

**THE EFFECT OF USING MIND MAPPING ON THE READING
COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS AT SMP
NEGERI 9 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

Submitted as Partial Fulfillment of the Requirement for the Attainment of the Degree
of a *Sarjana Pendidikan* in English Language Education

A Thesis



By:

Ambarwanti

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF YOGYAKARTA

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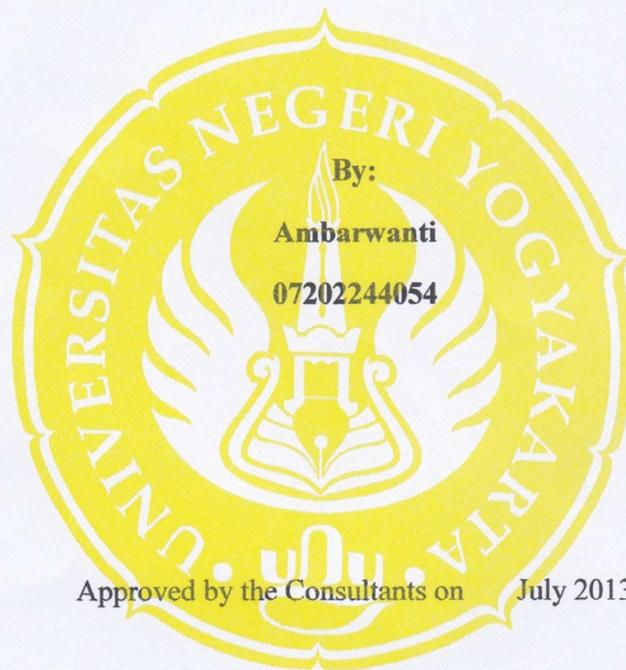
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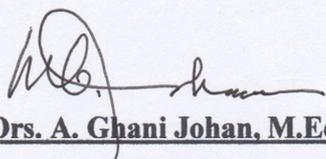
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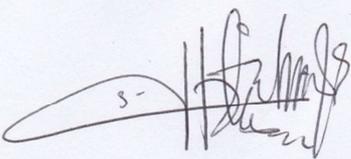
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Accepted by the Board of Examiners of the Faculty of Languages and Arts, Yogyakarta State University on July 19th, 2013 and declared to have fulfilled the Requirements for the Attainment of a *Sarjana Pendidikan* Degree of English Education.

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GRADE EIGHT STUDENTS AT SMP NEGERI 9
YOGYAKARTA IN THE ACADEMIC YEAR OF
2012/2013**

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

Yogyakarta, 10 Juli 2013

Peneliti,



Ambarwanti

DEDICATIONS

This thesis is dedicated with lots of gratitude, love and appreciation to:

1. *My Beloved Parents*
2. *My Beloved Sisters & Brother*
3. *All people whom I love*

I'm nothing without you.

MOTTOS

“The best way out is always through.”

Robert Frost

“Be yourself; everyone else is already taken.”

Oscar Wilde

*“How did I escape? With difficulty.
How did I plan this moment? With pleasure.”*

Alexandre Dumas

“This is a world of action, and not for moping and droning in.”

Charles Dickens

“The wheel is come full circle.”

William Shakespeare

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Yogyakarta, 10 July 2013

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ABSTRACT

This study is aimed at finding out whether there is a significant difference in the reading comprehension ability between grade eight students of SMP Negeri 9 Yogyakarta who are taught by using mind mapping technique and those who are taught by using a conventional technique in the academic year of 2012/2013.

This research was classified as a quasi-experimental study. It involved 70 students from two groups, Class VIII B (34 students) as the experimental group and Class VIII A (36 students) as the control group. The experimental group was taught by using mind mapping technique whereas the control group was taught by using a conventional technique. The data were obtained by using two Reading Comprehension tests: pre-test and post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using Independent-Samples T-Test.

The result of the research shows that there is a significant difference in the reading comprehension ability between the students who are taught by using mind mapping technique and those who are taught by using a conventional technique. It can be seen from the mean score in the post-test of the experimental class and the control class. The mean score of the experimental class is higher than that of the control class ($30.61 > 27.52$). Besides, it is proved by the result of the hypothesis testing through Independent-Samples T-Test. The significance value of 0.000 is less than the significance level of 0.05 ($0.000 < 0.05$), which means that the result of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It means that the use of the mind mapping technique significantly improves the students' reading comprehension ability in the English teaching and learning process at SMP Negeri 9 Yogyakarta.

CHAPTER I INTRODUCTION

A. Background of the Study

The need of being able to master oral and written English is essential, where it is used as the main language of communication. In this era, English takes part almost in all areas such as in science, technology, culture, economics, art, international relationship, and education. Almost newspapers, articles, journals, and books are written in English. For that reason, people need to learn English to obtain information which they need.

Realizing that English is very important, it is considered as a compulsory subject in Indonesian school curriculum. Students formally learn English from the elementary level to the high school level. In the high school level, students should master four main skills; those are reading, listening, writing, and speaking. Consequently, to achieve the aim of teaching and learning process, students are required to be able to read, listen, write, and speak in English.

Reading is considered as one of the most important skills to be taught besides listening, speaking, and writing. It is mainly emphasized to students since they need to read printed materials in schools or their daily life. By reading, students can build general knowledge to obtain a lot of information which they need, for in reading, readers build a smooth process of combining information from a text and their background knowledge to build meaning (Nunan, 2003: 68). The ability of reading and comprehending text helps students learn new knowledge, ideas, concepts, and attitudes. Students who have a good

understanding of English text will be able to follow the lesson and get better achievement. It is expected that the students of junior high school are able to master the reading skill well to enrich their vocabulary mastery and knowledge to continue their study to a higher level.

In line with the essential role of reading in learning and acquiring English, the Indonesian government recently has started to bring out a genre-based curriculum for the formal learning of English in the secondary level of education throughout the country. Due to the implementation of the curriculum, Indonesian high school students are required to be familiar with different text types and engage themselves in more reading activities as part of teaching and learning process. They are required not only to be able to differentiate one type of texts from the others but also to comprehend the texts and be able to do the tasks that follow to give evidence for their comprehension.

Since there are many factors that should be fulfilled, the objectives of teaching reading is not yet achieved. An observation done prior to this study showed that grade eight students at SMP Negeri 9 Yogyakarta had major problem with reading. They still found difficulties in reading English texts. They often thought that reading was the need to read each word of the text. As a result, they spent much time to read. According to Wallace (2003: 4), one of the difficulties which young learners may have is the incapability to understand texts. They tend to fail in acquiring the significant meaning of the texts. Junior high school students do not achieve meaningful reading since they have limited vocabulary,

limited grammar, and lack of fluency. They also may not know about reading strategies.

From the problems above, the researcher assumes that the students have difficulties in their reading comprehension ability. Actually, there are many ways to comprehend English text, that is by using reading strategies. Willis (2008: 127) states that strategies are needed to build comprehension at each step of the comprehension process. One of them is mind mapping technique. When students map, they write down anything and everything they think of from the passage. During this time, they connect their ideas in such a way that they display interrelationships within and across subtopics of the reading. It is a simple technique to gain information in a creative way since it employs pictures and colors (Buzan, 2006: 4).

Related to the importance of reading and the difficulties faced by the grade eight students at SMP Negeri 9 Yogyakarta, the researcher tries to find out the effect of mind mapping technique in improving the result of teaching reading comprehension ability.

B. Identification of the Problem

Based on the background of the study, some problems may arise. Those problems possibly are related to learning materials, methods and techniques, media, the teacher, and the students. The researcher tries to identify the problems as follow.

First is about the learning materials. Materials are something that students need to learn to get knowledge. The sources of learning materials that can be used

in the classroom are varied, but the most common ones are textbooks, worksheet (*Lembar Kerja Siswa*), newspapers, magazines, movies, or songs. However, in some cases, the materials given to the students sometimes were not appropriate with their level. When they read a text and then they found an unfamiliar word, they tended to stop reading. They did not want to continue because they found difficulties in predicting the meaning of word.

Second is about methods and techniques. Anthony in Brown (2001) states that a method is an overall plan for systematic presentation of language based on a selected approach while techniques are the specific activities manifested in the classroom that are consistent with a method and an approach as well. Methods and techniques are used to help students understand information and solve problems. In fact, teachers still fanatically used traditional methods such as grammar traditional method, audio-lingual method or direct method in teaching their students. The reasons were varied; some said that the recent method was difficult to apply or they got used to traditional methods. This situation is no longer good for education since teachers teach by using one method only; students will only master the skill in which the method focuses on. Monotonous technique was still used in teaching reading. Teachers presented a subject in the textbook and asked the students to read whether silently or loudly, and then students had to answer the questions that followed. They, naturally, had no choice but to read even if they had no technical ways of how to read. Students also were only required to be able to perform well in the achievement tests.

Third is about media. Media help the students improve reading and other skills, illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fears, or boredom, since many teaching aids are like games. The existence of media is very helpful to attract students' attention to learn a text. Meanwhile, the media provided for teaching reading were not adequately met the need of the students. The media used by the teachers such as board, chalk, eraser, marker, chair, table did not help students much.

Fourth is about the teacher. Teachers have responsibilities to be a great leader in the classroom. They are required to have four competences: professional, pedagogy, personal and social. Their competences are very significant considering that education is a process of transferring knowledge, skills, and values. They have important roles as facilitator, assessor, manager and evaluator. in the classroom. Therefore, they should be able to facilitate the learning by encouraging, prompting, interacting students to be critical.

Fifth is about the students. Students play important roles in the class. In class, they are required to contribute to the discussions, share the insights and be active participants in their own learning. They should feel free to ask questions or express their own ideas about a subject; not only to their teacher but also their peers. This allows them to construct their own knowledge about their learning, and apply it to their education. In fact, they often found difficulties in reading English texts. Since they seldom used English as a language in a daily communication, they tended to have a lack of vocabulary. Moreover, they felt lazy

to find the meaning of difficult words out in the dictionary. Consequently, they could not comprehend the texts well.

C. Delimitation of the Problem

As there are many problems in reading comprehension, the researcher specifies the problem to the reading technique. In this study, the researcher focuses on knowing the effect of mind mapping technique on reading comprehension ability that can help teachers present the materials and can help students memorize the words and their meanings. In this case, the researcher chooses mind mapping as the technique with two reasons.

First, presenting vocabulary by using mind mapping makes students interested in the topic of the lesson. The use of many pictures and many colors can attract students' attention in teaching learning process so they will not get bored. This technique also uses association that makes students more creative.

Second, mind mapping helps teachers present many English words in interesting ways. The use of key words to present ideas in unusual way helps students review materials in a short time.

In this study, the subjects are grade eight students of SMP Negeri 9 Yogyakarta. The choice for this school is based on some considerations. The researcher found that some students still had difficulties dealing with reading comprehension, while reading is an important skill for the students before acquiring other skills. The technique used by the teacher could not motivate them

to read. Moreover, there was no equipment that helps them comprehend the English text.

D. Formulation of the Problem

Based on the delimitation of problem, the problem of the research is formulated as follows:

“Is there any significant difference in reading comprehension ability between grade eight students of SMP Negeri 9 Yogyakarta taught by using a mind mapping technique and those who are taught by using a conventional technique?”

E. The Objective of the Study

The objective of the research can be stated as to find out whether there is a significant difference in reading comprehension ability between grade eight students of SMP Negeri 9 Yogyakarta taught by using a mind mapping technique and those who are taught by using a conventional technique.

F. Significance of the Study

It is expected that this study can be useful to the English teachers, English Education Department students, and other researchers.

1. For the English teachers

This research is expected to give contributions or insight to the English teachers that mind mapping technique is an alternative technique in teaching reading especially for those who lack vocabulary.

2. For the English Education Department students

This research finding is expected to give them a clear description of a mind mapping technique to teach students. It is hoped that they will be able to use this technique appropriate with students' problems.

3. For other researchers

This research is expected to give information, model or reference to be developed for further studies. The researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

CHAPTER II LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

This chapter is divided into three main sections: literature review, conceptual framework, and hypothesis. The literature review section presents the explanation about the theories supporting this research, the conceptual framework section underlies some problems related to this research and the hypothesis section drawn from the concepts explained before.

A. Literature Review

1. Reading

a. Definition of Reading

Formerly, reading is seen as a passive activity in which readers only receive information. However, in the learning process, it is actually an active activity. Reading is thinking; it is a process of identifying important ideas, comparing, evaluating, and applying them. In reading, readers build a smooth process of combining information from a text and their background knowledge to build meaning (Nunan, 2003: 68).

Walter (2004) proposes that reading includes both decoding and making meaning. He also adds that it is an active process in which students think, reason and apply strategies to construct meaning. Hoover and Gough (1990) in Flynn and Stainthorp (2006: 42) propose that reading is the product of decoding and comprehension. It means that reading is an ability to decode the printed form and to comprehend the language that is thus unlocked. Accessing meaning is the rationale of reading.

Anderson (2003) states that the 'meaningful reading' consists of four major parts namely the reader, the text, strategies, and fluency. When a reader reads a text, he combines his background knowledge of a particular topic with the information from the text to build meaning in order to get comprehension. The reader employs a wide variety of reading strategies in reading texts. To obtain the comprehension faster and better, he uses his ability to read at an appropriate rate (fluency).

According to Dorn & Soffos (2005: 6), reading is a complex process involving a network of cognitive actions that work together to construct meaning. It does not only make sense of written or printed symbols but also interpret the information on the text appropriately. In line with the previous statement, Hedgcock (2009: 49) proposes that reading is a complex interaction of cognitive processes and strategies used by the reader and various types of information contained in the text. In addition, Miller (2010: 33) notes that reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.

Regarding the explanation above, it can be concluded that a reader extracts meaning from the printed material by doing an active construction on his mind. The signs in form of words and sentences are processed in the reader's mind in which he engages actively and then will draw meaning from it. The symbols in this case, words and sentences, have a role as a cue for the reader to engage an active construction inside his mind. This construction allows the reader to comprehend a text.

b. Reading Comprehension

As stated earlier, the general aim of reading activity is comprehension. It is formed by combining the reader's background knowledge and the information obtained from the reading passage. Reading comprehension is not a matter of relating the main ideas to the reader's background knowledge and knowing all important details of the text, but grasping and remembering what is intended by the author. It can be defined that reading comprehension is an activity of understanding a text or the process of constructing meaning from a text.

Smith (2004: 13) states that comprehension is a kind of up-market synonym for understanding in discussions that are intended to appear technical and scientific. According to Dorn and Soffos (2005: 14), comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. Readers apply a range of comprehending strategies to monitor and maintain the meaning of the word they read in the text. Comprehending involves interpreting and synthesizing ideas that influence the reader's mind.

Sweet and Snow (2003: 1) argue that reading comprehension is a process of extracting and constructing meaning. The words *extracting* and *constructing* stress on the importance of both translating print to sound and in addition, formulating representation of the information being presented by either building new meanings or making accommodation for new meanings into existing schemas. This idea of reading takes into account the text as well as the reader's abilities and experiences as a determiner of reading comprehension. It is important

for readers to involve their intelligence in reading comprehension because it can influence to their ability in comprehending what they read.

In line with Sweet and Snow, some experts state the definitions of reading comprehension as quoted by Lenski and Lewis (2008: 171): “the process of constructing meaning from written text” (Gambrell & Koskinen, 2002, p. 303), “the ability to understand and construct meaning from what one reads” (Almasi, 2003, p. 74), “the process of constructing a supportable understanding of a text” (Neufeld, 2006, p. 302), and “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (RAND Reading Study Group, 2002, p. xiii). From the information, it can be said that in general agreement, there is an interaction between the reader, the text, and a context-specific activity.

Brown (2001: 307) lists the micro-skills for reading comprehension:

- 1) discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) retain chunks of language of different lengths in short-term memory.
- 3) process writing at an efficient rate of speed to suit the purpose.
- 4) recognize a core of words, and interpret word order patterns and their significance.
- 5) recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) recognize that a particular meaning may be expressed in different grammatical forms.
- 7) recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 8) recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) recognize the communicative functions of written texts, according to form and purpose.

- 10) infer context that is not explicit by using background knowledge.
- 11) infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) distinguish literal and implied meaning.
- 13) detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) develop and use a battery of reading strategies such as scanning, and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

A reader's comprehension is influenced by a range of internal factors, containing perceptions, beliefs, motivation, and problem-solving strategies (Dorn & Soffos; 2005: 6). If readers do not have the background knowledge related to the texts that are read or even their mind cannot formulate the questions about the reading, true comprehension is impossible and the message can be meaningless.

c. Characteristics of Effective Techniques of Teaching Reading

In Indonesia, English is not a daily language. Considering that condition, creating conducive environment is a necessary action in developing motivated learners. The environment should be designed to guarantee every child's success in reading (Dorn & Soffos, 2005: 66).

Nunan (2003: 68) states that teaching reading has at least two aspects.

- 1) Teaching learners who are learning to read for the very first time.

It has a close relationship with vocabulary, grammar, pronunciation, and other skills that are important in the first foreign or second language acquisition.

2) Teaching learners who already have reading skills in their first language.

The learners here learn how to transfer skills that they have already learned to the new reading context in a new language.

In teaching reading skills, the teachers not only have to master the reading theories but also understand the principles for teaching reading. Nunan (2003: 74) suggests 8 categories of principle of teaching reading. They are described as follows.

1) Exploit the reader's background knowledge

Background knowledge involves the reader's experiences. Those experiences are brought into texts. According to Nunan (2003: 74), reading can be significantly enhanced if the background knowledge can be activated by setting goals, asking questions, making predictions, and teaching text structure.

2) Build a strong vocabulary base

Basic vocabulary is essentially needed to be taught and second language readers should explicitly be taught to use context to effectively guess the meaning of less frequent words (Nunan, 2003: 74).

3) Teach for comprehension

Monitoring comprehension is very important part to gain successful reading. It includes verifying that the prediction are correct and checking the readers' adjustment to solve the problem.

4) Work on increasing reading rate

Teachers should improve students' reading rate and develop reading comprehension skill simultaneously. Decreasing the dependency toward

dictionary by emphasizing some skills like scanning, skimming, predicting, and identifying the text is important.

5) Teach reading strategies

A good technique to drive students to the strategies used is to get them to verbalize their thinking process while reading (Nunan, 2003: 76).

6) Encourage readers to transform strategies into skills

As learners consciously learn and practice specific reading strategies, the strategies move from the conscious one to the unconscious one; from strategy to skill.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training.

8) Provide an effort for continuous improvement as a reading teacher

The quality of an individual teacher determines the success of second or foreign language readers (Nunan, 2003: 77).

King and Stanly in Darlis (2004: 8) state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are:

- 1) finding factual information
- 2) finding main ideas
- 3) finding the meaning of vocabulary in context
- 4) identifying references
- 5) making inferences

Seymour and Walsh (in Hedgcock & Ferris, 2009: 123) explain teachers' preparations before teaching reading:

- 1) Teachers select the topics for reading assignments.
- 2) Teachers have to measure the level of guidance the students need.
- 3) The efforts must enhance students' motivation to read and to build their self-confidence.
- 4) The level of reading strategies to be taught, practiced, and assessed.

There are some purposes to assess reading comprehension to students, as stated by Caldwell (2008: 5), those are:

- 1) identify good reader behaviors
- 2) identify areas of weakness
- 3) determine students' reading level

d. Reading Strategies

Reading is not only pronouncing words but also understanding them. That is why strategies are needed in teaching learning process, especially in reading activity. Strategies are defined as learning methods, behaviour, problem solving or study skills which make learning more effective and efficient (Oxford and Crookall, 1989) as cited by Singhal (2001). Strategy is "a plan designed for a particular purpose. It is also the process of planning something or carrying out a plan in a skillful way," (Oxford Advanced Learner, 1995: 1179). It means that the reading strategies underscore the active role that readers take in strategic reading. Reading strategies is helpful in comprehending texts. (McNamara, 2007: 4).

A strategy is the ways for active, self-directed involvement that is necessary for developing communication ability. A good technique to drive students to the strategies used is to get them to verbalize their thinking processes

while reading (Nunan, 2003: 76). The strategies applied are different for each student since they have different ability and understanding level in reading skill.

According to Mc. Namara (2007: 6), a reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspects of comprehension. A strategy is explicitly teaching students how to apply language learning and language use strategies, can enhance students efforts to reach language program goals because it encourages them to find their own pathways to success, and thus it promotes learner autonomy and self-direction (Benson, 2001: 144).

Brown (2001) proposes strategies for reading comprehension, those are:

- a) identify the purpose in reading
- b) use graphemic rules and patterns to aid in bottom-up decoding
- c) use efficient silent reading techniques for relatively rapid comprehension
- d) skim the text for main ideas
- e) scan the text for specific information
- f) use mind/semantic mapping or clustering

Zimmermann and Hutchins (2003) in Moreillon (2007:11) identify seven reading comprehension strategies:

- a) activating or building background knowledge
- b) using sensory images
- c) questioning
- d) making predictions and inferences
- e) determining main ideas
- f) using fix-up options
- g) synthesizing

In order to be good readers, learners have to be able to pronounce words, read pictures and predict the meaning of the words and the pictures since reading is an active process that requires of practice and skill. Moreillon (2007:10) argues

that reading comprehension strategies are tools that learners use to solve the comprehension problems they encounter in texts.

2. Mind Mapping technique

a. Definition of Mind Mapping

Mind mapping is one of the techniques in high school level since high school teachers rarely use this technique. In this study, mind mapping is a tool that helps teacher and students think and remember better, creatively solve problems and take action. Dunn (2007) states that mind mapping help learners think outside the box. It opens the users up to creativity and a new ways of thinking.

Steele (2005) claims that mind mapping is a structured strategy which shows the (hierarchical) relationship of ideas. Buzan (2006) explains that a mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Further, Buzan (2006: 6; 2008: 10) argues that mind mapping is a note taking technique to keep any information in a visualization and graphic form by engaging imagination and association.

b. Concepts and Characteristics of Mind Mapping

A good technique should assist the students remember the content of the text, increase the comprehension of the texts, organize the ideas, and provide new knowledge. Mind mapping offers an easy and creative way to obtain, remember and organize a lot of information from the texts (DePorter, 2003: 175). Mind mapping inquires students to note information from the text. Besides, mind mapping employs pictures as well as text so that it can raise students' motivation

gaining the information from the text. The ideas in mind mapping relate each other in creating a web of ideas which the main idea is in the center of the web and the supporting ideas are placed as the branches of the main idea.

