

**IMPROVING READING COMPREHENSION ABILITY OF GRADE  
EIGHT STUDENTS AT SMP BOPKRI 3 YOGYAKARTA BY USING  
MIND MAPPING**



**by:**

**Agustinus Dwi CP**

**09202241025**

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

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**APPROVAL SHEET**

**IMPROVING READING COMPREHENSION ABILITY OF GRADE EIGHT  
STUDENTS AT SMP BOPKRI 3 YOGYAKARTA BY USING MIND MAPPING  
IN THE ACADEMIC YEAR OF 2014/2015**

**A THESIS**

**Agustinus Dwi Cahyadi Prabowo**

**09202241025**

**Approved by the supervisors on April 8, 2015**



**First Supervisor**

**Drs. Samsul Maarif, M.A.**  
**NIP. 195304231979031004**

**Second Supervisor**

**Lusi Nurhayati, S.Pd., M.Appl.Ling**  
**NIP. 197902052003122001**

**RATIFICATION**

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## **PERNYATAAN**

Yang bertanda tangan dibawah ini, saya:

Nama : Agustinus Dwi Cahyadi Prabowo

NIM : 09202241025

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali

bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, 5 Maret 2015

Agustinus Dwi Cahyadi Prabowo

09202241025

## **DEDICATIONS**

**This thesis is dedicated to:**

My beloved parents (late father) Fx. Wihartono and Endah Sulistyarini S.I.P

My Family

My photography community

My Friends

*Bapak* Drs. Samsul Maarif, M.A

*Ibu* Lusi Nurhayati S.Pd, M.Appl.ling

## **MOTTOS**

**“Where there’s a will, there’s a way.”**

(Hillfield)

**“The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best for ourselves to the task at hand.”**

(Vince Lombardi)

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Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as the readers to give critical comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this thesis will give worthwhile contributions to all readers.

The Writer

Agustinus Dwi Cahyadi Prabowo

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# **IMPROVING READING COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS AT SMP BOPKRI 3 YOGYAKARTA BY USING MIND MAPPING**

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Agustinus Dwi Cahyadi Prabowo  
09202241025

## **ABSTRACT**

The objective of this study is to improve reading comprehension at VIII IPS C students of SMP BOPKRI 3 Yogyakarta in the academic year of 2014/2015 through mind mapping technique. This technique was chosen based on the observation and interview before conducting the research. According to the curriculum and in line with the course grid arranged before the implementation of the actions, narrative texts were used during implementing the actions.

This study was categorized as Action Research which was conducted in two cycles. The data of this study were both qualitative and quantitative. They were obtained by interviewing the students of class VIII IPS C of SMP BOPKRI 3 Yogyakarta, holding discussions with English teacher and school principal, conducting tests before and after implementing the action and doing observations in the teaching and learning process. The techniques for collecting the data were observation, interview, and reading comprehension tests. The qualitative data were in the form of field notes and interview transcripts during the research, while the quantitative data were in the form of reading comprehension tests. To avoid subjective analysis the triangulation was carried out.

The research results shown that the mind mapping technique is effective to improve the students' reading comprehension of class VIII IPS C students of SMP BOPKRI 3 Yogyakarta. Meanwhile, the percentage score based on the tests showed that the mean score of the post test was 75,16 which was higher than pretest 58,83. It means that there is a significant improvement -16,33 of students' reading comprehension ability. In addition, the result of t-test showed that the mean score of the post test was 75,16 which was higher than pretest 58,83. It meant there was significant improvement -16,33. Moreover, it was supported by the result of the post-test's standard deviation 7,82 which was smaller the pre-test 12,083. It meant that the students' reading comprehension was homogeneous. Furthermore, the t value was -10,053 ( $p < 0,05$ ) that meant there was a significant improvement after the action. It means that the mind mapping technique is effective to improve the students' reading comprehension. Meanwhile, the mind mapping is also effective to improve the students' reading interest and lack of vocabulary. It was shown from students' enthusiasm in the teaching and learning process.

Keywords: Improvement, mind mapping, reading comprehension ability.

## **CHAPTER I**

### **INTRODUCTION**

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

Language is important since it is a means of communication. It plays a significant role in communication which many people are involved in. People can tell stories, share ideas, or give information through language, whether it is written or spoken. As one of the international languages, English plays an important role in the international communication almost in all aspects of life. It is used in the international commerce and trade, cooperation, and diplomacy. In the education field, it is used to deliver and preserve knowledge in books and journals.

In learning English, reading is one of the important skills that should be mastered by students. By mastering reading, the students will easily comprehend the written texts around them daily. They can be in the form of newspaper, brochure, letter, magazine, book, etc. People will get a lot of interesting and useful information through reading. Moreover, the knowledge can be accessed through reading. Therefore, reading skill is a basic requirement for those who want to get as much knowledge as possible. This means it is important to develop students' reading skills.

Teaching reading can be effective if it is supported by interesting classroom activities. They make the students fun and enthusiastic to learn English well in the learning process. In other words, if the students are interested in the reading activities, they will find enjoyment during the teaching and learning process. Thus, providing interesting reading activities is a necessity.

In teaching reading, the teacher also should know the students' weaknesses before teaching them. Based on the observation, the students still had problems in comprehending the English texts. Since they had a limited vocabulary skill. They found it

difficult to understand the texts accordingly. To overcome this, the teacher should be ready to provide a new activity related to vocabulary learning in teaching reading comprehension such as guessing the meaning of words through contexts. Sadly, the English teacher only used a course book during the teaching and learning process. The course book does not provide enough example of narrative texts. Moreover, the course book has a bad instruction because there is an incorrect spelling in the instruction. There were also no interesting reading activities to arouse the students' interest in reading. Most of the learning activities were reading texts aloud in the course book. Furthermore, the teacher did not use techniques that could enable and encourage the students to improve their reading skill.

Based on the observation in the teaching and learning above, the researcher proposes a mind mapping technique to improve the students' reading comprehension ability. In reading, students should have an ability to comprehend the English texts. It can be done by using the mind mapping technique which can encourage the students to learn reading effectively. Mind mapping provides interesting activities that arouse students' interest to learn reading. According to Buzan (2006:139), mind maps are particularly adaptive for reading, revising, note-taking and planning for exams efficiently. They are invaluable for gathering and ordering information, and for identifying the key trigger words and facts from books, textbooks, primary and secondary source books. They help the students to manage information effectively, and increase the potential for personal success. Buzan (2006: 139) states that those students who use Mind Maps usually report that they feel a sense of confidence, that their aims are achievable, and that they are on track for reaching their goals.

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

There are some problems identified in the teaching-learning process in eighth-grade class of SMP BOPKRI III Yogyakarta. The problems relate to the effectiveness of classroom English. It comes from the teacher, students and environment.

The first problem is how the teacher manages the class. The teacher usually acts friendly to the students. He often has a joke by using Javanese language to attract students' attention. Moreover, he also explains the lesson by using bilingual language in order to make them understand the material easily. On the other hand, the teacher sometimes does not give more explanation about the material so that the students do not understand the material well. Moreover, the teacher does not give more example about the materials, so the students get confused to do the exercise or homework. On the other hand, he does not care about the behavior of his students during the class, as long as they do not disturb the other students.

On the other hand, most of the students deliver questions in Indonesian language. They have difficulty to deliver questions in English because they lack English vocabularies and do not know how to ask questions in English. They sometimes ask and answer questions by using Indonesian even Javanese. Sometimes they get frustrated to try speaking in English because they are afraid of saying the words wrongly. Moreover, the students also get difficult in comprehending English text. They get confused to understand the idea or the content of the text. They like reading short texts rather than the long ones. They often consult on their dictionary to know the unfamiliar or difficult words from the text, but it does not help them to comprehend the text. On the other hand, they also get problems in grammar. Most of them make mistakes in writing sentences.

The problems actually not only come both from teacher and students, but also from the environment. Most of the students tend to speak in Indonesian or often speak in Javanese language outside the classroom. They feel strident to speak English because their friends mock them when they do so.

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

Based on the observation and problems toward the teacher and some students, it can be concluded that the students get difficulties in learning reading. Mostly, the students have difficulties to understand the text. Therefore, the researcher focused the study on the efforts to help the students improving their reading comprehension ability.

Based on the case above, the researcher used mind mapping as a technique to improve the students' ability in reading comprehension. The researcher believed that using mind mapping could solve the problem of reading because it is an interesting way to learn reading. Moreover, it can also attract the students to learn reading intensively.

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

Based on identification and limitation of the problem, research was formulated as how can mind mapping be used to improve the reading comprehension ability of grade eight students of SMP BOPKRI 3 Yogyakarta?

#### **E. Objective of the Study**

The objective of this research is to improve the reading comprehension ability of students of grade eight SMP BOPKRI 3 Yogyakarta in the academic year of 2013/2014 by using mind mapping.

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

It is expected that the finding of this study will give benefits and contribution for:

##### **1. For the teacher**

It can be useful information about the best way to teach their students, to increase their reading comprehension ability, to increase the material quality and to give the model of teaching.

##### **2. For the students**

The method can be used to increase the ability to learn reading comprehension well.

##### **3. For other researchers**

The result may become an information for those who are interested in conducting research studies using mind mapping. Moreover, it can also enrich the knowledge of teaching English, especially in improving reading ability.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

This chapter presents the review of the some theories related to the concepts of reading, teaching reading and mind mapping. This chapter also presents some relevant research studies and conceptual framework for this study.

#### **1. Reading**

##### **a. Definition of Reading**

Reading is actually one of the language skills which is categorized as a receptive skill. Moreillon (2007:10) defines reading as using printed and visual information to get

the meaning conveyed in a text. Though it sounds simple, reading is a skill that needs a great deal of practices as an active process. In order to understand the content of a text, a reader first should be able to pronounce the words and to “read” pictures before he or she makes meaningful interpretation from the words and the pictures.

Meanwhile, Alderson (2000:3) defines reading as an interaction between the reader and the text. In the process of reading, the reader also thinks about what it means to him, how it relates to things he knows and to what he expects to come next into the texts. Moreover, Smith (2004:2) defines reading as making sense of something and then interpreting it. In line with Smith, Urquhart and Weir in Grabe (2009:14) argue that reading is the process of receiving and interpreting information asserted from visual or written form.

In brief, it can be concluded that reading is an active cognitive process of getting the author’s idea through interpreting the written symbols. In the process of reading, the readers are influenced by their past experiences, language background, cultural framework, and the purpose for reading.

#### **b. The Types of Classroom Reading Performance**

In the reading activity, the students may conduct two activities, which are reading silently and reading aloud. Brown (2001:312 – 313) mentions that there are two types of classroom reading performance, namely oral and silent reading. The first of reading performance is oral reading. Sometimes, the teacher asks the students to read orally. At the beginning level and intermediate level, oral reading can be useful as an evaluating check on bottom – up processing skills, check on the pronunciation and can be useful to add some extra student participation if the teacher wants to emphasize a short part of a reading passage. Meanwhile, for advanced level, oral reading can be useful to add some extra student participation if the teacher wants to emphasize a certain short part of reading passage.



However, Brown (2001:312 – 313) also mentions the disadvantages of reading orally. He says that oral reading is not a very authentic language activity. While a student is reading, others can easily lose attention or prepare themselves for the next paragraph, and it may have the outward appearance of students' participation when in reality it is only a recitation.

The second type of reading performance is silent reading. It may be divided into intensive reading and extensive reading. Intensive reading is usually focused to develop linguistic competence in which the teacher gives a short difficult text. Intensive reading also pays attention to grammatical forms, discourse markers and other surface details for the purpose of complete and detailed understanding.

Meanwhile, extensive reading is carried out to achieve literal meaning, implications, and general understanding. It is usually somewhat longer text books, long articles, and other interesting reading materials. Extensive reading can help the learners to get away from analysis or much look up unfamiliar words.

Furthermore, Brown (2001:298-299) adds interactive processing as an additional process in which a language is processed.

#### 1) Bottom-Up Processing

In using bottom-up processing, readers start processing and analyzing a language from the narrow concepts to the broader concepts. It means that they try to understand the linguistic aspects first such as: words meaning, synonyms, sounds and so forth. After that, they make use of the linguistic aspects to comprehend the discourse of the language in both spoken and written texts. Smith (2004:234) defines bottom-up processing as “The bottom-up view is outside-in, putting the text in charge, with the letters on the page the first and final arbiters of the reader's responses.” A clear explanation is proposed by Brown (2001:299) in which he argues that readers must recognize the linguistic signals (letters, morphemes, syllables, phrases, and etc.) and make use of those linguistic signals to draw the meaning of words and to understand the content of a text when they apply this process.

To sum up, in the bottom-up processing, it is important to understand the linguistic signals such as letters, morphemes, phrases and etc. Therefore, readers should be able to recognize the words level of the text. After they understand the words level, they can try to make use of those signals to understand and to comprehend the content of the text.

## 2) Top-Down Processing

Top-down processing requires readers to interpret a text by moving from the highest to the lowest unit analysis. According to Brown (2001:299), top-down processing is a process done by the readers in which it involves the use of their experiences and background knowledge to comprehend the text.

In brief, top-down processing is a process in which the readers must look at the broad concepts first before looking at the narrow concepts or from the outside to the inside of a text. In understanding the broad concepts, they make use of non-sensory information that can be from their experiences related to the topics, or their background knowledge.

## 3) Interactive Processing

Interactive processing is the combination of top-down processing and bottom-up processing. It means that when readers are reading a text, they unconsciously use both processing.

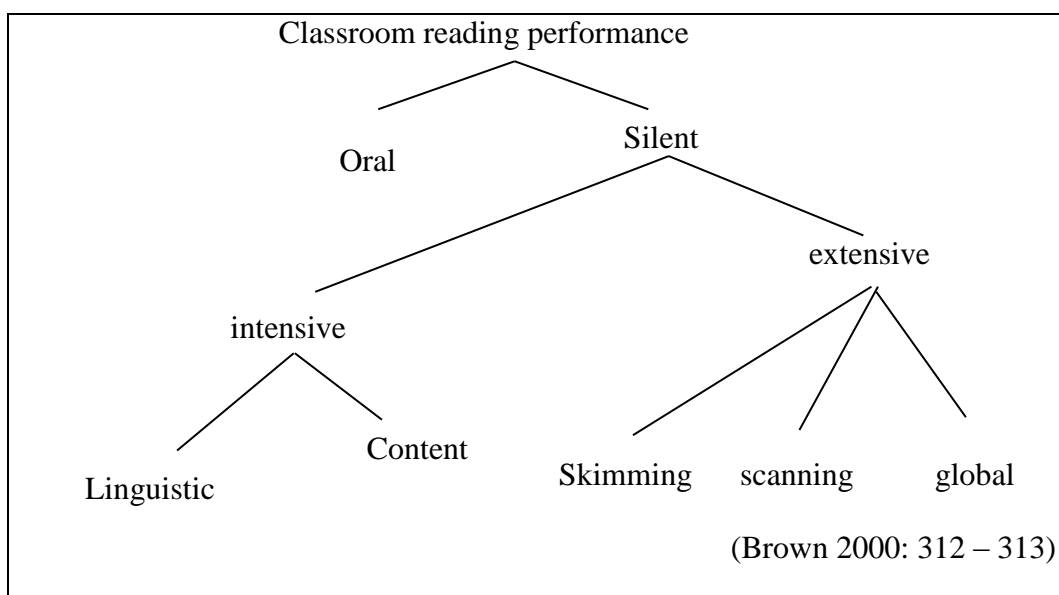


Figure 1 classroom reading performance

### c. Micro-skills and Macro-skills of Reading

As stated in the previous discussions, reading involves a complex process. It consists of decoding and comprehending. In order to be able to decode and comprehend a text, there are many components that a reader must have. These components are called sub-skills of reading. Brown (2001:306-307) presents some important micro-skills and macro-skills of reading, as follows.

#### Micro-skills

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English
- 2) Retaining chunks of language of different lengths in short-term memory
- 3) Processing writing at an efficient rate of speed to suit the purpose
- 4) Recognizing a core of words, and interpreting word order patterns and their significance
- 5) Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses

#### Macro-skills

- 1) Recognizing the rhetorical forms of written discourse and their significance for interpretation
- 2) Recognizing the communicative functions of written texts, according to form and purpose
- 3) Inferring context that is not explicit by using background knowledge
- 4) Inferring links and connections between events, ideas, etc., deducing causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification

- 5) Distinguishing between literal and implied meanings
- 6) Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata
- 7) Developing and using a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts

In brief, it is difficult for a reader to read, know, and comprehend an English text if he or she does not master those micro-skills and macro-skills of reading. Although they may be able to know words and their meanings, it does not guarantee that they comprehend the texts well. Therefore, related to the teaching and learning reading in a classroom, a teacher should be able to guide and help the students to acquire those micro-skills and macro-skills by applying appropriate techniques. By acquiring those sub-skills of reading, they will be able to understand texts given by their teacher easily.

#### **d. The importance of Reading**

As stated before in the background of the study, reading is one of the fundamental skills of English. It is because reading has an important role for people in their daily life. People need to elevate their knowledge by taking any information they can get from any resources around them. It can be done through reading; and consciously or not, people do reading everyday. Grabe (2009:5) presents two types of settings why reading cannot be separated from people's daily life and why it becomes important. The first is informal setting that is related to informal situations such as when people are having spare time to spend. They read magazines, newspapers, job information, or even shopping brochures. Though they may read those kinds of written languages just for fun, they still get information to develop their knowledge. This setting implies the importance of reading for seeking pleasure. The second is formal setting in which it is related to academic contexts. In the academic contexts, people do reading in order to make them become educated people. They need to deal with much more serious texts in which they need to develop the higher-order of thinking in reading or it can be called reading comprehension ability.

