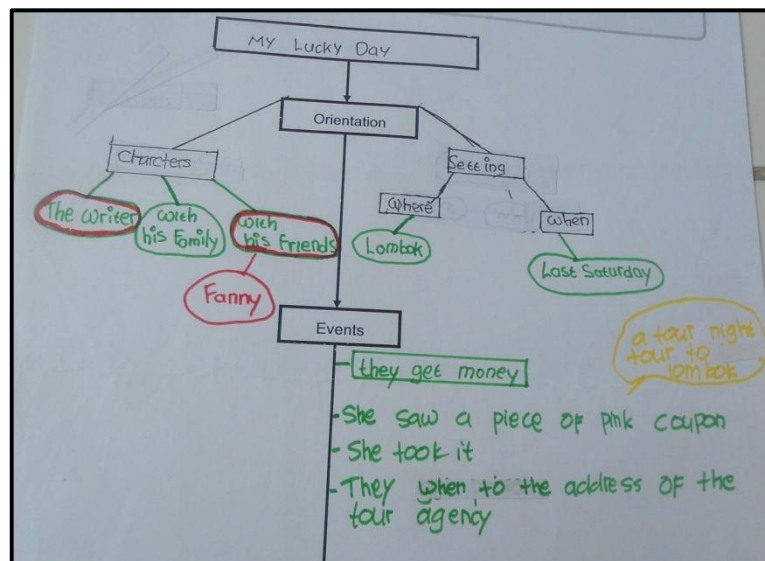


Figure 12. The Group's Work which is Too Simple

The last activity was doing exercises containing 20 multiple choice questions related to all the texts which had been discussed. Some students complained because the amount of the exercise items was more than that in the last two meetings. They said that they were not sure with their own answer. The activity is described in the following field note.

*“10 aja Miss... nanti waktunya nggak cukup (10 is enough, Miss. The time will not be enough),”* said one student. *“Masih 15 menit kok, cukup... diusahakan diselesaikan dulu. (There were still 15 minutes left, it is enough, try to finish it first.)”* They did the exercises. Some of them asked other students whose group got the text. They often used their dictionary. Finally, when the bell rang, they submitted their works. *“Ngawur mbak punyaku... (I did it haphazardly, Miss)”* said one student. *“Lho, kok ngawur. Kan sudah dibahas, mestinya mudah dong (How could you do it haphazardly? We had discussed them, you must have done it easily),”* said the researcher. *“Lupa e mbak yang dibahas kemaren apa ... hehee ... (I forgot what we had discussed yesterday ... hehee ...),”* the student answered.

(FN06 – 21 February 2014)

After making sure that all students had submitted their Semantic Maps, the researcher ended the class by leading a prayer. This meeting was the end of the first cycle.

### **c. Reflection**

After the whole actions in Cycle 1, the researcher and the collaborator found some changes in the students' reading comprehension and the teaching and learning of reading. The changes during the implementation of the actions in Cycle 1 are elaborated in these reflections. These reflections would be useful to know whether there would be more cycle in order to achieve the objective of this research and to plan the actions that would be implemented in the next cycle. To fulfill the democratic and dialogic validity, all of the research members could give their opinions, comments, and suggestions about the implemented actions. Therefore, the reflections were made based on the interviews with some students and the collaborator as well as the observation.

The reflections of the actions can be elaborated as follows.

- 1) Teaching reading comprehension of recount text with five texts entitled ‘*My Holiday in Bali*’, ‘*My Vacation in Japan*’, ‘*Going Fishing for the First Time*’, ‘*My Lucky Day*’ and ‘*My Birthday Party*’

This first action was done successfully. The first text entitled ‘*My Holiday in Bali*’ was used in the first two meetings. Meanwhile, the other three texts were used in the third and fourth meeting.

- 2) Creating some interesting activities based on the procedure of the Semantic Mapping Strategy to achieve some learning indicators such as identifying main idea or topic, identifying the purpose of recount text, identifying the generic structure of the text, identifying stated details and unstated details, identifying references, and identifying difficult words based on the context. The activities included brainstorming, categorizing, personalizing the map, and post-assignment synthesis which would be in the form of retelling the story and doing multiple choice comprehension questions.

The first activity was brainstorming. Based on the observation and the interviews with some students, most of the students did not find any difficulty in brainstorming activity as shown in these interview transcripts.

*Kalau brainstorming sama transfer ke ini (menunjuk SM) bisa, tapi mengerjakan soal tetap sulit mbak.*

**(I could do the brainstorming** and transfer into it (pointed SM), but I still found it difficult to do the exercises)

(Interview Transcript 11 – 21 February 2014)

*Pas bagian brainstorming itu masih enak mbak.*  
**(Brainstorming activity was still easy, Miss.)**

(Interview Transcript 12 – 21 February 2014)

Even, this activity improved their active participation in giving their ideas related to the topic even though they gave their ideas in Bahasa Indonesia. Their active participation when they gave ideas in brainstorming activity in the first meeting is described below.

*“Ketika kalian mendengar kata ‘Bali’ apa yang muncul di pikiran kalian? (When you heard the word ‘Bali’ what comes to your mind?)”* the researcher asked. *“Banyak pantai (Many beaches)”*, *“Garuda Wisnu Kencana”*, *“Banyak turis pake bikini bu (Many tourists wear swimming suit, Ma’am)”*, all students laughed. *“Iya betul. Nah, kalo kalian membayangkan holiday ke Bali, apa yang terpikir oleh kalian? Mungkin kalian bisa membayangkan ngapain aja di sana, liat apa saja di sana? (Yes, you’re right. If you imagine about holiday in Bali, what are you thinking? Maybe you imagine what do you do there, what you see there?)”* asked the researcher. *“Ya jelas foto-foto Miss (Of course taking pictures, Miss),”* one girl answered. *“Menginap di hotel (Staying at the hotel)”*, *“Belanja (Shopping)”*

(FN03 – 13 February 2014)

Their active participation in the third meeting is described below.

*“Coba kalau misalnya topiknya ‘My Birthday Party’ berarti apa yang muncul di pikiran kalian? (If the topic is ‘My Birthday Party’ so what comes to your mind?)”* They said, *“Kado (Gift)”*, *“Balon (Balloon)”*, *“Pesta ulang tahun (Birthday Party)”*, *“Happy”* etc. The researcher made a mind map based on their ideas and asked them to look for the English words of their ideas by looking up on their dictionary.

(FN03 – 13 February 2014)

In the third meeting, they gave more ideas related to the topic compared with the first meeting. They also showed more seriousness when they gave ideas in brainstorming activity. Besides, brainstorming activity also improved the



students' vocabulary as stated in the interview transcript below which also showed the students' feeling toward the activity.

*Yang brainstorming juga menyenangkan mbak soalnya memperkaya kata-kata baru.*

(Brainstorming activity was exciting, Miss, because **it enriched new vocabulary**).

(Interview Transcript 12 – 21 February 2014)

However, the researcher and the collaborator thought that the brainstorming activity had not maximally achieved the learning indicator yet. It was because most of the students did not accustomed to note down the new vocabulary that they found and learned. That was why the collaborator suggested the researcher to maximize brainstorming activity to improve their vocabulary by forcing them indirectly to note down the vocabulary. The collaborator said as stated below.

*Berdasarkan observasi, selama Cycle 1 kemampuan vocab siswa sangat kurang, bahkan mereka tidak tahu kata-kata yang mendasar. Menurut aku brainstorming itu sangat efektif untuk menambah vocab mereka, namun sayangnya para siswa banyak yang tidak mau mencatat jika menemukan vocab baru, oleh karena itu, alangkah baiknya kalau brainstorming bisa dioptimalkan di Cycle 2.*

Based on the observation during Cycle 1, the students' mastery of vocabulary was still low. They even did not know the meaning of some basic words. In my opinion, brainstorming was very effective to improve their vocabulary, but as a matter of fact, there were many students who did not want to note down new vocabulary. Therefore, **it will be good if brainstorming activity is optimized in Cycle 2.**

(Interview Transcript 13 – 21 February 2014)

Therefore, the brainstorming activity gave improvements to the students but it needed to be improved and maximized.

The next activities were categorizing activity and personalizing the map in which the students started to construct their maps. Most of the students found difficulty with this activity. Some of them argued that constructing a map was complicated as stated in this interview transcript below.

*Bikin seperti ini ribet itu lho mbak. Saya nggak bisa konsentrasi. Kalau sulitnya sih tidak tapi ribet mbak. Harus ditulis satu satu. Iya kalo bener, kalo nggak? Kalo langsung baca teksnya kan langsung bisa dicari jawabannya di teksnya itu.*

**Making a map like this was complicated.** I couldn't concentrate. It was not difficult but complicated, Miss. I had to write it one by one. I was lucky when those were right, how if they were not? If I read the text directly, I could look for the answer directly.

(Interview Transcript 11 – 21 February 2014)

However, some other students thought that these activities could improve their reading comprehension although they still found difficulty in creating the map as shown below.

*Masih sih mbak sedikit. Pas bagian brainstorming itu masih enak mbak. Tapi bingung pas bikin map nya yang mau ditulis yang apa.*

I still found a little bit difficulty. Brainstorming was still easy. But **I was still confused in creating the map; what I should write on the map.**

**P** : *Lalu menurut kalian strategi ini bisa membantu kamu memahami bacaan nggak? (So do you think that this strategy can help you comprehend the text?)*

**S3** : *Membantu mbak. Karena informasi-informasi pentingnya dipetakan, terus juga ada alurnya. Jadi misalnya aku mau tau 'he' itu siapa, aku jadi tahu yang dimaksud dengan 'he' itu siapa karena dipetakan. Biasanya aku cuma mengira-ira aja mbak. (Yes, **it helped**, Miss. It was because the important information was mapped so the plot was shown. So for example I wanted to know who 'he' was, **I knew the 'he' because it was mapped**. I was used to guessing it, Miss.)*

(Interview Transcript 12 – 21 February 2014)

Based on the transcript above, it can be shown that the activity of constructing a map could help them find detailed information such as references because the information was mapped on the paper and it made them easier to understand the relationships among the information. As a result, it helped them comprehend the text more easily.

The next activity was post-assignment synthesis which was in the form of retelling the story and doing several multiple choice comprehension questions. In retelling the story based on their Semantic Maps, many students still had difficulty in the second meeting so that they should be provided with

some guidelines to retell the story. The interview transcript of one of the students below shows it.

*Masih sih mbak sedikit. Pas bagian brainstorming itu masih enak mbak. Tapi bingung pas bikin map nya yang mau ditulis yang apa. Apalagi pas retelling itu susah mbak.*

I still found it a little bit difficult. Brainstorming was still easy. But I was still confused in creating the map; what I should write on the map. Especially **retelling was difficult.**

*Bingung sama bikinan sendiri mbak. Yang mana dulu yang dibaca. (**Being confused of my own map**, Miss; which one I should read first.)*

(Interview Transcript 12 – 21 February 2014)

In doing multiple choice exercises, the students did not find any difficulty toward the exercises in which the texts had been discussed before and they could do them fast. However, they often did not do it carefully. Even there were some students who cheated their friends. The interview transcript below shows it.

**P** : *Kalo pas ngerjain soal-soal itu gimana? Apa kalian mengalami kesulitan? (How was it when you were doing exercises? Did you find any difficulty?)*

**S1** : *Kalo yang bacaannya udah dibahas sebelumnya ya bisa ngerjainnya mbak... tapi kalo soal yang 20 kemarin itu susah-susah mbak. Kadang juga aku nggak teliti baca soalnya. (**If the text had been discussed before, I could do it ... but the last 20 questions were difficult,** Miss. Sometimes I was **not careful in reading the text.**)*

**P** : *Kalo Fina sama Hilma gimana? (How about Fina and Hilma?)*

**S2** : *Aku cuma nyontek Nisa mbak.... (**I just cheated** Nisa's work, Miss)*

**S3** : *Kalau aku ngerasa udah yakin menjawab benar tapi kok ternyata jawabanku salah. Mungkin kurang teliti. (I thought that my answers were correct, but actually they were wrong. Maybe it was because of less carefulness.*

(Interview Transcript 12 – 21 February 2014)

### 3) Accustoming them to opening the dictionary

This action was implemented since the first meeting especially when they did brainstorming activity, reading the text, and doing exercises. However, up to the fourth meeting, there were still students who did not bring dictionary to the classroom. Some of them said that they did not have a dictionary.

- P** : *Lho, saya kan sudah menyuruh kalian membawa kamus sehingga tiap ada kata-kata yang tidak tahu bisa mencari di kamus. Kenapa tidak bawa?* (I had asked you to bring a dictionary so that every time you don't know the meanings of words, you can look for those on your dictionary. Why don't you bring it?)
- S1** : *Nggak punya mbak.* (I don't have, Miss.)
- P** : *Ya beli, yang 10 ribu ada kok.* (You can buy it. There is a dictionary that costs ten thousand rupiahs.)
- S1** : *Kalau sudah punya pun malas nyari-nyari artinya itu mbak.* (If I had,

(Interview Transcript 12 – 21 February 2014)

However, on the third day, the number of students who did not bring a dictionary decreased as shown below.

There were still many students who did not bring dictionary although **the number decreased compared with the previous day.**

(FN05 – 20 February 2014)

### 4) Initiating the students' enthusiasm and creativity by constructing Semantic Map using different color pens

This action has been implemented during categorizing and personalizing the map activity. The students used green color to write prediction, red for marking and writing new information, and yellow for writing additional information. Some students especially female students

showed enthusiasm. However, some male students did not do so as shown below.

They would not only need reading, but also drawing a concept map using markers with different colors. The students were enthusiastic when hearing the word ‘drawing’. Many students showed their enthusiasm toward the activity. They often showed their works by saying, “*Seperti ini Miss (Like this, Miss)?*” although there were some boys who were lazy to do so. Their worksheets were still clean. They did not even write since the brainstorming activity.

(FN03 – 13 February 2014)

This activity then should be improved so that all of the students would be enthusiastically engaged in the activities.

- 5) Promoting group discussion to improve the classroom interaction between the researcher and the students and among the students themselves as well as to improve the students’ participation

The group work activity when creating the map was not so effective because it made the class so crowded as commented by the collaborator below.

*Lalu, ketika group work, siswa banyak yang justru terlihat tidak antusias. Mereka justru memanfaatkannya untuk membuat gaduh. Meskipun sudah punya kelompok sendiri, mereka tidak berkumpul dengan kelompoknya tapi malah pindah ke kelompok lain yang ada sahabatnya di situ.*

In the group work activity, **many students looked not so enthusiastic**. They conversely used the opportunity to **make noise**. Although they had had their own groups, they did not gather with their groups but they **moved to another group** in which there were their best friends.

(Interview Transcript 10 – 20 February 2014)

The students also complained that they preferred working by themselves to working in groups because many members of the group did not contribute in the group work. These interview transcripts prove that.

<p><b>P</b> : <i>Kalau antara mengerjakan dalam grup sama mengerjakan sendiri, kalian pilih mana?</i> (Which do you prefer between working in groups and working individually?)</p> <p><b>S1 dan S2:</b> <i>Sendiri mbak.</i> (Working individually, Miss.)</p> <p><b>S1</b> : <i>Kalau bekerja dalam grup pun pada nggak mau bantuin mbak. Akhirnya sama saja bekerja sendiri.</i> (Even if we work in groups, my friends did not want to help, Miss. Finally, it was the same as working alone.)</p>
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(Interview Transcript 12 – 21 February 2014)

However, in group discussion and presentation, they involved in the discussion in more serious manner although some of them especially female students were still shy to present their work.

Based on the reflection of the actions above, the researcher and the collaborator concluded that there were some points as the findings of Cycle 1. The following statements are the findings of Cycle 1.

- 1) The successful actions
  - a) The students' mastery of vocabulary improved.
  - b) The students more actively participate in the teaching and learning process.
  - c) The classroom interaction was getting better and intense.
  - d) Most of the students showed enthusiasm toward the lesson and the activities.
- 2) The unsuccessful actions
  - a) The students were lazy to note down new vocabulary.

- b) There were still students who did not want to bring a dictionary to the classroom.
- c) Many students still had difficulties in creating the map and retelling the story.
- d) Only a few members of the groups contributed to the group activity
- e) There were some students who did not concentrate on the lesson even made noise during the teaching and learning process.

In conclusion, there were some improvements on every indicator in each action. However, some problems occurred during Cycle 1. In order to solve the problems in Cycle 1 and to improve the students' reading comprehension, the researcher would continue to implement several actions in the next cycle.

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

### **a. Planning**

Cycle 2 was planned to be conducted in three meetings that were on February 25<sup>th</sup>, 26<sup>th</sup>, and 29<sup>th</sup> of February 2014. In the second cycle, the researcher would teach narrative text which was also the students' material in the semester. During these meetings, the students were expected to be interested in and motivated by the learning activities, to achieve some learning indicators, to focus on the lesson, and to be more disciplined.

Similar to the first cycle, the researcher also constructed a course grid and lesson plans for Cycle 2. In order to solve the problems occurred during the first cycle, the researcher planned to do these following actions:



- a) Teaching reading comprehension of narrative text with three texts entitled '*Cinderella*', '*The Legend of Rawa Pening*', and '*The Story of Roro Jonggrang*'
- b) Creating some interesting activities based on the procedure of the Semantic Mapping Strategy to achieve some learning indicators such as identifying main idea or topic, identifying the purpose of recount text, identifying the generic structure of the text, identifying stated details and unstated details, identifying references, and identifying difficult words based on the context. The activities included brainstorming, categorizing, personalizing the map, and post-assignment synthesis which would be in the form of retelling the story and doing multiple choice comprehension questions.
- c) Giving handouts to make the students more engaged in the lesson
- d) Using LCD projector to engage the students' enthusiasm towards the lesson
- e) Providing Semantic Map with blanks to help the students construct the map

## **b. Action and Observation**

### **1) First Meeting**

The implementation of the action of the first meeting in cycle two was held on Tuesday, 25 February 2014. The lesson started at 9.55. The researcher and the collaborator entered the classroom. The classroom situation was still fresh because it was still morning. The researcher greeted the students, led a prayer, and checked the attendance. All students were present. They said that they were still passionate to join the lesson. The researcher asked them whether they brought dictionary. Many of the students said that they brought it.

In this first meeting of the second cycle, the researcher tried to engage the interest and enthusiasm of all the students by giving materials through LCD screen. Besides, she also gave each of the students a handout about the material of the day. The situation is shown by this following field note.

The researcher then put out her laptop and plugged it to the projector cable. She asked one of the students to turn on the projector. The students paid attention to the LCD. Then the researcher distributed handouts to the students. The researcher told them that they would be discussing another text type.

(FN07 – 25 February 2014)



Figure 13. **In Cycle 2, the researcher uses LCD screen to teach the students.**

The researcher initiated the students' background knowledge by asking them whether they were familiar with the narrative text. They looked familiar with it even though it had not been taught to them before. They could answer the researcher's questions about the narrative text as shown below.

*Sering ya mendengar istilah teks naratif? (Do you often hear about Narrative text?)*” asked the researcher. “*Cerita (Stories)*”, “*Dongeng (Fairy Tales)*”, “*Snow White*”, the students answered. “Right. Have you all received the handout? What is the purpose of Narrative text?” asked the researcher. “*Purpose itu apa Miss?*” The researcher asked other students the meaning of “purpose”. Some of them opened their dictionary. “*Apa itu purpose?*” asked the researcher. “*Tujuan...*” answered some of them. “Right. So, what’s the purpose of Narrative text?” They read their handout and said, “To entertain or to amuse the readers.” Then the researcher asked them the examples of Narrative text that they knew such as fable, legend, myth, fairy tale, and folk lore through showing some pictures on the slide show. They often answered in English. They were asked to complete their handouts with the examples of Narrative text. They might add other stories that they knew to their handouts. Almost all students completed their handouts except a few students who always made noise during the teaching and learning process.

(FN07 – 25 February 2014)

The field notes above also show that the use of handout was effective because the students were accustomed to noting down new information on their handouts. The students showed more enthusiasm and participation towards the lesson. They often gave ideas, asked, and consulted their dictionary to find unknown words. However, there were still a few students who made noise during the lesson.

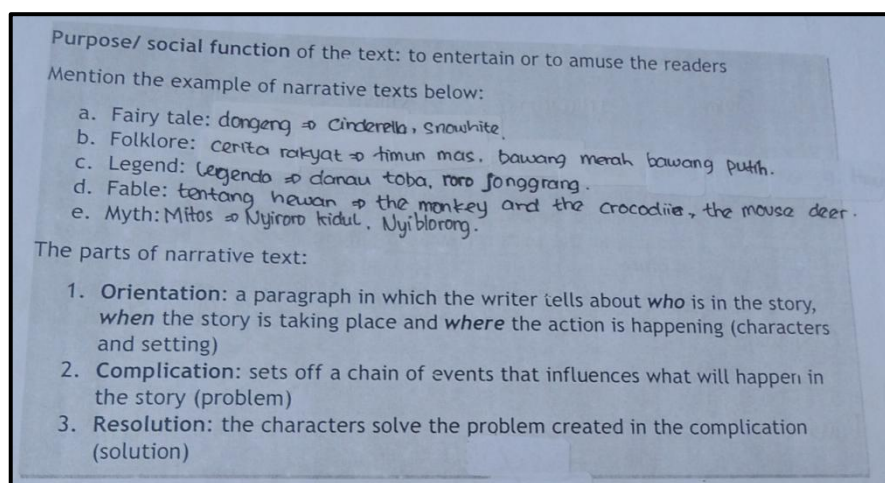


Figure 14. **The use of handouts encourages the students to write important information.**

After that, the researcher explained about the parts or the generic structure of narrative text by showing them a diagram with phrases and pictures. Then, she asked whether they were familiar with the story of Cinderella. Almost all students were familiar with it. She then appointed one of the students to tell the story briefly in *Bahasa* Indonesia. Two of them told the story, completing each other. After they finished the story, the researcher showed them the text entitled ‘Cinderella’ which was written in different colors showing different parts such as the characters, the setting, the conflict, and the solution. The situation is shown below.

The students paid attention carefully to the slideshow. They read the text silently. The researcher appointed them one by one who the characters are, where the story was taking place, when, and what the conflicts are. “Look at the text in yellow. What do they belong to? Orientation, complication, or resolution?” asked the researcher. They said, “Orientation”. They could say that the characters were Cinderella, step mother, step sisters, and the prince. But they could not say about the time and the place. “*Nah, biasanya teks naratif diawali dengan apa (What do narrative text usually start with)? Pada zaman.... (Once...)*” Stimulated the researcher. “*Dahuluuuuu... (Upon a time ...)*” they answered. “Right, *apa bahasa Inggrisnya ‘pada zaman dahulu?’ (What is ‘pada zaman dahulu’ in English?)*” Some of them answered, “Once upon a time” with wrong pronunciation. The researcher asked them to repeat her saying “Once upon a time.” They also did not know the time although it had been written in yellow color so the researcher showed them.

(FN07 – 25 February 2014)

The students were more engaged in this activity. Then the researcher showed them the map in which the parts of the story of Cinderella were broken down. The researcher asked them whether they understood. They said that they were still confused to differentiate between complication and resolution. The researcher explained again about complication and resolution by using “Cinderella” as the

example. She said that complication is the problem or problems which occur in the story and the complication is how the main characters solve the problem or problems.

The researcher asked the students to look at their handout and do the first activity on their handout. The activity was labeling some pictures with the words and phrases in the box. She said that they might find those words and phrases in the text that they would read. They might open their dictionary to do this activity. Some students who did not bring a dictionary asked the researcher the meanings of some words but the researcher asked them to borrow their friends'. The researcher walked around the class and found that four students did not do anything from the first time. They did not do labeling activity and they also did not complete the examples of narrative texts as the researcher asked them. She asked them whether they were serious in joining the class or not. She offered them to go out of the class if they did not want to do the activity. Finally, they did the labeling activity. After a few minutes, the students had finished labeling the pictures. They discussed the correct answer and many students could answer correctly.

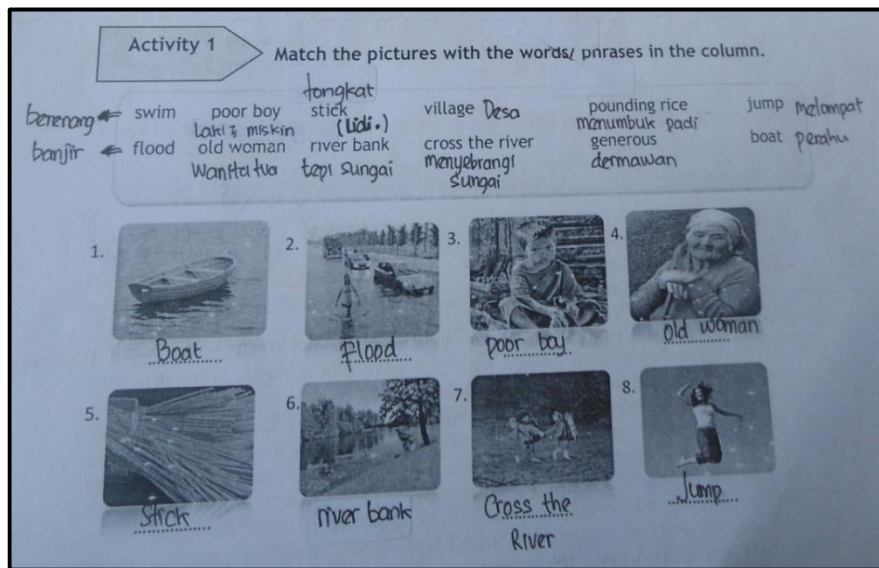


Figure 15. One of the Students' Works in Labeling Activity

The researcher then led them to the next activity. She asked them to look at the picture in Activity 2 which is the picture of the story of Rawa Pening. She asked them what they thought the story was and whether they had been familiar with the story. Some students said that they knew that story. The researcher asked them to brainstorm their ideas related to the picture. She said that they might use the words and phrases that they had labeled before if they thought those represented the picture or the story. The students did not find any difficulty in brainstorming as shown below.

Then the researcher asked them to look at the picture and brainstorm their ideas about the picture or the story. The researcher said that they might refer to the vocabulary that they had learned before. They said, "People", "A Boy", "Village", "Stick", "Water".

(FN07 – 25 February 2014)

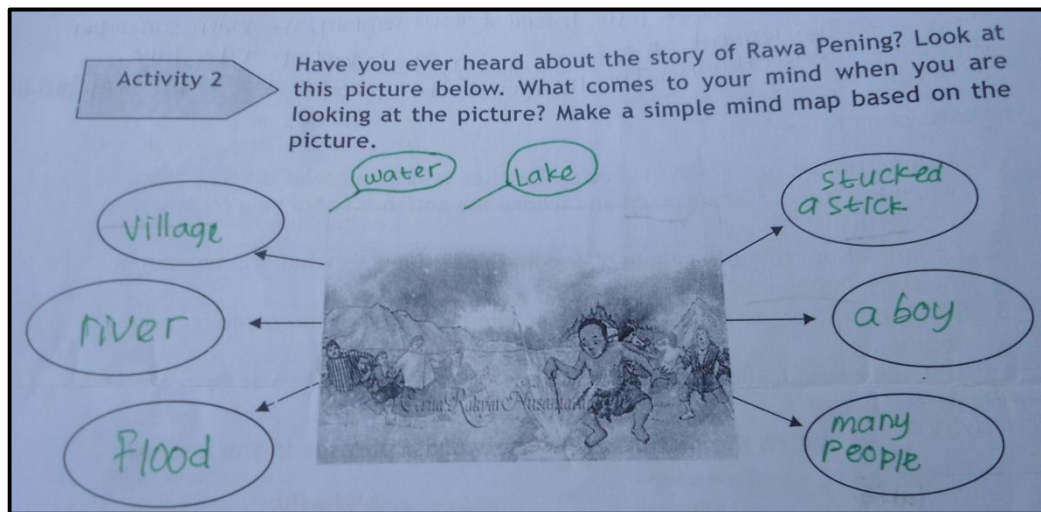


Figure 16. One of the Students' Works in Brainstorming

The time was up. The researcher gave homework to the students to read the text in Activity 3 and try to complete the map below the text at home. Some of them said that it seemed difficult, but the researcher said that it was easier than the previous map because the map had been made and they only needed to complete it. She then asked whether there were some questions. Because there was no question, she led a prayer and dismissed the class.

## 2) Second Meeting

The second meeting of cycle two was held on Wednesday, 26 February 2014. It was only one period lesson and it started at 9.55. The researcher and the collaborator entered the classroom. She greeted the students, led a prayer, and checked the attendance. A student was absent. The researcher set up the LCD projector.

The researcher asked the students to put out their handouts. She asked whether they had read the text at home or not. Many of them said that they had not read the text. The researcher then asked them to read the text while completing

the map below the text. Some of them opened their dictionary. This activity is shown in the field note below.

*“Kita akan membuat Semantic Map seperti kemarin... tapi sekarang sudah ada map nya kalian tinggal melengkapi. Lebih mudah kan? Masih ingat apa saja bagian-bagian narrative text (We will make a Semantic Map as what we did yesterday. But, now there has been the map already and you can just complete it. It is easier, right? Do you still remember the parts of narrative text)?”* asked the researcher. *“Orientation, complication, resolution...”* answer them. Then the researcher asked the students one by one randomly to complete the map based on the story. The researcher also appointed those who always made noise in the classroom. They did not know what to complete because they seldom paid attention to the researcher’s explanation although the researcher had advised them frequently. The students still had problems in completing the complication and resolution. The researcher explained that a story could have more than one complication and more than one resolution. The researcher asked them to cover the circle of complication using red color pen to show that the problem arose and to cover the circle of resolution using green color pen to show that the problem had been solved.

(FN08 – 26 February 2014)

Finally, the students had done with the map. It was much faster than creating the map in Cycle 1. The students and the researcher then discussed the content of the story together.



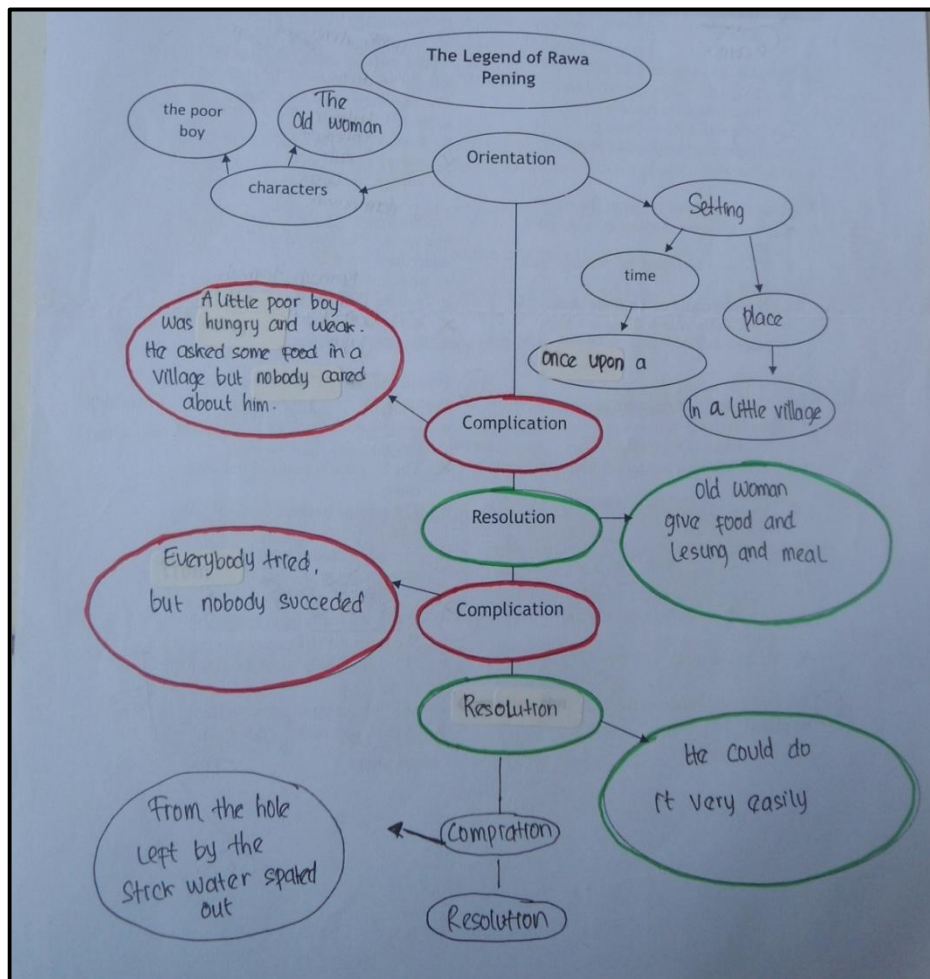


Figure 17. One of the Students' Semantic Maps

After the story was discussed, the researcher asked the students to do the last activity, which was doing some multiple choice comprehension questions. They could do the activity in a short period of time. The researcher asked them to submit their work because the time was up. After all of them submitted their works, the researcher led a prayer and closed the class.

### 3) Third Meeting

The third meeting of Cycle 2 was held on Wednesday, 29 February 2014. The researcher and the collaborator entered the classroom. She greeted the

students, led a prayer, and checked the attendance. All students were present. The students looked so happy. They said that they would have a study tour to Bali.

The researcher said that they would be still discussing the narrative text. Being helped by a student, she distributed handouts to the students. After making sure that the students had got their handout, the researcher asked them whether they have ever been to Prambanan Temple. Many students raised their hands. The researcher asked them what they could find there. Many students gave their ideas as shown below.

Many students raised their hands. She then asked what they found there. They said: temples, *patung* (statues), *patung* Roro Jonggrang (Roro Jonggrang statue), Ramayana dance, etc. She then asked, "Have you ever heard the story of Roro Jonggrang?" Some students answered yes and many others said no. "Is there anyone who wants to share the story of Roro Jonggrang?" asked the researcher. One student said, "*Itu lho yang disuruh bikin seribu candi tapi nggak berhasil, terus Roro Jonggrangnya dikutuk jadi patung.* (It was about a man who was asked to build a thousand temples but he did not succeed so Roro Jonggrang was cursed into a statue.)" "That's right. Why did not he succeed to build the temples?" asked the researcher. One student said, "*Roro Jonggrangnya curang Miss... (Roro Jonggrang was tricky, Miss...)*", others said, "*Dia memukul lesung biar terlihat sudah pagi... (She hit the lesung so that it looked like as if it was in the morning)*" "Yup, you are right," said the researcher.

(FN09 – 29 February 2014)

The field note above showed that the students were more engaged in the lesson. They showed their enthusiasm by giving their ideas about the topic.

The researcher asked the students to look at the first activity on their handout. She asked them to look at the picture and asked them what the picture was about. The students answered that it was the picture of Roro Jonggrang story. As usual, she asked them to brainstorm their ideas related to the picture. They

might open their dictionary. The researcher moved around the classroom when the students were working. Most of them had read the text below the Activity 1 and wrote such as 1000 temple, genies, princess, prince, Bandung Bondowoso, etc. Then, the researcher asked the students to move to Activity 2 and to transform their ideas on brainstorming activity to the map. They wrote on the new map with the parts of narrative text but they were still confused to write their ideas especially the complication and the resolution. The researcher reminded them again about complication and resolution based on their own experience. Most of them only wrote up to the orientation of the text. A few of them wrote up to the first orientation and resolution. The researcher tried not to help the students too much. She told that they might discuss with other friends.

After that, the researcher asked the students to read the text on Activity 3 while modifying the pre-reading map. The researcher walked around to see their works. All students did the activity. After that, the researcher asked them to do the next activity which was answering 5 essay questions and 5 multiple choice questions. They could finish the exercises in about 15 minutes. They then discussed the answer of the questions while discussing the content of the text. The researcher appointed the students one by one randomly. Most of them could answer the essay questions but there were some students could not answer the multiple choice questions correctly. The researcher then asked them to submit their works.

All of the activities had been done. The researcher asked whether there were questions. There was no question. The researcher asked them whether the

lesson she had delivered was difficult. Some of them said no and the others said yes. Before ending the lesson, the researcher reminded them that on Saturday, 8 March 2014, there would be a post test so that they should prepare themselves for it. She then led a prayer and dismissed the class.

### **c. Reflection**

After the whole actions in Cycle 2, the researcher and the collaborator found some changes in the students' reading comprehension and the teaching and learning of reading. The researcher also gathered comments and suggestions from research members about the implemented actions as what she did after the implementation of Cycle 1. The reflections of Cycle 2 were based on the interviews with some students and the collaborator as well as the observation.

The reflections of the actions implemented in Cycle 2 can be elaborated as follows.

- a) Teaching reading comprehension of narrative texts with three texts entitled '*Cinderella*', '*The Legend of Rawa Pening*', and '*The Story of Roro Jonggrang*'

This action had been carried out successfully. The first and the second texts were used in meeting one and meeting two. Meanwhile, the last text was used in meeting three.

- b) Creating some interesting activities based on the procedure of the Semantic Mapping Strategy to achieve some learning indicators such as identifying main idea or topic, identifying the purpose of recount text, identifying the generic structure of the text, identifying stated details and unstated details,

identifying references, and identifying difficult words based on the context. The activities included brainstorming, categorizing, personalizing the map, and post-assignment synthesis which would be in the form of doing multiple choice comprehension questions.

In Cycle 1, the brainstorming activity had not yet fulfilled the researcher's expectation in which the students did not want to note down new vocabulary which they found during the teaching and learning process so that they often forgot the vocabulary. In Cycle 2, the brainstorming activity was maximized by giving each student a handout. The researcher found that the students' attitude changed during this activity in which they wanted to write down new vocabulary that they found on their handout without being asked by the researcher as shown in the picture below.

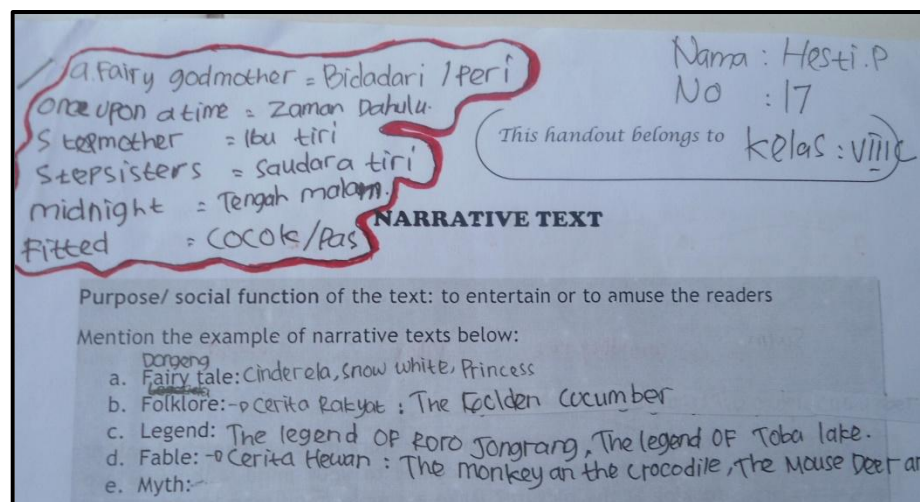


Figure 18. The Student's Note of New Vocabulary

The students also tended to give more ideas more easily because they were provided with pictures as stated by the collaborator below.

*Dengan gambar, mereka juga mengeluarkan lebih banyak ide pada saat brainstorming.*

**By being provided with pictures, they also gave more ideas in brainstorming.**

(Interview Transcript 18 - 29 February 2014)

They could do the activity more easily also because they were provided with vocabulary exercises so that they had many words to brainstorm and they could say them in English. It helped them comprehend the text more easily as shown in the interview transcript with one of the students below.

**P** : *Membantunya gimana?* (How does it help you?)

**S1** : *Ada brainstormingnya, jadi saya bisa apa namanya ... **memprediksi kata-kata yang akan muncul di teks.** Kalo banyak yang diprediksi, jadi **lebih mudah memahami bacaannya.*** (There was brainstorming, so I could, how do we say ... predict the words which will appear in the text. If there are many words that I can predict, I can comprehend the text more easily.)

(Interview Transcript 16 - 29 February 2014)

In the categorizing activity, some students could do the activity more easily. There were some students who were still confused about complication and resolution but finally they could accomplish the task. Personalizing the map was automatically done because the students had their own handout. Post-assignment synthesis in Cycle 2 was conducted by doing several comprehension questions as in Cycle 1. There were students who got improvement in their comprehension so that they found it easier to answer the questions but there were also students who still found it difficult to answer the questions. Here is the interview transcript of one of the students who got improved.

- P** : *Terus apa kamu bisa memahami bacaan lebih baik setelah penerapan strategi Semantic Mapping? (Can you comprehend the text better after the implementation of Semantic Mapping strategy?)*
- S** : *Bisa, Miss. Lebih bisa ngerti apa maksud bacaannya walaupun nggak semuanya. Sekarang kalo ngerjain soal lebih yakin aja menjawabnya. (Yes, I can, Miss. **I can more understand about the intention of the text although I do not understand the whole text. Now, I can answer the questions more surely.**)*

(Interview Transcript 15 - 29 February 2014)

Here is the interview transcript of one of the students who still had difficulty in answering multiple choice comprehension questions.

- P** : *Lalu apakah pembelajaran menggunakan strategi Semantic Mapping sudah bisa membantu kamu memahami bacaan? (Has the teaching and learning using Semantic Mapping Strategy helped you comprehend text?)*
- S** : *Kalau pas sudah bikin Semantic Mapping, terus ngerjain soal itu bisa, Mbak. Tapi kalau ada text baru susah lagi, soalnya kan harus tau arti kata-katanya. Sementara kalo ngerjain soal ga boleh buka kamus. (**When I made Semantic Mapping, then I could answer the questions, Miss. But if there was a new text, I found it difficult again,** because I had to know the meanings of the words. If I did the exercises, I might not open the dictionary.)*

(Interview Transcript 16 - 29 February 2014)

During the reconnaissance phase, the students equipped a strategy in which they matched the words in the multiple choice options with those in the text when they did not understand the meaning of the text or the questions. However, after the Semantic Mapping strategy was implemented, they said that they seldom used the strategy. They said that they could understand English text better than before as stated below.

- P** : *Dulu kan kata Bu Masinem, kalian sering menjawab soal dengan cara mencocokkan yang kata-katanya sama di pilihan ganda sama di teksnya, betul nggak? (Bu Masinem used to say that you often answer questions by matching the words in the options which were the same as those in the text, was that right?)*
- S** : *Iya, kadang-kadang, Miss. (Yes, sometimes, Miss)*
- P** : *Kalau sekarang masih sering begitu nggak? (Do you still do so frequently?)*
- S** : *Udah enggak lagi. Tapi kalo bener-bener nggak tahu ya masih, Miss. Hehe... (Not anymore, Miss. But when I really do not not know, I still use it, Miss.)*
- P** : *Tapi udah nggak sesering dulu? (But you don't do that as often as before, do you?)*
- S** : *Iya, udah enggak. (No, I don't.)*

(Interview Transcript 15 - 29 February 2014)

- P** : *Kalian pernah nggak dulu ngerjain soal cuma nyocokin kata-kata yang di pilihan ganda sama yang dibacaan gitu? (Have you ever done exercises by matching the words in the multiple choice options with those in the text?)*
- S1, S2** : *Sering mbak. (Often, Miss.)*
- P** : *Sekarang masih sering seperti itu? (Do you still do so?)*
- S1** : *Enggak Miss, soalnya kalau kata-katanya sama juga belum tentu itu jawabannya. (No, Miss, because even though the answer has the words as the text, it doesn't mean that it is the answer.)*
- S2** : *Kalau sudah tau maksud pertanyaannya dan tahu dimana harus nyari jawabannya nggak perlu nyocok-nyocokin lagi. (If I have known the meaning of the questions and know where I had to look for the answer, I don't need to do matching anymore.)*

(Interview Transcript 16 - 29 February 2014)

Besides the reading comprehension, the students also stated that they got improved in participation and motivation. They participated more actively in giving ideas, asking and answering questions. Their motivation was shown by the fact that many students became more engaged during the teaching and learning process of reading.



- c) Giving handouts to make the students more engaged in the lesson

According to the collaborator, there were some changes because of the implementation of this action as stated in the interview transcript below.

*Dengan diberikannya handout kepada siswa, mereka tampak lebih serius dalam mengikuti pembelajaran. Beberapa dari mereka rajin mencatat kata-kata baru dan mencoret-coret handout mereka sehingga membantu mereka belajar.*

**By giving handouts to the students, they looked being more serious in following the lesson. Some of them were diligent to note down new words and to give marks on their handout that helped them learning.**

(Interview Transcript 18 - 29 February 2014)

Below is the student's handout which was given mark.

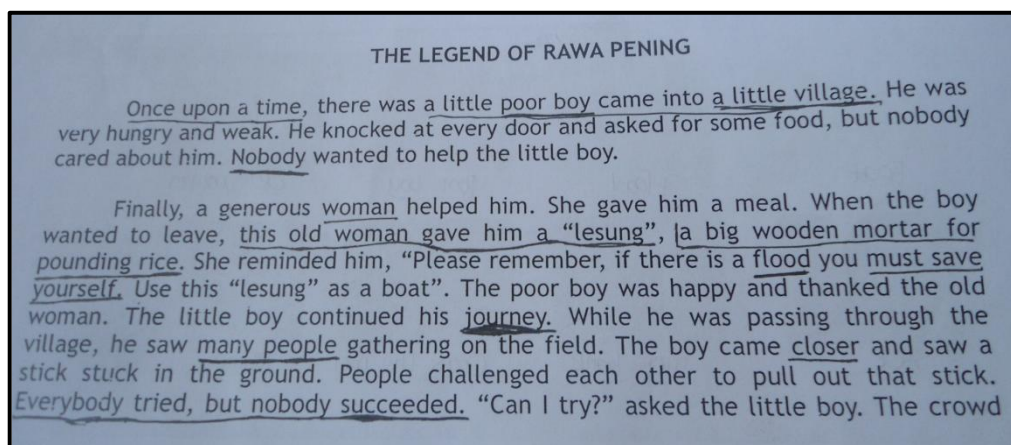


Figure 19. The Student's Handout which was Given Marks

The interview transcript and the picture above showed that the activity became more intense and better although there were still a few students who still did not follow the lesson well as shown below.

They were asked to complete their handouts with the examples of narrative texts. They may add other stories that they knew to their handouts. **Almost all students completed their handouts except a few students who always made noise during the teaching and learning process.**

(FN07 - 25 February 2014)

- d) Using LCD projector to engage the students' enthusiasm towards the lesson

This action was implemented because in cycle one there were some students who did not look enthusiastic during the lesson, instead, they made noise with their friends. After this action was implemented, the students paid more attention towards the slide show as shown below.

Then the researcher showed them a text entitled "Cinderella" which was written in different colors showing different parts such as the characters, the setting, the conflict and the solution. **The students looked paying attention carefully to the slideshow.**

(FN07 - 25 February 2014)

The collaborator's comment also supported that this action has successfully changed the students' attitude towards the lesson as he stated below.

*Mereka juga terlihat antusias dengan dipakainya LCD dengan banyak gambar-gambar. Apalagi banyak contoh-contoh teks narrative yang mereka tahu.*

**They looked enthusiastic by the use of LCD with many pictures.** Especially there were many examples of narrative text that they knew already.

(Interview Transcript 18 - 29 February 2014)

- e) Providing Semantic Map with blanks to help the students construct the map

In Cycle 1, there were many students who felt difficult to construct the Semantic Map. They were still confused on how to begin and what to write in their map. In Cycle 2, the students were provided with Semantic Map with

blanks for the students to complete. It was expected that the students could construct the map more easily than in Cycle 1. Based on the observation, the students could do the activity easily as shown in the field note below.

The students could complete the orientation easily. They could write the characters and the settings. But the students still had problems in completing the complication and resolution. The researcher explained that a story could have more than one complication and more than one resolution. The researcher asked them to cover the circle of complication using red color pen to show that the problem arose and to cover the circle of resolution using green color pen to show that the problem had been solved. The students looked understanding her explanation.

(FN08 - 26 February 2014)

Some of them found difficulties in writing the complication and the resolution of the story, but after being explained, they could complete the map as shown in the situation below.

**P** : *Oh, gitu. Terus kesulitan-kesulitan apa yang kamu temui selama penerapan strategi Semantic Mapping? (Oh I see. Then what difficulties did you find during the implementation of Semantic Mapping strategy?)*

**S** : *Pas kemarin membedakan yang complication sama resolution itu sulit. Suka kebalik-balik. Baru mudeng ketika dijelasin kalau complication itu masalah jadi pake spidol merah, terus spidol hijau menandai resolution artinya masalahnya sudah diselesaikan. Iya, kan Miss?*

(It was difficult to differentiate between complication and resolution. It was often flipped over. **I understood when I was explained that complication is the conflict so I used red color pen, then the green color pen was used to mark resolution meaning that the problem has been solved.**)

(Interview Transcript 15 - 29 February 2014)

**S** : *Kalo yang dulu saya nggak suka Mbak. Soalnya rempong, saya nggak mudeng. Kalau yang sudah dibuatkan seperti ini saya lumayan seneng Mbak, karena nggak terlalu membingungkan. (I do not like the previous activity, Miss. Because it was complicated; I did not understand. **If the map has been made like this I was quite happy, Miss, because it is not so confusing.**)*

**P** : *Berarti kamu nggak mengalami kesulitan ya selama proses pembelajaran? Pas bikin Semantic Map itu? (So didn't you face any problem during the learning process, when you made the Semantic Map?)*

**S** : *Enggak terlalu, mbak. Lebih mudah sekarang. (Not really, Miss. Now, I felt that **it was easier.**)*

(Interview Transcript 16 - 29 February 2014)

Based on the reflection above, all the actions implemented during Cycle 2 was successful in improving both the students' reading comprehension and the teaching and learning of reading. To sum up the students' changes during Cycle 1 and Cycle 2, the researcher elaborates them in this following table.

**Table 6 The Students' Changes during the Teaching and Learning Process of Reading in Cycle 1 and Cycle 2**

<b>Cycle 1</b>	<b>Cycle 2</b>
1. The students found it easy to brainstorm their ideas related to the topic but they more often used <i>Bahasa</i> Indonesia than English in giving their ideas.	1. The students could give more ideas after they were provided with pictures in the brainstorming activity. They could also give ideas in English after they were provided with vocabulary exercise.
2. The students participated actively during the brainstorming activity to give their ideas.	2. The students participate actively during the brainstorming activity to give their ideas.
3. Brainstorming activity improved the students' vocabulary but it had not been maximal yet because the students were not accustomed to noting down new vocabulary so that they easily forgot the vocabulary.	3. The students said that brainstorming helped them predict the words which might come in the text and it helped them comprehend the text.

(Continued)

(Continued)

<p>4. Most of the students found difficulties in constructing Semantic Map because it was considered complicated for them. However, regardless the complication, they said that their reading comprehension improved after making the map.</p>	<p>4. The students could construct Semantic Map more easily than in Cycle 1 after being provided with blank map in which they had to complete the map using the information in the text based on the generic structure of the text.</p>
<p>5. Many students had difficulties in retelling the story in post assignment synthesis. However, they could retell the story better after being given guidelines.</p>	<p>5. There was no retelling story in Cycle 2. The post assignment synthesis was in the form of discussion and answering multiple choice questions.</p>
<p>6. The students could do multiple choice comprehension questions fast. However, they said that they often did not do it carefully. Some of them cheated their friends' work.</p>	<p>6. The students found it easier to do multiple choice questions. However, there were some students who still found it difficult to answering those questions.</p>
<p>7. There were still many students who did not bring a dictionary to the classroom even though the number decreased in the end of Cycle 1.</p>	<p>7. Most of the students bring dictionary and used them actively during the teaching and learning process.</p>
<p>8. The students' enthusiasm towards the teaching and learning improved especially when they used color pens in constructing the map. However, there were still some students who were not enthusiastic. Instead, they made noise during the teaching and learning process.</p>	<p>8. The students were more enthusiastic and more engaged in the lesson after they were taught using LCD and being given handout. In Cycle 2, the use of color pens also helped them differentiate between complication and resolution.</p>
<p>9. The group work activity was not effective because the students' tended to prefer individual work. Many groups did not cooperate well so that only some members of the groups contributed to the group work.</p>	<p>9. In Cycle 2, there was no group work. Instead, the activity was individual work.</p>
<p>10. The classroom interaction both the interaction between the researcher and the students and among the students improved through discussion and presentation.</p>	<p>10. The classroom interaction both the interaction between the researcher and the students and among the students improved through discussion.</p>

The elaboration above reveals that the results of Cycle 2 were better than those of Cycle 1 in terms of the students reading comprehension and the teaching and learning process of reading. As a result, the researcher and the collaborator agreed to end the actions of the research and to conduct post-test.