According to Buzan (2003: 6), left brain is related to number skill, written language, reasoning, spoken language, scientific skills, and right hand control whereas right brain is related to insight, 3D-form, art awareness, imagination, music awareness, and left hand control. Based on those functions, it can be concluded that students tend to use left brain most of the time. As a result, right brain is less developed than the left one. Here, mind mapping facilitates the students to develop both parts of brain. Mind mapping employs almost every aspect in both left and right brain so that those two parts will be balanced-functioned.

Buzan (2008) divides the characteristics of mind mapping into:

- a) using many pictures
- b) using many colors
- c) using key words to present ideas
- d) applying the classification of information
- e) showing whole and detail information in the same time
- f) using association
- g) presenting the central image in the middle part
- h) making learners more creative
- i) helping learners to review materials in a short time

According to DePorter (2003: 7), mind mapping is uncomplicated technique to accomplish. There are five steps in constructing a mind mapping.

- a) Put a blank paper on a table then write the main idea in the center of the page.
- b) Draw thick lines and connect them to each supporting idea.
- c) Name each line with different colors for each different idea.
- d) Put other thinner lines as the expansion of each supporting idea.

e) Set pictures, symbols and signs to assist readers to remember the texts.

c. Benefits of Mind Mapping

It is crucial to know the benefits of mind mapping technique. It can help the researcher implement the mind mapping technique and encourage the students' motivation in reading passage. DePorter (2003: 179) explains that there are four advantages in applying mind mapping in reading.

a) Mind Mapping Helps Students to Recall Their Memory

Mind mapping is possibly the most effective way to remember things. It enables students to visualize their notes into particular symbols, signs, pictures, and colors based on their imagination. By visualizing their imagination into real pictures and symbols, students are able to keep their memory longer.

b) Mind Mapping Develops Both Right and Left Brain

As stated earlier, right brain and left brain have their job description. A traditional note taking which students often to apply, tends to develop half of the brain functions, that is left brain's, while right brain does not have any chance to develop itself. Mind mapping enables left brain to carry out its function well by writing out some words and number in a linear way and to employ the right brain by visualizing the students' imagination in the form of colors, signs, symbols, or pictures.

c) Mind Mapping Take Notes Better

Mind mapping facilitates students to concentrate on the most prominent points. By focusing on the basic points since the beginning, students are able to organize their ideas more easily so they do not think about any other ideas which

are not related to the topic. Besides, mind mapping enables students to spend less time in taking notes. In addition, mind mapping also offers an exciting way to take notes and does not require long time to apply (Buzan, 2003: 17).

d) Mind Mapping is Applicable for any Notes

Mind mapping is applicable not only for schools but also for a daily life, for example arranging a project, shopping plans, tour plans, daily/weekly/monthly activities, or organizing an event. Buzan (2003: 87) agrees with this idea by stating that mind map is not merely useful for schools. It is an ideal way to arrange life.

Mind mapping offers wide application at school. Buzan (2003: 33) states that mind mapping is obviously applicable for every subject, such as Mathematics, Biology, History, and foreign language since almost all subjects demand to take notes.

d. Mind Mapping for Descriptive and Recount Texts

In Alderson (2000), it is stated that it is important to know how texts are organized, how information is signaled, and what content might be marked in genre/ text types in facilitating in reading. Mind mapping can help students remember any information that they get from a descriptive or a recount text. Students do not necessarily read the text many times, instead they have to read the text ones and imagine that they have to share the story to somebody else (Buzan, 2003: 20). To assist them remember well, they have to put some guiding questions as the branches of the main idea.

In descriptive text, the questions are WHO/WHAT for the character(s) and HOW for the character's physical appearances, the personalities, and daily activities. In recount text, the questions are WHO for the characters, WHEN for the time of the story, WHERE for the place in which the story takes place, and WHAT HAPPENED for the sequence actions which the characters do (Buzan, 2003: 22). While reading the text, students answer those questions, and the answers can help them remember the point of the text easily.

3. Teaching Reading of Grade Eight SMP Negeri 9 Yogyakarta

English becomes one of the important subjects in the school education system in SMP Negeri 9 Yogyakarta. The students of grade eight have four hours per week to learn English. Although there was no particular time for each skill, the time was set well so that they could cover all four skills in English. Through the observation, the researcher found that the grade eight students of SMP Negeri 9 Yogyakarta had several problems in reading.

The researcher found three major problems. The first problem was about students' reading interest. Sometimes they felt lazy to read English passages as they rarely use English in their daily activities. Therefore, they got problems to comprehend English text well. The second problem was about the variation of the English texts. The teacher and the students seldom did different kinds of reading passage and commonly employed the texts which are provided in the textbook and *LKS (Lembar Kerja Siswa)* because the facilities and the time were limited. The third problem was about the students' lack of vocabulary. When the students read

a text then found a new word which they did not understand, they would stop. They were not motivated to continue reading or find the meaning out in the dictionary.

Thus, in order to solve the problems, the researcher tries to present a new technique for them. It is expected that the technique is able to enhance their reading comprehension as well as help them to acquire English skill.

B. Relevant Studies

Soleimani and Nabizadeh (2012) investigated mind mapping as a tool in educational contexts and its impact on the reading comprehension skill of Iranian EFL students. This investigation showed that mind mapping is a helpful tool for learners to understand texts since they comprehend concepts quickly when the concepts are presented within a context and related to other concepts. In other words, visual representation tools such as mind mapping could be regarded as an effective technique for teaching and learning on reading comprehension.

Xiao and Jiang (2012) studied the use of mind mapping to cultivate elementary students' reading comprehension skills. The study tested the students' reading comprehension skills by using the questionnaire as the pre-test, then, started the design-based research after analyzing the results. The teachers used mind mapping strategy for reading instruction, and the students assist their reading by using mind maps. The results show that mind maps can guide students to clear the structure of the article and the links between the paragraphs. Therefore, it can

promote students' overall understanding of the reading materials and facilitate students' memory of the reading materials.

Supramaniam (2011) has researched the effects of using mind map on reading comprehension for lower secondary learners. The result of the the study showed that mind map has enhanced students' performance in reading comprehension. This study enhanced students' ability to monitor their comprehension accurately and they know how to use proper strategy to assists them in comprehension. Consequently, they seem to know what information should be eliminated and what to attend to.

From the result of the researchers above, the researcher suppose that the use of mind mapping technique can affect the students' reading comprehension ability.

C. Conceptual Framework

Some researchers have proven that mind mapping is one of the effective techniques to acquire reading comprehension ability that can be applied in the classroom. Mind mapping is a note taking technique which consists of main idea in the center of the paper and some branches and sub branches as the explanation of the main idea. Since mind mapping employs not only texts but also pictures and colors, mind mapping helps students increase their reading comprehension ability and motivation. Besides, it also develops students' both right brain and left brain.

On the other hand, a conventional technique is still used by the teacher in SMP Negeri 9 Yogyakarta in which the teacher becomes the controller of the

class. Richard (2006) states that conventional techniques that were often employed included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice. In teaching reading, the teacher asks the students to answer his questions, memorize some words, do the tasks then discuss them together.

There are some steps which teachers should do to teach reading comprehension. First is to exploit students' background knowledge of the passage. Teachers can build up students' background knowledge by setting goals, asking questions, making predictions, and teaching text structures. It helps students to be prepared before they move to the reading section. Second, teachers should build strong vocabulary by predicting some new words. By recognizing new vocabulary related to the text, they will be motivated to read the text.

Third, teachers should supervise students' reading comprehension. Teachers can try some different reading techniques to help students if they find difficulties in comprehending the text. One way to solve that problem is applying mind mapping technique.

Fourth, teachers should give a passage that students have not ever read before. While reading the text, students take notes by answering the questions about WHO/WHAT and HOW for a descriptive text and WHO, WHERE, WHEN, WHAT HAPPENED for a recount text. By answering those questions, students can get a lot of information from the text. Since mind mapping provides the text with pictures and colors, it reduces students' boredom. Besides, pictures help students memorize the information. In constructing a mind mapping, students

should put the main idea in the center of the paper and place those leading questions as the branches.

Fifth, teachers should evaluate the readers' process by giving the students an achievement test (posttest). The result of the test shows the contribution of mind mapping technique in helping and enhancing students' narrative reading comprehension.

D. Hypothesis : There is a significant difference in reading comprehension ability between the students who are taught by using mind mapping technique and those who are taught by using a conventional technique.

CHAPTER III RESEARCH METHOD

This chapter presents the method employed in this research. The discussion of this chapter is divided into nine main parts. They are research type, research subject, research design, research variable, research implementation, research instrument, validity and reliability of the instrument, data collection technique, and data analysis technique.

A. Research Type

This study is categorized as a quasi-experimental study. Wiersma and Jurs (2009:165) state that quasi-experimental design uses the intact group as the research subjects. The principle of the experiment research is comparing two identical selected group: the experimental group and the control group. The experimental group is given a treatment and the control group is not. The differences between the two groups may be attributed to the difference in the treatment.

B. Research Subject

The population of the study was the grade eight students at SMP Negeri 9 Yogyakarta in the academic year of 2012/2013 consisting of six classes: VIII A, VIIIB, VIII C, VIII D, VIII E, and VIII F. Class A consisted of thirty six students while the rest consisted of thirty four students. The following table presents the distribution of the population.

Table 1: **Research Subjects**

No.	Classes	Number of students
1)	VIII A	36
2)	VIII B	34
3)	VIII C	34
4)	VIII D	34
5)	VIII E	34
6)	VIII F	34
Total		206

The researcher took two classes as the subjects, one class as the experimental class and another one as the control group. After discussing with the English teacher, class VIII A and VIII B were selected to be the subject of the research because of some considerations. First, both of the classes had almost the same capability in reading. Their reading score is lower among the other classes. Second, both of the classes had the same problem in reading. When they found difficult words in a text, they were lazy to read the text or to find the meaning of those words in the dictionary. Consequently, they could not comprehend the text well.

The distribution of the research subject is showed in Table 2.

Table 2: **The Distribution of the Research Subjects**

No.	Classes	Number of students
1)	VIII A (the control class)	36
2)	VIII B (the experimental class)	34

C. Research Design

Table 3: Design of the Study

Experimental Group	Class B	Pretest	<u>Treatment</u>	Post Test
Control Group	Class A	Pretest	-	Post Test

TIME

Based on the table above, both of the classes were given both pretest and posttest, but the use of mind mapping technique as a treatment is only attributed to the experimental group.

D. Research Variables

An intact group design which consisted of two groups: experimental and control group, were used in this research. There were two variables, i.e. independent variable (the use of mind mapping as a technique to teach reading, namely X) and dependent variable (students' reading comprehension ability, namely Y).

In this research the researcher used mind mapping in the experimental group, while in the control group the teacher used a conventional technique. The treatment for each class is presented as follows:

Table 4: The Treatment

No.	Group	Class	Treatment	Number of the students
1.	Experimental	VIII B	Mind mapping technique	34
2.	Control	VIII A	Conventional technique	36

E. Research Implementation

After doing several observations, the researcher developed an instrument to be used in the research. Then, try-out was held on 10th October 2012. The try-out was conducted in class VIII C involving 34 students. Based on the try out, the researcher found that there were 40 valid items and 10 invalid items, and selected 40 valid items to create the pre-test and the post-test. The pre-test of the experimental was held on 16th October, 2012 and of the control classes was held on 15th October 2012. After doing the pre-test, the researcher did the treatment in the experimental class. The researcher used mind mapping technique to teach the students in the experimental class, and the English teacher taught the students with the conventional technique like he used in the control class.

The implementation of the teaching reading using a mind mapping technique to the experimental group was done in five meetings. There were two meetings in a week for the English lesson. They were on Tuesday and Wednesday. Each meeting was carried out within 2x40 minutes. Table below presents the detailed time of this research.

Table 5: **The Time of the Research**

No	Date	Class	Activity	Time
1	15 th October 2012	A (control)	Pre-test	80'
2	16 th October 2012	B (experimental)	Pre-test	80'
3	24 th October 2012	B (experimental)	Treatment (Descriptive Text)	80'
4	30 th October 2012	B (experimental)	Treatment (Recount Text)	80'
5	6 th November 2012	B (experimental)	Treatment (Recount Text)	80'
6	7 th November 2012	B (experimental)	Post-test	80'
7	12 th November 2012	A (control)	Post-test	80'

F. Research Instrument

According to Arikunto (1996:136), instruments are media utilized by the researcher in collecting the data. The instruments are used to collect data in order to answer the research questions. The instruments used in this research include two sets of Reading Comprehension test (pre-test and post-test). These instruments were elaborated as follows:

Pretest was implemented in both experimental and control group. The test instrument was a reading comprehension test. Pre-test was given to the experimental and control group to explore the students' reading comprehension ability in the initial stage. Post-test was given after the implementation of the treatment. After conducting several treatments, the researcher administered the post-test to find out whether or not there was any difference between the experimental and control group as the result of some treatments given. The researcher designed the instrument of this study. The reading teaching focused on text types (descriptive text and recount text). In developing the test, the researcher took some materials from some English course books and internet. The tests consisted of 40 items in the form of multiple choice.

In developing the instruments, the researcher took the functions of reading from Grabe (Grabe in Troike, 2006:157). It states that there are four functions of reading. They are reading to find information, reading for general understanding, reading to learn, and reading to critique and evaluate. Those functions are also divided into some aspects. The explanation is described as follows:

Table 6: **The Aspects of the Reading Comprehension**

Function of Reading	Aspects of Reading
1. Reading to find information	Scanning for word, phrase, or information
2. Reading for general understanding	Getting the:
	1. main ideas
	2. topics
3. Reading to learn	3. supporting ideas and information
	1. Understanding references
	2. Synonym
4. Reading to critique and evaluate	3. Antonym
	Identifying the communicative purpose of the text
	Making inferences based on related topic

(Adapted from Grabe in Troike, 2006: 157)

Try out is needed before implementing the instrument to the sample of the research. The questions which are not reliable are discharged from the instrument. The questions in the instrument have to represent the function of reading.

The try out was held on 10th October 2012. It involved class VIII C consisting of 34 students. After doing the try out, the researcher analyzed the data by using the *Point Biserial Correlation* analysis. The result of the computation showed that there were 40 valid items, and there were 10 items which were not acceptable. According to the analysis, the researcher arranged a new blueprint for the pre-test and the post-test. The researcher selected 40 valid items to arrange the pre-test and the post-test. Then, the fixed blueprint is presented below:

Table 7: **The Aspects of the Reading Comprehension of the Pre-Test**

Function of Reading	Aspects of Reading	Item Number	Sum
1. Reading to find information	Scanning for word, phrase, or information	1,2,3,17,18, 21,28,30,35, 36,37,40	12
2. Reading for general understanding	Getting the:		10
	a. main ideas	4,31	
	b. topics	7,12	
3. Reading to learn	c. supporting ideas and information	14,15,25,26, 27,34	9
	a. Understanding references	13,20,23,29	
	b. Synonym	9,32,39	
4. Reading to critique and evaluate	c. Antonym	5,10	9
	Identifying the communicative purpose of the text	6,16,19, 24	
	Making inferences based on related topic	8,11,22, 33, 38	
Total			40

(Adapted from Grabe in Troike, 2006: 157)

Table 8: The Aspects of the Reading Comprehension of the Post-Test

Function of Reading	Aspects of Reading	Item Number	Sum
1. Reading to find information	Scanning for word, phrase, or information	11,12,17,18, 19,20,23,24, 27,31,35,36	12
2. Reading for general understanding	Getting the:		10
	a. main ideas	22,30	
	b. topics	15,28	
3. Reading to learn	c. supporting ideas and information	1,2,3,4,6,7	9
	a. Understanding references	13,29,33,37	
	b. Synonym	5,9,16	
4. Reading to critique and evaluate	c. Antonym	21,25	9
	Identifying the communicative purpose of the text	8,10,14, 26	
	Making inferences based on related topic	32,34,38,39, 40	
Total			40

(Adapted from Grabe in Troike, 2006: 157)

As seen in the graduated competence standard in School Based Curriculum, the learners should be able to comprehend the meaning in the simple interpersonal and transactional written form, both formal and informal, in the form of recount, narrative, procedure, descriptive, and report, in the context of daily life. They are required to be able to comprehend those text by determining

the written/ implicit information, the topic, the main idea, and by interpreting the meaning of a word, phrase, and the sentence based on context.

The instrument consisted of 40 items of multiple choices. The text types used of the instrument are descriptive and recount texts. If the students can answer all the questions, they will get score 40. On the other hand, if the students cannot answer all the questions, they will get score 0 because they cannot answer all the questions.

G. Validity and Reliability of the Instrument

The quality of the instrument is very important in conducting a research. To draw a conclusion, the researcher should have data that is valid and reliable to use. Therefore, to know that the instrument is valid and reliable, the researcher does the validity test and reliability test.

1. Validity of the Instrument

The most important aspect to consider when preparing an instrument is the validity. Validity relates to the appropriateness, correctness, meaningfulness, and usefulness of the instrument researcher uses in order to support her or his inferences. In this research, the researcher uses content validity, construct validity and also item validity to measure the instrument.

a. Content Validity

Content validity is concerned with how well the instrument represents the subject matter content or behaviors to be tested. Therefore, this validity is about the content and the format of an instrument and on this validity, the instrument

must show that it fairly and comprehensively covers the content that it has to cover.

In this research, the reading tests are developed based on the School Based Curriculum of grade VIII in the first semester of the English Subject in junior high school. It is according to the standard of competence and basic competence of School Based Curriculum. The text materials for grade VIII students in the first semester are about descriptive and recount text.

b. Item Validity

To know whether the test was applicable or not, it was tested by trying out the reading comprehension tests to the population outside the sample of the research. Difficulty index, discrimination index and distractor effectiveness were applied to know the quality of the items. Then, the result of the try-out was used to measure the validity of the test items. The reading comprehension tests were in the form of multiple choice questions, so that the researcher used the *Point Biserial Correlation* to find out the item validity. The scores of the tests were calculated by using SPSS 16.00 for windows computer program. Based on the data, there were 40 valid items, and there were 10 items which were not acceptable.

2. Reliability of the Instrument

The reliability of the instrument concerns its ability to produce similar results when repeated measurements are made under identical conditions. In other

words, a test is reliable when the test is consistent. The researcher uses the *Kuder-Richardson-20* formula to measure the reliability of the instrument.

The result of the processing showed that the test was reliable. It can be known from the computation result of reliability coefficient using Kuder-Richardson-20 formula. From the data of the computation, It showed that the reliability coefficient of the test was 0.942.

Based on the explanation, it can be inferred that the test was reliable in the level of 'very high'. Further, the researcher used the practical rule of reliability coefficient proposed by Suharto (2006: 84). The norm is as follows:

Table 9: The Categorization of the Reliability Coefficient

No	Reliability Coefficient	Category
1	0.800 – 1.000	Very high
2	0.600 – 0.799	High
3	0.400 – 0.599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	Very low

(Suharto, 2006: 84)

3. Try Out

A good instrument should fulfill two important qualifications: validity and reliability. The instrument must be tried out first to the students in another class before being used. It was tried out to class VIII C, which has similar characteristics with the samples, before the researcher determined the control and the experimental class. After scoring the result of the try out, the researcher made

an analysis to find out the validity and reliability. All of them were used to decide which items that can be used in collecting the data.

H. Data Collection Technique

The data were collected from the pre-test and the post-test of the control and experimental groups. The tests were done for a period of 80 minutes. Meanwhile, the post-test is given after the treatment is done. The pre-test was compared to the post-test in order to find out a significant difference of the students' reading comprehension. The treatment was conducted in five meeting for the experimental group and the control group.

I. Data Analysis Technique

1. Descriptive Analysis

a. Mean and Standard Deviation

According to Creswell (2008:192), mean is the average of the entire score. Mean and standard deviation is used to describe the result of the collected data. Mean or average is calculated by adding a list of scores and then dividing by the number of scores (Tuckman, 1988: 265). On the other hand, the researcher also uses standard deviation as a measurement. Standard deviation is a measure of the spread or dispersion of scores. It represents the spread of a distribution.

b. Categorization

The categorization is obtained to find out the level of students' reading comprehension. To make the categorization, the ideal mean score (Mi) and the ideal standard deviation (SDi) score should be found. The formula in searching the ideal mean score (Mi) and the ideal standard deviation (SDi) are presented below:

$$\text{Mi (ideal mean score)} = \frac{1}{2}(\text{highest score} + \text{lowest score})$$

$$\text{SDi (ideal standard deviation)} = \frac{1}{6}(\text{highest score} - \text{lowest score})$$

The categorization is as follows:

Table 10: **The Categorization of Students' Reading Comprehension Level**

Scales	Categorization
$>(\text{Mi} + 1.5 \text{ SDi})$	Very good
$(\text{Mi} + 0.5 \text{ SDi}) - (\text{Mi} + 1.5 \text{ SDi})$	Good
$(\text{Mi} - 0.5 \text{ SDi}) - (\text{Mi} + 0.5 \text{ SDi})$	Average
$(\text{Mi} - 1.5 \text{ SDi}) - (\text{Mi} - 0.5 \text{ SDi})$	Poor
$<(\text{Mi} - 1.5 \text{ SDi})$	Very poor

(Nurgiyantoro, 2001: 405)

The researcher assumed that the highest score is 40 and the lowest score is 0, then the calculation in finding the ideal mean score (Mi) and the ideal standard deviation (SDi) are presented below:

$$\begin{aligned} \text{Ideal Mean Score (Mi)} &= \frac{1}{2}(\text{highest score} + \text{lowest score}) \\ &= \frac{1}{2}(40+0) = \frac{1}{2}(40) = 20 \end{aligned}$$

$$\begin{aligned} \text{Ideal Standard Deviation (SDi)} &= \frac{1}{6}(\text{highest score} - \text{lowest score}) \\ &= \frac{1}{6}(40 - 0) = \frac{1}{6}(40) = 6.66 \end{aligned}$$

Based on the calculation above, the categorization of students' comprehension level is described as follows:

Table 11: The Categorization Scale of Students' Reading Comprehension

Level

Scales	Categorization
> 29.99	Very good
(23.33) – (29.98)	Good
(16.67) – (23.32)	Average
(10.01) – (16.66)	Poor
< 10.00	Very poor

2. Inferential Analysis

Inferential statistics is used to find out the information behind the data. To summary the data from the research, inferential statistics is used (Sugiyono, 2010: 147). The data will be analyzed using t-test, so normality and homogeneity test are needed. The data could not be analyzed using t-test if the data did not measure up the normality and homogeneity (Sugiyono, 2010 : 172).

a. Pre-Analysis Testing

Pre-Analysis testing is analyzed before doing the hypothesis testing. It is aimed to find out if the score distribution of the sample is normal or not and to find out if the samples' variation is homogeneous or not.