According to Harmer (2001:200), there are two reasons why reading is important. He divides the reasons into two categories: instrumental and pleasurable. The pleasurable reason is similar to Grabe's opinion in which a reading activity is seen as something that can give pleasures to the readers. The instrumental reason is related to the readers' aim or purpose. He states that by reading, the readers can achieve their goals. For instance, they read science books in order to be able to pass a test or an exam. In other words, reading can be a stepping stone for them to reach what they want to achieve.

In brief, it can be stated that reading becomes important for people in the modern era and students in the academic contexts. There are two main reasons why reading cannot be separated in life. The first, by reading people can find pleasures. They will be able to enjoy the content of the texts and they do not need to think deeply. The second, by reading they can develop, improve their life skills and elevate their knowledge. By having well knowledge of reading, they can achieve their goals or aims such as passing an examination.

#### **e. Types of Reading**

According to Brown (2004:189), in the case of reading, variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance. Several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

1. Perceptive: In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the *component* of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. (Bottom-up)
2. Selective: In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical

tasks are used: picture-cued task, matching, true/false, multiple choice, etc. brief responses are intended. (combination of bottom-up and top-down)

3. Interactive: reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it and intake the product of that interaction. Typical genres: anecdotes, short narratives and descriptions, excerpts, questionnaires, memos, announcements, directions, recipes, etc. (Mainly top-down. Bottom-up still necessary)
4. Extensive: It applies to text of more than one page, up to and including professional article, essays, technical reports, short stories, and books.

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

Sadoski (2004) proposes that comprehension is an understanding or getting meaning process in which readers try to reconstruct a message conveyed by a writer. From his point of view, there are some processes involved in reconstructing the writer's message. The readers should reflect on what they are reading, evaluate it, compare it with their previous schemata and try to correlate all to get the message. In line with Sadoski, Scanlon, Anderson & Sweeney (2010) and Smith (2004) see comprehension as a process of constructing a writer's message by combining what is stated directly (the written language) in a text and the background knowledge that readers have.

Transforming printed or visual information cannot be separated from the reading process happens in brain. The brain should process the information from visual and printed input and combine them before comprehending the information into a meaningful interpretation. Based on Willis (2008:127-128), the processes of reading with comprehension are:

- 1) Information intake: it focuses on relating directly the subject being discussed with the environment.
- 2) Fluency and vocabulary: it is related to readers' ability in associating the words on a text with stored knowledge to bring meanings to the text.

- 3) Patterning and networking: it is related to readers' ability to recognize familiar patterns and to encode new information by linking them with their prior knowledge.

In brief, reading comprehension can be seen as an active process in which readers try to construct meanings by using any information from a text, evaluate the information, and then compare the information with their background knowledge in order to make a new schema to develop their previous schemata. The main goal in the reading comprehension is to enable them to comprehend a text as a whole and to develop their level of thinking

#### **g. Reading Comprehension Strategies**

Teaching reading is not an easy task for a teacher. It is because reading is an active process, in fact. There are many aspects that should be considered. Therefore, there is a need to apply a certain strategy in the teaching reading. According to Richards and Schmidt (2002), strategies can be defined as ways that are used to reach a certain goal. Moreillon (2007:10) defines strategies as "tools that proficient readers use to solve the comprehension problems they encounter in the texts." From those definitions, it can be stated that strategies are ways used to comprehend something easily. Related to those definitions, there are some strategies that may be useful for the reading comprehension as proposed by Brown. Brown (2001) proposes ten strategies for the reading comprehension that can be applied in the classroom as stated below:

- 1) Identifying the purpose in reading

As stated in the previous discussion, readers have their own purposes why they are willing to read. They want to achieve something or they want to pursue their goal by reading. Students are the same. They also have their own goal and want to get something by reading. Therefore, teachers should be able to guide their students to understand the purpose of their reading. Activities and materials given to the students should be able to represent the purpose of their reading because reading activities and materials will be more meaningful if they know the reason why they are asked to read.

- 2) Using graphemic rules and patterns

In reading, readers will try to make an association between the phonological aspects and the written form in order to know well the content of a text. They tend to use their linguistic knowledge, for example: sounds and lexical words, rather than their knowledge of the world to help them understand the meaning of a sentence or a paragraph. This tendency also happens to students. They often argue that they do not want to read or they are not willing to read because they do not understand what is meant by the words, how to pronounce the words and so forth. It can be concluded that they tend to use their linguistic knowledge first when they are asked to read. Therefore, teachers should be able to make the reading activities that involve graphemic rules.

### 3) Using efficient silent reading techniques

Silent reading techniques can be used for enhancing and improving reader's comprehension ability. As what have previously been discussed, the main goal of the reading activities is to make them understand the content or the message conveyed in a text. As long as they can understand the content, it is not necessary for them to understand the meaning of each word. That is the essence of silent reading techniques that can help the readers understand the content, not lexical words presented in the text. Therefore, teachers should be able to guide their students to effectively use silent reading techniques to understand or comprehend a text as a whole in the teaching and learning process.

### 4) Skimming

Skimming is one of the strategies that can be used to enhance readers' comprehension ability. Skimming is a strategy used in reading in which the readers' task is to predict and to find any important information from a text that can help them understand the text before they read the text deeper. Related to the teaching reading, by using this strategy, it is expected that teachers can make use of the schemata theory to help their students comprehend the given text. They may start focusing the students' attention on the title of the text and asking them to predict the content from its title before they go further reading the text.



#### 5) Scanning

Readers can comprehend the content of a text through scanning. Scanning is a strategy to find specific information. By knowing any specific information needed, the readers can construct their understanding. By applying this strategy, they do not need to read the whole text in order to comprehend and catch the message conveyed in the text.

#### 6) Using semantic mapping

Semantic mapping or clustering is a strategy used by readers in which they break a big idea of a text into smaller groups of ideas. This strategy is expected to help them understand the content of a certain text by identifying, analyzing, and comprehending each smaller group of ideas before they come to a conclusion by connecting their understanding of each group of ideas. By applying this, teachers guide their students to make an association between a certain topic of a text and their knowledge that they already have in their mind.

#### 7) Guessing

In dealing with difficult words, readers tend to look up the words in their dictionary. Nevertheless, depending too much on dictionary does not guarantee that they comprehend well a certain text since they only know the meaning in the words level. Moreover, looking up the difficult words in the dictionary takes time. Therefore, teachers should be able to guide their students through whatever clues presented in the text that can be used to guess the meaning of words and the content of the text. The students may look at language-based clues such as word analysis and word associations or even non-linguistic clues such as the context, the given situations, and the background knowledge that they already have.

#### 8) Analyzing vocabulary

Having good vocabulary mastery is important. It is easier for readers to comprehend the content of a text if they know meanings of each word used in the text. Because it seems impossible to know all meanings of all words, guessing the meaning of each word can be applied through analyzing the word. In a classroom teaching and

learning process, students should be guided to break a word into its smallest unit. By looking at the morpheme of a word, grammatical context or any possible association of the vocabulary with the context of the text, they are expected to be able to understand the vocabulary.

#### 9) Distinguishing between literal and implied meanings

This strategy needs a higher reading skill. It is because sometimes a sentence cannot be interpreted as what it is written. Sometimes, the meaning of a sentence is in the form of an implication in which it has implied meanings. It is because a sentence may have semantic information and pragmatic information. Therefore, readers should analyze beyond the literal form in order to get the meaning of the sentence. To help students distinguish between literal and implied meanings, knowing the context or situation presented in the text is important. By knowing the context of what is being discussed in the text, it will be easier for them to generate the literal and implied meanings.

#### 10) Capitalizing on discourse markers to process relationships

Discourse markers can be simply defined as a set of words that can be used as signals that can help readers draw a relationship among words or sentences. By helping students understand and be familiar with various discourse markers with their own characteristics, their reading comprehension ability can be improved.

Those strategies should be considered by teachers when they teach reading classes. The ten reading comprehension strategies are very useful to build students' reading comprehension. The teachers may decide whether they want to use all strategies or to pick only some strategies. The flexibility in using and choosing the strategies that want to be applied is based on their personal judgment because the situation and condition in the field can be different.

### **h. Teaching Reading at Junior High School**

The teaching and learning process needs guidelines which keep the process in line with its goal. The necessary guidelines for this process are a curriculum, a syllabus, and a lesson plan. Nowadays, the curriculum being used is School-Based Curriculum. In this

term, the schools develop its operational curriculum and then implement it (BSNP, 2006:5). The teaching reading of the grade eight Junior High School students is aimed to develop the students' competence in functional communication to help them solve the daily problems (BSNP, 2006: 124). Therefore, the material of teaching reading includes short functional texts and short simple essays in the form of procedure, descriptive, recount, narrative and report. In the second semester, when this research is conducted, the students of Junior High School should able to understand implicit and explicit meaning of short simple essays in the form of recount, narrative and expositions.

## **2. Mind Mapping**

### **a. The Nature of Mind Mapping**

Buzan (1990 : 83-84) states that mind mapping is an effective graphical technique which provides universal key to explore the brain potential because it uses 'cortical skills' –word, picture, number, logic, rhythm, color and spatial awareness-all are in a unique way. The definition of mind mapping itself, according to Buzan (1993:59) is a powerful graphic technique providing a universal key to unlocking the potential of the human brain. Mind maps attempt, visually and graphically, to portray a relationship of ideas or concepts. He describes mind maps as are presentation of cognition and comprehension in the learner, and as an excellent way to facilitate learners to express themselves both verbally and visually.

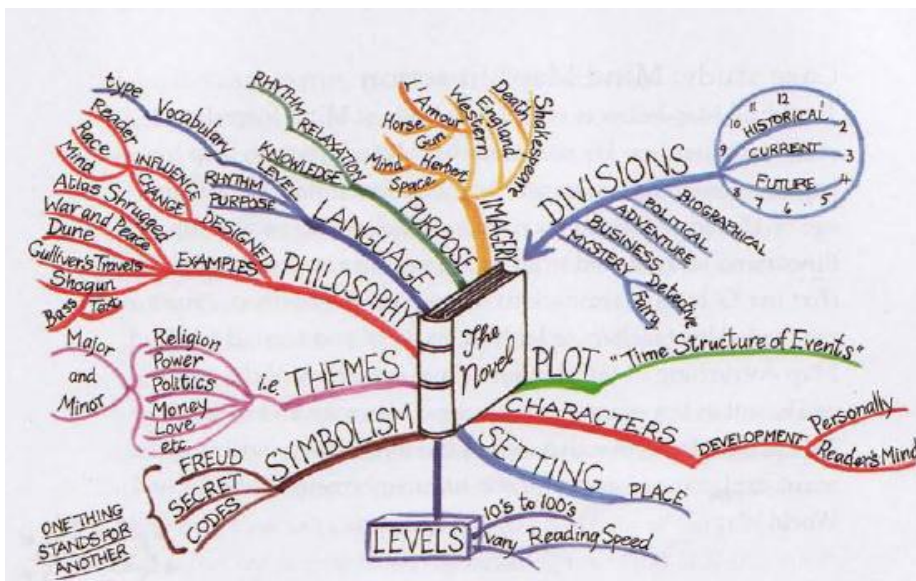
Porter and Hernacki (1999:52) states that mind mapping is a technique of employing the brain by using visual image and other graphics to form a deeper experience. It is an effective and creative way of note taking which helps someone remember and enables them to arrange fact and mind, so that the natural work of brain is employed. It means that to remember or recall information will be easier to do than using traditional technique.

In brief, it can be stated that Mind mapping is a technique of conveying the idea through words or even visual images in a creative way. It helps the students to explore and arrange their brain.

## b. The Characteristics of Mind Mapping

The mind map has four essential characteristics as stated below.

- 1) The subject of attention is crystallized in a central image.
- 2) The main themes of the subject radiate from the central image as branches.
- 3) Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches.
- 4) The branches form a connected nodal structure. (Buzan, 1993: 59)



**Figure 2: mind map taken from *the buzan study skills handbook*, page 183**

## c. The Advantages of Using Mind Mapping

According to Buzan (1993:90), there are some advantages of using mind mapping.

- 1) Time saved by noting and reading only relevant words.
- 2) Concentration on real issues which are enhanced.
- 3) Essential key words which made more easily discernible, and juxtaposed in time and space, so that they improve the creativity and recall.
- 4) Clear and appropriate associations made between key words.
- 5) The brain finds it easier to accept and remember visually stimulating, multi-colored and multidimensional mind map.
- 6) It encourages a continuous and potentially endless flow of thought.
- 7) It works in harmony with the brains' natural desire for completion or wholeness.

8) It increases brain to become alert and receptive.

In relation to the use of mind mapping for presentation, Buzan (1993) also points out some advantages of it.

- 1) They eliminate the stress and unhappiness cause by disorganization and fear of failure.
- 2) They free someone's associative 'grappling hooks' to take in new information and idea, thus enhancing creativity and originality.
- 3) They enormously reduce time needed for preparation, structuring and completion of the presentation.
- 4) They put someone in continuous control of the analytical and creative process.
- 5) They result in a more focused, organized and integrated presentation.

Goldberg (2004) says that mind maps are a great way to introduce an overall topic, increase student' involvement, and get thoughts down quickly. The physical process of making a map produces better memory because of the kinesthetic involvement.

Michael in Michalko in Buzan (2009: 6) says that mind mapping can be used to all fields including education field, such as (1) giving a comprehensive view of particular mater (2) enabling someone to plan framework (3) collects a huge amount of data in a particular place (4) encouraging problem solving creatively.

To sum up, mind mapping helps the students to save the time in reading. It also makes them think in a framework, so that they can manage their mind in an organized and integrated way. Moreover, it reduces their stress and unhappiness when they deal with complex reading.

#### **d. Creating Mind Mapping**

Lewis (2005) suggests some steps to create a mind map:

- 1) Take a blank piece of paper and turn it on its side.
- 2) An image that represents the topic is drawn in the center.
- 3) Draw thick lines that connect the themes to the main image and print one word associated with each of the themes in capital next to the line.

- 4) Start to add another level of thought, using thinner lines, linked to each theme. These are human associated thoughts. Attach words or images.
- 5) Add some personal touch. Make it to be an artistic, colorful and imaginative mind map.
- 6) Add humor, exaggeration or absurdity wherever it is possible.

#### **e. Groups of Basic Ordering Ideas in Mind Mapping**

Buzan (2009: 133) says that the average brain cannot hold more than seven major items of information in its short-term memory. Therefore, someone who wants to do mind mapping should aim to select minimum number of basic ordering ideas (BOIs) that will truly embrace the subject being learnt. There are some groups of BOIs have been found to be particularly useful in developing mind map:

- 1) Basic questions –how/when/where/why/what/who/which?
- 2) Divisions –chapters/lessons/themes
- 3) Properties –characteristics of things
- 4) History-chronological sequence of events.
- 5) Function –what things do

Those groups of BOIs can be applied in the teaching learning of language based on the appropriateness. For example, recount text can be taught by using history model, while a descriptive text can be taught by using properties model.

#### **B. Related Studies**

Regarding the research matter of teaching reading by using mind mapping, the researcher finds a study that is related to each other. The study related to the use of mind mapping in reading was conducted by Ambarwati (2012). According to her thesis, the implementation of mind mapping in teaching reading was so helpful to improve the students' reading comprehension. The mind mapping was also able to encouraged them to think critically and problem solving. It can promote students' overall understanding of the reading materials and facilitate students' memory of the reading materials.

Anahita Deylan Salehi, Shahrokh Jahandar and Morteza Khodabandehlou, (2013) investigated the influence of concept mapping on EFL student's reading comprehension ability. In their research, they stated that concept maps are visual representations of knowledge which can be employed as a learning strategy by the learners to find the relationship between current knowledge and new information. This investigation concluded that concept mapping helps educators understand what students know by the process of externalizing this knowledge; it provides an observable and assessable record of the student's conceptual schemata and starting knowledge points. It encourages educator to become open minded and flexible with student's various interpretations and perspectives.

## **1. Conceptual Framework**

The English teacher of SMP BOPKRI 3 Yogyakarta especially of class VIII found out that the students had difficulty in comprehending the texts. They also found difficulty in predicting the content of the texts because of their limited vocabulary. Therefore, the students had to open their dictionary to find the unfamiliar words meaning. Moreover, the English teacher only used a course book during the teaching and learning process. The course book was not totally good because the instruction of some tasks had wrong spelling. Moreover, there was a text that did not provide the right answer from the exercise. On the other hand, there were no interesting activities during the English teaching and learning process and activities mostly was done reading texts aloud.

One of the factors which caused the failure in the teaching of reading in class VIII SMP BOPKRI 3 Yogyakarta was the activities implemented during the teaching and learning process. The English teacher still depended on the use of course book which contained monotonous activities. On the other hand, he did not use techniques that might enable the students to improve their reading skill. This problem gave negative impacts for development of their reading skills.

Concerning the necessity of improving the students' reading skills, the parties

involved in the field had to make some efforts through planning, implementing, and reflecting any feasible actions. This research was intended to do an action research in SMP BORPKI 3 Yogyakarta to improve VIII class students' reading comprehension by implementing mind mapping technique.