### **E. General Findings**

This study was begun on the 15<sup>th</sup> of January and ended on 8<sup>th</sup> of March 2014. The objective of this research was to improve grade 8C students' reading comprehension as the main problem in the teaching and learning process of reading. To solve the problems, the researcher implemented some actions based on the Semantic Mapping Strategy. All the actions were successfully done in 2 cycles. The results of the research can be elaborated as follows.

First, the brainstorming activity which was planned to improve the students' vocabulary and to predict the words that might come in the text could achieve its purpose. The brainstorming activity was useful as a pre-reading activity in activating the students' background knowledge of the topic and allowed them to predict the words or phrases that they might find in the text so that it helped them comprehend the text better. Beside it was easy to do, it also initiated the students' participation and interaction during the teaching and learning process. The use of a picture instead of the topic in brainstorming activity helped them to brainstorm more ideas.

Second, the categorizing activity helped them comprehend the generic structure of the text. The students could break down the generic structure of recount texts and narrative texts more easily because they were mapped out in the

Semantic Map. The use of color pens helped the students to differentiate the generic structure such as complication and resolution.

Third, personalizing the map activity in which the students read the text while modifying the map helped the students comprehend the content of the text. It helped them retell the content of the text and do comprehension exercises. The use of color pens helped them understand the text more easily such as ordering chronological events in recount text and finding details. This activity was more effective and less complicated when the students were provided blank map to complete rather than they were asked to make the map from scratch.

Fourth, post-assignment synthesis in the forms of discussion and retelling the story improved the students' interaction, confidence, and participation. However group work activity was less effective for this class. Meanwhile, post-assignment synthesis in the form of answering multiple choice comprehension questions could be done fast by the students. Some of them often did not do the exercises carefully. However, they made change in term of their strategy in answering multiple choice questions. During the implementation of the actions, the students less often did their traditional habit in which they answered the questions only by matching the words in the multiple choice options which were the same as those in the text. They said that the Semantic Mapping strategy with its procedure could help them comprehend English texts more easily than before. In the same words, the researcher had successfully achieved the objective of the research and decided to end the cycle.

To support the conclusion above, the researcher used the quantitative data as well. After the end of cycle two, she conducted a post-test which was on Saturday, 8<sup>th</sup> of March 2014. The test was a close book test and the materials for the text were recount text and narrative text as what the students had learned during the actions. The test items were 40 and there were 29 students who did the post-test.

The researcher then compared the students' scores in the pre-test and those in the post test. Those data then were analyzed using SPSS 16.0 by applying Paired-Sample T-Test to know whether the use of the Semantic Mapping strategy influences the students' reading comprehension. 29 students were chosen as the samples of the research. They were the students who joined both the pre-test and the post-test. The result of the data analysis is shown in the following tables.

**Table 7. Paired Samples Statistics of the Pre-Test and the Post-Test**

<b>Paired Samples Statistics</b>				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	2.7069	29	.48213	.08953
Posttest	4.4397	29	.49396	.09173

**Table 8. Paired Samples Test of the Pre-Test and the Post-Test**

	<b>Paired Differences</b>					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-1.73276	.62296	.11568	-1.96972	-1.49580	14.979	28	.000



The data show that the probability value (p-value) is 0.00. The result is statistically significant because the p-value is lower than the significance level ( $0.00 < 0.05$ ). It means that the use of the Semantic Mapping Strategy influences the reading comprehension of the students.

The researcher also compared the tests' results using O'Gara's model as it is cited in Burns (2010: 129). The following table presents the comparison.

**Table 9. The Comparison of the Test Results Using O'Gara's Model**

	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Mean</b>	2.71	4.44
<b>Median</b>	2.75	4.50
<b>Mode</b>	2.75	4.50
<b>Standard Deviation</b>	0.48	0.49
<b>Number of the Students</b>	29	29

The results show that the mean, median, and mode all show greater improvement after the implementation of the actions. The average score in the pre-test is only 2.71. Meanwhile, the average score in the post-test rise into 4.44. In conclusion, the gained score of the students' comprehension was 1.73.

Beside the pre-test and the post-test, the researcher also conducted assessments during the meetings to know the students' progress in each meeting and cycle. Two assessments were conducted in Cycle 1 and two other assessments were conducted in Cycle 2. The results of the assessments can be shown in these following tables.

**Table 10. The Comparison of the Assessments in Cycle 1**

<b>Statistics</b>		
	Assessment1	Assessment2
N Valid	29	29
Missing	0	0
Mean	7.1034	4.8621
Median	7.0000	5.0000
Mode	7.00	5.00
Std. Deviation	1.08050	.73066
Minimum	3.00	3.50
Maximum	9.00	7.00

**Table 11. The Comparison of the Assessments in Cycle 2**

<b>Statistics</b>		
	Assessment1	Assessment2
N Valid	30	30
Missing	0	0
Mean	5.5000	6.9667
Median	6.0000	7.0000
Mode	7.00	8.00
Std. Deviation	1.71705	.96431
Minimum	3.00	5.00
Maximum	8.00	8.00

Based on table 10, the average score of the students in the first assessment in which the students answered 10 multiple choice questions is 7.10. However, the average score fell to 4.86 in the second assessment in which the students answered 20 multiple choice questions. This result shows that the students' comprehension was not improved in term of score. However, in Cycle 2, there was greater improvement in the students' score. Based on table 11, the average score of the

students rise from 5.50 to 6.97. It can be concluded that the students made significant progress during Cycle 2 in term of score.

## **F. Discussion**

This research resulted improvement in both the students' reading comprehension and the teaching and learning process of reading. The improvement was achieved by using the Semantic Mapping Strategy which is defined by Mah (2001) as an approach in which students relate new words to their own prior knowledge in a graphic form. Based on different types of Semantic Mapping proposed by Frederick (1957) in Sinatra et al. (1986), the researcher used Narrative Sequential Organization Map or Episodic Web because the text types taught were recount and narrative texts. The procedure of the Semantic Strategy includes introducing the topic, brainstorming, categorization, personalizing the map, and post-assignment synthesis as proposed by Heimlich and Pittleman in Zaid (1995).

Based on the findings of this research, the brainstorming activity was an effective activity to activate the students' background knowledge of the topic being discussed because they could brainstorm many ideas related to the topic based on their prior knowledge in order to predict the words or phrases that they might find in the text. This finding is in line with Zaid (1995) who states that brainstorming activity allows the students to make use of their prior knowledge or experiences. He adds that the students' prior knowledge is useful as a stepping block to new knowledge. Zaid (1995) says that Semantic Mapping is a predictive activity because it includes brainstorming to anticipate what will appear in the

reading material. Therefore, the students said that they could comprehend the text better because they had predicted the words before reading the text. The researcher also found that the students could brainstorm more ideas when they were given a picture in brainstorming activity. It was in line with Heimlich and Pittleman (1986) in Zaid (1995) who say that using a picture which is related to the topic help to stimulate students' thought get the brainstorming procedure going. Heimlich and Pittleman (1986) in Zaid (1995) also stressed out "a chain reaction thought process" in which ideas from one student trigger ideas from other students. Grade VIII C students also made improvement in their participation and interaction during the lesson by giving ideas related to the topic being discussed.

In categorization or the categorizing activity, the students transformed their ideas into categories which were in the form of generic structure of the text. Zaid (1995) named this activity as a "pulling together" phase in which the students begin to relate their ideas to see the connections between their suggestions. The researcher found that the students could comprehend the generic structure of the text more easily and they could break down the text based on the generic structure in connected nodes. Same as the brainstorming activity, this categorization activity is also seen as predictive activity in which the students anticipated what they might find in the upcoming text (Zaid, 1995).

In personalizing the map activity in which the students modify their map with new information found in the text, the researcher found that the students could comprehend the content of the text more easily. As it is stressed by Zaid (1995), in this activity, the students integrated new information in the text with

their prior knowledge. The students' prior knowledge had been mapped in pre-reading map so that they could add and eliminate the information which is appropriate with the new information in the text more easily. They said that they found it easier to order chronological events and find detail information in the text. In this activity, different color pens were used to differentiate between prediction and new information. It is in line with what is stated by Zaid (1995) that the use of colored chalk allows the students to see the relationship among the sources-prior knowledge, categorization, and the reading. In this research, the researcher also found that the use of color made the students easier to comprehend the text.

Post assignment synthesis which was in the forms of retelling the content of the text, discussion, and answering comprehension questions developed the students' interaction, confidence, and participation. The students also found it easier to answer multiple choice comprehension questions than before.

Based on the discussion above, the Semantic Mapping strategy can be used as a strategy to help the students comprehend the text better because Semantic Map integrates what is called schema theory with reading comprehension. Schema theory as defined by Gillet & Temple (1986: 207) is "a model of reading comprehension that takes into account what readers may already know and how they go about developing and adding to schemata as they read". Therefore, Grade VIII students' reading comprehension improved after they used the Semantic Mapping strategy.

## **CHAPTER V**

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

This chapter presents the conclusions, implications, and also some suggestions of the research. Those items above will be discussed below.

#### **A. Conclusions**

This action research aimed at improving the reading comprehension of grade VIII C students of SMP N 3 Pakem using the Semantic Mapping strategy. The subjects of the research were the students of grade VIII C. The research was begun on 15<sup>th</sup> of January and ended on 8<sup>th</sup> of March 2014. There were two cycles in this research.

After implementing the actions in the Cycle 1, there were some changes in the teaching and learning process of reading as well as the students' reading comprehension. However, to solve the unsuccessful actions and to bring more improvements, some actions were revised in Cycle 2. The findings of the research in Cycle 1 and Cycle 2 are presented below.

1. The use of the Semantic Mapping Strategy during the teaching and learning of reading was useful to improve the students' reading comprehension. This strategy could help the students understand the content of the text especially recount and narrative text better than before. They could also answer multiple choice comprehension questions more easily than before. It was a strategy which was more effective compared with the students' previous strategy which was matching the words in the multiple options with the words in the text.

2. The activity of personalizing the map improved the students' comprehension towards the content of the text such as ordering chronological events, finding details and identifying references. Even though this activity was considered complicated by the students, the complication level could be decreased by giving them blank map to complete as long as the procedure of the Semantic Mapping strategy was completed.
3. The brainstorming activity was useful to enrich the students' vocabulary, help the students predict the words in the upcoming text, and increase the students' interaction and participation. The use of pictures in brainstorming activity helped the student brainstorm their ideas related to the topic. This activity could be maximized by giving vocabulary exercises and accustoming the students to opening a dictionary.
4. The discussion and presentation to retell the content of the text in post-assignment synthesis improved the students' interaction with their peers and between the students and the researcher. It also improved the students' confidence and participation to be volunteers in retelling the content of the text.
5. The use of LCD projector in the teaching and learning process improved the students' enthusiasm and engagement towards the lesson. The number of students who made noise during the lesson decreased.
6. The distribution of handouts for the students improved the students' activeness towards the activities of the lesson. They more focused towards the lesson and

did the tasks in the handouts. They were also more diligent in noting down new vocabulary and important information on their handouts.

Based on the quantitative data that can be seen from the result of the pre-test and the post-test, the results showed that the students' comprehension ability had improved. The difference between the pre-test score and the post test score was 1.73. This justifies that the students' reading comprehension ability had improved.

## **B. Implications**

Based on the conclusions, some further implication could be made. It can be implied that the use of the Semantic Mapping Strategy was useful to improve the students' reading comprehension. It could improve the students' vocabulary and help them comprehend the content of the text better. Besides, this strategy was also useful to improve the teaching and learning of reading such as improving classroom interaction and the students' participation. Therefore, it is suggested that the English teacher use this strategy in the teaching and learning of reading.

## **C. Suggestions**

### **1. For the English Teachers**

The teaching of reading should be attempted to reach the goal of reading itself that is comprehension. Therefore, the teacher should devote considerable effort to create effective and interesting activities as well as provide the students with effective strategies which can help them comprehend English texts. The Semantic Mapping Strategy can be one of the strategies that the teacher can use to achieve the goal. However, the teacher should adjust this



strategy to the text being taught. There are four types of the Semantic Mapping Strategy that can be used to teach different text types. This research used Narrative Sequential Organization Map or Episodic Map to teach recount and narrative text. The teacher can use Descriptive Map to teach report or descriptive text.

## 2. For the Students

The students should manage themselves to always have positive attitudes towards English lesson. They should also have motivation in learning reading for their own benefits. They should know that it is important for them to really comprehend the content of the text and not only match the words in multiple choice options which are the same as those in the text. Always practicing reading and equipping the right reading strategies are useful to comprehend the text better and to improve their vocabulary. In addition, they should always actively participate in the process of teaching and learning and do the tasks given by the teacher. They should also manage themselves to work in pairs, in groups, or individually.

## 3. For Other Researchers

Other researchers could use this study as a reference for conducting further research of the relevant topics. They may conduct other research about the use of the Semantic Mapping Strategy to teach other text types to improve the students' comprehension.

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# APPENDICES

**APPENDIX A**  
**FIELD NOTES**

## FIELD NOTE 1

**No** : FN01  
**Date/ Day** : Wednesday, 15 January 2014  
**Time** : 11.30 – 12.50 WIB (2x40 minutes)  
**Activity** : Pre-Observation

It was the seventh lesson. The teacher entered the classroom while some of the students were still outside because the previous lesson was free. She brought a pile of paper. All the students outside entered the classroom and backed to their seats. The teacher greeted them, “Good morning?” and the students answered together, “Good morning, Ma’am”. There were several students who said ‘Mom’ instead of ma’am. Then, the teacher checked the students’ attendance. All students were present.

The teacher distributed the paper which was a copy of LKS to all of the students. Each student received one copy. While she distributed the paper, she arranged the students’ seat because some of the students preferred to sit at the back. They were asked to sit forward. The students were asked to open page 5 of their paper. “What is the title of the text?” asked the teacher. The students answered, “Going Camping”. The teacher then asked, “Right. *Kira-kira teks apa yang akan kita pelajari?*” The students were silent a while. Some of them said “Narrative”, others said “Recount”, and the others were still silent. “*Coba dilihat gambarnya. Kira-kira itu pengalaman seseorang atau story?*” The students seemed looking at the picture on the paper. “*Pengalaman, Ma’am*”, some students answered. “*Iya pengalaman. Berarti kalau pengalaman namanya teks apa?*” the teacher asked. “Recount, ma’am,” the students answered. “Good. Now, look at the picture. Who are in the picture?” asked the teacher. “David and his friends...” answered the students. “Good. *Mana yang kalian tidak tau artinya?*” The students answered, “Campsite”, “Rope”, “Equipment”, etc. The students then were asked to listen and repeat the difficult words. They discussed the meaning of those words afterwards.

One of the students namely Yoga was asked to read aloud the first sentence of the text. He read the text with some mistakes of pronunciation and the teacher helped him read the mispronounce words right away. The students who were not appointed to read, especially those who sat at the back, chitchatted with their friends. Then they were appointed to read the next sentence. Reading aloud was continued until the whole text has been read. Then the students discussed the content of the text with the teacher by translating sentence by sentence. Sometimes the teacher stimulated the students’ participation by asking the characters, the setting, and the content of the text. Some of the students were enthusiastic in answering the questions, others were only silent, looked not concentrated at the lesson, and the other still chitchatted with their friends. While discussing, she larded with her experience of camping. The students who sat in front listened to her carefully.

The activity was continued with the students doing the multiple choice comprehension questions following the text. Some of the students did the exercises by themselves and the other discussed the exercises with their desk mates. After a while, some students were appointed to answer the questions one by one. Most of them could not answer the questions correctly especially questions about references and unstated details. They could answer questions about synonyms because the difficult words had been discussed earlier. After that they moved to another text on the next page.

The lesson ended after discussing the second text. The students gave back the copy of the LKS to the teacher. They were given no homework for the next meeting. The teacher said goodbye to the students and dismissed the class.

## **FIELD NOTE 2**

**No** : **FN02**

**Date/ Day** : **Wednesday, 12 February 2014**

**Time** : **11.30 – 12.50 WIB (2x40 minutes)**

**Activity** : **Pre-Test**

The bell rang. The researcher followed the teacher entering the classroom. The researcher brought a pile of test paper and answer sheets. The teacher greeted the students, "Good morning, class," and they responded together, "Good morning, Ma'aaaaam". "How are you today?" asked the teacher. "I'm fine, thank you. And youuuuu....." responded the students. She introduced the researcher to the students and told them that the researcher would teach them for about a month. "*Ini mbak Riska dari UNY yang pernah PPL di sini. Pasti sudah kenal kan? Mbak Riska ini akan menggantikan Ibu untuk mengajar kalian selama kurang lebih satu bulan ya mbak?*" The teacher turned her head to the researcher. The researcher nodded toward the teacher. Some students cheered, "Yeaaaaa...". The teacher continued, "*Mbak Riska ini akan mengajar reading nantinya. Tolong diperhatikan apa-apa yang akan diajarkan oleh beliau karena pasti akan sangat bermanfaat bagi kalian. Nah, hari ini akan diadakan tes untuk mengetahui seberapa jauh kemampuan kalian dalam Bahasa Inggris. Oke?*" "Okeeeee....." The students responded. "*Silahkan mbak Riska, kalau mau dimulai. Saya tinggal, ya...*" The teacher said and left.

The researcher then introduced herself to the students. She said that she would do a research in SMP N 3 Pakem especially in Grade VIII C. She told that she would focus on teaching reading. She asked to the students, "*Di antara kalian siapa yang suka pelajaran Bahasa Inggris tunjuk tangan...*" There are only a few students who raised their hands. "*Cuma sedikit? Kenapa? Susahkah?*" One of the students answered, "*Susah mbak, nggak tahu artinya.*" "*Jadi kalian kesulitan memahami bacaan dalam Bahasa Inggris?*" "*Susah sekali mbak, nilai saya pasti jelek kalo Bahasa Inggris*" one of them answered. "*Ok, selama sebulan ini mbak*



*akan mengajar kalian suatu teknik untuk mempermudah kalian memahami bacaan dalam Bahasa Inggris. Tapi, sebelumnya, hari ini kita akan melakukan pre-test untuk mengetahui sejauh mana kalian memahami bacaan dalam Bahasa Inggris. Di tangan mbak ini ada kertas soal jumlahnya 40...”* One of the students said, *“Waaa...kok banyak banget mbaaak.... Capek e mbak habis olahraga”*, another said, *“Masa baru mengajar pertama langsung ngasih soal mbak?”* The researcher said, *“Tenang aja, soal-soal ini sudah disesuaikan dengan materi kalian yaitu tentang teks recount dan narrative. Teksnya juga diambil dari buku SMP jadi kalian pasti bisa mengerjakan dengan mudah. Oke? Semangat! Who is the chairperson of this class?”* *“Yaaaaahhhh....”* most of the students complained. The chairperson of the class raised his hand. *“What is your name?”* He answered, *“Perdana.”* *“Perdana, please help me distribute these test paper and worksheets,”* said the researcher to Perdana. *“Silahkan memberi tanda silang pada jawaban yang benar. Tolong dikerjakan sendiri, tidak usah tanya teman. Waktunya sampai bel pulang jam 12.50”*. *“Kalau nggak selesai mbak?”* one of the students asked. *“Usahakan semuanya selesai. Kan waktunya masih cukup lama.”*

The students do the test noisily. Some of them asked for the answers to their friends. Others moved to another's chair cheating their friend's work, and the other asked permission to go to the toilet followed by a number of other students. The researcher often asked them to stay on their chair doing the test by themselves, but many of them ignored. The researcher walked around to check the students' work. Most of them had almost done with the test when the time was thirty minutes left. Finally, 15 minutes before the bell ringing, all of them had submitted their answer sheets and got ready to go home. The researcher asked them to stay in the classroom until the bell rang. When the bell rang, the researcher led a prayer and closed the class.

### **FIELD NOTE 3**

**No** : **FN03**

**Date/ Day** : **Thursday, 13 February 2014**

**Time** : **11.30 – 12.50 WIB (2x40 minutes)**

**Activity** : **Cycle 1 Meeting 1**

The bell rang. The researcher and the collaborator entered the classroom. The collaborator took a seat at the back of the classroom. Some girls still wore sports uniforms because the previous lesson was *Penjaskes*. They said, *“Pakai baju olahraga gapapa ya Miss...”* The researcher allowed them. The researcher greeted the students. The students responded, *“Good morning Miss....”* *“How are you, today?”* They responded together, but some of them seemed not ready yet to start the class. The researcher asked, *“Are you ready to start the class?”* They answered, *“Ready.”* The researcher then led a prayer and checked the attendance. One of the students namely Fina was absent.

The students were informed that they would learn reading. The researcher reminded the students that they would be discussing recount text. Most of them had been familiar to recount text and opened their note. She asked whether the students had difficulty in reading recount text. Almost all students said, "Yes." They said that they found difficulties in reading especially because they did not know the meanings of many words.

The researcher asked them, "What did you do last holiday?" Some of them answered, "*Ngerjain tugas...*" The researcher asked who had holiday in interesting places. They responded, "Sekaten...", "Purawisata", "Pantai Ayah.", "Bali." The researcher approached one of the students who raised his hand, "Where did you go, Perdana?" He answered, "Cilegon". He asked, "With whom did you get there?" He looked confused. Other students laughed. "*Dengan siapa...*" the researcher helped him. "*Oh, dengan om...*" The researcher continued, "What did you do there? *Apa saja yang kamu lakukan disana?*" He answered, "*Itu...ke tempat bojonya om saya.*" Other students laughed more loudly. The researcher then asked his feeling toward his holiday. He said, "Happy." The researcher used Perdana's experience of going to Cilegon as an example of recount text. The researcher then encouraged them to recall their memory about recount text: the social function, the parts of recount text, and where they could find the examples of recount texts. Some of them knew the function of recount by answering "*menceritakan kejadian yang sudah lampau*" (they always answer in Indonesian). When the researcher said "to tell about past events or to tell about our experience", they were not familiar to the word "experience" so the researcher wrote it down on the whiteboard. Most of them could mention the parts of recount text (orientation, events, and reorientation) by reading their notes. They also could break down what are included in orientation (characters and settings). They could not say about the events and the reorientation so the researcher explained it. Most of the students who seriously participated in recalling and answering questions were girls and a few boys. Most of the boys who sat at the back often made noise. Some of them were chitchatted with their friends, others beat the desks. The researcher asked them to be silent frequently but they remained doing it. They often participate, but not in serious manner. The researcher asked whether they had ever been to Bali. No one had. They said, "*Besok studi turnya ke Bali, mbak...*" The researcher then informed them that the topic of the day was "My Holiday in Bali".

The students were introduced to the Semantic Mapping Strategy for the first time. The researcher told them that the strategy could be used to help them comprehend English texts. They would need not only reading, but also drawing a concept map using different color markers. The students were enthusiastic when hearing the word 'drawing'. The researcher asked them if they had ever heard about Semantic Mapping. They said "No". When the researcher said "Concept Mapping", one of the students namely Fadhika said "*peta konsep*". The researcher gave three different color pens for each student and asked them to bring the pens in every meeting. The researcher explained briefly about how to do the strategy. The students looked confused so the researcher tried to demonstrate the steps while explaining.

In the brainstorming activity, the teacher wrote a topic, “My Holiday in Bali” on the whiteboard. The researcher asked them to brainstorm their ideas related to the topic. None of them had ever been there but they said that they knew much about Bali from television like FTV. “*Ketika kalian mendengar kata ‘Bali’ apa yang muncul di pikiran kalian?*” the researcher asked. “*Banyak pantai*”, “*Garuda Wisnu Kencana*”, “*Banyak turis pake bikini bu*”, all students laughed. “*Iya betul. Nah, kalo kalian membayangkan holiday ke Bali, apa yang terpikir oleh kalian? Mungkin kalian bisa membayangkan ngapain aja di sana, liat apa saja di sana?*” asked the researcher. “*Ya jelas foto-foto Miss*,” a girl answered. “*Menginap di hotel*”, “*Belanja*” “*Good, could you say it in English?*” asked the researcher. “*Foto itu bahasa Inggrisnya apa, Miss?*”, “*Pake Bahasa Indonesia aja lah Miss*,” they answered. The researcher then wrote down their ideas on the whiteboard in English by making ellipses around the topic and connected them with lines. After all ideas of the students had been written on the whiteboard, the researcher asked, “*Nah, inilah ide-ide kalian yang berhubungan dengan topik My Holiday in Bali. Kira-kira apa sih tujuan kita melakukan ini? Kenapa Miss Riska nggak langsung kasih aja teks nya langsung ke kalian? Kira-kira untuk apa?*” “*Ya mana kutahu...*” answered one of the students. “*Tujuannya adalah untuk memprediksi apa yang kira-kira akan muncul di teks nantinya. Kalau kita tahu topiknya adalah tentang liburan ke Bali, tentu kalian langsung punya gambaran kalau mungkin isinya akan mengenai ini. Ini akan memudahkan kalian seandainya kalian tidak tahu arti kata-kata di teks nanti*,” the researcher said.

Then the researcher gave them a worksheet for each student. The worksheet contains three rectangles entitled Orientation, Events, Reorientation which were arranged vertically and connected by a line. The researcher said that they would do categorizing activity and they would transform the result of brainstorming into the worksheet based on the Orientation, the Events and the Reorientation. She said that they would use green color pen in categorizing activity. Then, the researcher gave an example. She made other two rectangles on the right and left side of the Orientation. She asked, “*What includes in Orientation?*” No one answered. “*Charac...*” the researcher gave a clue. “*Character*,” answered some of the students. Then the researcher wrote “*Characters*” on the left rectangle. “*And...?*” the researcher asked. “*Setting*”, some students answered. The researcher wrote “*Setting*” on the right rectangle. Then the researcher made two lines below the setting. “*What includes in Setting?*” asked her. “*Tempat*”, “*Waktu*”, answered some students. The researcher wrote ‘time’ and ‘place’ below the setting and circled them. “*Nah, sekarang coba hasil brainstorming yang ini dipindah ke sini berdasarkan Orientation, Events, dan Reorientation biar prediksi kita lebih tertata. Masih inget ya, yang tadi kita bahas. Kalau shopping, stayed in a hotel, playing at the beach itu masuk ke orientation, events, atau reorientation?*” asked the researcher. “*Events...*” answered them. “*Good. Maka kita tulis kegiatan-kegiatan itu di sini dengan spidol hijau. Yang namanya prediksi bisa aja salah ya... Pokoknya kita tulis dulu. Kalian perhatikan dulu, nanti saya kasih waktu untuk menyalin*,” said the researcher. She wrote the students’ ideas by making lines and circles connected to the Events using green color pen. Almost all students paid attention but there were a few students who had started to copy what the researcher wrote on their worksheets. After finishing, the researcher asked whether there were questions about the activity or not. There

was no question, so the researcher continued. “How about the characters? *Kira-kira tokohnya atau pelakunya siapa?*” “*Lhoh, kan kita belum baca Miss...*” one student said. “*Iya, kan kira-kira. Ini kan prediksi. Coba topiknya tadi apa? My Holiday in Bali kan? Berarti siapa pelakunya?*” asked the researcher. “My”, “I”, answered the students. “*I itu siapa?*” No one answered. “*Ya the writer kan? Berarti kan penulisnya teks itu yang liburan ke Bali.*” said the researcher. “*Oooo....iya...*” the students said. Then the researcher accomplished the prediction map. She then asked them to write the prediction map on their worksheets. She said that they might add other predictions if they had. Some of them used red color pen and the researcher asked them to change the pen into green color pen. Some of the girls tried to make the map as neat as possible by using ruler but the researcher said it was not needed. The map should only be clear. Some of the boys who sat at the back were left by the others. They could not see the researcher’s writing because it was quite small from the back. The researcher read that for them.

After that, they were given a text entitled ‘My Holiday in Bali’. They were asked to read the text silently and tried to understand the text. “*Susah Miss...*”, some students said. The researcher asked them to keep reading and to use a dictionary if they did not know the meaning of difficult words. But, only a few students brought dictionaries. After a few minutes, the researcher asked “*Apakah banyak informasi di teks yang sama dengan prediksi kalian atau beda semua?*” asked the researcher. “*Ada yang sama Miss. Shopping, went to the beach...yang lainnya nggak tahu artinya Miss,*” a student said. “*Nah, untuk informasi yang sama kita timbun dan informasi yang baru kita tulis pake spidol merah.*” “*Yang kuning buat apa Miss?*” asked another student. “*Yang kuning buat nulis informasi tambahan, yang nggak termasuk tiga bagian recount text tadi,*” answered the researcher. “*Kasih contoh Miss...*” said the student. The researcher gave some examples of how they modified the prediction map. She used red color to write new information. The predictions which were the same as the information on the text were also covered with red color pen. The chronology of the events was marked by arrows and numbers to show the activities done on the first day, second day, and third day. The researcher then asked them to continue making the map by themselves. Many students showed their enthusiasm toward the activity. They often showed their works by saying, “*Seperti ini Miss?*” although there were some boys who were lazy to do so. Their worksheets were still clean. They did not even write since the brainstorming activity. The researcher asked them why they did not do the activity. They said, “*Nanti saja Bu, nyontek teman kalo sudah jadi.*” The researcher asked them to make the map. The students did as the researcher said, but they were reluctant. The time was up while a few of the students haven’t finished their map. The researcher said that they could continue the map at home and reminded them to bring the map tomorrow because it would be discussed. Then, the researcher led a prayer and dismissed the class.

#### **FIELD NOTE 4**

**No** : **FN04**

**Date/ Day** : **Wednesday, 19 February 2014**

**Time** : **11.30 – 12.50 WIB (2x40 minutes)**

**Activity** : **Cycle 1 Meeting 2**

The bell rang. Actually the activities of the day were for February 14, 2014. However, due to Kelud Mountain eruption, the TL was changed into February 19, 2014. The classroom of 8C was moved to another room because the 8C classroom was used for exam rehearsal. The new room was beside 8B class which was only separated by dynamic door which was a little bit opened. As a consequence, the classroom situation was not conducive because the noise in class 8B which was free could be heard from this new room.

The researcher and the collaborator entered the classroom. Some students had put out their previous Semantic Map, text and color pens before being instructed. One of the girls said, “*membahas ini, mbak?*” enthusiastically. The researcher greeted them, led a prayer and checked the attendance. All the students were present. The researcher told the students about the result of their pre test. She also compared the results with the results of other classes which got average score much better than theirs. She tried to motivate the students to improve their scores and their attitudes in the classroom. Some of the students behaved better, but still many of them were the same as before.

The researcher asked them to put out their Semantic Maps. Some of the students didn't bring their Semantic Maps because those were left in their classroom where the exam rehearsal was running. The researcher asked them who did not have their Semantic Maps to join the others who had them. The activity was continued with discussing the content of the text based on the map that they had made. The researcher told that they would retell the content of the text using their own map. The students found it difficult to engage in discussion. When they were offered to be volunteers to retell the story, there was no hand raised. They preferred to be chosen. The researcher then pointed one of the students namely Yoga. He looked having no idea about what he should tell. The researcher told him to use his Semantic Map and helped him retell slowly. He did not make any map and he only borrowed his friend's work. He also seemed having difficulty in retelling the text in English. Finally, he could retell the story by repeating what the researcher said. Realizing that the students were still confused to retell the story, the researcher wrote down some outlines on the whiteboard and gave an example of retelling the text using the map. Then, the researcher asked another boy. He could retell the story better than Yoga although he still also needed guidance. Moving to another student, a girl namely Sri was chosen. She retold the text better but she told in a low voice so that the others could not hear her. Another girl was the same. Finally the researcher and the students discussed together the content of the text by the researcher asking questions. They could answer the researcher's questions when they discussed it together.

After that, the researcher distributed exercises to the students. In about 15 minutes, they were asked to do 10 questions related to the text. They might employ their Semantic Maps and open a dictionary. Some of them could finish the exercises in less than 15 minutes, but the other hadn't finished until the time was up. Many of them asked the meaning of some words, even very simple words such as: word, from, beach, purpose, long, experience, the third day (although it had been told and discussed before), to the researcher because many of them did not bring a dictionary and they did not want to borrow their friends'. Many of them also asked about the meanings of the questions such as: "Synonym *itu persamaan kata kan Miss?*", "Underlined word *itu apa?*", "*Ini maksudnya milih yang salah kan Miss?*" The researcher wrote down the difficult words that they asked and asked other students the meaning of words that they knew. She also asked them to write them down on their book so that they would not forget. She advised the students to be diligent to note every new word they found every day so that they could increase their vocabulary and they would find it easier to understand a text. After all of them finished, they were asked to check another student's work while discussing the correct answer with the researcher. Many students could do the exercises correctly. Before the class was dismissed, the researcher said that tomorrow they would still discuss recount text, but they would make Semantic Map in groups. She also reminded them to bring the color pens and dictionaries. The researcher then asked one of the students to lead a prayer and then she dismissed the class.

#### **FIELD NOTE 5**

**No** : FN05  
**Date/ Day** : Thursday, 20 February 2014  
**Time** : 11.30 – 12.50 WIB  
**Activity** : Cycle 1 Meeting 3

The bell rang. The researcher and the collaborator entered the classroom. Some of female students still wore their sports uniforms. Most of the students looked tired because the previous lesson was *Penjaskes*. The researcher greeted them. The students responded to the greetings. The researcher asked them whether they were ready to start the class. Some of them said "Ready." Others asked permission to go to the canteen but the researcher did not allow them. Then the researcher led the prayer and checked the attendance. All students were present.

The students were informed that they would be discussing recount text again but they would discuss other texts and they would do the activities in groups as it had been promised before. The researcher stimulated the students to remember where they could find recount text. No one could answer. "*Kalo misalnya kalian mau menceritakan pengalaman liburan dalam bentuk tulisan itu lewat apa?*" Some of them answered, "*Surat...*", "*Udah ga jaman, surat, status Facebook buuu....*" another student said. "Good. That's right. *Status FB kalian itu*

*kalo ditranslate jadi teks recount lho... What else? Email...then diar...*” the researcher stimulated. “Diary...” answered them. Then they were informed that the activities for the day were connected to that forms of text. They would work in group of four so there would be 8 groups. Each group would receive an envelope containing a recount text in different forms for example letters, diaries, emails and blogs. After that, they would make Semantic Map in groups based on the text inside the envelope. But, before that, they would do brainstorming activity from the topics which were written in each envelope. The researcher asked the students whether they understood the instructions or not. They said that they understood the instruction.

The researcher divided them to be in groups by counting the students from one to eight. The class then became so crowded because they looked for their groups noisily. The researcher helped them find the groups by deciding the place they would gather in groups. After a few minutes all students had gathered with their own groups but they were still made a noise. They were so noisy that the headmaster came to the class and said to them not to be too noisy. The students started to be more silent. The researcher gave each group an envelope with different topics. A different topic belonged to two groups. The researcher asked them not to open the envelope first. The researcher asked them to read the topic written on the envelope and asked them to brainstorm their ideas based on the topics. Some of the groups did not listen to the researcher’s instruction and opened the envelope then read the text inside it. “Brainstorming *dari teks ini, Miss?*” The researcher re-explained her instruction not to open the envelope and asked him to put the paper back into the envelope. The researcher told that they would do brainstorming activity as yesterday to predict what might come on the text that they would read later. She asked them whether they understood, some of them said “Yes” but many others looked not caring with the activity and tried to make noise again. The researcher threatened them to call the headmaster so they kept silent.

Some of the groups had begun to do brainstorming. Sometimes they asked whether their work was correct or not. “*Seperti kemarin itu to, Miss?*”, “*Seperti ini, Miss?*”, “*Ini salah atau betul, Miss?*” The researcher checked their works but they did not do any brainstorming. They wrote orientation, events, and reorientation like what they did yesterday in categorizing activity. The researcher then gave the example of one of the group’s topic and wrote it on the whiteboard. When the researcher initiated the students to give their ideas, they could give their ideas. “*Coba kalau misalnya topiknya ‘My Birthday Party’ berarti apa yang muncul di pikiran kalian?*” They said, “*Kado*”, “*Balon*”, “*Pesta ulang tahun*”, “*Happy*” etc. The researcher made a mind map based on their ideas and asked them to look for the English words of their ideas by looking up their dictionaries. There were still many students who did not bring a dictionary although the number decreased than the previous day. Then, the researcher said that other groups can make their mind map as the example based on their own ideas. “*Work in your group so there will be many ideas to brainstorm*”, said the researcher. The researcher walked around the class to check the students’ brainstorming and helped them.

Then, they were asked to classify their ideas into Semantic Mapping worksheet. They classified their ideas into orientation, events, and reorientation using green pens. After checked that all groups had made their prediction map, the researcher asked them to open the envelope and read the text inside the envelope. The researcher asked them which group got letter, email, diary and blog. Then the researcher asked them to modify their prediction map based on the text that they had read using the red pens. The group work looked not so effective because only a few groups which work together with the members of the group. Only one or two students of other groups who make the mind map. The others were busy to chitchat each other and move to other desk. The researcher looked difficult to manage the class. The students often asked for the researcher together and at the same time so the class became so crowded. The students looked so dependent on the researcher. When they were guided they could do the activities with the teacher but when they were asked to do by themselves or in groups, they got confused. Many of them asked the researcher the meaning of some sentences although they could use dictionaries.

Then, after all of the students finished their Semantic Map, each group was asked to present their results of making Semantic Map by retelling the story. "Is there any volunteer?" One of the students raised his hand. He retold the story using the Semantic Map of his group and the other listened to him. He still made mistakes in pronunciation and tenses. Some words were misspelled and some sentences were in present tense. The researcher evaluated the use of past tense used by the student. He asked other students to give him applause. The researcher asked whether there were comments from the other groups. There was no comment. The researcher then appointed the other group with the same topic. One student of the group retold the content of the text almost similar as the first group. Because there was no comment, the researcher asked some questions related to the text. "What is the form of the text? Is that a letter?" The students said, "Letter..." "Who are the characters?" Many of them could answer the questions correctly but many of them did not concentrated on the discussion. The researcher asked Anton, the student who often made noise in the classroom. "Where did the story happened, Anton?" He said, "*Endi endi.... Sik endi?*" He looked confused and looked at his paper. "In the river." The researcher asked the other, "Is that correct, everyone?" They said, "Yes." Then the presentation was continued to other groups.

The time was up and there were still two groups who had not presented the result of their map. The researcher said that they would continue it the next meeting. The researcher reminded them not to forget to bring their dictionary. Then, the researcher led a prayer and dismissed the class.



## FIELD NOTE 6

**No** : FN06  
**Date/ Day** : Friday, 21 February 2014  
**Time** : 8.20 – 9.00 WIB  
**Activity** : Cycle 1 Meeting 4

The bell rang. The researcher and the collaborator entered the classroom. The class situation was fresh because it was the second lesson. The students looked still enthusiastic to start the lesson. The researcher greeted the students and they responded to the researcher. The researcher led a prayer and checked the attendance. All students were present.

“Yesterday six groups had retold their texts. Now I wanted the last two groups to retell the text,” said the researcher. The last two groups’ topic was “My Vacation in Japan”. The researcher asked one of the groups to present it. The members of the group appointed one another to retell the text. “*Ayo, salah nggak papa,*” encouraged the researcher. “*Nggak bisa Miss...*” said the student who was appointed by their friends. There was no student of the group who wanted to retell the text so the researcher offered the other group. The other group’s members were dominantly boys so they wanted to retell the text. One of the members of the group retold the story. He included only little information in his presentation about the text. Their group’s map was also very simple. The researcher asked the other group whether they wanted to add more complete information. One of them finally wanted to retell the text in more detail although she sometimes read the text to retell the story and less often looked up her map. When the researcher checked the map, it was the same as the first group. It was too simple. Only little information they wrote. The researcher asked the class to give applause to both of the students.

The researcher distributed exercises containing 20 multiple choice questions related to all the texts which had been discussed. “*10 aja Miss... nanti waktunya nggak cukup,*” said one student. “*Masih 15 menit kok, cukup... diusahakan diselesaikan dulu.*” They did the exercises. Some of them asked other students whose group got the text. They often used their dictionaries. Finally, when the bell rang, they submitted their works. “*Ngawur mbak punyaku...*” said one student. “*Lho, kok ngawur. Kan sudah dibahas, mestinya mudah dong,*” said the researcher. “*Lupa e mbak yang dibahas kemaren apa...hehee...*” the student answered. After making sure that all students had submitted their works, the researcher ended the class by praying.

## FIELD NOTE 7

**No** : FN07  
**Date/ Day** : Tuesday, 25 February 2014  
**Time** : 9.55 – 11.15 WIB  
**Activity** : Cycle 2 Meeting 1 (2x40 minutes)

The bell rang. The researcher and the collaborator entered the classroom. The researcher greeted the students. They responded to the greetings. The researcher led a prayer and checked the attendance. All students were present. The researcher asked whether they were still passionate to continue the lesson for the day. *“Masih semangat yaa.... Masih pagi lhoo...”* said the researcher. Some students said, *“Semangat....”* Some of them put out their dictionaries, color pens and their previous maps. The researcher asked whether all of them brought a dictionary. Most of the students brought dictionaries. Some students came forward giving the researcher their color pens. *“Mbleber mba... pake punya sendiri aja...”* said one of the students. *“Yang mbleber punya siapa lagi?”* asked the researcher. There were many students raised their hands. *“Okey, nggak masalah. Kita nggak akan terlalu banyak menggunakan spidol warna. Cuma sedikit saja nanti jadi kalian bisa gantian.”*

The researcher then put out her laptop and plugged it to the projector cable. She asked one of the students to turn on the projector. The students paid attention to the LCD. Then the researcher distributed handouts to the students. The researcher told them that they would be discussing another text types. *“What text are we going to learn today?”* asked the researcher. They answered, *“Narrative”*, while reading the title of the slide show on the LCD. *“Have you been familiar to narrative text? Sering ya mendengar istilah teks naratif?”* asked the researcher. *“Cerita”, “Dongeng”, “Snow White”*, the students answered. *“Right. Have you all received the handout? What is the purpose of narrative text?”* asked the researcher. *“Purpose itu apa Miss?”* The researcher asked other students the meaning of *“purpose”*. Some of them open their dictionaries. *“Apa itu purpose?”* asked the researcher. *“Tujuan...”* answered some of them. *“Right. So, what’s the purpose of narrative text?”* They read their handout and said, *“To entertain or to amuse the readers.”* Then the researcher asked them the examples of narrative texts that they knew such as fable, legend, myth, fairy tale, and folk lore through showing some pictures on the slide show. They often answered in English. They were asked to complete their handouts with the examples of narrative texts. They might add other stories that they knew to their handouts. Almost all students completed their handouts except a few students who always made noise during the teaching and learning process.

With the researcher, the students broke down the parts of narrative text. The researcher explained the parts of narrative text using slide show in which the parts of narrative text were broken down into orientation, complication, and resolution. The researcher showed the example of each part with phrases and pictures.

“Have you ever heard the story of Cinderella?” asked the researcher. Almost all students said that they knew the story. The researcher asked one of them to tell the story briefly in *bahasa* Indonesia. Two of the students told the story, completing each other. Then the researcher showed them a text entitled “Cinderella” which was written in different colors showing different parts such as the characters, the setting, the conflict and the solution. The students looked paying attention carefully to the slideshow. They read the text silently. The researcher appointed them one by one about who the characters were, where the story was taking place, when and what the conflicts were. “Look at the text in yellow. What do they belong to? Orientation, complication, or resolution?” asked the researcher. They said, “Orientation”. They could say that the characters were Cinderella, step mother, step sisters, and the prince. But they could not say about the time and the place. “*Nah, biasanya teks naratif diawali dengan apa? Pada zaman....*” Stimulated the researcher. “*Dahuluuuuu...*” they answered. “Right, *apa bahasa Inggrisnya ‘pada zaman dahulu?’*” Some of them answered, “Once upon a time” with wrong pronunciation. The researcher asked them to repeat her saying “Once upon a time.” They also did not know the time although it had been written in yellow color so the researcher showed them. Then the researcher showed them the map in which the parts of the story of Cinderella were broken down. The researcher asked them whether they understood. They said that they were still confused to differentiate between complication and resolution. The researcher explained again about complication and resolution by using “Cinderella” as the example. She said that complication is *masalah yang ada dalam cerita* and the complication is *bagaimana tokoh dalam cerita itu menyelesaikan masalahnya*.

The researcher led the students to another activity on their handout. They had 12 pictures and a box containing the vocabulary based on the pictures. The researcher said that they might find the vocabulary on the text that they would read later. The researcher then asked them to label the pictures with suitable words in the box. “*Boleh buka kamus, Miss?*” asked a student. The researcher allowed them to open a dictionary. The students who did not bring a dictionary asked the researcher the meaning of some words but she asked them to borrow their friends’ dictionaries. The researcher walked around the class and found that four students did not do anything from the first time. She asked them whether they were serious in joining the class or not. She offered them to go out of the class if they did not want to do the activity. They then looked at their handouts. “*River itu sungai ya Bu?*” asked one of them. After a few minutes, the students had finished labeling the pictures. They discussed the correct answer and many students could answer correctly.

The researcher asked them to take a look at the picture in activity 2. She asked what they thought the story was. They answered, “*Rawa Pening.*” The researcher asked whether they had ever heard or read that story. Some of them had and the other had not. Then the researcher asked them to look at the picture and brainstorm their ideas about the picture or the story. The researcher said that they might refer to the vocabulary that they had learned before. They said, “*People*”, “*A Boy*”, “*Village*”, “*Stick*”, “*Water*”.

The time was up. The researcher asked the students to read the text in task 3 at home. She also said that in the next meeting, they would make Semantic Map from the story. "*Bikin kaya kemaren mbak? Susah e mbak yang kemaren...*" said a student. The researcher answered, "*Iya, tapi akan lebih mudah karena map-nya sudah dibuat dan kalian tinggal mengisi...*" Then the researcher asked them whether there was a question or not. Because there was no question, she led a prayer and dismissed the class.

## **FIELD NOTE 8**

**No** : **FN08**

**Date/ Day** : **Wednesday, 26 February 2014**

**Time** : **9.55 – 10.35 WIB**

**Activity** : **Cycle 2 Meeting 2 (1x40 minutes)**

The bell rang. The researcher and the collaborator entered the classroom. The students had put out their handouts. The researcher greeted them and they responded to the greetings. "*Belum tak baca mbak...*" said one of the students. "*Kok belum...*" said the researcher. She then led a prayer and checked the attendance. One student is absent.

The researcher prepared her laptop and plugged it in the projector. She showed the text in task 3. "Have you read the text at home?" asked the researcher. Many of them said that they had not read the text at home. Then the researcher asked them to read the text. "*Lesung itu apa mbak?*" asked a student. "*Diteruskan dulu bacanya, jawabannya juga ada di teks itu,*" answered the researcher. The student continued reading the text. "Have you finished?" asked the researcher. "*Sudah, tapi tetep nggak ngerti mbak..*" said one of the students. Then the researcher showed the map below the text. "*Kita akan membuat Semantic Map seperti kemarin... tapi sekarang sudah ada map nya kalian tinggal melengkapi. Lebih mudah kan? Masih ingat apa saja bagian-bagian narrative text?*" asked the researcher. "Orientation, complication, resolution..." answered them. Then the researcher asked the students one by one randomly to complete the map based on the story. The researcher also appointed those who always made noise in the classroom. They did not know what to complete because they seldom paid attention to the researcher's explanation although the researcher had advised them frequently.

The students could complete the orientation easily. They could write the characters and the settings. But the students still had problems in completing the complication and resolution. The researcher explained that a story could have more than one complication and more than one resolution. The researcher asked them to cover the circles of complication using red color pen to show that the problem arose and the circles of resolution using green color pen to show that the problem had been solved. The students looked understanding his explanation.

They read the text while completing the map. Some of them discussed with their friends. The researcher walked around the class and found that some students still made mistakes in completing complication and resolution. She then helped them complete the map by stimulating them. “What is complication?” asked the researcher. “Problem, Miss” answered one of the students. “Good. So, do you find any problem or conflict in paragraph 1?” “Yes. He knocked at every door and asked for some food, but nobody cared about him.” “Who is he?” the researcher asked. “The boy,” answered the students. “Yes, the poor boy.” Then the researcher asked another student the resolution. The student read the text and gave the right answer. Finally, all the students could complete their maps. The students and the researcher then discussed the content of the story together.

The researcher asked the students to do the last task. In a short period of time they had finished their task. The researcher asked them to submit their work because the time was up. After all of them submitted their works, the researcher led a prayer and closed the class.

#### **FIELD NOTE 9**

**No** : **FN09**

**Date/ Day** : **Saturday, 29 February 2014**

**Time** : **8.20 – 9.55 WIB**

**Activity** : **Cycle 2 Meeting 3 (2x40 minutes)**

The bell rang. The researcher and the collaborator entered the classroom. The researcher greeted the students. They responded to the greetings. The researcher led a prayer and checked the attendance. All students were present.

“Why do you look so happy, class?” asked the researcher. One of the students said, “*Mau studi tur, Buu...*” “*Oh, iya. Mau studi tur ke Bali ya...?*” asked the researcher. “*Iya Miss...*” “*Jangan lupa oleh-olehnya ya...*” said the researcher. “*Oleh-olehnya capek Miss...*” said a student.

The researcher said that it was the last meeting for her to teach the class and there would be one meeting for post test which would be held on Saturday, 8 March 2014 after the students had their study tour and mid-term test. She also said that the day, they would be still discussing narrative text. She distributed handouts to the students. She was helped by one of the students.

The researcher asked them who had ever gone to Prambanan Temple. Many students raised their hands. She then asked what they found there. They said: temples, *patung*, *patung* Roro Jonggrang, Ramayana dance, etc. She then asked, “Have you ever heard the story of Roro Jonggrang?” Some answered yes and many others said no. “Is there anyone who wants to share the story of Roro Jonggrang?” asked the researcher. A student said, “*Itu lho yang disuruh bikin*

*seribu candi tapi nggak berhasil, terus Roro Jonggrangnya dikutuk jadi patung.”* “That’s right. Why did he not successful in building the temples?” asked the researcher. One student said, “Roro Jonggrangnya *curang* Miss...”, others said, “*Dia memukul lesung biar terlihat sudah pagi...*” “Yup, you are right,” said the researcher.

Then the researcher asked the students to look at activity 1 on their handout. “What do you think the picture is about?” asked the researcher. Many students answered, “Roro Jonggrang.” The researcher said, “Good. Now, brainstorm anything you know about the story of Roro Jonggrang to the bubbles around the picture just like the usual meeting. Use the picture to help you.” “*Boleh buka kamus, Miss?*” asked the students. The researcher allowed them to open dictionaries. The researcher checked their works. Most of them had read the text below the activity 1 and wrote such as 1000 temple, genies, princess, prince, Bandung Bondowoso, etc. Then, the researcher asked the students to move to activity 2 and transformed their ideas on brainstorming activity to the map. “*Seperti kemarin Miss?*” asked one student. “*Iya. Lengkapi map-nya dulu dengan bagian-bagian teks narrative seperti kemarin dengan pensil saja supaya nanti lebih mudah memodifikasinya,*” answered the researcher. Some students opened their previous handout. They wrote on the new map with the parts of narrative text but they were still confused to write their ideas especially the complication and resolution. The researcher reminded them again about complication and resolution based on their own experience. Most of them only wrote up to the orientation of the text. A few of them wrote up to the first orientation and resolution. The researcher tried not to help the students too much. She told that they might discuss with other friends.