1) Normality Test

This test is used to see whether the distribution of responses to the instrument is normal or not. In this case, the researcher uses the Kolmogorov-Smirnov test in the SPSS version 16.00 for windows computer program. The data are normal if the p value is greater than 0.05.

2) Homogeneity Test

This test is used to analyze whether the sample variance is homogenous or not. Levene's test in the SPSS version 16.00 for windows computer program is used to measure the homogenous of the sample. The sample variance is homogeneous if the significant value is higher than 0.05.

b. Hypothesis Testing

The researcher used the t-test to test the hypothesis. The test was used to see whether the hypothesis is accepted or not. Independent-Samples Test is applied to analyze the difference and the significance of the result scores. Theoretically, it is significant if the significant value is lower than 0.05.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the descriptive analysis, inferential analysis, and the discussion of the research. The descriptive analysis describes the scores of the students' reading comprehension test. The inferential analysis explains the pre-testing analysis and hypothesis testing. In addition, the discussion illustrates the result of the hypothesis testing.

A. Descriptive Analysis

The descriptive analysis presents the teaching-learning process of reading in the experimental and control group and the result of the students' reading comprehension test. In the experimental group, the researcher gave mind mapping as the treatment. Learning activities are mainly based on Communicative Language Teaching Approach. Based on the approach, the researcher used four-stages teaching technique, namely Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). In the BKOF stage, the researcher stimulated students' experience about related topics. The next stage was MOT stage where the researcher gave brief explanation about the social function, the generic structure and the generic features of descriptive and recount texts. Then, in the JCOT stage, the researcher asked the students to work in groups to do some exercises based on the topics. In the ICOT stage, the researcher asked the students to work individually to answer the questions about the text given after applying

mind mapping technique. Mind mapping technique was applied in the MOT and JCOT stages. The implementation of the mind mapping based on the exercises given.

In addition, the descriptive analysis also explains the results of the tests. The researcher used two kinds of test; they were the pre-test and the post-test. In this research, the researcher used multiple-choice tests to examine the students' reading comprehension. Each test consisted of 40 items. The students got score 40 if they could answer all the questions correctly. On the other hand, they got score 0 if they could not answer all the questions. The results of the tests will be presented as follows.

1. The Pre-test

a. The Data of the Pre-test Scores on Reading Comprehension of the Control Class

By using SPSS 16.00 for windows computer program, the result of the data analysis revealed that the mean score of the control class in the pre-test was 25.22, with the standard deviation (SD) 4.141. The highest score in the pre-test was 34 and the lowest score was 16. Table 12 shows the descriptive analysis of the pre-test of the control class.

Table 12: **Descriptive Analysis of the Pre-test of the Control Class**

N	Mean	SD	Lowest Score	Highest Score
36	25.22	4.141	16	34

The scores are categorized based on the score categorization proposed by Nurgiyantoro (2001: 405) as mentioned earlier in Chapter III. The detail distribution of the score can be seen in the Table 13 below.

Table 13: The Score Categories of the Control Class in the Pre-test

No	Interval	Frequency	Frequency (%)	Cumulative Freq. (%)	Category
1	>29.99	3	8.4%	8.4%	Very Good
2	(23.33) – (29.99)	22	61.1%	69.5%	Good
3	(16.67) – (23.32)	8	22.2%	91.7%	Average
4	(10.01) – (16.66)	3	8.3%	100%	Poor
5	<10.00	0	0%	100%	Very Poor
Total		36	100%	100%	

The total number of the students in the control class is 36 students. From the five categories, only 3 students (8.4%) are classified in the “Very Good” category. The majority of the students, i.e.22 students (61.1%), are categorized in the “Good” category. There are 8 students (22.2%) in the “Average” category. The rest, i.e. 3 students (8.3%) are in the “Poor” category.

b. The Data of the Pre-test Scores on Reading Comprehension of the Experimental Class

Based on the result of statistic calculation using SPSS 16.00 for windows computer program, the mean score of the experimental class in the pre-test was 24.94, with the SD 4.598. The highest score that students got in the pre-test was 34 and the lowest score was 16. Table 14 shows the descriptive analysis of the pre-test of the experimental class.

Table 14: **Descriptive Analysis of the Pre-test of the Experimental Class**

N	Mean	SD	Lowest Score	Highest Score
34	24.94	4.598	16	34

The distribution of the score can be seen in the table below.

Table 15: **The Score Categories of the Experimental Class in the Pre-test**

No	Interval	Frequency	Frequency (%)	Cumulative Freq. (%)	Category
1	>29.99	2	5.9%	5.9%	Very Good
2	(23.33) –(29.98)	20	58.8%	64.7%	Good
3	(16.67) –(23.32)	8	23.5%	88.2%	Average
4	(10.01) –(16.66)	4	11.8%	100%	Poor
5	<10.00	0	0%	100%	Very Poor
Total		34	100%	100%	

The total number of the students in the control class is 34 students. From the table above, it can be seen that most of the students, i.e. 20 students (58.8%) are categorized in the “Good” category. Yet, several students, 8 students (23.5%), are in the “Average” category and 4 students (11.8%) are in the “Poor” category. Eventually, only 2 students (5.9%) are classified in the “Very Good” category.

c. The Comparison of the Pre-test Scores on Reading Comprehension between the Control and the Experimental Classes

The results of the pre-test scores of both classes are compared to know the difference of students’ reading comprehension of both classes before the treatment is conducted. Table 16 below shows the detail comparison.

Table 16: The Comparison of the Pre-test Scores on Reading Comprehension between the Control and Experimental Classes

Data	N	M	SD
Pre-Test Scores on Reading Comprehension of the Control Class	36	25.22	4.141
Pre-Test Scores on Reading Comprehension of the Experimental Class	34	24.94	4.598

The data of the pre-test on reading comprehension of the control class show that the mean score is 25.22 and the standard deviation is 4.141. In the experimental class, the data of the pre-test on reading comprehension show that the mean score is 24.94 and the standard deviation is 4.598. The mean scores of the pre-test on reading comprehension of the control and experimental classes are slightly different. It can be said that both groups have the same level of reading comprehension ability in reading. In addition, the result of the Independent Samples Test of the pre-test on reading comprehension of the control and experimental classes strengthens the previous statement. It can be seen in the Table 17 below.

Table 17. The Result of the T-test of the Pretest on Reading Comprehension of the Experimental and Control classes

Pretest	Level of Significance	t_0	Statement
Experimental Class	0.789	-0.269	There is no significant difference
Control Class			

From the table, it can be seen that the level of significance is 0.789 and it is higher than 0.05, i.e. $0.789 > 0.05$. Moreover, the t_0 is less than the t_t (i.e. -

0.269 < 2.000). Therefore, it can be stated that there is no difference in the students' reading comprehension when the pre-test was conducted.

2. The Post- test

a. The Data of the Post-test Scores on Reading Comprehension of the Control Class

By using SPSS 16.00 for windows computer program, the data analysis indicated that the mean score of the control class in the post-test was 27.52, with the SD 3.316. The highest score of the control class that students got in the pre-test was 36 and the lowest score was 22. The result of the statistical data can be seen in Table 18.

Table 18: **Descriptive Analysis of the Control Class in the Post-test**

N	Mean	SD	Lowest Score	Highest Score
36	27.52	3.316	22	36

The distribution of the score can be seen in the table below:

Table 19: **The Score Categories of the Control Class in the Post-test**

No	Interval	Frequency	Frequency (%)	Cumulative Freq. (%)	Category
1	>29.99	10	27.8%	27.8%	Very Good
2	(23.33) – (29.98)	24	66.6%	94.4%	Good
3	(16.67) – (23.32)	2	5.6%	100%	Average
4	(10.01) – (16.66)	0	0%	100%	Poor
5	<10.00	0	0%	100%	Very Poor
Total		36	100%	100%	

The total number of the students in the control class is 36 students. The distribution of the score shows that most of students, i.e. 24 students are categorized in the “Good” category. There are 10 students (27.8%) are in the “Very Good” category and 2 students (5.6%) are still in the “Average” category.

b. The Data of the Post-test Scores on Reading Comprehension of the Experimental Class

Based on the result of statistic calculation using SPSS 16.00 for windows computer program, the mean score of the experimental class in the post-test is 30.61 with the SD 3.668. The highest score that students got in the post-test was 38 and the lowest score was 24. The statistical data can be seen in Table 20.

Table 20: **Descriptive Analysis of the Experimental Class in the Post-test**

N	Mean	SD	Lowest Score	Highest Score
34	30.61	3.668	24	38

The distribution of the score can be seen in the table below:

Table 21: **The Score Categories of the Experimental Class in the Post-test**

No	Interval	Frequency	Frequency (%)	Cumulative Freq. (%)	Category
1	>29.99	22	64.7%	64.7%	Very Good
2	(23.33) – (29.98)	12	35.3%	100%	Good
3	(16.67) – (23.32)	0	0%	100%	Average
4	(10.01) – (16.66)	0	0%	100%	Poor
5	<10.00	0	0%	100%	Very Poor
Total		34	100%	100%	

The total number of the students in the experimental class is 34 students. After the treatment, the distribution of the score in the post-test of the experimental class shows that only two categories that are filled. They are “Good” and “Very Good” categories. There are 12 students (35.3%) categorized in the “Good” category and 22 students (64.7%) in the “Very Good” category. It means that the majority of the score increases from the “Good” category to “Very Good” category.

c. The Comparison of the Post-test Scores on Reading Comprehension between the Control and Experimental Classes

The result of the post-test scores of both classes is compared to know the difference of students’ reading comprehension ability after the treatment is conducted. Table 22 shows the comparison between the post-test scores on reading comprehension of the control and experimental classes.

Table 22: The Comparison of the Post-test Scores on Reading Comprehension between Control and Experimental Classes

Data	N	M	SD
Post-Test Scores on Reading Comprehension of the Control Class	36	27.52	3.316
Post-Test Scores on Reading Comprehension of the Experimental Class	34	30.61	3.668

The data of the post-test on reading comprehension of the control class show that the mean score is 27.52 and the standard deviation is 3.316 while the data of the post-test on reading comprehension of the experimental class show that the mean score is 30.61 and the standard deviation is 3.668. From the data, it can be seen that there is an improvement both of two classes. The mean score of the

post-test of the experimental class is higher than the post-test of the control class. It means that the use of mind mapping technique is more effective than a conventional technique.

3. Comparison Data of the Pre-Test and the Post-Test of the Control Class

It is important to know the difference of the pre-test and the post-test of the control class in the students' comprehension ability. The detail comparison is presented in Table 23.

Table 23: Statistical Data of the Pre-Test and the Post-Test of the Control Class

Data	Pre-Test	Post-Test
Number of Students	36	36
Mean	25.22	27.52
Standard Deviation	4.141	3.316
Frequency of Good Category	69.5%	94.4%
Frequency of Poor Category	30.5%	5.6%

Based on Table 23, the mean score of the pre-test of the control class is 25.22 and the mean score of the post-test is 27.52. It indicates that the mean score of the post-test improved slightly. The standard deviation of the pre-test is 4.141 and the standard deviation of the post-test is 3.316. It indicates that the standard deviation of the post-test is lower than the standard deviation of the pre-test. In addition, the students who achieved scores above the ideal mean is in the frequency of 69.5% and the students who achieved scores above the ideal mean

in the post-test is in the frequency of 94.4%. It can be concluded that there is a slight improvement (24.9%) from the pre-test to the post-test of the control class.

4. Comparison Data of the Pre-Test and the Post-Test of the Experimental Class

To find out the difference of the pre-test and the post-test of the experimental class in the students' reading comprehension ability, the detail comparison is showed in Table 24.

Table 24: Statistical Data of the Pre-Test and the Post-Test of the Experimental Class

Data	Pre-Test	Post-Test
Number of Students	34	34
Mean	24.94	30.61
Standard Deviation	4.598	3.668
Frequency of Good Category	64.7%	100%
Frequency of Poor Category	35.3%	0%

Based on Table 24, the mean score of the pre-test of the experimental class is 24.94 and the mean score of the post-test is 30.61. It indicates that the mean score of the post-test in the experimental class improved significantly. The standard deviation for the pre-test is 4.598 and the standard deviation of the post-test is 3.668. It indicates that the standard deviation of the post-test is lower than the standard deviation of the pre-test. In the pre-test, the students who achieved scores above the ideal mean is in the frequency of 64.7% and in the post-test, the students who achieved scores above the ideal mean is in the frequency of 100%.

It could be summarized that there is a significant improvement (35.3%) from the pre-test to the post-test of the experimental class.

B. Inferential Analysis

The inferential analysis explains pre-testing analysis and hypothesis testing as presented below.

1. Pre-Testing Analysis

Pre-testing analysis had to be done before the hypothesis testing was applied. Pre-testing analysis consisted of two tests; they were the normality and homogeneity tests. The normality test was used to test whether the data of the scores show the normal distribution. The homogeneity test was used to test whether the variance of the sample is homogeneous or not. Below are the explanation..

a. Normality Test

The test of normality is aimed at finding out whether the data of the scores show a normal distribution. One Sample-Kolmogorov Smirnov was applied to gain the normality test value. The distribution is considered normal if the p value is higher than 0.05. On the contrary, the data do not have a normal distribution if it is lower than 0.05. Table 25 presents the result of the normality test of students' pre-test and post-test of both classes.

Table 25: **The Result of the Normality Test of the Students' Reading Comprehension**

Variables	p value	α	Statement
Pre-Test of Control Class	0.777	0.05	normal
Pre-Test of Experimental Class	0.615	0.05	normal
Post-Test of Control Class	0.438	0.05	normal
Post-Test of Experimental Class	0.866	0.05	normal

Table 25 shows the result of the normality of pre-test and post-test of the Control and Experimental classes. The result of normality for the pre-test of Control and Experimental classes are (0.777) and (0.615) while the result of normality for the post-test of control and experimental classes are (0.438) and (0.866). Since all these p values are greater than 0.05, it can be said that all of the data have a normal distribution.

b. Homogeneity Test

To find out whether the sample variance is homogeneous or not, the homogeneity test is applied. Levene-Test computation program of SPSS 16.00 for windows computer program was used to test the homogeneity of the reading comprehension ability data for pre-test and post-test. The sample variance is homogeneous if the significant value is higher than 0.05. The homogeneity test was done in the pre-test and post-test. The results are displayed in Table 26.

Table 26: **The Result of the Homogeneity Test of the Pre-Test and Post-Test of the Control and Experimental Classes**

Variable	df1	df2	Sig.	Statement
Pre-test	1	68	0.583	Homogeneous
Post-test	1	68	0.482	Homogeneous

From the table above, it shows that the p values are higher than the significance level of 5% or 0.05 for both pre-test and post-test sections, i.e. p value (0.583) $> \alpha$ (0.05) for the pre-test and p value (0.482) $> \alpha$ (0.05) for the post-test. Therefore, it can be said that the sample variance in the pre-test and post-test are homogeneous.

2. Hypothesis Testing

After describing the data of the variables and conducting the normality and the homogeneity tests, the researcher did the analysis to test the hypothesis. The hypothesis testing analyzes whether the students who are given mind mapping technique on their reading class will have better reading comprehension than the students who are not. Meanwhile, the hypothesis must be changed to the null hypothesis (Ho) before the hypothesis is rejected or accepted.

The hypothesis testing between experimental and control groups can be seen from the following explanation:

- a. Null Hypothesis (Ho): There is no significant difference in the reading comprehension ability of the students who are taught by using mind mapping technique and those who are taught by using a conventional technique.

- b. Alternative Hypothesis (H_a): There is a significant difference in the reading comprehension ability of the students who are taught by using mind mapping technique and those who are taught by using a conventional technique.

In hypothesis testing, if the significance value is lower than 0.05, the hypothesis is accepted. The result of the data analyzed by using Independent Samples Test is presented in Table 27.

Table 27: **The Result of the T-test of the Pre-Test**

Independent Samples Test				
		PRETEST		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.305		
	Sig.	.583		
t-test for Equality of Means	t	-.269	-.268	
	df	68	66.260	
	Sig. (2-tailed)	.789	.789	
	Mean Difference	-.28105	-.28105	
	Std. Error Difference	1.04486	1.04803	
	95% Confidence Interval of the Difference	Lower	-2.36603	-2.37335
		Upper	1.80394	1.81126

From the result, it can be seen that the level of significance is 0.789 and it is higher than 0.05, i.e. $0.789 > 0.05$. Moreover, the t_o is less than the t_t (i.e. $-0.269 < 2.000$). It can be concluded that there is no difference in the students' reading comprehension when the pre-test was conducted.

The result of the Independent Samples Test calculation of the post-test showed that there was a significant difference in the reading comprehension of the

students after they were taught using mind mapping technique. The data is presented in Table 28.

Table 28: **The Result of the T-test of the Post-Test**

Independent Samples Test				
		POSTTEST		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.500		
	Sig.	.482		
t-test for Equality of Means	t	3.700	3.690	
	df	68	66.341	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	3.08987	3.08987	
	Std. Error Difference	.83499	.83743	
	95% Confidence Interval of the Difference	Lower	1.42367	1.41806
		Upper	4.75607	4.76168

Based on the Table 27, it can be seen that the level of significance is 0.000. It is lower than 0.05, i.e. $0.000 < 0.05$. It can be stated that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that the use of mind mapping technique gives a significant difference on the students' reading comprehension ability. Thus, the proposed hypothesis which states "There is a significant difference in reading comprehension ability between the students taught by using mind mapping technique and those who are taught by using a conventional technique." is accepted.

C. Discussion

Regarding to the research which was done in SMP N 9 Yogyakarta, it was found that there is a significant difference on the students' reading comprehension ability between the students who are taught by using mind mapping technique and those who are not. The mean score and the standard deviation of the control class and the experimental class indicate the significant difference of the students' reading comprehension ability.

From the result of the post-test, the mean score of experimental class on their reading comprehension ability was 30.61 while that of the control class was 27.52. It can be interpreted that the mean score of the experimental class taught by using mind mapping technique was higher than that of the control group taught using a conventional technique. The improvement of the mean score of reading tests of the control and experimental classes is presented in Table 29.

Table 29: The Improvement of the Mean Score of Reading Comprehension of the Control and Experimental Classes

Variable		Mean	The improvement
Control Class	Pre-test	25.22	2.30
	Post-test	27.52	
Experimental Class	Pre-test	24.94	5.67
	Post-test	30.61	

In the hypothesis testing, it was found that the students who were given mind mapping technique in the teaching learning process of reading had better reading comprehension ability than the students who were not. The mean score of the reading comprehension test of the experimental class was higher than the

control class, i.e. $30.61 > 27.52$. The hypothesis was proved by the result of Independent Samples Test calculation of the post-test. The result can be seen in table 30.

Table 30: The Result of the T-test of the Post-Test

Group	Mean	t_o	p	Statement
Experimental	30.61	3.700	0.000	Significant difference
Control	27.52			

The table shows that the significance value is 0.000 which is lower than 0.05 (i.e. $0.000 < 0.05$). It implies that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can be said that there is a significant difference in the reading comprehension of the students between the students who are taught by using mind mapping technique and those who are taught by using a conventional technique. In other words, the use of mind mapping technique has a positive influence to the students' reading comprehension ability.

It has been explained in Chapter II that mind mapping technique can provide a clear short achievement of goals for students because by using mind mapping technique with teaching reading, they will be guided to think outside the box. It opens the users up to creativity and a new ways of thinking (Dunn, 2007). The data show that there was an improvement on the mean score of pre-test and post-test of both classes. The finding were supported by Buzan (2008) that mind mapping is a note taking technique to keep any information in a visualization and graphic form by engaging imagination and association. Mind mapping employs

pictures as well as text so that it can raise students' motivation gaining the information from the text (DePorter, 2003: 175).

Based on the result of the research, it can be said that mind mapping technique is a good technique that can be applied to the students in the junior high school level. This technique enables students to construct and connect new information with their background knowledge. This technique also enables students to engage with the topic given to them.

It can be concluded that the hypothesis proposed in this research which says "There is a significant difference in reading comprehension ability between the students taught by using mind mapping technique and those who are taught by using a conventional technique" is accepted.

CHAPTER V CONCLUSIONS, IMPLICATION AND SUGGESTIONS

This chapter is divided into three main sections; conclusions, implication and suggestions from the research finding. Those sections are presented as follows.

A. Conclusions

The conclusion of this research study is supported by three findings. They answer the problem formulation in Chapter I.

Firstly, the pre-test result of the experimental class reveals that the mean score is 24.94 which is in “Good” category. Meanwhile, the post-test result shows that the mean score is 30.61 which belonged to “Very Good” category. It can be concluded that the students’ reading comprehension ability of the experimental group improved significantly from the mean score 24.94 to 30.61. It improved 5.67 point.

Secondly, the pre-test result of the control class illustrates that the mean is 25.22 which is in “Good” category. Meanwhile, the mean score for the post-test is 27.52 which is still in “Good” category. It can be concluded that the students’ reading comprehension ability of the control group improved from the mean score 25.22 to 27.52. It slightly improved 2.30 point.