### **CHAPTER III**

#### **RESEARCH METHODS**

In Chapter II, the researcher has reviewed about the theories relevant to this study, which has aimed to improve students' reading comprehension ability of grade eighth of



SMP BOPKRI 3 Yogyakarta by using Mind Mapping. Meanwhile, This Chapter gave information about how this research was conducted, comprising research design, setting of the research, techniques of data collection and procedures of the research.

### A. Research Design

The type of this research is action research. As the comprehension of action research that is to change the quality of education practice, the researcher should be able to understand the implementation of this research's reports which are collected by the participants with the condition which gives the influence to the implementation. (Kemmis and Mc. Taggart in Pardjono, 2007:9).

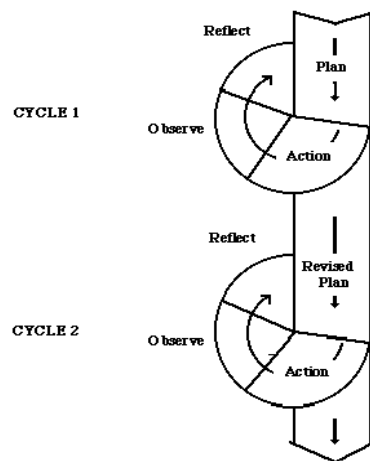


Figure 3: Cyclical AR model based on Kemmis and Mc. Taggart (1988)

### B. Research Settings

#### 1. Time

This research was held in the length of a month from Friday, February 21, 2014 until Friday, March 28, 2014. It was the second semester of second grade students in SMA BOPKRI 3 Yogyakarta. The research was held during, and after the meeting of English lesson and when the students are gathering in school environment out of the class.

#### 2. Place

The research was held in SMP BOPKRI III Yogyakarta. This school is one of Christian secondary schools that are located in the middle of Yogyakarta City. This two-floor school has small yard. There are twelve classrooms that consist of five first grade

classes, four second grade classes and three third grade classes. There are also one big teacher's room, a hall, two teaching labs, a music studio, and several toilets.

This observation was conducted into an English class of Grade eighth. The class is big that consists of 18 tables and 36 chairs. The class has enough high levels of light and ventilation because there are a range of windows in the left side of the classroom and one big hanging fan in the middle of ceiling class. There is also a white board in the classroom.

### 3. Participants

The participants were the students of class 8c grade eighth of SMP BOPKRI III Yogyakarta. The class consists of 31 students with seventeen boys and fifteen girls. In this study, the English teacher acted as the collaborator

## **C. Data Collection**

### 1. Type of Data

Data collection techniques are both qualitative and quantitative in nature. The data qualitative are in the form of observation before, during and after the classroom's activities; also the social activities out of the classroom. The data are obtained by observing both the teacher and the students' interaction and by having interviews. The data quantitative is in the form of pre and post-test.

### 2. Data analysis technique

As stated before, the data were in the form of qualitative, and then it was supported by quantitative data. In gaining qualitative data, the researcher used observation and interview. The results of those are field notes and interview transcripts. All the data were interpreted and analyzed. They were connected to the relevant theories. After that, the outcomes of the data were reported from the beginning to the end.

For quantitative data, the researcher conducted reading comprehension tests; a pretest and posttest. The data was analyzed using descriptive analysis. In this analysis, the mean is used as the representation from central tendency. To find whether there was a significant improvement or not, a *t-test* was also conducted.

### 3. Techniques of data collection

The researcher collected the data by using:

#### a. Observation

The data was collected by making a note of the circumstances happened during the teaching learning process in the classroom.

#### b. Interview

The interview was held by recording the interviewee. The teacher and the students will be interviewed before, during, and after the action. To do this, the researcher will use interview guidelines.

#### c. Reading Comprehension Test

To support the qualitative data, the researcher also took the quantitative data. The quantitative data were in the form of students' reading comprehension test scores. The tests were conducted before (pre-test) and after the action (post-test).

### **D. Validity and Reliability**

According to Anderson et al. in Burns (1999: 161), there are some criteria of validity needed in an action research study to get valid data. Those are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

#### 1. Democratic validity

It can be fulfilled by having discussion with the collaborators and by doing interviews and observations. The discussion will be done during the research. The researcher and the collaborator, the English teacher, will try to find the problems, and the possible solutions to cope with the problems by choosing the actions to be applied.

#### 2. Outcome Validity

Outcome validity is related to the notion of actions leading to the result that are successful within the research context. If there is significance improvements during the actions implemented from the beginning to the end, it can be said that the research is successful.

#### 3. Process validity

The process validity is related to process of conducting the research. To gain the process validity, the researcher will collect the data by doing classroom observations, students and teacher interviews and field notes.

#### 4. Catalytic validity

Catalytic validity is achieved by recounting changes in teacher and learner's understanding of the role and the action taken as a result of these changes, and by monitoring other participants' perceptions of problems in the research setting. The research allows all the participants to deepen their understanding of the social relatives of the context.

#### 5. Dialogic validity

The researcher can fulfill the dialogic validity by discussing the research findings with the collaborator. It involves all members of the discussion such as the researcher, the collaborator, and the subject of the research. Any useful suggestion to improve the quality of the actions of the research from the parties should be considered.

To show the reliability, the researcher will use triangulation. Triangulation aims at gathering multiple perspectives on the situation being studied. The research will use triangulation as follows:

##### a. Time

The researcher used two cycles in order to get set a sense of what factors are involved in change processes.

##### b. Investigator

The researcher investigated the result not only by himself, but also by the teacher as the collaborator. It will be done to avoid bias or subjective observations.

## **E. Research Procedures**

The procedures of the research referred to the steps suggested by Kemmis and Mc. Taggart (1988) in Burns (1999:32) that are consist of one cycle of the steps:

1. Planning

In this phase, the researcher identified problems or issues and develop a plan of action in order to bring improvements in a specific area of the research context. After finding the problem in 8C through observation, interview and discussion, the researcher and the collaborator planned the action to solve the problem.

2. Action and Observation

After planning the actions, the actions was implemented in the classroom. The researcher was teaching the class while the English teacher was observing the atmosphere in the classroom during the process.

3. Reflection

At the end of the cycle, there was a reflection to know that the actions worked well. Then, the researcher also conducted a post-test in the end of the last cycle to check whether the actions were successful or not.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This Chapter presents the following sections: reconnaissance, report of Cycle I and report of Cycle II. The reconnaissance section reviews the identification of the field problem and the actions to solve the problems. The second section presents the report of Cycle I: plan, actions, observations and reflections. The report of the planning, actions, observations, and reflections of Cycle II is presented in the last section.

#### **A. Reconnaissance**

In this step, the researcher conducted some activities to clarify the problems in the field. The activities included a discussion with the English teacher (the collaborator) about the English teaching and learning process in the VIII C class, interviews with the VIII C students, and an observation of the teaching and learning process.

#### **1. Identification of the Field Problems**

Based on the discussions, interviews and observations, the researcher identified 14 problems related to the English teaching and learning process in the VIII C class of SMP BOPKRI 3 Yogyakarta. The problems were related to the teacher, the students, the teaching materials and the teaching technique. The field problems are shown in the following table.

Table 2: The Field Problems in the Teaching Learning Process of English in VIII C Class of SMP BOPKRI 3 Yogyakarta.

No	Problem	Code
1.	The students lacked vocabulary guessing skill.	S

2.	The students have low motivation to read materials, especially long texts.	<b>S</b>
3.	The students had high anxiety in class when they answer teachers' questions.	<b>S</b>
4.	The students had difficulty connecting ideas and events.	<b>S</b>
5.	The students played around instead of focusing on their task.	<b>S</b>
6.	The students were passive during the teaching and learning process.	<b>S</b>
7.	The students had difficulty finding detailed information.	<b>S</b>
8.	The students were not able to predict the meaning of unfamiliar words.	<b>S</b>
9.	The students get bored with the classroom activities.	<b>S</b>
10.	The materials were sometimes not interesting for students.	<b>M</b>
11.	The teacher never give abundant interesting materials.	<b>T</b>
12.	The teacher lacked variation in his teaching technique.	<b>TT</b>
13.	There were not enough media in the teaching and learning process.	<b>M</b>
14.	The teaching learning facilities were seldom used.	<b>M</b>

Note:

S: Students    T: Teacher    M: Material    TT: Teaching Technique

As stated at the beginning of Chapter I, the researcher focused on the research on improving students' reading comprehension, by only addressing the problems related to the teaching of reading.

Table 3: The Problems Related to the Teaching of Reading in VIII Class of SMP BOPKRI 3 Yogyakarta.

<b>No</b>	<b>Problems</b>	<b>Code</b>
1.	The students lacked vocabulary guessing skill.	<b>S</b>
2.	The students had difficulty connecting ideas and events.	<b>S</b>
3.	The students had difficulty finding detailed information.	<b>S</b>
4.	The students have low motivation to read materials, especially long texts.	<b>S</b>
5.	The teacher lacked variation in his teaching technique.	<b>TT</b>
6.	There were not enough media in the teaching and learning process.	<b>M</b>

Note:

S: Students    T: Teacher    M: Material    TT: Teaching Technique

## **2. Determining the Action to Solve Problems**

After having a discussion with the teacher (the collaborator), and after reviewing some theories related to teaching reading, the researcher determined some actions expected to offer some solution to the problems.

Table 4: The Actions Applied in the Study

No	Actions
1.	Using Power Point slide show to visualize the text.
2.	Using the Mind Mapping technique to teach how to read narrative text.
3.	Guessing meaning from contextual clues.

## **3. The Relationship between the Problems and Action**

After designing the actions, the researcher related the field problems to the actions designed. The following table shows which problems were related to the actions that had been designed.

Table 5: The Relationship between the Field Problems and Action

Field Problems	Actions
1. There were not effective media in the teaching and learning process.	• Using Power Point slide show to visualize the text.
2. The students had difficulty connecting ideas and events.	• Using the Mind Mapping technique to teach how to read narrative text.
3. The students had difficulty finding detailed information.	
4. The teacher lacked variation in his teaching technique.	
5. The students have low motivation to read materials, especially long texts.	
6. The students lacked vocabulary guessing skill.	Guessing meaning from contextual clues.

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

### **1. Planning**

In this phase, the researcher planned a set of actions which were implemented to improve students' reading comprehension. The researcher decided to conduct Cycle I in three meetings. The first meeting would be the teacher modeling. In this meeting, the teacher would give some examples of using Mind Mapping technique when reading. The



second meeting would be guided practice. In this meeting, the teacher would give some tasks so that the students could practice using Mind Mapping technique in reading. In the third meeting, the students would independently use Mind Mapping Bubble to help them comprehend the text.

In the beginning of each meeting, the teacher, that was also the researcher, would remind them about the previous materials and explain how to use Mind Mapping technique in reading. The teacher would also use slide shows as the media to attract students' interest. At the end of the cycle, the teacher would do some assessments.

## **2. Actions and Observation**

During the actions, the researcher worked with a collaborator, the English teacher of SMP BOPKRI 3. When the researcher played the role as a teacher, the collaborator helped him observe the class and give feedback. In the end of the meeting, the collaborator would give some reflection and recommendation about the meeting.

As it was planned, Cycle I was conducted in three meetings. In the first meeting, the teacher gave some examples or models on how using Mind Mapping to help the students comprehend the content of written text. In the second meeting, the students were guided by the teacher to practice using Mind Mapping in reading. In the third meeting, the students practiced using Mind Mapping independently. The details of each meeting are presented below.

### **a. Meeting 1**

The first meeting was conducted on March 4<sup>th</sup>, 2014. Previously on February 28<sup>th</sup>, 2014, the researcher conducted a pretest and gave some briefing about the research. The researcher explained his attempt to solve the students' reading comprehension problems through Mind Mapping technique. The researcher also gave a brief explanation about Mind Mapping technique.

On March 4<sup>th</sup>, the researcher started the lesson by asking about the students' favorite story. The students answered variously. Then the researcher asked them to retell the story briefly but the students suddenly felt shy and kept silent. After the researcher

allowed them to use mixed language (English-Indonesia) to retell the story, some students wanted to try. Then the researcher started to introduce The Ugly Duckling narrative text.

The researcher distributed the students' sheet and prepared the text in slide show. Then the researcher asked some students randomly to read the text. The first student read the first paragraph, then the next one should read the second paragraph and so on. After reading the text once, the researcher checked the student understanding by asking some questions related to the text. The students could answer the simple question such as about the name of the characters correctly, but for the next questions, they kept silent. The researchers asked about their difficulty in comprehending the text. One of the students answered in Bahasa Indonesia, "gak paham pak, teksnya panjang jadi bingung jawab soal dan nyari artinya nya"

Then, the researcher read the text once again in order to make the students understand better. After reading the text, the researcher asked the students to mention difficult vocabularies and try to find the meaning together from the dictionary. Moreover, the researcher also helped the students to translate some sentences. Therefore, the students could comprehend the text better since they knew the meaning of the words used in the text. Then, the researcher introduced them about how to use Mind Mapping technique. The researcher showed the Mind Mapping of narrative text in the slide show. Together with the students, the researcher filled the bubble based on the story. Some students actively answered each question from the researcher. After finishing the bubble, the researcher called on some students to answer about the detailed information from the story. Most of them could answer the questions correctly although they mixed it with Bahasa Indonesia in answering.

In the end of the meeting, the researcher explained about the activities they would do in the next meeting. The researcher also asked if the students still had questions during the lesson.

#### b. Meeting 2

The second meeting was held on March 7<sup>th</sup>, 2014. The researcher started the meeting by reviewing the materials in the previous meeting. First of all, the researcher asked about the detailed information of “The Ugly Duckling” narrative text which has been discussed in the previous meeting. The researcher also reviewed the previous Mind Mapping that had been discussed in the previous meeting.

Then, the researcher introduced the new text entitled “The Lion and the Shepherd” and prepared the slide show of the text. He asked the students randomly to read each paragraph of the text loudly. After reading the text, he checked the students understanding by asking some general information about the story. The students can guess the answer correctly but some of them were not sure about the answer. It happened because they did not understand the meaning of some words.

*P mengecek sejauh mana pemahaman siswa. Beberapa siswa mencoba menebak isi cerita, tetapi tebakannya belum benar. Salah satu siswa berkata “ banyak kata-kata yg gak tau artinya mr “.*

(P checked how far the students understanding is. Some of the students tried to guess the content of the story but it was incorrect. One of them said “there were many words that we did not know the meaning, sir”)

FN 2, 7 Maret 2014

Related to that, the researcher asked them to do task 1. In this task, they had to guess the meaning of the unfamiliar words without opening the dictionary. The researcher did the first question as the example. The researcher explained some tips on how to guess the meaning by giving attention on the surrounded words. Then, the students made a group of two to discuss it. Most of them got difficult in understanding the task. Therefore, the researcher tried to explain it to some groups that still got confused. After about 30 minutes, they finally could finish the task. The researcher then checked the answers by showing the digital dictionary on the slide show. They looked happy when they got the right guessing answers.

*P meminta jawaban tebakan dari beberapa kelompok, setelah itu p memperlihatkan arti sebenarnya dengan kamus digital di slide. Siswa merasa senang ketika tebakannya hampir benar walaupun tanpa membuka kamus.*

(R asked some groups to guess, then T showed the dictionary meaning through digital dictionary in slide show. The students looked happy when their guess is almost correct without dictionary)

FN 2, 7 Maret 2014

The researcher then distributed the Mind Mapping sheet. In pairs, the students started their guided practice. He reviewed the previous Mind Mapping for “The Ugly Duckling” narrative text as the example. Then the students tried to complete the Mind Mapping bubbles. They could write down the character and the setting correctly but then they got difficulty in answering the other bubbles. Most of them had difficulty when they were asked to share their idea in English.

*P meminta siswa mengisi kolom-kolom Mind Mapping yang disediakan berdasarkan pemahaman mereka terhadap cerita. Setelah 15 menit, mereka masih belum selesai mengerjakannya. Kebanyakan siswa hanya bias mengisi kolom character dan setting namun mengalami kesulitan untuk mengisi kolom yg lainnya. Robbi, salah satu siswa bertanya, “pak, si singa minta tolong sama penggembala”, itu bahasa inggrisnya apa?” Siswa yg lain juga menanyakan tentang bagaimana mengungkapkan idenya dalam bahasa inggris.*

(R asked the students to complete the provided bubble in Mind Mapping based on their understanding toward the story. After 15 minutes, they still could not complete all the bubble. Most of the students could only complete the character and setting bubble easily, but they got difficult to complete the other bubbles. Robbi, one of the students asked “Sir, how to say\_ the lion asked the shepherd for help” in English? The other students also asked about how to share their idea in English.)

FN 2, 7 Maret 2014

Finally they made some sketch in Bahasa Indonesia. They could write down the details correctly in Bahasa Indonesia. The researcher dismissed the class and asked the students to continue their task at home.

### c. Meeting 3

The third meeting was held on March 14<sup>th</sup>, 2014. The researcher started the meeting by reviewing the previous material. He asked the students to show their Mind Mapping about the previous narrative text. Then, He checked their understanding by asking the detailed information in the text. There was an improvement of the number of

the students who active in answering the question. Some of them who kept silent in the previous meeting started to be active in answering the question. They seemed confident about their answers. The researcher asked them about the difficulty level of the questions and they answered it was easy because they could easily found the answer in the Mind Mapping bubble.