After that, the researcher asked them to read the text on activity 3 while modifying the pre-reading map. The researcher walked around to see their works. All students looked doing the activity although they still often made noise. After that, the researcher asked them to do the next activity which was answering 5 essay questions and 5 multiple choice questions. They could finish doing the questions in about 15 minutes. They then discussed the answers of the questions while discussing the content of the text. The researcher appointed the students one by one randomly. Most of them could answer the essay questions but there were some students could not answer the multiple choice questions correctly. The researcher then asked them to submit their works.

All of the activities had been done. The researcher asked whether there were questions. There was no question. The researcher asked them whether all of the lesson she had delivered were difficult. Some of them said no and the others said yes. Before ending the lesson, the researcher reminded them that on Saturday, 8 March 2014, there would be a post test so that they should prepare themselves. She then led a prayer and dismissed the class.

## **FIELD NOTE 10**

**No** : FN10  
**Date/ Day** : Saturday, 8 March 2014  
**Time** : 8.20 – 9.55 WIB (2x40 minutes)  
**Activity** : Post-Test

The bell rang. The researcher entered the classroom. She brought a pile of paper. She greeted the students and they responded to the greetings. Then she led a prayer and checked the attendance. All students were present.

The researcher asked about their mid-term test. “*Susah mbak....*” said most of the students. Then the researcher said that the day was the last day she taught the class. Some of the students said, “*Yaaaaaahhh....*” sounded disappointed and some other students said, “*Alhamdulillah....*” The researcher also said that the day there would be post test to know their improvement as long as they had been taught reading using the Semantic Mapping Strategy. She explained that the test items were the same as pre-test items and the test would be about recount text and narrative text. The test items were 40 items. There was no student complaining.

The researcher distributed the test paper to the students helped by Perdana, the chairperson of the class. She asked them to do the test individually and silently. The time was up to 9.55 am. There would be a break time at 9.00 to 9.15. They might go out of the class and they had to be back to the classroom at 9.15. The students did the test. Some of them still asked their friends. The researcher reminded them to work by themselves. At 9.00 they had break time. The researcher still sat at the teacher’s chair during the break time. Most of the students went out of the class and a few of them was in the classroom chitchatting with their friends. After the bell rang, they entered the classroom and continued doing the test. Some of them were late to come to the class. At 9.55, all students had finished and had submitted their work on the teacher’s table. The researcher checked the number of paper. After making sure that the test paper submitted has been complete, the researcher said thank you to the students and she also said sorry if she made any mistake during the teaching and learning process. She then led a prayer and dismissed the class.

**APPENDIX B**  
**INTERVIEW TRANSCRIPTS**



## Interview Transcript 1 (*Reconnaissance*)

Hari/ Tanggal : Selasa, 7 Januari 2014

Waktu : 09.00 WIB

Tempat : Perpustakaan SMP N 3 Pakem

Keterangan : P = Peneliti G = Guru

- P** : Selamat pagi, Bu.
- G** : Pagi.. Gimana kabarnya mbak Riska?
- P** : Alhamdulillah, baik Bu...
- G** : Laporan KKN-nya sudah beres?
- P** : Sudah Bu, Alhamdulillah. Nilainya juga sudah keluar.
- T** : Gimana, jadi mau penelitian di sini?
- R** : Iya Bu. Insya Allah saya jadi mengadakan penelitian di sini.
- T** : Iya biasanya yang PPL di sini memang penelitiannya juga di sini. Kakak kelas anda, mbak Desti itu juga penelitian di sini. Dia ambil kelas 8A. Mbak Riska mau di kelas apa?
- R** : Saya rencananya ingin meneliti kelas 8C Bu. Dulu pada saat pra-PPL saya mengobservasi kelas 8C, saya merasa kemampuan siswa dalam memahami bacaan masih kurang jadi saya ingin meningkatkannya. Menurut ibu bagaimana? Apakah proses belajar mengajar membaca di kelas 8 C sudah memenuhi harapan?
- T** : Ya bisa dikatakan belum ya mbak ya, karena siswa masih mengalami kesulitan dalam membaca. Hasil ulangan harian siswa kelas C juga belum cukup memuaskan. Gap antara kelas C dengan kelas A dan B cukup jauh.
- R** : Oh, begitu Bu. Oh, iya bu. Ini saya juga sekalian ingin bertanya-tanya sedikit kepada Ibu tentang pembelajaran Bahasa Inggris di kelas 8C selama ini untuk menemukan masalah yang akan saya teliti.
- T** : Oh, iya silahkan. Kebetulan habis ini saya kosong kok.
- R** : Terimakasih Bu. Apakah siswa berpartisipasi aktif dalam proses belajar mengajar di kelas seperti bertanya, mengeluarkan pendapat, menjawab pertanyaan dan lain-lain?
- T** : Tidak terlalu. Ya ada satu dan dua orang yang tanya, kalau yang lainnya ya diam-diam saja. Tapi kalau ditanya "Siapa yang mau menjawab nomor sekian?" banyak dari mereka yang mengangkat tangan. Tergantung gurunya sih mbak. Harus pintar-pintar memancing supaya mereka mau bicara.
- R** : Metode, teknik, atau strategi apa yang Ibu terapkan untuk membantu siswa dalam membaca?
- T** : Kalau menurut saya asalkan siswa tau arti *vocab* yang ada dalam teks mereka akan bisa memahami isi teks tersebut. Jadi saya selalu berpesan pada murid-murid untuk selalu menambah penguasaan *vocab* mereka. Kalau saya caranya gini, Mbak. Sebelum siswa membaca, saya tulis dulu kata-kata sulit di papan tulis. Terus saya suruh mereka memilih kata-kata yang sudah mereka tahu entah dari yang paling atas, paling bawah, atau tengah pokoknya terserah mereka kemudian menuliskan artinya dalam bahasa Indonesia. Ini saya lakukan untuk men-*activate* mereka...
- R** : Lalu, apakah metode tersebut dianggap efektif dan telah cukup membantu siswa dalam membaca?
- T** : Ya cukup efektif daripada tidak sama sekali...hehe...
- R** : Dari mana sajakah sumber belajar yang Ibu gunakan untuk mengajar membaca?

- T** : Tidak tentu Mbak. Kadang dari LKS, dari BSE sedikit-sedikit. Kalau BSE itu ada kuncinya di belakang jadi siswa tidak termotivasi untuk mengerjakan sendiri. Kadang ya saya gunakan cuma saya modifikasi, saya bikinkan soal yang berbeda jadi tidak ada kuncinya.
- R** : Oh, begitu ya Bu. Media apa yang Ibu gunakan untuk mengajar membaca misalnya seperti gambar, realia, video, dan lain-lain?
- T** : Medianya saya sendiri, mbak. Saya kalau mengajar banyak cerita, apalagi kalau mengajar *Narrative*. Kalau LKS itu kan kadang sudah ada gambarnya.
- R** : Oh, begitu. Apakah Ibu sering menggunakan laboratorium Bahasa Inggris untuk mengajar?
- T** : Tidak pernah. Biasanya yang memakai Pak Isranto. Kalau saya biasanya cuma di kelas saja. Saya juga tidak pernah menggunakan LCD untuk mengajar karena repot.
- R** : Lalu, apakah kemampuan membaca siswa telah memenuhi harapan Ibu? Jika belum, mengapa?
- T** : Belum. Siswa kelas 8C masih menemui kesulitan dengan membaca. Sebagian besar karena tidak tahu arti kata-kata dan maksud bacaannya. Bahkan untuk memahami maksud soal pada soal pemahaman saja masih sulit buat mereka. Kalau maksud soalnya saja tidak mengerti, bagaimana mau menjawab soal dengan benar?
- R** : Berarti siswa belum mampu memahami teks Bahasa Inggris dengan baik ya Bu. Menurut Ibu, apa kesulitan yang dialami siswa pada saat memahami bacaan?
- T** : Kesulitan utama mereka itu pertama, *vocabulary*. Kalau mereka tidak tahu arti kata-katanya ya bagaimana mereka bisa tahu maksud bacaan? Kadang mereka bahkan nggak tau maksud dari pertanyaannya apa. Sering saya satu pertemuan hanya untuk membahas pertanyaannya saja. Kedua, siswa itu kadang tahu arti pilihan gandanya tapi setelah dijawab ternyata yang dimaksud soalnya *opposite* padahal mereka menjawabnya *synonym*. Saya sering menyuruh mereka, kalau sudah mentok, nyocokin apa kata-kata yang ada di pilihan ganda dengan yang ada di teks. Jadi mereka sering seperti itu, daripada *ngawur* ya dicocokkan saja kata-kata yang sama atau mirip. Tetapi sering mereka tahu artinya tetapi tetap salah mengerjakannya. Terutama kalau bacaannya cukup panjang itu mereka sering bingung. Cuma sedikit dari siswa yang mau membawa kamus meskipun sudah disuruh.
- R** : Oh, begitu Bu. Jadi masalahnya ialah kemampuan siswa dalam membaca masih kurang karena kurangnya kemampuan siswa memahami inti bacaan ya Bu?
- T** : Iya, ya terutama itu dan kurangnya kemampuan *vocabulary* mereka jadi tidak tahu maksud bacaan itu apa. Mereka juga kurang teliti, kalau pas sudah dicocokin baru mereka bilang oooo..... Kalau membahas teks misalnya *narrative* begitu, dijelaskan *generic structure*nya itu mereka sulit mengerti...
- R** : Baik, Bu. Terimakasih sekali untuk informasinya. Pada saat saya observasi kelas Ibu ketika mereka masih di kelas 7C, saya juga merasa mereka kurang bisa memahami isi bacaan. Karena itu saya mengusulkan untuk menggunakan teknik *Semantic Mapping*. Ibu sudah pernah mendengar tentang teknik itu?
- T** : Kebetulan belum. Bagaimana itu mbak?
- R** : Contoh hasil jadinya seperti ini Bu, seperti pemetaan isi bacaan dengan menggunakan spidol warna. Jadi sebelumnya siswa diperkenalkan satu topik, kemudian mereka melakukan *brainstorming* semua kata atau frasa yang berhubungan dengan topik itu. Kemudian hasil *brainstorming*nya dipetakan ke *semantic worksheet* yang telah saya

sediakan seperti ini. Misalnya kalau teksnya *narrative* ya dikelompokkan jadi *orientation*, *complication*, dan *resolution* nanti memakai spidol warna hijau untuk menandai prediksi mereka. Setelah itu baru mereka dibagikan teksnya, mereka membacanya, kemudian *map* yang ini dimodifikasi berdasarkan informasi baru yang ada dalam teks dengan spidol merah.

- T** : Oh, seperti itu. Kalau dilihat agak ribet ya mbak, tapi saya rasa akan membantu siswa dengan adanya *brainstorming* dan pemetaan isi bacaan itu.
- R** : Iya Bu, dengan *brainstorming*, siswa akan bisa memprediksi kata apa yang mungkin akan muncul di dalam teks. Dengan menggunakan spidol warna mereka akan lebih mudah memetakan informasi dalam teks.
- T** : Oh, iya mbak. Pokoknya saya setuju sekali kalau ingin meningkatkan reading, karena reading ini kan sangat penting karena pasti sangat dibutuhkan pada saat mengerjakan UNAS. Kapan kira-kira mbak Riska akan mulai?
- R** : Kira-kira bulan Februari Bu.
- T** : Oke, kapan saja bisa kok mbak. Untungnya mbak Riska cepat-cepat kesini jadi bisa memilih kelasnya. Soalnya mas Khaerul yang dulu PPL di sini juga pernah bilang ingin mengadakan penelitian di kelas 8C juga. Tapi karena Mbak Riska yang datang duluan ya untuk mbak Riska saja. Biar nanti Mas Khaerul ke kelas yang lain. Suratnya sudah diserahkan ke Bu Kepala?
- R** : Belum Bu, ini baru mau saya serahkan.
- T** : Oh, iya. Teksnya nanti *narrative* ya?
- R** : Kebetulan penelitian saya ini untuk meningkatkan *reading comprehension* dan tidak mengacu pada satu teks, jadi saya akan mengajar *narrative* dan *recount* Bu.
- T** : Oh, ya Bagus. Sip.
- R** : Ini proposal saya Bu.
- T** : Oh, ini untuk saya?
- R** : Iya. Untuk selanjutnya mungkin saya akan beberapa kali bertemu Ibu untuk mengkonsultasikan *instrument* pembelajaran.
- T** : Oh, iya. Boleh saja.
- R** : Terimakasih ya Bu atas waktu dan informasinya.
- T** : Sama-sama mbak. Saya juga terimakasih Mbak mau mengajar di sini. Muridnya juga dapat ilmu yang baru, saya juga jadi ringan pekerjaannya. Tapi kelas 8C itu sering sulit diatur, tapi nggak papa ya Mbak, biar menantang.
- R** : Oh, iya Bu, untuk kolaborator nanti saya bisa dengan Ibu atau saya bawa sendiri?
- T** : Kalau biasanya bawa kolaborator sendiri...
- R** : Baik Bu, kalau begitu. Terimakasih ya Bu. Selamat siang.

### **Interview Transcript 2 (Reconnaissance)**

**Hari/ Tanggal : Kamis, 9 Januari 2014**

**Waktu : 12.50 WIB**

**Tempat : Ruang kelas 8C**

**Siswa : Perdana N.K**

**Keterangan : P = Peneliti S = Siswa**

- P** : Siang dek, maaf ya ganggu waktu kamu.

S : Iya mbak, gimana mbak?

P : Mbak mau tanya-tanya dikit tentang pembelajaran membaca bahasa Inggris di kelas.

S : Oh ya mbak.

P : Sebelumnya, namanya siapa?

S : Perdana mbak.

P : Menurut kamu apakah proses belajar mengajar membaca di kelas sudah memenuhi harapan?

S : Belum.

P : Kenapa, dek?

S : Karena saya masih kesulitan memahami bacaan mbak kalo pake Bahasa Inggris. Nggak tahu arti kata-katanya.

P : Kan kamu bisa nyari arti kata-katanya di kamus.

S : Ya itu mbak, saya kalau memahami teks harus selalu sedia kamus. Kalau nggak pake kamus saya nggak ngerti sama sekali.

P : Kalau sudah pakai kamus, kamu bisa memahami bacaan nggak?

S : Ya lumayan mbak dari pada nggak pake sama sekali. Tapi kadang masih kesulitan juga.

P : Terus, apakah kamu berpartisipasi aktif selama proses belajar mengajar di kelas? Misalnya kalau pas ada kesulitan kamu bertanya, kalau disuruh maju ya maju, aktif menjawab pertanyaan dan lain-lain?

S : Kadang aktif. Kalau saya nggak tahu ya saya tanya.

P : Kalau menjawab pertanyaan dari guru?

S : Ya kalau saya bisa saya jawab mbak. Tapi kalau nggak ya nggak.

P : Apakah teknik mengajar guru dapat membantu memahami bacaan?

S : Cukup membantu.

P : Membantunya bagaimana?

S : Ya membantu untuk memahami dengan lebih baik. Kan kalo nggak tahu artinya bisa langsung tanya mbak. Kadang ya tanya teman yang lebih pintar.

P : Kalo media belajarnya apa aja ya dek?

S : Medianya ya kadang LKS kadang buku cetak.

P : Oh kalo itu kan sumber belajarnya. Kalo medianya, seperti misalnya pake gambar atau alat peraga gitu.

S : Wah jarang mbak kalo pas *reading* biasanya nggak ada yang kaya begitu. Gambar ya yang ada di LKS atau buku itu mbak.

P : Berarti kamu belum merasa cukup puas ya dengan hasil yang kamu capai selama ini?

S : Belum merasa puas sama sekali.

P : Apakah kamu punya strategi sendiri untuk meningkatkan kemampuan *reading* kamu?

S : Hehe..nggak punya mbak. Nggak tahu. Paling saya cuma aja nyontek aja mbak kalo ngerjain soal.

P : Hehe..gitu ya dek. Yaudah deh kalo begitu makasih ya udah boleh tanya-tanya.

S : Ya mbak sama-sama.

**Interview Transcript 3 (*Reconnaissance*)**  
**Hari/ Tanggal : Kamis, 9 Januari 2014**

**Waktu** : 12.55 WIB  
**Tempat** : Ruang kelas 8C  
**Siswa** : Anton Ariyanto  
**Keterangan** : P = Peneliti S = Siswa

**P** : Siang dek, tanya-tanya dikit tentang pelajaran Bahasa Inggris boleh ya...  
**S** : Iya mbak, *monggo*.. tapi jangan lama-lama ya mbak.  
**P** : Iya, bentar aja kok. Namanya siapa?  
**S** : Anton Ariyanto.  
**P** : Dek, menurut kamu apakah proses belajar mengajar membaca di kelas sudah memenuhi harapan atau belum?  
**S** : Sudah mbak.  
**P** : Wah, kalau begitu kamu sudah nggak mengalami kesulitan *dong* ya dalam membaca teks bahasa Inggris?  
**S** : Masih mbak, hehe.... Kalau suasana belajarnya sih sudah enak mbak. Gurunya santai... nggak galak...  
**P** : Berarti kalo santai kesempatan buat rame dong ya..hehe...  
**S** : Iya mbak kadang-kadang.  
**P** : Kamu aktif nggak selama proses belajar mengajar di kelas?  
**S** : Kadang-kadang. Kalau bertanya jarang, paling kalau nggak ngerti saya tanya temen. Tapi kalau disuruh menjawab atau maju ya saya mau.  
**P** : Apa kesulitan terbesarmu dalam memahami teks bahasa Inggris?  
**S** : Kata-katanya banyak yang tidak tahu dan juga sulit memahami topik bacaan.  
**P** : Apakah teknik mengajar bu guru bisa membantu kamu memahami bacaan?  
**S** : Bisa. Soalnya kan bacaannya dibahas bersama-sama, disuruh membaca satu kalimat sampai titik terus diterusin yang lain sambil dibahas bersama-sama.  
**P** : Oh, gitu. Berarti menurut kamu teknik itu cukup efektif ya?  
**S** : Iya. Tapi kalau membaca sendiri ya masih susah mbak. Kalo menjawab pertanyaan pilihan ganda itu kayanya sudah bener mbak ngerjainnya tapi ternyata masih salah.  
**P** : Ada nggak media belajar yang biasanya digunakan untuk membantu selama proses pembelajaran *reading* di kelas?  
**S** : Paling gambar yang ada di buku. Gambar itu membantu mbak, soalnya saya sering nebak-nebak isi cerita dari gambar.  
**P** : Oh, gitu. Oke deh dek, makasih ya buat waktunya.  
**S** : Sama-sama mbak.

#### **Interview Transcript 4 (*Reconnaissance*)**

**Hari/ Tanggal** : Kamis, 9 Januari 2014

**Waktu** : 13.00 WIB  
**Tempat** : Ruang kelas 8C  
**Siswa** : Yoga Mahendra  
**Keterangan** : P = Peneliti S = Siswa

**P** : Namanya siapa dek?  
**S** : Yoga

- P : Boleh ya tanya-tanya bentar.
- S : Iya mbak.
- P : Menurut kamu apakah proses belajar mengajar membaca di kelas sudah memenuhi harapan atau belum?
- S : Belum. Soalnya bising itu lho mbak.
- P : *Lha* yang bikin bising kamu sendiri atau anak-anak yang lain?
- S : Ya saya juga tapi diajak temennya.
- P : Kanapa kamu malah membuat bising, bukannya mendengarkan guru?
- S : Karena saya kan duduknya di belakang mbak, sering diajak temannya ngobrol. Soalnya kadang bosan mbak. Apalagi kalau jam terakhir itu udah ngantuk mbak suasananya.
- P : Kalau selama kegiatan pembelajaran kamu aktif nggak di kelas?
- S : Tidak. Saya mengerjakan tugas saja cuma kadang-kadang mbak.
- P : *Lha* kok bisa? Memang tidak ditegur guru?
- S : Ya ditegur. Susah mbak soalnya.
- P : Apa kesulitan terbesarmu dalam membaca teks bahasa Inggris?
- S : Susah memahami.
- P : Kalau ngerjain soal pilihan ganda, soal mana yang sulit kamu selesaikan?
- S : Semua susah mbak. Tapi paling susah yang ‘semua ini benar kecuali...’ atau ‘berikut ini yang benar adalah...’ itu lho mbak.
- P : Oh gitu. Terus apa strategi kamu untuk bisa menyelesaikan soal-soal yang sulit seperti itu?
- S : Biasanya saya cocokin kalimay yang ada di pilihan itu mana yang ada di bacaannya. Tapi kadang kok kalimatnya beda semua jadi saya nggak ngerti juga terus saya milih pake *feeling* mbak.
- P : Ada nggak media belajar yang digunakan di kelas untuk membantu memahami bacaan?
- S : Nggak ada.
- P : Oke deh, makasih ya dek udah mau diwawancara.
- S : Sama-sama mbak.

### **Interview Transcript 5 (*Reconnaissance*)**

**Hari/ Tanggal : Kamis, 9 Januari 2014**

**Waktu : 13.05 WIB**

**Tempat : Ruang kelas 8C**

**Siswa : Ramadhan Tri Nur Wahyudi**

**Keterangan : P = Peneliti S = Siswa**

- P : Namanya siapa dek?
- S : Ramadhan mbak.
- P : Suka pelajaran bahasa Inggris nggak?
- S : Nggak begitu suka mbak, soalnya susah.
- P : Yang susah apanya?
- S : Kata-katanya banyak yang nggak tahu. Harus buka kamus.
- P : Kalo udah buka kamus dan nyari arti kata-katanya kamu bisa memahami bacaan dengan baik?
- S : Bisa.

P : Yakin? Coba teks ini dibaca terus dijawab soal nomor 1 dan 4. (menunjukkan 1 teks *recount* dengan beberapa soal. Nomor 1 tentang topik dan nomor 4 tentang *unstated details*)

S : (membaca teks dan soal)...nomor 1 jawabannya A mbak...

P : Tuh masih salah. Jawabannya yang B.

S : Oh, iya ding. Kurang teliti mbak.

P : Coba soal nomor 4.

S : (membaca teks dan soal) ... boleh buka kamus mbak?

P : Boleh...

S : (membaca teks dan soal lagi sambil sekali-sekali membuka kamus untuk mencari arti kata-kata sulit) ... jawabannya D mbak.

P : Oh ya? Itu bacaannya tentang apa sih?

S : Tentang liburan di Bandung.

P : Terus maksud pertanyaannya apa?

S : Suruh mencari yang tidak disebutkan dalam teks.

P : Berarti yang tidak disebutkan dalam teks pernyataan yang mana?

S : Yang D mbak...eh..bentar-bentar... yang D bener ding.

P : Jawabannya yang A.

S : Oh iya ding. Tadi ragu-ragu antara yang A sama yang D.

P : Berarti kesimpulannya walaupun kamu udah buka kamus dan tahu arti kata-katanya kamu tetep tidak bisa menjawab dengan benar ya dek? Hehe...

S : Iya mbak,, tapi kalau lebih teliti sepertinya bisa mbak.

P : Yaudah. Biasanya kamu selama pembelajaran di kelas aktif nggak?

S : Saya nggak terlalu aktif mbak.

P : Apa pembelajaran membaca di kelas sudah memenuhi harapan kamu?

S : Belum mbak. Saya sering nggak bisa konsentrasi karena kelas terlalu bising.

P : Kamu juga ikut bikin bising?

S : Ya kadang-kadang mbak. Tapi lebih sering temen-temen saya itu lho mbak....

P : Apakah teknik mengajar guru sudah cukup membantu kamu dalam membaca?

S : Lumayan membantu mbak, soalnya gurunya kan sabar.

P : Kamu ada strategi nggak untuk membantu kamu memahami bacaan?

S : Strateginya cuma tanya sama temen mbak, hehe.

P : Itu aja?

S : Ya kadang tanya sama Bu Masinem.

P : Yaudah makasih ya dek udah mau diwawancara.

S : Sama-sama mbak.

### **Interview Transcript 6 (*Reconnaissance*)**

**Hari/ Tanggal : Kamis, 9 Januari 2014**

**Waktu : 13.10 WIB**

**Tempat : Ruang kelas 8C**

**Siswa : Faiz Priyo Utomo**

**Keterangan : P = Peneliti S = Siswa**

P : Jangan pulang dulu ya dek, mbak mau tanya-tanya dikit.

S : Ya mbak.

- P** : Menurut kamu apakah proses pembelajaran membaca di kelas sudah sesuai dengan harapan kamu?
- S** : Belum.
- P** : Kenapa?
- S** : Sering bicara sendiri.
- P** : He? Kenapa kamu bicara sendiri?
- S** : Maksudnya ngobrol sama temennya gitu mbak.
- P** : Oh, kamu aktif nggak selama pelajaran?
- S** : Nggak begitu. Kalau disuruh baru mau menjawab.
- P** : Apakah kamu masih mengalami kesulitan dalam memahami teks bahasa Inggris?
- S** : Masih. Sering nggak ngerti kata-katanya.
- P** : Tipe soal seperti apa yang paling sulit kamu selesaikan?
- S** : Seperti yang nomor 2 ini mbak (*stated detail*) sama sinonim.
- P** : Tapi secara keseluruhan bacaan kamu bisa memahami dengan baik nggak?
- S** : Ya sedikit-sedikit...
- P** : Terus apa strategi kamu untuk meningkatkan kemampuan membaca?
- S** : Sering membaca teks bahasa Inggris.
- P** : Yaudah makasih ya dek...
- S** : Ya mbak...

### **Interview Transcript 7 (After the implementation of Cycle 1 Meeting 1)**

**Hari/ Tanggal : Kamis, 13 Februari 2014**

**Waktu : 13.00 WIB**

**Tempat : Ruang kelas 8C**

**Keterangan : P = Peneliti K=Kolaborator**

- P** : Gimana, Syid menurutmu pembelajaran hari ini?
- K** : Pembelajaran hari ini cukup lancar. Tadi selain menyentang dan mencatat di *observation checklist*, aku juga ngetik di laptop jadi cukup lengkap apa yang aku tulis. Pertama dari kamu dulu ya.
- P** : Oke. Aku ngajarnya gimana tadi?
- K** : Kamu mengajar cukup jelas, suara kamu juga cukup bisa didengar dari belakang. *Time management*-nya juga bagus. Cuma, menurutku kamu kurang tegas sehingga banyak yang rame terutama cowok-cowok yang duduk di belakang. Terus pada saat kamu nulis di *white board* itu tulisanmu terlalu kecil, jadi beberapa siswa nggak bisa lihat tulisanmu jadi harus maju dan bikin gaduh juga. Malah ada beberapa siswa yang minta dibacakan.
- P** : Iya, tadi cowok-cowoknya bikin gaduh terus. Ada yang ngobrol, ada yang *glodekan* di meja. Oke, aku akan mencoba lebih tegas. Tapi gimana caranya ya, Syid? Aku nggak bisa marah e soalnya.
- K** : Ya tegas kan nggak harus marah-marah. Aku sarankan kamu beri mereka motivasi sekitar 5 menit tentang pentingnya Bahasa Inggris biar mereka *ngeh* kalau pelajaran Bahasa Inggris itu akan mereka butuhkan nanti saat mereka lulus atau bekerja. Lalu, kamu harusnya sedikit mengancam, kalau mau rame keluar saja. Pasti mereka akan diam.
- P** : Hmm... sepertinya harus dicoba. Lalu bagaimana dengan proses belajar mengajar itu sendiri?



- K** : Kalau menurutku, penjelasan kamu tentang penerapan SM tadi cukup bisa dipahami. Tapi siswa-siswa sepertinya masih banyak yang bingung, terutama tentang penggunaan spidol warna itu. Beberapa dari mereka tidak mengerti bedanya menggunakan spidol warna hijau dengan merah itu apa? Kenapa warnanya harus beda? Kayanya kamu jangan bilang *prediction map*, itu sepertinya sulit diingat buat mereka. Gimana kalo *before-reading map*? Kayanya itu lebih mudah.
- P** : Baiklah kalau begitu, aku akan menjelaskan lagi dengan bahasa yang lebih mudah mereka mengerti. Lalu bagaimana pendapatmu mengenai siswa-siswa? Apakah mereka terlihat *enjoy* mengikuti pembelajaran?
- K** : Sebagian besar terlihat *enjoy*. Siswa putri terlihat antusias mengikuti pelajaran. Mereka berusaha mengikuti pelajaran dengan baik seperti mendengarkan penjelasan guru dan mengerjakan SM dengan sebaik mungkin. Tapi mereka jarang sekali bertanya. Mereka pasif. Sebaliknya siswa putra aktif baik menjawab pertanyaan maupun bertanya. Tapi sering pertanyaan mereka tidak terarah, maksudnya tidak sesuai dengan topik yang sedang dibahas. Mereka juga sering mengobrol sendiri, dan ada dua atau tiga orang tidak mengerjakan SM. Sayang, kamu tadi lebih banyak memberi contoh di depan jadi tidak berkeliling memeriksa pekerjaan siswa di belakang. Kamu hanya ke barisan belakang dua kali untuk menegur siswa yang bandel.
- P** : Oh iya, aku terlalu sibuk menjelaskan dan memberi contoh bagaimana membuat SM. Lagipula hari ini kan mereka belum membuat secara mandiri tapi baru membuatnya contohnya bersama-sama mereka dan kemudian mereka menyalinnya.
- K** : Tapi kamu jadi melewatkan kalau beberapa siswa bahkan tidak mengerjakan dari pertama, dari *brainstorming activity* itu.
- P** : Oh, gitu. Baiklah, besok aku akan mengecek pekerjaan mereka. Oh iya, penguasaan kosakata dalam Bahasa Inggris mereka sangat sedikit ya, bahkan kata-kata yang sangat sederhana seperti *uncle, wife, experience*. Begitu juga dengan pertanyaan-pertanyaan sederhana baik itu yang aku tanyakan langsung maupun di soal. Jadi aku banyak *mentranslate* ke Bahasa Indonesia. Hanya sedikit dari mereka yang membawa kamus. Jadinya mereka bertanya padaku kata-kata secara bersama-sama sehingga kelas menjadi gaduh. *Ini artinya apa mbak? Itu artinya apa mbak?*
- K** : Masalahnya kamu menanggapi semua pertanyaan jadi siswa jadi tergantung sama kamu. Baiknya kamu suruh mereka yang tidak membawa kamus bertanya pada teman lainnya yang membawa kamus, atau meminjam kamus mereka. Tadi juga sudah kamu suruh mereka bawa kamus to di pertemuan selanjutnya?
- P** : Iya, sudah. Sebenarnya yang *brainstorming activity* itu bisa menambah *vocabulary* mereka. Karena ibaratnya *vocab* baru yang mereka pelajari bukan *vocab* gundul yang tanpa *context*, tapi *vocab* baru yang disesuaikan dengan topik yang ada berdasarkan pengalaman dan *background knowledge* mereka. Kalau saja mereka lebih aktif untuk membawa kamus, mempelajari kata-kata baru, mencatatnya, pasti *vocab* mereka akan bertambah.
- K** : Itulah. Makanya besok kamu beri motivasi pada mereka untuk membawa kamus dan mencatat kata-kata yang baru, karena itu penting untuk mereka. Manfaatkan *brainstorming activity* untuk menambah kata-kata baru.
- P** : Oh, iya Syid. Ada yang lebih darurat lagi. Aku sudah meneliti pre-test mereka dan hasilnya sungguh di luar dugaan dan membuat aku sedih.
- K** : Lha gimana hasilnya?

- P** : Rata-rata nilainya cuma 2.67. Tidak ada satu pun yang mendapat nilai 4. Memang sih dari hasil analisis Iteman itu soalku banyak yang terlalu sulit. Tapi hasil tryout di kelas A rata-rata 6.58 dan di kelas B rata-rata 5.47. Jauh kan perbedaannya?
- K** : Wah, *amazing*. Baiknya besok kamu beri mereka motivasi untuk belajar. Sepertinya motivasi merekalah yang kurang. Seperti yang aku katakan tadi, yang cewek memang mendengarkan dan tidak rame, namun mereka pasif. Sedangkan yang cowok memang aktif, tapi aktifnya kurang terarah dan rame. Yang terlihat, baik cowok maupun cewek belum termotivasi untuk mempelajari kata-kata baru dan mencatat hal-hal yang penting.
- P** : Oke, terimakasih ya atas sarannya hari ini.
- K** : *It's nothing*.

### **Interview Transcript 8 (After the implementation of cycle 1 meeting 2)**

**Hari/ Tanggal** : Rabu, 19 Februari 2014

**Waktu** : 13.00 WIB

**Tempat** : Kantin SMP N 3 Pakem

**Keterangan** : P = Peneliti K = Kolaborator

- P** : Gimana pembelajaran hari ini, Syid? Apa lebih baik dari kemarin? Kalau menurutku siswa cowok hari ini agak bisa dikontrol ya. Mungkin karena tadi aku memberitahu mereka hasil *pre-test* mereka dan memberi motivasi.
- K** : Lumayan, memang lebih bisa dikontrol daripada kemarin. Tapi beberapa dari mereka jadi terlihat kurang antusias dengan kegiatan pembelajaran. Mereka tampak kesulitan ketika *me-retell* Semantic Map tadi. Mungkin mereka tahu maksudnya, tapi mereka tidak tahu harus mulai darimana *me-retell*nya dan bagaimana. Tapi kemudian setelah kamu beri *outline* tadi mereka jadi bisa menceritakan kembali meskipun sekenanya.
- P** : Tapi diantara mereka tidak ada yang mau tunjuk tangan untuk menjadi *volunteer*. Pasti harus ditunjuk dulu. Suaranya pelan-pelan lagi. Mereka kurang percaya diri.
- K** : Iya, kalau disuruh menjadi *volunteer* tidak mau. Kalau mereka menjawab pertanyaan, mereka cenderung menjawab semau mereka tanpa berpikir apakah itu benar atau salah. Mereka tidak punya motivasi untuk tampil dan menjawab, tapi menunggu untuk disuruh. Mereka cenderung malu dan takut salah. Coba mungkin sesekali ada kegiatan yang dikerjakan berkelompok untuk menumbuhkan kepercayaan diri mereka.
- P** : Iya, besok kebetulan memang kegiatannya berkelompok. Sama seperti tadi tapi dikerjakan berkelompok. Satu kelompok empat orang. Biar mereka juga berlatih kerja sama. Kalau aku mengajarnya ada koreksi nggak, Syid?
- K** : Instruksimu sudah jelas, tapi baiknya kamu memastikan apakah siswa sudah merasa jelas atau belum. Sepertinya cuma itu saja. O, iya, kamu sudah melaporkan pada Bu Masinem belum mengenai hasil *pre-test*?
- P** : Belum. Sekarang Bu Masinem sudah pulang. Insya Allah besok siang sebelum beliau pulang. Makasih ya untuk hari ini.
- K** : Oke, sama-sama.

### Interview Transcript 9 (After the implementation of cycle 1 meeting 3)

Hari/ Tanggal : Kamis, 20 Februari 2014

Waktu : 13.00 WIB

Tempat : Ruang Guru

Keterangan : P = Peneliti G = Guru

- P** : Selamat siang Bu, maaf mengganggu sebentar.
- G** : Iya, gimana mbak Riska. Lancar to ngajarnya?
- P** : Alhamdulillah lancar, Bu. Saya ingin melaporkan hasil *pre-test* siswa Bu.
- G** : Oh, iya. Ayo kita ke ruang tamu saja. (berjalan ke ruang tamu)  
Gimana?
- P** : Begini Bu. Saya sudah menganalisis hasil *pre-test* 8C. Rata-rata nilai kelas 8C itu hanya 2.67 dengan nilai tertinggi 3.8. Nilai ini cukup jauh dari kelas A yang untuk try out. Rata-rata nilai kelas 8A 6.57 dengan nilai tertinggi 7.8. Sedangkan tryout soal untuk *post-test* di kelas 8B nilai rata-ratanya 5.46 dengan nilai tertinggi 7.5. Apakah nilai kelas 8C memang selalu jauh di bawah kelas lainnya Bu?
- G** : Iya memang begitu, Mbak. Kalau dibandingkan memang jauh ya antara kelas 8C dengan kelas A dan B, terutama kelas A. Kalau kelas A memang anaknya pintar-pintar. Kelas B ada juga beberapa yang menonjol. Yang kelas A siapa yang mendapat nilai tertinggi?
- P** : Muhammad Ilham, Bu.
- G** : Oh, iya. Pasti dia. Memang paling pintar. Yang anaknya kecil, manis itu. Kalau yang kelas B? Biasanya Anwar.
- P** : Ini Bagus Satrio, Bu. Anwar 7.2.
- G** : Oh, iya. Bagus juga lumayan itu. Nah, kalau kelas A dan B itu beberapa menonjol. Coba kalau kelas C yang mendapat nilai tertinggi siapa?
- P** : Hilma, Bu. Nilainya 3.8.
- G** : Hilma lumayan selalu memperhatikan. Ya memang segitu itu nilai anak-anak kelas 8C, dua...tiga... kalau ulangan juga segitu-segitu saja.
- P** : Kemarin kan saya mengajar teks *Narrative* Bu, menggunakan strategi saya. Kemudian untuk penilaian saya beri mereka 10 soal. Ketika kami cocokkan bersama-sama banyak yang menjawab benar. Bahkan ada yang dapat nilai tertinggi 9.
- G** : Siapa itu?
- P** : Perdana Bu.
- G** : Perdana? Wah, padahal kemarin nilainya paling rendah pas semesteran.
- P** : Oh, begitu Bu. Tapi kebetulan teksnya sudah dibahas bersama-sama dan soalnya hanya 10 butir, jadi mungkin cukup mudah Bu untuk mereka. Besok lagi akan saya lihat ketika mereka mengerjakan soal yang lebih banyak setelah mendiskusikan teks dalam kelompok.
- G** : Yah, semoga berhasil Mbak. Saya juga berharap nilai siswa bisa meningkat karena kalau nilai mereka seperti itu terus, bagaimana mereka menghadapi Unas? Gimana dengan kelasnya? Rame?
- P** : Iya, Bu. Yang siswa Putri sebagian besar mengikuti pelajaran dengan baik. Sedangkan siswa cowok banyak yang rame terutama Perdana, Anton, Yoga, dan lain-lain.
- G** : Iya, mereka memang seperti itu kalau mereka tahu yang mengajar mahasiswa.
- P** : Terimakasih ya Bu, untuk waktunya.

G : Sama-sama Mbak. Semoga berhasil.

### Interview Transcript 10 (After the implementation of cycle 1 meeting 3)

Hari/ Tanggal : Kamis, 20 Februari 2014

Waktu : 13.00 WIB

Tempat : Kantin SMP N 3 Pakem

Keterangan : P = Peneliti K = Kolaborator

P : Aku sudah melaporkan nilai *pre-test* siswa ke Bu Masinem, Syid.

K : Lalu, gimana tanggapan beliau?

P : Beliau bilang memang nilai siswa kelas 8C selalu jauh di bawah kelas A dan B. Ya segitu itu memang.

K : Berarti bukan salah soalnya ya...

P : Iya. Wah, pembelajaran hari ini luar biasa melelahkan... Pasti koreksimu banyak sekali ya... Aku nggak enak tadi saking ributnya sampai Bu Kepala masuk dan menegur siswa.

K : Lha memang rame banget e. Tadi kelas mulai menjadi ribut pada saat mencari grupnya masing-masing. Itu karena kamu membiarkan mereka mencari grupnya sendiri. Seharusnya kamu membantu mereka dengan cara menempatkan grup 1 di sebelah sini, grup 2 di sebelah situ, dan seterusnya. Kalau disuruh mencari sendiri ya jelas rame lah...

P : Iyae, tadi. Seharusnya begitu. Nggak kepikiran tadi. Perencanaan yang kurang matang. Lalu apalagi mengenai siswa?

K : Mereka banyak yang tidak mendengarkan instruksi. Entah tidak mendengarkan atau sengaja, seperti misalnya membuka amplop sebelum diizinkan.. padahal maksudnya kan agar mereka membuat *prediction map* dulu kan sebelum membaca teksnya?

P : Iya, betul. Aku memang selalu harus ngomong berkali-kali kok agar mereka benar-benar mendengarkan.

K : Lalu, ketika *group work*, siswa banyak yang justru terlihat tidak antusias. Mereka justru memanfaatkannya untuk membuat gaduh. Meskipun sudah punya kelompok sendiri, mereka tidak berkumpul dengan kelompoknya tapi malah pindah ke kelompok lain yang ada sahabatnya di situ. Tetapi kamu sudah cukup tegas dengan sedikit mengancam mereka.

P : Bagaimana dengan aktivitas mereka ketika membuat SM? Mereka tampak masih kesulitan ya? Padahal aku mengira sudah menjelaskan *step by step* dan dengan contoh yang jelas kemarin. Dan mereka juga mengikuti dengan cukup baik. Tapi agaknya mereka kebingungan ketika aku memberi mereka teks yang baru. Dan lagi, mereka tidak memanfaatkan kesempatan untuk bekerja secara berkelompok. Mereka tetap saja bekerja sendiri dan bertanya padaku.

K : Iya, sepertinya mereka belum bisa mengerjakan secara *independent*, maksudnya bebas dari ketergantungan terhadap guru meskipun mereka bekerja dalam kelompok. Mereka belum bisa bekerjasama dengan baik karena hanya satu dua orang saja yang bekerja, sedangkan yang lain pindah ke kelompok lain, mengobrol sendiri, tidak mau menyatu dan mengerjakan bersama-sama.

P : Lalu, bagaimana ya sebaiknya untuk meningkatkannya? Ternyata sulit untukku mengontrol kelas besar dalam grup seperti tadi karena saat aku memeriksa dan membantu grup 1, yang grup lain ribut dan minta dibantu. Mereka tidak mengenal kata 'gantian' mungkin ya?

- K** : Mungkin kerja kelompok kurang efektif untuk mereka. Coba besok kamu wawancara mereka, apa yang mereka inginkan supaya lebih *enjoy* dengan kegiatan pembelajaran.
- P** : Oke. Tapi apakah tidak ada hal yang positif?
- K** : Ada. Hari ini sudah mulai ada yang mengajukan diri menjadi *volunteer*. Jadi, walaupun kerja kelompok tidak bekerja untuk kegiatan intinya, tapi kepedean mereka sepertinya meningkat.
- P** : Iya, betul juga. Mereka sudah mau *re-tell* dengan kemauan sendiri. Pemahaman mereka terhadap bacaan juga cukup meningkat meskipun informasi yang disampaikan tidak lengkap, tetapi kemudian dilengkapi oleh kelompok lainnya. Diskusi tetap berjalan cukup baik.
- K** : Iya.
- P** : Apa ada lagi yang ingin kamu sampaikan?
- K** : Cuma itu saja. Besok akhir *cycle 1* ya?
- P** : Iya. Ok, terimakasih atas waktunya.
- K** : Sama-sama Ris.

#### **Interview Transcript 11 (After the implementation of cycle 1 Meeting 4)**

**Hari/ Tanggal : Jumat, 21 Februari 2014**

**Waktu : 9.00 WIB**

**Tempat : Ruang kelas 8C**

**Siswa : Fadhika dan Danu**

**Keterangan : P = Peneliti S1 = Fadhika S2 = Danu SM: Semantic Mapping**

- P** : Gimana dek, setelah kita selama tiga hari menggunakan strategi SM? Apakah kalian menemui kesulitan dalam melakukan strategi ini?
- S1** : Nggak terlalu mbak.
- P** : Terus masih menemui kesulitan dimana?
- S1** : Sulitnya mengerjakan soalnya. Kalau *brainstorming* sama transfer ke ini (menunjuk SM) bisa, tapi mengerjakan soal tetap sulit mbak.
- P** : Berarti strategi ini belum cukup membantu kamu dalam membaca?
- S1 dan S2**: Belum.
- S1** : Malah enak kalau langsung ke soalnya. Bikin seperti ini ribet itu lho mbak. Saya nggak bisa konsentrasi. Kalau sulitnya sih tidak tapi ribet mbak. Harus ditulis satu satu. Iya kalo bener, kalo nggak? Kalo langsung baca teksnya kan langsung bisa dicari jawabannya di teksnya itu.
- S2** : Betul mbak...
- P** : Ribet ya? Yaudah nanti mbak pikirkan bagaimana caranya supaya tidak ribet. Sebenarnya strategi ini bisa membantu kalian untuk memetakan pemahaman kalian pada teks yang kalian baca. Kalo bicara simpelnya memang lebih simpel kalo langsung baca. Tapi lihat kenyataannya, kalian belum bisa memahami bacaan dengan baik. Buktinya, jawaban kalian masih salah-salah.
- S2** : Masalahnya tidak tahu arti kata-katanya mbak.
- P** : Lho, saya kan sudah menyuruh kalian membawa kamus sehingga tiap ada kata-kata yang tidak tahu bisa mencari di kamus. Kenapa tidak bawa?
- S1** : Nggak punya mbak.

- P** : Ya beli, yang 10 ribu ada kok.
- S1** : Kalau sudah punya pun malas nyari-nyari artinya itu mbak.
- P** : Nha itulah masalahnya...kalau kalian nggak mau usaha bagaimana kalian mau bisa? Yang salah bukan strateginya tapi kalian yang tidak mau berusaha. Kalau antara mengerjakan dalam grup sama mengerjakan sendiri, kalian pilih mana?
- S1 dan S2**: Sendiri mbak.
- S1** : Kalau bekerja dalam grup pun pada nggak mau bantuin mbak. Akhirnya sama saja bekerja sendiri.
- P** : Apa saran kalian untuk pertemuan selanjutnya?
- S1** : Permainan-permainan saja mbak... biar lebih menarik.

### **Interview Transcript 12 (After the implementation of cycle 1 Meeting 4)**

**Hari/ Tanggal** : **Jumat, 21 Februari 2014**

**Waktu** : **9.10 WIB**

**Tempat** : **Ruang kelas 8C**

**Siswa** : **Annisya, Fina, dan Hilma**

**Keterangan** : **P = Peneliti S1 = Annisya S2 = Fina S3 = Hilma SM: Semantic Mapping**

- P** : Tanya-tanya sedikit boleh ya.
- S1,S2,S3**: Iya mbak.
- P** : Apakah kalian menemui kesulitan dalam menggunakan strategi SM untuk memahami bacaan?
- S3** : Saya enggak mbak.
- P** : Tidak ada kesulitan berarti kamu sudah bisa ya?
- S3** : Bisa mbak. Malah lebih mudah pake ini mbak. Kalo dibikin seperti ini kan kata-katanya pendek-pendek jadi saya lebih mudah ingat. Mudah mencarinya juga.
- P** : Maksudnya kamu cuma perlu menulis kata-kata kuncinya saja kan?
- S3** : Iya.
- S2** : Saya nggak *dhong* sama sekali mbak, soalnya pas hari pertama saya nggak berangkat. Ini saya suruh mbantuin saya terus mbak (menunjuk Hilma).
- P** : Hari pertama kamu sakit ya? Tapi tetap bisa mengikuti kan?
- S2** : Ya dikit-dikit mbak.
- P** : Kalo Nisya gimana? Masih menemui kesulitan nggak?
- S1** : Masih sih mbak sedikit. Pas bagian *brainstorming* itu masih enak mbak. Tapi bingung pas bikin map nya yang mau ditulis yang apa. Apalagi pas *retelling* itu susah mbak. Terus juga spidolnya pada *mleber* mbak...
- P** : Oh, gitu ya... *sorry for that*. Yaitu yang sudah kamu *brainstorm*, ide-ide kamu itu, tinggal dipindah saja di *worksheet* berdasarkan bagian-bagian teks *recount*, apa saja?
- S1** : *Orientation, events, reorientation*.
- P** : Nah itu. Kan sudah gampang kalau ada panduannya. Kemarin juga sudah mba kasih contoh yang jelas kan? Dan untuk *retelling* kan kalau kalian kesulitan kalian cuma perlu membaca Semantic Map kalian. Apa yang susah?
- S2** : Bingung sama bikin sendiri mbak. Yang mana dulu yang dibaca.

- S1** : Iya kalo pas ngerjain bareng-bareng mbak itu mudah mbak sepertinya. Tapi pas ngerjain sendiri kok bingung ya mbak.
- S2** : Iya betul mbak.
- P** : Ok, berarti masih perlu latihan-latihan lagi ya besok. Kalian lebih suka bekerja dalam grup apa sendiri-sendiri?
- S2** : Kalau aku grup mbak.
- S3, S1**: Sendiri-sendiri.
- P** : Aspek apa yang menurut kamu meningkat setelah menerapkan strategi ini?
- S3** : Lebih aktif.
- S1** : Iya lebih aktif.
- S2** : Kalau dengan guru itu takut mbak kalau mau tanya. Mbaknya jadi guru di sini aja...
- P** : Apa yang menurut kalian paling menyenangkan dari pembelajaran membaca kita dari pertemuan awal sampai tadi ini?
- S1** : Senengnya karena beda dari kegiatan biasanya. Baru gitu mbak. Terus juga ngerjainnya pake spidol warna.
- S2** : Kalau aku seneng karena kerjanya dalam grup jadi kalo ada yang nggak bisa tinggal tanya temen aja... hehe
- S3** : Aku senengnya mbak yang ngajar jadi nggak *boring*. Hehe... Yang *brainstorming* juga menyenangkan mbak soalnya memperkaya kata-kata baru.
- P** : Lalu menurut kalian strategi ini bisa membantu kamu memahami bacaan nggak?
- S3** : Membantu mbak. Karena informasi-informasi pentingnya dipetakan, terus juga ada alurnya. Jadi misalnya aku mau tau 'he' itu siapa, aku jadi tahu yang dimaksud dengan 'he' itu siapa karena dipetakan. Biasanya aku cuma mengira-ira aja mbak.
- P** : Oh, reference ya. Terus seneng nggak selama mengikuti pembelajaran? Ngantuk atau bosan gitu?
- S3** : Enggak sih mbak, kalau aku sih seneng. Cuma mbak harus lebih tegas mbak. Soalnya yang cowok-cowok itu pada berisik kerjanya.
- P** : Kalo pas ngerjain soal-soal itu gimana? Apa kalian mengalami kesulitan?
- S1** : Kalo yang bacaannya udah dibahas sebelumnya ya bisa ngerjainnya mbak... tapi kalo soal yang 20 kemarin itu susah-susah mbak. Kadang juga aku nggak teliti baca soalnya.
- P** : Kalo Fina sama Hilma gimana?
- S2** : Aku cuma nyontek Nisa mbak....
- S3** : Kalau aku ngerasa udah yakin menjawab bener tapi kok ternyata jawabanku salah. Mungkin kurang teliti.
- P** : Oke, makasih ya atas waktunya. Pertemuan selanjutnya kita akan mempelajari *narrative text* ya...
- S1,S2,S3**: Oke mba...