Thirdly, the post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of the experimental group in the post-test is 30.61 while the control group is 27.52. In addition, there is a significant difference in the reading comprehension ability between the

students who are taught by using mind mapping technique and those who are taught by using a conventional technique. It is proved by the result of the Independent-Samples Test calculation. It shows that the significance value is less than 0.05, i.e. $0.000 < 0.05$. The result of post-test mean also showed that the experimental class had higher mean score than the control class, i.e. $30.61 > 27.52$. Therefore, the hypothesis which says: "There is a significant difference in reading comprehension ability between the students taught by using mind mapping technique and those who are taught by using a conventional technique" is accepted. It means that in teaching reading comprehension, mind mapping technique is more effective to be used than conventional technique.

B. Implication

Based on the research findings, it implies that the use of mind mapping as a technique in teaching reading is effective to solve the students' difficulties in comprehending texts. It supports the theories of teaching reading that a suitable technique needs to be used in the teaching learning of reading regarding with students' reading comprehension ability problem. It can be implied that mind mapping technique can be used in teaching reading comprehension to junior high school students to increase their reading comprehension ability.

C. Suggestions

Based on the conclusion and the implication of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

1. English Teachers

In teaching learning of reading, an English teacher needs to be selective in applying an appropriate technique which improves motivation and fun atmosphere for students. The technique chosen has to overcome students' difficulty in comprehending a text and building students' creativity. It has to motivate, stimulate and improve students' reading comprehension ability.

2. English Language Education Department Students

It is expected for the students of English Education Department to enrich their knowledge about the use of mind mapping technique as an alternative teaching technique in teaching learning process of reading. They are motivated to learn other various techniques in teaching learning process of reading.

3. Other Researchers

This research is only aimed at finding the significance of mind mapping technique on the teaching-learning process of reading. It needs an outgoing research in the form of an action research study as an effort to improve students' reading comprehension ability.

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APPENDIX 1
RESEARCH INSTRUMENTS

READING COMPREHENSION TEST (*Pre-Test*)

Read the texts below and choose either A, B, C, or D for the correct answer.

Text 1 is for Number 1-6

Last week, I spent my holiday in Jakarta. I went there by bus. My bus departed at seven o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately. I thought about bad things that could happen on the street. Then I saw the driver assistant got off the bus. After he returned, he told me and the other passengers that there was a road accident and the police already handled it. However, my bus could go nowhere for a while. My bus was trapped in the queue for about three and a half hours. I finally arrived at Lebak Bulus Station at dawn. It was the most tiring trip I ever had.

Adopted from TOPS, 2009 (page 22)

1. Where does the story take place?
 - A. In the road
 - B. In bus station
 - C. In Lebak Bulus Station
 - D. In the car
2. What happened to the bus?
 - A. It hit Lebak Bulus Station.
 - B. It collided with other cars.
 - C. It got trapped in the road accident.
 - D. It ran out of gas.
3. What time did the writer probably arrive at Lebak Bulus Station?
 - A. At noon
 - B. 4 PM
 - C. 4 AM
 - D. In the middle of the night

4. "Last week, I spent my holiday in Jakarta." The underlined words mean
- | | |
|-------------------|--------------------|
| A. seven days ago | C. next seven days |
| B. yesterday | D. tomorrow |
5. What is the main idea of the text?
- A. It was the most tiring trip the writer's ever had.
 B. It was the most tiring trip I ever had.
 C. It was an amazing trip the writer and I ever had.
 D. It was an awful trip the writer and I ever had.
6. "My bus was trapped in the queue . . ."
- The underlined word has the following meanings, except
- | | |
|---------------------|--------------------|
| A. lining up | C. waiting in line |
| B. standing in line | D. fighting for |

Text 2 is for Number 7-10

My Grayson

I have some pets. However, my favorite pet is Grayson.

12. Grayson is a male cat. I call it Grayson because its fur is grey and it is a male. It is very adorable with its soft stripes. It has innocent round eyes and feeble sweet voice. It always meows when it feels hungry. Actually, its voice is not suitable with its giant body. When I come home, it usually gives me a kiss.

Grayson is a nice playmate. I am happy to spend my time with it. Most of the time, it is a good boy. It is almost impossible for me to be angry with it. In the morning, it always wakes me up early. When it wakes up earlier, it waits quietly by my bedside until I wake up.

Adapted from TOPS, 2009 (page 71)

7. Why is that pet called Grayson?
 A. Because it has sweet voice.
 B. Because of the color of its fur and it is a male cat.
 C. Because it is very adorable with its soft stripes.
 D. Because it has innocent round eyes.
8. Based on the text, we know that
 A. Grayson always kisses the writer when he comes home
 B. every morning, the writer wakes Grayson up
 C. Grayson is a big cat
 D. Grayson is female
9. What does the word 'feeble' in the text mean?
 A. weak
 B. loud
 C. strong
 D. coarse
10. "Grayson is a nice playmate."
 The antonym of the word 'mate' is
 A. enemy
 B. friend
 C. pal
 D. buddy

Text 3 is for Number 11-13

Dear Giovanni,

On my last school holiday, my classmate and I went to Borobudur. The Borobudur temple is really magnificent. The hugeness of the temple really impressed me. How could our ancestors build such a big temple? It was amazing.

In the temple, we went upstairs step by step. Walking around the temple, we saw many reliefs on the temple walls. Some foreigners seemed interested in them. I overheard their conversation with the guide. Actually, the reliefs tell a story.

It was really a nice experience! I hope you can go there someday.

With love,
 Tania

Adapted from TOPS, 2009 (page 126)

11. Tania admired the temple because of its
 A. visitors
 B. reliefs
 C. size
 D. stones
12. What is the topic of the passage above?
 A. On my last school holiday, my classmate and I went to Borobudur.
 B. There are many reliefs on the temple walls.
 C. It was really a nice experience!
 D. The Borobudur temple is really magnificent.
13. I hope you can go there someday. The word “there” means
 A. the country
 B. the temple
 C. the school
 D. the building

Text 4 is for Number 14-16

This character’s name is Puck-Wudgie. (14) has a fat head, big bulgy eyes with long eyelashes, a pig-like nose, and a wide mouth with a big silly grin. On its enormous ears, it (15) log dangling earrings with frills. Its hair and neck are long. It has a round stomach with a huge belly button, not the big one, four stubby arms and two stubby legs. It loves to dance all night to punk music.

Adopted from TOPS, 2009 (page 143)

For Number 14-15, fill the blanks with the appropriate words.

14. A. It
 B. Its
 C. They
 D. Their
15. A. having
 B. has
 C. had
 D. have

16. What is the purpose of the text above?
- A. To describe the character namely Puck-Wudgie.
 - B. To describe punk music.
 - C. To tell the reader about the dancer of punk music.
 - D. To tell the reader about punk music.

Text 5 is for Number 17-20

Last month, Jenny went to circus with Edison and Shawn.

First, they saw the seals perform. The seals balanced themselves on tires and rolled round the ring. A seal on a stool balanced an umbrella on its nose. After that, the trainer fed them with fish.

The next show was the knife-throwing act. Jenny was afraid to watch it, so she covered her eyes with her hands. Not long after, it was the lion's act. It was the most exciting performance. The lions jumped through the burning hoops. Everyone held their breath when the lion trainer put his head into the lion's mouth.

Finally, it was the clown's act. Jenny and her brothers liked the clown's act best. They looked funny with their painted faces and baggy costumes. One of them swung a pail at Jenny. She screamed! Scraps of paper flew out the pail and the audience laughed.

At the end of the show, everyone clapped loudly.

Adopted from TOPS, 2009 (page 103)

17. Who do you think Jenny, Edison and Shawn were?
- A. The guests of the show
 - B. The audience
 - C. The clown's friends
 - D. The trainers of lions

18. What did Jenny, Edison and Shawn see in the circus?
- A. People and animals performed skillful tricks as entertainment.
 - B. People threw knives on the street.
 - C. Animals gave exciting performance.
 - D. Animals wore funny clothes.
19. What is the first event of the text?
- A. The seals balanced themselves on tires and rolled round the ring.
 - B. A seal on a stool balanced an umbrella on its nose.
 - C. The trainer fed the seals with fish.
 - D. The knife throwing act.
20. “The lions jumped through the burning hoops.” (paragraph 3)
What do “hoops” mean?
- A. cover of the head
 - B. curved piece of metal
 - C. wooden ladders
 - D. large rings made of wood or metal

Text 6 is for Number 21-24

Pangandaran

Pangandaran is a small mainland peninsula which is located on the southern coast of Java. It offers a national park and stunning beaches. It has become a popular tourist destination for local tourists for many years.

Pangandaran is half-way between Bandung and Jakarta. The site is 233 km from Bandung and 400 km from Jakarta. One can go to Pangandaran by car or bus. The trip by car or bus is recommendable because the road conditions are good. It takes about five hours by bus from Bandung and eight hours from Jakarta. Twelve kilometers before arriving at Pangandaran, tourists will see a huge rock on the beach, which is called Karang Nini.

Pangandaran is especially of interest to nature lovers, as there is a wildlife reserve where wild birds and other indigenous animals live about freely. In Pangandaran, tourists can also enjoy fine white beaches, blue ocean and fine seafood.

21. How far is Pangandaran from Jakarta?
- | | |
|--------------|-----------|
| A. 5 hours | C. 223 km |
| B. 8 minutes | D. 400 km |
22. Which of the following statements is NOT TRUE based on the text above?
- A. It takes eight hours from Jakarta to Pangandaran by bus.
 B. One can visit a national park with beaches in Pangandaran.
 C. The trip to Pangandaran can be done by car or bus.
 D. Pangandaran has become the most popular tourist destination worldwide for many years.
23. “It offers a national park and stunning beaches.” (par 1 line 2)
 The underlined word refers to
- | | |
|----------------|--------------|
| A. Java | C. Peninsula |
| B. Pangandaran | D. Beaches |
24. What is the generic structure of the text above?
- | | |
|---------------------------------|--------------------------------------|
| A. Identification - Description | C. Description - Identification |
| B. Identification – Orientation | D. Orientation - Event - Description |

Text 7 is for Number 25-29. For Number 25-27, fill the blanks with the appropriate words.

One day, Andrew, an Australian reporter, was driving home from his office. It was a very hot day. The air conditioner was not working, so Andrew wound down his car window to let enough air come in his car. The he switched on the radio.

When he reached the traffic lights, they were red. Andrew stopped his car and (25) ... patiently for the light to turn green. He noticed a white van coming from the opposite direction. It also stopped in the traffic lights.

When the lights turn (26)...., both vehicles start moving. As the van passed Andrew’s car, it suddenly slipped over. The back door of the van sled open and a package of frozen sausages flew out. The package hit Andrew on the nose and broke (27) Andrew’s nose was bleeding badly. He was so furious that he yelled at the van driver. Poor Andrew had to stop at a hospital to see a doctor before he went home.

30. What are the colors of the robot's eyes?
- A. Red
 - B. Blue
 - C. Black
 - D. White
31. What is the main idea of paragraph three?
- A. A medium sized battery must be put to make the robot strong.
 - B. Two batteries are needed to make the robot move.
 - C. The writer's robot is difficult to move.
 - D. The robot can move without batteries.
32. "My robot can be moved with two medium sized batteries." The similar meaning with the underlined word is
- A. small
 - B. big
 - C. average
 - D. strong
33. From the text, we know that... .
- A. the robot cannot move backward
 - B. the robot's feet are bendable
 - C. the robot cannot move at all
 - D. the robot has no arms
34. "My uncle is a **sailor**." A sailor is a person who
- A. sells things
 - B. delivers letters
 - C. works on a ship
 - D. solves crimes

Text 9 is for Number 35-40 about the Alan's holiday in Flores.

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different coloured lakes at dawn. It was truly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like to go back to Flores one day.

Adopted from Scaffolding, 2008 (page 99)

35. Where did the writer go on his first day?
- A. Ende
 - B. Maumere
 - C. The mountain village
 - D. Mount Kelimutu
36. Where did the writer go after visiting Ende?
- A. Bajawa
 - B. Detusoko
 - C. Maumere
 - D. Mount Kelimutu

37. What was the writer's last destination?
- A. Bajawa
 - B. Detusoko
 - C. Maumere
 - D. Mount Kelimutu
38. Which of the following statements is false according to the text?
- A. The writer visited some schools in Maumere.
 - B. After visiting Maumere, the writer went to Ende.
 - C. After visiting Ende, the writer went to the mountain village.
 - D. Bajawa is the writer's third destination.
39. Which of the following words is the synonym of "coast"?
- A. shore
 - B. river
 - C. mountain
 - D. like
40. Why did the writer and his friend wake up at 4 am?
- A. Because they had to continue their trip.
 - B. Because they wanted to see the three different coloured lakes at dawn.
 - C. Because the mountain village was truly inspiring.
 - D. Because there were lakes at dawn.

GOOD LUCK!!!

PRE-TEST ANSWER KEY

1. A	11. C	21. D	31. B
2. C	12. C	22. D	32. C
3. C	13. B	23. B	33. A
4. A	14. A	24. A	34. C
5. A	15. B	25. B	35. B
6. D	16. A	26. D	36. B
7. B	17. B	27. A	37. A
8. A	18. A	28. A	38. D
9. A	19. A	29. B	39. A
10. A	20. D	30. A	40. B

Answer Sheet

Name :

Student Number :

Class :

- | | | | |
|------------|------------|------------|------------|
| 1. A B C D | 11.A B C D | 21.A B C D | 31.A B C D |
| 2. A B C D | 12.A B C D | 22.A B C D | 32.A B C D |
| 3. A B C D | 13.A B C D | 23.A B C D | 33.A B C D |
| 4. A B C D | 14.A B C D | 24.A B C D | 34.A B C D |
| 5. A B C D | 15.A B C D | 25.A B C D | 35.A B C D |
| 6. A B C D | 16.A B C D | 26.A B C D | 36.A B C D |
| 7. A B C D | 17.A B C D | 27.A B C D | 37.A B C D |
| 8. A B C D | 18.A B C D | 28.A B C D | 38.A B C D |
| 9. A B C D | 19.A B C D | 29.A B C D | 39.A B C D |
| 10.A B C D | 20.A B C D | 30.A B C D | 40.A B C D |

READING COMPREHENSION TEST (*Post-Test*)

Read the text below and choose either A, B, C, or D for the correct answer.

Text 1 is for Number 1-4. For Number 1-3, fill the blanks with the appropriate words.

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice (1) Then, we (2) it in a blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister making a (3) in the kitchen. I wrote 'Happy Birthday' on it. On Sunday evening, my grandpa opened the present. He told us that he liked the present, and he was very glad.

Adapted from TOPS, 2009 (page 30)

1. A. cake
 B. present
 C. house
 D. box

2. A. wrapped
 B. caught
 C. bought
 D. made

3. A. wedding anniversary cake
 B. birthday present
 C. birthday cake
 D. birthday candle

4. The synonym of the word "glad" (par.2 line 3) is...
 A. sad
 B. furious
 C. unhappy
 D. delighted

Text 2 is for Number 5-10. For Number 5-7, fill the blanks with the appropriate words.

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. (5) travels back in time from 22nd century to aid a schoolboy named Nobita. Doraemon (6) a large pocket that can produce many gadgets from the future. The pocket is called *yojigen*-pocket, a fourth-dimensional pocket. Although he can (7) perfectly well, Doraemon has no ears. Doraemon is a good cat. He always helps Nobita.

Adapted from TOPS, 2009 (page 112)

5. A. I
B. He
C. We
D. You
6. A. having
B. have
C. had
D. has
7. A. talk
B. see
C. hear
D. touch
8. Which statement is the identification of the text?
 - A. Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio.
 - B. Doraemon is a robotic cat.
 - C. The pocket is called *yojigen*-pocket, a fourth-dimensional pocket.
 - D. Doraemon has no ears.
9. “.... travels back in time from 22nd century to aid a schoolboy named Nobita.” (par. 1 line 2). The underlined words mean... .
 - A. move backward
 - B. move forward
 - C. turn around
 - D. go down

10. What is the purpose of the text?
- A. To tell about Doraemon character.
 - B. To explain about Fujiko Fujio's work.
 - C. To make the character of Doraemon.
 - D. To describe about Doraemon.

Text 3 is for Number 11-16

At 6.30 a.m., I went dressed as usual. I was about leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, I heard somebody yelled, "Tsunami!" I thought it was a joke. But, then I looked up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we had been hit by a train.

Through the windows, we could see people floating by holding onto whatever they could. A boy was clinging to a piece of lumber. It was a nightmare for every one of us.

Our family was fortunate, and I'm not nervous about tsunamis anymore. But when my family wanted to move to another town, I told my mother, "We're not living at the beach. We're going to live in the mountains."

Adapted from TOPS, 2009 (page 38)

11. When did the tsunami happen?
- A. In the morning
 - B. In the afternoon
 - C. In the middle of the night
 - D. Long time ago
12. What is the writer in the text?
- A. A teacher
 - B. A student
 - C. The reader
 - D. My mother

13. “....., just as the wave struck **our** house.” (paragraph 2 line 3)
The word “our” refers to
- | | |
|------------------------------|------------------------------|
| A. my family and I | C. the writer and my family |
| B. the writer’s family and I | D. the writer and her family |
14. In which paragraph the events of the text are showed?
- | | |
|------------|------------|
| A. 1 and 2 | C. 2 and 4 |
| B. 2 and 3 | D. 3 and 4 |
15. What is the topic of the text above?
- A personal experience when tsunami happened.
 - My experience when tsunami happened.
 - Tsunami at my hometown.
 - Tsunami is a disaster.
16. “Our family was fortunate.” The underlined word can be replaced by
- | | |
|------------|---------------|
| A. famous | C. lucky |
| B. lack of | D. prosperous |

Text 4 is for Number 17-22

Keukenhof Flower Park

Keukenhof Flower Park is also known as the Garden of Europe. It is situated near Lisse, Netherlands. It is the world’ s largest flower garden. Keukenhof is more than 150 years old. Its first grounds were founded around 1840.

Everyone who loves flowers knows Keukenhof Flower Park. There are so many kinds of beautiful flowers. There are approximately 54, 520 acres of parkland planted with tulips and other bulbs. Keukenhof is open from the last week of March to mid-May.

The best time to view the tulips is around mid-April. However, it depends on the weather. In seven weeks Keukenhof has about 800, 000 visitors.

Adopted from Scaffolding, 2008 (page 54)

17. What is the other name of Keukenhof Flower Park?
- A. Garden of Euro
 - B. Guardian of Europe
 - C. Garden of Europe
 - D. Garden of Asia
18. Where is Keukenhof located?
- A. Near Netherlands
 - B. Near Lisse
 - C. Near Haarlem
 - D. Near Amsterdam
19. How old is Keukenhof Flower Park?
- A. It is 1840 years old.
 - B. It is more than 1840 years old.
 - C. It is 150 years old.
 - D. It is more than 150 years old.
20. When is Keukenhof closed?
- A. March
 - B. April
 - C. May
 - D. June
21. What is the antonym of the word “beautiful” (par. 2 line 5)?
- A. pretty
 - B. cute
 - C. ugly
 - D. lovely
22. What is the main idea of paragraph 1?
- A. Keukenhof Flower Park is known as a flower garden.
 - B. Keukenhof Flower Park, that is situated near Lisse, is the world’s largest flower garden.
 - C. Keukenhof Flower Park was founded around 1840.
 - D. Keukenhof Flower Park is a flower garden in Netherlands.

Text 5 is for Number 23-26**My Mother**

My mother is a beautiful person. She is from Japan. She is not tall but not short and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 60 kg

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She love being in the church, and she loves sing and dance too

She is a very good child, wife and mother. She always takes care of her family She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep, wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem, she always be with us to help and give us all her love.

Adapted from <http://www.englishindo.com>

23. How does the physical appearance of the writer's mother look like?
- A. She is a beautiful person.
 - B. She always takes care of her family.
 - C. She is very lovely, friendly, patient, and she loves to help people.
 - D. She is not tall but not short, and she has curly hair and brown.
24. What is the characteristic feature of the writer's mother?
- A. She is not tall but not short, and she has curly hair and brown.
 - B. She is very lovely, friendly, patient, and she loves to help people.
 - C. Her eyes color are like honey and her color skin color light brown.
 - D. Her weight likes 60 kg.

25. What is the antonym of “lovely”? (par. 2 line 1)
- | | |
|---------------|---------------|
| A. charming | C. annoying |
| B. attractive | D. delightful |
26. What is the purpose of the text?
- A. To describe the writer’s mother.
 - B. To describe the writer’s family.
 - C. To describe a Japan mother.
 - D. To describe a beautiful mother.

Text 6 is for Number 27-29.

Vacation to London

Mr. Richard’s family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They had booked fourteen days tour. This includes travel, accommodation and tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper, magazine, food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Adapted from <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-vacation-to-london.html>

27. How long was Mr. Richard's family on vacation?
A. Less than two weeks
B. Two weeks
C. More than two weeks
D. Fourteen hours
28. What is the topic of the text above?
A. Working abroad
B. Trip to Europe
C. Staying in London
D. Vacation
29. "However, **they** promised to fix them in a month." (last paragraph)
The word "**they**" refers to ...
A. local people
B. doctors
C. a group of soldiers
D. the houses

Text 7 is for Number 30-29.

Paris

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the City of Light.

Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favourite place to visit.

Adapted from <http://www.belajarbahasainggris.us/2012/02/contoh-teks-descriptive-paris.html>



30. What is the main idea of the first paragraph?
- A. Paris is one of the most beautiful cities in the world.
 - B. Paris has a beautiful garden.
 - C. There are many palaces in Paris.
 - D. There is an amazing light in Paris.
31. Why is Paris often called the City of Light?
- A. Because it is a beautiful city in France at night.
 - B. Because it is the most crowded city in the world.
 - C. Because there are lovely gardens and parks there at night.
 - D. Because many palaces and statues are lit up.
32. Which statement is NOT TRUE based on the text?
- A. Paris is the capital city of France.
 - B. There is only a lovely garden in Paris.
 - C. Millions of people visit Paris every year.
 - D. The Louvre is one of the world's largest art museums in Paris.
33. “This huge structure has become the symbol of Paris.” (par. 2 line 3) “This” refers to
- A. The palaces and statues
 - B. Eiffel Tower
 - C. The Louvre
 - D. The Cathedral of Notre Dame

Text 8 is for Number 34-38.