*P lalu meminta siswa untuk mengerjakan task 5 pada worksheet. Setelah 15 menit berlalu, p bersama siswa memeriksa jawaban bersama-sama. P menanyakan tingkat kesulitan soalnya, salah satu siswa menjawab " gampang mr, soalnya ditabelnya udah ada jawabannya, jadi tinggal disalin saja."*

(R then asked the students to do task 3 in the worksheet. After 15 minutes, R and the students checked the answer together. R asked about the question's difficulty level, one of the students answered " it was easy sir, because the answer was on the bubble, so we just write it again.")

FN 3, 14 Maret 2014

In this meeting, the researcher focused on the students practicing independently to comprehend the narrative text using Mind Mapping technique. He introduced a new narrative text. At first, he asked them about the reference since this kind of question frequently occurred in narrative text. Then, the researcher explained it and he gave the examples. They started to work with their next task about the reference. They finished it in 15 minutes. Most of them answered all of the questions one by one confidently.

Then, the next section is for the assessment. The researcher asked the students to answer the following questions from a narrative text entitled "The Wind and the Sun". He asked the students to write a sketch of Mind Mapping first and asked them to guess the meaning of some difficult words. They tried to sketch the Mind Mapping and guess the meaning well. They finished their task in 15 minutes. Then, the researcher checked the answers. In the questions number 1, 2, 7, and 8, more than 6 students wanted to answer voluntarily. But in the other questions, only 1 to 3 students wanted to try. The researcher discussed the answers one by one together.

In the next step, the researcher reflected the activities that had been conducted. He asked the students' opinion about the activities in the previous meetings. Some of

them said that the activities were useful to help them understand the text because they could imagine the plot of the story through the Mind Mapping bubble.

### **3. Reflection**

Based on the observations and interviews during Cycle I, the students still found difficulties in completing some elements of the text by using the mind mapping technique. The use of power point to show the students the mind mapping and explain how to use it, make the students understand better. First of all, they got confused how to use Mind Mapping technique especially when they have to write down the plot of the story. This happened because they lacked vocabulary. To deal with the problem, the researcher used the guessing meaning task.

In the beginning, the guessing meaning task made them confused. The researcher should explain it one by one to each group. It took more than 20minutes for the explanation. But finally they could understand and had a try to guess the meaning. In the end, they were happy with their own succeed in guessing the meaning and they become more confident.

In the second meeting, there were more students active in the class activities. It happened because they felt confident with their comprehension. Although some of them guessed the words incorrectly, but they did not stuck on one or two difficult words. They tried hard to guess them confidently.

Meanwhile, the students found that Mind Mapping technique for narrative text was very helpful. When they had already made sketches of the Mind Mapping, they can easily answer any questions from the text.

*P : Terus, kalo yang bagan tebak kata itu menurut kalian gimana?*

*S : Lumayan asyik kok pak, jadi gk harus liat kamus terus, soalnya bisa menebak artinya, walau kadang masih salah. Jadi lebih yakin buat nebaknya pak,kalo udah tau caranya gitu.*

*(P : Then, based on your opinion, how about the guessing meaning table ?*

*S : It was quite interesting sir, we do not need to open the dictionary because we could guess the meaning, although sometimes we still made mistakes. It made me more confident to guess after knowing how to guess it.)*

Interview 4

Despite that problem, the students gave good comments about the mind mapping technique. The students said that the strategy helped them to understand the narrative text. They were able to visualize the story through paid attention to mind mapping bubbles.

*P : Gampang enggak ngisinya?*

*S : Masih lumayan bingung ,tapi lama-kelamaan bisa kok pak.*

*P : Masih bingung dibagian mananya?*

*S : Dinulisnya pak, kan pake kata-kata sendiri, sebenarnya udah dong ceritanya tapi masih bingung nulisnya dalam kalimat inggris.*

*(R : Is it easy to complete the bubble ?*

*S : I still got quite confused, but it would be better later.*

*R : In what point that still made you confused?*

*S : In how to write it, since it used our own words, actually I understood the story but it was confusing to write it in the form of English sentences.)*

Interview 4

The students had already felt the benefit of using Mind Mapping technique as their strategy to comprehend the text. They felt more confident to guess the meaning of the words through guessing meaning column. They could also visualize the story by following the plots of the bubble. However, since it was new for them, they had difficulty in completing the bubble. In guessing meaning, they still guessed it incorrectly because they did not see the context of the story. Moreover, they also had difficulty to complete the bubbles in English since it was difficult to translate their idea in English.

*P : Lha bagannya itu gimana, bikin tambah dong apa malah blong ?*  
*S : Dong sih pak, jadi lebih mudah memahami ceritanya karena dari bagan udah kelihatan mana tokoh, setting, dan jalan certanya.*

( R : How about the table, did it help you to understand or make you more complicated?

S : It was helpful,Sir. It made us easily to understand the story because we could see the character, setting, and the plots in the table.)

Interview 5

### **C. Report of Cycle II**

#### **1. Planning**

Considering the reflection of Cycle I, the researcher discussed it with the collaborator. It was determined that Cycle II still focused on the same problems found in Cycle I. the researcher decided to implement the same activities with the hope that the teaching and learning process could be more enjoyable and meaningful and the students' reading comprehension ability significantly improved.

The Cycle II was also organized in three meetings. The first meeting would be the teaching modeling, the second meeting would be the guided practice and the third would be the independent practice. It was looked same as the previous cycle, but there would be some modifications in the actions of Cycle II.

Based on the discussion with the collaborator, the researcher decided to use narrative texts too in this Cycle. This decision was taken because the students still had difficulty in applying Mind Mapping technique in reading narrative texts. The English teacher as the collaborator suggested to use narrative texts in this cycle too. He gave the suggestion because the students mostly got difficult in narrative text since it was usually a long type text compared to the others.

Then, considering the students' complain in Cycle I in completing the column, the researcher planned to use simple Mind Mapping. The students had no need to complete it in a whole sentence but only write down the main words. In Cycle I, the students complained that it was difficult to translate their ideas in English. It hindered them to use Mind Mapping effectively.



## **2. Actions and Observation**

The Cycle II was also conducted in three meetings. The first meeting was the teacher modeling, the second meeting was the guided practice and the third meeting was the independent practice. In the first meeting, the researcher introduced the modification of the actions, included the vocabulary quiz and the new technique on completing the Mind Mapping bubble. The students started to share and discuss their sketch in the second meeting. In the third meeting, the students completely used Mind Mapping by themselves to do some task related to the provided text.

### **a. Meeting 1**

The first meeting of Cycle II was held on 18<sup>th</sup> March, 2014. The researcher began the lesson by letting the students to share their opinion. Most of them had positive comments about the actions in Cycle I. the only complain was about the event bubble. They still had difficulty to complete it.

After reviewing the previous narrative text, the researcher introduced a new narrative text entitled “Smart Monkey and Dull Crocodile”. The researcher asked the students randomly to read it. While reading the text, they also completed the guessing meaning task. When they found the words on the provided table in the text, the researcher asked them to guess the meaning. The students’ participation in the lesson was increased. It was shown by the increasing number of the students who participated in answering the questions voluntarily. They looked more confident with their answers. After they all write down their guess, the researcher showed the dictionary meaning of the words in slide show.

*Dengan berdiskusi secara berpasangan, setiap siswa mampu menyelesaikan task 3 kurang lebih dalam 10 menit. Kemudian P menunjukkan arti dalam kamus untuk mengecek jawaban. Mereka terlihat sangat yakin dengan jawabannya, hal ini ditunjukkan dengan beberapa siswa yang berebutan angkat tangan untuk menjawab.*

(By having discussion in pairs, each student could finish task 3 in about 10 minutes. Then, R showed the dictionary meaning to check the answer. They looked very confident with their own answer, it was shown by some students who actively raised their hand to answer.)

FN 4, 18 Maret 2014

Before the researcher asked the students to do another task, the researcher gave an example of the new model of Mind Mapping. The researcher completed the Mind Mapping together with the students. For the event bubble, the researcher only completed it by some main words; it was not in the form of sentences. The students looked satisfied and happy with this solution. After that, the researcher asked them to do the next task. They did the task only less than 10 minutes. They voluntarily want to answer the questions. The researcher called some students randomly to answer the question.

After checking the students' understanding about the previous lesson, the researcher moved to the next activities. The researcher gave 10 minutes for the students to look for difficult words and try to search the meaning of it. Then, he prepared the vocabulary quiz in the form of orally quiz. He called on them randomly to answer the meaning of some difficult words. Unfortunately, not all of them got the opportunity to do the quiz because the time was limited, and they could join the quiz in the next meeting. He also asked some questions to them once again before dismissing the class.

#### b. Meeting 2

The second meeting of Cycle II was held on March 21<sup>st</sup>, 2014. The researcher began the class by reviewing the previous meeting activities and the text had been learnt. Then, the researcher introduced a new narrative text entitled "the lion and the mouse". The researcher read the title only then called the students randomly to read the first paragraph. Then the researcher asked the students to choose the other students randomly to continue the reading. They were interested to do that. They paid more attention to the reading because they were afraid of getting chosen by their friends. The class situation

become lively because the students got enthusiasm to have the opportunity to read the text. While reading the text, the researcher asked them to guess the meaning of some new vocabulary orally.

Then, the researcher began the guided practices by asking the students to work in a group of four. The group would discuss and made the sketch of Mind Mapping for the story. They made the sketch for 10 minutes then the researcher asked some group representatives to share their Mind Mapping. All of the groups could make the sketch correctly. Using the Mind Mapping technique, the students were asked to answer the followed multiple choice questions, the students had been confident to answer, most of them enthusiastically answered the question orally.

For the last 20 minutes, the researcher prepared for the vocabulary quiz. There were 10 students who had not got the chance to do vocabulary quiz in the previous meeting. The researcher asked them to make a line in front of the class. They are given 5 minutes to learn 5 new vocabularies. Then, he asked them to find the meaning of some new words

All the students were interested to do the vocabulary quiz. Even the other students who did not participate in the game wanted to guess the meaning. Then, the researcher ended the class and promised them to have the quiz again in the next meeting. He dismissed the class, after he made sure there were no questions about the lesson.

### c. Meeting 3

The third meeting of Cycle II was conducted on March 25<sup>th</sup>, 2014. Before beginning the independent practice, the researcher reviewed the text that had been learnt in the previous meeting by asking some questions about the text. The students actively shared what they remembered about the text.

Then, the researcher distributed students' worksheet and show it in the slide show. The researcher read the title and asked one students randomly read the next sentence. Then, the student asked the other students to continue reading just like the previous one did. After they had done reading, the researcher asked them to guess the meaning of

some new words from the story. The students actively raised their hand to share their guessing meaning.

For the independent practice, the researcher asked them to sketch the Mind Mapping of the story individually. By using the sketch, the students answered the following questions. The students did not have any difficulty to do the task. They only need about 10 minutes to finish the task and voluntarily raised their hand to share their answers. Then, the next activity was the vocabulary quiz just like in the previous meeting.

The researcher ended the meeting by reflecting all the meetings they had. Most of the students gave positive responds by stating that the teaching and learning process was fun and exciting because it was a new technique for them. They also said that they became more confident to guess the difficult words. Some of them, added that they could imagine simply what they had read so that they could understand the story better.

### **3. Reflection**

The teaching and learning process in Cycle II was done smoothly. There were no significant problems found in each meeting conducted. The problem that occurred in Cycle I had been solved by implementing some modifications of the actions as discussed with the collaborator. The students were already familiar with the Mind Mapping technique. They could understand the instruction given and did the task faster.

During the learning and teaching process in Cycle II, the researcher often asked students' opinions, questions, or suggestions about the activities in the class. Based on their opinions, the researcher could understand the situation better and make some improvement on the actions so that the activities became more fun. Since there was a section to share the students' opinion, a positive atmosphere between the teacher and students in the class had been built.

Meanwhile, the students' confidence in comprehending the text increased. Since the Mind Mapping technique helped them to organize and imagine the text, the students could understand the text faster. As a result, most of them actively participated during the teaching and learning process.

*P: Berarti bagan yang saya ajarkan itu sangat membantu ya ?*  
*S: Iya pak, jadi lebih terperinci gitu, jadi mudah untuk jawab pertanyaannya, karena di bagan sudah ada.*

(P : So, how about the table, was it really helpful?  
S : Yes Sir, it made the text more detailed, so we could answer the question easily because it was found in the table)

Interview 8

*P : Kalo masalah bagan yang ada karakter sama setting itu gimana?*  
*S : Bagus kok pak, soalnya saya bisa meringkas bagan-bagan yang terpenting dari cerita itu. Jadi lebih mudah memahami ceritanya.*

(P : How about the table of character and setting?  
S : It was good, Sir. It was because I could select important parts from the story. It made me easily to understand the story.)

Interview 9

The students also could overcome their difficulty in guessing the meaning. Since they had problems in vocabulary, the used of guessing meaning technique helped them a lot to understand the text. Moreover, they were also given the vocabulary quiz regularly in Cycle II. It made them become familiar with new words found in the text they learnt.

*P : Kalo bagian tebak arti kata itu gimana ?*  
*S : Sangat membantu, karena bisa memberikan gambaran tentang arti kata yang belum tahu artinya, jadi gak harus liat kamus sudah tau artinya.*

(P: How about the guessing meaning table?  
S: it was very helpful, because it made us able to imagine about the meaning of the word we never knew before. So we did not have to open the dictionary.)

Interview 7

The other problem in Cycle I related to the students' difficulty in completing the Mind Mapping especially the task of filling in the bubble had been solved by modifying the Mind Mapping. In the previous Mind Mapping, the students should complete the column with sentences, but in Cycle II they just needed to write the main words as long as they could understand their sketch. This solution could make the used of Mind Mapping became more effective.

*P : Masih susah gak ngisi bagannya?*  
*S : enggak pak, kan bisa cuma nulis kata-katanya aja ,gak harus kalimat lengkap.*

(P : Was it still difficult to complete the bubble (the column)?  
S : No Sir, because we could write the words only not the full sentence.)

Interview 9

In line with the increasing of students' vocabulary, the students' motivation in reading improved too. Since the students could overcome their difficulty in dealing with new words and guessing meaning, the students could understand the new text easily.

*P : Kalo sekarang belajar teks narrative masih malas buat bacanya gak ?*

*S : Jadi gak malas pak, kalo bingung kan bisa tebak arti kata-katanya terus bisa bikin bagan mind mapping biar bisa lebih dong.*

P: Then now, what do you feel when you found a narrative text?

S : Because now we could guess the meaning of the words we did not know, and make the mind mapping to understand the text easily, so it made me motivated.

Interview 9

Based on the observation in Cycle II, the students' reading comprehension skill improved. It could be seen from their score during the tests. The researcher conducted the tests two times; before implementing the action and after the implementation of Cycle II. The students' score had increased significantly. The students also comprehended the text easily because they could organize and visualize the text. Moreover, the students could overcome their problems related to vocabulary mastery by implementing the guessing meaning technique. Furthermore, the students were motivated in reading because they became confident to overcome the possible problems occurring during the reading process.

#### D. The Result of the Research

This part presents the general research finding. The research findings consist of qualitative data supported by quantitative data. The qualitative data presented the general finding of the observation during actions and the interview as presented in the reports of Cycle I and Cycle II. While the quantitative data presented students' score before and after the implementation of the actions. The research findings were presented in table below.

Table 6: the Research Result

Problems	Cycle 1	Cycle 2
1. The	•	•

students lacked vocabulary guessing skill.	The students could guess or predict the meaning of the new words through the implementation of guessing the guessing activities.	<p>The quiz that was held in every meeting really supported the students to enrich their vocabulary mastery.</p> <ul style="list-style-type: none"> <li>• The students became more familiar with the guessing meaning technique. It made them became more confident and interested in facing a new text since they could guess the meaning.</li> </ul>
2. There were not enough media in the teaching and learning process.	<ul style="list-style-type: none"> <li>• The using of slide show made the students more interested in learning reading.</li> </ul>	<ul style="list-style-type: none"> <li>• The using of slide show made the students visualize the text better. Moreover it made them enthusiastic in learning reading.</li> </ul>
3. The teacher lacked variation in his teaching technique.	<ul style="list-style-type: none"> <li>• The using of Mind Mapping technique made the students learn a new technique to support them in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• The students became more familiar with the use of Mind Mapping technique in reading.</li> </ul>
4. The students had difficulty connecting ideas and events.	<ul style="list-style-type: none"> <li>• The using of Mind Mapping made the students able to organize the ideas better.</li> </ul>	<ul style="list-style-type: none"> <li>• The students could connect the ideas and events better through the implementation of Mind Mapping technique.</li> </ul>
5. The students had difficulty finding detailed information .	<ul style="list-style-type: none"> <li>• Moreover, the students could also find detailed information easily since it was written in the Mind Mapping's table.</li> </ul>	<ul style="list-style-type: none"> <li>• By modifying (simplifying) the way to complete the table. So the students could complete the table easily.</li> </ul>

6. The students have low motivation to read materials, especially long texts.	<ul style="list-style-type: none"> <li>Since they could organize the text well, they got more motivation to read. But they still got difficult to complete the Mind Mapping's table.</li> </ul>	<ul style="list-style-type: none"> <li>The students became more motivated to read a long text since they could visualize and organize the text.</li> </ul>
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To support the qualitative data, the researcher also used the quantitative data. The data were gained by conducting reading comprehension tests. The reading comprehension tests were administered two times, before and after the implementation. Then, the researcher compared the score by focusing on the mean. The table below presents the mean score of the reading comprehension test.