### **Interview Transcript 13 (After the implementation of cycle 1 Meeting 4)**

**Hari/ Tanggal** : Jumat, 21 Februari 2014

**Waktu** : 13.00 WIB

**Tempat** : Kantin SMP N 3 Pakem

**Keterangan** : P = Peneliti K = Kolaborator

- P** : Karena cycle 1 sudah selesai, aku ingin bertanya sedikit tentang penerapan strategi *Semantic Mapping*, Syid.
- K** : Ok, silahkan.
- P** : Bagaimana menurut pendapat kamu mengenai penerapan *Semantic Mapping Strategy* yang telah dilakukan?
- K** : Strategi *Semantic Mapping* menurut aku bagus. Strategi ini cukup efektif untuk meningkatkan pemahaman siswa terutama bagi yang benar-benar tidak tahu maksud bacaan. Namun, dalam proses pembelajaran masih ada kendala yang dapat dioptimalkan. Berdasarkan observasi, selama *cycle 1* kemampuan vocab siswa sangat kurang, bahkan mereka tidak tahu kata-kata yang mendasar. Menurut aku *brainstorming* itu sangat efektif untuk menambah vocab mereka, namun sayangnya para siswa banyak yang tidak mau mencatat jika menemukan *vocab* baru, oleh karena itu, alangkah baiknya kalau *brainstorming* bisa dioptimalkan di *cycle 2*.
- P** : Iya, aku setuju. Aku berencana untuk membagi *handout* untuk mereka sehingga mereka seperti memiliki kewajiban untuk mencatat. Di *handout* itu akan aku tambahkan *vocabulary exercises* sehingga mereka akan lebih banyak lagi mempelajari *vocabulary*. Lagipula mereka akan lebih fokus terhadap pelajaran kalau mereka memiliki *handout* sendiri.
- K** : Iya, bagus itu. Lalu, para siswa banyak yang cukup kesulitan pada saat membuat *map*. Bagaimana mengatasinya? Karena menurutku tahap-tahap strategi ini cukup panjang sehingga mereka mungkin bingung.
- P** : Bagaimana kalau di *handout* itu sudah disediakan mapnya, kemudian mereka tinggal mengisi. Yang penting step-stepnya masih tetap memenuhi prosedur *Semantic Mapping*. Aku yakin mereka akan bisa mengerjakannya dengan lebih mudah.
- K** : Nah, aku setuju kalau itu.
- P** : Pertanyaan kedua nih, Syid. Apakah *Semantic Mapping strategy* dapat meningkatkan proses belajar mengajar membaca di kelas? Jika ya, aspek apa sajakah yang meningkat selama *cycle 1* misalnya motivasi siswa, keaktifan siswa di dalam kelas, kemampuan membaca siswa dan lain-lain?
- K** : Yang terlihat jelas meningkat yaitu keaktifan siswa baik dalam menyumbangkan ide, menceritakan kembali, bertanya, maupun menjawab pertanyaan. Mereka cukup aktif, namun masih ada beberapa siswa yang tidak serius dalam mengikuti pelajaran. Mereka tetap membuat gaduh di kelas meskipun sudah diperingatkan.
- P** : Lalu aspek apa sajakah yang masih perlu diperbaiki/ ditingkatkan dalam implementasi *Semantic Mapping Strategy*?
- K** : Seperti yang aku sampaikan tadi, optimalisasi *brainstorming*, membuat aktifitas membuat *map* dengan lebih mudah, satu lagi manajemen kelas. Kalau bisa bertindak lebih tegas dan meningkatkan ketertarikan siswa untuk belajar. Gimana kalau kamu memakai bantuan LCD. Karena gurunya jarang memakai LCD, pasti pembelajaran dengan LCD akan lebih menarik. Nanti *slide show*nya kamu buat yang semenarik mungkin dengan gambar-gambar.
- P** : Ide bagus. Apalagi teksnya *narrative*, jadi pasti lebih menarik. Semoga *cycle 2* lebih berhasil dari yang sekarang. Dari segi nilai di *cycle 1* ini mereka cukup mengalami peningkatan meskipun masih jauh dari harapan. Yang *assessment 1* rata-rata nilai mereka 7.10, cukup bagus karena hanya 10 soal. Sedangkan *assessment 2* turun lagi menjadi 4.85 nilai rata-ratanya dari 20 soal.



- K** : Bagaimanapun juga nilainya sudah meningkat. Semoga nanti di *cycle 2* nilainya terus meningkat. Apa ada pertanyaan lagi?
- P** : Tidak ada, itu saja. Terimakasih ya.
- K** : Sama-sama.

**Interview Transcript 14 (After the implementation of cycle 2 Meeting 1)**

**Hari/ Tanggal** : Selasa, 25 Februari 2014

**Waktu** : 13.10 WIB

**Tempat** : Kantin SMP N 3 Pakem

**Keterangan** : P = Peneliti K = Kolaborator

- P** : Gimana pendapatmu mengenai pembelajaran hari ini?
- K** : Hari ini situasi kelas lebih bisa dikontrol. Siswa banyak yang memperhatikan LCD dengan antusias. Mereka juga aktif menjawab ketika diberi contoh-contoh teks narrative dengan gambar-gambar. Sebagian besar juga mencatat contoh-contoh teks narrative itu di handout mereka, tepat seperti rencana. Mereka juga rajin mencatat kata-kata baru di handout.
- P** : Bagus lah kalau begitu. Tadi belum sempat menjelaskan cara membuat mapnya karena waktunya sudah habis. Jadi, aku menyuruh mereka mengerjakannya di rumah saja. Walaupun masih salah, setidaknya mereka sudah membacanya di rumah. Karena besok waktunya hanya satu jam, takutnya waktunya tidak cukup sampai pengerjaan soal. Tadi hampir semua siswa sudah membawa kamus ya.
- K** : Iya. Mereka juga lebih mudah ketika brainstorming dengan adanya gambar. Banyak ide yang muncul dan mereka bisa menyebutkan dalam Bahasa Inggris.
- P** : Berarti penggunaan gambar lebih bisa menstimulate mereka ya.
- K** : Iya, dan mereka terlihat lebih enjoy terhadap pembelajaran hari ini.
- P** : Oke, makasih ya.

**Interview Transcript 15 (After the implementation of cycle 2 Meeting 3)**

**Hari/ Tanggal** : Sabtu, 29 Februari 2014

**Waktu** : 13.15 WIB

**Tempat** : Kelas 8C

**Keterangan** : P = Peneliti S = Siswa (Nisya)

- P** : Dek Nisya, sini bentar. *Miss Riska* mau tanya-tanya lagi nih.
- S** : Iya, *Miss*.
- P** : Ini kan pembelajaran Bahasa Inggris dengan *Miss Riska* sudah selesai ya, sekarang mbak mau tanya, apakah kamu suka pembelajaran *reading* menggunakan strategi *Semantic Mapping* seperti yang sudah kita lakukan?
- S** : Suka, *Miss*.
- P** : Yang membuat kamu suka apa?
- S** : Kegiatannya menyenangkan karena tidak membaca terus, tapi juga bikin peta.
- P** : Terus apa kamu bisa memahami bacaan lebih baik setelah penerapan strategi *Semantic Mapping*?
- S** : Bisa, *Miss*. Lebih bisa ngerti apa maksud bacaannya walaupun nggak semuanya. Sekarang kalo ngerjain soal lebih yakin aja menjawabnya.

- P** : Dulu kan kata Bu Masinem, kalian sering menjawab soal dengan cara mencocokkan yang kata-katanya sama di pilihan ganda sama di teksnya, betul nggak?
- S** : Iya, kadang-kadang, Miss.
- P** : Kalau sekarang masih sering begitu nggak?
- S** : Udah enggak lagi. Tapi kalo bener-bener nggak tahu ya masih, *Miss*. Hehe...
- P** : Tapi udah nggak sesering dulu?
- S** : Iya, udah enggak.
- P** : Menurut kamu aspek apa saja yang meningkat setelah strategi *Semantic Mapping* diterapkan misalnya motivasi, keaktifan selama proses KBM, kemampuan membaca atau yang lainnya?
- S** : Motivasi iya. Aktif kadang-kadang.
- P** : Berarti kamu semangat ya selama mengikuti pelajaran? Apa kamu suka pelajaran Bahasa Inggris?
- S** : Iya, *Miss*, saya suka pelajaran Bahasa Inggris. Tapi biasanya saya nggak pernah tanya. Kalau sama Miss Riska saya berani tanya.
- P** : Oh, gitu. Terus kesulitan-kesulitan apa yang kamu temui selama penerapan strategi *Semantic Mapping*?
- S** : Pas kemarin membedakan yang *complication* sama *resolution* itu sulit. Suka kebalik-balik. Baru *mudeng* ketika dijelasin kalau *compication* itu masalah jadi pake spidol merah, terus spidol hijau menandai *resolution* artinya masalahnya sudah diselesaikan. Iya, kan Miss?
- P** : Yup, betul. Jadi kamu udah nggak bingung lagi?
- S** : Sudah ngerti, Miss. Tapi kadang pas baca teks yang lain lagi masih agak bingung juga, Miss.
- P** : Oke, deh. Makasih ya.

### **Interview Transcript 16 (After the implementation of cycle 2 Meeting 3)**

**Hari/ Tanggal : Sabtu, 29 Februari 2014**

**Waktu : 13.20 WIB**

**Tempat : Kelas 8C**

**Keterangan : P = Peneliti S = Siswa (Fadika)**

- P** : Fadika, mbak mau tanya-tanya lagi ya.
- S** : Iya, Mbak.
- P** : Pembelajaran Bahasa Inggris dengan Mbak sudah selesai. Sekarang Mbak mau tanya, apakah kamu suka pembelajaran *reading* menggunakan strategi *Semantic Mapping*?
- S** : Kalo yang dulu saya nggak suka Mbak. Soalnya *rempong*, saya nggak *mudeng*. Kalau yang sudah dibuatkan seperti ini saya lumayan seneng Mbak, karena nggak terlalu membingungkan.
- P** : Berarti kamu nggak mengalami kesulitan ya selama proses pembelajaran? Pas bikin *Semantic Map* itu?
- S** : Enggak terlalu, mbak. Lebih mudah sekarang.
- P** : Lalu apakah pembelajaran menggunakan strategi *Semantic Mapping* sudah bisa membantu kamu memahami bacaan?

- S : Kalau pas sudah bikin *Semantic Mapping*, terus ngerjain soal itu bisa, Mbak. Tapi kalau ada soal baru susah lagi, soalnya kan harus tau arti kata-katanya. Sementara kalo ngerjain soal ga boleh buka kamus.
- P : Kan mbak sudah ngajarin *brainstorming*. Kalau kamu sudah tahu topiknya apa, kamu bisa memprediksi kata-kata yang akan muncul di dalam teks. Apalagi kalau kamu sudah tahu ceritanya seperti Cinderella, akan lebih banyak kata-kata yang bisa kamu prediksi.
- S : Iya sih. Tapi saya sering lupa lagi lupa lagi Mbak.
- P : Itulah pentingnya mencatat, Fadika.
- S : Iya saya juga nyatat kok Mbak.
- P : Kesulitan apa yang kamu temui selama penerapan *Semantic Mapping*?
- S : Kesulitannya menentukan bagian-bagian teks *narrative* itu Mbak.
- P : Yang mana? *Complication*?
- S : *Complication* sama satunya lagi, apa Mbak?
- P : *Resolution*?
- S : Iya itu Mbak.
- P : Lho kan sudah dijelaskan kalau *complication* itu masalah yang dialami oleh *character*nya.
- S : *Character* itu tokohnya ya Mbak? Yaitu mencari masalahnya yang mana itu susah Mbak.
- P : Terus kok kemarin kamu nggak nanya? Bukannya punyamu sudah selesai?
- S : Nyontek, Mbak. Hehe...
- S : Nyontek nggak masalah kalau pas bikin mapnya. Tapi yang penting adalah kamu paham, gitu lho Dika. Yaudah, makasih ya. Tolong panggilin Hilma ya.

### **Interview Transcript 16 (After the implementation of cycle 2 Meeting 3)**

**Hari/ Tanggal : Sabtu, 29 Februari 2014**

**Waktu : 13.25 WIB**

**Tempat : Kelas 8C**

**Keterangan : P = Peneliti S1 = Siswa1 (Hilma) Siswa2 (Sri)**

- P : Hilma dan Sri, Miss Riska mau tanya sedikit ya tentang pembelajaran Bahasa Inggris yang telah kita lakukan.
- S1, S2 : Iya, Miss.
- P : Apakah kalian suka jika pembelajaran membaca menggunakan strategi *Semantic Mapping*? Hilma dulu.
- S1 : Suka, Miss.
- P : Kenapa?
- S1 : Membantu memahami bacaan, Miss.
- P : Membantunya gimana?
- S1 : Ada *brainstorming*nya, jadi saya bisa apa namanya ... memprediksi kata-kata yang akan muncul di teks. Kalo banyak yang diprediksi, jadi lebih mudah memahami bacaannya.
- P : Oh, gitu. Kalau Sri gimana, suka nggak?
- S2 : Suka. Sama, Miss. Membantu memahami bacaan.
- S1 : *Tiru-tiru*.. hehehe.
- S2 : *Yo rapopo*. Dan juga lebih menarik, Miss. Nggak membosankan, apalagi pakai LCD.

- P** : Gitu ya. Berarti strategi ini bisa membuat kalian bisa memahami bacaan dengan lebih baik?
- S1, S2** : Iya..
- P** : Sebelumnya soal apa yang paling sulit kalian selesaikan?
- S1** : Mencari topik bacaan, Miss. Tapi ternyata topik itu cuma sama kaya judulnya to *Miss*.
- P** : Iya, biasanya sama. Tapi kalau misalnya nggak ada judulnya, masih bisa nggak mencari topiknya?
- S1** : Mmm... yang paling mewakili keseluruhan bacaan ya yang *Miss* bilang itu.
- P** : Iya, topik itu yang mewakili keseluruhan bacaan. Jadi yang sifatnya luas, nggak terlalu spesifik.
- S1** : Ooo...
- P** : Kalau Sri yang paling sulit apa?
- S2** : Hampir semuanya. Biasanya nggak paham maksud pertanyaannya itu apa, *Miss*. Saya biasanya ngawur.
- P** : Kalau sekarang?
- S2** : Kalau sekarang ya lebih mudah.
- S1** : Soalnya ngerjain soal terus, hehe.
- P** : Kalian pernah nggak dulu ngerjain soal cuma nyocokin kata-kata yang di pilihan ganda sama yang dibacaan gitu?
- S1, S2** : Sering mbak.
- P** : Sekarang masih sering seperti itu?
- S1** : Enggak *Miss*, soalnya kalau kata-katanya sama juga belum tentu itu jawabannya.
- S2** : Kalau sudah tau maksud pertanyaannya dan tahu dimana harus nyari jawabannya nggak perlu nyocok-nyocokin lagi.
- P** : Berarti pemahaman kalian terhadap bacaan cukup meningkat ya. Lalu ada aspek lain yang meningkat nggak? Seperti motivasi belajar, keaktifan di dalam kelas, interaksi terhadap teman, dan lain-lain?
- S1** : Motivasi sama keaktifan *Miss*. Kan saya sering tanya, terus pas brainstorming juga aktif, pas presentasi juga saya maju.
- P** : Oke, sip. Kalau Sri gimana? Sri pas presentasi masih malu ya?
- S2** : Bukan malu, takut salah, *Miss*. Motivasi meningkat, tapi saya juga aktif waktu *brainstorming* kok *Miss*.
- P** : Oke oke. Kesulitan apa yang kalian temui selama penerapan strategi *Semantic Mapping*?
- S1** : Apa ya, *Miss*. Kesulitannya cuma sering nggak tahu arti kata-kata. Tapi kalau sudah dibahas dan dipelajari bisa *Miss*.
- S2** : Sama *Miss*.
- P** : Sama *vocab* juga ya? Oke deh, makasih ya atas waktunya.
- S1, S2** : Sama-sama.

**Interview Transcript 17 (After the implementation of cycle 2 Meeting 3)**

**Hari/ Tanggal** : Sabtu, 29 Februari 2014

**Waktu** : 13.35 WIB

**Tempat** : Kelas 8C

**Keterangan** : P = Peneliti S = Siswa (Anton)

- P : Boleh tanya-tanya sedikit Anton?
- S : Ya, Mbak.
- P : Apakah kamu suka pembelajaran membaca menggunakan strategi *Semantic Mapping*? Soalnya selama proses pembelajaran kamu selalu bikin ribut sama Perdana dan Yoga, jadi Mbak pengen tahu jawaban kamu.
- S : Iya, lumayan suka Mbak.
- P : Apa alasannya?
- S : Karena tidak membosankan. Saya jadi bisa belajar membaca.
- P : Betul tidak membosankan? Lalu kenapa kamu sering sibuk sendiri?
- S : Enggak sibuk sendiri, Mbak. Kadang kan tanya teman atau pinjam kamus.
- P : Yaudah deh, bener ya. Apakah kamu bisa memahami bacaan lebih baik setelah penerapan strategi *Semantic Mapping*?
- S : Sejauh ini sepertinya bisa, Mbak.
- P : Berarti kamu tidak mengalami kesulitan ketika mengerjakan soal?
- S : Ya kadang-kadang masih.
- P : Soal apa yang masih sulit?
- S : Soal yang mengecoh itu lho Mbak yang sulit. Yang pakai 'except' itu masih sulit.
- P : Kalau yang pakai 'refer to'?
- S : Bisa kalau itu.
- P : Berarti pemahaman kamu cukup meningkat daripada sebelumnya?
- S : Iya, Mbak.
- P : Lalu apa ada aspek lain yang meningkat seperti misalnya motivasi, keaktifan di dalam kelas, interaksi dengan teman atau guru?
- S : Interaksi dengan teman jelas, Mbak. Motivasi iya. Kalau keaktifan tidak.
- P : Kamu aktif untuk rame ya. Kesulitan apa yang kamu temui selama penerapan *Semantic Mapping*?
- S : Kesulitannya pada saat mengisi *mapnya*, karena saya masih bingung membedakan yang apa itu Mbak yang masalah dan solusinya itu.
- P : Kalo masalah sama solusi kan jelas beda.
- S : Ya mencari di bacaannya itu Mbak yang susah.
- P : Makanya kamu belajar lagi, jangan rame terus di kelas.
- S : Hehe, iya Mbak.
- P : Ok, makasih ya...

### **Interview Transcript 18 (After the implementation of cycle 2 Meeting 3)**

**Hari/ Tanggal : Sabtu, 29 Februari 2014**

**Waktu : 13.35 WIB**

**Tempat : Kelas 8C**

**Keterangan : P = Peneliti K = Kolaborator**

- P : Syid, akhirnya cycle 2 sudah selesai. Gimana tanggapan kamu mengenai penerapan *Semantic Mapping Strategy* di cycle 2 ini?
- K : Menurutku lebih efektif sih dibandingkan yang cycle 1. Dengan diberikannya *handout* kepada siswa, mereka tampak lebih serius dalam mengikuti pembelajaran. Beberapa dari mereka rajin mencatat kata-kata baru dan mencoret-coret *handout* mereka sehingga membantu mereka belajar. Mereka juga terlihat antusias dengan dipakainya LCD

dengan banyak gambar-gambar. Apalagi banyak contoh-contoh teks *narrative* yang mereka tahu. Dengan gambar, mereka juga mengeluarkan lebih banyak ide pada saat brainstorming.

- P : Apakah mereka masih tampak mengalami kesulitan pada saat membuat *Map*?
- K : Mereka bisa membuat map dengan lebih mudah dan cepat dibandingkan di *cycle* 1. Mungkin karena mereka belum terbiasa saja dengan generic structure-nya jadi dari mereka masih ada yang bingung.
- P : Overall, apakah *Semantic Mapping Strategy* bisa meningkatkan proses belajar mengajar membaca di kelas?
- K : Untuk proses belajar mengajar iya jelas. Mereka cenderung lebih berpartisipasi aktif dalam kegiatan pembelajaran, mereka semakin rajin mencatat, dan interaksi antara guru dengan siswa sudah lebih baik, semakin hari juga semakin banyak yang rajin membawa kamus dan menggunakannya. Kalau dari segi nilai, mungkin belum akan berubah banyak dalam waktu dekat, karena penguasaan *vocab* mereka meskipun sudah bertambah tapi tetap masih kurang.
- P : Iya, aku juga berfikir begitu. Tetapi secara keseluruhan semua *action* telah berhasil dilakukan ya untuk meningkatkan pemahaman membaca siswa.
- K : Menurut pengamatanku sudah.
- P : Terimakasih banyak ya sudah membantu selama proses penelitian. Berarti aku tinggal melakukan *post test*.
- K : Oke, sama-sama.

# **APPENDIX C**

## **COURSE GRID**

## SILABUS

Sekolah : SMP Negeri 3 Pakem  
 Kelas/ Semester : VIII/ 2  
 Mata Pelajaran : Bahasa Inggris  
 Standar Kompetensi : Membaca

1.1 Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

Siklus	Pertemuan	Karakter	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
						Teknik	Bentuk Instrumen	Contoh Instrumen		
1	Pertemuan 1-2	1. Rasa ingin tahu 2. Teliti	<p><b>1. Input Text:</b> Teks <i>recount</i> 'My Holiday in Bali'</p> <p><b>2. Generic structure of the text</b> a. <u>Orientation</u> : <i>The first paragraph that gives background information about who, what, where and when</i> b. <u>Event(s)</u> : <i>a series of paragraphs that retell the events in the order in which they happened</i></p>	<p><b>1. Building Knowledge of the Field</b> a. Siswa diperkenalkan dengan sebuah topik b. Siswa diperkenalkan dengan strategi <b>Semantic Mapping</b> c. Siswa diberikan rangsangan untuk mengaktifkan <i>background knowledge</i> mereka d. Siswa melakukan <b>Brainstorming</b></p> <p><b>2. Modelling of Text</b> a. Siswa mengelompokkan ide-ide hasil <i>brainstorming</i> ke dalam <i>Semantic Map (categorization)</i> b. Siswa membaca sebuah teks <i>recount</i></p>	<p>1. Mengidentifikasi ide pokok atau topik suatu teks <i>recount</i></p> <p>2. Mengidentifikasi tujuan penulisan teks <i>recount</i></p>	Tes Tulis	Pilihan Ganda	<p><i>Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.</i></p> <p><i>What is the topic of the text?</i> a. <i>The writer's unlucky day</i> b. <i>The writer's holiday in Sanur Beach</i> c. <i>Bali</i> d. <i>The writer's Holiday in Bali</i></p> <p><i>What does the writer's purpose of writing the text?</i> a. <i>To inform the beauty of Bali</i> b. <i>To share his experience to others</i> c. <i>To explain</i></p>	4x40 menit	Priyana, J. et al. 2008. <i>Scaffolding : English for Junior High School Students Grade VIII.</i> Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.



			<p>c. <u>Reorientation</u> : a concluding paragraph (summary)</p>	<p>c. Siswa memodifikasi <i>Semantic Map</i> berdasarkan teks yang dibaca</p> <p>3. <b>Joint Construction of Text</b> Diskusi (<i>Post-assignment Synthesis</i>)</p> <p>4. <b>Independent Construction of Text</b> a. Siswa mengerjakan soal pilihan ganda. b. Evaluasi</p>	<p>3. Mengidentifikasi informasi-informasi penting dalam suatu teks <i>recount</i> baik yang dinyatakan (<i>stated details</i>) maupun yang tidak (<i>unstated details</i>)</p> <p>4. Mengidentifikasi <i>reference</i></p> <p>5. Memahami makna kata-kata sulit berdasarkan konteks</p>	<p>Tes Tulis</p> <p>Tes Tulis</p> <p>Tes Tulis</p>	<p>Pilihan Ganda</p> <p>Pilihan Ganda</p> <p>Pilihan Ganda</p>	<p><i>tourist objects in Bali</i></p> <p>d. To inform what you can do in Bali</p> <p><i>How long did the writer go to Bali?</i></p> <p>a. One day b. Two days c. Three days d. Three weeks</p> <p>“<u>It</u> was a great scenery...” (line 4) The underlined word refers to....</p> <p>a. Bali b. Sanur Beach c. the beautiful sunrise d. the hotel</p> <p>“They were not only <u>domestic</u> but also foreign tourists.” (line 5) The underlined word means....</p> <p>a. local b. foreign c. international d. familiar</p>	
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Siklus 1	Pertemuan 3-4	1. Kerja Sama 2. Teliti	<p><b>Input Text:</b> <i>Teks recount:</i></p> <ol style="list-style-type: none"> <li>1. 'My vacation in Japan'</li> <li>2. 'Going Fishing for the First Time'</li> <li>3. 'My Lucky Day'</li> <li>4. 'My Birthday Party'</li> </ol> <p><b>2. Generic structure of the text</b></p> <p>a. <u>Orientation</u> : <i>The first paragraph that gives background information about who, what, where and when</i></p> <p>b. <u>Event(s)</u> : <i>a series of paragraphs that retell the events in the order in which they happened</i></p> <p>c. <u>Reorientation</u> : <i>a concluding paragraph (summary)</i></p>	<p><b>1. Building Knowledge of the Field</b></p> <ol style="list-style-type: none"> <li>a. Siswa mengingat kembali contoh-contoh teks <i>recount</i>: diari, surat, kartu pos, dll</li> <li>b. Siswa dibagi menjadi 8 kelompok</li> <li>c. Setiap kelompok diberi satu amplop bertuliskan topik yang berbeda dan berisi teks yang berbeda pula (1 topik yang sama untuk 2 kelompok)</li> <li>d. Siswa melakukan <i>Brainstorming</i> berdasarkan topik</li> </ol> <p><b>2. Modelling of Text</b></p> <ol style="list-style-type: none"> <li>a. Siswa mengelompokkan ide-ide hasil <i>brainstorming</i> ke dalam <i>Semantic Map</i> (<i>categorization</i>)</li> <li>b. Guru meminta tiap kelompok membuka amplop masing-masing dan membaca teks di dalamnya</li> <li>c. Siswa memodifikasi <i>Semantic Map</i> berdasarkan teks</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi ide pokok atau topik suatu teks <i>recount</i></li> <li>2. Mengidentifikasi kasi tujuan penulisan teks <i>recount</i></li> <li>3. Mengidentifikasi kasi informasi-informasi penting</li> </ol>	<p>Tes Tulis</p> <p>Tes Tulis</p> <p>Tes Tulis</p>	<p>Pilihan Ganda</p> <p>Pilihan Ganda</p> <p>Pilihan Ganda</p>	<p><i>Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.</i></p> <p><i>The topic of the text is....</i></p> <ol style="list-style-type: none"> <li>a. <i>the writer's first experience of fishing</i></li> <li>b. <i>the writer's hobby</i></li> <li>c. <i>the writer's uncle</i></li> <li>d. <i>the writer's experience of falling into the river</i></li> </ol> <p><i>What was the writer's purpose of writing the text?</i></p> <ol style="list-style-type: none"> <li>a. <i>Telling about his trip to Japan</i></li> <li>b. <i>Explaining modern cities in Japan</i></li> <li>c. <i>Inform about great places you can visit in Japan</i></li> <li>d. <i>Telling about Ginza</i></li> </ol> <p><i>How long did the writer stay in Japan?</i></p> <ol style="list-style-type: none"> <li>a. <i>Sixteen days</i></li> <li>b. <i>Ten days</i></li> </ol>	3x40 menit	<ol style="list-style-type: none"> <li>1. Mukarto, et al. 2007. EOS: English on Sky 2, for Junior High School Students Year VIII. Jakarta: Penerbit Erlangga</li> <li>2. Priyana, J. et al. 2008. Scaffold ing: English for Junior High School Students Grade VIII. Jakarta: Pusat Perbukuan Departemen Pendidik</li> </ol>
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				<p><b>3. Joint Construction of Text</b> Siswa saling berdiskusi antar kelompok (<i>Post-assignment Synthesis</i>)</p> <p><b>4. Independent Construction of Text</b> a. Siswa mengerjakan soal pilihan ganda secara individu. b. Evaluasi</p>	<p>dalam suatu teks <i>recount</i> baik yang dinyatakan (<i>stated details</i>) maupun yang tidak (<i>unstated details</i>)</p> <p>4. Mengidentifikasi <i>reference</i></p> <p>5. Memahami makna kata-kata sulit berdasarkan konteks</p>	<p>Tes Tulis</p> <p>Tes Tulis</p>	<p>Pilihan Ganda</p> <p>Pilihan Ganda</p>	<p><i>c. Thirty days</i> <i>d. Twenty-one days</i></p> <p>“<b><u>It</u></b> was about 16 hours!” (line 2) The <u>underlined</u> word refers to.... a. the airplane b. the trip c. the movie d. the vacation</p> <p>“I was <b><u>excited</u></b> because...” (line 2) The <u>underlined</u> word means.... a. sad b. happy c. surprised d. angry</p>		<p>an Nasional</p> <p>3. Susilohadi, G. et al. 2008. Contextual Teaching and Learning: Bahasa Inggris Sekolah Menengah Pertama. (4th Ed). Jakarta: Pusat Perbukuan Departemen Pendidikan dan Nasional</p>
2	Pertemuan 5-6	<p>1. Rasa ingin tahu 2. Teliti</p>	<p><b>1. Input Text:</b> Teks <i>narrative</i> ‘Cinderella’ and ‘The Legend of Rawa Pening’</p> <p><b>2. Generic structure of the</b></p>	<p><b>1. Building Knowledge of the Field</b> a. Siswa dibagi <i>handout</i> b. Siswa ditanya apakah mereka sering membaca buku dongeng sewaktu kecil. c. Siswa diperkenalkan</p>	<p>1. Mengidentifikasi ide pokok atau topik suatu</p>	<p>Tes Tulis</p>	<p>Pilihan Ganda</p>	<p>Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.</p> <p>What is the topic of the text? a. The description of “lesung”</p>	<p>3x40 menit</p>	<p>1. <a href="http://www.shortstoriesshort.com/story/cinderella/">http://www.shortstoriesshort.com/story/cinderella/</a> 2. <a href="http://www.bel-">http://www.bel-</a></p>

			<p><b>text</b></p> <p><b>a. Orientation:</b> a paragraph in which the writer tells about who is in the story, when the story is taking place and where the action is happening (characters and setting)</p> <p><b>b. Complication</b> : sets off a chain of events that influences what will happen in the story (problem)</p> <p><b>c. Resolution:</b> the characters solve the problem created in the complication (solution)</p>	<p>dengan teks <i>narrative</i> dan diberitahu bahwa dongen merupakan salah satu teks <i>narrative</i>.</p> <p>d. Siswa mengeluarkan ide mereka tentang contoh-contoh teks <i>narrative</i> dengan bantuan LCD</p> <p><b>2. Modelling of Text</b></p> <p>a. Siswa membaca teks <i>Narrative</i> berjudul “Cinderella” dan bersama guru menganalisis bagian-bagian teks <i>narrative</i> dalam cerita itu.</p> <p>b. Siswa diberi contoh <i>Semantic Map</i> dari cerita “Cinderella”</p> <p><b>3. Joint Construction of Text</b></p> <p>a. Siswa mengerjakan latihan <i>vocabulary</i> dengan cara melabeli gambar.</p> <p>b. Siswa diberi satu topik baru yaitu “The Legend of Rawa Pening” dengan ditunjukkan suatu gambar.</p> <p>c. Siswa melakukan <i>brainstorming</i> berdasarkan gambar.</p> <p>d. Siswa melengkapi</p>	<p>teks <i>narrative</i></p> <p>2. Mengidentifikasi tujuan penulisan teks <i>narrative</i></p> <p>3. Mengidentifikasi <i>generic structure</i> teks <i>narrative</i></p>	<p>Tes Tulis</p> <p>Tes Tulis</p>	<p>Pilihan Ganda</p> <p>Pilihan Ganda</p>	<p>b. The kindness of the old woman</p> <p>c. The poverty of the little boy</p> <p>d. The story of how Rawa Pening existed</p> <p>What is the purpose of the text?</p> <p>a. To tell the reader about “lesung”</p> <p>b. To entertain the readers</p> <p>c. To describe Rawa Pening</p> <p>d. To explain how Rawa Pening existed</p> <p>What is the complication of the story?</p> <p>a. The generous woman gave the poor boy a “lesung”.</p> <p>b. The poor boy used the “lesung” as a boat.</p> <p>c. Nobody could pull out the stick.</p> <p>d. The whole village became a huge</p>	<p><a href="http://ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html/">ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html/</a></p>
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			<p>map dengan hasil <i>brainstorming</i> mereka.</p> <p>e. Siswa membaca teks “The Legend of Rawa Pening” sambil memodifikasi <i>Semantic Map</i> mereka.</p> <p><b>4. Independent Construction of Text</b> Siswa mengerjakan soal pilihan ganda.</p>	<p>4. Mengidentifikasi kasi informasi-informasi penting dalam suatu teks narrative baik yang dinyatakan (<i>stated details</i>) maupun yang tidak (<i>unstated details</i>)</p> <p>5. Mengidentifikasi kasi <i>reference</i></p> <p>6. Memahami makna kata-kata sulit berdasarkan konteks</p>	<p>Tes Tulis</p> <p>Tes Tulis</p> <p>Tes Tulis</p>	<p>Pilihan Ganda</p> <p>Pilihan Ganda</p> <p>Pilihan Ganda</p>	<p><i>lake.</i></p> <p><i>What is a “lesung”?</i></p> <p><i>a. The meal that the woman gave to the little boy</i></p> <p><i>b. The name of the village</i></p> <p><i>c. A big wooden mortar for pounding rice</i></p> <p><i>d. A kind of boat</i></p> <p><i>“<b>It</b> did not stop until it flooded the village.”</i></p> <p><i>The word ‘it’ in line 14 refers to ....</i></p> <p><i>a. hole</i></p> <p><i>b. stick</i></p> <p><i>c. water</i></p> <p><i>d. village</i></p> <p><i>“... the <b>generous</b> old woman who gave him meal.”</i></p> <p><i>The synonym of the underlined word is ....</i></p> <p><i>a. friendly</i></p> <p><i>b. patient</i></p> <p><i>c. kind</i></p>		
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								<i>d. honest</i>		
					7. Mengidentifikasi nilai moral yang terkandung dalam suatu teks narrative	Tes Tulis	Pilihan Ganda	<p><i>What can we learn from the story?</i></p> <p><i>a. We must save ourselves in flood</i></p> <p><i>b. We should help other person who needs help</i></p> <p><i>c. Don't give up to try something</i></p> <p><i>d. A stick can make a flood</i></p>		
Pertemuan 7-8	1. Rasa ingin tahu 2. Teliti	<p><b>1. Input Text:</b> Teks <i>narrative</i> 'The Legend of Rawa Pening'</p> <p><b>2. Generic structure of the text</b></p> <p><i>a. Orientation: a paragraph in which the writer tells about who is in the story, when the story is taking place and where the action is happening (characters and setting)</i></p> <p><i>b. Complication: sets off a chain of events</i></p>	<p><b>1. Building Knowledge of the Field</b></p> <p>a. Siswa ditanya mengenai pengalaman mereka mengunjungi Candi Prambanan. Mereka berbagi pengalaman tentang apa saja yang mereka temui di Candi Prambanan.</p> <p>b. Siswa diberitahu bahwa topik pada hari itu adalah "The Story of Roro Jonggrang."</p> <p>c. Salah satu siswa diminta untuk menceritakan Legenda Roro Jonggrang yang pernah mereka tahu.</p> <p>d. Siswa dibagikan <i>handout</i>.</p>	<p>1. Mengidentifikasi ide pokok atau topik suatu teks narrative</p> <p>2. Mengidentifikasi kasi tujuan penulisan teks narrative</p> <p>3. Mengidentifikasi kasi generic structure teks narrative</p>	Tulis  Tes Tulis  Tes Tulis	Esay Pendek  Esay Pendek  Pilihan Ganda	<p><i>Answer these following questions shortly.</i></p> <p><i>What is the topic of the text above?</i></p> <p><i>What is the purpose of the text above?</i></p> <p><i>Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.</i></p> <p><i>What is the complication of the story?</i></p> <p><i>a. Roro Jonggrang</i></p>	2x40 menit	Bates, Anna. 2007. <i>Student's Book; Real Time: An Interactive English Course for Junior High School Students Year VIII</i> . Jakarta: Erlangga.	

			<p><i>that influences what will happen in the story (problem)</i>  <i>c. Resolution: the characters solve the problem created in the complication (solution)</i></p>	<p>e. Siswa diminta untuk memperhatikan gambar di <i>handout</i> mereka dan diminta untuk melakukan <i>brainstorming</i> berdasarkan gambar</p> <p><b>2. Modelling of Text</b></p> <p>a. Siswa diingatkan kembali mengenai <i>generic structure of narrative text</i> dan diminta untuk mengisi lingkaran dengan <i>generic structure of narrative text</i>.</p> <p>b. Siswa memindahkan ide-ide mereka ke dalam <i>Semantic Map</i> berdasarkan <i>generic structure of the narrative text</i>.</p> <p>c. Siswa membaca dalam hati teks <i>narrative</i> berjudul “The Story of Rawa Pening” sambil menambahkan atau mengurangi ide-ide yang sudah mereka tuliskan di Map mereka.</p> <p><b>3. Joint Construction of Text</b>  Bersama guru, siswa mendiskusikan isi bacaan dalam “The</p>	<p>4. Mengidentifikasi kasi informasi-informasi penting dalam suatu teks <i>narrative</i> baik yang dinyatakan (<i>stated details</i>) maupun yang tidak (<i>unstated details</i>)</p> <p>5. Mengidentifikasi</p>	<p>Tes Tulis</p> <p>Tes</p>	<p>Pilihan Ganda</p> <p>Pilihan</p>	<p><i>wanted to marry Bandung Bondowoso.</i>  <i>b. Bandung Bondowoso could finish building the temples.</i>  <i>c. Bandung Bondowoso cursed Roro Jonggrang into a statue.</i>  <i>d. Roro Jonggrang tried to defeat Bandung Bondowoso.</i></p> <p><i>Why did the genies and spirits run away before completing the temples?</i>  <i>a. Because Bandung Bondowoso was extremely angry</i>  <i>b. Because they were afraid of Roro Jonggrang</i>  <i>c. Because they were afraid of the sound of pounded lesung</i>  <i>d. Because they thought that morning had come</i></p> <p>“<i>She called all the</i></p>	
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			<p>Story of Roro Jonggrang” berdasarkan <i>Semantic Map</i> yang mereka buat.</p> <p>4. <b>Independent Construction of Text</b> Siswa mengerjakan soal pilihan ganda.</p>	<p>kasi <i>reference</i></p>	<p>Tulis</p>	<p>Ganda</p>	<p><i>women in the kingdom and asked <b>them</b> to pound rice.” (paragraph 4)</i> <i>What does the underlined word refer to?</i> <i>a. Genies</i> <i>b. Temples</i> <i>c. Women</i> <i>d. Men</i></p>		
				<p>6. Memahami makna kata-kata sulit berdasarkan konteks</p>	<p>Tes Tulis</p>	<p>Pilihan Ganda</p>	<p>“<i>To make things difficult for Bandung Bondowoso to marry her, Roro Jonggrang gave some <b>requirements.</b>” (paragraph 2)</i> <i>What does the underlined word mean?</i> <i>a. Something that you must do</i> <i>b. Something you don’t like</i> <i>c. Something that is difficult</i> <i>d. Something or someone that helps</i></p>		
					<p>Tes Tulis</p>	<p>Pilihan Ganda</p>			



# **APPENDIX D**

# **LESSON PLANS**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### (Cycle 1 Pertemuan 1-2)

Satuan Pendidikan	: SMP Negeri 3 Pakem
Kelas/Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: <i>Recount Text</i>
Keterampilan	: Membaca
Alokasi Waktu	: 4 x 40 menit (2 pertemuan)

### A. STANDAR KOMPETENSI

#### Membaca

1.1 Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

### B. KOMPETENSI DASAR

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

### C. KARAKTER

1. Rasa ingin tahu
2. Teliti

### D. INDIKATOR

Peserta didik dapat:

1. Mengidentifikasi ide pokok atau topik suatu teks *recount*,
2. Mengidentifikasi tujuan penulisan teks *recount*,
3. Mengidentifikasi informasi-informasi penting dalam suatu teks *recount* baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*),
4. Mengidentifikasi *reference*,
5. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat.

### E. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat memahami teks *recount* dengan tepat.

## F. MATERI AJAR

### 1. Input Text:

#### MY HOLIDAY IN BALI

When I was in junior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

On the first day, we visited Sanur Beach. We saw the beautiful sunrise together. It was a great scenery. Then, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.



On the second day, we enjoyed the day on Tanjung Bena Beach. We played so many water sports such as banana boat, jetski, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. In the afternoon, we went to Kuta Beach to see the amazing sunset.

On the last day, we spent our time in Sangeh. After that, we went to Sukowati market for shopping. I bought some Bali T-shirt and souvenirs. In the evening, we went back home bringing so many amazing memories of Bali.

### 2. Generic structure of the text

a. **Orientation:** the first paragraph that gives background information about who, what, where and when

b. **Event(s):** a series of paragraphs that retell the events in the order in which they happened

c. **Reorientation:** a concluding paragraph (summary)

### 3. Language features of the text

a. *Proper nouns* untuk mengidentifikasi siapa/ apa saja terlibat dalam teks

b. *Kalimat deskriptif* yang menjelaskan tentang apa, siapa, dimana, kapan dan bagaimana

c. *Penggunaan past tense* seperti : *went, got up, looked, felt, dll*

d. *Kata* yang menunjukkan *order of events* seperti *first, next, then, after that, dll*

## G. METODE PEMBELAJARAN (*Communicative Language Teaching: Text-based Instruction*)

### *The Four-Stage Technique*

1. *Building Knowledge of Field*

2. *Modelling of Text*

3. *Joint Construction of Text*

4. *Independent Construction of Text*

## H. KEGIATAN PEMBELAJARAN

### 1. Kegiatan Pendahuluan

- a. Salam
- b. Doa
- c. Presensi
- d. Apersepsi
- e. Informasi tujuan pembelajaran dan fokus keterampilan
- f. Informasi tentang strategi *Semantic Mapping* secara umum

### 2. Kegiatan Inti

#### a. *Building Knowledge of Field*

- 1) Siswa berbagi pengalaman tentang liburan. Siswa ditanya: *What did you do last holiday? Where did you go? With whom? What did you do there? How did you feel?*
- 2) Siswa berbagi pengalaman tentang di mana *recount text* dapat ditemukan: *letters, diaries, journals, newspaper reports, postcards, dll*
- 3) Siswa ditanya: *Have you ever been to Bali?* Siswa memperhatikan topik 'My Holiday in Bali' yang ditulis dan dilingkari guru di papan tulis. Siswa diberitahu bahwa frasa tersebut adalah topik hari ini.
- 4) Dengan diarahkan oleh guru, siswa melakukan *brainstorming* semua ide atau kata yang muncul di pikiran mereka ketika mendengar atau membaca 'My Holiday in Bali'. Untuk mempermudah *brainstorming*, guru membagi frasa tersebut menjadi 'my', 'holiday' dan 'Bali'.
- 5) Semua ide siswa ditampung oleh guru dengan menuliskannya di sekitar topik, melingkarinya, dan menghubungkan ide-ide yang saling berhubungan dengan garis.

#### b. *Modelling of Text*

- 1) Siswa diberi *Semantic Mapping worksheet*
- 2) Dengan dibantu oleh guru, siswa mengingat kembali *generic structure* teks *recount*: *Orientation, events, dan reorientation*.
- 3) Dengan diarahkan oleh guru, siswa mengelompokkan ide-ide hasil *brainstorming* yang masih tidak teratur ke dalam *Semantic Mapping worksheet*. Siswa diberi penjelasan bahwa tujuan kegiatan tersebut adalah untuk memprediksi apa yang akan muncul dalam teks nantinya. Siswa diminta untuk menuliskan prediksi mereka dengan spidol hijau. Siswa boleh menambahkan ide mereka ke dalam *worksheet* masing-masing.
- 4) Siswa diberi teks 'My Holiday in Bali' dan diminta untuk membacanya dalam hati sambil menambahkan informasi yang didapat dalam teks ke dalam *worksheet*. Siswa menggunakan spidol merah untuk setiap informasi baru, begitu juga dengan informasi yang sama dengan prediksi ditimbulk dengan tinta merah. Sedangkan untuk informasi tambahan yang menjelaskan informasi baru digunakan tinta kuning. Siswa diperbolehkan berdiskusi dengan temannya.
- 5) Guru memonitor pekerjaan siswa dan membantu mereka yang masih mengalami kesulitan.

c. *Joint Construction of Text*

- 1) Dengan pengarahan guru, siswa melakukan diskusi tentang isi dari teks *recount* 'My Holiday in Bali' berdasarkan *Semantic Map* yang telah dibuat. Beberapa siswa diminta untuk menceritakan kembali teks dengan menggunakan *Semantic Map* masing-masing. Siswa yang lain menyimak dan mengevaluasi.
- 2) Ketika siswa menceritakan kembali teks *recount*, guru mengevaluasi penggunaan *simple past tense*.

d. *Independent Construction of Text*

- 1) Siswa dibagikan soal pilihan ganda berdasarkan teks 'My Holiday in Bali'.
- 2) Secara individual, siswa menjawab soal dengan bantuan *Semantic Map* masing-masing.

### 3. Kegiatan Penutup

- a. Siswa dan guru membuat simpulan pembelajaran.
- b. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.
- c. Siswa diberi umpan balik mengenai proses dan hasil pembelajaran.

## I. SUMBER BELAJAR

Priyana, J. et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

## J. PENILAIAN

### 1. Indikator Penilaian

No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh Instrumen
1.	Mengidentifikasi ide pokok atau topik suatu teks <i>recount</i>	Tes Tulis	Pilihan Ganda	<i>Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.</i>  <i>What is the topic of the text?</i> <i>a. The writer's unlucky day</i> <i>b. The writer's holiday in Sanur Beach</i> <i>c. Bali</i> <i>d. The writer's Holiday in Bali</i>
2.	Mengidentifikasi tujuan penulisan teks <i>recount</i>	Tes Tulis	Pilihan Ganda	<i>What does the writer's purpose of writing the text?</i> <i>a. To inform the beauty of Bali</i> <i>b. To share his experience to others</i> <i>c. To explain tourist objects in Bali</i> <i>d. To inform what you can do in Bali</i>

3.	Mengidentifikasi informasi-informasi penting dalam suatu teks <i>recount</i> baik yang dinyatakan ( <i>stated details</i> ) maupun yang tidak ( <i>unstated details</i> )	Tes Tulis	Pilihan Ganda	<i>How long did the writer go to Bali?</i> a. <i>One day</i> b. <i>Two days</i> c. <i>Three days</i> d. <i>Three weeks</i>
4.	Mengidentifikasi <i>reference</i>	Tes Tulis	Pilihan Ganda	<i>“<u>It</u> was a great scenery...” (line 4)</i> <i>The underlined word refers to....</i> a. <i>Bali</i> b. <i>Sanur Beach</i> c. <i>the beautiful sunrise</i> d. <i>the hotel</i>
5.	Memahami makna kata-kata sulit berdasarkan konteks	Tes Tulis	Pilihan Ganda	<i>“They were not only <u>domestic</u> but also foreign tourists.” (line 5)</i> <i>The underlined word means....</i> a. <i>local</i> b. <i>foreign</i> c. <i>international</i> d. <i>familiar</i>

## 2. Penilaian

Jumlah soal: 10

Nilai jawaban benar = 1

Nilai jawaban salah = 0

Total skor = 10

Mengetahui

Guru Mata Pelajaran

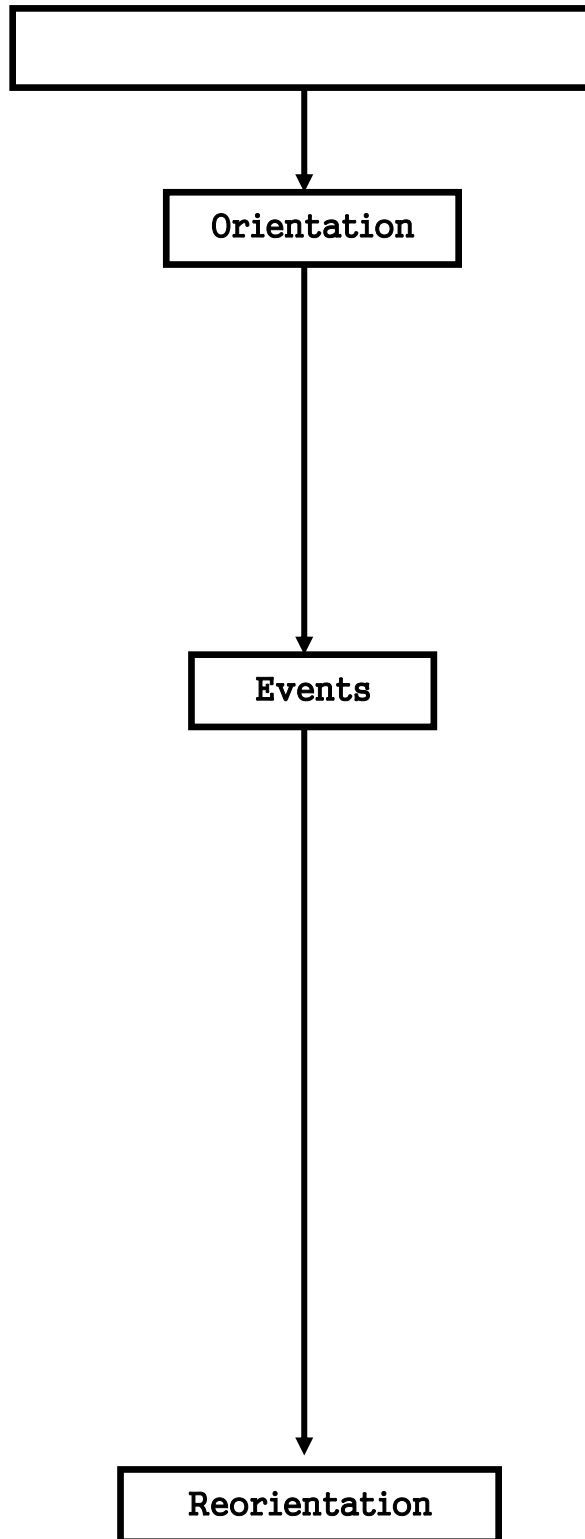
Peneliti

Masinem, S. Pd.

Riska Gestina Barayanti

Name :  
Student Number:

## SEMANTIC MAPPING WORKSHEET



Name:  
Student Number:

## EXERCISE

Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.



1. What is the topic of the text?
  - a. The writer's unlucky day
  - b. The writer's holiday in Sanur Beach
  - c. Bali
  - d. The writer's Holiday in Bali
2. What did the writer's purpose of writing the text?
  - a. To inform the beauty of Bali
  - b. To share his experience to others
  - c. To explain about tourist objects in Bali
  - d. To inform about what you can do in Bali
3. How long did the writer go to Bali?
  - a. One day
  - b. Two days
  - c. Three days
  - d. Three weeks
4. "It was a great scenery ..." (line 4)  
The underlined word refers to ....
  - a. Bali
  - b. Sanur Beach
  - c. the beautiful sunrise
  - d. the hotel
5. "They were not only domestic but also foreign tourists." (line 5)  
The underlined word means ....
  - a. local
  - b. foreign
  - c. international
  - d. familiar
6. "... we went to Kuta Beach to see the amazing sunset." (line 11)  
The synonym of the underlined word is ....
  - a. wonderful
  - b. usual
  - c. normal
  - d. unpleasant



7. What animals did the writer find in Penyu Island?
  - a. Monkeys, turtles, birds
  - b. Turtles, snakes, sea birds
  - c. Monkeys, snakes, sea birds
  - d. Turtles, monkeys, snakes
8. Where did the writer go in the third day of the vacation?
  - a. Sanur Beach and Tanah Lot
  - b. Tanjung Bena Beach and Penyu Island
  - c. Kuta Beach and Sangeh
  - d. Sangeh and Sukowati
9. What did the writer buy in Bali?
  - a. A hat and a Bali t-shirt
  - b. A glasses and souvenirs
  - c. A Bali t-shirt and a glasses
  - d. A Bali t-shirt and souvenirs
10. Which statement is **NOT** correct based on the text above?
  - a. The writer went to Bali with his friends.
  - b. The writer played speedboat in Penyu Island.
  - c. The writer went to Kuta Beach to see the sunset.
  - d. The writer were happy during the vacation.

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### (Cycle 1 Pertemuan 3-4)

Satuan Pendidikan	: SMP Negeri 3 Pakem
Kelas/Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: <i>Recount Text</i>
Keterampilan	: Membaca
Alokasi Waktu	: 3 x 40 menit (2 pertemuan)

### A. STANDAR KOMPETENSI

#### Membaca

1.1 Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

### B. KOMPETENSI DASAR

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

### C. KARAKTER

1. Kerja Sama
2. Teliti

### D. INDIKATOR

Peserta didik dapat:

1. Mengidentifikasi ide pokok atau topik suatu teks *recount*,
2. Mengidentifikasi tujuan penulisan teks *recount*,
3. Mengidentifikasi informasi-informasi penting dalam suatu teks *recount* baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*),
4. Mengidentifikasi *reference*,
5. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat.

### E. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat memahami teks *recount* dengan tepat.

## F. MATERI AJAR

### 1. *Input Text:*

#### **MY VACATION IN JAPAN**

My best vacation was a trip to Japan. I went there last year with my family. We flew in a 747-400 airplane. It was a very large airplane. The trip was very long. It was about 16 hours! During the flight I saw movies and I got meals three times.