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

Adopted from Scaffolding, 2008 (page 115)

34. What is the text about?
- A. Having an awful experience.
 - B. Having an amazing experience.
 - C. Having a terrible experience.
 - D. Having an embarrassing experience.
35. Why did the writer go to the town square?
- A. To avoid a boring time at home.
 - B. To meet a friend.
 - C. To join local singing contest.
 - D. To pinch his friend.
36. What did the writer do after thinking that the boy was his classmate?
- A. He chose a place under a big tree.
 - B. He pinched the boy a little and called his name.
 - C. He called his friend.
 - D. He could not say a word.
37. What does "he" (par. 3 line 1) refer to?
- A. I
 - B. My classmate
 - C. The writer's classmate
 - D. A singer
38. What is probably the best title for the text?
- A. My Embarrassing Experience.
 - B. My Bad Experience.
 - C. My Precious Experience.
 - D. My Great Experience.

39. Arrange the sentences below into a correct paragraph.

1. We left our house to the railway station at about 5 o'clock in the morning.
2. Finally our train came. We rushed to get on the train.
3. Last Lebaran, my family and I went to our hometown. We decided to take a train.
4. It took about 5 hours to get to our hometown. We enjoyed our journey.
5. We took carriage number 3 according to our tickets.
6. But our train was late, so we had to wait for fifteen minutes.
7. After finding our seats, we sat comfortably.
8. We arrived at the station at six.

Adopted from TOPS, 2009 (page 56)

- A. 3 – 8 – 6 – 4 – 5 – 1 – 2 – 7
- B. 3 – 4 – 5 – 8 – 1 – 2 – 6 – 7
- C. 3 – 5 – 4 – 2 – 7 – 8 – 1 – 6
- D. 3 – 1 – 8 – 6 – 2 – 5 – 7 – 4

40. Arrange the sentences below into a correct paragraph.

1. Samarinda is the capital city of East Kalimantan.
2. People like to relax and enjoy the sunset in the places.
3. It is located at the edge of the Mahakam River.
4. But now, the government has changed the area along the river into a city garden and recreation places.
5. People call it as River City.
6. There are so many houses along the bank of the river.

Adopted from TOPS, 2009 (page 127)

- A. 1 – 2 – 3 – 4 – 5 – 6
- B. 1 – 4 – 5 – 6 – 3 – 2
- C. 1 – 3 – 5 – 6 – 4 – 2
- D. 1 – 5 – 6 – 3 – 4 – 2

GOOD LUCK!!!!

POST-TEST ANSWER KEY

1. B	11. A	21. C	31. D
2. A	12. B	22. B	32. B
3. C	13. D	23. D	33. B
4. D	14. B	24. A	34. D
5. B	15. A	25. C	35. A
6. D	16. C	26. A	36. B
7. C	17. C	27. B	37. C
8. A	18. B	28. D	38. A
9. A	19. D	29. C	39. D
10. D	20. C	30. A	40. C

Answer Sheet

Name :

Student number :

Class :

- | | | | |
|------------|------------|------------|------------|
| 1. A B C D | 11.A B C D | 21.A B C D | 31.A B C D |
| 2. A B C D | 12.A B C D | 22.A B C D | 32.A B C D |
| 3. A B C D | 13.A B C D | 23.A B C D | 33.A B C D |
| 4. A B C D | 14.A B C D | 24.A B C D | 34.A B C D |
| 5. A B C D | 15.A B C D | 25.A B C D | 35.A B C D |
| 6. A B C D | 16.A B C D | 26.A B C D | 36.A B C D |
| 7. A B C D | 17.A B C D | 27.A B C D | 37.A B C D |
| 8. A B C D | 18.A B C D | 28.A B C D | 38.A B C D |
| 9. A B C D | 19.A B C D | 29.A B C D | 39.A B C D |
| 10.A B C D | 20.A B C D | 30.A B C D | 40.A B C D |

APPENDIX 2
VALIDITY AND RELIABILITY
OF RESEARCH
INSTRUMENTS

1. Pre-test

Reliability

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded ^a	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,929	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	40,8824	60,349	,584	,927
B2	40,8529	60,311	,838	,927
B3	41,0000	59,333	,518	,927
B4	41,0294	58,332	,650	,926
B5	40,9118	59,416	,693	,926
B6	40,8824	60,471	,551	,927
B7	40,8529	60,311	,838	,927
B8	40,9412	60,421	,402	,928
B9	41,2353	62,428	-,013	,934

B10	40,9118	60,689	,402	,928
B11	40,8529	60,311	,838	,927
B12	40,8529	60,311	,838	,927
B13	41,0294	58,332	,650	,926
B14	40,8529	60,311	,838	,927
B15	41,3235	63,680	-,168	,935
B16	40,8824	59,622	,785	,926
B17	40,9118	59,416	,693	,926
B18	41,5294	60,620	,242	,930
B19	40,8824	60,349	,584	,927
B20	40,9118	60,689	,402	,928
B21	40,9412	60,360	,415	,928
B22	40,9412	60,421	,402	,928
B23	40,8824	60,471	,551	,927
B24	40,9412	62,299	,032	,931
B25	40,8529	60,311	,838	,927
B26	40,8824	60,349	,584	,927
B27	40,9412	59,572	,573	,927
B28	41,0294	58,332	,650	,926
B29	41,0000	59,333	,518	,927
B30	40,9118	60,689	,402	,928
B31	41,0000	59,333	,518	,927
B32	41,0294	58,332	,650	,926
B33	41,2353	61,337	,126	,932
B34	40,8529	60,311	,838	,927
B35	41,0000	59,333	,518	,927
B36	40,9412	59,815	,524	,927
B37	40,8529	60,311	,838	,927
B38	40,8824	60,349	,584	,927
B39	41,0294	58,332	,650	,926
B40	40,9412	60,360	,415	,928

B41	40,9412	59,572	,573	,927
B42	41,0294	58,332	,650	,926
B43	40,8824	59,986	,684	,927
B44	40,9412	59,572	,573	,927
B45	41,0294	58,332	,650	,926
B46	41,0000	59,394	,508	,927
B47	41,3235	60,044	,289	,930
B48	40,8235	62,574	,000	,930
B49	41,6471	64,478	-,330	,935
B50	41,1176	61,198	,161	,931

Validity

Items	R-value	R-table	Criteria
B1	0,584	0,339	Valid
B2	0,838	0,339	Valid
B3	0,518	0,339	Valid
B4	0,650	0,339	Valid
B5	0,693	0,339	Valid
B6	0,551	0,339	Valid
B7	0,838	0,339	Valid
B8	0,402	0,339	Valid
B9	-0,013	0,339	Not Valid
B10	0,402	0,339	Valid
B11	0,838	0,339	Valid
B12	0,838	0,339	Valid
B13	0,650	0,339	Valid
B14	0,838	0,339	Valid

B15	-0,168	0,339	Not Valid
B16	0,785	0,339	Valid
B17	0,693	0,339	Valid
B18	0,242	0,339	Not Valid
B19	0,584	0,339	Valid
B20	0,402	0,339	Valid
B21	0,415	0,339	Valid
B22	0,402	0,339	Valid
B23	0,551	0,339	Valid
B24	0,032	0,339	Not Valid
B25	0,838	0,339	Valid
B26	0,584	0,339	Valid
B27	0,573	0,339	Valid
B28	0,650	0,339	Valid
B29	0,518	0,339	Valid
B30	0,402	0,339	Valid
B31	0,518	0,339	Valid
B32	0,650	0,339	Valid
B33	0,126	0,339	Not Valid
B34	0,838	0,339	Valid
B35	0,518	0,339	Valid
B36	0,524	0,339	Valid
B37	0,838	0,339	Valid
B38	0,584	0,339	Valid
B39	0,650	0,339	Valid
B40	0,415	0,339	Valid
B41	0,573	0,339	Not Valid
B42	0,650	0,339	Valid
B43	0,684	0,339	Valid
B44	0,573	0,339	Valid

B45	0,650	0,339	Valid
B46	0,508	0,339	Valid
B47	0,289	0,339	Not Valid
B48	0,000	0,339	Not Valid
B49	-0,330	0,339	Not Valid
B50	0,161	0,339	Not Valid

2. Post-test

Reliability

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded ^a	0	.0
	Total	34	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.942	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A1	44,8235	45,786	,935	,939
A2	44,7941	47,987	,000	,943
A3	44,8824	45,319	,667	,940
A4	44,8529	45,887	,631	,940
A5	44,8529	48,250	-,097	,944
A6	44,8824	45,319	,667	,940
A7	45,1471	48,796	-,154	,949
A8	44,9118	45,840	,460	,941

A9	44,8529	45,705	,689	,940
A10	44,8529	45,463	,766	,940
A11	44,8235	45,786	,935	,939
A12	44,8529	45,463	,766	,940
A13	44,7941	47,987	,000	,943
A14	44,8235	45,786	,935	,939
A15	44,8824	45,319	,667	,940
A16	44,8824	45,319	,667	,940
A17	44,8824	45,319	,667	,940
A18	44,8235	45,786	,935	,939
A19	44,8529	45,463	,766	,940
A20	44,7941	47,987	,000	,943
A21	44,9412	45,451	,496	,941
A22	44,8529	45,463	,766	,940
A23	44,9118	46,143	,391	,942
A24	44,8824	45,865	,523	,941
A25	44,8529	45,705	,689	,940
A26	44,8824	45,319	,667	,940
A27	45,2059	49,441	-,243	,950
A28	44,8235	45,786	,935	,939
A29	44,8824	45,319	,667	,940
A30	44,8824	45,865	,523	,941
A31	44,8529	45,463	,766	,940
A32	44,8824	48,349	-,111	,945
A33	44,8529	45,463	,766	,940
A34	44,8235	45,786	,935	,939
A35	44,9706	45,605	,427	,942
A36	45,0000	46,182	,293	,943
A37	44,7941	47,987	,000	,943
A38	44,8529	45,947	,612	,940
A39	44,9118	46,022	,419	,942

A40	44,9118	45,719	,489	,941
A41	44,7941	47,987	,000	,943
A42	44,8235	45,786	,935	,939
A43	44,8529	45,887	,631	,940
A44	44,8824	45,319	,667	,940
A45	44,8824	45,865	,523	,941
A46	44,8235	45,786	,935	,939
A47	44,9118	45,477	,545	,941
A48	44,8824	45,865	,523	,941
A49	44,9118	45,719	,489	,941
A50	44,9118	45,901	,447	,941

Validity

Items	R-value	R-table	Criteria
A1	0,935	0,339	Valid
A2	0,000	0,339	Not Valid
A3	0,667	0,339	Valid
A4	0,631	0,339	Valid
A5	-0,097	0,339	Not Valid
A6	0,667	0,339	Valid
A7	-0,154	0,339	Not Valid
A8	0,460	0,339	Valid
A9	0,689	0,339	Valid
A10	0,766	0,339	Valid
A11	0,935	0,339	Valid
A12	0,766	0,339	Valid
A13	0,000	0,339	Not Valid
A14	0,935	0,339	Valid

A15	0,667	0,339	Valid
A16	0,667	0,339	Valid
A17	0,667	0,339	Valid
A18	0,935	0,339	Valid
A19	0,766	0,339	Valid
A20	0,000	0,339	Not Valid
A21	0,496	0,339	Valid
A22	0,766	0,339	Valid
A23	0,391	0,339	Valid
A24	0,523	0,339	Valid
A25	0,689	0,339	Valid
A26	0,667	0,339	Valid
A27	-0,243	0,339	Not Valid
A28	0,935	0,339	Valid
A29	0,667	0,339	Valid
A30	0,523	0,339	Valid
A31	0,766	0,339	Valid
A32	-0,111	0,339	Not Valid
A33	0,766	0,339	Valid
A34	0,935	0,339	Valid
A35	0,427	0,339	Valid
A36	0,293	0,339	Not Valid
A37	0,000	0,339	Not Valid
A38	0,612	0,339	Valid
A39	0,419	0,339	Valid
A40	0,489	0,339	Valid
A41	0,000	0,339	Not Valid
A42	0,935	0,339	Valid
A43	0,631	0,339	Valid
A44	0,667	0,339	Valid

A45	0,523	0,339	Valid
A46	0,935	0,339	Valid
A47	0,545	0,339	Valid
A48	0,523	0,339	Valid
A49	0,489	0,339	Valid
A50	0,447	0,339	Valid

APPENDIX 3
LESSON PLANS AND
LEARNING MATERIALS

RENCANA PELAKSANAAN PEMBELAJARAN
(LESSON PLAN)

Name of School : SMP Negeri 9 Yogyakarta
Class/ Semester : VIII / I
Subject : English
Type of the text : Short essay (Descriptive)
Theme : Things around Us
Skill : Reading
Allocation of time : 2 x 40 minutes
Academic Year : 2012/2013

A. STANDARD OF COMPETENCE

5. Understanding the meaning of functional texts and short simple essays in the form of descriptive and recount which are related to the environment

B. BASIC COMPETENCY

- 5.3. Responding to the meaning and rhetorical steps in simple short essays accurately, fluently and accepted which are related to the environment in the form of descriptive and recount text

C. INDICATORS

Students are able:

1. To identify the organization of a descriptive text.
2. To identify the generic features and social function of a descriptive text.
3. To comprehend a descriptive text.

D. LEARNING OBJECTIVE

At the end of the lesson, the students are able to understand the meaning of written descriptive texts accurately.

E. LEARNING MATERIALS

San Francisco

Identification →

San Francisco is my favourite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.

One of my favourite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It's not a very comfortable ride, but it's exciting and the views you get from the car are wonderful. And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favourites. You can also get great Chinese, Japanese, American and European food in San Francisco.

Description ←

Adapted from <http://www.education-english.com/2012/01/descriptive-text-san-francisco.html>

Read the text. Then, answer the following questions.

1. What is the name of the text?
2. What is the writer's favourite city in the U.S.?
3. What is the description about the city?
4. What does the writer enjoy there?

Descriptive text

A descriptive text is a text which focuses on the characteristic features of particular thing, e.g. animal, book. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

Organization of a Descriptive text

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	GENERIC FEATURES
Descriptive	To describe subject's characteristic features, physical appearance, qualities, habitual behavior, significant attributes.	<ul style="list-style-type: none"> ○ Identification: provides someone or something that is going to be described ○ Description: how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. 	<ul style="list-style-type: none"> • The use of adjectives to describe the subject e.g.: <i>big, brown, red</i> • The use of sequence words for habitual behavior e.g.: <i>after, finally, then, after that.</i> • The use of simple present tense e.g.: V1 (stem form) → <i>put, has/have, love</i> To be → <i>is, are</i>

Simple Present Tense

Positive Form	: S + V1 + O S + to be (is, am, are) + C
Negative Form	: S + do/does + not + V1 + O
Question Form	: Do/does + S + V1 + O? To be + S + C?

F. TEACHING AND LEARNING METHOD

Genre-Based Technique:

1. BKOF (Building Knowledge of Field)
2. MOT (Modeling of Text)
3. JCOT (Joint Construction of Text)
4. ICOT (Independent Construction of Text)

G. TEACHING AND LEARNING TECHNIQUE

Conventional technique

H. TEACHING AND LEARNING ACTIVITIES

1) Opening

The students respond to the English teacher's greeting.	5'
One of the students leads a prayer.	
The students being asked about the students' condition and readiness.	

2) Main activities

a. Building Knowledge of the Field (BKOF)

Activities	Time Allocation
The students are given warming-up questions related to the descriptive text before the lesson are started. (Task 1)	5'
The students respond to the English teacher's questions related to the topic discussed.	

b. Modeling of Text (MOT)

Activities	Time Allocation
The students find the meaning of the words used in the text. (Task 2)	15'
The students study an example of a descriptive text " San Francisco ". (Task 3)	
The students discuss the topic, the generic structure, the grammatical pattern used, the questions of the text with the English teacher. (Task 4 and Task 5)	

c. Joint Construction of the Text (JCOT)

Instruction	Time Allocaton
The students work in pairs.	30'
The students guess the meaning of the following words according to the text “ Sydney Opera House ” (Task 6)	
Each group is given a descriptive text “ Sydney Opera House ”. They match the generic structure with the paragraph. (Task 7)	
The students pronounce the words then find the synonyms. (Task 8)	
The students discuss the answer with the English teacher.	

d. Independent Construction of the Text (ICOT)

Instruction	Time Allocation
The students answer the questions from the text. (Task 9)	20'
The students discuss the answer with the English teacher.	

3) Closing

The students answer the English teacher’s question whether they find difficulties or not during the teaching learning process.	5'
The students and the English teacher review the materials.	
The students pay attention to the next materials then one of them leads a prayer.	

I. LEARNING SOURCES

<http://www.education-english.com/2012/01/descriptive-text-san-francisco.html>

<http://www.englishindo.com/2012/01/descriptive-text-penjelasan-contoh.html>

Joko Priyana. Scaffolding English for Junior High School Students, Jakarta: Pusat Perbukuan, Depdiknas, 2008

J. MEDIA

- Worksheets
- Boardmakers

K. ASSESSMENT

No.	Indicators Of Competency Achievement	Technique	Form	Example of the Instruments
1.	Able to answer the question related to the text.	Written text	Essay	Attached

L. ASSESSMENT RUBRIC:

Total Score : $\frac{\text{correct answers}}{\sum n} \times 100$
--

Yogyakarta, October 20th, 2012

English teacher,

The researcher,

Widig Cahyono, S.Pd.
NIP. 19721111 200604 1 017

Ambarwanti
NIM. 07202244054

RENCANA PELAKSANAAN PEMBELAJARAN 2
(LESSON PLAN 2)

Name of School : SMP Negeri 9 Yogyakarta
Class/ Semester : VIII / I
Subject : English
Type of the text : Short essay (Recount)
Theme : Traveling
Skill : Reading
Allocation of time : 2 x 40 minutes
Academic Year : 2012/2013

A. STANDARD OF COMPETENCE

5. Understanding the meaning of functional texts and short simple essays in the form of descriptive and recount which are related to the environment

B. BASIC COMPETENCY

- 5.3. Responding to the meaning and rhetorical steps in simple short essays accurately, fluently and accepted which are related to the environment in the form of descriptive and recount text

C. INDICATORS

Students are able:

1. To identify the organization of a recount text.
2. To identify the generic features and social function of a recount text.
3. To comprehend a recount text.

D. LEARNING OBJECTIVES

At the end of the lesson, the students are able to understand the meaning of written recount texts accurately.

E. LEARNING MATERIALS

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.

Adapted from English in Focus, 2008 (page 62)

Answer the questions below.

1. What is the name of the text?
2. Who were told in the story?
3. When were they out?
4. Where did the story happen?
5. What happened to the writer and her friend?

Recount text

A recount text is a text which retells an experience. It lists and describes past experiences by retelling events. It presents the events chronologically.

Simple Past Tense

Positive Form	: S + V2 + O S + to be (was, were) + C
Negative Form	: S + did+ not + V1 +O
Question Form	:Did + S + V1 + O? To be + S + C?



Organization of a recount text

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	GENERIC FEATURES
Recount	To retell the readers about experiences in the past	<ul style="list-style-type: none"> • Orientation (background information) It answers the questions: who, when, where, why, what experience • Events It presents events: what people do? • Reorientation (optional) It presents the concluding comment (personal opinion) 	<ul style="list-style-type: none"> • The use of sequence words e.g.: <i>first, finally, then, after that.</i> • The use of simple past tense and action verbs e.g.: V2 (past form) → <i>left, went, got began, saw</i> To be → <i>was, were</i> • Mainly 1st person / 3rd person pronoun

F. TEACHING TECHNIQUE

Mind mapping technique

G. TEACHING AND LEARNING METHOD

Genre-Based Technique:

1. BKOF (Building Knowledge of Field)
2. MOT (Modeling of Text)
3. JCOT (Joint Construction of Text)
4. ICOT (Independent Construction of Text)

H. TEACHING AND LEARNING ACTIVITIES

1) Opening

The students respond to the researcher's greeting.	5'
One of the students leads a prayer.	
The students are asked about their condition and readiness.	

2) Main activities

a. Building Knowledge of the Field (BKOF)

Activities	Time Allocation
The students are given warming-up questions related to the recount text before the lesson are started. (Task 1)	10'
The students respond to the English teacher's questions related to the topic discussed.	

b. Modeling of Text (MOT)

Activities	Time Allocation
The students find the meaning of the words in the following text. (Task 2)	15'
The students study an example of a recount text. (Task 3)	
The students discuss the topic, the generic structure, the grammatical pattern used, the questions of the text with the English teacher. (Task 4 and Task 5)	

c. Joint Construction of the Text (JCOT)

Instruction	Time Allocaton
The students work in pairs.	25'
The students guess the meaning of the words from the text. (Task 6)	
Each group is given a recount text " Travel on the Plane for the First Time ". (Task 7)	
The students gather information about the text and fill it on the worksheet.	
The students reread the text in the Task 7 then find the antonyms of the words (Task 8)	
The students find the closest meaning of the words in column A in	

column B. (Task 9)	
The students discuss the answer with the English teacher.	

d. Independent Construction of the Text (ICOT)

Instruction	Time Allocation
The students answer the questions of the text in Task 7 individually. (Task 10)	20'
The students do True-False questions. (Task 10)	
The students fill the blanks with the suitable verb. (Task 11)	
The students discuss the answer with the English teacher.	

3) Closing

The students answer the English teacher's question whether they find difficulties or not during the teaching learning process.	5'
The students and the English teacher review the materials.	
The students pay attention to the next materials then one of them leads a prayer.	

I. LEARNING SOURCES

Wardiman, Artono. English in Focus 2, Jakarta: Pusat Perbukuan, Depdiknas, 2008

Joko Priyana. Scaffolding English for Junior High School Students, Jakarta: Pusat Perbukuan, Depdiknas, 2008

J. MEDIA

- Worksheets
- Boardmarkers

K. ASSESSMENT

No.	Indicators Of Competency Achievement	Technique	Form	Example of the Instruments
1.	Able to answer the question related to the text.	Written text	Essay	Attached

L. ASSESSMENT RUBRIC

$\text{Total Score} : \frac{\text{correct answers}}{\sum n} \times 100$

Yogyakarta, October 20th 2012

English teacher,

The researcher,

Widig Cahyono, S.Pd.