Table 7: Students' Mean Score of Reading Comprehension test and t-test

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	58,8333	30	12,08328	2,20610
	POSTTEST	75,1667	30	7,82165	1,42803

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	30	,677	,000

**Paired Samples Test**

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 PRETEST – POSTTEST	-16,33333	8,89918	1,62476	-19,65634	-13,01032	-10,053	29	,000	

Table 7 above presented the mean scores of the reading comprehension tests that were conducted in two times. The table showed that the mean score of the post test was



75,16 which was higher than pretest 58,83. It meant there was significant improvement - 16,33. In addition, it was supported by the result of the post-test's standard deviation 7,82 which was smaller the pre-test 12,083. It meant that the students' reading comprehension was homogeneous. Moreover, the t value was -10,053 ( $p < 0,05$ ) that meant there was a significant improvement after the action.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

The purpose of this research is to improve the students' reading comprehension skills through Mind Mapping technique. The method used in this research is action research. The researcher chose reading comprehension based on the observation and interviews before the actions. The students got difficult in identifying the detail information. Moreover, the students also got difficult in understanding the text because of lack of vocabulary. It showed that the students' reading comprehension problems need to be solved. The Mind Mapping technique was chosen based on the discussion between the researcher and the collaborator (teacher) and some theory books from the experts.

The actions were conducted in two cycles. Each cycle was divided in three meetings. The first meeting is for teacher modeling, the second meeting is for guided practice and the last meeting is for independent practice. In formulating the result, the

researcher gained two kinds of data in this research; qualitative and quantitative data. The qualitative data were summarized as follows.

From the observations and interviews during the implementation, it was found that using Mind Mapping technique made the students able to visualize the text better and help them to comprehend the text. The students could also find the main idea and detail information easily since they were written in the Mind Mapping bubble. Because they could visualize the text well, they got more motivation to read. It was supported by the use of various media such as slide show to show the Mind Mapping bubble so that the students could be more interested in joining the teaching learning process and did not get bored easily.

The researcher was also implemented Mind Mapping technique in improving students' vocabulary mastery. The researcher implemented the mind mapping in the form of guessing meaning from the context table. Based on the observation and interviews, it was found that the students could guess the meaning of the new words through the implementation of guessing meaning from the context. This situation makes them more confident facing a new text since they could solve their lacked vocabulary problems.

Those qualitative data were supported by the quantitative data. The students' scores indicates the improvement of their reading comprehension. The score were gained from the pre-test, the post-test after the implementation of Cycle I and II. The mean scores increased from 58,83 in the pretest to 75,16 in the posttest. It meant there was significant improvement -16,33.

Based on the qualitative and quantitative data above, the researcher concluded that the Mind Mapping technique could improve the student's reading comprehension in SMP BOPKRI III Yogyakarta. The implementation of Mind Mapping technique could also improve the students' vocabulary.

## **B. Implications**

There were some implications from the results of this research. The use of Mind Mapping technique was effective to improve the student's reading comprehension skill. It helped the students to visualize the text better. This implies that the English teachers could use this technique as one of the techniques in teaching reading. In addition, the use of Mind Mapping technique was also effective to improve student's vocabulary. The implementation could be in the form of guessing meaning from the context table. Since the students could face their lack of vocabulary problems, they became more confident and motivated in reading. This implies that the English teacher could use this technique continuously in order to familiarize them with it.

### **C. Suggestions**

After conducting the research, the researcher gives some suggestions that will be directed toward the English teacher, the students, and the other researchers.

#### **1. The English teacher**

It is important for the teacher to enrich himself with the knowledge of how to select the effective resources which can create interesting activities so that they can enjoy during the teaching and learning process. It will help him in creating the activities in which all students can be involved. The use of various media should be improved so that the English teaching and learning process will be livelier and more interesting. Moreover, using mind mapping technique can be a good choice in teaching reading.

#### **2. The students**

The teaching and learning process can run effectively if every participant involved gives good contribution. Moreover, the students should participate actively in the class activities. If they get confused in understanding the material, they should ask bravely and not to keep silent. They have to be familiar with long text and try to read more

#### **3. The other researchers**

It is interesting to conduct this research study. I got my own improvement in the knowledge of teaching reading. I expect other researchers who will conduct the similar

research should have better planning and preparation before conducting the research. Moreover, they should have enough knowledge related to their research study.

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# APPENDICES

Field note : 1  
Hari, tanggal : Selasa, 4 Maret 2014  
Kegiatan : Meeting 1  
Responden, P : Peneliti  
Siswa

P memulai pelajaran dengan berdoa bersama dari pusat. Setelah itu, P memberi salam kepada siswa dan mengecek kehadiran siswa. Selanjutnya, P berusaha membangun background knowledge siswa dengan menanyakan cerita-cerita yang menjadi favorit mereka. Mereka secara acak menyebutkan beberapa cerita seperti beauty and the beast, the mousedeer, Cinderella, dan Malin kundang. Lalu P meminta mereka untuk menceritakan secara lisan tentang cerita tersebut. Namun mereka tetap diam dan malu untuk bercerita. Lalu, P memperbolehkan mereka untuk bercerita menggunakan bahasa Indonesia dicampur dengan bahasa Inggris. P menunjuk salah satu murid bernama Timothy, lalu Timothy menceritakan secara singkat tentang Cinderella. P menanggapi cerita tersebut dengan menterjemahkannya kedalam bahasa Inggris. Setelah itu P memperkenalkan sebuah cerita berjudul "the Ugly Duckling". P membagikan lembar cerita dan worksheet kepada siswa. Kemudian P menampilkan gambar di slide show dan meminta siswa untuk membacakan cerita. Lalu P menanyakan pemahaman siswa tentang cerita tersebut. Sebagian besar dari mereka mengalami kesulitan mengartikan beberapa kosakata baru. P meminta siswa untuk menyebutkan kosakata yang baru dan menuliskannya di whiteboard. Lalu P meminta siswa untuk mencari artinya di kamus dalam waktu 10 menit. Setelah 10 menit berlalu, P bersama siswa mengecek arti kosakata tersebut. P memperlihatkan kamus digital di slide show untuk mengecek jawabannya. P meminta mereka menuliskan kosakata tersebut di buku masing-masing. Setelah itu, P menunjukan sebuah Mind Mapping di slide show dan menjelaskan apa itu mind mapping. Setelah itu, P bersama siswa membaca ulang cerita "the Ugly Duckling" dengan menerapkan teknik Mind Mapping. P membuat Mind Mapping cerita tersebut di whiteboard. P menanyakan beberapa point penting cerita dan menuliskannya dalam Mind Mapping. Kemudian P menanyakan beberapa pertanyaan tentang cerita tersebut kepada siswa. Siswa dapat dengan mudah menjawab pertanyaan tersebut dengan bantuan Mind Mapping yang telah dibahas di whiteboard. Setelah itu, P meminta mereka menceritakan cerita tersebut menggunakan bahasa Inggris dan Indonesia dengan melihat sketsa Mind Mapping. Mereka bisa menceritakan point-point cerita tersebut dengan baik. Bel tanda berakhirnya pelajaran berbunyi. P mengakhiri pelajaran dengan meminta siswa untuk mempelajari cerita tersebut di rumah.

Field note : 2  
Hari, tanggal : Jumat, 7 maret 2014  
Kegiatan : Meeting 2  
Responden, P : Peneliti  
Siswa

P memulai pelajaran dengan berdoa bersama. Setelah itu, P memberi salam kepada siswa dan mengecek kehadiran siswa. P menanyakan kembali kepada siswa tentang cerita "the Ugly Duckling". Salah satu siswa, Nasya dengan sukarela

menceritakan cerita tersebut walaupun masih kurang lengkap. P melengkapi jawaban Nasya hingga cerita tersebut jelas dan mudah dipahami. Kemudian P menjelaskan tentang generic structures dari narrative. P memfokuskan pada orientation, complication dan resolution serta aspek kebahasaan yang digunakan (simple past tense). P juga menanyakan seperti “*What can you find in a story?*”, “*Who were the characters?*”, and “*Where and when did the story happen?*” untuk membantu siswa memahami. Para siswa tampak antusias dalam menjawab pertanyaan – pertanyaan tersebut. Kemudian, peneliti bertanya, “*Now, what can you find in those stories?*” Para siswa menjawab bahwa dalam cerita ada tokoh cerita. Setelah itu, peneliti menanyakan tentang contoh keterangan waktu dalam cerita dan menyebutkan kata – kata seperti “*Once upon a time, this morning, on a hot day, etc*” Setelah itu P memperkenalkan cerita lain berjudul “the lion and the shepherd”. P meminta beberapa murid secara sukarela untuk membacakan cerita tersebut. Tiap murid membaca 1 paragraf. Karena masih ada beberapa yang tidak mendengarkan, maka P membacakan cerita itu sekali lagi dengan menampilkan gambar di slide. P selesai membacakan cerita lalu P mengecek sejauh mana pemahaman siswa. Beberapa siswa mencoba menebak isi cerita, tetapi tebakannya belum benar. Robby, salah satu siswa berkata “Banyak kata-kata yang gak tau artinya Mr Lalu P meminta mereka secara berpasangan mengerjakan task 3 tentang menebak kosakata tanpa melihat kamus. P mengerjakan soal nomor 1 dan menjelaskan cara menebaknya. Sekitar 20 menit berlalu, ternyata mereka masih mengalami kesulitan untuk memahaminya. P meminta jawaban tebakan dari beberapa kelompok, setelah itu P memperlihatkan arti sebenarnya dengan kamus digital di slide. Siswa merasa senang ketika tebakannya hampir benar walaupun tanpa membuka kamus. P memotivasi siswa bahwa mereka dapat melakukan hal yang sama pada setiap bacaan. Selanjutnya, P membagikan kertas tentang mind mapping task 4. P meminta siswa mengisi kolom-kolom Mind Mapping yang disediakan berdasarkan pemahaman mereka terhadap cerita. Setelah 15 menit, mereka masih belum selesai mengerjakannya. Kebanyakan siswa hanya bisa mengisi kolom character dan setting namun mengalami kesulitan untuk mengisi kolom yg lainnya. Robbi, salah satu siswa bertanya, “Pak, si singa minta tolong sama penggembala”, itu bahasa Inggrisnya apa?” Siswa yg lain juga menanyakan tentang bagaimana mengungkapkan idenya dalam bahasa Inggris. Tak lama kemudian bel tanda berakhirnya pelajaran berbunyi. P meminta siswa untuk melanjutkan di rumah.

Field note : 3  
 Hari, tanggal : Jumat, 14 maret 2014  
 Kegiatan : Meeting 3  
 Responden, P : Peneliti  
 Siswa

P memulai pelajaran dengan memberikan salam dan mengecek kehadiran siswa. Setelah itu, P menanyakan tugas dipertemuan sebelumnya yang belum selesai. Lalu P memeriksa dan mengecek jawaban dengan menunjukkannya pada slide. P lalu meminta siswa untuk mengerjakan task 5 pada worksheet. Setelah 15 menit berlalu, P bersama siswa memeriksa jawaban bersama-sama. P menanyakan tingkat kesulitan soalnya, salah satu siswa menjawab ” Gampang Mr, soalnya ditabelnya udah ada jawabannya, jadi tinggal disalin saja.” P lalu memberikan motivasi pada siswa bahwa setiap bacaan itu dapat dipahami dengan mudah jika kita dapat melengkapi tabel tersebut. Selanjutnya P meminta siswa mengerjakan task 6 tentang reference, tetapi sebelumnya P menanyakan tentang macam-macam pertanyaan atau soal yang berkaitan dengan cerita. Beberapa siswa menjawab “Biasanya tentang isi cerita, karakter, setting, sama pesan moral pak”. Lalu P menanyakan “ Kalo soal yang “refer to” kalian pernah liat gak?” siswa menjawab “ iya pak, pertanyaan kayak gitu juga ada”. Lalu P menjelaskan tentang contoh pertanyaan semacamnya. Setelah itu siswa mulai mencoba mengerjakannya. Sekitar 15 menit berlalu,



sebagian besar siswa mampu mengerjakannya dengan baik. Kemudian, P juga meminta siswa secara individu untuk mengerjakan task 7 dan Task 8. Lalu P menyimpulkan tentang apa saja yang telah dipelajari dari pertemuan-pertemuan sebelumnya. Setelah itu kelas berakhir dan P meminta siswa untuk mempelajari materi-materi yang telah diajarkan selama cycle 1.

Field note : 4  
Hari, tanggal : Selasa, 18 maret 2014  
Kegiatan : Meeting 4  
Responden, P : Peneliti  
Siswa

P memulai pelajaran dengan berdoa bersama. Setelah itu, P memberi salam kepada siswa dan mengecek kehadiran siswa. P menanyakan kembali tentang cerita-cerita narasi yang telah dipelajari. Kemudian P mengenalkan cerita baru berjudul the four friends. P meminta siswa untuk mencari kosakata yang sulit dan mencari artinya dengan kamus task 1. 10 menit berlalu, P bersama dengan siswa membahas kosakata bersama-sama. Setelah itu, P menjelaskan tentang pengisian Mind Mapping yang lebih sederhana. Siswa bersama dengan P mengisi bagan Mind Mapping task 2. Setelah selesai mengisi bagan, P menanyakan sekilas tentang cerita the four friends yang meliputi tokoh, complication, resolution dan setting. Kemudian, P mengenalkan cerita baru berjudul “smart monkey and dull crocodile”. P meminta beberapa siswa secara acak untuk membacakan tiap paragraph cerita. Setelah itu, P meminta siswa untuk mengerjakan task 3 tentang menebak arti kata. Sambil berkeliling P mengecek dan menanyakan satu persatu tentang alasan jawaban siswa dalam mengerjakan task 3. Dengan berdiskusi secara berpasangan, setiap siswa mampu menyelesaikan task 3 kurang lebih dalam 10 menit. Kemudian P menunjukkan arti dalam kamus untuk mengecek jawaban. Mereka terlihat sangat yakin dengan jawabannya, hal ini ditunjukkan dengan beberapa siswa yang berebutan angkat tangan untuk menjawab. Lalu sambil membagikan kertas mind mapping P meminta siswa berdiskusi dengan teman sebangkunya untuk mengisi kolom-kolom dalam mind mapping tersebut task 4. Namun mereka masih sedikit bingung, kebanyakan siswa menuliskan sketsa dengan menggunakan bahasa Indonesia terlebih dahulu. 15 menit kemudian, P meminta mereka untuk mengerjakan task 5 tentang pertanyaan-pertanyaan yang berhubungan dengan cerita. P meminta mereka untuk menjawabnya berdasarkan mind mapping yang telah mereka kerjakan. Tak lama kemudian, bel tanda berakhirnya pelajaran pun berbunyi. Sebelum P menutup pelajaran, siswa disuruh untuk melanjutkan mengerjakan task 5 di rumah.

Field note : 5  
Hari, tanggal : Jumat, 21 maret 2014  
Kegiatan : Meeting 5  
Responden, P : Peneliti  
Siswa

P memulai pelajaran dengan memberi salam dan mengecek kehadiran siswa. Setelah itu P menanyakan tugas yang diberikan di pertemuan sebelumnya Task 5. P bersama dengan siswa mengecek tugas tersebut. Lalu P secara acak meminta siswa untuk menjawab pertanyaan. Untuk pertanyaan nomor 1 sampai 3, mereka berebutan untuk menjawab. Dan untuk pertanyaan selanjutnya, hanya beberapa siswa yang ingin menjawab karena dirasa sedikit lebih sulit dari pertanyaan sebelumnya. Namun, mereka tetap antusias untuk mencoba menjawab walaupun dalam mengungkapkan jawaban dalam bahasa Inggris belum begitu tepat. Sekitar 25 menit berlalu, P bersama siswa selesai membahas task 5. Setelah itu, P memperkenalkan judul baru “the Lion and the Mouse”. P menunjukan gambar yang berkaitan dengan cerita dislide show. Siswa diminta

untuk menebak gamaran cerita tersebut melalui gambar yang ditampilkan dislide show. P memberikan beberapa pertanyaan yang berkaitan dengan cerita. Kemudian P membagikan lembar cerita beserta worksheet kepada siswa. Siswa secara acak ditunjuk oleh P untuk membacakan cerita. Setelah itu, siswa secara berpasangan mengerjakan task 6 tentang guessing meaning. Sekitar 15 menit mereka menyelesaikan task 6. P bersama dengan siswa mengecek jawaban dari masing-masing grup. Setelah selesai membahas jawaban untuk task 6, bel pun berbunyi. P mengakhiri pelajaran dengan memberi salam dan meminta siswa untuk mempelajari cerita tersebut.

Field note : 6  
Hari, tanggal : Selasa, 25 maret 2014  
Kegiatan : Meeting 6  
Responden, P : Peneliti  
Siswa

P memulai pelajaran dengan berdoa bersama. Setelah itu, P memberi salam kepada siswa dan mengecek kehadiran siswa. P menanyakan kembali kepada siswa tentang cerita "the Lion and the Mouse". P meminta siswa secara berpasangan untuk mengerjakan Mind Mapping task 7. Kurang lebih 15 menit, mereka selesai mengerjakan task 7. P bersama siswa membahas jawaban Task 7. Setelah itu, P meminta siswa secara individu untuk mengerjakan soal tentang pemahaman cerita task 8. P mengecek pekerjaan mereka dengan berkeliling. Sekitar 10 menit, siswa telah menyelesaikan task 8. P bersama siswa membahas jawaban pada task 8. Kemudian, siswa secara individu disuruh mengerjakan task terakhir, task9. Kurang lebih 15 menit, mereka menyelesaikan task 9. Lalu P mengecek jawaban siswa. Setelah selesai mengecek jawaban, P menyimpulkan tentang apa saja yang telah dipelajari dari pertemuan-pertemuan pada cycle 2. Setelah itu kelas berakhir dan P meminta siswa untuk mempelajari materi-materi yang telah diajarkan dari awal sampai akhir Sebelum mengakhiri pelajaran, P meminta kesan dan pesan dari siswa. Bel pun berbunyi, P bersama siswa mengakhiri pelajaran dengan berdoa.