We spent 10 days in Japan. We stayed in Takashimaya Hotel in Tokyo. It had 30 floors and our room was on the 21<sup>st</sup> floor. The hotel was in the middle of a traditional area so I enjoyed my stay very much.

We visited Tokyo, Kyoto and Osaka. Tokyo was a very modern city with lots of great cultures and interesting places. My best time was visiting a shopping center, called 'Ginza'. We went to Kyoto by Bullet train. On the way to Kyoto, we saw Mount Fuji. It was awesome.

Kyoto was a very hot place. It had lots of temples and lots of traditional Japanese architectures.

Osaka was southwest of Tokyo. It was very different from Kyoto. It was a mixture of traditional and modern styles.

I can't wait to go back there. I hope other teenagers have the same chance to go and visit great places in our little planet.

#### **GOING FISHING FOR THE FIRST TIME**

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under the tree. We put our fishing equipment and our lunch box on the mat we bought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing!

### MY LUCKY DAY

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

### MY BIRTHDAY PARTY

20<sup>th</sup> August

Dear Shanti,

It was my birthday last week and my family gave me a small party. I invited my best friends to the party. There were about 15 people in the party, including my parents and my sister, Putri. It was a great surprise that my uncle, Awang, could come too. He works in a small company in Bengkulu, Sumatra.

There were some presents for me. My parents gave me a new *Harry Potter* novel. They knew that I love reading. My sister bought me a *Spiderman* CD game. Both of us like playing video games and we often play together. Butet, my best friend, gave me a CD of a song collection from my favorite singers. She really knows my hobby. And I really like the present from my uncle. He did not give me any books or CDs but he taught me and my friends to play a traditional game from Bengkulu. The game has a funny name: *Palak Babi*. *Palak* is from the word *Kepala* or head, in English we say Pig Head. My friends and I played it in the yard. It was very exciting. We were tired because we had to run a lot but we enjoyed the game.

Do you like playing traditional games, Shanti? Please write me back, okay.

Best regards,

Iwan

2. *Generic structure of the text*
  - a. **Orientation** : the first paragraph that gives background information about who, what, where and when
  - b. **Event(s)** : a series of paragraphs that retell the events in the order in which they happened
  - c. **Reorientation** : a concluding paragraph (summary)
3. *Language features of the text*
  - a. *Proper nouns* untuk mengidentifikasi siapa/ apa saja terlibat dalam teks
  - b. Kalimat deskriptif yang menjelaskan tentang apa, siapa, dimana, kapan dan bagaimana
  - c. Penggunaan *past tense* seperti : *went, got up, looked, felt*, dll
  - d. Kata yang menunjukkan *order of events* seperti *first, next, then, after that*, dll

## G. METODE PEMBELAJARAN (*Communicative Language Teaching: Text-based Instruction*)

### *The Four-Stage Technique*

1. *Building Knowledge of Field*
2. *Modelling of Text*
3. *Joint Construction of Text*
4. *Independent Construction of Text*

## H. KEGIATAN PEMBELAJARAN

### 1. Kegiatan Pendahuluan

- a. Salam
- b. Doa
- c. Presensi
- d. Apersepsi
- e. Informasi tujuan pembelajaran dan fokus keterampilan

### 2. Kegiatan Inti

- a. *Building Knowledge of Field*
  - 1) Siswa mengingat kembali tentang dimana teks *recount* dapat ditemukan: kartu pos, surat, diari, biografi, dll.
  - 2) Siswa dibagi menjadi 8 kelompok dimana masing-masing kelompok terdiri dari 4 siswa.
  - 3) Setiap kelompok dibagikan sebuah amplop bertuliskan suatu topik yang didalamnya berisi teks *recount* dengan bentuk yang berbeda-beda (kartu pos, surat, diari). Siswa dilarang membuka isi amplop sebelum diizinkan. Tiap topik diberikan kepada 2 kelompok sehingga terdapat 4 teks yang berbeda.
  - 4) Setiap kelompok diminta untuk *brainstorming* berdasarkan topik masing-masing.
- b. *Modelling of Text*
  - 1) Guru membagikan *Semantic Mapping worksheet* kepada setiap kelompok dan meminta mereka mengelompokkan hasil *brainstorming* ke dalam *worksheet*.
  - 2) Setelah selesai, setiap kelompok diminta untuk membuka amplop masing-masing dan membaca teks di dalamnya.

- 3) Dengan berdiskusi dalam kelompok masing-masing, siswa diminta untuk memodifikasi *Semantic Map* mereka.

*c. Joint Construction of Text*

- 1) Salah satu perwakilan kelompok ditunjuk untuk mempresentasikan *Semantic Map*-nya dan menceritakan kembali teks *recount* kelompoknya.
- 2) Kelompok lain dengan topik yang sama ditunjuk untuk berkomentar, menambahkan atau mengevaluasi, apakah pemahaman terhadap teks kelompoknya sama dengan kelompok sebelumnya. Begitu seterusnya sampai semua kelompok mendapat giliran untuk presentasi.
- 3) Semua siswa diminta untuk menyimak setiap presentasi .

*d. Independent Construction of Text*

- 1) Siswa dibagikan soal pilihan ganda berikut teks dari semua kelompok.
- 2) Secara individu siswa mengerjakan soal pilihan ganda yang diberikan guru.

### 3. Kegiatan Penutup

- a. Siswa dan guru membuat simpulan pembelajaran.
- b. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.
- c. Siswa diberi umpan balik mengenai proses dan hasil pembelajaran.

## I. SUMBER BELAJAR

1. Mukarto, et al. 2007. *EOS: English on Sky 2, for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga.
2. Priyana, J. et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
3. Wardiman, A. et al. 2008. *English in Focus2: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

## J. PENILAIAN

### 1. Indikator Penilaian

No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh Instrumen
1.	Mengidentifikasi ide pokok atau topik suatu teks <i>recount</i>	Tes Tulis	Pilihan Ganda	<i>Choose the right answer by crossing (X) a, b, c, or d on your answer sheet. The topic of the text is.... a. the writer's first experience of fishing b. the writer's hobby c. the writer's uncle d. the writer's experience of falling into the river</i>
2.	Mengidentifikasi	Tes	Pilihan	<i>What was the writer's purpose of writing</i>

	tujuan penulisan teks <i>recount</i>	Tulis	Ganda	<i>the text?</i> a. <i>Telling about his trip to Japan</i> b. <i>Explaining modern cities in Japan</i> c. <i>Inform about great places you can visit in Japan</i> d. <i>Telling about Ginza</i>
3.	Mengidentifikasi informasi-informasi penting dalam suatu teks <i>recount</i> baik yang dinyatakan ( <i>stated details</i> ) maupun yang tidak ( <i>unstated details</i> )	Tes Tulis	Pilihan Ganda	<i>How long did the writer stay in Japan?</i> a. <i>Sixteen days</i> b. <i>Ten days</i> c. <i>Thirty days</i> d. <i>Twenty-one days</i>
4.	Mengidentifikasi <i>reference</i>	Tes Tulis	Pilihan Ganda	<i>“It was about 16 hours!” (line 2)</i> <i>The underlined word refers to....</i> a. <i>the airplane</i> b. <i>the trip</i> c. <i>the movie</i> d. <i>the vacation</i>
5.	Memahami makna kata-kata sulit berdasarkan konteks	Tes Tulis	Pilihan Ganda	<i>“I was excited because...” (line 2)</i> <i>The underlined word means....</i> a. <i>sad</i> b. <i>happy</i> c. <i>surprised</i> d. <i>angry</i>

## 2. Penilaian

Jumlah soal: 20

Nilai jawaban benar = 1

Nilai jawaban salah = 0

Total skor = 20 : 2 = 10

Mengetahui

Guru Mata Pelajaran

Peneliti

Masinem, S.Pd.

Riska Gestina Barayanti

Name:

Student Number:

Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.

Read the text to answer questions 1 - 5.

### MY VACATION IN JAPAN

My best vacation was a trip to Japan. I went there last year with my family. We flew in a 747-400 airplane. It was a very large airplane. The trip was very long. It was about 16 hours! During the flight I saw movies and I got meals three times.

We spent 10 days in Japan. We stayed in Takashimaya Hotel in Tokyo. It had 30 floors and our room was on the 21<sup>st</sup> floor. The hotel was in the middle of a traditional area so I enjoyed my stay very much.

We visited Tokyo, Kyoto and Osaka. Tokyo was a very modern city with lots of great cultures and interesting places. My best time was visiting a shopping center, called 'Ginza'.

We went to Kyoto by Bullet train. On the way to Kyoto, we saw Mount Fuji. It was awesome. Kyoto was a very hot place. It had lots of temples and lots of traditional Japanese architectures.

Osaka was southwest of Tokyo. It was very different from Kyoto. It was a mixture of traditional and modern styles.

I can't wait to go back there. I hope other teenagers have the same chance to go and visit great places in our little planet.

(Source: *English on Sky*)

1. What was the writer's purpose of writing the text?
  - a. Telling about his trip to Japan
  - b. Explaining modern cities in Japan
  - c. Inform about great places you can visit in Japan
  - d. Telling about Ginza
2. How long did the writer stay in Japan?
  - a. Sixteen days
  - b. Ten days
  - c. Thirty days
  - d. Twenty-one days
3. "It was about 16 hours!" (line 2)  
The underlined word refers to ....
  - a. the airplane
  - b. the trip
  - c. the movie
  - d. the vacation
4. Where was Ginza located?
  - a. In Takashimaya
  - b. In Kyoto
  - c. In Tokyo
  - d. In Osaka



5. Which one is **TRUE** based on the text?
- There were lots of temples and traditional architectures in Tokyo.
  - Kyoto was a mixture of traditional and modern styles.
  - The writer saw Mount Fuji in Osaka.
  - Takashima Hotel was in the middle of traditional area.

**Read the text to answer questions 6 - 10.**

### **GOING FISHING FOR THE FIRST TIME**

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under the tree. We put our fishing equipment and our lunch box on the mat we bought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing!

*(Source: Scaffolding)*

6. The topic of the text is ....
- the writer's first experience of fishing
  - the writer's hobby
  - the writer's uncle
  - the writer's experience of falling into the river
7. "I was **excited** because ..." (line 2)  
The underlined word means ....
- sad
  - happy
  - surprised
  - angry
8. Where was the river located?
- Near the forest
  - Near the writer's house
  - Near uncle's house
  - In the writer's village
9. Why did the writer fall into the river?
- The fish that caught his hook was too heavy.
  - The grass was slippery.
  - The mud was slippery.
  - His uncle pushed him to the river.

10. How did the writer finally feel about his experience?
- Excited
  - Happy
  - Sad
  - Embarrassed

**Read the text to answer questions 11 - 15.**

### MY LUCKY DAY

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four night tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

*(Source: English in Focus)*

11. What made the writer lucky?
- She did not need to go to school.
  - She was phoned by her best friend.
  - She found a coupon to go to Lombok.
  - She got a coupon from the sky.
12. "... it was also valid for two persons." (line 8)  
The underlined word refers to ....
- the coupon
  - the birth date
  - the expired date
  - Lombok
13. What did they do after they found the coupon?
- They went home.
  - They went to Lombok.
  - They went to the tour agency.
  - They threw the coupon away.

14. "... we could enjoy the "gift" happily." (line 13)  
The underlined word refers to ....
- tour to Lombok
  - a long public holiday
  - some presents
  - tour to Senggigi beach
15. Which one is **NOT** true according to the text?
- The coupon is pink in color.
  - The name and the birth date in the coupon were the same as theirs.
  - The tour was taken care by the tour agency.
  - They went to the traditional market during the tour.

**Read the letter to answer questions 16 - 20.**

### MY BIRTHDAY PARTY

20<sup>th</sup> August

Dear Shanti,

It was my birthday last week and my family gave me a small party. I invited my best friends to the party. There were about 15 people in the party, including my parents and my sister, Putri. It was a great surprise that my uncle, Awang, could come too. He works in a small company in Bengkulu, Sumatra.

There were some presents for me. My parents gave me a new *Harry Potter* novel. They knew that I love reading. My sister bought me a *Spiderman* CD game. Both of us like playing video games and we often play together. Butet, my best friend, gave me a CD of a song collection from my favorite singers. She really knows my hobby. And I really like the present from my uncle. He did not give me any books or CDs but he taught me and my friends to play a traditional game from Bengkulu. The game has a funny name: *Palak Babi*. *Palak* is from the word *Kepala* or head, in English we say Pig Head. My friends and I played it in the yard. It was very exciting. We were tired because we had to run a lot but we enjoyed the game.

Do you like playing traditional games, Shanti? Please write me back, okay.

Best regards,

Iwan

(Source: Real Time)

16. What was Iwan's purpose of writing the letter?
- To tell Shanti about Palak Babi
  - To congratulate Shanti for her birthday
  - To tell about Iwan's birthday party
  - To explain about Harry Potter

17. When was Iwan's birthday?
- a. 20<sup>th</sup> of August
  - b. 15<sup>th</sup> of August
  - c. 13<sup>rd</sup> of August
  - d. 10<sup>th</sup> of August
18. Why did his parents give him a new *Harry Potter* novel?
- a. His parents love reading.
  - b. His parents knew that he loves reading.
  - c. He was a fan of *Harry Potter*.
  - d. There was no other novel.
19. What is Palak Babi?
- a. A kind of pig
  - b. A traditional game
  - c. A CD game
  - d. A novel
20. "... I really like the present from my uncle." (line 11)  
The synonym of the underlined word is ....
- a. game
  - b. gift
  - c. product
  - d. stuff

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### (Cycle 2 Pertemuan 5-6)

Satuan Pendidikan	: SMP Negeri 3 Pakem
Kelas/Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: <i>Narrative Text</i>
Keterampilan	: Membaca
Alokasi Waktu	: 3 x 40 menit (2 pertemuan)

### A. STANDAR KOMPETENSI

#### Membaca

1.1 Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

### B. KOMPETENSI DASAR

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

### C. KARAKTER

1. Rasa ingin tahu
2. Teliti

### D. INDIKATOR

Peserta didik dapat:

1. Mengidentifikasi ide pokok atau topik suatu teks *narrative*,
2. Mengidentifikasi tujuan penulisan teks *narrative*,
3. Mengidentifikasi *generic structure* teks *narrative*,
4. Mengidentifikasi informasi-informasi penting dalam suatu teks *narrative* baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*),
5. Mengidentifikasi *reference*,
6. Memahami makna kata-kata sulit berdasarkan konteks,
7. Mengidentifikasi nilai moral yang terkandung dalam suatu teks *narrative*

dengan tepat.

### E. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat memahami teks *narrative* dengan tepat.

## F. MATERI AJAR

### 1. Input Text:

#### CINDERELLA

Once upon a time, there was a beautiful girl named Cinderella. She lived with her evil stepmother and stepsisters. Her stepmother always asked her to work at home as a servant.

One day, there was an announcement that there would be a ball in the palace because the prince was looking for a girl to be his wife. At night, the stepmother and step sisters went to the palace. Cinderella also wanted to go, but her stepmother asked her to clean the house. She was so sad. Suddenly, a fairy godmother came. She cleaned the house quickly using her magic and changed Cinderella to a beautiful princess so she could go to the ball. The fairy godmother advised her to go home before midnight. In the ball, the prince was amazed to the beauty of Cinderella and fell in love with her. They danced together until midnight. Cinderella remembered that she must go home. She ran quickly and left her shoe on the stairs.

The next day, there was an announcement that the prince was looking for a girl whose foot fitted the shoe. Cinderella tried the shoe and it fitted. The prince was happy and they married. They lived happily ever after.

### 2. Generic structure of the text

- a. **Orientation:** a paragraph in which the writer tells about **who** is in the story, **when** the story is taking place and **where** the action is happening (characters and setting)
- b. **Complication:** sets off a chain of events that influences what will happen in the story (problem)
- c. **Resolution:** the characters solve the problem created in the complication (solution)

### 3. Language features of the text

- a. Specific characters
- b. Time words that connect events to tell when they occur
- c. Verbs to show the actions that occur in the story
- d. Descriptive words to portray the characters and setting

## G. METODE PEMBELAJARAN (*Communicative Language Teaching: Text-based Instruction*)

### *The Four-Stage Technique*

1. *Building Knowledge of Field*
2. *Modelling of Text*
3. *Joint Construction of Text*
4. *Independent Construction of Text*

## H. KEGIATAN PEMBELAJARAN

### 1. Kegiatan Pendahuluan

- a. Salam
- b. Doa
- c. Presensi
- d. Apersepsi
- e. Informasi tujuan pembelajaran dan fokus keterampilan

### 2. Kegiatan Inti

#### a. *Building Knowledge of Field*

- 1) Siswa dibagikan modul teks *narrative*.
- 2) Siswa ditanya apakah mereka sering membaca buku cerita atau sering dibacakan dongeng sebelum tidur sewaktu kecil.
- 3) Siswa diperkenalkan dengan jenis teks baru, yaitu teks *narrative* dan dijelaskan bahwa cerita atau dongeng tersebut termasuk teks *narrative*. Siswa memperhatikan *slide* presentasi yang ditampilkan guru. Dibawah bimbingan guru, siswa diminta untuk menyebutkan contoh-contoh teks *narrative* yang mereka ketahui seperti mite, cerita rakyat, legenda, fabel dan menuliskannya di modul masing-masing.

#### b. *Modelling of Text*

- 1) Bersama dengan guru, siswa menganalisis bagian-bagian teks *narrative: orientation, complication, resolution*.
- 2) Siswa membaca teks *narrative* berjudul Cinderella dan menganalisis bagian-bagian (*generic structure*) teks tersebut.
- 3) Siswa ditunjukkan contoh Semantic Mapping dari teks Cinderella.

#### c. *Joint Construction of Text*

- 1) Siswa diberi latihan *vocabulary* yang berhubungan dengan teks yang akan dibaca selanjutnya (**activity 1**). Siswa melabeli gambar berdasarkan kata atau frasa yang terdapat dalam kotak.
- 2) Siswa diberi suatu topik baru yaitu “The Legend of Rawa Pening” dengan ditunjukkan suatu gambar. Siswa diminta untuk *brainstorming* ide-ide yang muncul ketika mereka mendengar topik Rawa Pening atau melihat gambar tersebut (**activity 2**). Siswa dapat memakai kosakata yang baru saja mereka pelajari.
- 3) Siswa diminta untuk membaca teks berjudul “The Legend of Rawa Pening” di dalam hati dan kemudian melengkapi *Semantic Map* berdasarkan teks tersebut (**activity 3**).
- 4) Hasil *Semantic Map* kemudian didiskusikan bersama-sama.

#### d. *Independent Construction of Text*

- 1) Siswa dibagikan soal pilihan ganda berdasarkan teks ‘The Legend of Rawa Pening’.
- 2) Secara individual, siswa menjawab soal dengan bantuan *Semantic Map* masing-masing (**activity 4**).

### 3. Kegiatan Penutup

- Siswa dan guru membuat simpulan pembelajaran.
- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.
- Siswa diberi umpan balik mengenai proses dan hasil pembelajaran.

### I. SUMBER BELAJAR

<http://www.shortstoriesshort.com/story/cinderella/> (accessed on February 2014)

<http://www.bel-ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html/> (accessed on February 2014)

### J. PENILAIAN

#### 1. Indikator Penilaian

No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh Instrumen
1.	Mengidentifikasi ide pokok atau topik suatu teks <i>narrative</i>	Tes Tulis	Pilihan Ganda	<i>Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.</i>  <i>What is the topic of the text?</i> <i>a. The description of “lesung”</i> <i>b. The kindness of the old woman</i> <i>c. The poverty of the little boy</i> <i>d. The story of how Rawa Pening existed</i>
2.	Mengidentifikasi tujuan penulisan teks <i>narrative</i>	Tes Tulis	Pilihan Ganda	<i>What is the purpose of the text?</i> <i>a. To tell the reader about “lesung”</i> <i>b. To entertain the readers</i> <i>c. To describe Rawa Pening</i> <i>d. To explain how Rawa Pening existed</i>
3.	Mengidentifikasi <i>generic structure</i> teks <i>narrative</i>	Tes Tulis	Pilihan Ganda	<i>What is the complication of the story?</i> <i>a. The generous woman gave the poor boy a “lesung”.</i> <i>b. The poor boy used the “lesung” as a boat.</i> <i>c. Nobody could pull out the stick.</i> <i>d. The whole village became a huge lake.</i>
4.	Mengidentifikasi	Tes	Pilihan	<i>What is a “lesung”?</i>



	informasi-informasi penting dalam suatu teks <i>narrative</i> baik yang dinyatakan ( <i>stated details</i> ) maupun yang tidak ( <i>unstated details</i> )	Tulis	Ganda	<p><i>a. The meal that the woman gave to the little boy</i></p> <p><i>b. The name of the village</i></p> <p><i>c. A big wooden mortar for pounding rice</i></p> <p><i>d. A kind of boat</i></p>
5.	Mengidentifikasi <i>reference</i>	Tes Tulis	Pilihan Ganda	<p><i>“It did not stop until it flooded the village.”</i></p> <p><i>The word ‘it’ in line 14 refers to ....</i></p> <p><i>a. hole</i></p> <p><i>b. stick</i></p> <p><i>c. water</i></p> <p><i>d. village</i></p>
6.	Memahami makna kata-kata sulit berdasarkan konteks	Tes Tulis	Pilihan Ganda	<p><i>“... the <u>generous</u> old woman who gave him meal.” The synonym of the underlined word is ....</i></p> <p><i>a. friendly</i></p> <p><i>b. patient</i></p> <p><i>c. kind</i></p> <p><i>d. honest</i></p>
7.	Mengidentifikasi nilai moral yang terkandung dalam suatu teks <i>narrative</i>	Tes Tulis	Pilihan Ganda	<p><i>What can we learn from the story?</i></p> <p><i>a. We must save ourselves in flood</i></p> <p><i>b. We should help other person who needs help</i></p> <p><i>c. Don’t give up to try something</i></p> <p><i>d. A stick can make a flood</i></p>

## 2. Penilaian

Jumlah soal: 10

Nilai jawaban benar = 1

Nilai jawaban salah = 0

Total skor = 10

Guru Mata Pelajaran

Mengetahui

Peneliti

Masinem, S. Pd.

Riska Gestina Barayanti

### NARRATIVE TEXT

**Purpose/ social function** of the text: to entertain or to amuse the readers  
 Mention the example of narrative texts below:

- Fairy tale:
- Folklore:
- Legend:
- Fable:
- Myth:

The parts of narrative text:

- Orientation:** a paragraph in which the writer tells about **who** is in the story, **when** the story is taking place and **where** the action is happening (characters and setting)
- Complication:** sets off a chain of events that influences what will happen in the story (problem)
- Resolution:** the characters solve the problem created in the complication
- (solution)

#### Activity 1

Match the pictures with the words/ phrases in the column. Number 1 is the example.

- swim    poor boy    stick    village    pounding    rice    jump  
 flood    old woman    river bank    cross the river    generous    boat

1.		2.		3.		4.	
	boat		.....		.....		.....
5.		6.		7.		8.	
	.....		.....		.....		.....



**Activity 2**

Have you ever heard about the story of Rawa Pening? Look at this picture below. What comes to your mind when you are looking at the picture? Make a simple mind map based on the picture.



**Activity 3**

Read the text below and complete the semantic map based on the text.

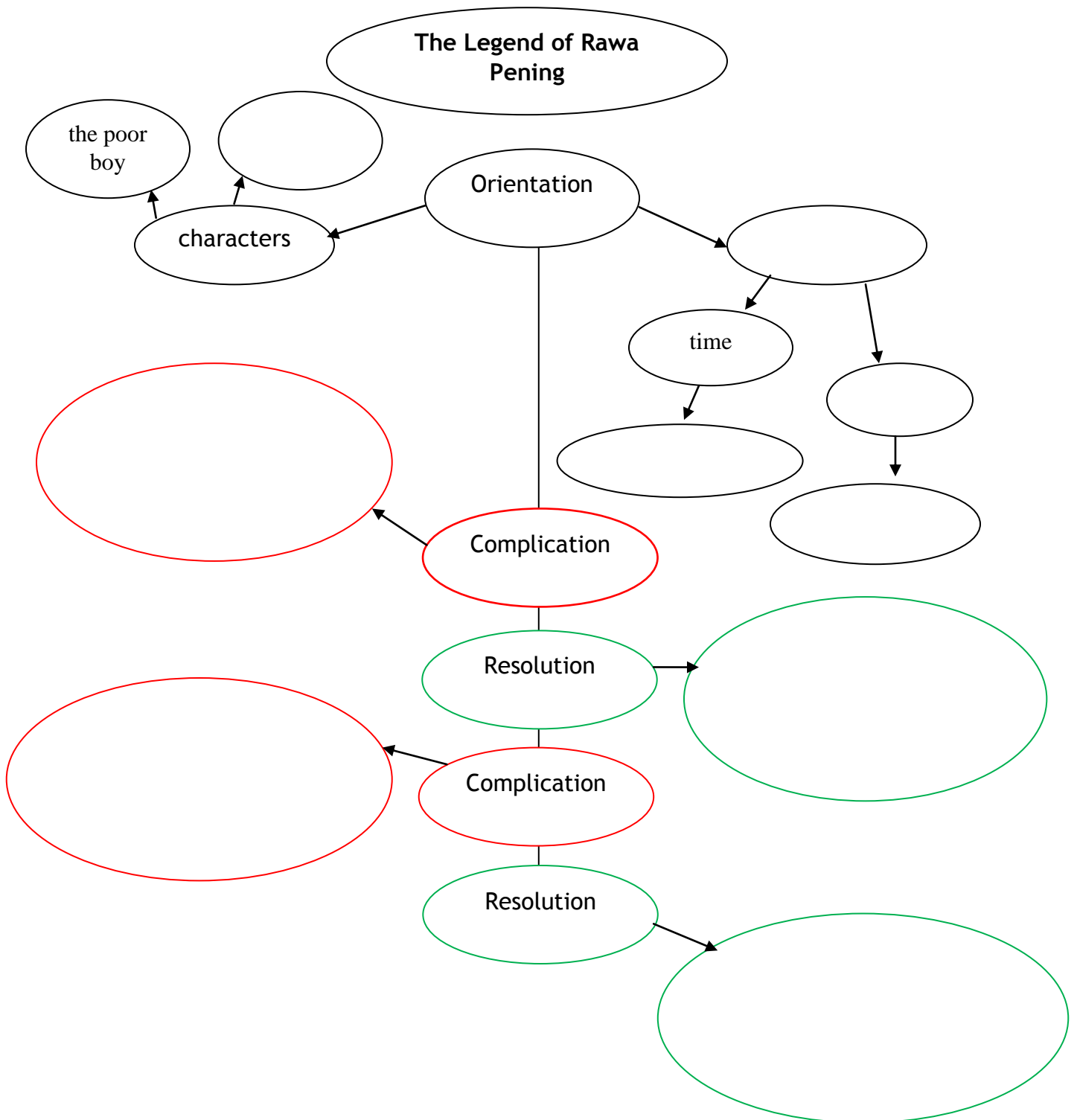
**THE LEGEND OF RAWA PENING**

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “Please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The poor boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd

laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was surprised.

Suddenly, from the hole left by the stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.



**Activity 4**

Choose the right answer by crossing (X) a, b, c, or d.

1. What is the topic of the text?
  - a. The description of “lesung”
  - b. The kindness of the old woman
  - c. The poverty of the little boy
  - d. The story of how Rawa Pening existed
2. What is the purpose of the text?
  - a. To tell the reader about “lesung”
  - b. To entertain the readers
  - c. To describe Rawa Pening
  - d. To explain how Rawa Pening existed
3. What is the complication of the story?
  - a. The generous woman gave the poor boy a “lesung”.
  - b. The poor boy used the “lesung” as a boat.
  - c. Nobody could pull out the stick.
  - d. The whole village became a huge lake.
4. What is a “lesung”?
  - a. The meal that the woman gave to the little boy
  - b. The name of the village
  - c. A big wooden mortar for pounding rice
  - d. A kind of boat
5. What is the “lesung” for?
  - a. To cook a meal
  - b. To pull out the stick
  - c. To pick up the boy and the old woman
  - d. To eat the meal
6. Why was everybody in the village surprised?
  - a. The poor boy succeeded to pull out the stick
  - b. One of the people in the village succeeded to pull out the stick
  - c. There was flood in the village
  - d. The village became a huge lake
7. “**It** did not stop until it flooded the village.”  
The word ‘it’ in line 14 refers to ....
  - a. hole
  - b. stick
  - c. water
  - d. village
8. “... the **generous** old woman who gave him meal.” The synonym of the underlined word is ....
  - a. friendly
  - b. patient
  - c. kind
  - d. honest
9. Which statement is **NOT** true based on the text?
  - a. No one in the village cared about the boy.
  - b. The boy could pull out the stick easily.
  - c. The village became Rawa Pening lake.
  - d. The boy could not save the old woman.
10. What can we learn from the story?
  - a. We must save ourselves in flood
  - b. We should help other person who needs help
  - c. Don’t give up to try something
  - d. A stick can make a flood

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### (Cycle 2 Pertemuan 7)

Satuan Pendidikan	: SMP Negeri 3 Pakem
Kelas/Semester	: VIII/2
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: <i>Narrative Text</i>
Keterampilan	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 pertemuan)

### A. STANDAR KOMPETENSI

#### Membaca

1.1 Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

### B. KOMPETENSI DASAR

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

### C. KARAKTER

1. Rasa ingin tahu
2. Teliti

### D. INDIKATOR

Peserta didik dapat:

1. Mengidentifikasi ide pokok atau topik suatu teks *narrative*,
2. Mengidentifikasi tujuan penulisan teks *narrative*,
3. Mengidentifikasi *generic structure* teks *narrative*,
4. Mengidentifikasi informasi-informasi penting dalam suatu teks *narrative* baik yang dinyatakan (*stated details*) maupun yang tidak (*unstated details*),
5. Mengidentifikasi *reference*,
6. Memahami makna kata-kata sulit berdasarkan konteks,

dengan tepat.

### E. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat memahami teks *narrative* dengan tepat.

## F. MATERI AJAR

### 1. *Input Text:*

#### THE STORY OF RORO JONGGRANG

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called *Bandung*. Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with a beautiful princess, Roro Jonggrang. He wanted to marry her but she was not interested in him. Roro Jonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused.

To make things difficult for Bandung Bondowoso to marry her, Roro Jonggrang gave some requirements. She asked him to build one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. At four o'clock in the morning, Bandung Bondowoso had only five more temples to build. Roro Jonggrang got panic because she knew he would complete the task.

Suddenly, Roro Jonggrang had an idea. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Roro Jonggrang had done to him. He cursed Roro Jonggrang and turned her into a statue.

### 2. *Generic structure of the text*

- a. **Orientation:** a paragraph in which the writer tells about **who** is in the story, **when** the story is taking place and **where** the action is happening (characters and setting)
- b. **Complication:** sets off a chain of events that influences what will happen in the story (problem)
- c. **Resolution:** the characters solve the problem created in the complication (solution)

### 3. *Language features of the text*

- a. *Specific characters*
- b. *Time words that connect events to tell when they occur*
- c. *Verbs to show the actions that occur in the story*
- d. *Descriptive words to portray the characters and setting*

## G. METODE PEMBELAJARAN (*Communicative Language Teaching: Text-based Instruction*)

### *The Four-Stage Technique*

1. *Building Knowledge of Field*
2. *Modelling of Text*
3. *Joint Construction of Text*
4. *Independent Construction of Text*

## H. KEGIATAN PEMBELAJARAN

### 1. Kegiatan Pendahuluan

- a. Salam
- b. Doa
- c. Presensi
- d. Apersepsi
- e. Informasi tujuan pembelajaran dan fokus keterampilan

### 2. Kegiatan Inti

#### a. *Building Knowledge of Field*

- 1) Siswa ditanya apakah mereka pernah mengunjungi Candi Prambanan. Bersama guru, siswa diajak berdiskusi tentang apa saja yang dapat mereka temui di candi prambanan seperti patung Roro Jonggrang, candi-candi, pengunjung, dan lain-lain.
- 2) Siswa ditanya apakah mereka tahu cerita Roro Jonggrang. Salah satu siswa diminta untuk menceritakan secara singkat tentang cerita Roro Jonggrang.
- 3) Siswa diberi informasi bahwa topic pada hari ini yaitu tentang “The Story of Roro Jonggrang”.
- 4) Siswa dibagikan handout
- 5) Siswa diarahkan untuk memperhatikan gambar pada Activity 1 dalam handout mereka. Mereka diarahkan untuk melakukan brainstorming dengan mengisi lingkaran di sekitar gambar berdasarkan gambar tersebut atau cerita Roro Jonggrang yang pernah mereka tahu.

#### b. *Modelling of Text*

- 1) Siswa diingatkan kembali mengenai generic structure of narrative text dan diminta untuk mengisi lingkaran dengan generic structure of narrative text.
- 2) Siswa diarahkan pada Activity 2 dimana mereka harus memindahkan ide-ide mereka ke dalam Semantic Map berdasarkan generic structure of the narrative text.
- 3) Setelah ide-ide siswa dipindahkan, siswa diminta untuk membaca dalam hati teks narrative di Activity 3 sambil menambahkan atau mengurangi ide-ide yang sudah mereka tuliskan di Map mereka. Guru memonitor pekerjaan siswa dan membantu mereka yang masih mengalami kesulitan.

#### c. *Joint Construction of Text*

Bersama guru, siswa mendiskusikan isi bacaan dalam “The Story of Roro Jonggrang” berdasarkan Semantic Map yang mereka buat.

#### d. *Independent Construction of Text*

- 1) Siswa dibagikan soal pilihan ganda berdasarkan teks ‘Story of Roro Jonggrang’.
- 2) Secara individual, siswa menjawab soal dengan bantuan *Semantic Map* masing-masing.

### 3. Kegiatan Penutup

- a. Siswa dan guru membuat simpulan pembelajaran.
- b. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.
- c. Siswa diberi umpan balik mengenai proses dan hasil pembelajaran.



## I. SUMBER BELAJAR

Bates, Anna. 2007. *Student's Book; Real Time: An Interactive English Course for Junior High School Students Year VIII*. Jakarta: Erlangga.

## J. PENILAIAN

### 1. Indikator Penilaian

No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh Instrumen
1.	Mengidentifikasi ide pokok atau topik suatu teks <i>narrative</i>	Tes Tulis	Esay Pendek	<i>Answer these following questions shortly. What is the topic of the text above?</i>
2.	Mengidentifikasi tujuan penulisan teks <i>narrative</i>	Tes Tulis	Esay Pendek	<i>What is the purpose of the text above?</i>
3.	Mengidentifikasi <i>generic structure</i> teks <i>narrative</i>	Tes Tulis	Pilihan Ganda	<i>Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.  What is the complication of the story? a. Roro Jonggrang wanted to marry Bandung Bondowoso. b. Bandung Bondowoso could finish building the temples. c. Bandung Bondowoso cursed Roro Jonggrang into a statue. d. Roro Jonggrang tried to defeat Bandung Bondowoso.</i>
4.	Mengidentifikasi informasi-informasi penting dalam suatu teks <i>narrative</i> baik yang dinyatakan ( <i>stated details</i> ) maupun yang tidak ( <i>unstated details</i> )	Tes Tulis	Pilihan Ganda	<i>Why did the genies and spirits run away before completing the temples? a. Because Bandung Bondowoso was extremely angry b. Because they were afraid of Roro Jonggrang c. Because they were afraid of the sound of pounded lesung d. Because they thought that</i>

5.	Mengidentifikasi <i>reference</i>	Tes Tulis	Pilihan Ganda	<p><i>morning had come</i></p> <p><i>“She called all the women in the kingdom and asked them to pound rice.” (paragraph 4)</i>  <i>What does the underlined word refer to?</i>  <i>a. Genies</i>  <i>b. Temples</i>  <i>c. Women</i>  <i>d. Men</i></p>
6.	Memahami makna kata-kata sulit berdasarkan konteks	Tes Tulis	Pilihan Ganda	<p><i>“To make things difficult for Bandung Bondowoso to marry her, Roro Jonggrang gave some <u>requirements.</u>” (paragraph 2)</i>  <i>What does the underlined word mean?</i>  <i>a. Something that you must do</i>  <i>b. Something you don’t like</i>  <i>c. Something that is difficult</i>  <i>d. Something or someone that helps</i></p>

## 2. Penilaian

Jumlah soal: 10

Nilai jawaban benar = 1

Nilai jawaban salah = 0

Total skor = 10

Guru Mata Pelajaran

Mengetahui

Peneliti

Masinem, S. Pd.

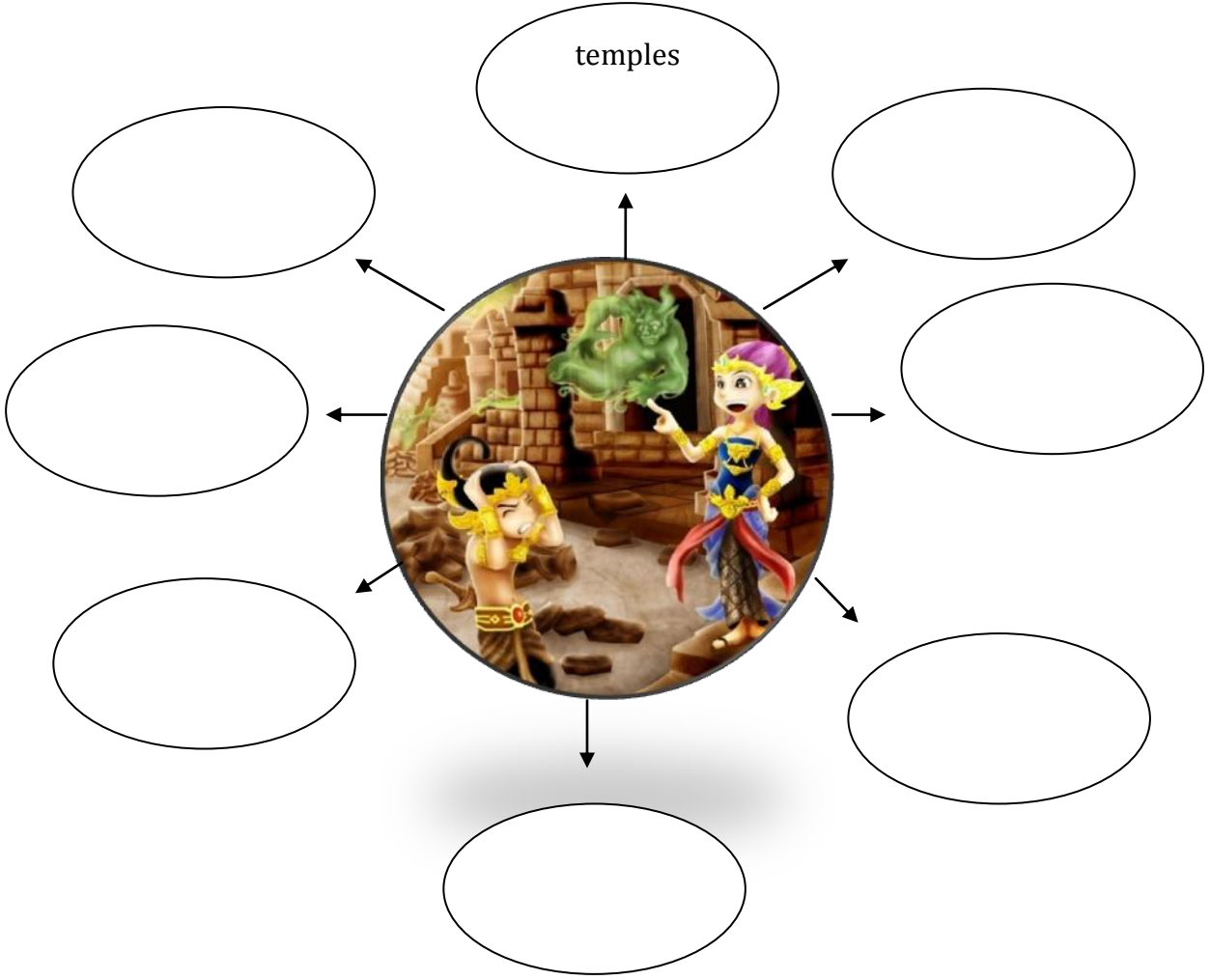
Riska Gestina Barayanti

**HANDOUT**

NAME:  
STUDENT NUMBER:

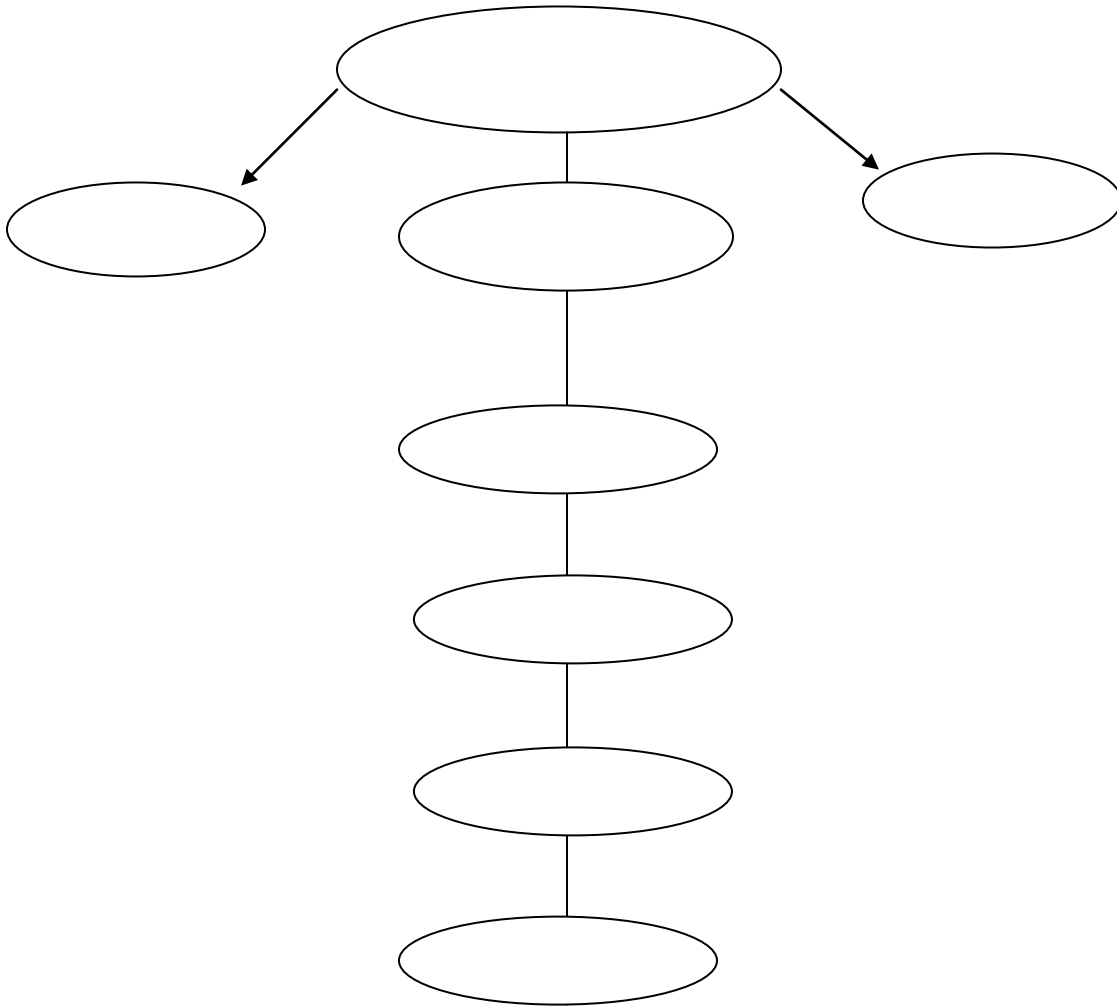
**Activity 1**

Have you ever heard the legend of Roro Jonggrang temple? You will read the text entitled "The History of Roro Jonggrang". Before you read the text, look at the picture below. Brainstorm your ideas related to the picture by writing a word or a phrase inside each bubble in the mind map below. After that discuss with your friend what may be the problems and the solutions occur in the story.



**Activity 2**

**Write down your ideas in activity 1 in the following bubbles. Add more arrows and bubbles when necessary.**



**Activity 3**

**Read the text below. Modify your pre-reading semantic map with the new information based on the text below.**

**THE STORY OF RORO JONGGRANG**

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called *Bandung*. Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with a beautiful princess, Roro Jonggrang. He wanted to marry her but she was not interested in him. Roro Jonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused.

To make things difficult for Bandung Bondowoso to marry her, Roro Jonggrang gave some requirements. She asked him to build one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. At four o'clock in the morning, Bandung Bondowoso had only five more temples to build. Roro Jonggrang got panic because she knew he would complete the task.

Suddenly, Roro Jonggrang had an idea. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Roro Jonggrang had done to him. He cursed Roro Jonggrang and turned her into a statue.

**Activity 4**

**Answer these following questions shortly.**

1. What is the topic of the text above?  
.....
2. What is the purpose of the text above?  
.....
3. What should Bandung Bondowoso do in order to marry Roro Jonggrang?  
.....
4. Who helped Bandung Bondowoso in building the temples?  
.....
5. Does the story have a happy ending or sad ending? Give your reason.  
.....

**Choose the right answer by crossing (X) a, b, c, or d.**

1. What is 'Bandung' based on the story?
  - a. One of the cities in West Java
  - b. A famous weapon belonged to Bandung Bondowoso
  - c. One of the temples in Prambanan
  - d. A statue in Prambanan temple
2. "She called all the women in the kingdom and asked them to pound rice."  
(paragraph 4)  
What does the underlined word refer to?
  - a. Genies
  - b. Temples
  - c. Women
  - d. Men
3. Why did the genies and spirits run away before completing the temples?
  - a. Because Bandung Bondowoso was extremely angry
  - b. Because they were afraid of Roro Jonggrang
  - c. Because they were afraid of the sound of pounded lesung
  - d. Because they thought that morning had come
4. "To make things difficult for Bandung Bondowoso to marry her, Roro Jonggrang gave some requirements." (paragraph 2)  
What does the underlined word mean?
  - a. Something that you must do
  - b. Something you don't like
  - c. Something that is difficult
  - d. Something or someone that helps
5. What is the complication of the story?
  - a. Roro Jonggrang wanted to marry Bandung Bondowoso.
  - b. Bandung Bondowoso could finish building the temples.
  - c. Bandung Bondowoso cursed Roro Jonggrang into a statue.
  - d. Roro Jonggrang tried to defeat Bandung Bondowoso.

**APPENDIX E**  
**STUDENTS' WORKS**

# **PRE-TEST**



Name: Adinda setia. F.

Student Number:

### ANSWER SHEET

<del>1.</del>	A	<del>B</del>	C	D
<del>2.</del>	A	B	<del>C</del>	D
<del>3.</del>	A	<del>B</del>	C	D
<del>4.</del>	A	B	<del>C</del>	D
<del>5.</del>	A	B	<del>C</del>	D
<del>6.</del>	A	<del>B</del>	C	D
<del>7.</del>	A	B	<del>C</del>	D
<del>8.</del>	A	B	C	<del>D</del>
<del>9.</del>	<del>A</del>	B	C	D
<del>10.</del>	A	B	C	<del>D</del>
<del>11.</del>	A	B	C	<del>D</del>
<del>12.</del>	A	<del>B</del>	C	D
<del>13.</del>	A	B	<del>C</del>	D
<del>14.</del>	A	B	C	<del>D</del>
<del>15.</del>	A	B	<del>C</del>	D
<del>16.</del>	A	B	C	<del>D</del>
<del>17.</del>	<del>A</del>	B	C	D
<del>18.</del>	A	B	<del>C</del>	D
<del>19.</del>	A	B	C	<del>D</del>
<del>20.</del>	A	B	C	<del>D</del>

<del>21.</del>	<del>A</del>	B	C	D
<del>22.</del>	<del>A</del>	B	C	D
<del>23.</del>	A	<del>B</del>	C	D
<del>24.</del>	A	B	<del>C</del>	D
<del>25.</del>	<del>A</del>	B	C	D
<del>26.</del>	A	<del>B</del>	C	D
<del>27.</del>	A	B	<del>C</del>	D
<del>28.</del>	A	B	C	<del>D</del>
<del>29.</del>	A	B	<del>C</del>	D
<del>30.</del>	A	<del>B</del>	C	D
<del>31.</del>	A	<del>B</del>	C	D
<del>32.</del>	<del>A</del>	<del>B</del>	C	D
<del>33.</del>	A	B	C	<del>D</del>
<del>34.</del>	<del>A</del>	B	C	D
<del>35.</del>	A	B	<del>C</del>	D
<del>36.</del>	A	B	<del>C</del>	D
<del>37.</del>	A	B	<del>C</del>	D
<del>38.</del>	A	<del>B</del>	C	D
<del>39.</del>	A	B	C	<del>D</del>
<del>40.</del>	<del>A</del>	B	C	D

$$SL = 32$$

$$BT = \frac{8}{4} : 2$$

Name: Aditya Dwi Prasetyo

Student Number: 2

ANSWER SHEET

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D
31.	A	B	C	D
32.	A	B	C	D
33.	A	B	C	D
34.	A	B	C	D
35.	A	B	C	D
36.	A	B	C	D
37.	A	B	C	D
38.	A	B	C	D
39.	A	B	C	D
40.	A	B	C	D

$$SL = 28$$
$$BT = \frac{12}{4} = 3$$

Name: ADZAN RAHMAD F.