Ambarwanti

NIP. 19721111 200604 1 017

NIM. 07202244054

RENCANA PELAKSANAAN PEMBELAJARAN 2
(LESSON PLAN 2)

Name of School : SMP Negeri 9 Yogyakarta
Class/ Semester : VIII / I
Subject : English
Type of the text : Short essay (Recount)
Theme : Personal Experience
Skill : Reading
Allocation of time : 2 x 40 minutes
Academic Year : 2012/2013

A. STANDARD OF COMPETENCE

5. Understanding the meaning of functional texts and short simple essays in the form of descriptive and recount which are related to the environment

B. BASIC COMPETENCY

- 5.3. Responding to the meaning and rhetorical steps in simple short essays accurately, fluently and accepted which are related to the environment in the form of descriptive and recount text

C. INDICATORS

Students are able:

1. To identify the organization of a recount text.
2. To identify the generic features and social function of a recount text.
3. To comprehend a recount text.

D. LEARNING OBJECTIVES

At the end of the lesson, the students are able to understand the meaning of written recount texts accurately.

E. LEARNING MATERIALS

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

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. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Adapted from <http://nurdiono.com/education/students-area/95-recount-text.html>

Answer the questions below.

1. What is the writer of the text above?
2. Where did the writer and his friends go?
3. When did they go to Bali?
4. a. Orientation is showed in paragraph
b. Events are showed in paragraph
c. Reorientation is showed in paragraph
5. What is the purpose of the text?

Recount text

A recount text is a text which retells an experience. It lists and describe past experiences by retelling events. It presents the events chronologically.

Simple Past Tense

Positive Form : S + V2 + O
 S + to be (was, were) + C
 Negative Form : S + did+ not + V1 +O
 Question Form :Did + S + V1 + O?
 To be + S + C?



Organization of a recount text

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	GENERIC FEATURES
Recount	To retell the readers about experiences in the past	<ul style="list-style-type: none"> • Orientation (background information) It answers the questions: who, when, where, why, what experience • Events It presents events: what people do? • Reorientation (optional) It presents the concluding comment (personal opinion) 	<ul style="list-style-type: none"> • The use of sequence words e.g.: <i>first, finally, then, after that.</i> • The use of simple past tense and action verbs e.g.: V2 (past form) → <i>left, went, got began, saw</i> To be → <i>was, were</i> • Mainly 1st person / 3rd person pronoun

F. TEACHING AND LEARNING METHOD

Genre-Based Technique:

1. BKOF (Building Knowledge of Field)
2. MOT (Modeling of Text)
3. JCOT (Joint Construction of Text)
4. ICOT (Independent Construction of Text)

G. TEACHING AND LEARNING ACTIVITIES

1) Opening

The students respond to the English teacher's greeting.	5'
One of the students leads a prayer.	
The students being asked about the students' condition and readiness.	

2) Main activities

a. Building Knowledge of the Field (BKOF)

Activities	Time Allocation
The students are given warming-up questions related to the recount text before the lesson are started. (Task 1)	10'
The students respond to the English teacher's questions related to the topic discussed.	

b. Modeling of Text (MOT)

Activities	Time Allocation
The students find the meaning of the the words in the following text. (Task 2)	15'
The students study an example of recount text " My Experiences in Bali ". (Task 3)	
The students discuss the topic, the generic structure, the grammatical pattern used, the questions, and the word-list in the text with the English teacher.	

c. Joint Construction of the Text (JCOT)

Instruction	Time Allocaton
The students work in pairs.	
Each group is given a recount text “ Going Fishing for the First Time ”. (Task 4)	
The students gather information about the text, arrange the paragraph, then fill the blanks with the words provided then fill the information on the worksheet.	
The students guess the synonym of the words. (Task 5)	
The students guess the reference of the words from the text. (Task 6)	
The students discuss the answer with the English teacher.	
	25’

d. Independent Construction of the Text (ICOT)

Instruction	Time Allocation
The students answer the questions of the text. (Task 7)	20’
The students choose the best answer. (Task 8)	
The students discuss the answer with the English teacher.	

3) Closing

The students answer the English teacher’s question whether they find difficulties or not during the teaching learning process.	5’
The students and the English teacher review the materials.	
The students pay attention to the next materials then one of them leads a prayer.	

H. LEARNING SOURCES

Joko Priyana. Scaffolding English for Junior High School Students, Jakarta:

Pusat Perbukuan, Depdiknas, 2008

<http://nurdiono.com/education/students-area/95-recount-text.html>

I. MEDIA

- Worksheets
- Boardmarkers

J. ASSESSMENT

No.	Indicators Of Competency Achievement	Technique	Form	Example of the Instruments
1.	Able to answer the question related to the text.	Written text	Essay	Attached

K. ASSESSMENT RUBRIC

$$\text{Total Score} : \frac{\text{correct answers}}{\sum n} \times 100$$

Yogyakarta, October 20th 2012

English teacher,

The researcher,

Widig Cahyono, S.Pd.

Ambarwanti

NIP. 19721111 200604 1 017

NIM. 07202244054

**RENCANA PELAKSANAAN PEMBELAJARAN
(LESSON PLAN)**

Name of School : SMP Negeri 9 Yogyakarta
Class/ Semester : VIII / I
Subject : English
Type of the text : Short essay (Descriptive)
Theme : Things around Us
Skill : Reading
Allocation of time : 2 x 40 minutes
Academic Year : 2012/2013

A. STANDARD OF COMPETENCE

5. Understanding the meaning of functional texts and short simple essays in the form of descriptive and recount which are related to the environment

B. BASIC COMPETENCY

- 5.3. Responding to the meaning and rhetorical steps in simple short essays accurately, fluently and accepted which are related to the environment in the form of descriptive and recount text

C. INDICATORS

Students are able:

1. To identify the organization of a descriptive text.
2. To identify the generic features and social function of a descriptive text.
3. To comprehend a descriptive text.

D. LEARNING OBJECTIVES

At the end of the lesson, the students are able to understand the meaning of written descriptive texts accurately.

E. LEARNING MATERIALS

San Francisco



San Francisco is my favourite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.

One of my favourite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It's not a very comfortable ride, but it's exciting and the views you get from the car are wonderful. And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favourites. You can also get great Chinese, Japanese, American and European food in San Francisco.



Adapted from <http://www.education-english.com/2012/01/descriptive-text-san-francisco.html>

Read the text. Then, answer the following questions.

1. What is the name of the text?
2. What is the writer's favourite city in the U.S.?
3. What is the description about the city?
4. What does the writer enjoy there?
5. What is the purpose of the text?

Descriptive text

A descriptive text is a text which focuses on the characteristic features of particular thing, e.g. animal, book. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

Organization of a descriptive text

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	GENERIC FEATURES
Descriptive	To describe subject's characteristic features, physical appearance, qualities, habitual behavior, significant attributes.	<ul style="list-style-type: none"> ○ Identification: provides someone or something that is going to be described ○ Description: how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. 	<ul style="list-style-type: none"> • The use of adjectives to describe the subject e.g.: <i>big, brown, red</i> • The use of sequence words for habitual behavior e.g.: <i>after, finally, then, after that.</i> • The use of simple present tense e.g.: V1 (stem form) → <i>put, has/have, love</i> To be → <i>is, are</i>

Simple Present Tense

Positive Form	: S + V1 + O S + to be (is, am, are) + C
Negative Form	: S + do/does + not + V1 + O
Question Form	: Do/does + S + V1 + O? To be + S + C?

F. TEACHING AND LEARNING METHOD

Genre-Based Technique:

1. BKOF (Building Knowledge of Field)
2. MOT (Modeling of Text)
3. JCOT (Joint Construction of Text)
4. ICOT (Independent Construction of Text)

G. TEACHING AND LEARNING TECHNIQUE

Mind mapping technique

H. TEACHING AND LEARNING ACTIVITIES

1) Opening

The students respond to the researcher's greeting.	5'
One of the students leads a prayer.	
The students being asked about the students' condition and readiness.	

2) Main activities

a. Building Knowledge of the Field (BKOF)

Activities	Time Allocation
The students are given warming-up questions related to the descriptive text before the lesson are started. (Task 1)	5'
The students respond to the researcher's questions related to the topic discussed.	

b. Modeling of Text (MOT)

Activities	Time Allocation
The students find the meaning of the words used in the text. (Task 2)	15'
The students learn an example of a descriptive text "San Francisco". (Task 3)	
The students discuss the topic, the generic structure, the grammatical pattern used, the questions of the text by using mind mapping technique with guidance from the researcher. (Task 4 and Task 5)	

c. Joint Construction of the Text (JCOT)

Instruction	Time Allocaton
The students work in pairs.	30'
The students guess the meaning of the following words according to the text “ Sydney Opera House ”(Task 6)	
Each group is given a descriptive text “ Sydney Opera House ”and a mind mapping worksheet. They match the generic structure with the paragraph. (Task 7)	
The students gather information about the text and fill it on the worksheet.	
The students pronounce the words then find the synonyms. (Task 8)	
The students discuss the answer with the researcher.	

d. Independent Construction of the Text (ICOT)

Instruction	Time Allocation
The students answer the questions from the text by applying mind mapping technique in the worksheet they did. (Task 9)	20'
The students discuss the answer with the researcher.	

3) Closing

The students answer the researcher’s question whether they find difficulties or not during the teaching learning process.	5'
The students and the researcher review the materials.	
The students pay attention to the next materials then one of them leads a prayer.	

I. LEARNING SOURCES

Joko Priyana. Scaffolding English for Junior High School Students, Jakarta: Pusat
Perbukuan, Depdiknas, 2008

<http://www.education-english.com/2012/01/descriptive-text-san-francisco.html>

<http://www.englishindo.com/2012/01/descriptive-text-penjelasan-contoh.html>

J. MEDIA

- Worksheets
- Boardmakers

K. ASSESSMENT

No.	Indicators Of Competency Achievement	Technique	Form	Example of the Instruments
1.	Able to answer the question related to the text.	Written text	Essay	Attached

L. ASSESSMENT RUBRIC:

Total Score : $\frac{\text{correct answers}}{\sum n} \times 100$
--

Yogyakarta, October 20th, 2012

English teacher,

The researcher,

Widig Cahyono, S.Pd.
NIP. 19721111 200604 1 017

Ambarwanti
NIM. 07202244054

RENCANA PELAKSANAAN PEMBELAJARAN 2
(LESSON PLAN 2)

Name of School : SMP Negeri 9 Yogyakarta
Class/ Semester : VIII / I
Subject : English
Type of the text : Short essay (Recount)
Theme : Traveling
Skill : Reading
Allocation of time : 2 x 40 minutes
Academic Year : 2012/2013

A. STANDARD OF COMPETENCE

5. Understanding the meaning of functional texts and short simple essays in the form of descriptive and recount which are related to the environment

B. BASIC COMPETENCY

- 5.3. Responding to the meaning and rhetorical steps in simple short essays accurately, fluently and accepted which are related to the environment in the form of descriptive and recount text

C. INDICATORS

Students are able:

1. To identify the organization of a recount text.
2. To identify the generic features and social function of a recount text.
3. To comprehend a recount text.

D. LEARNING OBJECTIVES

At the end of the lesson, the students are able to understand the meaning of written recount texts accurately.

E. LEARNING MATERIALS

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.

Adapted from English in Focus, 2008 (page 62)

Answer the questions below.

1. What is the name of the text?
2. Who were told in the story?
3. When were they out?
4. Where did the story happen?
5. What happened to the writer and her friend?

Recount text

A recount text is a text which retells an experience. It lists and describe past experiences by retelling events. It presents the events chronologically.

Simple Past Tense

Positive Form	: S + V2 + O S + to be (was, were) + C
Negative Form	: S + did+ not + V1 +O
Question Form	:Did + S + V1 + O? To be + S + C?



Organization of a recount text

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	GENERIC FEATURES
Recount	To retell the readers about experiences in the past	<ul style="list-style-type: none"> • Orientation (background information) It answers the questions: who, when, where, why, what experience • Events It presents events: what people do? • Reorientation (optional) It presents the concluding comment (personal opinion) 	<ul style="list-style-type: none"> • The use of sequence words e.g.: <i>first, finally, then, after that.</i> • The use of simple past tense and action verbs e.g.: V2 (past form) → <i>left, went, got began, saw</i> To be → <i>was, were</i> • Mainly 1st person / 3rd person pronoun

F. TEACHING TECHNIQUE

Mind mapping technique

G. TEACHING AND LEARNING METHOD

Genre-Based Technique:

1. BKOF (Building Knowledge of Field)
2. MOT (Modeling of Text)
3. JCOT (Joint Construction of Text)
4. ICOT (Independent Construction of Text)

H. TEACHING AND LEARNING ACTIVITIES

1) Opening

The students respond to the researcher's greeting.	5'
One of the students leads a prayer.	
The students being asked about the students' condition and readiness.	

2) Main activities

a. Building Knowledge of the Field (BKOF)

Activities	Time Allocation
The students are given warming-up questions related to the recount text before the lesson are started. (Task 1)	5'
The students respond to the researcher's questions related to the topic discussed.	

b. Modeling of Text (MOT)

Activities	Time Allocation
The students find the meaning of the words in the following text. (Task 2)	15'
The students study the example of a recount text. (Task 3)	
The students discuss the topic, the generic structure, the grammatical pattern used, the questions of the text by using mind mapping technique with guidance from the researcher. (Task 4 and Task 5)	

c. Joint Construction of the Text (JCOT)

Instruction	Time Allocaton
The students work in pairs.	25'
The students guess the meaning of the words from the text. (Task 6)	
Each group is given a recount text " Travel on the Plane for the First Time " and a mind mapping worksheet. (Task 7)	
The students gather information about the text and fill it on the worksheet.	
The students reread the text in the Task 7 then find the antonyms of the words. (Task 8)	
The students find the closest meaning of the words in column A in	

column B. (Task 9)	
The students discuss the answer with the researcher.	

d. Independent Construction of the Text (ICOT)

Instruction	Time Allocation
The students answer the questions of the text in Task 7 individually by using the mind mapping worksheet. (Task 10)	20'
The students do True-False questions. (Task 11)	
The students discuss the answer with the researcher.	

3) Closing

The students answer the researcher's question whether they find difficulties or not during the teaching learning process.	5'
The students and the researcher review the materials.	
The students pay attention to the next materials then one of them leads a prayer.	

I. LEARNING SOURCES

Wardiman, Artono. English in Focus 2, Jakarta: Pusat Perbukuan, Depdiknas, 2008

Joko Priyana. Scaffolding English for Junior High School Students, Jakarta: Pusat Perbukuan, Depdiknas, 2008

J. MEDIA

- Worksheets
- Boardmarkers

K. ASSESSMENT

No.	Indicators Of Competency Achievement	Technique	Form	Example of the Instruments
1.	Able to answer the question related to the text.	Written text	Essay	Attached

L. ASSESSMENT RUBRIC

$$\text{Total Score} : \frac{\text{correct answers}}{\sum n} \times 100$$

Yogyakarta, October 20th 2012

English teacher,

The researcher,

Widig Cahyono, S.Pd.

Ambarwanti

NIP. 19721111 200604 1 017

NIM. 07202244054

RENCANA PELAKSANAAN PEMBELAJARAN 1
(LESSON PLAN 1)

Name of School : SMP Negeri 9 Yogyakarta
Class/ Semester : VIII / I
Subject : English
Type of the text : Short essay (Recount)
Theme : Personal Experience
Skill : Reading
Allocation of time : 2 x 40 minutes
Academic Year : 2012/2013

A. STANDARD OF COMPETENCE

5. Understanding the meaning of functional texts and short simple essays in the form of descriptive and recount which are related to the environment

B. BASIC COMPETENCY

- 5.3. Responding to the meaning and rhetorical steps in simple short essays accurately, fluently and accepted which are related to the environment in the form of descriptive and recount text

C. INDICATORS

Students are able:

1. To identify the organization of a recount text.
2. To identify the generic features and social function of a recount text.
3. To comprehend a recount text.

D. LEARNING OBJECTIVE

At the end of the lesson, the students are able to understand the meaning of written recount texts accurately.

E. LEARNING MATERIALS

My Experiences in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. Our school held a study tour for three days. I had many impressive experiences there.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

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. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Adapted from <http://nurdiono.com/education/students-area/95-recount-text.html>

Answer the questions below.

1. What is the writer of the text above?
2. Where did the writer and his friends go?
3. When did they go to Bali?
4. a. Orientation is showed in paragraph
b. Events are showed in paragraph
c. Reorientation is showed in paragraph
5. What is the purpose of the text?

Recount text

A recount text is a text which retells an experience. It lists and describe past experiences by retelling events. It presents the events chronologically.

Simple Past Tense

Positive Form : S + V2 + O
 S + to be (was, were) + C
 Negative Form : S + did+ not + V1 +O
 Question Form :Did + S + V1 + O?
 To be + S + C?



Organization of a recount text

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	GENERIC FEATURES
Recount	To retell the readers about experiences in the past	<ul style="list-style-type: none"> • Orientation (background information) It answers the questions: who, when, where, why, what experience • Events It presents events: what people do? • Reorientation (optional) It presents the concluding comment (personal opinion) 	<ul style="list-style-type: none"> • The use of sequence words e.g.: <i>first, finally, then, after that.</i> • The use of simple past tense and action verbs e.g.: V2 (past form) → <i>left, went, got began, saw</i> To be → <i>was, were</i> • Mainly 1st person / 3rd person pronoun

F. TEACHING AND LEARNING METHOD

Genre-Based Technique:

1. BKOF (Building Knowledge of Field)
2. MOT (Modeling of Text)
3. JCOT (Joint Construction of Text)
4. ICOT (Independent Construction of Text)

G. TEACHING TECHNIQUE

Mind mapping technique

H. TEACHING AND LEARNING ACTIVITIES

1) Opening

The students respond to the researcher's greeting.	5'
One of the students leads a prayer.	
The students being asked about the students' condition and readiness.	

2) Main activities

a. Building Knowledge of the Field (BKOF)

Activities	Time Allocation
The students are given warming-up questions related to the recount text before the lesson are started. (Task 1)	5'
The students respond to the researcher's questions related to the topic discussed.	

b. Modeling of Text (MOT)

Activities	Time Allocation
The students find the meaning of the the words in the following text. (Task 2)	15'
The students study an example of recount text " My Experiences in Bali ". (Task 3)	
The students discuss the topic, the generic structure, the grammatical pattern used, the questions, and the word-list in the text by using mind mapping technique with guidance from the researcher.	

c. Joint Construction of the Text (JCOT)

Instruction	Time Allocaton
The students work in pairs.	25'
Each group is given a recount text “Going Fishing for the First Time” , a worksheet and a mind mapping worksheet. (Task 4)	
The students gather information about the text, arrange the paragraph, then fill the blanks with the words provided then fill the information on the worksheet.	
The students guess the synonym of the words. (Task 5)	
The students guess the reference of the words from the text. (Task 6)	
The students discuss the answer with the researcher.	

d. Independent Construction of the Text (ICOT)

Instruction	Time Allocation
The students answer the questions of the text by using mind mapping worksheet they did. (Task 7)	20'
The students choose the best answer. (Task 8)	
The students discuss the answer with the researcher.	

3) Closing

The students answer the researcher’s question whether they find difficulties or not during the teaching learning process.	5'
The students and the researcher review the materials.	
The students pay attention to the next materials then one of them leads a prayer.	

I. LEARNING SOURCES

Joko Priyana. Scaffolding English for Junior High School Students, Jakarta:

Pusat Perbukuan, Depdiknas, 2008

<http://nurdiono.com/education/students-area/95-recount-text.html>

J. MEDIA

- Worksheets
- Boardmarker

K. ASSESSMENT

No.	Indicators Of Competency Achievement	Technique	Form	Example of the Instruments
1.	Able to answer the question related to the text.	Written text	Essay	Attached

L. ASSESSMENT RUBRIC

$$\text{Total Score} : \frac{\text{correct answers}}{\sum n} \times 100$$

Yogyakarta, October 20th 2012

English teacher,

The researcher,

Widig Cahyono, S.Pd.

Ambarwanti

NIP. 19721111 200604 1 017

NIM. 07202244054

Let's start!



Task 1

Look at the pictures. Answer the following questions.



Picture 1



Picture 2

Questions:

1. Do you know the tourist attraction in the picture 1?
2. Where is it located?
3. Have you ever gone there?
4. Can you describe the condition of that place?
5. Do you know the name of the city in the picture 2?
6. Where is it located?
7. Have you ever gone there?
8. What is the best description about the city?

Let's learn!



Task 2

Find the meaning of the words below in the dictionary. Then, read the following text.

Words	Phonetic Transcriptions	Meaning
Wind up (v)	/'waɪnd.ʌp/	
Weather (n)	/'weð.ə r /	
Pleasant (adj)	/'plez. ə nt/	
Breeze (n)	/bri:z/	
Blow off (v)	/blou ɑ:f/	
Winter (n)	/'wɪn. tʃ /	



Task 3

Read the text carefully.

San Francisco

San Francisco is my favourite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.

One of my favourite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It's not a very comfortable ride, but it's exciting and the views you get from the car are wonderful. And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favourites. You can also get great Chinese, Japanese, American and European food in San Francisco.

Answer the following questions.

1. What is the name of the text?
2. What is the writer's favourite city in the U.S.?
3. What is the best description about that city?
4. What does the writer enjoy about the city?
5. What is the purpose and the organization of the text?

**Task 4****Study the following explanation.****A Descriptive Text**

A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

Organization of a descriptive text:

1. Generic structure

- Identification: provides someone or something that is going to be described
- Description: how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

2. Generic features

- The use of adjectives to describe the subject: beautiful, clean
- The use of simple present tense:

Positive form S + V1 + O / S + to be (is, am, are) + C

Negative form S + do/does + not + V1 + O

e.g. San Francisco is my favourite city in the United States.

3. Social function

- To describe subject's characteristic features, physical appearance, qualities, habitual behavior, significant attributes.





Task 5

In pairs, analyze the organization of the text above.

Title	
Identification	
Description	

Let's work together!



Task 6

Guess the meaning of the following words according to the text below.
You may open your dictionary.