Field note : 7  
Hari, tanggal : Senin, 24 Februari 2014  
Kegiatan : getting permission  
Responden : Peneliti  
Kepala sekolah  
Guru bahasa Inggris

Peneliti datang ke sekolah pukul 8.00. Kemudian, peneliti menuju ruang tata usaha untuk menyampaikan maksud bertemu kepala sekolah Kepala sekolah mempersilakan peneliti untuk duduk dan menanyakan maksud kedatangan peneliti. Peneliti memperkenalkan diri pada kepala sekolah dan menyampaikan tujuan kedatangan untuk melakukan penelitian. Kepala sekolah memberi izin pada peneliti untuk melakukan penelitian dan meminta peneliti untuk menemui guru bahasa Inggris yang bersedia dan segera berkonsultasi. Peneliti mengucapkan terimakasih kepada kepala sekolah dan meminta izin untuk menuju ke ruang guru. Setelah sampai di ruang guru, peneliti meminta izin menemui salah satu guru bahasa Inggris. Beliau adalah guru bahasa Inggris yang mengajar sewaktu peneliti masih smp. Kemudian, beliau dan peneliti berdiskusi mengenai waktu yang dapat peneliti gunakan untuk melakukan observasi. Beliau menyarankan pada peneliti untuk dapat melakukan observasi pada hari selanjutnya karena kebetulan beliau mengajar pada hari tersebut. Peneliti bersedia melakukan observasi pada hari tersebut. Kemudian, beliau menanyakan apa yang akan peneliti lakukan saat observasi. Kemudian, peneliti menjelaskan bahwa peneliti akan melihat situasi kelas, cara

penyampaian materi ajar dan proses belajar mengajar. Setelah itu, guru bahasa Inggris tersebut meminta peneliti untuk menunggu jam belajar di ruang guru.

Field note : 8  
Hari, tanggal : Selasa, 25 Februari 2014  
Kegiatan : Class observation  
Responden, : Peneliti  
Guru bahasa Inggris  
Siswa

Peneliti melakukan observasi kelas pada hari Selasa, 25 Februari 2014. Pelajaran dimulai pukul 07.15. Guru bahasa Inggris memasuki kelas. Beliau menunggu sampai semua siswa yang masih jajan dan berada di luar masuk ke dalam kelas. Setelah semua siswa berada di dalam kelas, beliau bertanya pada para siswa apakah mereka semua sudah siap untuk menerima pelajaran atau belum. Setelah itu guru bersama murid berdoa bersama pusat lewat speaker yang terpasang di tiap kelas.

Guru bahasa Inggris mengucapkan salam untuk membuka kelas. Kemudian, beliau memeriksa kehadiran siswa. Setelah itu, beliau memperkenalkan peneliti pada para siswa. Beliau juga menyampaikan maksud kedatangan peneliti yang akan melakukan pengamatan kegiatan belajar mengajar di kelas. Setelah memperkenalkan peneliti, beliau memulai pelajaran dengan menyampaikan pada para siswa bahwa mereka akan belajar tentang *texts*. Kemudian, beliau memberikan pertanyaan pada para siswa apakah mereka tahu tentang *recount texts* atau tidak. Beberapa siswa mengatakan bahwa mereka tahu tentang jenis teks tersebut dan sebagian lain hanya diam.

Selanjutnya, guru meminta siswa untuk membuka buku paket sekolah "*Let's Talk English*". Guru meminta siswa untuk membaca sebuah teks yang ada pada buku tersebut. Selama membaca, beberapa siswa menanyakan kata – kata sulit pada guru. Karena para siswa menemukan banyak kata sukar dalam bacaan, guru meminta ketua kelas untuk meminjam kamus di perpustakaan sekolah. Kemudian, para siswa diminta untuk mencari arti kata di kamus.

Setelah para siswa selesai membaca, guru menjelaskan *generic structures* dari *recount texts*. Saat guru menjelaskan tentang materi tersebut, beberapa siswa tidak memperhatikan penjelasan yang disampaikan. Beberapa siswa tampak mengantuk dan mengobrol bersama teman yang lain. Kelas menjadi gaduh. Setelah selesai menjelaskan, guru meminta siswa untuk mengerjakan beberapa soal yang ada di buku. Tampak beberapa siswa antusias mengerjakan. Para siswa laki – laki yang duduk di bagian belakang asyik mengobrol dan tidak mengerjakan tugas. Guru kemudian memperingatkan mereka dan meminta mereka mengerjakan. Tetapi, para siswa tersebut hanya menyalin jawaban teman lain. Setelah selesai menyalin, mereka kembali mengobrol.

Setelah beberapa saat, para siswa memeriksa hasil pekerjaan mereka bersama – sama dengan guru. Guru meminta siswa yang duduk di bagian belakang untuk menjawab pertanyaan. Tak lama kemudian jam tanda selesainya pelajaranpun berbunyi, guru mengakhiri kelas dengan member kesimpulan mengenai pelajaran pada hari itu. Kemudian, guru meminta ketua kelas untuk memimpin doa sebelum pulang.

Field note : 9  
Hari, tanggal : Jum'at, 28 Februari 2014  
Kegiatan : Pre-test  
Responden, : Peneliti  
Guru  
Siswa

Peneliti bersama guru masuk ke dalam kelas. Kemudian, guru meminta siswa untuk tenang. Guru menjelaskan bahwa hari itu akan diadakan pretest. Para siswa tampak sudah siap karena mereka sudah diberitahu tentang pretest pada pertemuan sebelumnya. Kemudian, guru mempersilakan peneliti untuk menjelaskan detail pretest. Peneliti memberi penjelasan singkat bahwa pretest tersebut akan digunakan untuk melihat kemampuan mereka sebelum peneliti melakukan penelitian. Peneliti juga menjelaskan batas waktu yang ditentukan dan hal – hal yang berkaitan dengan soal. Setelah semua siswa mengerti, peneliti dibantu oleh guru membagikan lembar soal dan lembar jawab. Siswa diharuskan menyelesaikan tes tersebut dalam 60 menit. Setelah semua siswa memperoleh lembar jawab dan lembar soal, mereka mulai mengerjakan tes. Guru dan peneliti mengawasi siswa dan membantu siswa jika ada hal – hal yang tidak dimengerti. Setelah 60 menit, siswa mengumpulkan lembar jawab dan soal mereka. Peneliti mengucapkan terima kasih pada para siswa. Peneliti juga mengingatkan kembali bahwa untuk pertemuan selanjutnya, peneliti yang akan mengajarkan materi bahasa Inggris pada mereka. Setelah semua selesai, peneliti berpamitan pada guru bahasa Inggris.

Field note : 10  
Hari, tanggal : Jum'at, 28 maret 2014  
Kegiatan : Post-test  
Responden : Peneliti  
Siswa

Peneliti masuk ke dalam kelas. Kemudian, guru meminta siswa untuk tenang. Peneliti memberi penjelasan singkat bahwa post-test tersebut akan digunakan untuk melihat hasil belajar mereka selama peneliti mengajar dikelas. kemampuan mereka sebelum peneliti melakukan penelitian. Peneliti juga menjelaskan batas waktu yang ditentukan dan hal – hal yang berkaitan dengan soal. Setelah semua siswa mengerti, peneliti membagikan lembar soal dan lembar jawab. Siswa diharuskan menyelesaikan tes tersebut dalam 60 menit. Setelah semua siswa memperoleh lembar jawab dan lembar soal, mereka mulai mengerjakan tes. Peneliti mengawasi siswa dan membantu siswa jika ada hal – hal yang tidak dimengerti. Setelah 60 menit, siswa mengumpulkan lembar jawab dan soal mereka. Peneliti meminta pasan dan kesan dari siswa selama peneliti mengajar. Lalu peneliti mengucapkan terima kasih pada para siswa. Setelah semua selesai, peneliti berpamitan pada guru bahasa Inggris.

#### Interview 1

Hari, Tanggal : S e n i n , 24 Februari 2014

Tempat : Ruang Guru

Responden, P : Peneliti

G : Guru

P : Selamat siang pak

G: oi yaa mas,Ayo ngobrol di perpustakaan aja mas, biar lebih enak ngobrolnya

P: Iya pak gak papa

G: Jadi gimana mas?

P: Gini pak, mau nanya-nanya tentang kesulitan siswa pak.

G: Oh iya mas,gimana-gimana? Mau nanya apa?

P: Gini pak,menurut bapak skill apa yang paling bermasalah?

G: Wah apa ya, semuanya kayaknya mas hahaha

P: Hhaha, dari semua itu yang paling parah apa ya pak?

G: Ya karena ini kan siswa nya mau tidak mau harus disiapkan untuk ujian nasional nanti ya mas, saya ini kesulitan mengajar reading mas.

P: Oh gitu ya pak, jadi reading comprehensionnya ya pak?

G: Iya...

P: Kira-kira yang mereka tidak paham itu apanya ya pak?

G: mereka itu sulit dalam memahami bacaan, kadang harus tau vocabnya dulu. Kalo masalah memahami bacaan masih kurang. Jadi kadang saya mengajarkan vocab dan menterjemahkan contoh kalimat gitu mas, biar mereka terbiasa bila menemui kalimat yang sejenis dalam cerita.

P: Nah itu sepertinya sudah tidak bisa pak kita mengajarkan kata-kata sendiri gitu, harus ada konteksnya dalam satu cerita gitu pak...

G: Terus gimana itu mas? Aduh maaf ya malah saya yang jadi nanya-nanya, soalnya masnya kan mungkin diajari metode baru mengajar gitu

P: iya pak, ndak apa- apa, ya setahu saya kurang pas saja kalau memberi contoh kalimat berdiri sendiri tanpa ada ceritanya itu pak...

G: Jadi semua harus dikaitkan dengan teks gitu ya mas?

P: Iya pak, ya mungkin kalau misal narrative gitu kan ada kata-kata yang unik pak, misal once upon a time, king, atau castle, lion...ya mungkin dari seperti itu bisa menambah kosa kata siswa sedikit demi sedikit pak...Kalau bapak biasanya mengambil materi dari mana ya pak?

G: Kalau saya ya pakainya ambil dari buku erlangga itu, tapi kadang saya kurang suka jg mas.

P: Lha itu kenapa memangnya bukunya pak?

G: Ya gimana ya mas, kadang teks-teksnya itu tidak sesuai kalau diterapkan di sini mas, banyak yang teksnya panjang-panjang...kadang teks yang pendek saja pada kurang paham

P: Iya ya pak, kalau panjang terus susah mereka pasti sudah malas duluan ya pak?

G: Iya seperti itulah mas.

P: Kalau soal metode, metode yang bisa bapak pakai untuk mengajar reading apa ya pak?

G: Ya seperti kemarin pas mas observasi itu, ya paling kita baca bersama, trus saya coba pahami artinya, terus menjawab comprehension questionnya.

P: Kalau pakai mind mapping gitu belum pernah ya pak?

G: Belum pernah saya coba mas, dulu sempat mau pake tapi belum jadi.

P: Sama halnya pemetaan gitu pak, pakai bagan-bagan gitu, biar lebih enak memahami teksnya.

G: Ya nanti saya di kasih contohnya ya mas, saya tertarik itu dengan metode itu, apalagi kalau bisa untuk teks- teks yang panjang

P: Kalau saya coba terapkan di kelas 8C, itu cocok ga ya pak?

G: Ya dicoba saja dulu mas, sepertinya cocok, mereka pasti antusias kalau ada cara baru mas.

P: Iya pak, sudah pak mungkin segini saja dulu.

## Interview 2

Hari, Tanggal : Selasa, 25 Februari 2014 (setelah observasi kelas)

Tempat : Ruang Kelas

Responden, P : Peneliti

S : Ernanda (Siswa)

P : Sorry dik, minta waktunya sebentar ya. Namanya siapa dik, kelas apa?

S: Nama saya Gabriel dari kelas 8C

P: Sorry ganggu maem siang bentar gpp ya?

S: Iya gpp mas

P: Suka bahasa inggris ga dik?

S: Suka, tapi ga begitu dong banget, hhehe

P: Trus kalo reading suka ga dik?

S: lumayan mas

P: Kira-kira kesulitannya kalo membaca apa sih dik?

S: Artinya mas

P: Arti kata-kata baru gitu?

S: iya mas

P: Kalau setelah baca kan biasanya ada soalnya itu kan dik, bisa ga ngerjainnya?

S: Ya tergantung soalnya mas, kalo bacaannya panjang tapi males bacanya mas, apalagi kalau banyak kata yang ga tahu, jadinya ya ngarang aja.

P: Kalo pak Renung ngajar gimana?

S: Ya biasa, seperti guru lain

P: Maksudnya gimana tuh, kalau mau ngajar reading narrative gitu gimana?

S: Yo diterangin di depan gitu kayak seperti guru lain, paling di bacain dulu terus nanti diartiin terus kasih soal-soal mas.

P: Seru ga tuh dik kayak gitu?

S: Bosen mas kalo kelamaan, apalagi kalau ga mudeng mas, tambah ngantuk.

P: Oiya, tadi pas pak Renung nanya kok ga coba jawab dik?

S: Takut salah mas, lagipula kurang pahan sama bacaannya juga.

P: Ow gitu..., kalo belajar pakai bagan-bagan, pernah gak dik?

S: Kalau bahasa inggris belum tuh mas.

P: Okay deh dik, segitu aja, makasih ya.

### Interview 3

Hari, Tanggal : Selasa, 25 Februari 2014

Tempat : Ruang Kelas

Responden, P : Peneliti

S1: Novendra (Siswa) S2: Evan (Siswa) S3: Dimas (Siswa)

P: Siang dik, mas minta bantuanya bentar buat interview boleh?

S1: Iya mas, boleh.

P: Okay, tolong perkenalkan diri kalian dulu ya dek.

S1: Aku Novendra.

S2: Aku Evan.

S3: Aku Dimas

P: Sip deh, pada suka bahasa Inggris ga?

S1,2,3 : Lumayan.

P: Kalo reading gimana?

S2 : Ya suka sih mas, tapi kadang teksnya sulit dan panjang mas.

S1: Novendra, iya mas kita sering ga mudeng juga ma ceritanya.

P: Kalau disuruh jawab pertanyaan gitu, soal ide cerita atau detailnya itu bisa ga dik?

S1: ya kadang ga ngerti mas karena teknya panjang dan sulit kosakatanya.

S3: Iya mas, kadang juga ga tahu jawabannya ada di paragraph berapa mas.

P: Kalo biasanya pak Renung ngajar reading biasanya gimana tho dik?

S3: Biasanya gurunya yang baca duluan terus kita ngikutin mas.

P: Oh gitu, klo reading itu kan ada soal pertanyaannya dik, pernah dikasih tahu ga sama pak Renung jawabnya gimana?

S2: Belum sih mas, biasanya teks cuma dibaca, trus kita ngikutin, setelah itu biasanya langsung ditranslate.

P: Pernah ga belajar bahasa Inggris pakai bagan-bagan gitu dik?

S1: Belum mas

P: Okay deh dik, makasih buat waktunya yah.

#### Interview 4

Hari, Tanggal : Jum'at, 14 Maret 2014

Tempat : Lobi kelas

Responden, P : Peneliti

S : Monica (Siswa)

P: Halo dik, mas minta waktunya bentar gapapa dik?

S: Iya gapapa mas, gimana mas?

P: Biasalah, mas mau nanya-nanya dikit.

S: mau nanya apa mas?

P: Cuma minta pendapat tentang cara mas ngajar aj.

S: okay mas

P: kan udah semingguan lebih mas ngajar adik reading dikelas, menurut km ada yang beda gak cara ngajarnya?

S: Ada mas, pas ngajar ditunjukin gambar gitu.

P: Oh iya, yang pakai bagan ada character, setting, events, itu gimana ya dik?

S: Iya mas, itu kreatif, jadi bisa membantu aku pas jawab soal, kan dengan cara seperti itu kita dapat lebih mengenal teks narrative. Jadi biarpun teksnya panjang kita bisa paham keseluruhan ceritanya mas.

P: gampang gak ngisinya?

S: Masih lumayan bingung , tapi nanti lama-kelamaan bisa kok pak.

P: Masih bingung dibagian mananya?



S: Di nulisnya mas, kan pakai kata-kata sendiri, sebenarnya udah dong ceritanya tapi masih bingung nulisnya dalam kalimat inggris.

P: Terus, kalo yang bagan tebak kata itu menurut kalian gimana ?

S: Limayan asyik kok pak, jadi ga harus liat kamus terus, soalnya bisa menebak artinya walau kadang masih salah. Jadi lebih yakin buat nebaknya pak kalo udah tau caranya gitu.

P: Yo gapapa salah-salah dulu, kan yang penting udah dicoba.

S: Iya mas

P: makasih ya dek, maaf ganggu.

Interview 5

Hari, Tanggal : Jum'at, 14 Maret 2014

Tempat : Lobi kelas

Responden, P : Peneliti

S : Nasya (Siswa)

P: Makasih dik udah datang, mau interview bentar boleh ya?

S: Iya mas,boleh.