Student Number:

### ANSWER SHEET

1.	<del>A</del>	B	C	D
2.	A	B	C	<del>D</del>
3.	A	B	<del>C</del>	D
4.	A	<del>B</del>	C	D
5.	A	<del>B</del>	C	D
6.	A	B	<del>C</del>	D
7.	<del>A</del>	B	C	D
8.	A	<del>B</del>	C	D
9.	A	B	C	<del>D</del>
10.	A	B	<del>C</del>	D
11.	A	<del>B</del>	C	D
12.	A	<del>B</del>	C	D
13.	A	<del>B</del>	C	D
14.	A	B	C	<del>D</del>
15.	A	B	<del>C</del>	D
16.	A	B	C	<del>D</del>
17.	<del>A</del>	B	C	D
18.	<del>A</del>	B	C	D
19.	A	B	<del>C</del>	D
20.	<del>A</del>	B	C	D

21.	A	B	<del>C</del>	D
22.	A	B	<del>C</del>	D
23.	<del>A</del>	B	C	D
24.	<del>A</del>	B	C	D
25.	A	B	<del>C</del>	D
26.	A	B	<del>C</del>	D
27.	A	B	<del>C</del>	D
28.	A	B	<del>C</del>	D
29.	A	B	C	<del>D</del>
30.	A	<del>B</del>	C	D
31.	A	B	C	<del>D</del>
32.	<del>A</del>	B	C	D
33.	A	<del>B</del>	C	D
34.	A	B	<del>C</del>	D
35.	A	B	<del>C</del>	D
36.	<del>A</del>	B	C	D
37.	<del>A</del>	B	C	D
38.	A	<del>B</del>	C	D
39.	A	B	C	<del>D</del>
40.	A	B	<del>C</del>	D

SL = 20  
BT =  $\frac{11}{4} = 2,75$

Name:

Student Number: 4

### ANSWER SHEET

1.	A	<del>B</del>	C	D
<del>2.</del>	A	B	<del>C</del>	D
<del>3.</del>	A	<del>B</del>	C	D
<del>4.</del>	A	B	C	<del>D</del>
5.	A	B	<del>C</del>	D
<del>6.</del>	A	B	<del>C</del>	D
<del>7.</del>	A	B	<del>C</del>	D
<del>8.</del>	A	B	<del>C</del>	D
9.	A	B	<del>C</del>	D
<del>10.</del>	A	<del>B</del>	C	D
<del>11.</del>	<del>A</del>	B	C	D
<del>12.</del>	A	<del>B</del>	C	D
<del>13.</del>	A	B	<del>C</del>	D
<del>14.</del>	A	B	<del>C</del>	D
<del>15.</del>	<del>A</del>	B	C	D
<del>16.</del>	A	B	C	<del>D</del>
17.	<del>A</del>	<del>B</del>	C	D
<del>18.</del>	A	B	<del>C</del>	D
19.	A	B	<del>C</del>	<del>D</del>
20.	<del>A</del>	B	C	D

<del>21.</del>	<del>A</del>	B	C	D
<del>22.</del>	A	B	<del>C</del>	D
<del>23.</del>	A	B	<del>C</del>	D
<del>24.</del>	A	B	C	<del>D</del>
<del>25.</del>	A	B	<del>C</del>	D
26.	A	<del>B</del>	C	D
<del>27.</del>	A	<del>B</del>	C	D
28.	A	B	<del>C</del>	D
<del>29.</del>	A	<del>B</del>	C	D
30.	<del>A</del>	B	C	D
<del>31.</del>	A	B	C	<del>D</del>
<del>32.</del>	A	B	C	<del>D</del>
<del>33.</del>	A	B	C	<del>D</del>
<del>34.</del>	<del>A</del>	B	C	D
<del>35.</del>	<del>A</del>	B	C	D
<del>36.</del>	A	B	<del>C</del>	D
<del>37.</del>	A	B	<del>C</del>	D
<del>38.</del>	<del>A</del>	B	C	D
<del>39.</del>	A	<del>B</del>	C	D
<del>40.</del>	A	B	<del>C</del>	D

SL = 31  
BT =  $\frac{9}{4} = 2,25$

Name:

Student Number: 05

### ANSWER SHEET

1.	A	<del>X</del>	C	D
2.	A	B	<del>X</del>	D
3.	A	B	<del>X</del>	D
4.	A	B	C	<del>D</del>
5.	A	<del>B</del>	C	D
6.	A	B	C	<del>X</del>
7.	<del>X</del>	B	C	D
8.	<del>X</del>	B	C	D
9.	A	B	C	<del>X</del>
10.	A	B	C	<del>X</del>
11.	A	<del>X</del>	C	D
12.	<del>X</del>	B	C	D
13.	A	<del>B</del>	C	D
14.	A	B	<del>X</del>	D
15.	A	B	C	<del>X</del>
16.	A	<del>X</del>	C	D
17.	A	<del>X</del>	C	D
18.	A	B	<del>X</del>	D
19.	A	B	<del>X</del>	D
20.	A	<del>X</del>	C	D

21.	A	B	<del>X</del>	D
22.	A	B	<del>X</del>	D
23.	A	<del>B</del>	C	D
24.	<del>X</del>	B	C	D
25.	A	B	<del>X</del>	D
26.	A	B	C	<del>X</del>
27.	A	B	<del>X</del>	D
28.	A	B	<del>X</del>	D
29.	<del>X</del>	B	C	D
30.	<del>X</del>	B	C	D
31.	A	B	C	<del>D</del>
32.	A	<del>B</del>	C	D
33.	A	<del>B</del>	C	D
34.	A	B	C	<del>D</del>
35.	A	B	<del>C</del>	D
36.	<del>X</del>	B	C	D
37.	A	B	C	D
38.	A	<del>B</del>	C	D
39.	A	B	C	<del>D</del>
40.	A	B	<del>C</del>	D

$$SL = 30$$

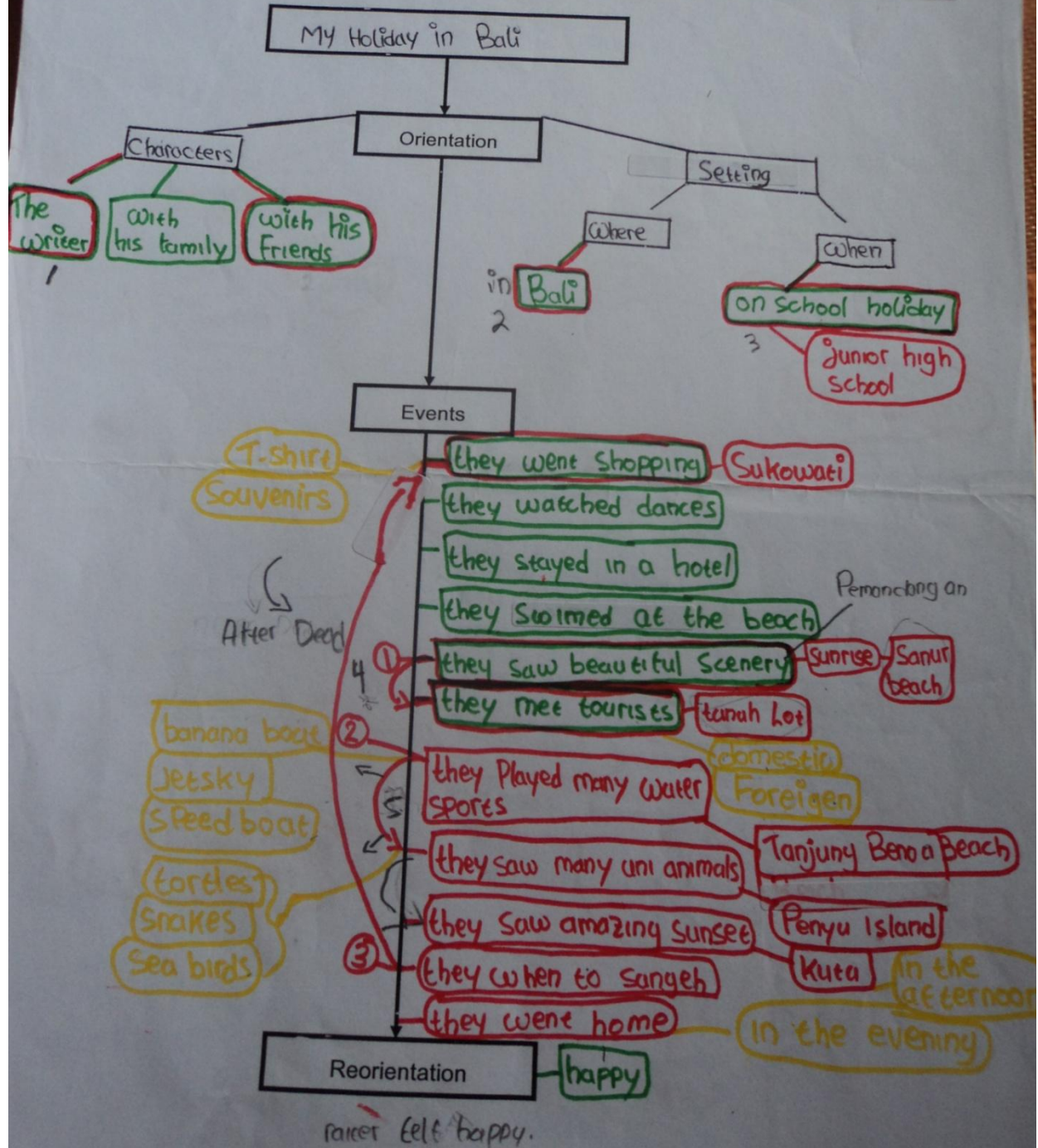
$$BT = \frac{10}{4} = 2,5$$

# **STUDENTS' HANDOUTS AND SEMANTIC MAPS**

SEMANTIC MAPPING WORKSHEET

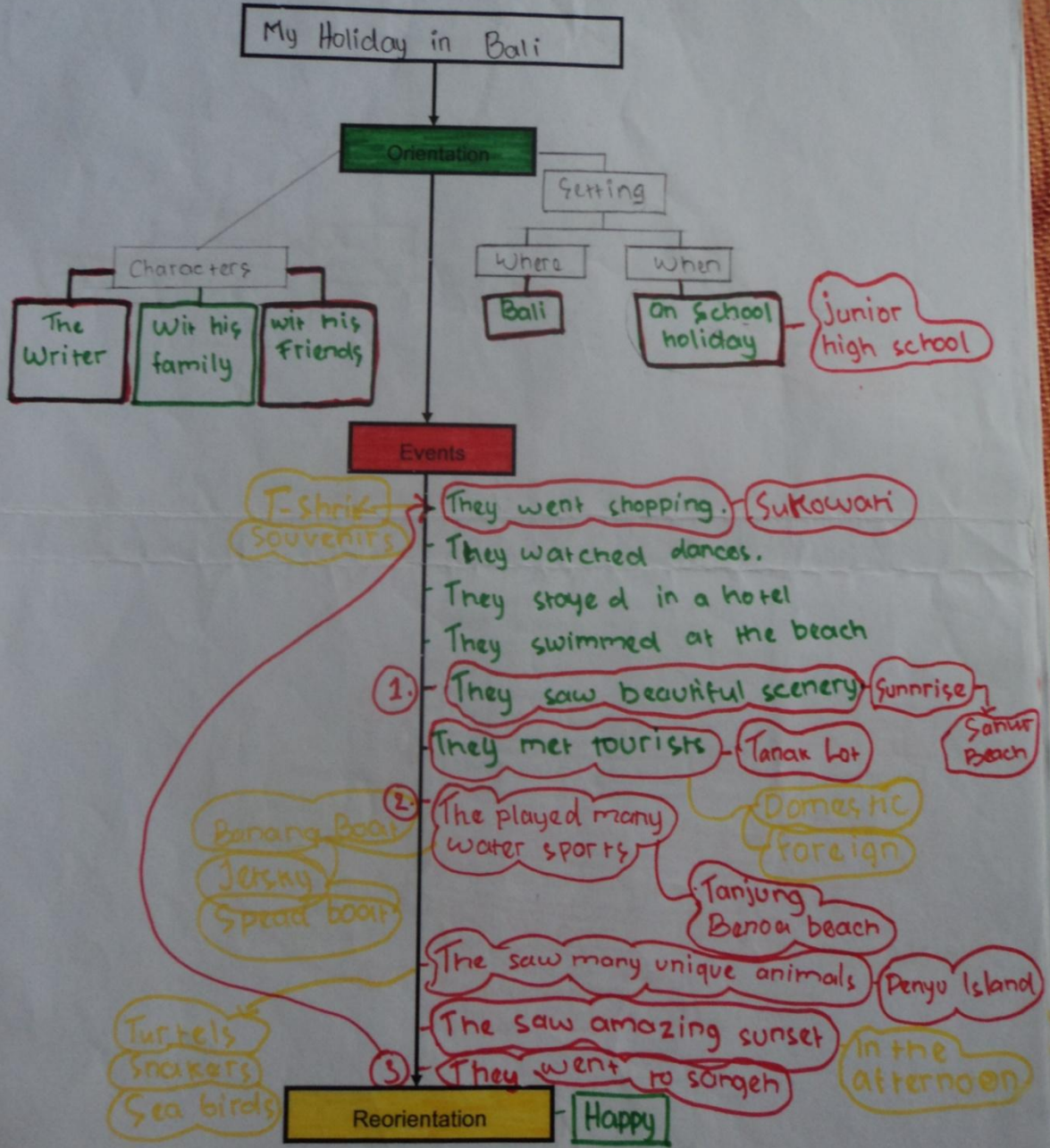
Name : Diko aya wulan, m

Student Number: 08



SEMANTIC MAPPING WORKSHEET

Name : Fina Riskiana.  
Student Number: 14.

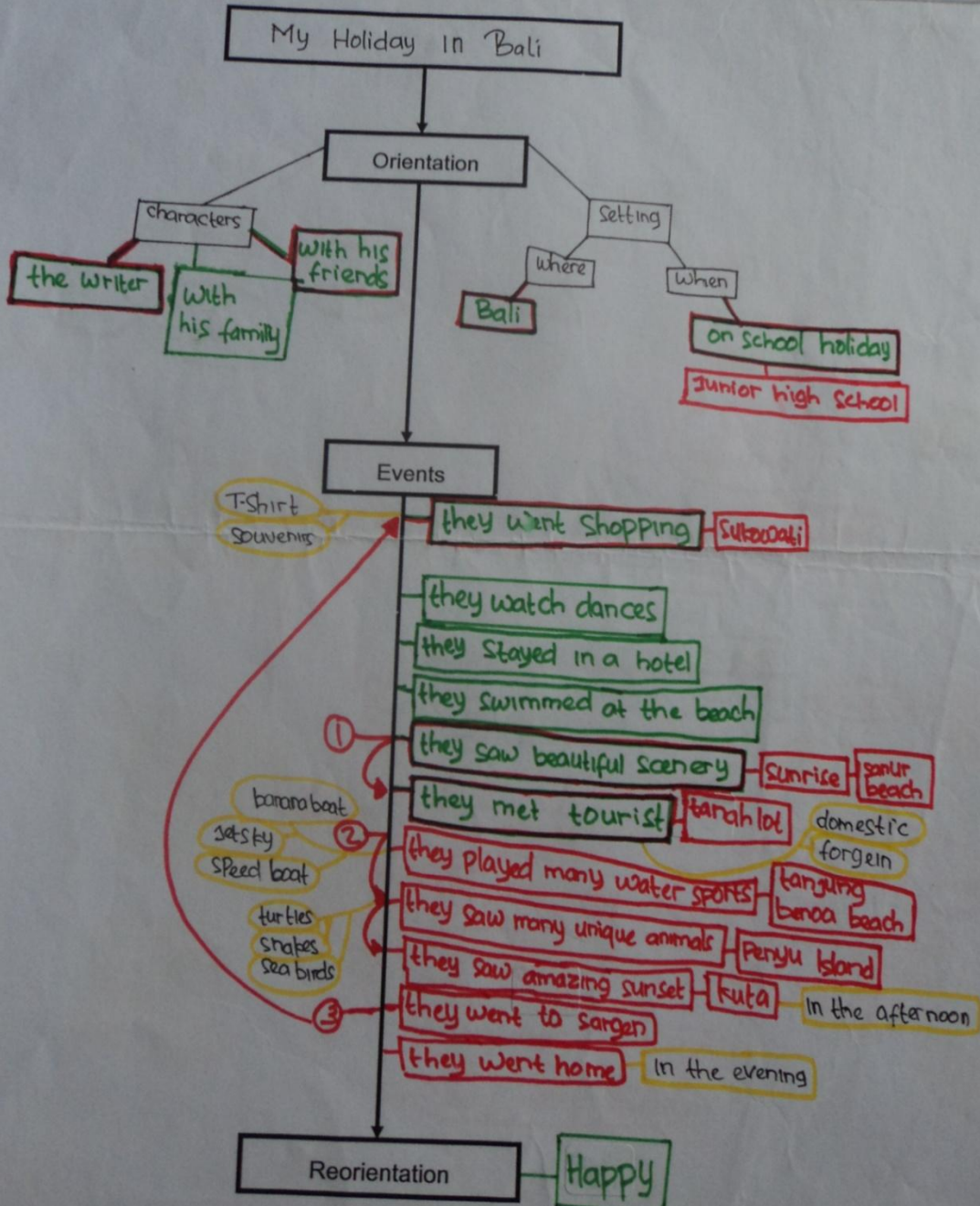




# SEMANTIC MAPPING WORKSHEET

Name : Berliana Maria Dewi

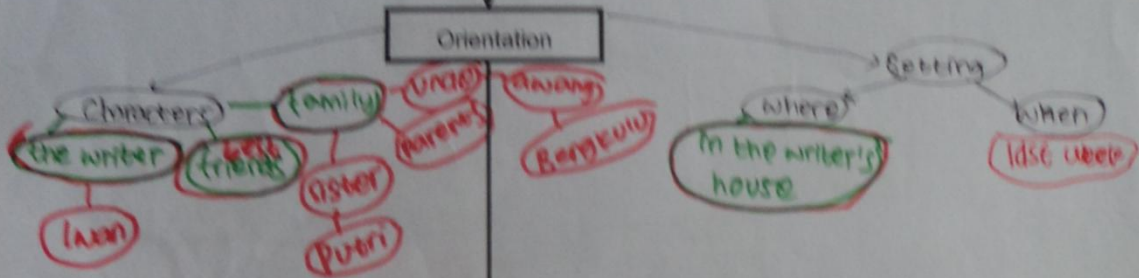
Student Number: 07



SEMANTIC MAPPING WORKSHEET

Name : Rizki P.R., Alfi A.W., Endang P.  
 Student Number (13), (14), (10)

MY BIRTHDAY PARTY



Events

The books or CDs but he caused me and my friends to play a traditional game from Bengkulu

- They cut cake
- They dance together
- They blew candles
- They talked to friends
- They eat the cake
- They drink
- They surprise
- They spiderman CD game
- The writer's parents gave him new Harry Potter novel
- The my sister bought me a spiderman CD game
- The buter, my best friend, gave me a CD of a song collection from my favorite singers.

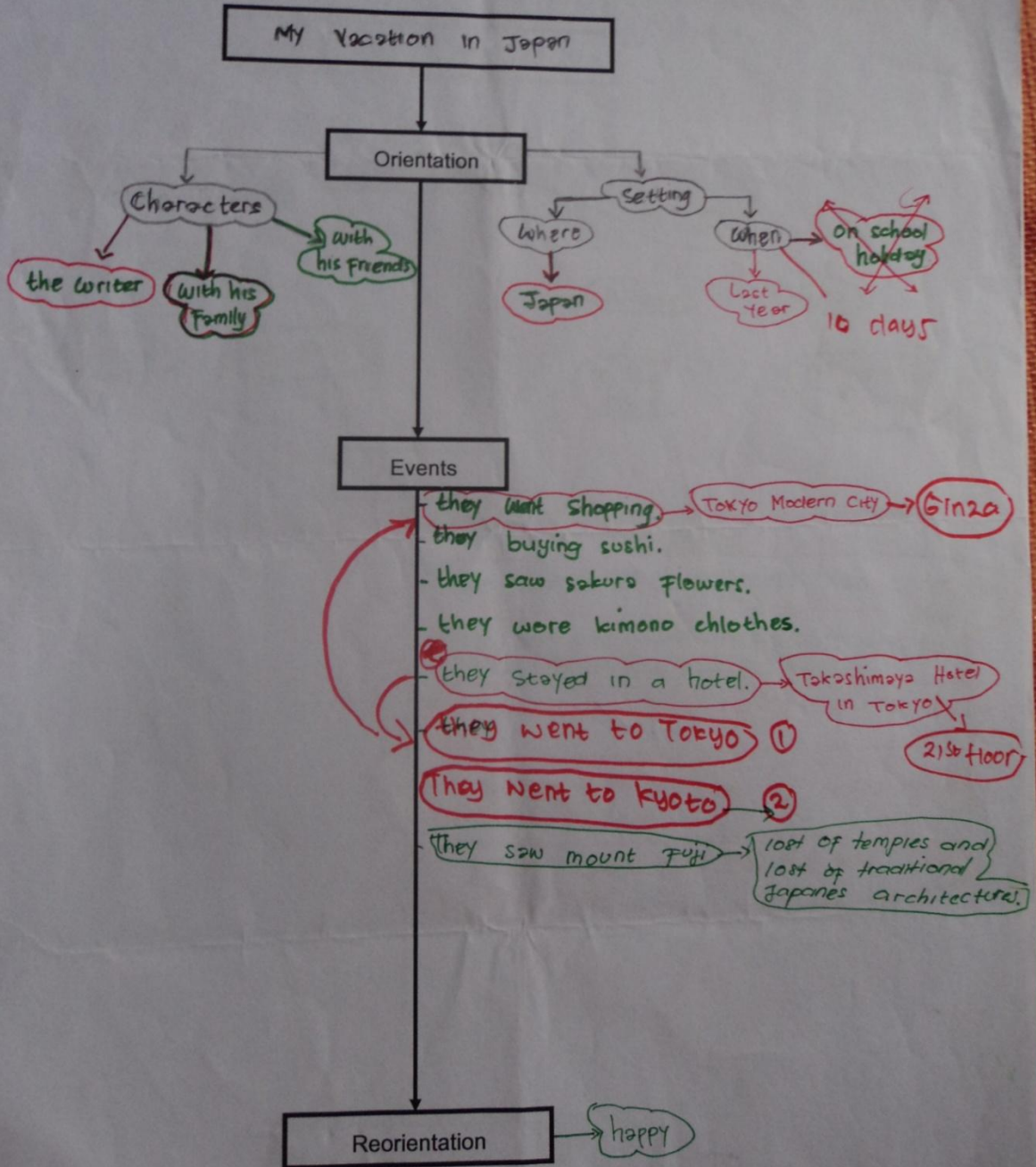
Reorientation

HAPPY

# SEMANTIC MAPPING WORKSHEET

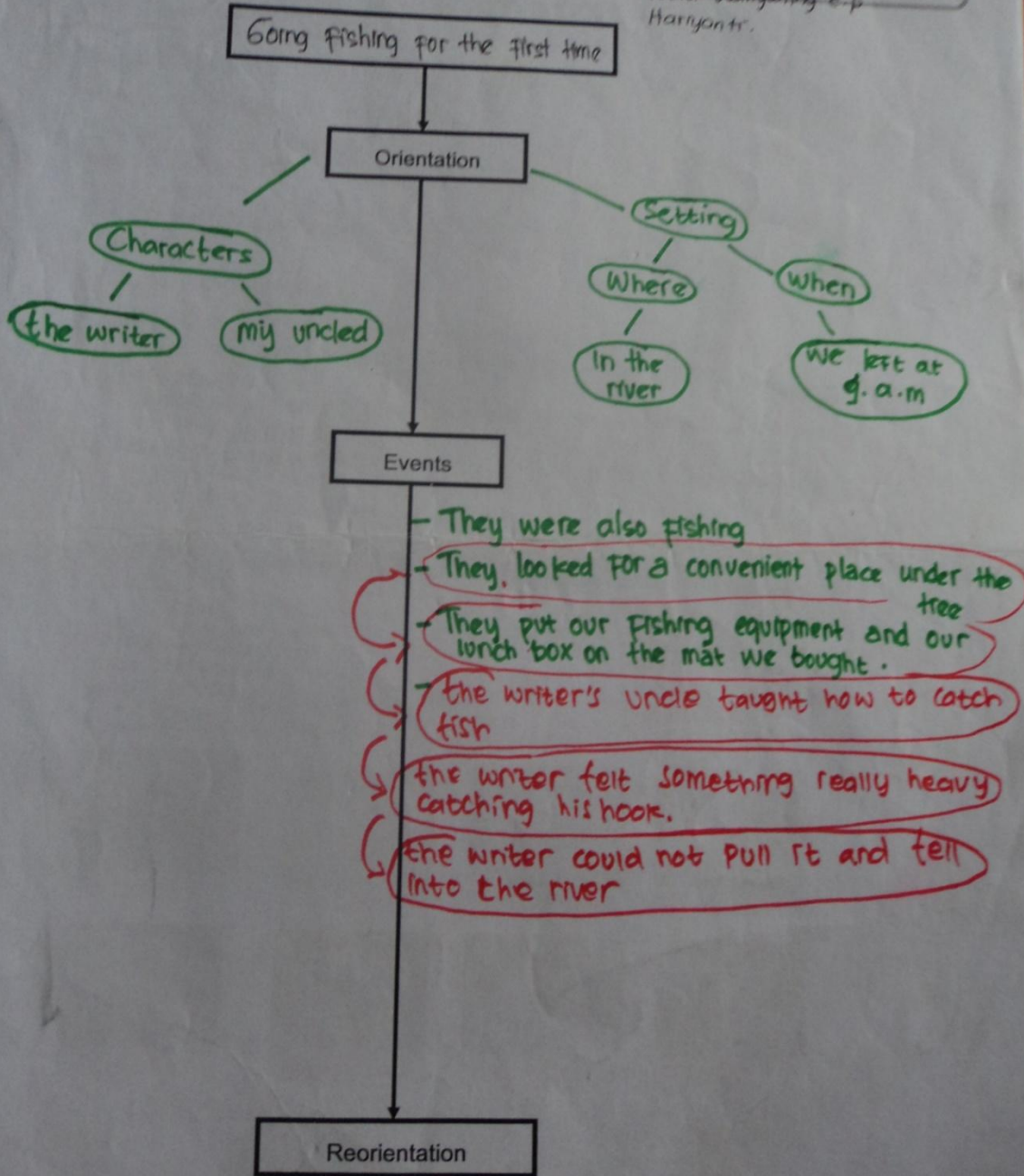
Name : kelompok 2.

Student Number: Berliano, Hilma, Hesti, Sri.



# SEMANTIC MAPPING WORKSHEET

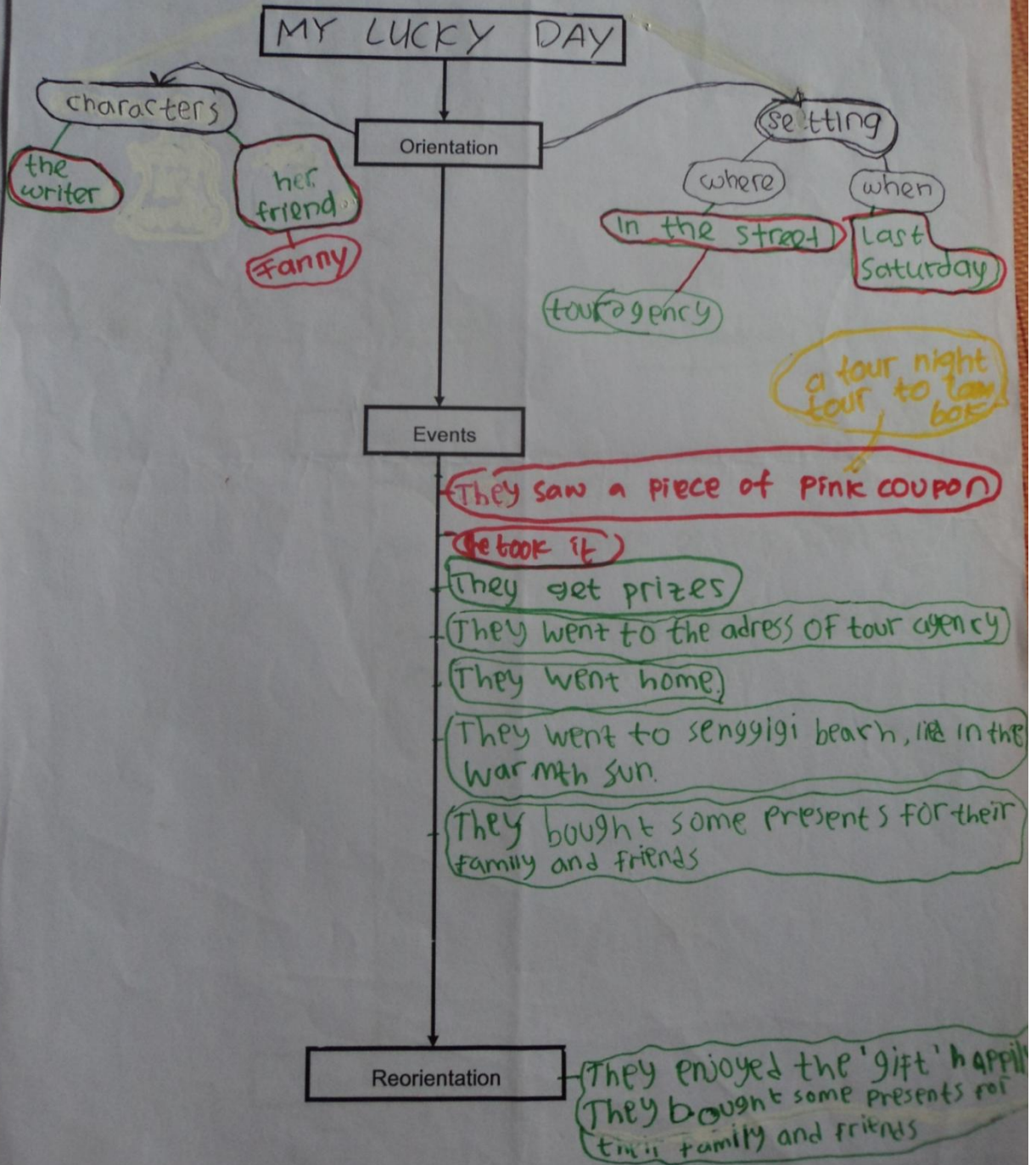
Name : Fina Riskana  
Student Number: yohana urda k.  
wora wahyuning e-p  
Harryanti.



# SEMANTIC MAPPING WORKSHEET

Name :

Student Number:



Nama Sri Yuliani  
 KLS VIII C  
 No 827

This handout belongs to

**NARRATIVE TEXT**

Purpose/ social function of the text: to entertain or to amuse the readers  
 (untuk menghibur)

Mention the example of narrative texts below:

- a. Fairy tale: Cinderella, Snow White
- b. Folklore: Centauryat & The Legend of Roro Jonggrang, The Golden Cucub
- c. Legend: The Legend of Toba Lake
- d. Fable: The monkey and the Crocodile, Mouse Deer and the tiger
- e. Myth:









The parts of narrative text:

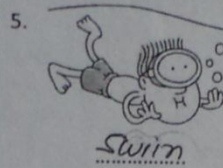
1. Orientation: a paragraph in which the writer tells about *who* is in the story, *when* the story is taking place and *where* the action is happening (characters and setting)
2. Complication: sets off a chain of events that influences what will happen in the story (problem)
3. Resolution: the characters solve the problem created in the complication (solution)

**Activity 1**

Match the pictures with the words/ phrases in the column.

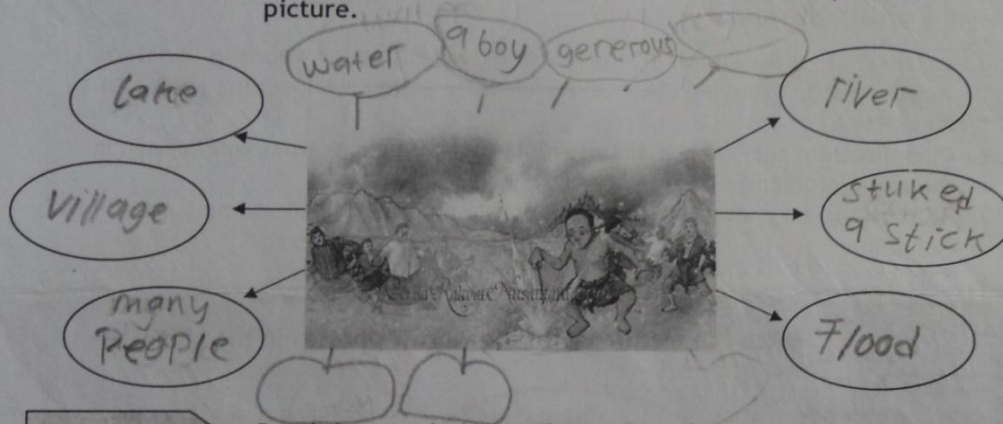
swim, poor boy, stick, village, pounding rice, jump = melompat  
 flood = banjir, old woman = orang tua, river bank = tepi sungai, cross the river, generous = dermawan, boat = perahu

1.  boat	2.  Flood	3.  Poor boy	4.  old woman
5.  stick	6.  river bank	7.  cross the river	8.  jump



Activity 2

Have you ever heard about the story of Rawa Pening? Look at this picture below. What comes to your mind when you are looking at the picture? Make a simple mind map based on the picture.



Activity 3

Read the text below and complete the semantic map based on the text.

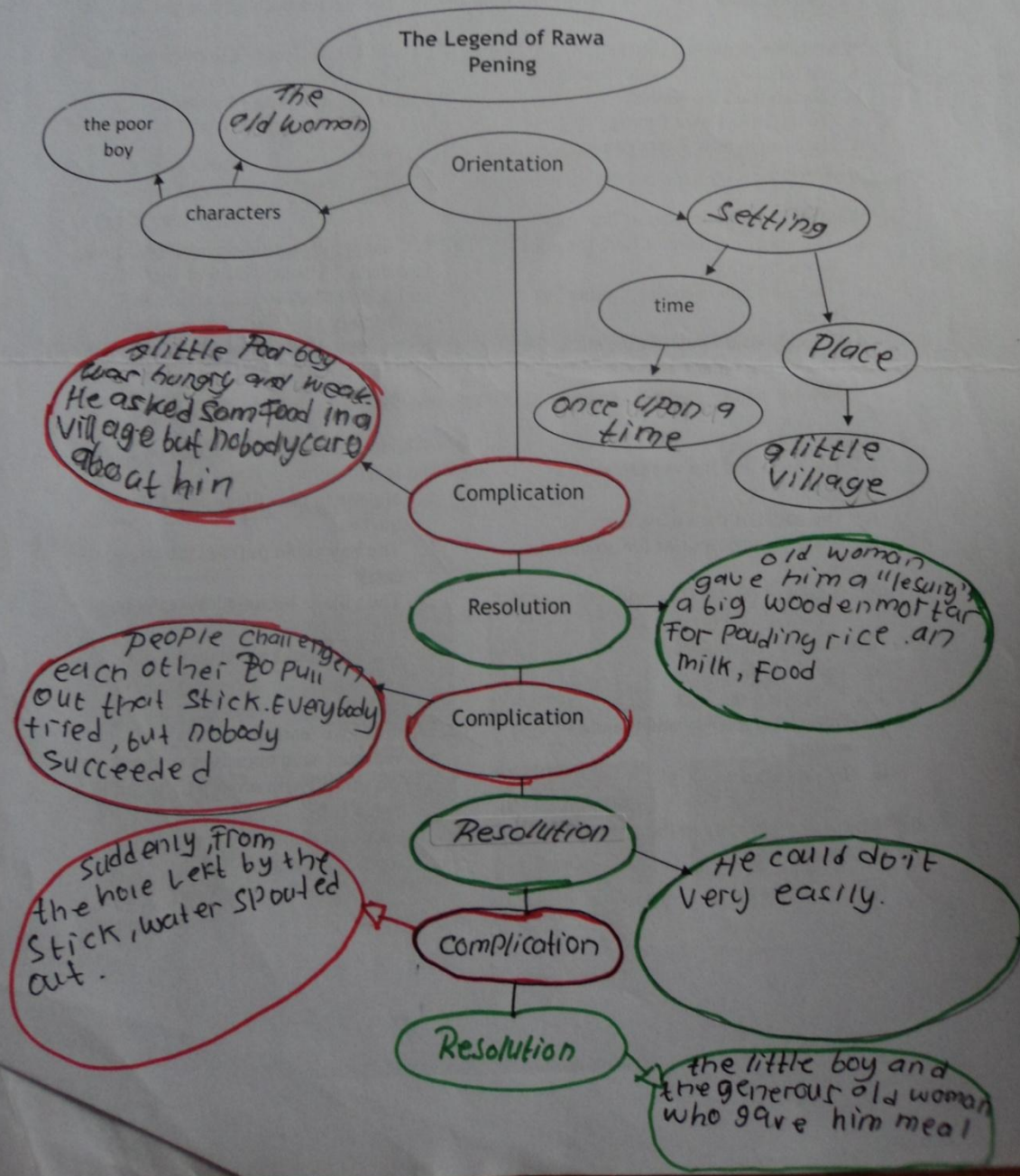
### THE LEGEND OF RAWA PENING

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The poor boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd

laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was surprised.

Suddenly, from the hole left by the stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.





Activity 4

Choose the right answer by crossing (X) a, b, c, or d.

1. What is the topic of the text?
  - a. The description of "lesung"
  - b. The kindness of the old woman
  - c. The poverty of the little boy
  - d. The story of how Rawa Pening existed
2. What is the purpose of the text?
  - a. To tell the reader about "lesung"
  - b. To entertain the readers
  - c. To describe Rawa Pening
  - d. To explain how Rawa Pening existed
3. What is the complication of the story?
  - a. The generous woman gave the poor boy a "lesung".
  - b. The poor boy used the "lesung" as a boat.
  - c. Nobody could pull out the stick.
  - d. The whole village became a huge lake.
4. What is a "lesung"?
  - a. The meal that the woman gave to the little boy
  - b. The name of the village
  - c. A big wooden mortar for pounding rice
  - d. A kind of boat
5. What is the "lesung" for?
  - a. To cook a meal
  - b. To pull out the stick
  - c. To pick up the boy and the old woman
  - d. To eat the meal
6. Why was everybody in the village surprised?
  - a. The poor boy succeeded to pull out the stick
  - b. One of the people in the village succeeded to pull out the stick
  - c. There was flood in the village
  - d. The village became a huge lake
7. "It did not stop until it flooded the village." The word "it" in line 14 refers to ....
  - a. hole
  - b. stick
  - c. water
  - d. village
8. "... the generous old woman who gave him meal." The synonym of the underlined word is ....
  - a. friendly
  - b. patient
  - c. kind
  - d. honest
9. Which statement is **NOT** true based on the text?
  - a. No one in the village cared about the boy.
  - b. The boy could pull out the stick easily.
  - c. The village became Rawa Pening lake.
  - d. The boy could not save the old woman.
10. What can we learn from the story?
  - a. We must save ourselves in flood
  - b. We should help other person who needs help
  - c. Don't give up to try something
  - d. A stick can make a flood

Nina Amira

This handout belongs to

### NARRATIVE TEXT

Purpose/ social function of the text: to entertain or to amuse the readers

Mention the example of narrative texts below:

- a. Fairy tale: *Dongeng* → *Cinderella, snow white.*
- b. Folklore: *cerita rakyat* → *the golden cucumber*
- c. Legend: *legenda* → *danau toba.*
- d. Fable: *cerita hewan* → *the monkey and the crocodile*
- e. Myth: *Mitras* → *Nyi Roro Kidul.*









The parts of narrative text:

- 1. **Orientation:** a paragraph in which the writer tells about **who** is in the story, **when** the story is taking place and **where** the action is happening (characters and setting)
  - 2. **Complication:** sets off a chain of events that influences what will happen in the story (problem)
  - 3. **Resolution:** the characters solve the problem created in the complication (solution)
- masalah* → (points to 2)  
*solusi* → (points to 3)

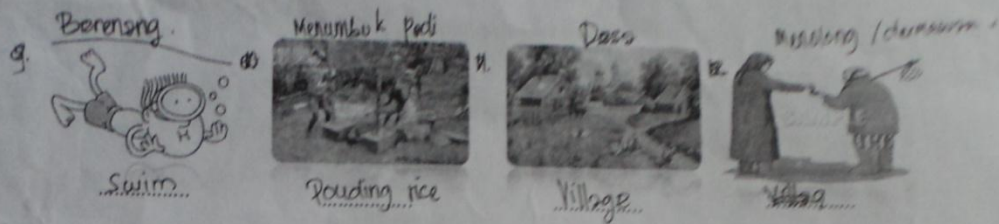
#### Activity 1

Match the pictures with the words/ phrases in the column.

swim    poor boy    stick    village : *desa*    pounding rice    jump  
 flood    old woman    river bank    cross the river    generous    boat  
*Empir*

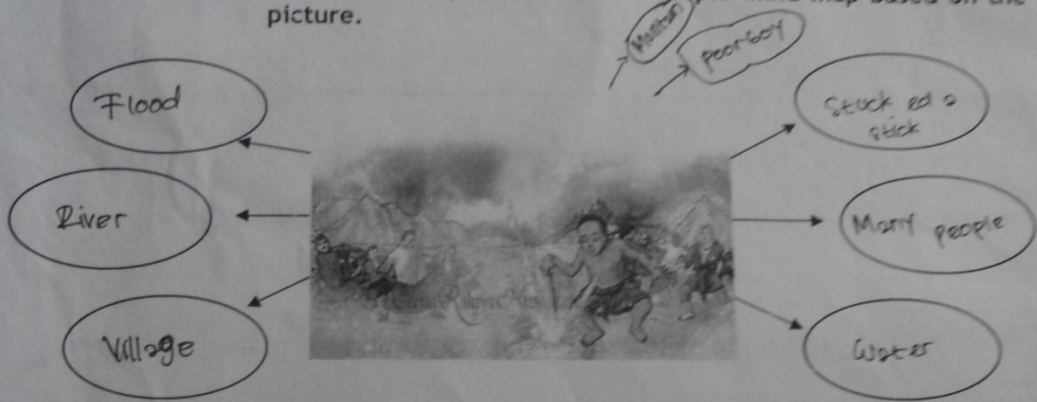
1.  <i>Perahu</i>	2.  <i>Banjir</i>	3.  <i>Pengemis</i>	4.  <i>Orang tua</i>
5.  <i>Lidi</i>	6.  <i>Cross the river</i> <i>pinggir sungai</i>	7.  <i>Poor boy</i> <i>Memilih orang sungai</i>	8.  <i>Old woman</i> <i>loncat</i>
<i>Stick</i>	<i>Cross the river</i> <i>river</i>	<i>cross the river</i>	<i>Jump</i>

- |               |  |                    |
|---------------|--|--------------------|
| 1.) Boat      | 6.) river bank<br><i>= tepi sungai</i> | 10.) pounding rice |
| 2.) Flood.    | 7.) cross the river                    | 11.) Village       |
| 3.) Poor boy  | 8.) Jump                               | 12.) generous.     |
| 4.) Old woman | 9.) swim                               |                    |
| 5.) stick     |  |                    |



**Activity 2**

Have you ever heard about the story of Rawa Pening? Look at this picture below. What comes to your mind when you are looking at the picture? Make a simple mind map based on the picture.



**Activity 3**

Read the text below and complete the semantic map based on the text.

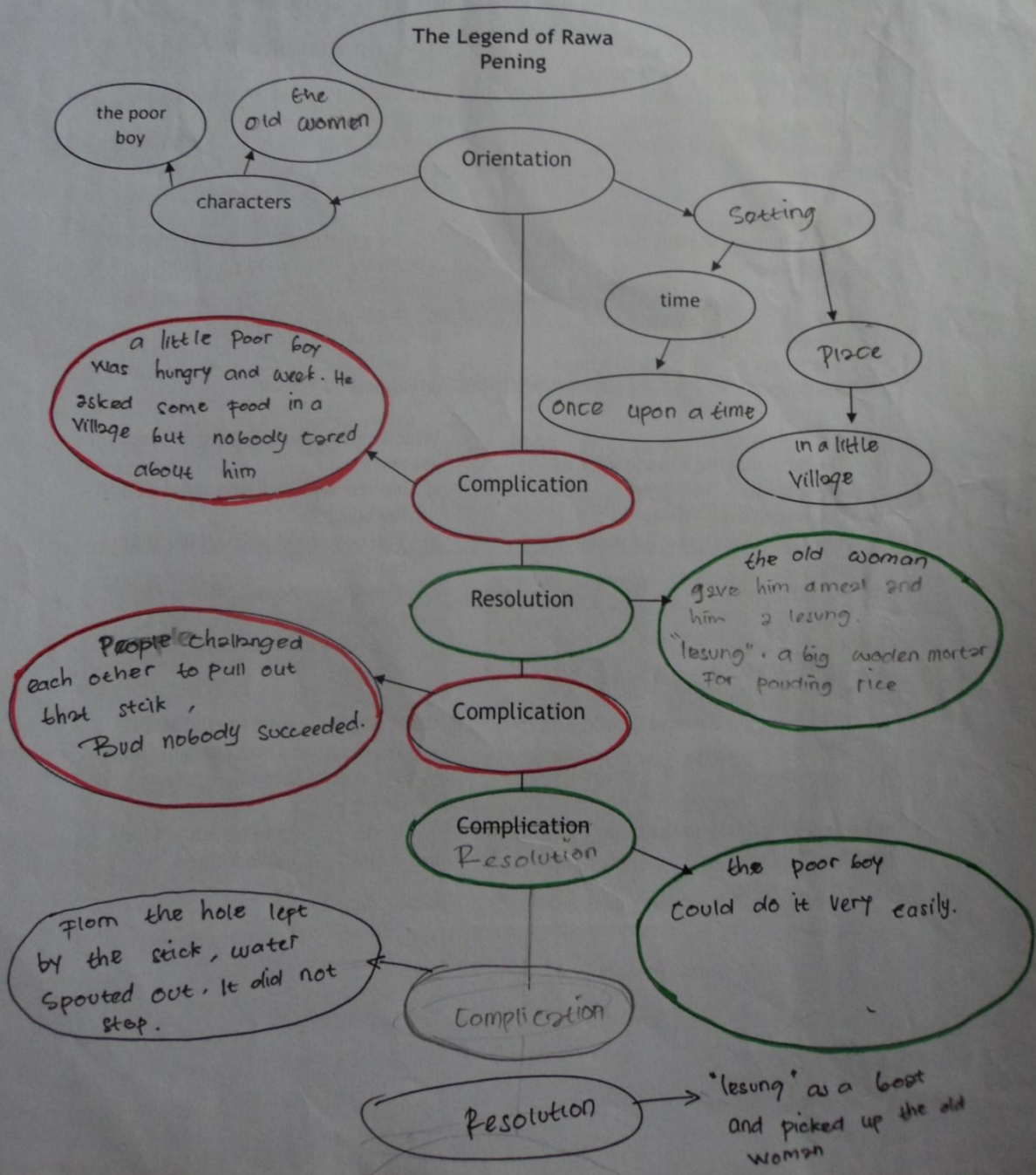
**THE LEGEND OF RAWA PENING**

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The poor boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd

laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was surprised.

Suddenly, from the hole left by the stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.



Activity 4

Choose the right answer by crossing (X) a, b, c, or d.

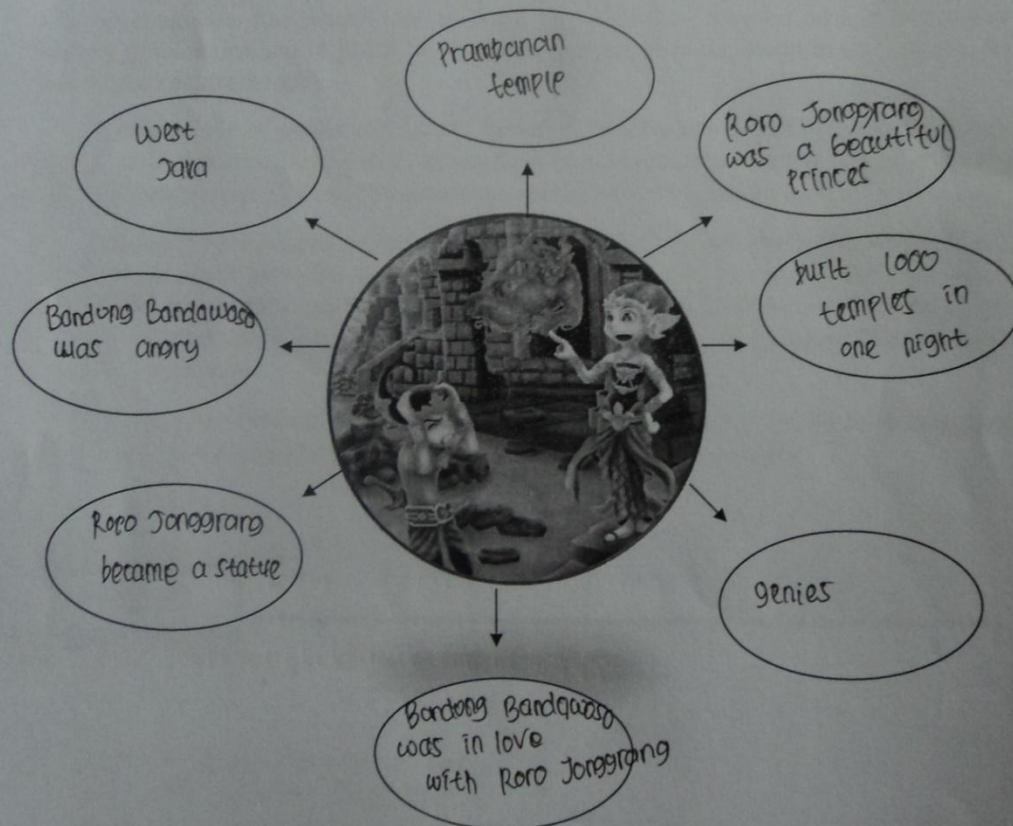
1. What is the topic of the text?
  - a. The description of "lesung"
  - b. The kindness of the old woman
  - c. The poverty of the little boy
  - d. The story of how Rawa Pening existed
2. What is the purpose of the text?
  - a. To tell the reader about "lesung"
  - b. To entertain the readers
  - c. To describe Rawa Pening
  - d. To explain how Rawa Pening existed
3. What is the complication of the story?
  - a. The generous woman gave the poor boy a "lesung".
  - b. The poor boy used the "lesung" as a boat.
  - c. Nobody could pull out the stick.
  - d. The whole village became a huge lake.
4. What is a "lesung"?
  - a. The meal that the woman gave to the little boy
  - b. The name of the village
  - c. A big wooden mortar for pounding rice
  - d. A kind of boat
5. What is the "lesung" for?
  - a. To cook a meal
  - b. To pull out the stick
  - c. To pick up the boy and the old woman
  - d. To eat the meal
6. Why was everybody in the village surprised?
  - a. The poor boy succeeded to pull out the stick
  - b. One of the people in the village succeeded to pull out the stick
  - c. There was flood in the village
  - d. The village became a huge lake
7. "It did not stop until it flooded the village." The word 'it' in line 14 refers to ....
  - a. hole
  - b. stick
  - c. water
  - d. village
8. "... the generous old woman who gave him meal." The synonym of the underlined word is ....
  - a. friendly
  - b. patient
  - c. kind
  - d. honest
9. Which statement is **NOT** true based on the text?
  - a. No one in the village cared about the boy.
  - b. The boy could pull out the stick easily.
  - c. The village became Rawa Pening lake. ✓
  - d. The boy could not save the old woman.
10. What can we learn from the story?
  - a. We must save ourselves in flood
  - b. We should help other person who needs help
  - c. Don't give up to try something
  - d. A stick can make a flood

## HANDOUT

NAME: Yohana Linda K.  
STUDENT NUMBER: 31

### Activity 1

Have you ever heard the legend of Roro Jonggrang temple? You will read the text entitled "The History of Roro Jonggrang". Before you read the text, look at the picture below. Brainstorm your ideas related to the picture by completing the mind map below. After that discuss with your friend what may be the problems and the solutions occur in the story.



### Activity 3

Read the text below. Modify your pre-reading semantic map with the new information based on the text below.