No.	Words	Meanings
1.	design	
2.	establish	
3.	famous	
4.	giant	
5.	hall	
6.	icon	
7.	roof	
8.	souvenir	
9.	theatrical	
10.	unique	



Task 7

Read the following text about Sydney Opera House carefully. Then, match the generic structure with the paragraph. Look at the example.

Sydney Opera House

 <p>Sydney Opera House</p>	<p>The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.</p> <p>The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25, 000 people.</p>	<p>Definition and time</p>
 <p>The Concert Theatre and Grand Organ</p>	<p>The Sydney Opera House is a place for large theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company and the Sydney Symphony.</p> <p>There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main hall, four restaurants, six bars, and many souvenirs shops. The design of the Opera House is very unique. The roof looks like giant shells.</p>	
 <p>Sydney Opera House at Night</p>	<p>Besides for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.</p> <p style="text-align: right;"><i>(Adopted from: Scaffolding, 2008 (page 49))</i></p>	
<p>Description of use</p>	<p>Description of purpose</p>	<p>Description of features</p>
<p>Description of physical features</p>		<p>Definition and time</p>



Task 8

Open your dictionary. Pronounce the following words, and then find the synonyms. Look at the example.

No.	Words	Synonyms
1.	unique	unusual
2.	giant	
3.	large	
4.	icon	
5.	establish	
6.	famous	

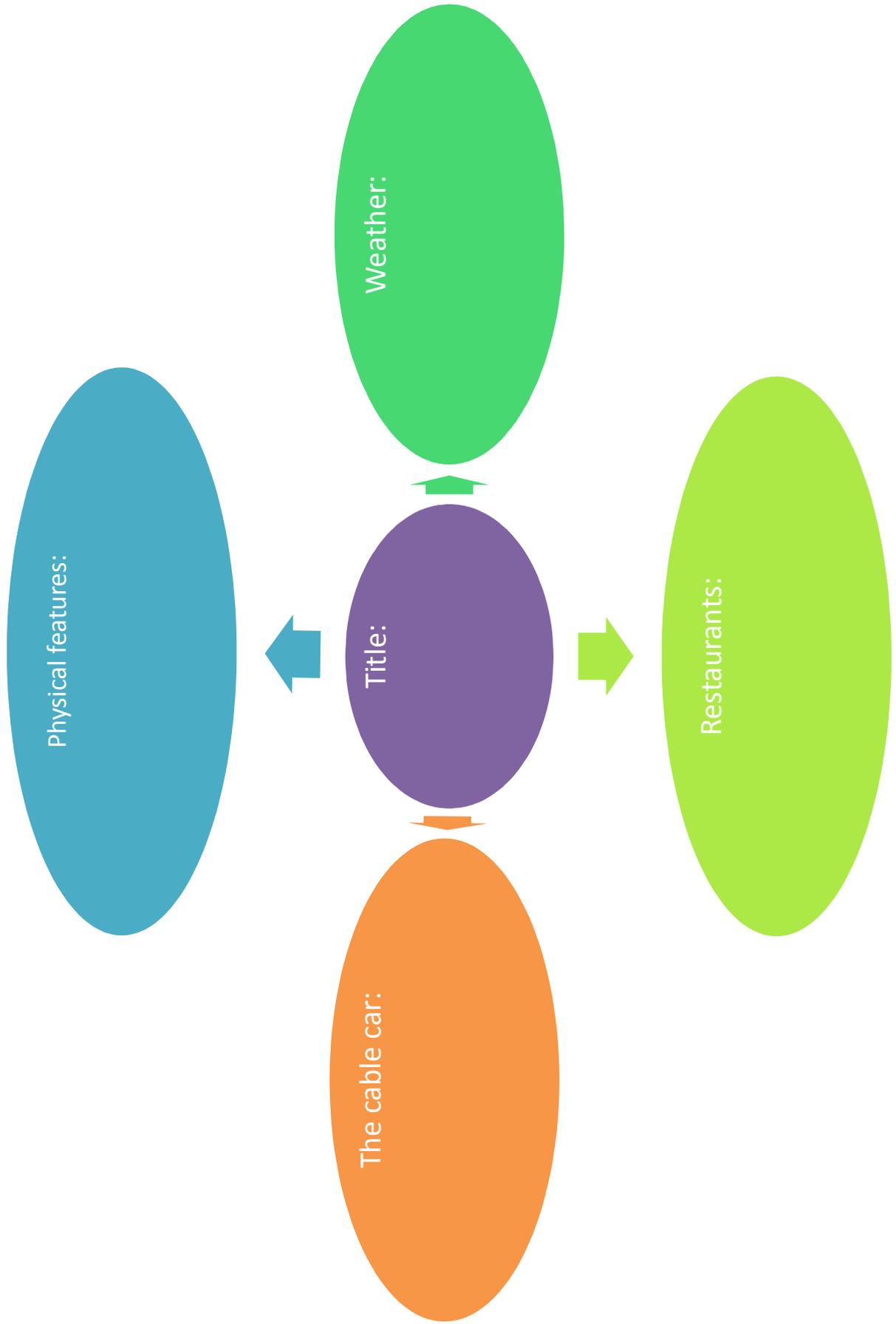
Work it individually!

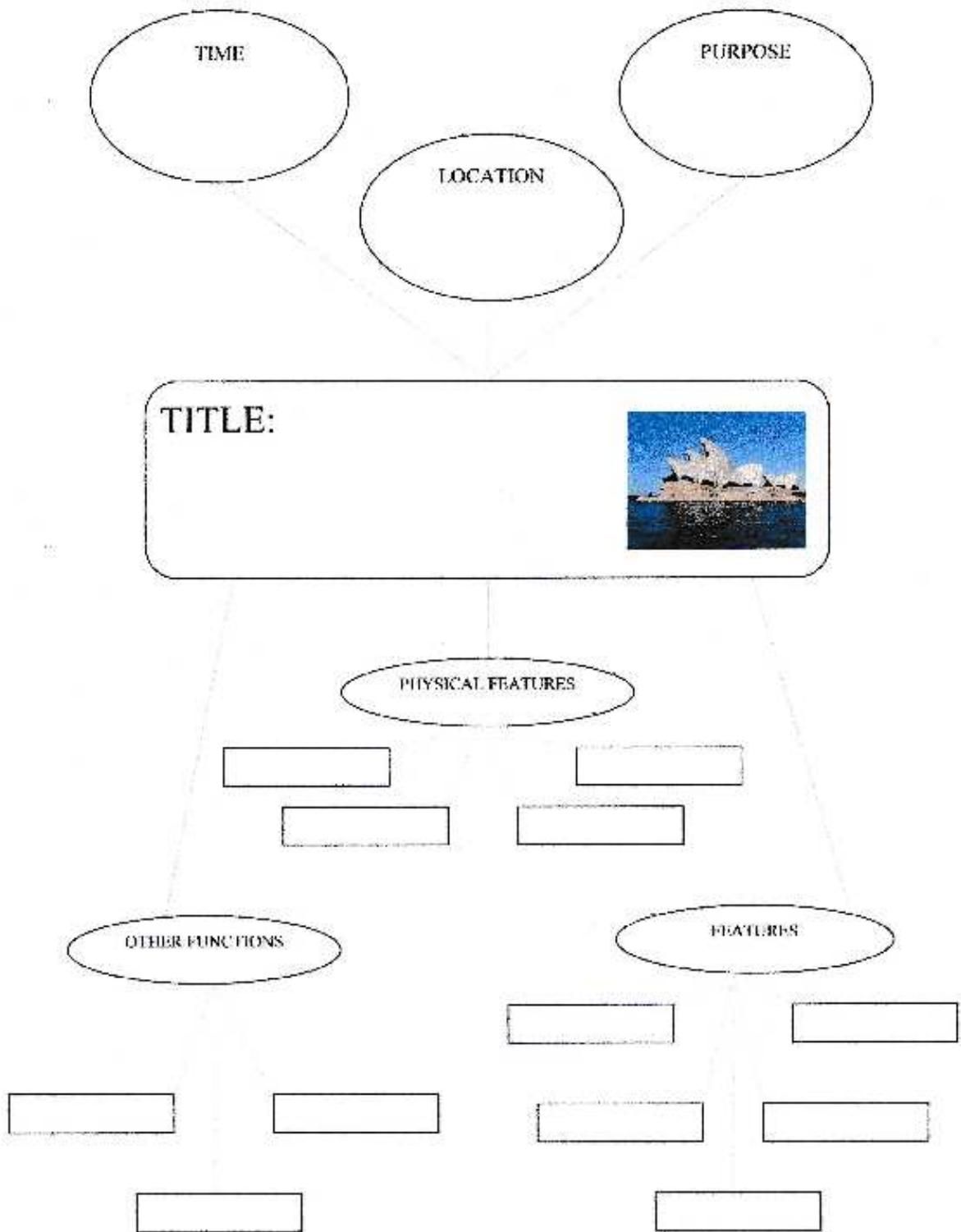


Task 9

Answer the questions below.

1. When was Sydney Opera House built?
2. Where is Sydney Opera House located?
3. How many theatres are there in Sydney Opera House?
4. How does the roof of Sydney Opera House look like?
5. What are the other functions of the Opera House?
6. What makes the Opera House unique?
7. What is the main idea of:
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
 - e. Paragraph 5
8. "It is 183 m long and about 120 m wide." (par. 2 line 2). The underlined word refers to ...
9. What is the generic structure of the text?
10. What is the purpose of the text?





Let's start!



Task 1

Look at the pictures. Answer the following questions.



Picture 1



Picture 2



Picture 3

Questions

1. When did you spend your last holiday?
2. Where did you spend your last holiday?
3. What do you think of the place?
4. How is the place like?
5. What did you do there?
6. How did you feel during your holiday?

Let's learn!



Task 2

Find the meaning of the words below in the dictionary. Then, read the following text.

Words	Phonetic Transcriptions	Meaning
Coupon (n)	/'ku: pɑ:n/	
Receipt (n)	/rɪ'si:t/	
Expired date (n)	/ɪk' 'spaired deɪt/	
Hurried (adj)	/'hɜ: rɪd/	
Issued (v)	/'ɪs.ju:ed/	
Warm (adj)	/wɔ:rm/	
Gift (n)	/gɪft/	
Present (n)	/'prez. ə nt/	



Task 3

Read the text carefully.

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.

Adapted from English in Focus, 2008 (page 62)

Answer the questions below.

1. What is the name of the text?
2. Who were told in the story?
3. When were they out and where did the story happen?
4. What happened to the writer and her friend?
5. What is the purpose of the text?



Task 4

Study the following explanation.

A Recount Text

A recount text is a text which retells an experience. It lists and describe past experiences by retelling events. It presents the events chronologically.

Organization of a recount text:

1. Generic structure

- Orientation (background information)
It answers the questions: who, when, where, why, what experience
- Events
It presents events: what people do?
- Reorientation (optional)
It presents the concluding comment (personal opinion)

2. Generic features

- The use of sequence words e.g.: *first, finally, then, after that.*
- Mainly 1st person / 3rd person pronoun
- The use of simple past tense and action verbs

Positive form	S + V2 + O / S + to be (was, were) + C
Negative form	S + did + not + V1 + O

3. Social function

- To retell the readers about experiences in the past.





Task 5

In pairs, analyze the organization of the text above.

Orientation

Event(s)

Reorientation

Let's work together!



Task 6

Guess the meaning of the following words from the following text.

1. Abroad (ks) :
2. Addicted (ks) :
3. Airport (kb) :
4. Excited (ks) :
5. Procedure (kb) :
6. Travel (kki) :
7. Trip (kb) :



Task 7

Read the text on "Travel on the Plane for the First Time". Identify the characteristics of the text then answer the questions.

Travel on the Plane for the First Time

When I was young, I did not really like travelling. I preferred playing games on the computer. I never travelled abroad on the plane until 1998. At that time, I was twenty one years old.

My first trip was a 4-day trip in Taipei. Before I came to the airport, I was scared and I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After that trip, I like travelling. I also travelled to Korea, France, Germany, Switzerland, Italy, and Austria.

Adapted from Scaffolding, 2008 (page 87)



Task 8

Read again the text in the Task 7. Find the antonyms of the words below.

Words	Antonyms
Young	
First	
Scared	
New	
Excited	



Task 9

When you are about to go abroad or have a trip, you need to know some points. Look at the words in column A. Find the closest meanings in column B.

No.	Words		Meanings
1.	Timetable	A	office of someone who does business for others
2.	Destination	B	day or time of rest from work
3.	Fare	C	place where a person or thing is going
4.	Checking	D	like something very much
5.	Leave	E	go away from somewhere
6.	Holiday	F	flat trip of sand or stones beside the sea
7.	Enjoy	G	program, plane or list of times when something will happen
8.	Beach	H	looking to see if something is right, good, correct, etc.
9.	Have a good time	I	enjoy oneself
10.	Agency	J	money that you pay to ride on a train, bus, etc.

Work it individually!



Task 10

Answer the questions. Work it individually.

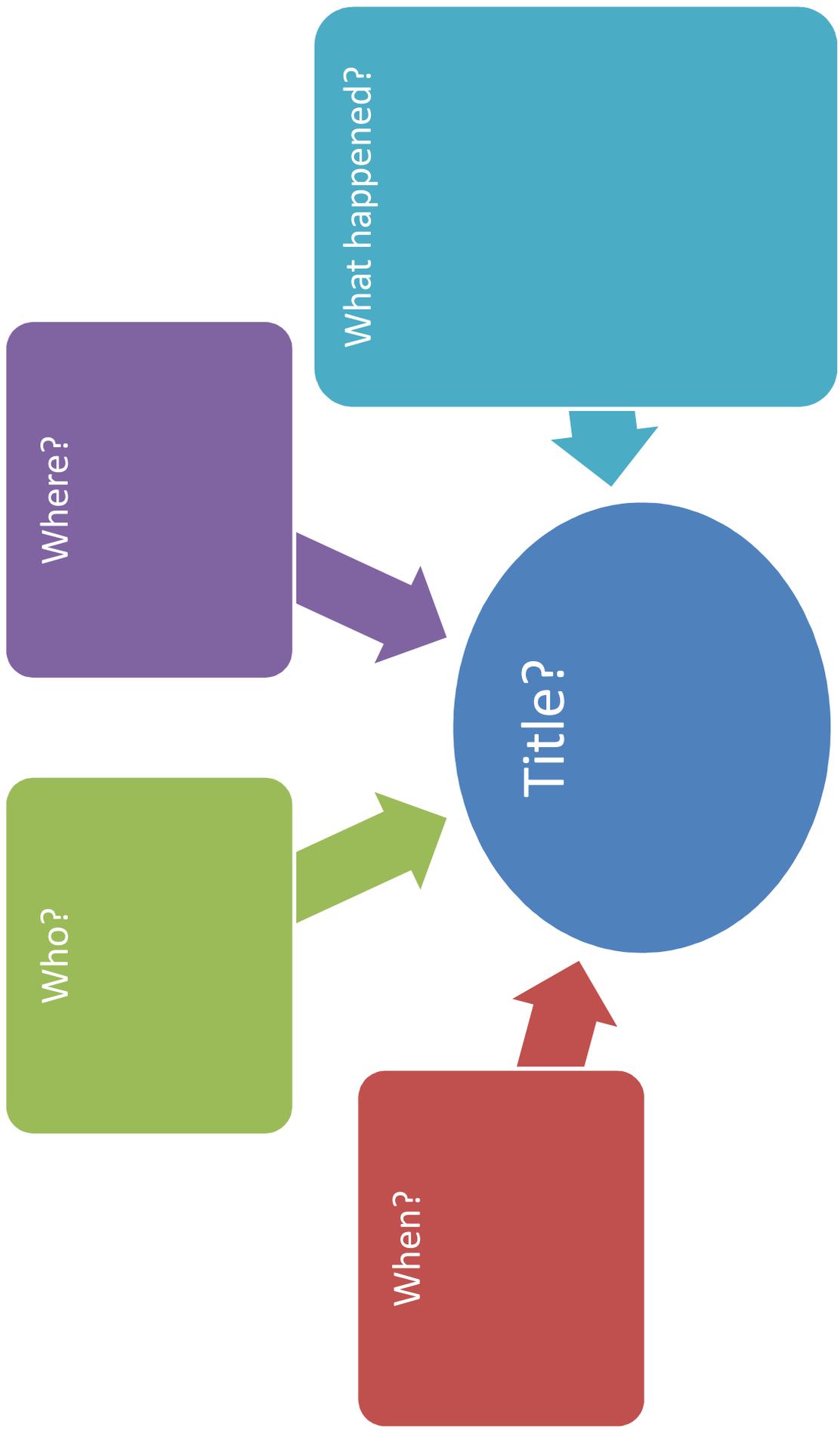
1. When did the writer start to travel abroad?
2. Where was the writer's destination in his first trip?
3. How many days did the writer spend his first trip?
4. How did the writer feel when the plane took off?
5. What happened to the writer after his first trip? What does he do?
6. What is the type of the text?
7. In which paragraph orientation is showed?
8. The generic structure of paragraph two is ...
9. What is the generic structure of the last paragraph?
10. What is the purpose of the text?

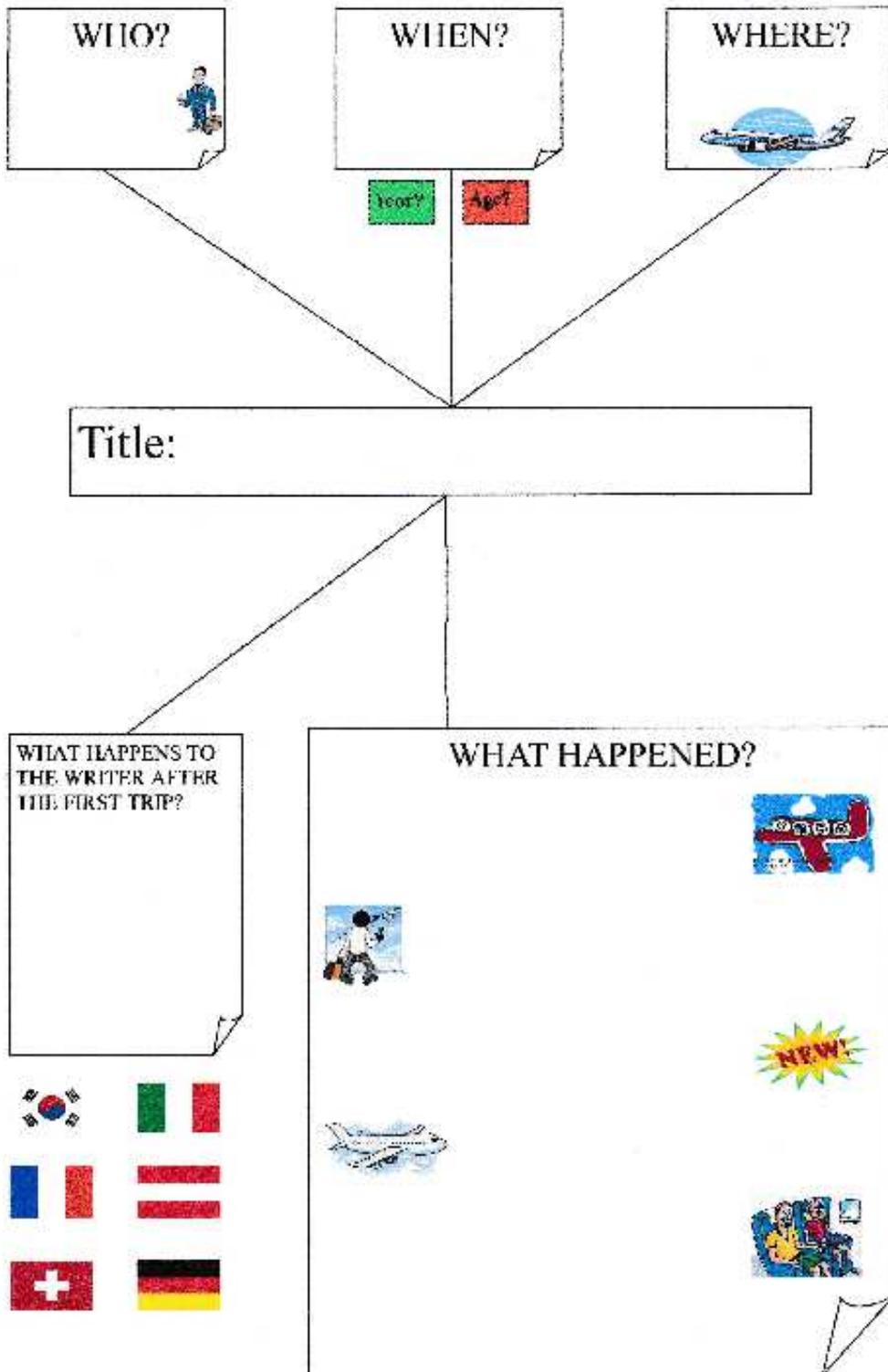


Task 11

After you complete the text on My Family, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement.

No.	Statement	T/F	Correction
1.	The writer preferred playing games on the computer to travelling when he was young.		
2.	The writer was born in 1967.		
3.	Before the writer came to the airport, he knew how to check-in.		
4.	The writer was so excited when the plane took off.		
5.	The writer have ever travelled to Korea, France, Germany, Switzerland, Italy, and Australia.		





Let's start!



Task 1

Look at the pictures. Answer the following questions.



Questions

1. Have you ever joined a contest, a trip or a tour?
2. How did you feel?
3. Did you have any interesting experience during your activity? What was it?
4. Was there anything you experienced for the first time during the activity?

Let's learn!



Task 2

Find the meaning of the words below in the dictionary. Then, read the following text.

Words	Phonetic Transcriptions	Meaning
Impressive (adj)	/ɪm'pres.ɪv/	
Scenery (n)	/'si:nə.r.i/	
Foreign (adj)	/'fɔ:r ən/	
Wave (n)	/weɪv/	
Shady (adj)	/'ʃeɪ.di/	



Task 3

Read the text carefully.

My Experiences in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. Our school held a study tour for three days. I had many impressive experiences there.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

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. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkees. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Adapted from <http://nurdiono.com/education/students-area/95-recount-text.html>

Questions.