P: Gini dek, kan mas ngajar di kelas 8C reading ni, menurut kamu, gimana mas ngajarnya?

S: Asyik, menyenangkan, ga bosan mas, cuma masnya sedikit kurang tegas mas, jadi banyak yang masih rebut.

P: Iya ya dik, ya aku pinginnnya kita santai aja sih dik?

S: Marahi aja mas kalau ada yang ribut.

P: Okay lah dik, selain itu ada yang beda ga dari cara mas ngajar?

S: Ya beda banget mas, dulu belum pernah aku belajar reading pakai bagan- bagan gitu mas.

P: Lha bagannya itu gimana, bikin tambah dong apa malah tambah blong?

S: Dong sih mas, jadi lebih mudah memahami ceritanya, karena dibagan udah kelihatan mana tokoh,setting, dan jalan ceritanya.

P: Susah ga dik ngisinya?

S: Ga kok mas, lumayan gampang, paling kalau yang event itu mas susahnyanya, susah bikin kalimatnya.

P: Sip deh, kalau yang bagan tebak arti kata itu gimana dik?

S: Karena aku belum banyak tahu kata bahasa Inggris, bagan yang tebak arti kata itu menambah pengetahuan saya, jadi berani menebak arti kata mas.

P: Maksudnya, kalau ketemu teks yang ada kata baru, jadi bisa pakai bagan itu gitu dik?

S: Iya mas

P: Sekarang kalau liat teks narrative gimana dik?masih malas ga?

S: Ga sih mas, soalnya biar pun panjang sudah bisa dibayangkan siapa tokohnya terus ngapain aja gitu mas.

P: Okay, cukup segitu aja, makasih buat waktunya dik.

## Interview 6

Hari, Tanggal : Jum'at, 14 Maret 2014

Tempat : Lobi kelas

Responden, P : Peneliti

S1: Maudi (Siswa) S2: Lucia (Siswa)

P: Perkenalkan diri donk satu persatu

S1: Saya Lucia

S2: Saya Maudi

P: Mas mau nanya-nanya ni, mas ngajarnya gimana dik selama ini?

S2: Wah asyik banget mas, ga bosen, pake bagan-bagan ngajarnya, ada gambarnya juga, terus pakai nebak-nebak juga mas.

P: kalo pakai bagan-bagan gitu, suka ga dik?

S1: Iya suka mas, jadi lebih gampang memahami ceritanya.

P: kalo yang nebak-nebak kata itu gimana?

S2: Yo di tebak mas

P: Nebaknya gimana?

S2: Liat di ceritanya mas, di gambarnya atau di kalimat-kalimat sebelumnya, njuk nebak sik kira-kira sesuai mas.

P: Nah setelah mas ngajar ini, ada perbedaan ga kalo mau baca teks, terutama narrative?

S1: Yo agak sedikit ga males mas, kan udah diajarin pake bagan-bagan gitu, jadi sangat membantu buat memahami teksnya.

P: Okay dik, makasih yah.

## Interview 7

Hari, Tanggal : Selasa, 25 Maret 2014

Tempat : Lobi kelas

Responden, P : Peneliti

S : Daniel (Siswa)

P: Minta waktunya bentar ya dek

S: Iya mas

P: Menurutmu cara mas ngajar gimana dik?

S: Bagus sangat bermanfaat, mudah diterima, menarik.

P: Kalo bagan-bagannya itu membantu ga tho dik?

S: Sangat membantu karena mudah dipahami sama ga mudah bikin bosen.

P: Gampang ga ngisinya bagan2 itu?

S: Gampang, lumayan gampang.

P: Kalo bagian tebak arti kata itu gimana?

S: Sangat membantu, karena bisa memberikan gambaran tentang arti kata yang belum tahu artinya, jadi gak harus liat kamus sudah tahu artinya

P: Sekarang kalau baca teks narrative gimana?

S: Lebih menarik, karena lebih asyik dari pada yang dulu

P: Sekarang berarti kalau suruh baca teks yang panjang gapapa ya?

S: Ya santai mas sekarang, bisa digambarkan isi ceritanya mas.

P: Okay, ni kan terakhir mas disini, ada masukan ga buat mas?

S: gak mas, udah asyik kok ngajarnya.

P: makasih ya dek, semangat buat belajarnya ya.

#### Interview 8

Hari, Tanggal : Selasa, 25 Maret 2014

Tempat : Lobi kelas

Responden, P : Peneliti

S : Fransisca (Siswa)

P: Dik, minta waktunya bentar buat interview ya?

S: Iya mas, gimana?

P: Sekarang kan mas ngajar reading ni, menurut dik Aisyah gimana mas ngajarnya?

S: Ehm...bagus kok, ditambah visual jadi bagus,kalo aku sih jadi lebih gampang nangkap isi ceritanya.

P: Berarti bagan yang mas ajarkan itu sangat membantu ya?

S: Iya mas, jadi lebih terperinci gitu. Jadi mudah untuk jawab pertanyaannya, karena dibagan sudah ada.

P: Kan mas juga ngajarin bagan yang pakat tebak kata itu, itu gimana dik?

S: Membantu kok mas, jadi kalau ketemu kata baru bisa memperkirakan artinya.

P: Terus, kalo misal nanti ketemu sama teks narrative yang panjang gimana dik?

S: Udah gak begitu jadi masalah mas, kan nanti bisa dipahami lewat bagan, jadi bisa dikira-kira teks itu tentang apa gitu.

P: Okay dik, cukup sekian interviewnya. Makasih ya.

#### Interview 9

Hari, Tanggal : Selasa, 25 Maret 2014

Tempat : Lobi kelas

Responden, P : Peneliti

S : Yogi (Siswa)

P: Dik, minta waktunya bentar gapapa ya?

S: Iya mas, ga papa.

P: Mau nanya aja ni, menurut km cara mengajar mas gimana?

S: Cara mengajarnya enak mas, ga ngebosenin, nyantai juga ngajarnya.

P: Terus lanjut, kalo masalah bagan yang ada character sama setting, itu gimana?

S: Bagus kok mas, soalnya saya bisa meringkas bagian-bagian yang terpenting dari ceritanya, Jadi lebih mudah memahaminya.

P: Jadi, paham ya dengan ceritanya kalau pakai bagan?

S: Iya mas.

P: Masih susah gak ngisi bagannya?

S: Enggak mas, kan bisa cuma kata-katanya aja, gak harus kalimat lengkap.

P: Okay-okay, terus yang bagan tebak gimana dik?

S: Iya, itu juga bagus mas, karena kita jadi tahu kata-kata kuncinya, tahu arti kalimatnya, walaupun tidak tahu pasti arti tiap katanya mas

P: Kalau sekarang belajar teks narrative masih malas buat bacanya gak?

S: Jadi gak malas mas, kalo bingung kan bisa tebak arti kata-katanya, terus bisa bikin bagan mind mapping biar bisa lebih dong.

P: Okay deh dik, makasih.

Activities	Indicators	Time Allocations
Students are introduced to the topic.	1. Siswa dapat memprediksi arti dari kosakata yang sulit.	6 x 40 minutes (3 meetings)
Students find vocabulary to the topic.	2. Siswa mengidentifikasi detail informasi dalam teks narrative.	
Students do exercises in the vocabulary.	3. Siswa dapat mengidentifikasi bagian-bagian teks narrative dengan menggunakan Mind Mapping.	
Students pay attention to the teacher's explanation about the topic.	4. Siswa dapat mengidentifikasi dan menggunakan reference.	
Students do exercises on the topic.		

		<p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The students do an exercise related to comprehension questions related to the text.</li> <li>- The students do an assessment test of cycle 1.</li> </ul>		
<p>• Written narrative texts</p> <ul style="list-style-type: none"> <li>- The four friends</li> <li>- Smart monkey and dull crocodile</li> <li>- The lion and the mouse</li> </ul> <p>• Pictures</p>	<p><b>BKOF:</b></p> <ul style="list-style-type: none"> <li>- The students are introduced to the topic.</li> <li>- The students find difficult vocabulary related to the topic.</li> <li>- The students do exercises on vocabulary.</li> <li>- The students pay attention to the teacher's explanation about doing mind mapping in more simple way</li> <li>- The students do mind mapping in a simple way.</li> </ul> <p><b>MDOT:</b></p> <ul style="list-style-type: none"> <li>- The students are given a new text entitled "smart monkey and dull crocodile".</li> <li>- The students do exercises on guessing meaning.</li> <li>- The students do comprehension questions of the text.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The students do mind mapping in a group.</li> <li>- The teacher distributes a text entitled "the lion and the mouse".</li> </ul>	<ol style="list-style-type: none"> <li>1. Siswa dapat memprediksi arti dari kosakata yang sulit.</li> <li>2. Siswa mengidentifikasi detail informasi dalam teks <i>narrative</i>.</li> <li>3. Siswa dapat mengidentifikasi bagian-bagian teks <i>narrative</i> dengan menggunakan Mind Mapping.</li> <li>4. Siswa dapat mengidentifikasi dan menggunakan reference.</li> </ol>	6 x 40 minutes (3 meetings)	

				<ul style="list-style-type: none"> <li>- The students do guessing meaning task.</li> <li>- The students read the text and answer the questions.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The students do exercises on mind mapping related to the text</li> <li>- The students do an assessment test of cycle 2.</li> </ul>		
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## Rencana Pelaksanaan Pembelajaran

SMP	: SMP BOPKRI 3 Yogyakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Pertemuan ke	: 1,2 dan 3
Alokasi Waktu	: 6 x 40 menit
Aspek/ skill	: Reading

### A. Standar Kompetensi :

11. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

### B. Kompetensi Dasar :

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

### C. Tujuan Pembelajaran :

Siswa dapat memahami teks *narrative* pendek

### D. Indikator :

- ✓ Siswa dapat memprediksi arti dari kosakata yang sulit.
- ✓ Siswa mengidentifikasi detail informasi dalam teks *narrative*.
- ✓ Siswa dapat mengidentifikasi bagian-bagian teks *narrative* dengan menggunakan Mind Mapping.

- ✓ Siswa dapat menggunakan reference.

E. Materi Pembelajaran: Terlampir.

F. Media :

- ✓ Example of narrative text
- ✓ Printable Mind Mapping
- ✓ Slide Show

G. Sumber Belajar :

- ✓ Worksheet
- ✓ [www.worldstory.net/en/stories/the\\_ugly\\_duckling.html](http://www.worldstory.net/en/stories/the_ugly_duckling.html)
- ✓ [www.englishjuniorhighschool.com](http://www.englishjuniorhighschool.com)
- ✓ <http://ctext.lib.virginia.edu>
- ✓ [www.storyit.com/Classics/Stories/windandsun.htm](http://www.storyit.com/Classics/Stories/windandsun.htm)

H. Strategi Pembelajaran

Metode : Genre Based Language Teaching

Teknik : Diskusi bersama dan tugas individu

I. Langkah Pembelajaran

1. Opening

- ✓ Salam pembuka dan doa bersama
- ✓ Cek kehadiran siswa
- ✓ Menjelaskan tujuan pembelajaran dan aktivitas yang akan dipelajari di Cycle 1.

2. BKOF

- ✓ Guru menanyakan teks narrative yang pernah dipelajari disekolah “Have you ever read fairytales?”
- ✓ Guru meminta siswa untuk menyebutkan teks narrative yang pernah dipelajari dan menceritakan secara singkat isi ceritanya “can you tell me what fairytales have you read? Who is your favorite character in the story?”
- ✓ Guru menampilkan gambar the ugly duckling.
- ✓ Guru menanyakan kepada siswa tentang apa yang mereka ketahui melalui gambar tersebut.
- ✓ Guru memperkenalkan teks berjudul “the ugly duckling”.
- ✓ Siswa mencari kata-kata sulit dalam teks the ugly duckling
- ✓ Guru meminta siswa untuk membaca teks tersebut.
- ✓ Guru bersama dengan siswa membahas kosakata yang sulit dalam teks task 1.

3. MOT



- ✓ Guru menjelaskan penggunaan Mind Mapping.
  - ✓ Guru mendiskusikan contoh pengisian bagan Mind Mapping dalam teks the ugly duckling pada task 2
  - ✓ Guru memberikan teks baru berjudul “the lion and the shepherd”.
  - ✓ Siswa mengidentifikasi kata-kata sulit dalam teks tersebut pada task 3.
  - ✓ Siswa mengidentifikasi informasi detail dalam teks pada task 4.
4. JCOT
- ✓ Siswa melengkapi bagan informasi Mind Mapping pada task 5.
  - ✓ Siswa mendiskusikan hasil dari Mind Mapping task sebelumnya.
  - ✓ Guru membagikan teks baru berjudul Sarah and her step mother.
  - ✓ Guru menerangkan tentang “reference”.
  - ✓ Guru meminta siswa secara berpasangan mengerjakan task 6 sebagai latihan.
5. ICOT (Pertemuan 3)
- ✓ Guru meminta siswa mengerjakan Task 7 dan 8 sebagai assesment dengan menggunakan metode yang telah diajarkan.
  - ✓ Guru dan siswa membahas hasil dari Task 7 dan 8.
6. Wrap up
- ✓ Bersama siswa, guru memberikan pengulangan pada bagian yang penting dan membuat kesimpulan.
7. Evaluation
- ✓ Guru meminta siswa mengumpulkan tugasnya
8. Closing
- ✓ Guru memberitahukan pertemuan selanjutnya akan diadakan posttest untuk mengukur pemahaman siswa.
  - ✓ Doa penutup dan salam.
9. Assessment:
- ✓ Partisipasi dalam mengerjakan setiap task
  - ✓ Worksheet dikumpulkan
  - ✓ Assessment

## Rencana Pelaksanaan Pembelajaran

SMP	: SMP BOPKRI 3 Yogyakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Pertemuan ke	: 4,5 dan 6
Alokasi Waktu	: 6 x 40 menit
Aspek/ skill	: Reading

### A. Standar Kompetensi :

11. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

### B. Kompetensi Dasar :

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

### C. Tujuan Pembelajaran :

Siswa dapat memahami teks *narrative* pendek.

### D. Indikator :

- ✓ Siswa dapat mengidentifikasi *pesan moral* yang terkandung dalam teks *narrative*
- ✓ Siswa dapat memprediksi arti dari kosakata yang sulit.
- ✓ Siswa mengidentifikasi detail informasi dalam teks *narrative*.
- ✓ Siswa dapat mengidentifikasi bagian-bagian teks *narrative* dengan menggunakan Mind Mapping.
- ✓ Siswa dapat mengidentifikasi dan menggunakan *reference*.

### E. Materi Pembelajaran: Terlampir.

### F. Media :

- ✓ Example of narrative text
- ✓ Printable Mind Mapping
- ✓ Slide Show

### G. Sumber Belajar :

- ✓ Worksheet
- ✓ [www.excellup.com/kidsimage/panchtantra/fourfriends.aspx](http://www.excellup.com/kidsimage/panchtantra/fourfriends.aspx)
- ✓ [www.englishdirection.com](http://www.englishdirection.com)

- ✓ [www.belajarbahasainggris.us/2012/03/5-contoh-singkat-narrative-text.html](http://www.belajarbahasainggris.us/2012/03/5-contoh-singkat-narrative-text.html)
- ✓ <http://read.gov/aesop/007.html>

#### H. Strategi Pembelajaran

Metode : Genre Based Language Teaching

Teknik : Diskusi bersama dan tugas individu

#### I. Langkah Pembelajaran

##### 1. Opening

- ✓ Salam pembuka dan doa bersama
- ✓ Cek kehadiran siswa
- ✓ Menjelaskan tujuan pembelajaran dan aktivitas yang akan dipelajari di Cycle 2.

##### 2. BKOF

- ✓ Guru menanyakan teks narrative yang telah dipelajari dipertemuan sebelumnya “do you remember what have we learn in the previous meeting?”
- ✓ Siswa menyebutkan teks narrative tersebut dan menceritakan secara singkat isi ceritanya.
- ✓ Guru menampilkan gambar baru dan meminta siswa menceritakan apa yang mereka ketahui tentang gambar tersebut.
- ✓ Guru memperkenalkan teks baru berjudul “four friends and hunter”
- ✓ Siswa mencari kata-kata yang sulit dari teks tersebut
- ✓ Guru dan siswa membahas kosakata yang sulit task 1.
- ✓ Guru menjelaskan contoh pengisian bagan Mind Mapping yang lebih sederhana
- ✓ Siswa mempelajari tentang pengisian bagan Mind Mapping tersebut task 2.

##### 3. MOT

- ✓ Guru memberikan contoh teks *narrative* baru yang berjudul “smart monkey and dull crocodile”.
- ✓ Siswa mengidentifikasi kosakata sulit dalam teks “smart monkey and dull crocodile pada task 3 tentang guessing meaning.
- ✓ Siswa mengidentifikasi informasi detail dalam teks pada task 4.

##### 4. JCOT

- ✓ Siswa melengkapi bagan informasi Mind Mapping pada task 5
- ✓ Siswa mendiskusikan hasil dari Mind Mapping task 5.