#### THE STORY OF RORO JONGGRANG

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called Bandung. Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with a beautiful princess, Roro Jonggrang. He wanted to marry her but she was not interested in him. Roro Jonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused. *mendak*

To make things difficult for Bandung Bondowoso to marry her, Roro Jonggrang gave some requirements. She asked him to build one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. At four o'clock in the morning, Bandung Bondowoso had only five more temples to build. Roro Jonggrang got panic because she knew he would complete the task. *menyelesaikan*

Suddenly, Roro Jonggrang had an idea. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Roro Jonggrang had done to him. He cursed Roro Jonggrang and turned her into a statue. *mengutuk*

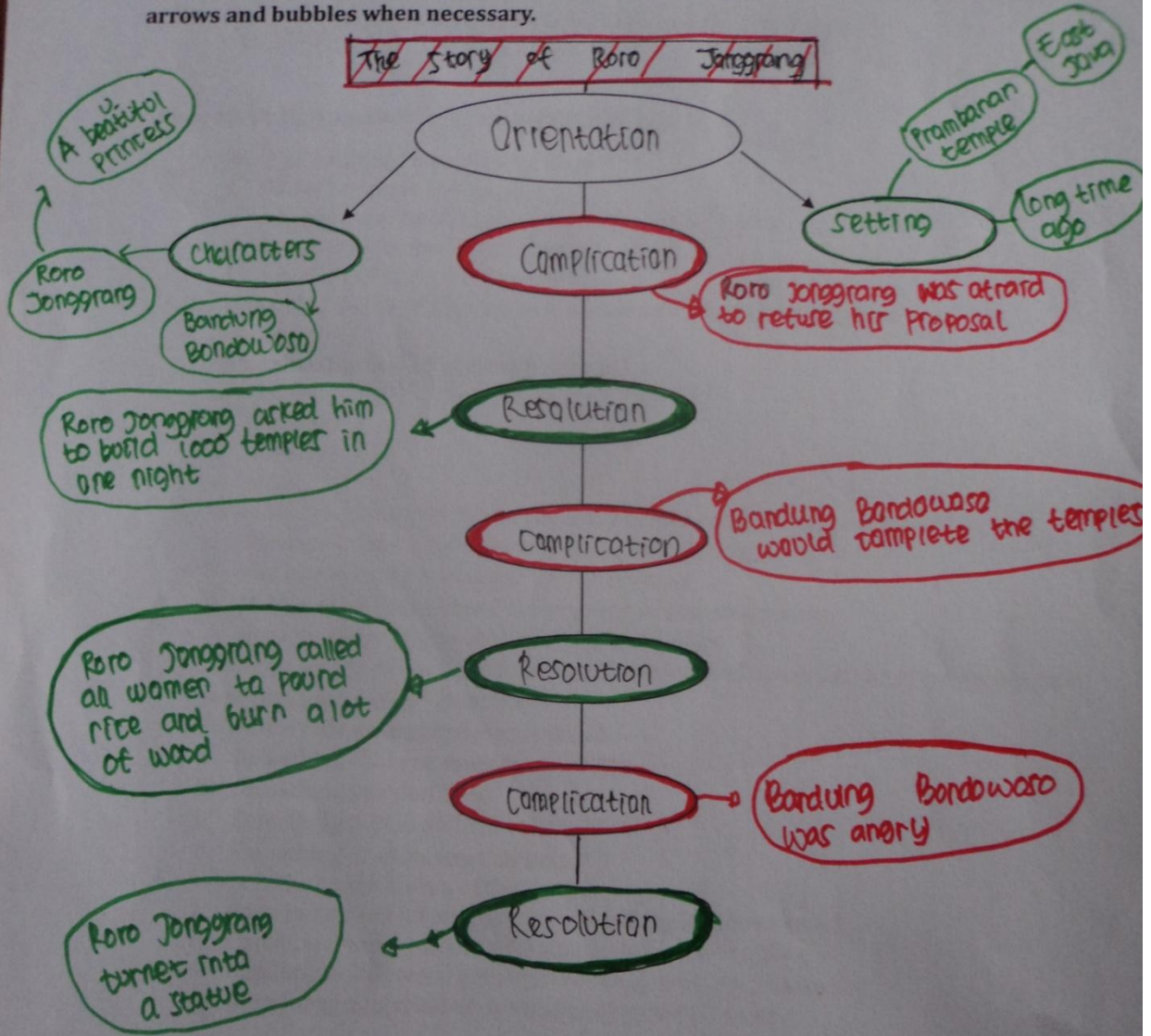
### Activity 4

Answer these following questions shortly.

1. What is the topic of the text above?  
The story of Roro Jonggrang
2. What is the purpose of the text above?  
to entertain the readers

Activity 2

Transform your ideas in activity 1 into this following semantic map. Add more arrows and bubbles when necessary.





3. What should Bandung Bondowoso do in order to marry Roro Jonggrang?  
 build 1000 temples
4. Who helped Bandung Bondowoso in building the temples?  
 genies
5. Does the story have a happy ending or sad ending? Give your reason.  
 sad ending

Choose the right answer by crossing (X) a, b, c, or d.

1. What is 'Bandung' based on the story?
  - a. One of the cities in West Java
  - b. A famous weapon belonged to Bandung Bondowoso
  - c. One of the temples in Prambanan
  - d. A statue in Prambanan temple
2. "She called all the women in the kingdom and asked them to pound rice."  
 (paragraph 4)  
 What does the underlined word refer to?
  - a. Genies
  - b. Temples
  - c. Women
  - d. Men
3. Why did the genies and spirits run away before completing the temples?
  - a. Because Bandung Bondowoso was extremely angry
  - b. Because they were afraid of Roro Jonggrang
  - c. Because they were afraid of the sound of pounded lesung
  - d. Because they thought that morning had come
4. "To make things difficult for Bandung Bondowoso to marry her, Roro Jonggrang gave some requirements." (paragraph 2)  
 What does the underlined word mean?
  - a. Something that you must do
  - b. Something you don't like
  - c. Something that is difficult
  - d. Something or someone that helps
5. What is the complication of the story?
  - a. Roro Jonggrang wanted to marry Bandung Bondowoso.
  - b. Bandung Bondowoso could finish building the temples.
  - c. Bandung Bondowoso cursed Roro Jonggrang into a statue.
  - d. Roro Jonggrang tried to defeat Bandung Bondowoso.

7

# **POST-TEST**

Name: Adinda setia. F.

Student Number:

### ANSWER SHEET

1.	A	<del>B</del>	C	D
2.	A	B	<del>C</del>	D
3.	A	B	<del>C</del>	D
<del>4.</del>	A	B	C	<del>D</del>
5.	A	<del>B</del>	C	D
<del>6.</del>	<del>A</del>	B	C	D
7.	<del>A</del>	B	C	D
8.	A	B	C	<del>D</del>
<del>9.</del>	A	<del>B</del>	C	D
10.	<del>A</del>	B	C	D
11.	<del>A</del>	B	C	D
<del>12.</del>	<del>A</del>	B	C	D
<del>13.</del>	A	B	C	D
14.	A	B	<del>C</del>	D
15.	A	B	C	<del>D</del>
<del>16.</del>	A	<del>B</del>	C	D
<del>17.</del>	A	B	C	<del>D</del>
<del>18.</del>	A	B	C	D
<del>19.</del>	A	B	C	D
20.	A	<del>B</del>	C	D

<del>21.</del>	A	<del>B</del>	C	D
<del>22.</del>	<del>A</del>	B	C	D
<del>23.</del>	A	B	C	<del>D</del>
<del>24.</del>	A	<del>B</del>	C	D
25.	<del>A</del>	B	C	D
<del>26.</del>	A	B	<del>C</del>	D
27.	<del>A</del>	B	C	D
<del>28.</del>	<del>A</del>	B	C	D
<del>29.</del>	<del>A</del>	B	C	D
<del>30.</del>	A	B	<del>C</del>	D
<del>31.</del>	A	B	C	<del>D</del>
<del>32.</del>	A	B	<del>C</del>	D
<del>33.</del>	A	<del>B</del>	C	D
34.	A	<del>B</del>	C	D
35.	<del>A</del>	B	C	D
36.	A	<del>B</del>	C	D
<del>37.</del>	A	<del>B</del>	C	D
38.	A	B	<del>C</del>	D
<del>39.</del>	<del>A</del>	B	C	D
<del>40.</del>	<del>A</del>	B	C	D

$$SL = 24$$
$$BT = \frac{16}{4} = 4$$

Name: Aditya Dwi Prasetyo  
 Student Number: 2

ANSWER SHEET

1.	A	<del>B</del>	C	D
<del>2.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>3.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>4.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
5.	A	<del>B</del>	C	D
6.	A	<del>B</del>	C	D
7.	<del>A</del>	<del>B</del>	C	D
8.	<del>A</del>	<del>B</del>	C	D
9.	<del>A</del>	<del>B</del>	C	D
<del>10.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>11.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
12.	A	<del>B</del>	C	D
<del>13.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>14.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
15.	A	B	C	<del>D</del>
16.	A	B	<del>C</del>	D
<del>17.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
18.	A	B	C	<del>D</del>
19.	A	B	<del>C</del>	D
20.	A	<del>B</del>	C	D

21.	A	B	<del>C</del>	D
22.	A	B	<del>C</del>	D
23.	A	B	<del>C</del>	D
<del>24.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
25.	A	<del>B</del>	C	D
26.	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>27.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
28.	A	B	C	<del>D</del>
29.	A	B	C	<del>D</del>
30.	A	<del>B</del>	C	D
<del>31.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>32.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
33.	A	<del>B</del>	C	D
<del>34.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>35.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>36.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
<del>37.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
38.	A	B	<del>C</del>	D
39.	A	B	<del>C</del>	D
<del>40.</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>

SL = 22  
 BT =  $\frac{18}{4} = 4,5$

Name: ADZAN RAHMAD FADONI

Student Number: 03

### ANSWER SHEET

1.	A	<del>B</del>	C	D
2.	A	B	<del>C</del>	D
3.	A	B	<del>C</del>	D
4.	<del>A</del>	B	C	D
5.	A	<del>B</del>	C	D
6.	<del>A</del>	B	C	D
7.	<del>A</del>	B	C	D
8.	<del>A</del>	B	C	D
9.	A	<del>B</del>	C	D
10.	A	B	C	<del>D</del>
11.	A	<del>B</del>	C	D
12.	A	<del>B</del>	C	D
13.	A	B	C	<del>D</del>
14.	A	<del>B</del>	C	D
15.	A	B	C	<del>D</del>
16.	A	B	<del>C</del>	D
17.	<del>A</del>	B	C	D
18.	A	B	C	<del>D</del>
19.	A	B	<del>C</del>	D
20.	A	<del>B</del>	C	D

<del>21.</del>	A	<del>B</del>	C	D
22.	A	B	<del>C</del>	D
<del>23.</del>	<del>A</del>	B	C	D
24.	A	B	<del>C</del>	D
<del>25.</del>	<del>A</del>	B	C	D
26.	<del>A</del>	B	C	D
27.	A	<del>B</del>	C	D
<del>28.</del>	A	B	<del>C</del>	D
29.	A	B	<del>C</del>	D
30.	A	<del>B</del>	C	D
31.	<del>A</del>	B	C	D
32.	A	B	C	<del>D</del>
33.	A	<del>B</del>	C	D
34.	A	B	<del>C</del>	D
35.	A	B	<del>C</del>	D
36.	A	B	C	<del>D</del>
37.	A	<del>B</del>	C	D
38.	A	B	<del>C</del>	D
39.	A	B	<del>C</del>	D
40.	<del>A</del>	B	C	D

$$SL = 24$$
$$BT = \frac{16}{4} = 4$$

Name: ALDY ARI F WICAKSONO

Student Number: 4

ANSWER SHEET

1.	A	<del>B</del>	C	D
<del>2.</del>	<del>A</del>	B	C	D
<del>3.</del>	<del>A</del>	B	C	D
<del>4.</del>	<del>A</del>	B	C	D
5.	A	<del>B</del>	C	D
6.	A	<del>B</del>	C	D
7.	<del>A</del>	B	C	D
8.	A	B	<del>C</del>	D
<del>9.</del>	<del>A</del>	B	C	D
<del>10.</del>	A	B	C	<del>D</del>
<del>11.</del>	A	B	<del>C</del>	D
<del>12.</del>	A	<del>B</del>	C	D
<del>13.</del>	A	<del>B</del>	C	D
<del>14.</del>	A	<del>B</del>	C	D
<del>15.</del>	<del>A</del>	B	C	D
16.	A	B	<del>C</del>	D
17.	A	B	<del>C</del>	D
18.	A	B	C	<del>D</del>
<del>19.</del>	<del>A</del>	B	C	D
20.	A	<del>B</del>	C	D

21.	A	B	<del>C</del>	D
22.	A	B	<del>C</del>	D
23.	A	B	<del>C</del>	D
<del>24.</del>	A	B	<del>C</del>	D
25.	A	<del>B</del>	C	D
<del>26.</del>	<del>A</del>	B	C	D
<del>27.</del>	A	B	<del>C</del>	D
28.	A	B	C	<del>D</del>
29.	A	B	C	<del>D</del>
<del>30.</del>	A	<del>B</del>	C	D
<del>31.</del>	A	B	C	<del>D</del>
<del>32.</del>	A	B	C	<del>D</del>
<del>33.</del>	A	<del>B</del>	C	D
<del>34.</del>	<del>A</del>	B	C	D
35.	A	<del>B</del>	C	D
<del>36.</del>	<del>A</del>	B	C	D
<del>37.</del>	A	<del>B</del>	C	D
38.	A	B	<del>C</del>	D
<del>39.</del>	A	B	<del>C</del>	D
<del>40.</del>	<del>A</del>	B	C	D

$$\begin{array}{r} SC: 23 \\ BT: 17 \\ \hline 4 \end{array} = 4,25$$

Name: Nisya mutiara Putri (annisya)

Student Number: 05

### ANSWER SHEET

1.	A	<del>B</del>	C	D
2.	A	B	<del>C</del>	D
3.	A	B	<del>C</del>	D
<del>4.</del>	A	B	C	<del>D</del>
5.	A	<del>B</del>	C	D
<del>6.</del>	<del>A</del>	B	C	D
7.	<del>A</del>	B	C	D
8.	A	B	C	<del>D</del>
<del>9.</del>	<del>A</del>	B	C	D
10.	<del>A</del>	B	C	D
11.	<del>A</del>	B	C	D
<del>12.</del>	<del>A</del>	B	C	D
<del>13.</del>	A	B	<del>C</del>	D
14.	A	B	<del>C</del>	D
15.	A	B	C	<del>D</del>
<del>16.</del>	A	<del>B</del>	C	D
<del>17.</del>	A	B	C	<del>D</del>
18.	A	B	C	<del>D</del>
<del>19.</del>	A	B	C	<del>D</del>
20.	A	<del>B</del>	C	D

<del>21.</del>	A	<del>B</del>	C	D
<del>22.</del>	<del>A</del>	B	C	D
<del>23.</del>	A	B	C	<del>D</del>
<del>24.</del>	A	<del>B</del>	C	D
<del>25.</del>	<del>A</del>	B	C	D
<del>26.</del>	A	B	<del>C</del>	D
27.	<del>A</del>	B	C	D
28.	A	B	C	<del>D</del>
<del>29.</del>	<del>A</del>	B	C	D
30.	A	B	<del>C</del>	D
<del>31.</del>	A	B	C	<del>D</del>
<del>32.</del>	A	B	<del>C</del>	D
<del>33.</del>	<del>A</del>	B	C	D
34.	A	<del>B</del>	C	D
35.	<del>A</del>	B	C	D
36.	A	<del>B</del>	C	D
<del>37.</del>	A	B	<del>C</del>	D
38.	A	B	<del>C</del>	D
39.	A	<del>B</del>	C	D
<del>40.</del>	<del>A</del>	B	C	D

$$St: 21$$
$$BT: 19$$
$$\frac{19}{4} = 4,75$$

**APPENDIX F**  
**INTERVIEW GUIDELINES**



## PRELIMINARY INTERVIEW GUIDELINE

### *A. Interview with the Teacher*

1. Apakah proses belajar mengajar membaca di kelas sudah memenuhi harapan? Jika belum, mengapa?
2. Apakah siswa berpartisipasi aktif dalam proses belajar mengajar di kelas seperti bertanya, mengeluarkan pendapat, menjawab pertanyaan, dan lain-lain?
3. Metode/ teknik/ strategi apa yang Anda terapkan untuk membantu siswa dalam membaca?
4. Apakah metode/ teknik/ strategi tersebut dianggap efektif dan telah cukup membantu siswa dalam membaca?
5. Dari mana sajakah sumber belajar yang Anda gunakan untuk mengajar membaca?
6. Media apa yang Anda gunakan untuk mengajar membaca?
7. Apakah kemampuan membaca siswa telah memenuhi harapan? Jika belum, mengapa?
8. Apakah siswa mampu memahami teks bahasa Inggris dengan baik? Jika belum, apa kesulitan yang dialami siswa pada saat memahami bacaan?

### *B. Interview with the Students*

1. Apakah proses belajar mengajar membaca di kelas sudah memenuhi harapan? Jika belum, mengapa?
2. Apakah kamu berpartisipasi aktif dalam proses belajar mengajar di kelas seperti bertanya, mengeluarkan pendapat, menjawab pertanyaan, dan lain-lain?
3. Apakah teknik mengajar guru dapat membantu memahami bacaan?
4. Apakah media belajar yang digunakan untuk belajar banyak membantu dalam membaca?
5. Apakah kamu mampu memahami teks bahasa Inggris dengan baik?
6. Apakah kamu menemui kesulitan pada saat memahami bacaan? Apa kesulitan terbesarmu pada saat memahami bacaan (isi, kosakata, *grammar*, dan lain-lain)?

7. Apakah kamu mengalami kesulitan pada saat mengerjakan soal-soal pemahaman?  
Soal seperti apa yang paling sulit kamu selesaikan?
8. Strategi apakah yang kamu gunakan untuk mengatasi kesulitan pada saat membaca? Apakah strategi tersebut cukup efektif dan membantu dalam memahami bacaan?

## INTERVIEW AFTER IMPLEMENTATION

### A. Interview with the Teacher

1. Bagaimana pendapat Anda mengenai penerapan *Semantic Mapping Strategy* yang telah dilakukan?
2. Apakah *Semantic Mapping Strategy* dapat meningkatkan proses belajar mengajar membaca di kelas? Jika ya, aspek apa sajakah yang meningkat (motivasi siswa, keaktifan siswa di dalam kelas, kemampuan membaca siswa dan lain-lain.)?
3. Aspek apa sajakah yang masih perlu diperbaiki/ ditingkatkan dalam implementasi *Semantic Mapping Strategy*?
4. Apakah Anda merasa terbantu dalam mengajar membaca jika menggunakan *Semantic Mapping Strategy*?

### B. Interview with the Students

1. Apakah kamu suka jika pembelajaran membaca menggunakan *Semantic Mapping Strategy*?
2. Bagaimana pendapatmu mengenai *Semantic Mapping Strategy*?
3. Apakah kamu dapat memahami bacaan lebih baik setelah penerapan *Semantic Mapping Strategy*?
4. Aspek apa saja yang meningkat setelah *Semantic Mapping Strategy* diterapkan (motivasi, keaktifan di dalam kelas, kemampuan membaca dan lain-lain)?
5. Kesulitan-kesulitan apa saja yang kamu temui selama penerapan *Semantic Mapping Strategy*?

### C. Interview with the Collaborator

1. Bagaimana pendapat Anda mengenai penerapan *Semantic Mapping Strategy* yang telah dilakukan?
2. Apakah *Semantic Mapping Strategy* dapat meningkatkan proses belajar mengajar membaca di kelas? Jika ya, aspek apa sajakah yang meningkat (motivasi siswa, keaktifan siswa di dalam kelas, kemampuan membaca siswa dan lain-lain)?

3. Aspek apa sajakah yang masih perlu diperbaiki/ ditingkatkan dalam implementasi *Semantic Mapping Strategy*?

**APPENDIX G**  
**OBSERVATION CHECKLISTS**

### OBSERVATION CHECKLIST

Date : 13 Februari 2014

Time : 11.30 - 12.50

Place : SMP N 3 Pakem

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
<b>A. Pre-Teaching</b>				
1.	The researcher greets the students.	✓		-
2.	The students respond to the greetings.	✓		-
3.	The researcher leads a prayer.	✓		-
4.	The researcher checks the students' attendance.	✓		-
5.	The students are introduced to the text that will be learned.	✓		
6.	The students are informed about the objectives of the lesson.	✓		
7.	The students are introduced to the Semantic Mapping Strategy.	✓		Siswa dijelaskan dengan jelas tentang konsep semantic mapping dan mereka masih bingung
8.	The students are shown the application of Semantic Mapping.	✓		
9.	The students pay attention to the researcher's explanation.		✓	Kurang memperhatikan dan asyik dengan urusan mereka sendiri
10.	The students are given paper and are asked to put out color pens.	✓		3 buah bolpoin dengan 3 warna yang berbeda dan secarik kertas
<b>B. While-Teaching</b>				
1.	The researcher introduces the topic and writes it on the whiteboard.	✓		
2.	The students are stimulated to brainstorm their ideas related to the topic.	✓		
3.	The students give their ideas.	✓		Menjawab secara bersama-sama
4.	The researcher writes the students' ideas around the topic on the whiteboard.	✓		Dengan sedikit pembenaran
5.	The students are encouraged to see the relationship among their ideas by labeling the ideas that belongs to the same categories.	✓		
6.	The students find difficulties in categorizing the ideas.		✓	Karena temanya mudah, siswa mampu mengungkapkan kategorinya
7.	The researcher uses different color pens to categorize the ideas.	✓		Membaginya dengan tiga warna
8.	The students are helped to categorize their ideas using WH-questions.	✓		Peneliti menggunakannya dan itu mempermudah siswa dalam mengkategorikannya

9.	The students are asked to make their own copy of the map.	✓		
10.	The students are given a text to read.	✓		
11.	The students are asked to read the text and to modify their maps based on the text given with different color pens.	✓		1 siswa mendapat 1 text
12.	The students open their dictionaries when they find difficult words.		✓	Siswa apatis dengan ketidaktahuan mereka
13.	The researcher moves around the class to see the students' constructions of the maps.	✓		
14.	The researcher conducts discussion about the maps that the students have made.		✓	Waktu habis
15.	The students compare their maps with others.		✓	
16.	The students re-tell the content of the text based on their own maps.		✓	
17.	The researcher gives the students some exercises.		✓	
<b>C. Post-Teaching</b>				
1.	The researcher summarizes and encourages the students to reflect on the lesson.	✓		
2.	The researcher previews on the upcoming materials.	✓		Masih akan membahas SM yang baru saja dibuat
3.	The researcher leads a prayer.	✓		
4.	The researcher says goodbye to the students.	✓		
<b>D. Classroom Situation</b>				
1.	The students are active during the teaching and learning process.		✓	Untuk hal-hal / topik tertentu
2.	The students show enthusiasm during the teaching and learning process.	✓		Mereka tertarik saat membuat map
3.	The students ask the researcher when they find difficulties.	✓		Hanya sedikit yang bertanya, yaitu tentang penggunaan spidol warna. yg lain cenderung pasif
4.	The researcher answers the questions carefully and satisfactorily.	✓		
5.	The researcher's instruction is clear.	✓		Dengan mengkombinasikan B Indonesia & Inggris
6.	The researcher has a good time management.	✓		Pembagian waktunya bagus
7.	The researcher can manage the class well.		✓	

### OBSERVATION CHECKLIST

Date : 19 Februari 2024

Time : 11.30 - 12.50

Place : Kelas VIII C / SMPN 3 Pakem

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
<b>A. Pre-Teaching</b>				
1.	The researcher greets the students.	✓		
2.	The students respond to the greetings.	✓		
3.	The researcher leads a prayer.	✓		
4.	The researcher checks the students' attendance.	✓		
5.	The students are introduced to the text that will be learned.	✓		Masih 1
6.	The students are informed about the objectives of the lesson.	✓		
7.	The students are introduced to the Semantic Mapping Strategy.		✓	
8.	The students are shown the application of Semantic Mapping.		✓	
9.	The students pay attention to the researcher's explanation.	✓		
10.	The students are given paper and are asked to put out color pens.		✓	
<b>B. While-Teaching</b>				
1.	The researcher introduces the topic and writes it on the whiteboard.		✓	Sudah
2.	The students are stimulated to brainstorm their ideas related to the topic.		✓	
3.	The students give their ideas.		✓	
4.	The researcher writes the students' ideas around the topic on the whiteboard.		✓	
5.	The students are encouraged to see the relationship among their ideas by labeling the ideas that belongs to the same categories.		✓	
6.	The students find difficulties in categorizing the ideas.		✓	
7.	The researcher uses different color pens to categorize the ideas.		✓	
8.	The students are helped to categorize their ideas using WH-questions.		✓	



9.	The students are asked to make their own copy of the map.		✓	
10.	The students are given a text to read.		✓	
11.	The students are asked to read the text and to modify their maps based on the text given with different color pens.		✓	
12.	The students open their dictionaries when they find difficult words.	✓		
13.	The researcher moves around the class to see the students' constructions of the maps.	✓		
14.	The researcher conducts discussion about the maps that the students have made.	✓		
15.	The students compare their maps with others.	✓		
16.	The students re-tell the content of the text based on their own maps.	✓		
17.	The researcher gives the students some exercises.	✓		
<b>C. Post-Teaching</b>				
1.	The researcher summarizes and encourages the students to reflect on the lesson.	✓		
2.	The researcher previews on the upcoming materials.	✓		
3.	The researcher leads a prayer.	✓		
4.	The researcher says goodbye to the students.	✓		
<b>D. Classroom Situation</b>				
1.	The students are active during the teaching and learning process.		✓	
2.	The students show enthusiasm during the teaching and learning process.	✓		
3.	The students ask the researcher when they find difficulties.	✓		
4.	The researcher answers the questions carefully and satisfactorily.	✓		
5.	The researcher's instruction is clear.	✓		
6.	The researcher has a good time management.	✓		
7.	The researcher can manage the class well.	✓		

### OBSERVATION CHECKLIST

Date : 20 Februari 2014

Time : 11.30 - 12.50

Place : SMP N 3 Pakem

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
<b>A. Pre-Teaching</b>				
1.	The researcher greets the students.	✓		
2.	The students respond to the greetings.	✓		
3.	The researcher leads a prayer.	✓		
4.	The researcher checks the students' attendance.	✓		
5.	The students are introduced to the text that will be learned.	✓		Masih recount, namun beda text
6.	The students are informed about the objectives of the lesson.	✓		
7.	The students are introduced to the Semantic Mapping Strategy.		✓	
8.	The students are shown the application of Semantic Mapping.		✓	
9.	The students pay attention to the researcher's explanation.	✓		
10.	The students are given paper and are asked to put out color pens.	✓		Tetapi banyak siswa tidak memperhatikan
<b>B. While-Teaching</b>				
1.	The researcher introduces the topic and writes it on the whiteboard.	✓		Memberi contoh brainstorming salah satu kelompok
2.	The students are stimulated to brainstorm their ideas related to the topic.	✓		Dalam group
3.	The students give their ideas.		✓	Hanya beberapa group yg bekerjasama mengerjakan brainstorming
4.	The researcher writes the students' ideas around the topic on the whiteboard.	✓		→ Memberi contoh
5.	The students are encouraged to see the relationship among their ideas by labeling the ideas that belongs to the same categories.	✓		
6.	The students find difficulties in categorizing the ideas.	✓		Siswa bisa mengerjakan ketika dibantu oleh guru
7.	The researcher uses different color pens to categorize the ideas.	✓		
8.	The students are helped to categorize their ideas using WH-questions.		✓	

9.	The students are asked to make their own copy of the map.		✓	Setelah awal membuat sendiri dalam group dimasukkan ke dalam omplap
10.	The students are given a text to read.	✓		
11.	The students are asked to read the text and to modify their maps based on the text given with different color pens.	✓		Namun hanya beberapa group saja
12.	The students open their dictionaries when they find difficult words.	✓		Beberapa siswa tidak membawa kamus
13.	The researcher moves around the class to see the students' constructions of the maps.	✓		
14.	The researcher conducts discussion about the maps that the students have made.	✓		Tiap kelompok mempresentasikan SM masing*
15.	The students compare their maps with others.	✓		
16.	The students re-tell the content of the text based on their own maps.	✓		Belum selesai
17.	The researcher gives the students some exercises.		✓	
<b>C. Post-Teaching</b>				
1.	The researcher summarizes and encourages the students to reflect on the lesson.	✓		
2.	The researcher previews on the upcoming materials.	✓		Masih akan melanjutkan topik kemarin
3.	The researcher leads a prayer.	✓		
4.	The researcher says goodbye to the students.	✓		
<b>D. Classroom Situation</b>				
1.	The students are active during the teaching and learning process.	✓		Sebagian aktif bertanya dan minta bantuan guru, namun mereka tidak bekerja sama dalam group
2.	The students show enthusiasm during the teaching and learning process.		✓	Siswa tidak suka group work
3.	The students ask the researcher when they find difficulties.	✓		
4.	The researcher answers the questions carefully and satisfactorily.	✓		
5.	The researcher's instruction is clear.	✓		
6.	The researcher has a good time management.	✓		
7.	The researcher can manage the class well.		✓	Cukup kesulitan dalam manage kelas

### OBSERVATION CHECKLIST

Date : 21 Februari 2014

Time : 8.20-9.00 WIB

Place : SMP N 3 Pakem

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
<b>A.</b>	<b>Pre-Teaching</b>			
1.	The researcher greets the students.	✓		
2.	The students respond to the greetings.	✓		
3.	The researcher leads a prayer.	✓		
4.	The researcher checks the students' attendance.	✓		
5.	The students are introduced to the text that will be learned.		✓	
6.	The students are informed about the objectives of the lesson.		✓	
7.	The students are introduced to the Semantic Mapping Strategy.		✓	
8.	The students are shown the application of Semantic Mapping.		✓	
9.	The students pay attention to the researcher's explanation.	✓		
10.	The students are given paper and are asked to put out color pens.		✓	
<b>B.</b>	<b>While-Teaching</b>			
1.	The researcher introduces the topic and writes it on the whiteboard.		✓	
2.	The students are stimulated to brainstorm their ideas related to the topic.		✓	
3.	The students give their ideas.		✓	
4.	The researcher writes the students' ideas around the topic on the whiteboard.		✓	
5.	The students are encouraged to see the relationship among their ideas by labeling the ideas that belongs to the same categories.		✓	
6.	The students find difficulties in categorizing the ideas.		✓	
7.	The researcher uses different color pens to categorize the ideas.		✓	
8.	The students are helped to categorize their ideas using WH-questions.		✓	

9.	The students are asked to make their own copy of the map.		√	
10.	The students are given a text to read.		√	
11.	The students are asked to read the text and to modify their maps based on the text given with different color pens.		√	
12.	The students open their dictionaries when they find difficult words.		√	
13.	The researcher moves around the class to see the students' constructions of the maps.		√	
14.	The researcher conducts discussion about the maps that the students have made.	√		Melanjutkan yg kemarin
15.	The students compare their maps with others.	√		
16.	The students re-tell the content of the text based on their own maps.	√		
17.	The researcher gives the students some exercises.	√		
<b>C. Post-Teaching</b>				
1.	The researcher summarizes and encourages the students to reflect on the lesson.	√		
2.	The researcher previews on the upcoming materials.	√		Pertemuan selanjutnya akan membahas teks narrative
3.	The researcher leads a prayer.	√		
4.	The researcher says goodbye to the students.	√		
<b>D. Classroom Situation</b>				
1.	The students are active during the teaching and learning process.	√		Sebagian ada yang malu utk presentasi tetapi akhirnya mau
2.	The students show enthusiasm during the teaching and learning process.	√		
3.	The students ask the researcher when they find difficulties.		√	
4.	The researcher answers the questions carefully and satisfactorily.		√	
5.	The researcher's instruction is clear.	√		
6.	The researcher has a good time management.	√		
7.	The researcher can manage the class well.	√		

### OBSERVATION CHECKLIST

Date : 25 Februari 2014

Time : 9.55-11.15 WdB

Place : SMP N 3 Pakem

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	<b>The Teaching and Learning Process of Reading</b>			
	<b>A. Pre-Teaching</b>			
1.	The researcher greets the students.	✓		
2.	The students respond to the greetings.	✓		
3.	The researcher leads a prayer.	✓		
4.	The researcher checks the students' attendance.	✓		
5.	The students are introduced to the text that will be learned.	✓		Narrative text
6.	The students are informed about the objectives of the lesson.		✓	
7.	The students are introduced to the Semantic Mapping Strategy.		✓	
8.	The students are shown the application of Semantic Mapping.	✓		Diberi contoh SM pada teks narrative melalui slide presentasi
9.	The students pay attention to the researcher's explanation.	✓		
10.	The students are given paper and are asked to put out color pens.	✓		Diberi handout
	<b>B. While-Teaching</b>			
1.	The researcher introduces the topic and writes it on the whiteboard.		✓	
2.	The students are stimulated to brainstorm their ideas related to the topic.	✓		
3.	The students give their ideas.	✓		
4.	The researcher writes the students' ideas around the topic on the whiteboard.		✓	Waktu habis
5.	The students are encouraged to see the relationship among their ideas by labeling the ideas that belongs to the same categories.		✓	
6.	The students find difficulties in categorizing the ideas.		✓	
7.	The researcher uses different color pens to categorize the ideas.		✓	
8.	The students are helped to categorize their ideas using WH-questions.		✓	

9.	The students are asked to make their own copy of the map.		✓	
10.	The students are given a text to read.		✓	
11.	The students are asked to read the text and to modify their maps based on the text given with different color pens.		✓	
12.	The students open their dictionaries when they find difficult words.		✓	
13.	The researcher moves around the class to see the students' constructions of the maps.		✓	
14.	The researcher conducts discussion about the maps that the students have made.		✓	
15.	The students compare their maps with others.		✓	
16.	The students re-tell the content of the text based on their own maps.		✓	
17.	The researcher gives the students some exercises.		✓	
<b>C. Post-Teaching</b>				
1.	The researcher summarizes and encourages the students to reflect on the lesson.		✓	
2.	The researcher previews on the upcoming materials.		✓	
3.	The researcher leads a prayer.		✓	
4.	The researcher says goodbye to the students.		✓	
<b>D. Classroom Situation</b>				
1.	The students are active during the teaching and learning process.		✓	
2.	The students show enthusiasm during the teaching and learning process.		✓	
3.	The students ask the researcher when they find difficulties.		✓	
4.	The researcher answers the questions carefully and satisfactorily.		✓	
5.	The researcher's instruction is clear.		✓	
6.	The researcher has a good time management.		✓	
7.	The researcher can manage the class well.		✓	

### OBSERVATION CHECKLIST

Date : 26 Februari 2014

Time : 09.55 -

Place : Kelas VIII C SMP N 3 Pakem

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	<b>The Teaching and Learning Process of Reading</b>	✓		
<b>A.</b>	<b>Pre-Teaching</b>			
1.	The researcher greets the students.	✓		
2.	The students respond to the greetings.	✓		Membuka dengan ceria dan bersemangat
3.	The researcher leads a prayer.	✓	✓	
4.	The researcher checks the students' attendance.	✓		
5.	The students are introduced to the text that will be learned.		✓	
6.	The students are informed about the objectives of the lesson.		✓	
7.	The students are introduced to the Semantic Mapping Strategy.		✓	
8.	The students are shown the application of Semantic Mapping.	✓		
9.	The students pay attention to the researcher's explanation.	✓		
10.	The students are given paper and are asked to put out color pens.		✓	
	<b>B. While-Teaching</b>			
1.	The researcher introduces the topic and writes it on the whiteboard.		✓	
2.	The students are stimulated to brainstorm their ideas related to the topic.		✓	
3.	The students give their ideas.		✓	
4.	The researcher writes the students' ideas around the topic on the whiteboard.		✓	
5.	The students are encouraged to see the relationship among their ideas by labeling the ideas that belongs to the same categories.		✓	
6.	The students find difficulties in categorizing the ideas.		✓	
7.	The researcher uses different color pens to categorize the ideas.		✓	
8.	The students are helped to categorize their ideas using WH-questions.		✓	



9.	The students are asked to make their own copy of the map.		√	
10.	The students are given a text to read.		√	
11.	The students are asked to read the text and to modify their maps based on the text given with different color pens.		√	
12.	The students open their dictionaries when they find difficult words.		√	
13.	The researcher moves around the class to see the students' constructions of the maps.		√	
14.	The researcher conducts discussion about the maps that the students have made.		√	
15.	The students compare their maps with others.		√	
16.	The students re-tell the content of the text based on their own maps.		√	
17.	The researcher gives the students some exercises.	√		Memberikan tugas yang menarik
<b>C. Post-Teaching</b>				
1.	The researcher summarizes and encourages the students to reflect on the lesson.		√	
2.	The researcher previews on the upcoming materials.		√	
3.	The researcher leads a prayer.	√		
4.	The researcher says goodbye to the students.	√		
<b>D. Classroom Situation</b>				
1.	The students are active during the teaching and learning process.	√		Siswa sangat aktif dengan metode baru dari sang guru, yaitu menulis
2.	The students show enthusiasm during the teaching and learning process.	√		siswa sangat antusias dan mereka ingin tahu hal baru dari yg diajarkan oleh guru.
3.	The students ask the researcher when they find difficulties.	√		siswa lebih antusias dengan KBM dan berani menanyakan hal yg mereka t. tahu.
4.	The researcher answers the questions carefully and satisfactorily.	√		Guru menjawab pertanyaan dengan baik dan men-cover semua hal
5.	The researcher's instruction is clear.	√		Mengkombinasikan B Inggris dan Indonesia
6.	The researcher has a good time management.	√		Perpindahan dari satu hal ke hal lain sangat baik
7.	The researcher can manage the class well.	√		Menciptakan suasana menjadi kondusif

## OBSERVATION CHECKLIST

Date : Rabu, 29 Februari 2014

Time : 8.20 - 9.55

Place : kelas VIII C SMP N 3 Pakem

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Notes
<b>A. Pre-Teaching</b>				
1.	The researcher greets the students.	✓		
2.	The students respond to the greetings.	✓		
3.	The researcher leads a prayer.	✓		
4.	The researcher checks the students' attendance.	✓		
5.	The students are introduced to the text that will be learned.		✓	
6.	The students are informed about the objectives of the lesson.		✓	
7.	The students are introduced to the Semantic Mapping Strategy.		✓	
8.	The students are shown the application of Semantic Mapping.		✓	
9.	The students pay attention to the researcher's explanation.		✓	
10.	The students are given paper and are asked to put out color pens.	✓		Handout
<b>B. While-Teaching</b>				
1.	The researcher introduces the topic and writes it on the whiteboard.		✓	Sudah ada di handout
2.	The students are stimulated to brainstorm their ideas related to the topic.	✓		
3.	The students give their ideas.	✓		
4.	The researcher writes the students' ideas around the topic on the whiteboard.		✓	
5.	The students are encouraged to see the relationship among their ideas by labeling the ideas that belongs to the same categories.	✓		
6.	The students find difficulties in categorizing the ideas.		✓	
7.	The researcher uses different color pens to categorize the ideas.	✓		
8.	The students are helped to categorize their ideas using WH-questions.		✓	

9.	The students are asked to make their own copy of the map.			
10.	The students are given a text to read.		✓	
11.	The students are asked to read the text and to modify their maps based on the text given with different color pens.	✓		
12.	The students open their dictionaries when they find difficult words.	✓		
13.	The researcher moves around the class to see the students' constructions of the maps.	✓		
14.	The researcher conducts discussion about the maps that the students have made.		✓	
15.	The students compare their maps with others.		✓	
16.	The students re-tell the content of the text based on their own maps.		✓	
17.	The researcher gives the students some exercises.	✓		
<b>C. Post-Teaching</b>				
1.	The researcher summarizes and encourages the students to reflect on the lesson.	✓	✓	
2.	The researcher previews on the upcoming materials.	✓	✓	
3.	The researcher leads a prayer.	✓		
4.	The researcher says goodbye to the students.	✓		
<b>D. Classroom Situation</b>				
1.	The students are active during the teaching and learning process.	✓		
2.	The students show enthusiasm during the teaching and learning process.	✓		
3.	The students ask the researcher when they find difficulties.	✓		
4.	The researcher answers the questions carefully and satisfactorily.	✓		
5.	The researcher's instruction is clear.	✓		
6.	The researcher has a good time management.	✓		
7.	The researcher can manage the class well.	✓		

**APPENDIX H**  
**THE RESULTS OF ITEMAN**  
**ANALYSES**

THE RESULTS OF THE TRYOUT OF THE PRE-TEST IN GRADE VIII A  
 \*\*\* ERROR \*\*\* The number of items translated to 50.  
 MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation  
 Item and Test Analysis Program -- ITEMAN (tm) Version 3.00  
 Item analysis for data from file TRYOUT8A.DAT Page 1

Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.531	0.398	0.317	A	0.031	-0.206	-0.083	
					B	0.531	0.398	0.317	*
					C	0.438	-0.365	-0.290	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
2	0-2	0.969	0.206	0.083	A	0.969	0.206	0.083	*
					B	0.031	-0.206	-0.083	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
3	0-3	0.906	0.260	0.149	A	0.094	-0.260	-0.149	
					B	0.000	-9.000	-9.000	
					C	0.906	0.260	0.149	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
4	0-4	0.594	0.334	0.263	A	0.063	-0.236	-0.120	
					B	0.250	-0.054	-0.040	
					C	0.094	-0.496	-0.285	
					D	0.594	0.334	0.263	*
					Other	0.000	-9.000	-9.000	
5	0-5	0.063	0.728	0.370	A	0.063	0.728	0.370	*
					B	0.844	-0.522	-0.344	
					C	0.000	-9.000	-9.000	
					D	0.094	0.212	0.122	
					Other	0.000	-9.000	-9.000	
6	0-6	0.125	0.438	0.273	A	0.531	0.075	0.060	
					B	0.125	0.438	0.273	*
					C	0.031	0.075	0.030	
					D	0.313	-0.354	-0.271	
					Other	0.000	-9.000	-9.000	
7	0-7	0.594	-0.278	-0.219	A	0.406	0.278	0.219	?
					B	0.000	-9.000	-9.000	
					C	0.594	-0.278	-0.219	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.250	-0.210	-0.154	A	0.250	0.008	0.006	
					B	0.500	0.161	0.128	?
					C	0.250	-0.210	-0.154	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
9	0-9	0.750	0.583	0.428	A	0.094	-0.024	-0.014	

					B	0.156	-0.757	-0.499	
					C	0.000	-9.000	-9.000	
					D	0.750	0.583	0.428	*
					Other	0.000	-9.000	-9.000	
10	0-10	0.063	-0.075	-0.038	A	0.719	-0.081	-0.061	
					B	0.219	0.125	0.089	?
					C	0.000	-9.000	-9.000	
					D	0.063	-0.075	-0.038	*
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					D was specified, B works better				
11	0-11	0.594	0.334	0.263	A	0.281	-0.329	-0.247	
					B	0.594	0.334	0.263	*
					C	0.063	-0.316	-0.161	
					D	0.063	0.166	0.084	
					Other	0.000	-9.000	-9.000	
12	0-12	0.813	0.067	0.046	A	0.813	0.067	0.046	*
					B	0.063	-0.236	-0.120	
					C	0.063	-0.075	-0.038	
					D	0.063	0.166	0.084	?
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					A was specified, D works better				
13	0-13	0.156	0.852	0.562	A	0.719	-0.638	-0.479	
					B	0.156	0.852	0.562	*
					C	0.125	0.054	0.034	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
14	0-14	0.125	0.582	0.362	A	0.219	0.024	0.017	
					B	0.313	-0.410	-0.313	
					C	0.125	0.582	0.362	*
					D	0.344	0.050	0.038	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Point Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
0.159	A	0.125	-0.426	-0.265					
					B	0.063	0.568	0.288	?
					C	0.094	-0.319	-0.183	
					D	0.719	0.211	0.159	*
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					D was specified, B works better				
16	0-16	0.750	0.583	0.428	A	0.000	-9.000	-9.000	
					B	0.219	-0.512	-0.365	
					C	0.750	0.583	0.428	*
					D	0.031	-0.487	-0.197	
					Other	0.000	-9.000	-9.000	
17	0-17	0.781	0.043	0.031	A	0.781	0.043	0.031	*
					B	0.000	-9.000	-9.000	
					C	0.219	-0.043	-0.031	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
18	0-18	0.969	0.347	0.140	A	0.000	-9.000	-9.000	
					B	0.969	0.347	0.140	*
					C	0.031	-0.347	-0.140	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
19	0-19	0.969	0.347	0.140	A	0.000	-9.000	-9.000	

					B	0.031	-0.347	-0.140	
					C	0.000	-9.000	-9.000	
					D	0.969	0.347	0.140	*
					Other	0.000	-9.000	-9.000	
20	0-20	0.594	-0.150	-0.119	A	0.000	-9.000	-9.000	
					B	0.594	-0.150	-0.119	*
					C	0.375	0.244	0.191	?
					D	0.031	-0.487	-0.197	
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					B was specified, C works better				
21	0-21	0.688	0.131	0.100	A	0.125	0.006	0.004	
					B	0.188	-0.177	-0.122	
					C	0.688	0.131	0.100	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.438	0.262	0.208	A	0.438	0.262	0.208	*
					B	0.000	-9.000	-9.000	
					C	0.094	-0.792	-0.455	
					D	0.469	0.074	0.059	
					Other	0.000	-9.000	-9.000	
23	0-23	0.125	0.294	0.183	A	0.625	0.251	0.196	?
					B	0.125	0.294	0.183	*
					C	0.094	-0.142	-0.082	
					D	0.156	-0.550	-0.363	
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					B was specified, A works better				
24	0-24	0.906	0.201	0.115	A	0.031	-0.347	-0.140	
					B	0.063	-0.075	-0.038	
					C	0.906	0.201	0.115	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
25	0-25	0.969	0.908	0.367	A	0.969	0.908	0.367	*
					B	0.031	-0.908	-0.367	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
26	0-26	0.844	0.716	0.472	A	0.000	-9.000	-9.000	
					B	0.844	0.716	0.472	*
					C	0.156	-0.716	-0.472	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
27	0-27	0.906	1.000	0.624	A	0.000	-9.000	-9.000	
					B	0.094	-1.000	-0.624	
					C	0.000	-9.000	-9.000	
					D	0.906	1.000	0.624	*
					Other	0.000	-9.000	-9.000	
28	0-28	0.656	0.703	0.544	A	0.000	-9.000	-9.000	
					B	0.656	0.703	0.544	*
					C	0.063	-1.000	-0.569	
					D	0.281	-0.358	-0.269	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics								
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
29	0-29	0.688	0.103	0.079	A	0.688	0.103	0.079	*				
					B	0.219	0.091	0.065					
					C	0.063	-0.156	-0.079					
					D	0.031	-0.627	-0.254					
					Other	0.000	-9.000	-9.000					
30	0-30	0.750	0.210	0.154	A	0.250	-0.210	-0.154					
					B	0.750	0.210	0.154	*				
					C	0.000	-9.000	-9.000					
					D	0.000	-9.000	-9.000					
					Other	0.000	-9.000	-9.000					
31	0-31	0.969	0.066	0.027	A	0.000	-9.000	-9.000					
					B	0.969	0.066	0.027	*				
					C	0.031	-0.066	-0.027					
					D	0.000	-9.000	-9.000					
					Other	0.000	-9.000	-9.000					
32	0-32	0.875	0.810	0.504	A	0.000	-9.000	-9.000					
					B	0.125	-0.810	-0.504					
					C	0.000	-9.000	-9.000					
					D	0.875	0.810	0.504	*				
					Other	0.000	-9.000	-9.000					
33	0-33	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*				
					B	0.000	-9.000	-9.000					
					C	0.000	-9.000	-9.000					
					D	0.000	-9.000	-9.000					
					Other	0.000	-9.000	-9.000					
34	0-34	0.094	0.271	0.156	A	0.031	1.000	0.428	?				
					B	0.875	-0.582	-0.362					
					CHECK THE KEY				C	0.094	0.271	0.156	*
					C was specified, A works better				D	0.000	-9.000	-9.000	
									Other	0.000	-9.000	-9.000	
35	0-35	0.938	1.000	0.569	A	0.000	-9.000	-9.000					
					B	0.000	-9.000	-9.000					
					C	0.938	1.000	0.569	*				
					D	0.063	-1.000	-0.569					
					Other	0.000	-9.000	-9.000					

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Item Statistics					Alternative Statistics								
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
36	0-36	0.969	-0.355	-0.144	A	0.031	0.355	0.144	?				
					B	0.969	-0.355	-0.144	*				
					CHECK THE KEY				C	0.000	-9.000	-9.000	
					B was specified, A works better				D	0.000	-9.000	-9.000	
									Other	0.000	-9.000	-9.000	
37	0-37	0.938	-0.809	-0.411	A	0.938	-0.809	-0.411	*				
					B	0.000	-9.000	-9.000					
					CHECK THE KEY				C	0.000	-9.000	-9.000	
					A was specified, D works better				D	0.063	0.809	0.411	?
									Other	0.000	-9.000	-9.000	



38	0-38	0.938	1.000	0.569	A	0.000	-9.000	-9.000	
					B	0.063	-1.000	-0.569	
					C	0.938	1.000	0.569	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
39	0-39	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	1.000	-9.000	-9.000	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
40	0-40	0.031	1.000	0.428	A	0.031	1.000	0.428	*
					B	0.063	-1.000	-0.569	
					C	0.000	-9.000	-9.000	
					D	0.906	0.378	0.217	
					Other	0.000	-9.000	-9.000	
41	0-41	0.344	0.533	0.413	A	0.063	-1.000	-0.569	
					B	0.594	-0.150	-0.119	
					C	0.344	0.533	0.413	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
42	0-42	0.938	0.075	0.038	A	0.063	-0.075	-0.038	
					B	0.938	0.075	0.038	*
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
43	0-43	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
44	0-44	0.906	0.142	0.082	A	0.063	-0.075	-0.038	
					B	0.031	-0.206	-0.083	
					C	0.000	-9.000	-9.000	
					D	0.906	0.142	0.082	*
					Other	0.000	-9.000	-9.000	
45	0-45	0.531	0.050	0.040	A	0.031	0.215	0.087	
					B	0.531	0.050	0.040	*
					C	0.406	-0.283	-0.223	
					D	0.031	1.000	0.428	?
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					B was specified, D works better				
46	0-46	0.844	0.303	0.200	A	0.156	-0.303	-0.200	
					B	0.844	0.303	0.200	*
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
47	0-47	0.938	-0.005	-0.003	A	0.938	-0.005	-0.003	*
					B	0.063	0.005	0.003	?
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					A was specified, B works better				

48	0-48	0.063	0.005	0.003	A	0.031	-1.000	-0.424	
					B	0.844	0.385	0.254	?
					C	0.063	0.005	0.003	*
					D	0.063	-0.156	-0.079	
					Other	0.000	-9.000	-9.000	

CHECK THE KEY

C was specified, B works better

49	0-49	0.688	0.159	0.121	A	0.063	0.005	0.003	
					B	0.000	-9.000	-9.000	
					C	0.250	-0.179	-0.131	
					D	0.688	0.159	0.121	*
					Other	0.000	-9.000	-9.000	

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Item Statistics Alternative Statistics

Point	Prop.			Point	Seq.				Scale	Prop.
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	Biser.	Key	

50	0-50	0.188	0.227	0.157	A	0.000	-9.000	-9.000	
					B	0.531	-0.074	-0.059	
					C	0.188	0.227	0.157	*
					D	0.281	-0.094	-0.071	
					Other	0.000	-9.000	-9.000	

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There were 32 examinees in the data file.