1. What is the writer of the text above?
2. Where did the writer and his friends go?
3. When did they go to Bali?
4. What is the main idea of:
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
 - e. Paragraph 5
5. a. Orientation is showed in paragraph
 b. Events are showed in paragraph
 c. Reorientation is showed in paragraph
6. What is the purpose of the text?
7. Mention the connectors used in the text.

Let's work together!



Task 4

Arrange the paragraph below into a correct passage. Give the number into the circle in front of the paragraph. Then, fill the blanks with the correct verb in the table.

Going Fishing for the First Time



Thank God, I was safe even though I have mud all over my face. It ... embarrassing!



Suddenly, in the middle of fishing, I ... something really heavy catching my hook. I could not pull it until I slipped and ... into the river. I ... not realise that the grass was slippery. My uncle ... me out quickly. He helped me reach the ground.



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 ... me to do it very well.



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

teach	fall	put	look	feel
is	tell (told)	pull	are	catch
do				



Task 5

Guess the synonym of the words below with the words provided in the right side. You may open your dictionary.

- | | |
|-----------------|-------------|
| 1. Excited | a. weighty |
| 2. Safe | b. good |
| 3. Embarrassing | c. nearby |
| 4. Heavy | d. shame |
| 5. Slippery | e. fast |
| 6. Beautiful | f. lovely |
| 7. Convenient | g. kind |
| 8. Quick | h. unharmed |
| 9. Patient | i. slippy |
| 10. Well | j. aroused |



Task 6

Read the text in Task 4. Guess the reference of the underlined words from the context. Number 1 is already done for you.

No.	Word	Reference
1.	Last week, my uncle asked <u>me</u> to go fishing with him..	The writer
2.	<u>He</u> also told me that the scenery there is beautiful.	
3.	Therefore, he taught me to do <u>it</u> very well.	
4.	<u>We</u> left at 9 a.m. when we got to the river.	
5.	<u>They</u> were also fishing.	
6.	We put <u>our</u> fishing equipment and our lunch box on the mat we brought.	
7.	I could not pull <u>it</u> .	
8.	My uncle pulled <u>me</u> out quickly.	
9.	<u>He</u> helped me reach the ground.	
10.	<u>It</u> was embarrassing!	

Work it individually!



Task 7

Answer the questions below.

1. What is the topic of the text?
2. Who went fishing?
3. When did they do fishing?
4. Where did they do fishing?
5. What did they do?
6. What happened to the writer?
7. What did the writer's uncle do?
8. What did the writer feel in the story?
9. What is the type and the purpose of the text above?
10. What is the generic structure of:

a. Paragraph 1	c. Paragraph 3
b. Paragraph 2	d. Paragraph 4

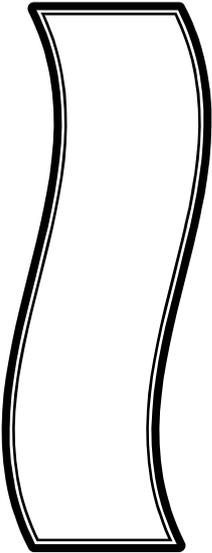
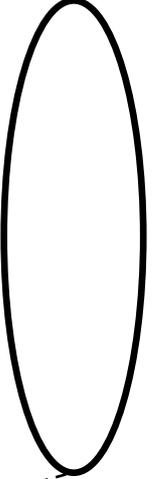
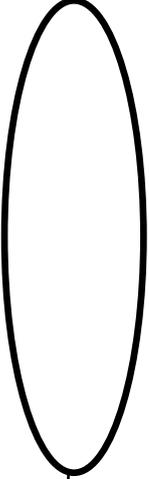
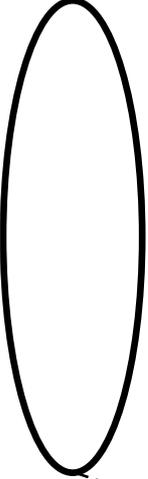
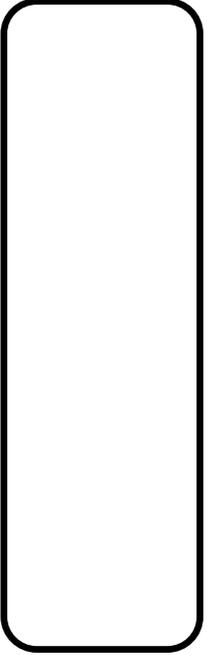
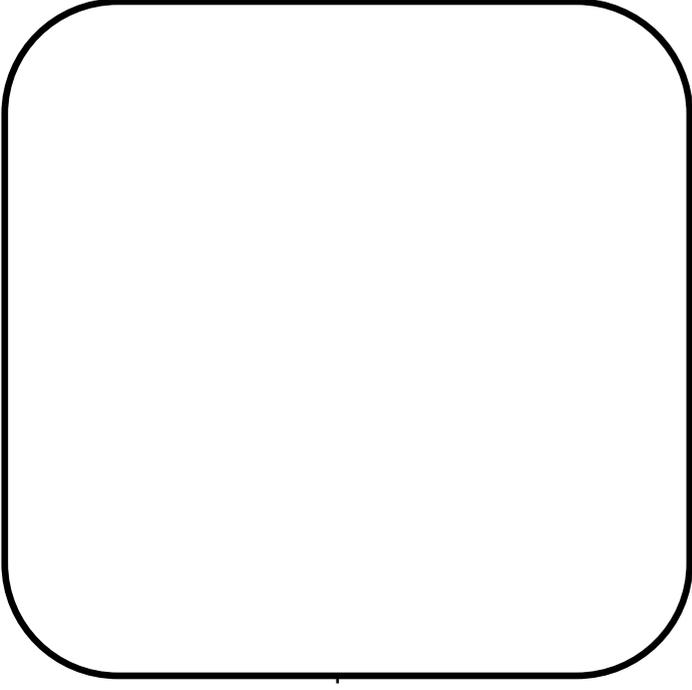
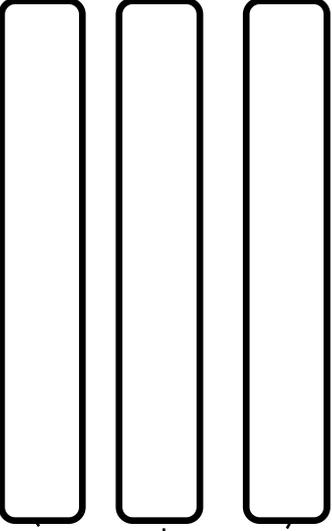


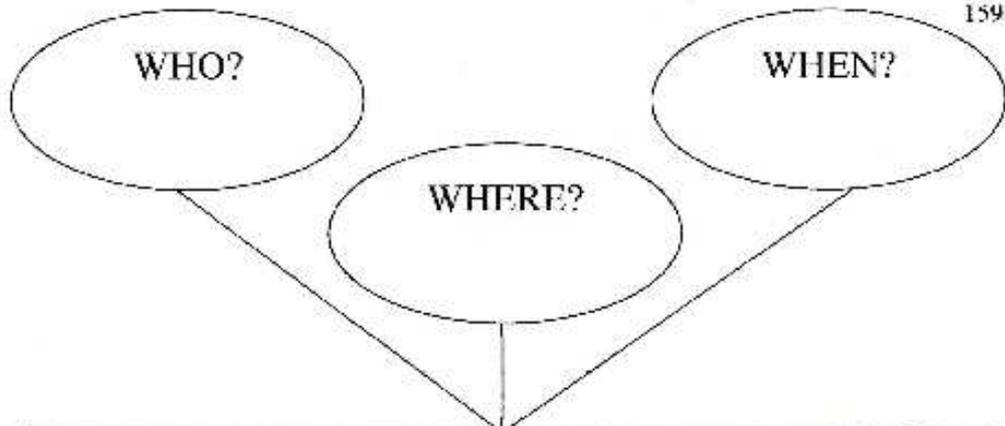
Task 8

Read the text in Task 4 once again. Choose the best answer.

1. The writer went fishing a week ago.
 The writer went fishing two weeks ago.
 The writer went fishing three weeks ago.
2. It was the writer's third fishing experience.
 It was the writer's second fishing experience.
 It was the writer's first fishing experience.
3. The writer taught his uncle how to fish.
 The writer was taught how to fish by his uncle.
 The writer and his uncle taught people how to fish.
4. They went fishing in the evening.
 They went fishing in the afternoon.
 They went fishing in the morning.
5. The writer fell into the river.
 The writer's uncle fell into the river.
 The writer helped someone who fell into the river.
6. The writer felt excited after he fell into the river.
 The writer felt ashamed after he fell into the river.
 The writer felt proud after he fell into the river.

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Title:

WHAT DID THE WRITER
FEEL?



WHAT HAPPENED?



APPENDIX 4
STATISTICAL ANALYSIS
OF THE DATA

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST_EXP	34	16.00	34.00	24.9412	4.59869
POSTEST_EXP	34	24.00	38.00	30.6176	3.66817
PRETEST_CONT	36	16.00	34.00	25.2222	4.14116
POSTTEST_CONT	36	22.00	36.00	27.5278	3.31651
Valid N (listwise)	34				

Frequencies

PRETEST_EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	4	5.6	11.8	11.8
	19	1	1.4	2.9	14.7
	22	3	4.2	8.8	23.5
	23	4	5.6	11.8	35.3
	24	2	2.8	5.9	41.2
	25	3	4.2	8.8	50.0
	26	3	4.2	8.8	58.8
	27	3	4.2	8.8	67.6
	28	4	5.6	11.8	79.4
	29	5	6.9	14.7	94.1
	34	2	2.8	5.9	100.0
	Total	34	47.2	100.0	
Missing	System	38	52.8		
Total		72	100.0		

POSTEST_EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	2	2.8	5.9	5.9
	26	3	4.2	8.8	14.7
	27	4	5.6	11.8	26.5
	28	2	2.8	5.9	32.4
	29	1	1.4	2.9	35.3
	30	3	4.2	8.8	44.1
	31	5	6.9	14.7	58.8
	32	5	6.9	14.7	73.5
	33	1	1.4	2.9	76.5
	34	3	4.2	8.8	85.3
	35	1	1.4	2.9	88.2
	36	2	2.8	5.9	94.1
	37	1	1.4	2.9	97.1
	38	1	1.4	2.9	100.0
	Total	34	47.2	100.0	
Missing	System	38	52.8		
Total		72	100.0		

PRETEST_CONT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	3	4.2	8.3	8.3
	20	1	1.4	2.8	11.1
	22	3	4.2	8.3	19.4
	23	4	5.6	11.1	30.6
	24	4	5.6	11.1	41.7
	25	4	5.6	11.1	52.8
	26	3	4.2	8.3	61.1
	27	1	1.4	2.8	63.9
	28	5	6.9	13.9	77.8
	29	5	6.9	13.9	91.7
	30	1	1.4	2.8	94.4
	32	1	1.4	2.8	97.2
	34	1	1.4	2.8	100.0
	Total	36	50.0	100.0	
Missing	System	36	50.0		
Total		72	100.0		

POSTTEST_CONT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	2	2.8	5.6	5.6
	24	7	9.7	19.4	25.0
	25	2	2.8	5.6	30.6
	26	3	4.2	8.3	38.9
	27	3	4.2	8.3	47.2
	28	5	6.9	13.9	61.1
	29	4	5.6	11.1	72.2
	30	7	9.7	19.4	91.7
	32	1	1.4	2.8	94.4
	36	2	2.8	5.6	100.0
	Total	36	50.0	100.0	
Missing	System	36	50.0		
Total		72	100.0		

Homogeneity

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
PRETEST	.305	1	68	.583
POSTTEST	.500	1	68	.482

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
PRETEST	Between Groups	1.381	1	1.381	.072	.789
	Within Groups	1298.105	68	19.090		
	Total	1299.486	69			
POSTTEST	Between Groups	166.941	1	166.941	13.694	.000
	Within Groups	829.002	68	12.191		
	Total	995.943	69			

Normality

1. Experimental class

One-Sample Kolmogorov-Smirnov Test

		PRETEST_EXP	POSTTEST_EXP
N		34	34
Normal Parameters ^a	Mean	24.9412	30.6176
	Std. Deviation	4.59869	3.66817
Most Extreme Differences	Absolute	.130	.103
	Positive	.130	.103
	Negative	-.114	-.100
Kolmogorov-Smirnov Z		.757	.599
Asymp. Sig. (2-tailed)		.615	.866
a. Test distribution is Normal.			

2. Control class

One-Sample Kolmogorov-Smirnov Test

		PRETEST_CON T	POSTTEST_CO NT
N		36	36
Normal Parameters ^a	Mean	25.2222	27.5278
	Std. Deviation	4.14116	3.31651
Most Extreme Differences	Absolute	.110	.145
	Positive	.097	.145
	Negative	-.110	-.088
Kolmogorov-Smirnov Z		.660	.868
Asymp. Sig. (2-tailed)		.777	.438
a. Test distribution is Normal.			

Hypothesis

Independent Samples Test

		PRETEST		POSTTEST		
		Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.305		.500		
	Sig.	.583		.482		
t-test for Equality of Means	t	-.269	-.268	3.700	3.690	
	df	68	66.260	68	66.341	
	Sig. (2-tailed)	.789	.789	.000	.000	
	Mean Difference	-.28105	-.28105	3.08987	3.08987	
	Std. Error Difference	1.04486	1.04803	.83499	.83743	
	95% Confidence Interval of the Difference	Lower	-2.36603	-2.37335	1.42367	1.41806
		Upper	1.80394	1.81126	4.75607	4.76168

APPENDIX 5
STUDENTS' SCORE

STUDENTS' SCORE OF PRE-TEST AND POST-TEST

Class VIII A (Control Class)

No.	Name	Pre-test score	Post-test score
1.	AFIF SALAF ASSHIDIQI	23	25
2.	ALFIQIE VIRREL RANGGADIKHA	26	28
3.	AMANDA MEGAWATI SOESTIKA	32	36
4.	ATHAYA PRIMA DANAKERTI	28	29
5.	CHINTYA AYU JAYAWIJAYANTI	24	29
6.	CINDY MUSTIKA WISNUMURTI	29	30
7.	DEWI GINA SARI YUMNA	29	30
8.	DEYA ADININGGAR	24	27
9.	DITRA CHOLIDYA NURAINI	23	26
10.	FAIZ AL-HAQ MAULABETA RAYA	25	28
11.	FAIZ FDHLLURAHMAN	22	24
12.	FRAHAN SENO AJI	34	36
13.	FEBITA SALSABILA CAHYANINGRUM	25	27
14.	GILANG PUTRA SONTANI	22	22
15.	INTAN AMALIA SINTA DEWI	24	26
16.	IRSA JIHAN ALFAJRINA	25	25
17.	ISMA ILYA RIFAAH	28	29
18.	IZZA QORINA	29	30
19.	LOVIEKO PUTRA HIDAYAT	22	24
20.	MUHAMMAD ANDRE SHEVA P.	16	24
21.	MUHAMMAD TATAG BAHA'UDIN	28	29
22.	NAA'IMATU SHOLIAH	28	28
23.	NAFI KHOIRIYAH	29	30
24.	NIKMAH UMI NASYIROH	29	32
25.	OKTAVIANA DWI YANTI	26	28
26.	PUTRI NUR'AINI	28	30
27.	RAFFLY MUHAMMAD DHIAULHAQ	23	24
28.	RAHINA DYAH ADANI	23	22
29.	RIDWANSYAH ARISIA RAMA	16	24
30.	RIZA AWALUDIN DAFFA'	16	24
31.	SERLY VIRA NOVITASARI	26	28
32.	SITI ARISTANIA AYUISMA	24	26
33.	TITISARI PUSPADEWI	30	30
34.	TRIADI WICAKSANA	25	27
35.	AQILAH SALMAA	27	30
36.	TRI SAPTI ADYAKSARI	20	24

STUDENTS' SCORE OF PRE-TEST AND POST-TEST

Class VIII B (Experimental Class)

No.	Name	Pre-test score	Post-test score
1.	AFIFAH WAFIR DHIA	26	32
2.	ANNISA' AMALIA	28	35
3.	ANNISA KHOIRUL AMANATI	34	38
4.	ARIB SETYAWAN	23	27
5.	ARYA PRATAMA AGUNG K.	16	24
6.	AYU PINGKAN NAYUNI	34	37
7.	AYU WIDYA NINGRUM	27	31
8.	BAGAS DWIPAYANA	22	26
9.	DHEVI AYU ELINDASARI	29	34
10.	DIAN MAYA SUSILADEWI	28	32
11.	FAIZA SALSABILA	25	31
12.	FARAH AINUN NI'MAH	29	32
13.	GARNISH TULUS ASADANIA	29	29
14.	HILMY NUR FUADI	22	28
15.	ICHSAN RAMANDA	22	30
16.	MUHAMMAD AMIN DARMAWAN	16	26
17.	MUHAMMAD FARIZ SIMBILLAH	16	26
18.	MUHAMMAD NADIF	16	27
19.	MUHAMMAD REZHA HUSAEN	25	30
20.	NAJLA TIARA UMAH	28	31
21.	NAOMY PUTRI DANARTI	29	34
22.	NUR AZIZAH DAMAYANTI	26	32
23.	RADEN RORO ILMA KUSUMA W.	27	34
24.	SALSABILA ANGGRAENI	24	33
25.	SALSABILA SIFA RIYANDANI	29	36
26.	SATRIYO KAPINAYUNGAN GUSTI T.	19	24
27.	STEVAN HARY LAKSONO	23	28
28.	SYAFIRA CHOIROTUNNISA	28	31
29.	WAHYU ARIYA PUTRA	23	27
30.	WIJDAN AL FAFA	23	27
31.	WINDAN RIZQI AHMADI	24	30
32.	YOFI SABILIA ROSYIDA	25	31
33.	YOLANDITA ARISTAWATI	27	36
34.	YUMNA YAFIAH	26	32

APPENDIX 6
PHOTOGRAPHS



Photograph 1



Photograph 2

The students did the pre-test.



Photograph 3



Photograph 4

The students and the researcher discussed the text by using mind mapping technique.



Photograph 5



Photograph 6

The students worked the tasks by using mind mapping technique in a group discussion.



Photograph 7



Photograph 8

The students did the post-test.

APPENDIX 7
RESEARCH PERMITS



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/>

FW/FBS/334/
E-2012/

Nama : 118716/UN.34.12/PP/X/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

2 Oktober 2012

Kepada Yth.
Wali Kota Yogyakarta
c.q. Ka. Dinas Peminan
Jl. Kesari No. 56 Yogyakarta, 55165

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

The Effect of Using Mind Mapping on the Reading Comprehension Ability at Grade Eight of SMP Negeri 9 Yogyakarta in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : AMBARWANTI
NIM : 07202244054
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – Desember 2012
Lokasi Penelitian : SMP Negeri 9 Yogyakarta

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

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



Tembusan:
Kepala SMP Negeri 9 Yogyakarta



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

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

SURAT KETERANGAN / IJIN

070/7742/9/2012

Vembaca Surat : Dekan Fak. Bahasa & Seni UNY Nomor : 1102/UN.34.12/PP/IX/2012
Tanggal : 14 September 2012 Perihal : Permohonan Ijin Penelitian

- Vengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Pengujian 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 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 15 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 : AMBARWANT NIP/NIM : 07202244054
Alamat : Karangmalang, Yogyakarta
Judul : THE EFFECT OF USING MIND MAPPING ON THE READING COMPREHENSION ABILITY AT GRADE EIGHT OF SMP NEGERI 9 YOGYAKARTA
Lokasi : - Kota/Kab: KOTA YOGYAKARTA
Waktu : 17 September 2012 s/d 17 Desember 2012

Dengan Ketentuan

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

Dikeluarkan di Yogyakarta

Pada tanggal 17 September 2012

A.n Sekretaris Daerah

Asisten Perencanaan dan Pembangunan

Ub

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta s.d/Ka. Dinas Perizinan
3. Ka. Dinas Pendidikan, Pemuda & OR Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang bersangkutan



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenar No 56 Yogyakarta 55165 Telp 514448, 515865, 515866, 552882

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/2452
6710/34

- Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY
Nomor : 1137k/UN.34.12/PP/X/2012 Tanggal : 02/10/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. 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 Kepada : Nama : AMBARWANTI NO MHS / NIM : 07202244054
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Drs. Abdul Ghani Johan, M.Ed.
Keperluan : Melakukan Penelitian dengan judul Proposal : THE EFFECT OF USING MIND MAPPING ON THE READING COMPREHENSION ABILITY AT GRADE EIGHT OF SMP NEGERI 9 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

Lokasi/Responden : Kota Yogyakarta
Waktu : 03/10/2012 Sampai 03/01/2013
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan merlanti ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

AMBARWANTI

Dikeluarkan di : Yogyakarta
pada Tanggal : 4-10-2012

An. Kepala Dinas Perizinan
Sekretaris



Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan);
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Negeri 9 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN

SMP NEGERI 9

Jalan Ngeksigondo 30 Kotagede, Yogyakarta Telp. 371168 KP 55172
E-mail : smp_9_yk@yahoo.co.id
Website : www.smpn9vk.co.cc

SURAT KETERANGAN

Nomor : 070 / 764

Yang bertanda tangan di bawah ini :

Nama : Dra. Wahyu Cahyaning Pangestuti, M.Pd.
NIP : 19680618 199501 2 001
Pangkat,Gol. : Pembina Tk. I, IV/b
Jabatan : Kepala Sekolah

Dengan ini memberikan keterangan kepada :

Nama : Ambarwanti
NIM : 07202244054
Prodi : Pendidikan Bahasa Inggris
Universitas Negeri Yogyakarta (UNY)

Benar-benar telah melaksanakan Penelitian dengan judul *"The Effect of Using Mind Mapping on Reading Comprehension Ability Grade Eight at SMP Negeri 9 Yogyakarta"* pada tanggal 18 Oktober s.d. 12 November 2012..

Demikian surat ini dibuat agar mendapatkan penyelesaian sebagaimana mestinya.

Yogyakarta, 26 November 2012
Kepala Sekolah



[Signature]
Dra. Wahyu Cahyaning Pangestuti, M.Pd.
NIP. 19680618 199501 2 001