Scale Statistics

```

-----
Scale:          0
-----
N of Items      50
N of Examinees  32
Mean            32.469
Variance        9.999
Std. Dev.       3.162
Skew            -0.089
Kurtosis        0.361
Minimum         25.000
Maximum         40.000
Median          33.000
Alpha           0.391
SEM             2.468
Mean P          0.649
Mean Item-Tot. 0.193
Mean Biserial   0.311

```

## HASIL ANALISIS HASIL TRYOUT PRETEST KELAS 8A

Hari/ tanggal pre-test: Jumat, 10 Januari 2013

Pukul : 9.15 – 11.15 (120 menit)

Soal	Tingkat Kesukaran	Daya Beda	Efektifitas Opsi	Keterangan
1	Ideal/ Sedang (53.1 % menjawab benar)	Dapat membedakan (0.317)	Opsi D tidak efektif	- Belum memenuhi syarat - Revisi opsi D - Dipakai
2	Tidak ideal karena terlalu mudah (96.9 % menjawab benar)	Tidak dapat membedakan (0.083)	Opsi C dan D tidak efektif	- Tidak memenuhi syarat. - Tidak dipakai
3	Tidak ideal karena terlalu mudah (90.6 % menjawab benar)	Tidak dapat membedakan (0.260)	Opsi B dan D tidak efektif	- Tidak memenuhi syarat. - Tidak dipakai
4	Ideal/ Sedang (59.4 % menjawab benar)	Dapat membedakan (0.263)	Semua opsi efektif	- Memenuhi syarat - Dipakai
5	Tidak ideal karena terlalu sulit (6.3 % menjawab benar)	Dapat membedakan (0.370)	Opsi C tidak efektif	- Tidak memenuhi syarat. - Revisi opsi C - Dipakai
6	Tidak ideal karena terlalu sulit (12.5% menjawab benar)	Dapat membedakan (0.273)	Semua opsi efektif	- Memenuhi syarat - Dipakai
7	Ideal/ Sedang (59.4 % menjawab benar)	Tidak dapat membedakan (0.219)	Opsi B dan D tidak efektif, opsi A bekerja lebih baik daripada kunci (C)	- Tidak memenuhi syarat - Revisi semua opsi - Dipakai
8	Tidak ideal karena terlalu sulit (25% menjawab benar)	Tidak dapat membedakan (0.154)	Opsi B bekerja lebih baik daripada kunci (C), opsi D tidak efektif	- Tidak memenuhi syarat - Tidak dipakai
9	Tidak ideal karena terlalu mudah (75% menjawab benar)	Dapat membedakan (0.428)	Opsi C tidak efektif	- Tidak memenuhi syarat - Revisi opsi C - Dipakai

10	Tidak ideal karena terlalu sulit (6.3 % menjawab benar)	Tidak dapat membedakan (0.038)	Opsi B bekerja lebih baik daripada kunci (D), opsi C tidak efektif	- Tidak memenuhi syarat - Tidak dipakai
11	Ideal/ sedang (59.4 % menjawab benar)	Dapat membedakan (0.263)	Semua opsi efektif	- Memenuhi syarat - Dipakai
12	Tidak ideal karena terlalu mudah (81.3 % menjawab benar)	Tidak dapat membedakan (0.046)	Opsi D lebih baik daripada kunci (A), semua opsi efektif	- Tidak memenuhi syarat - Tidak dipakai
13	Tidak ideal karena terlalu sulit (15.6 % menjawab benar)	Dapat membedakan (0.562)	Opsi D tidak efektif	- Tidak memenuhi syarat - Revisi opsi D - Dipakai
14	Tidak ideal karena terlalu sulit (12.5 % menjawab benar)	Dapat membedakan (0.362)	Semua opsi efektif	- Memenuhi syarat - Dipakai
15	Tidak ideal karena terlalu mudah (71.9 % menjawab benar)	Tidak dapat membedakan (0.159)	Opsi B bekerja lebih baik daripada kunci (D), semua opsi efektif	- Tidak memenuhi syarat - Revisi opsi B - Dipakai
16	Tidak ideal karena terlalu mudah (75 % menjawab benar)	Dapat membedakan (0.428)	Opsi A tidak efektif	- Tidak memenuhi syarat - Revisi opsi A - Dipakai
17	Tidak ideal karena terlalu mudah (78.1 % menjawab benar)	Tidak dapat membedakan (0.031)	Opsi B dan D tidak efektif	- Tidak memenuhi syarat - Revisi opsi B dan D - Dipakai
18	Tidak ideal karena terlalu mudah (96.9 % menjawab benar)	Tidak dapat membedakan (0.140)	Opsi A dan D tidak efektif	- Tidak memenuhi syarat - Revisi opsi A dan D - Dipakai
19	Tidak ideal karena terlalu mudah (96.9 % menjawab benar)	Tidak dapat membedakan (0.140)	Opsi A dan C tidak efektif	- Tidak memenuhi syarat - Revisi opsi A dan C

				- Dipakai
20	Ideal/ sedang (59.4 % menjawab benar)	Tidak dapat membedakan (0.119)	Opsi C bekerja lebih baik daripada kunci (B), option A tidak efektif	- Tidak memenuhi syarat - Revisi opsi A dan C - Dipakai
21	Ideal/ sedang (68.8 % menjawab benar)	Tidak dapat membedakan (0.100)	Opsi D tidak efektif	- Tidak memenuhi syarat - Revisi opsi D - Dipakai
22	Ideal/ sedang (43.8 % menjawab benar)	Tidak dapat membedakan (0.208)	Opsi B tidak efektif	- Tidak memenuhi syarat - Revisi opsi B - Dipakai
23	Tidak ideal karena terlalu sulit (12.5 % menjawab benar)	Tidak dapat membedakan (0.183)	Opsi A bekerja lebih baik daripada kunci (B). Semua opsi efektif	- Tidak memenuhi syarat - Revisi opsi A - Dipakai
24	Tidak ideal karena terlalu mudah (90.6 % menjawab benar)	Tidak dapat membedakan (0.115)	Opsi D tidak efektif	- Tidak memenuhi syarat - Revisi opsi D - Dipakai
25	Tidak ideal karena terlalu mudah (96.9 % menjawab benar)	Dapat membedakan (0.367)	Opsi C dan D tidak efektif	- Tidak memenuhi syarat - Revisi opsi C dan D - Dipakai
26	Tidak ideal karena terlalu mudah (84.4 % menjawab benar)	Dapat membedakan (0.472)	Opsi A dan D tidak efektif	- Tidak memenuhi syarat - Revisi opsi A dan D - Dipakai
27	Tidak ideal karena terlalu mudah (90.6 % menjawab benar)	Dapat membedakan (0.624)	Opsi A dan C tidak efektif	- Tidak memenuhi syarat - Revisi opsi A dan C - Dipakai
28	Ideal/ Sedang (65.6 % menjawab benar)	Dapat membedakan (0.544)	Opsi A tidak efektif	- Tidak memenuhi syarat

				- Revisi opsi A - Dipakai
29	Ideal/ Sedang (68.8 % menjawab benar)	Tidak dapat membedakan (0.079)	Semua opsi efektif	- Memenuhi syarat - Dipakai
30	Tidak ideal karena terlalu mudah (75 % menjawab benar)	Tidak dapat membedakan (0.154)	Opsi C dan D tidak efektif	- Tidak memenuhi syarat - Revisi opsi C dan D - Dipakai
31	Tidak ideal karena terlalu mudah (96.9 % menjawab benar)	Tidak dapat membedakan (0.027)	Opsi A dan D tidak efektif	- Tidak memenuhi syarat - Revisi opsi A dan D - Dipakai
32	Tidak ideal karena terlalu mudah (87.5 % menjawab benar)	Dapat membedakan (0.504)	Opsi A dan C tidak efektif	- Tidak memenuhi syarat - Revisi opsi A dan C - Dipakai
33	Tidak ideal karena terlalu mudah (100% menjawab benar)	Tidak dapat membedakan	Kunci (A) tidak efektif karena semua menjawab benar.	- Tidak memenuhi syarat - Tidak dipakai
34	Tidak ideal karena terlalu sulit (9.4% menjawab benar)	Tidak dapat membedakan (0.156)	Opsi A bekerja lebih baik daripada kunci (C), opsi D tidak efektif	- Tidak memenuhi syarat - Revisi kunci A dan D - Dipakai
35	Tidak ideal karena terlalu mudah (93.8 % menjawab benar)	Dapat membedakan (0.569)	Opsi A dan B tidak efektif	- Tidak memenuhi syarat - Revisi opsi A dan B - Dipakai
36	Tidak ideal karena terlalu mudah (96.9 % menjawab benar)	Tidak dapat membedakan (0.144)	A bekerja lebih baik daripada kunci (B), opsi C dan D tidak efektif	- Tidak memenuhi syarat - Tidak dipakai
37	Tidak ideal karena terlalu mudah (93.8	Dapat membedakan	Opsi D bekerja lebih baik daripada kunci	- Tidak memenuhi

	% menjawab benar)	(0.411)	(A), opsi B dan C tidak efektif	<ul style="list-style-type: none"> <li>- syarat</li> <li>- Revisi opsi B, C, D</li> <li>- Dipakai</li> </ul>
38	Tidak ideal karena terlalu mudah (93.8 % menjawab benar)	Dapat membedakan (0.569)	Opsi A dan D tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi A dan D</li> <li>- Dipakai</li> </ul>
39	Tidak ideal karena terlalu mudah (100 % menjawab benar)	Tidak dapat membedakan	Opsi tidak efektif karena semua menjawab benar	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Tidak dipakai</li> </ul>
40	Tidak ideal karena terlalu sulit (3.1% menjawab benar)	Dapat membedakan (0.428)	Opsi C tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi C</li> <li>- Dipakai</li> </ul>
41	Ideal/ sedang (34.4 % menjawab benar)	Dapat membedakan (0.413)	Opsi D tidak efektif	<ul style="list-style-type: none"> <li>- Belum memenuhi syarat</li> <li>- Revisi opsi D</li> <li>- Dipakai</li> </ul>
42	Tidak ideal karena terlalu mudah (93.8 % menjawab benar)	Tidak dapat membedakan (0.038)	Opsi C dan D tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi C dan D</li> <li>- Dipakai</li> </ul>
43	Tidak ideal karena terlalu mudah (100 % menjawab benar)	Tidak dapat membedakan	Opsi tidak efektif karena semua menjawab benar	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Tidak dipakai</li> </ul>
44	Tidak ideal karena terlalu mudah (90.6 % menjawab benar)	Tidak dapat membedakan (0.082)	C tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi C</li> <li>- Dipakai</li> </ul>
45	Ideal/ sedang (53.1 % menjawab benar)	Tidak dapat membedakan (0.040)	Opsi D bekerja lebih baik daripada kunci (B), semua opsi efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi D</li> <li>- Dipakai</li> </ul>
46	Tidak ideal karena terlalu mudah (84.4	Tidak dapat membedakan	Opsi C dan D tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi</li> </ul>

	% menjawab benar)	(0.200)		<ul style="list-style-type: none"> <li>- syarat</li> <li>- Revisi opsi C dan D</li> <li>- Dipakai</li> </ul>
47	Tidak ideal karena terlalu mudah (93.8 % menjawab benar)	Tidak dapat membedakan (0.003)	Opsi C dan D tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi C dan D</li> <li>- Dipakai</li> </ul>
48	Tidak ideal karena terlalu sulit (6.3 % menjawab benar)	Tidak dapat membedakan (0.003)	Opsi B bekerja lebih baik daripada kunci (C), semua opsi efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi B</li> <li>- Dipakai</li> </ul>
49	Ideal/ sedang (0.688)	Tidak dapat membedakan (0.121)	Opsi B tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi B</li> <li>- Dipakai</li> </ul>
50	Tidak ideal karena terlalu sulit (18.8 % menjawab benar)	Tidak dapat membedakan (0.157)	Opsi A tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Tidak dipakai</li> </ul>



THE RESULTS OF THE TRYOUT OF THE POST-TEST IN GRADE VIII B  
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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.821	0.645	0.439	A	0.179	-0.645	-0.439	
					B	0.821	0.645	0.439	*
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
2	0-2	0.857	0.327	0.211	A	0.036	-0.309	-0.131	
					B	0.107	-0.268	-0.160	
					C	0.857	0.327	0.211	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
3	0-3	0.786	0.279	0.198	A	0.107	0.177	0.106	
					B	0.107	-0.617	-0.368	
					C	0.786	0.279	0.198	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
4	0-4	0.143	0.271	0.175	A	0.143	0.271	0.175	*
					B	0.036	-0.160	-0.068	
					C	0.357	0.732	0.570	?
					D	0.464	-0.809	-0.645	
					Other	0.000	-9.000	-9.000	
CHECK THE KEY A was specified, C works better									
5	0-5	0.643	-0.637	-0.496	A	0.071	-0.657	-0.348	
					B	0.643	-0.637	-0.496	*
					C	0.000	-9.000	-9.000	
					D	0.286	0.963	0.725	?
					Other	0.000	-9.000	-9.000	
CHECK THE KEY B was specified, D works better									
6	0-6	0.321	1.000	0.787	A	0.500	-0.984	-0.785	
					B	0.321	1.000	0.787	*
					C	0.036	-0.309	-0.131	
					D	0.143	0.219	0.141	
					Other	0.000	-9.000	-9.000	
7	0-7	0.393	0.876	0.689	A	0.393	0.876	0.689	*
					B	0.607	-0.876	-0.689	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.000	-9.000	-9.000	A	0.214	-0.279	-0.198	
					B	0.000	-9.000	-9.000	*
					C	0.714	0.278	0.209	?
					D	0.071	-0.098	-0.052	
CHECK THE KEY B was specified, C works better									

					Other	0.000	-9.000	-9.000	
9	0-9	0.000	-9.000	-9.000	A	0.107	0.177	0.106	
					B	0.000	-9.000	-9.000	*
					C	0.679	0.250	0.192	?
					D	0.214	-0.419	-0.298	
					Other	0.000	-9.000	-9.000	
10	0-10	0.143	-0.171	-0.110	A	0.036	0.139	0.059	
					B	0.143	-0.171	-0.110	*
					C	0.321	1.000	0.888	?
					D	0.500	-0.970	-0.774	
					Other	0.000	-9.000	-9.000	
11	0-11	0.750	0.572	0.420	A	0.179	-0.779	-0.531	
					B	0.036	0.213	0.090	
					C	0.036	0.064	0.027	
					D	0.750	0.572	0.420	*
					Other	0.000	-9.000	-9.000	
12	0-12	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	1.000	-9.000	-9.000	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
13	0-13	0.321	1.000	0.800	A	0.000	-9.000	-9.000	
					B	0.036	-0.085	-0.036	
					C	0.321	1.000	0.800	*
					D	0.643	-0.983	-0.765	
					Other	0.000	-9.000	-9.000	
14	0-14	0.750	0.406	0.298	A	0.750	0.406	0.298	*
					B	0.036	0.139	0.059	
					C	0.000	-9.000	-9.000	
					D	0.214	-0.480	-0.341	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	Key
15	0-15	0.821	0.555	0.378	A	0.821	0.555	0.378	*
					B	0.071	-0.184	-0.098	
					C	0.107	-0.649	-0.387	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
16	0-16	0.893	0.363	0.217	A	0.071	-0.313	-0.166	
					B	0.893	0.363	0.217	*
					C	0.000	-9.000	-9.000	
					D	0.036	-0.309	-0.131	
					Other	0.000	-9.000	-9.000	
17	0-17	0.821	0.398	0.271	A	0.036	-0.533	-0.226	
					B	0.000	-9.000	-9.000	
					C	0.143	-0.275	-0.177	
					D	0.821	0.398	0.271	*
					Other	0.000	-9.000	-9.000	

18	0-18	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	*
					B	1.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
19	0-19	0.786	0.480	0.341	A	0.071	-0.227	-0.120	*
					B	0.143	-0.482	-0.311	
					C	0.786	0.480	0.341	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
20	0-20	0.643	0.588	0.458	A	0.143	-0.301	-0.194	*
					B	0.143	-0.690	-0.445	
					C	0.071	0.031	0.016	
					D	0.643	0.588	0.458	
					Other	0.000	-9.000	-9.000	
21	0-21	0.857	0.275	0.177	A	0.036	-0.533	-0.226	*
					B	0.071	0.031	0.016	
					C	0.857	0.275	0.177	
					D	0.036	-0.309	-0.131	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.714	0.710	0.534	A	0.036	-0.309	-0.131	*
					B	0.250	-0.683	-0.501	
					C	0.714	0.710	0.534	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
23	0-23	0.464	0.991	0.789	A	0.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.536	-0.991	-0.789	
					D	0.464	0.991	0.789	
					Other	0.000	-9.000	-9.000	
24	0-24	0.821	0.600	0.409	A	0.036	-0.011	-0.005	*
					B	0.143	-0.690	-0.445	
					C	0.821	0.600	0.409	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
25	0-25	0.929	0.270	0.143	A	0.000	-9.000	-9.000	*
					B	0.929	0.270	0.143	
					C	0.036	-0.309	-0.131	
					D	0.036	-0.160	-0.068	
					Other	0.000	-9.000	-9.000	
26	0-26	0.464	1.000	0.813	A	0.036	-0.309	-0.131	*
					B	0.357	-0.651	-0.507	
					C	0.464	1.000	0.813	
					D	0.143	-0.612	-0.395	
					Other	0.000	-9.000	-9.000	
27	0-27	0.786	0.520	0.369	A	0.179	-0.488	-0.332	*
					B	0.000	-9.000	-9.000	

C	0.786	0.520	0.369	*
D	0.036	-0.309	-0.131	
Other	0.000	-9.000	-9.000	

28	0-28	0.821	0.375	0.256	A	0.000	-9.000	-9.000	
					B	0.143	-0.456	-0.294	
					C	0.821	0.375	0.256	*
					D	0.036	0.064	0.027	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.500	0.867	0.692	A	0.500	0.867	0.692	*
					B	0.464	-0.868	-0.692	
					C	0.036	-0.011	-0.005	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
30	0-30	0.786	0.299	0.212	A	0.071	-0.270	-0.143	
					B	0.786	0.299	0.212	*
					C	0.071	-0.098	-0.052	
					D	0.071	-0.270	-0.143	
					Other	0.000	-9.000	-9.000	
31	0-31	0.036	-0.011	-0.005	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.036	-0.011	-0.005	*
					D	0.964	0.011	0.005	?
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					C was specified, D works better				
32	0-32	0.000	-9.000	-9.000	A	0.321	-0.201	-0.154	
					B	0.000	-9.000	-9.000	*
					C	0.643	0.195	0.152	?
					D	0.036	-0.011	-0.005	
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					B was specified, C works better				
33	0-33	0.500	0.735	0.586	A	0.036	-0.011	-0.005	
					B	0.286	-0.882	-0.664	
					C	0.179	0.029	0.020	
					D	0.500	0.735	0.586	*
					Other	0.000	-9.000	-9.000	
34	0-34	0.607	0.817	0.643	A	0.607	0.817	0.643	*
					B	0.393	-0.817	-0.643	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
35	0-35	0.143	-0.145	-0.093	A	0.071	-0.270	-0.143	
					B	0.536	0.337	0.269	?
					C	0.143	-0.145	-0.093	*
					D	0.250	-0.203	-0.149	
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					C was specified, B works better				

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Item Statistics Alternative Statistics

Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
36	0-36	0.393	0.677	0.533	A	0.357	-0.651	-0.507	
					B	0.071	-0.227	-0.120	
					C	0.179	0.051	0.035	
					D	0.393	0.677	0.533	*
					Other	0.000	-9.000	-9.000	
37	0-37	0.929	-0.074	-0.039	A	0.929	-0.074	-0.039	*
					B	0.000	-9.000	-9.000	
					C	0.071	0.074	0.039	?
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
CHECK THE KEY A was specified, C works better									
38	0-38	0.286	1.000	0.803	A	0.464	-0.809	-0.645	
					B	0.143	0.011	0.007	
					C	0.107	-0.236	-0.141	
					D	0.286	1.000	0.803	*
					Other	0.000	-9.000	-9.000	
39	0-39	0.393	-0.832	-0.655	A	0.393	-0.832	-0.655	*
					B	0.179	-0.106	-0.072	
					C	0.036	-0.011	-0.005	
					D	0.393	0.906	0.713	?
					Other	0.000	-9.000	-9.000	
CHECK THE KEY A was specified, D works better									
40	0-40	0.000	-9.000	-9.000	A	0.000	-9.000	-9.000	*
					B	0.714	-0.015	-0.011	
					C	0.071	0.160	0.085	?
					D	0.214	-0.057	-0.041	
					Other	0.000	-9.000	-9.000	
CHECK THE KEY A was specified, C works better									
41	0-41	0.464	0.666	0.531	A	0.464	0.666	0.531	*
					B	0.143	-0.067	-0.043	
					C	0.000	-9.000	-9.000	
					D	0.393	-0.649	-0.511	
					Other	0.000	-9.000	-9.000	
42	0-42	0.464	0.577	0.460	A	0.000	-9.000	-9.000	
					B	0.464	0.577	0.460	*
					C	0.071	0.246	0.130	
					D	0.464	-0.662	-0.527	
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file TRYOUT8B.dat

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Item Statistics

Alternative Statistics

Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
43	0-43	0.143	0.037	0.024	A	0.071	0.031	0.016	
					B	0.536	-0.843	-0.672	
					C	0.250	1.000	0.745	?
					D	0.143	0.037	0.024	*
					Other	0.000	-9.000	-9.000	
CHECK THE KEY D was specified, C works better									
44	0-44	0.357	0.905	0.704	A	0.036	0.512	0.217	
					B	0.357	0.905	0.704	*
					C	0.536	-1.000	-0.813	
					D	0.071	0.203	0.107	

					Other	0.000	-9.000	-9.000	
45	0-45	0.643	0.619	0.482	A	0.643	0.619	0.482	*
					B	0.286	-0.727	-0.547	
					C	0.036	0.139	0.059	
					D	0.036	0.064	0.027	
					Other	0.000	-9.000	-9.000	
46	0-46	0.357	0.826	0.643	A	0.607	-0.876	-0.689	
					B	0.357	0.826	0.643	*
					C	0.036	0.362	0.153	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
47	0-47	0.250	0.683	0.501	A	0.250	0.683	0.501	*
					B	0.107	0.844	0.504	?
	CHECK THE KEY				C	0.536	-0.902	-0.719	
	A was specified, B works better				D	0.107	-0.077	-0.046	
					Other	0.000	-9.000	-9.000	
48	0-48	0.821	0.555	0.378	A	0.000	-9.000	-9.000	
					B	0.179	-0.555	-0.378	
					C	0.821	0.555	0.378	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
49	0-49	0.643	-0.763	-0.594	A	0.000	-9.000	-9.000	
					B	0.643	-0.763	-0.594	*
	CHECK THE KEY				C	0.250	1.000	0.758	?
	B was specified, C works better				D	0.107	-0.236	-0.141	
					Other	0.000	-9.000	-9.000	

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Item Statistics

Alternative Statistics

Seq. No.	Scale	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
50	0-50	0.679	-1.000	-0.812	A	0.036	0.362	0.153	
					B	0.071	0.160	0.085	
					C	0.214	1.000	0.802	?
					D	0.679	-1.000	-0.812	*
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file TRYOUT8B.dat

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There were 28 examinees in the data file.

Scale Statistics

Scale:	0
N of Items	50
N of Examinees	28
Mean	27.143
Variance	37.122
Std. Dev.	6.093
Skew	0.421
Kurtosis	-1.231
Minimum	19.000
Maximum	37.000
Median	26.000

Alpha	0.800
SEM	2.722
Mean P	0.543
Mean Item-Tot.	0.308
Mean Biserial	0.412

## HASIL ANALISIS HASIL TRYOUT POST TEST KELAS 8 B

Hari/ tanggal tryout : Senin, 13 Januari 2014

Pukul : 7.40 - 9.00 (80 menit)

Soal	Tingkat Kesukaran	Daya Beda	Efektifitas Opsi	Keterangan
1	Tidak ideal karena terlalu mudah (82.1 % menjawab benar)	Dapat membedakan (0.439)	Opsi C dan D tidak efektif	- Tidak memenuhi syarat. - Revisi opsi C dan D - Dipakai
2	Tidak ideal karena terlalu mudah (85.7 % menjawab benar)	Tidak dapat membedakan (0.211)	Opsi D tidak efektif	- Tidak memenuhi syarat - Revisi opsi D - Dipakai
3	Tidak ideal karena terlalu mudah (78.6 % menjawab benar)	Tidak dapat membedakan (0.198)	Opsi D tidak efektif	- Tidak memenuhi syarat - Revisi opsi D - Dipakai
4	Tidak ideal karena terlalu sulit (14.3 % menjawab benar)	Tidak dapat membedakan (0.175)	Opsi C bekerja lebih baik daripada kunci (A), semua opsi efektif	- Tidak memenuhi syarat - Revisi opsi C - Dipakai
5	Ideal/ sedang (64.3% menjawab benar)	Tidak dapat membedakan (0.496)	Opsi C tidak efektif, opsi D bekerja lebih baik daripada kunci (B)	- Tidak memenuhi syarat - Revisi opsi C dan D - Dipakai
6	Ideal/ sedang (32.1% menjawab benar)	Dapat membedakan (0.787)	Semua opsi efektif	- Memenuhi syarat - Dipakai
7	Ideal / sedang (39.3% menjawab benar)	Dapat membedakan (0.689)	Opsi C dan D tidak efektif	- Belum memenuhi syarat - Revisi opsi C dan D - Dipakai
8	Tidak ideal karena terlalu sulit (0 %	Tidak dapat membedakan	Opsi kunci tidak efektif karena tidak ada yang	- Tidak memenuhi



	menjawab benar)		memilih (C bekerja lebih baik), opsi lain efektif	- syarat - Tidak dipakai
9	Tidak ideal karena terlalu sulit (0 % menjawab benar)	Tidak dapat membedakan	Kunci tidak efektif karena tidak ada yang memilih (C bekerja lebih baik), opsi lain efektif	- Tidak memenuhi syarat - Tidak dipakai
10	Tidak ideal karena terlalu sulit (14.3 % menjawab benar)	Tidak dapat membedakan (0.110)	Semua opsi efektif, namun opsi C bekerja lebih baik daripada kunci (B)	- Tidak memenuhi syarat - Tidak dipakai
11	Tidak ideal karena terlalu mudah (75 % menjawab benar)	Dapat membedakan (0.420)	Semua opsi efektif	- Belum memenuhi syarat - Dipakai
12	Tidak ideal karena terlalu mudah (100 % menjawab benar)	Tidak dapat membedakan	Opsi tidak efektif karena semua menjawab benar	- Tidak memenuhi syarat - Tidak dipakai
13	Ideal/ sedang (32.1% menjawab benar)	Dapat membedakan (0.800)	Opsi A tidak efektif	- Belum memenuhi syarat - Revisi opsi A - Dipakai
14	Tidak ideal karena terlalu mudah (75 % menjawab benar)	Dapat membedakan (0.298)	Opsi C tidak efektif	- Tidak memenuhi syarat - Revisi opsi C - Dipakai
15	Tidak ideal karena terlalu mudah (82.1 % menjawab benar)	Dapat membedakan (0.378)	Opsi D tidak efektif	- Tidak memenuhi syarat - Revisi opsi D - Dipakai
16	Tidak ideal karena terlalu mudah (89.3 % menjawab benar)	Tidak dapat membedakan (0.217)	Opsi C tidak efektif	- Tidak memenuhi syarat - Revisi opsi C - Dipakai
17	Tidak ideal karena terlalu mudah (82.1	Dapat membedakan	Opsi B tidak efektif	- Tidak memenuhi

	% menjawab benar)	(0.271)		<ul style="list-style-type: none"> <li>- syarat Revisi opsi B</li> <li>- Dipakai</li> </ul>
18	Tidak ideal karena terlalu mudah (100 % menjawab benar)	Tidak dapat membedakan	Opsi tidak efektif karena semua menjawab benar	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Tidak dipakai</li> </ul>
19	Tidak ideal karena terlalu mudah (78.6 % menjawab benar)	Dapat membedakan (0.341)	Opsi D tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi D</li> <li>- Tidak dipakai</li> </ul>
20	Ideal/ sedang (64.3% menjawab benar)	Dapat membedakan (0.458)	Semua opsi efektif	<ul style="list-style-type: none"> <li>- Memenuhi syarat</li> <li>- Dipakai</li> </ul>
21	Tidak ideal karena terlalu mudah (85.7 % menjawab benar)	Tidak dapat membedakan (0.177)	Semua opsi efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Dipakai</li> </ul>
22	Tidak ideal karena terlalu mudah (71.4 % menjawab benar)	Dapat membedakan (0.534)	Opsi D tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi D</li> <li>- Dipakai</li> </ul>
23	Ideal/ sedang (46.4% menjawab benar)	Dapat membedakan (0.789)	Opsi A dan B tidak efektif	<ul style="list-style-type: none"> <li>- Belum memenuhi syarat</li> <li>- Revisi opsi A dan B</li> <li>- Dipakai</li> </ul>
24	Tidak ideal karena terlalu mudah (82.1 % menjawab benar)	Dapat membedakan (0.409)	Opsi D tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi D</li> <li>- Dipakai</li> </ul>
25	Tidak ideal karena terlalu mudah (92.9 % menjawab benar)	Tidak dapat membedakan (0.143)	Opsi A tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi A</li> <li>- Dipakai</li> </ul>
26	Ideal/ sedang	Dapat	Semua opsi efektif	<ul style="list-style-type: none"> <li>- Memenuhi</li> </ul>

	(46.4% menjawab benar)	membedakan (0.813)		- syarat - Dipakai
27	Tidak ideal karena terlalu mudah (78.6 % menjawab benar)	Dapat membedakan (0.369)	Opsi B tidak efektif	- Tidak memenuhi syarat - Revisi opsi B - Dipakai
28	Tidak ideal karena terlalu mudah (82.1 % menjawab benar)	Dapat membedakan (0.256)	Opsi A tidak efektif	- Tidak memenuhi syarat - Revisi opsi A - Dipakai
29	Ideal/ sedang (50% menjawab benar)	Dapat membedakan (0.692)	Opsi D tidak efektif	- Belum memenuhi syarat - Revisi opsi D - Dipakai
30	Tidak ideal karena terlalu mudah (78.6 % menjawab benar)	Tidak dapat membedakan (0.212)	Semua opsi efektif	- Tidak memenuhi syarat - Dipakai
31	Tidak ideal karena terlalu sulit (3.6 % menjawab benar)	Tidak dapat membedakan (0.005)	Opsi A dan B tidak efektif, opsi D bekerja lebih baik daripada kunci (C)	- Tidak memenuhi syarat - Tidak dipakai
32	Tidak ideal karena terlalu sulit (0 % menjawab benar)	Tidak dapat membedakan	Opsi kunci (B) tidak efektif karena tidak ada yang menjawab benar (C bekerja lebih baik)	- Tidak memenuhi syarat - Tidak dipakai
33	Ideal/ sedang (50% menjawab benar)	Dapat membedakan (0.586)	Semua opsi efektif	- Memenuhi syarat - Dipakai
34	Ideal/ sedang (60.7% menjawab benar)	Dapat membedakan (0.643)	Opsi C dan D tidak efektif	- Belum memenuhi syarat - Revisi opsi C dan D - Dipakai
35	Tidak ideal karena terlalu sulit (14.3 % menjawab benar)	Tidak dapat membedakan (0.093)	Semua opsi efektif, namun opsi B bekerja lebih baik daripada kunci (C)	- Tidak memenuhi syarat - Tidak dipakai
36	Ideal/ sedang	Dapat	Semua opsi efektif	- Memenuhi

	(39.3% menjawab benar)	membedakan (0.533)		syarat - Dipakai
37	Tidak ideal karena terlalu mudah (92.9 % menjawab benar)	Tidak dapat membedakan (0.039)	Opsi C bekerja lebih baik daripada kunci (A), opsi B dan D tidak efektif	- Tidak memenuhi syarat - Tidak dipakai
38	Tidak ideal karena terlalu sulit (28.6 % menjawab benar)	Dapat membedakan (0.803)	Semua opsi efektif	- Memenuhi syarat - Dipakai
39	Ideal/ sedang (39.3% menjawab benar)	Dapat membedakan (0.655)	Semua opsi efektif, namun opsi D bekerja lebih baik daripada kunci (A)	- Memenuhi syarat - Dipakai
40	Tidak ideal karena terlalu sulit (0 % menjawab benar)	Tidak dapat membedakan	Opsi kunci (A) tidak efektif karena tidak ada yang menjawab benar (Opsi C bekerja lebih baik)	- Tidak memenuhi syarat - Tidak dipakai
41	Ideal/ sedang (46.4% menjawab benar)	Dapat membedakan (0.531)	Opsi C tidak efektif	- Belum memenuhi syarat - Revisi opsi C - Dipakai
42	Ideal/ sedang (46.4% menjawab benar)	Dapat membedakan (0.460)	Opsi A tidak efektif	- Belum memenuhi syarat - Revisi opsi A - Dipakai
43	Tidak ideal karena terlalu sulit (14.3 % menjawab benar)	Tidak dapat membedakan (0.024)	Semua opsi efektif, namun opsi C bekerja lebih baik daripada kunci (D)	- Tidak memenuhi syarat - Revisi opsi C - Dipakai
44	Ideal/ sedang (35.7% menjawab benar)	Dapat membedakan (0.704)	Semua opsi efektif	- Memenuhi syarat - Dipakai
45	Ideal/ sedang (64.3%)	Dapat membedakan (0.482)	Semua opsi efektif	- Memenuhi syarat - Dipakai
46	Ideal/ sedang (35.7% menjawab benar)	Dapat membedakan (0.643)	Opsi D tidak efektif	- Belum memenuhi syarat - Revisi opsi D - Dipakai
47	Tidak ideal karena	Dapat	Semua opsi efektif,	- Tidak

	terlalu sulit (25 % menjawab benar)	membedakan (0.501)	namun opsi B bekerja lebih baik daripada kunci (A)	<ul style="list-style-type: none"> <li>- memenuhi syarat</li> <li>- Revisi opsi B</li> <li>- Dipakai</li> </ul>
48	Tidak ideal karena terlalu mudah (82.1 % menjawab benar)	Dapat membedakan (0.378)	Opsi A dan D tidak efektif	<ul style="list-style-type: none"> <li>- Tidak memenuhi syarat</li> <li>- Revisi opsi A dan D</li> <li>- Dipakai</li> </ul>
49	Ideal/ sedang (64.3% menjawab benar)	Dapat membedakan (0.594)	Opsi C bekerja lebih baik daripada kunci (B), opsi A tidak efektif	<ul style="list-style-type: none"> <li>- Belum memenuhi syarat</li> <li>- Revisi opsi A dan C</li> <li>- Dipakai</li> </ul>
50	Ideal/ sedang	Dapat membedakan (0.812)	Semua opsi efektif, namun opsi C bekerja lebih baik daripada kunci (D)	<ul style="list-style-type: none"> <li>- Belum memenuhi syarat</li> <li>- Revisi opsi C</li> <li>- Dipakai</li> </ul>

**APPENDIX I**

**BLUEPRINT OF READING TESTS  
AND READING TESTS**

## READING COMPREHENSION PRE-TEST

Choose the right answer by crossing (X) a, b, c, or d on your answer sheet.

Read the letter to answer questions 1-3.

Dear Paula,

Hello Paula, how are you? Well, I just wanted to tell you that I was in a hospital last week. According to the doctor, I was infected by dengue fever.

At first, I felt my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week.

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness anymore.

I think that's all from me, write to me soon ok?

Regards

Nadira

(Adapted from English on Sky)

- The letter tells Paula about ....
  - Nadira's house
  - Nadira's illness
  - the hospital where Nadira stayed
  - Paula's illness
  - Nadira's condition got better on the seventh day.
  - Nadira didn't want to keep her room clean.
- Which statement is **NOT** true about the letter?
  - Nadira got dengue fever the week before.
  - Nadira had to stay in the hospital for a week.
  - The word 'fainted' (line 4) means ....
    - not conscious
    - slept
    - dropped
    - fell

**Read the text to answer questions 4-6.**

When I was in junior high school, I really loved football. Every Saturday afternoon I practiced it in the school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana, was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr Sentana, our team won many tournaments in many big cities. Our team named 67 Team (from SMP 67) and we had many fans too, you know. Oh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

*(Adapted from English in Focus)*

4. What is the best title for the text above?
- a. My Football Coach
  - b. My Football Experience
  - c. Football Tournament
  - d. My Team
5. **They** were strong and smart players. (line 2)  
The underlined word refers to ....
- a. The writer's team
  - b. The writer's coaches
  - c. The writer's team and his coach
  - d. The writer's parents
6. The word 'grounded' has the closest meaning with ....
- a. praised
  - b. gave prize
  - c. awarded
  - d. punished

**Read the text to answer questions 7-9.**

Yesterday, I took my dog for a walk. We went to the park near my house. It was still very early in the morning, so I didn't see many people there. My dog and I played 'throw and catch it'. I threw the stick nearby and my dog caught it easily. Then, I threw it passing the bushes at bit far from us. Suddenly, I heard someone screaming. Then, a man walked out from the bushes with one hand on his head. It was my dad. I did not know that he was jogging in the park when I accidentally hit the stick to him. I felt so embarrassed to my dad and I knew that I would pass some days without pocket money.

*(Adapted from English on Sky)*

7. The purpose of the text is to tell about ....
- a. the writer's dog
  - b. the writer's embarrassing experience
  - c. 'throw and catch it' game
  - d. the writer's father



8. Why did the man scream?
- The writer threw the stick.
  - He was accidentally hit on the head.
  - He was afraid of the dog.
  - He walked from the bushes.
9. What would happen to the writer after the accident?
- He would be hit by her dad.
  - He would lose his dog.
  - He would not get his pocket money.
  - He would not play 'throw and catch it' anymore

**Read the text to answer questions 10-15.**

When I was in junior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

On the first day, we visited Sanur Beach. We saw the beautiful sunrise together. It was a great scenery. Then, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.



On the second day, we enjoyed the day on Tanjung Bena Beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. In the afternoon, we went to Kuta Beach to see the amazing sunset.

On the last day, we spent our time in Sangeh. After that, we went to Sukowati market for shopping. I bought some Bali T-shirt and souvenirs. In the evening, we went back home bringing so many amazing memories of Bali.

*(Adapted from Scaffolding)*

10. What is the best title for the text above?
- My Holiday
  - Bali
  - Tourist Objects in Bali
  - My Holiday in Bali
11. "It was a great scenery ... " (line 3)  
The underlined word refers to ....
- Tanah Lot
  - Sanur Beach
  - the beautiful sunrise
  - the hotel
12. "They were not only domestic but also foreign tourists." (line 5)  
The underlined word means ....
- local
  - foreign
  - international
  - strange
13. What animals did the writer find in Penyu Island?
- Monkeys and birds
  - Turtles, snakes, and sea birds
  - Monkeys, snakes, and sea birds
  - Turtles, monkeys, and seabirds

14. Where did the writer go on the third day of the vacation?
- Sanur Beach and Tanah Lot
  - Tanjung Bena Beach and Penyu Island
  - Kuta Beach and Penyu Island
  - Sangeh and Sukowati
15. Which statement is **NOT** correct based on the text above?
- The writer had wonderful experience in Bali
  - The writer played speedboat in Penyu Island.
  - Sukowati was the last place that the writer visited.
  - The writer was happy during the vacation.

**Read the text to answer questions 16-20**

Last month, I went to Kupang with my brother to visit our aunt. First, our cousin took us to Rote Island. From Kupang, we took 1 ½ hours on the fast ferry. The waves there were very strong. We visited a fishing village there. After that, we went on a small boat to see a seaweed farming project. Well, finally, we came back home in the evening. That was one of our great days in Kupang and we were so happy.

*(Adapted from Scaffolding)*

16. What is the main idea of the text?
- The writer's holiday in his aunt's house
  - The writer's holiday in Rote Island
  - The writer's great holiday in Kupang
  - Kupang and Rote Island
17. How long was the writer in Rote Island?
- A day
  - A week
  - Three days
  - A Month
18. "We visited a fishing village **there**." (line 3)  
The underlined word refers to ....
- Kupang
  - Rote Island
  - the beach
  - aunt's house
19. Who took them to Rote Island?
- the writer's aunt
  - the writer's brother
  - aunt's son
  - aunt's cousin
20. "... we took 1 ½ hours on the fast **ferry**." (line 2)  
The underlined word is closest in meaning to ....
- ship
  - sheep
  - canoe
  - raft

**Read the text to answer questions 21-25.**

**My Worst Mistake**

Hi Diary,

I've just had the worst day ever! It all began at morning break. This horrible boy came over and pushed me for no reason. When I pushed him back, I was the one who got into trouble. I was given a nasty note from Ms Thomas to take home to mum. Later when mum read the note she blamed me – she wouldn't even listen to my side of things. It's not fair. Now I'm grounded for a month and all I did was stick up for myself. Still I have learned one thing today – violence won't solve my problems.

*(Adapted from Soal Ujian Nasional SMP 2009)*

21. What was the writer's worst mistake?
- She was pushed by the boy.
  - She replied to push the boy.
  - She did not give the note to her mum.
  - She blamed her mum.
22. Why did the boy push the writer?
- He was angry with the writer
  - The writer pushed him first.
  - He wanted to make trouble.
  - He pushed the writer for no reason.
23. "**It**'s not fair." (line 5)  
What does 'it' refer to?
- The condition that she was pushed by the boy
  - The condition that her mother blamed her
  - The condition that her mother read the note
  - The condition that Ms Thomas gave her a note
24. "Still I have **learned** one thing today ..." (line 6)  
The synonym of the underlined word is ....
- studied
  - known
  - found
  - discovered
25. What did the writer learn from her experience?
- Violence would solve her problem.
  - Violence would not solve her problem.
  - We should have a reason to push someone
  - We may reply other person's violence.

**Read the text to answer questions 26-29.**



On a summer day, when the hot weather made the animals thirsty, a lion and a bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The lion said to the bear, "It is better for us to be friends."

*(Adapted from English on Sky)*

26. What made the animals thirsty?
- They did not find a river to drink.
  - The weather was hot.
  - The season was summer.
  - There was no water at all.
27. Why did the eagles watch the lion and the bear?
- They wanted to drink together with them
  - They wanted to separate those animals.
  - They wanted to know the winner of the fight.
  - They waited for the one who would die first.
28. “It is better for us to be friends.” (line 7)  
The underlined word refers to ....
- the animals
  - the eagles, the lion and the bear
  - the lion and the bear
  - the eagles
29. What can we learn from the story?
- We need to fight to get what we want.
  - We should stop fighting when someone else is watching.
  - Friendship is better than having enemies.
  - We do not need to separate people who are fighting.

**Read the text to answer questions 30-32.**

Saint Valentine was a priest who lived long ago at the time of the Roman Emperor, Claudius II. Claudius would not let soldiers marry. However, Valentine secretly performed marriage services for them. Then, he was discovered and was thrown to jail. Valentine fell in love with the jailer’s daughter while he was in prison. On the day he was put to death, he sent her a little note which he signed, Your Valentine. Nowadays, many people think that Valentine’s Day has something to do with that story.

*(Adapted from English on Sky)*

30. “ ... Valentine secretly performed marriage services for them.” (line 3)  
The underlined word refers to ....
- soldiers
  - priests
  - jailers
  - prisoners
31. To whom did Valentine fall in love?
- The jailer
  - Claudius’ sister
  - The jailer’s daughter
  - Claudius’ daughter
32. From the story we know that nowadays ....
- people still believe in the story
  - Valentine’s day is not celebrated anymore
  - people do not know about the story.
  - the story has been forgotten

**Read the text to answer questions 33-36.**



Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However, a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed.

*(Adapted from English on Sky)*

33. What did the wolf do in order to enter the grandmother's house?
- He ate the girl.
  - He advised the girl to pick up some flowers.
  - He pretended to be the girl.
  - He pretended to be the grandmother.
34. What does 'her' in sentence 3 refer to?
- The wolf
  - Little Red Riding Hood
  - The grandmother
  - The hunter
35. Who came to rescue the girl and her grandmother?
- A farmer
  - A police
  - Another wolf
  - A hunter
36. What can we learn from the story above?
- Do not act badly in front of public.
  - The good will defeat the evil.
  - We should believe in a strange person.
  - Do not rescue a strange person.

**Read the text to answer questions 37-40.**

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. Mantu's elephant named Opie. He was just a baby and Mantu loved him very much.

Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this and began to laugh. They said that Opie was nothing compared with them. Mantu looked up at the huge elephant and said, "You're so tall and can see far away. We can see what is happening down here in the jungle. We would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants ran away in fright. "Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village.

*(Adapted from English in Focus)*

37. What can we learn from the story above?
- a. We have to be proud of ourselves.
  - b. Don't look down on other people.
  - c. Don't fright other people.
  - d. Don't be a coward person.
38. What is the main idea of paragraph 2?
- a. Mantu expected that Opie will be the biggest, strongest and bravest elephant.
  - b. Other elephants laughed at Mantu's expectation.
  - c. Other elephants were afraid of snakes.
  - d. Other elephants ran in fright.
39. The elephants ran away in fright because ....
- a. Mantu's elephant became stronger
  - b. Mantu frightened them
  - c. they thought that there were snakes down there
  - d. they saw their enemy
40. "Mantu looked up at the huge elephant ... " (line 6)  
The underlined word has the similar meaning to ....
- a. tall
  - b. powerful
  - c. strong
  - d. big

## KEY

1. B
2. D
3. A
4. B
5. C
6. D
7. B
8. B
9. C
10. D
11. C
12. A
13. B
14. D
15. B
16. C
17. A
18. B
19. C
20. A
21. B
22. D
23. B
24. A
25. B
26. B
27. D
28. C
29. C
30. A
31. C
32. A
33. C
34. B
35. D
36. B
37. B
38. A
39. C
40. D

## BLUEPRINT OF THE PRE-TEST

SK: 11. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

KD: 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

Total of Test Items: 40

No	Indicator	Item Number		Total Number for Each Text Type		Total Number
		Recount	Narrative	Recount	Narrative	
1.	Identifying the main idea (the topic)	1, 4, 10, 16	38	4	1	5
2.	Making inference (implied detail)		29, 32,36, 37	0	4	4
3.	Understanding references	5, 11, 18, 23	28, 30, 34	4	3	7
4.	Identifying important information/ stated details (scanning)	8, 9, 13, 14, 17, 19, 21, 22, 25	26, 27, 31, 33, 35, 39	9	6	15
5.	Identifying unstated details	2, 15		2	0	2
6.	Deducing unfamiliar lexical items from context	3, 6, 12, 20, 24	40	5	1	6
7.	Identifying the communicative function or the writer's purpose	7		1	0	1
<b>TOTAL</b>				<b>25</b>	<b>15</b>	<b>40</b>



## REFERENCES

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Priyana, J. et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

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[www.picturesof.net](http://www.picturesof.net) (accessed on the 21<sup>st</sup> of December 2013)

[www.onjefilla.com](http://www.onjefilla.com) (accessed on the 21<sup>st</sup> of December 2013)

**APPENDIX J**  
**STUDENTS' READING**  
**SCORES**

**APPENDIX K**  
**ATTENDANCE LIST**



**PEMERINTAH KABUPATEN SLEMAN**  
**DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA**  
**SMP NEGERI 3 PAKEM**  
 Pojok, Harjobinangun, Pakem, Sleman, Yogyakarta 55582  
 Website : <http://www.smpn3pakemsch.blogspot.com>, Telp. 895682

**DAFTAR HADIR**

Mata Pelajaran: Bahasa Inggris

Semester : 2

Kelas : VIII C

Th. Pelajaran : 2013/2014

No	Bulan		Februari							Maret	Jumlah Absen				
			1	2	3	4	5	6	7	8	9	S	I	A	%
			12	13	19	20	21	25	26	29	8				
	Nama	L/P													
1	Adinda Setia F.	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
2	Aditya Dwi Prasetya	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
3	Adzan Rahmad Fadoni	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
4	Aldy Arif Wicaksono	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
5	Annisya Mutiara Putri	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
6	Anton	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
7	Berliana Novia Dewi	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
8	Dika Ayu Wulan M.	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
9	Dita Purnamasari	P	S	✓	✓	✓	✓	✓	✓	✓	1	0	0	11.11%	
10	Enggar Pamungkas	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
11	Erlin Siwanti	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
12	Fadhika B.	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	6.25	
13	Faiz Priyo Raditya	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
14	Fina Riskiana	P	✓	S	✓	✓	✓	✓	S	✓	2	0	0	0	
15	Galih Satriyo N.	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
16	Hariyanti	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
17	Hesti P.	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	6.25	
18	Hilma Anggraeni	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
19	Ivan Afandi	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
20	Juan Ari Isnoko	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
21	Mardanu Azi Zaputra	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
22	Muhammad Avian Majid	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
23	Nora Wahyuning Cahya P.	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	12.5	
24	Perdana	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
25	Ramadhan Tri Nur Wahyudi	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
26	Reva Hadi Widodo	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
27	Sri Yuliani	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
28	Tita Yunnita Adriani	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	6.25	
29	Vera Yunianti	P	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	0	
30	Yoga Mahendra Kusuma	L	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	6.25	

31	Yohana Linda K.	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	0	0	6.25
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L	15
P	16
Jml	31

# **APPENDIX L**

# **PHOTOGRAPHS**

## PHOTOGRAPHS



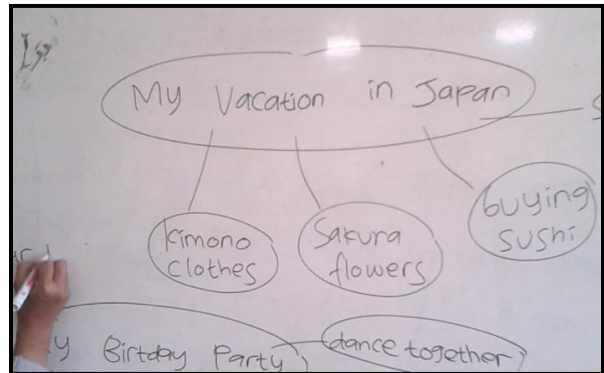
**The students are doing pre-test.**



**The researcher initiates the students' participation.**



**The researcher writes down the students' ideas in the Brainstorming activity.**



**The Students' Ideas during the Brainstorming Activity**



**One of the students retells the content of the text using the Semantic Map.**



**The researcher helps the students who find difficulties in constructing the map.**



**One of the students raises his hand to be a volunteer.**



**The researcher evaluates the student's retelling of the content of the text.**



**APPENDIX M**  
**LETTERS**



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/>

FRMFBS/33-01  
10 Jan 2011

Nomor : 2256b/UN.34.12/DT/XII/2013  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

31 Desember 2013

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 THE READING COMPREHENSION OF GRADE VIII C STUDENTS OF SMP N 3 PAKEM THROUGH THE SEMANTIC MAPPING STRATEGY***

Mahasiswa dimaksud adalah :

Nama : RISKA GESTINA BARAYANTI  
NIM : 10202244007  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Januari - Maret 2014  
Lokasi Penelitian : SMP N 3 Pakem

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,



Tembusan:  
1. Kepala SMP N 3 Pakem



PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 8 / 2014

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,  
Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/  
Hal : Rekomendasi Penelitian  
Tanggal : 02 Januari 2014

**MENGIZINKAN :**

Kepada :  
Nama : RISKI GESTINA BARAYANTI  
No.Mhs/NIM/NIP/NIK : 10202244007  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta  
Alamat Rumah : Jetis RT 70 RW 35 Pagerharjo Samigaluh Kulon Progo  
No. Telp / HP : 085879111195  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING THE READING COMPREHENSION OF GRADE VIII C  
STUDENTS OF SMP N 3 PAKEM THROUGH THE SEMANTIC MAPPING  
STRATEGY**  
Lokasi : SMP Negeri 3 Pakem Sleman  
Waktu : Selama 3 bulan mulai tanggal: 02 Januari 2014 s/d 02 April 2014

**Dengan ketentuan sebagai berikut :**

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 2 Januari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Pakem
5. Ka. SMP Negeri 3 Pakem Sleman
6. Dekan Fak. Bahasa & Seni-UNY



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH  
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN IJIN  
070 / Reg / V / 8718 / 12 / 2013

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY Nomor : 2256b/UN.34.12/DT/XII/2013  
Tanggal : 31 Desember 2013 Perihal : Ijin Penelitian  
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 2009 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 : RISKA GESTINA BARAYANTI NIP/NIM : 10202244007  
Alamat : Karangmalang Yogyakarta 55281  
Judul : IMPROVING THE READING COMPREHENSION OF GRADE VIII STUDENTS OF SMP N 3 PAKEM THROUGH THE SEMANTIC MAPPING STRATEGY  
Lokasi : KABUPATEN SLEMAN  
Waktu : 31 Desember 2013 s/d 31 Maret 2014

Dengan Ketentuan:

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : [adbang.logiaprov.go.id](http://adbang.logiaprov.go.id) dan menunjukkan naskah cetakan asli yang sudah di sahkan dan dibubuhi cap institusi;
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.logiaprov.go.id](http://adbang.logiaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal 31 Desember 2013

An. Sekretaris Daerah  
Asisten Perekonomian dan Pengembangan  
Ub.  
Kepala Biro Administrasi Pembangunan



Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Bupati Sleman CQ Ka. Bappeda
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 Dekan Fakultas Bahasa dan Seni UNY
- 5 Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
**SMP NEGERI 3 PAKEM**

Alamat: Pojok Harjobinangun Pakem Sleman Yogyakarta Telp. (0274) 895682

**SURAT KETERANGAN**

No. 022/893.3/2014

Kepala SMP Negeri 3 Pakem menerangkan bahwa:

Nama : RISKI GESTINA BARAYANTI  
NIM. : 10202244007  
Judul skripsi : IMPROVING THE READING COMPREHENSION OF GRADE  
VIII STUDENTS OF SMP N 3 PAKEM THROUGH THE  
SEMANTIC MAPPING STRATEGY  
Perguruan Tinggi : Universitas Negeri Yogyakarta

Telah melakukan penelitian pengambilan data untuk menempuh tugas penelitian pada tanggal 02  
Januari 2014 s/d 11 Maret 2014.

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Pakem, 11 Maret 2014

Kepala Sekolah



TEJO ISWATI, S.Pd. SI

NIP. 19630507 198412 2 006