- ✓ Guru membagikan teks baru berjudul “the lion and the mouse”.
  - ✓ Guru meminta siswa untuk membaca teks tersebut dan mengerjakan Task 6 secara berpasangan untuk menambah kosakata baru.
  - ✓ Siswa secara berpasangan mengerjakan task 7.
5. ICOT
- ✓ Guru meminta siswa mengerjakan Task 8 dan 9 sebagai assesment dengan menggunakan metode yang telah diajarkan.
  - ✓ Guru dan siswa membahas hasil dari Task 8 dan 9.
- J. Wrap up
- ✓ Bersama siswa, guru memberikan pengulangan pada bagian yang penting dan membuat kesimpulan.
- K. Evaluation
- ✓ Guru meminta siswa mengumpulkan tugasnya
- L. Closing
- ✓ Guru memberitahukan pertemuan selanjutnya akan diadakan posttest untuk mengukur pemahaman siswa.
  - ✓ Doa penutup dan salam.
- M. Assessment:
- ✓ Partisipasi dalam mengerjakan setiap task
  - ✓ Worksheet dikumpulkan
  - ✓ Assessment

Task 1. Read this following story carefully and try to find difficult words.

## The Ugly Duckling

Once upon a time, nine ducklings hatched. Eight were pretty and fluffy and yellow. But the ninth duckling did not look like the others. "You are not like the rest," said her mother. "Ugly duckling! Ugly duckling!" said the eight other ducklings. The ugly duckling stayed away from her eight brothers and sisters. "You can't be a duck! You can't be a duck!" they teased the ugly duckling. "I am a duck! I am a duck! I am!" cried the ugly duckling.

Then, the ugly duckling hid in some grass. She was scared and lonely. She stayed by the lake. By the time, she grew and grew. In the spring, the ugly duckling flapped her wings. They were big and strong. She flew to a riverbank. "I can fly," she said. "Come and stay with us," said the swans. "Who, me?" asked the ugly duckling. "You do not want me. I am just an ugly duckling," she continued. "A duckling? No, you are a swan," they said. "A beautiful swan, just like us!" they explained.

(Adapted from: [www.worldstory.net/en/stories/the\\_ugly\\_duckling.html](http://www.worldstory.net/en/stories/the_ugly_duckling.html))

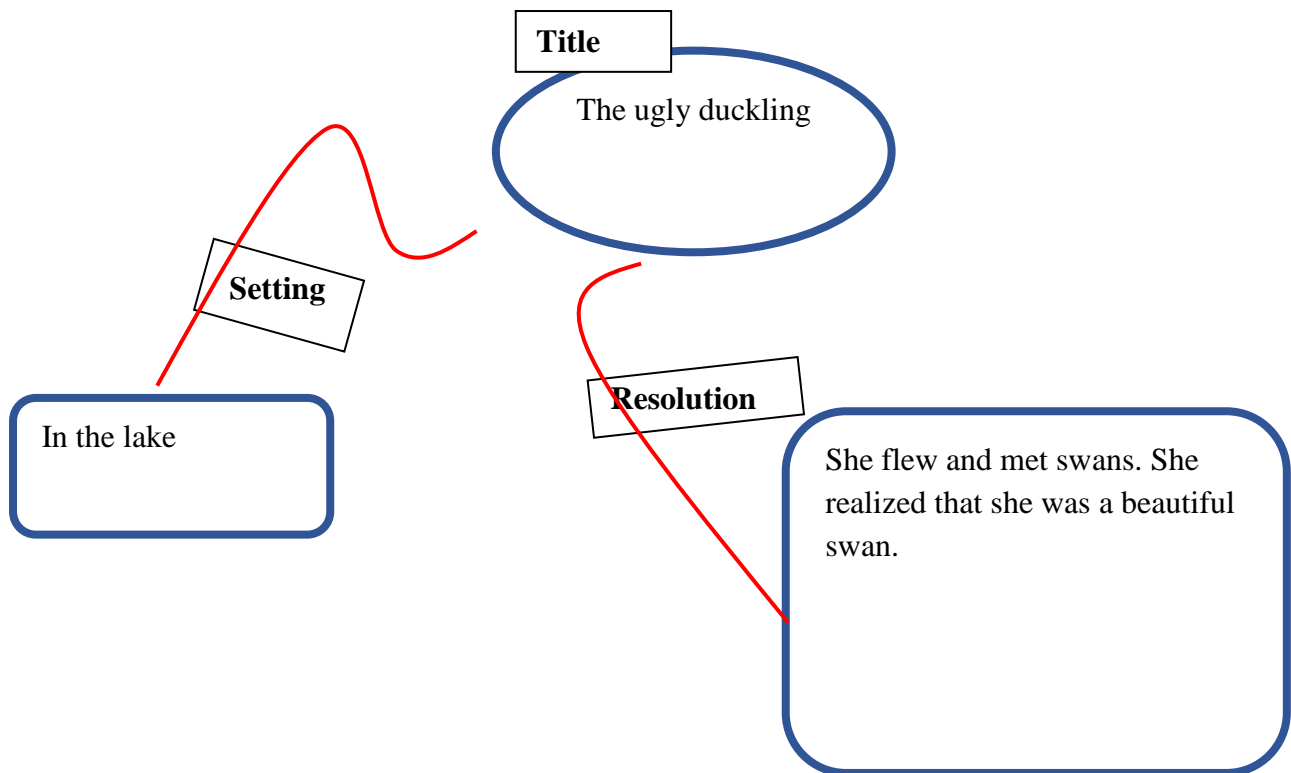
Task 2. Please learn the Mind Mapping of the ugly duckling

### Event

- Nine ducklings hatched and one of them is different.
- The brothers and sisters hated her.
- She stayed away from the

The ugly duckling was different from others so that her brothers and sisters hate her.

### Problem or Complication



### **The Lion and the Shepherd**

Once upon a time, there was a lion in a forest. Suddenly, the lion stepped on a thorn. Then, the lion met a shepherd. The lion came to him and said, “Please help me. It’s very painful” The shepherd examined him bravely. Finally, he discovered the thorn. He pulled it out with his hand. The lion thanked the shepherd. Then, the lion returned into the forest.

One day, the shepherd was imprisoned on a false accusation. He was going to be the lion’s prey for his crime. However, when the lion was released from his cage, he recognized the shepherd. The shepherd was the man who healed him. The lion did not attack the shepherd. He came to the shepherd and placed his foot on his knee.

The king was very surprised because the lion did not attack the shepherd. After he heard the story, he released the lion. He also let the shepherd go.

*(Adapted*

*from: <http://ctext.lib.virginia.edu>)*

**Task 3. Guess the meaning of the following words/phases based on the story.**

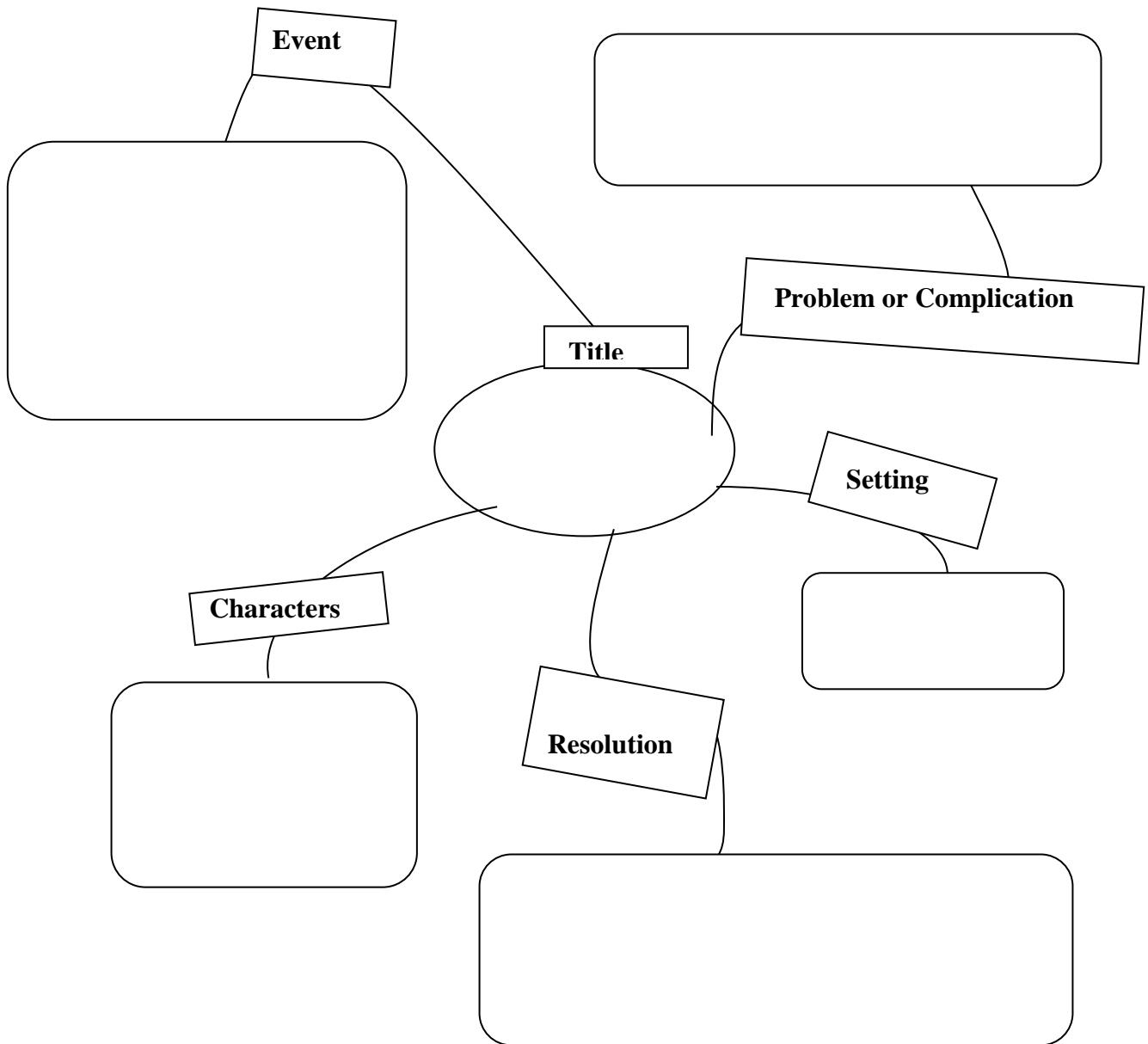
Words	Use in sentence	Guessing meaning	Dict. meaning
shepherd (noun)			
thorn (noun)			
discovered (verb)			
examined (verb)			
recognized (verb)			
imprisoned (verb)			
accusation (noun)			
cage (noun)			

**Task 4. In pairs, complete the Mind Mapping's bubble and answer these questions based on the story.**

1. What is the story about?
2. Who are the characters of the story?
3. Where did the lion step on the thorn?
4. Who helped the lion?
5. What was the problem in the story?
6. What can we learn from the story?
7. What is the purpose of the text?



Task 5. Please complete the Mind Mapping's bubble based on the story.



Please read the story carefully.

Sarah and Her Step Mother

Once upon a time there was a beautiful girl called Sarah, who lived with her<sup>1</sup> step mother. Her<sup>2</sup> step mother was very bossy, greedy and arrogant. She<sup>3</sup> hated Sarah a lot.

One day when her<sup>4</sup> father was working outside, the step mother hit Sarah and expelled her<sup>5</sup> from the house. She<sup>6</sup> went outside and walked far away from the house. Suddenly she<sup>7</sup> saw a big melon farm and went in it<sup>8</sup>. After that, she<sup>9</sup> hid in a big melon. She<sup>10</sup> used to go out of the melon and get her<sup>11</sup> food.

One day a prince visited the farm and saw the big melon. "Cut this melon. I<sup>12</sup> want to eat it<sup>13</sup>," the prince said. The prince's guards started to cut the melon but they<sup>14</sup> heard a voice from it<sup>15</sup>. Sarah said "Don't cut me please!" They<sup>16</sup> were all surprised at this situation. The prince said "Who are you<sup>17</sup>? Calm down, please come out." After that, she<sup>18</sup> came out. He<sup>19</sup> fell in love with her<sup>20</sup>.

She<sup>21</sup> told him<sup>22</sup> her<sup>23</sup> story so the prince decided to marry her<sup>24</sup> and they<sup>25</sup> lived happily ever after.

(Taken from: [www.englishjuniorhighschool.com](http://www.englishjuniorhighschool.com))

#### Task 6. Works in pairs and please find out the underline words references!

1.		10.		19.	
2.		11.		20.	
3.		12.		21.	
4.		13.		22.	
5.		14.		23.	
6.		15.		24.	
7.		16.		25.	
8.		17.			
9.		18.			

Task 7. Please answer the following questions based on the text.

1. What is the text about?
2. Who is the main character of the story?
3. Where did the story happen?
4. What was the problem in the story?
5. How was the story resolve?
6. What can we learn from the story?

**Task 8. Read the story carefully and please choose the correct answer from the options: a,b,c or d.**

### **The wind and the Sun**



The wind and the sun argued about which of them was the strongest. The wind said, “I am so powerful that I can blow all the clouds out of the sky.” The sun said, “I am more powerful because I can heat up the sea below and this will produce many more clouds. For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, “Let’s see who can get the coat off that boy’s back.” The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and also from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun’s turn. He came out from behind the clouds and shone on the boy. The boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

*(Adapted  
from: [www.storyit.com/Classics/Stories/windandsun.htm](http://www.storyit.com/Classics/Stories/windandsun.htm))*

1. What is the purpose of the text?

- a. To describe wind and sun
- b. To entertain the reader
- c. To retell experiences
- d. To share knowledge

2. How many characters are there in the story?

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

3. What is the text about?

- a. The description of wind and sun
- b. The strong boy
- c. Argument about who's stronger between the wind and the sun
- d. Procedure to get the coat off from a boy

4. Who had the idea of getting the coat off the boy's back?

- a. The sun
- b. The boy
- c. The wind
- d. The writer

5. What did the boy do to keep the coat off the boy's back?

- a. He tied it with a rope.
- b. He did not do anything.
- c. He buttoned it.
- d. He held it tightly.

6. What did the sun do to take the boy's coat off his body?

- a. He made the boy scared.
- b. He shone brightly.
- c. He blew as hard as he could.
- d. He came out from behind the clouds.

7. "He was wearing a coat." (paragraph 2)

The underlined word refers to....

- a. the sun
- b. the wind
- c. the boy
- d. the cloud

8. "He came out from . . . " (paragraph 4)

The underlined word refers to....

- a. the sun
- c. the boy

b. the wind

d. the cloud

9. “. . . the sun argued about which . . . ” (paragraph 1)

The underlined word means....

a. to make somebody understand

c. to express agreement

b. to make somebody angry

d. to express disagreement

10. What can we learn from the story?

a. We may be more successful by being gentle than using force.

b. We must try hard to cheat others when we want to be successful.

c. We should be strict to people around us.

d. We have to win the game whatever the way we use to get it.

Task 1. Read the following story carefully and try to find difficult words from the story.

### **Four Friends and Hunter**



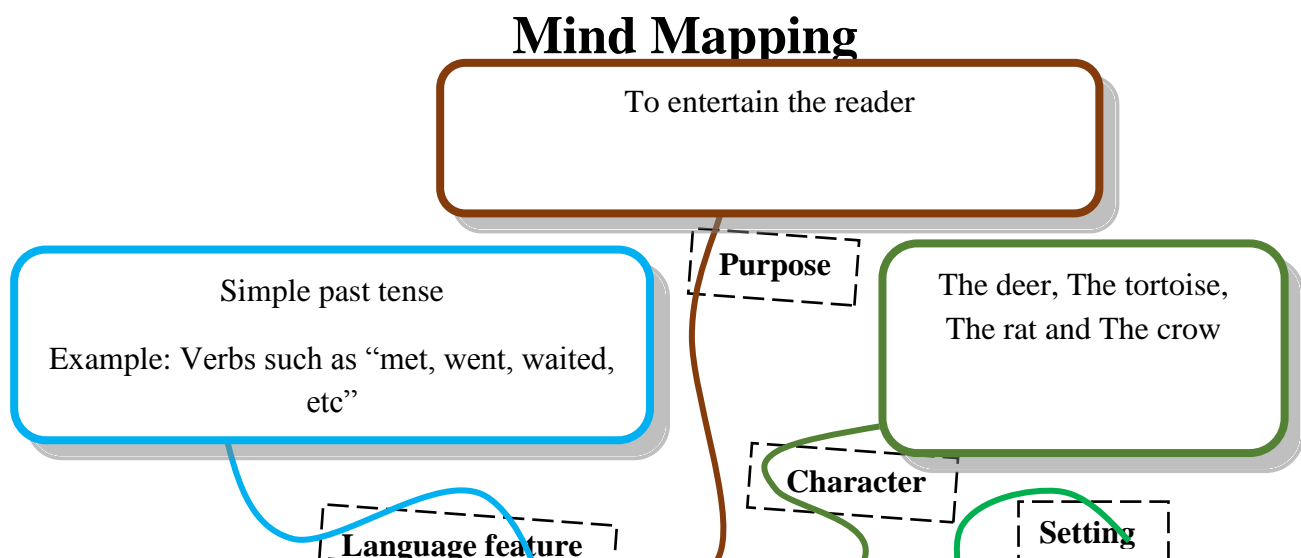
Once upon a time, there were four friends – the deer, the crow, the rat and the tortoise. They met every morning in the forest to play. One day, the rat, the crow and the tortoise came to play, but the deer did not come. They waited for some time. Then, the crow went to look for the deer. He found the deer caught in a hunter's net. The deer cried for help.

The crow flew back to his friends. He told them that they must help the deer. The rat said that he could help the deer. The crow took the rat on his back and flew to the deer. The rat cut the net with his sharp teeth. The deer was free. At that time, the tortoise also came there. Just then, the hunter came there. The deer and the rat ran away. The crow flew away. The hunter caught the tortoise and put it in a bag.

This time, the deer had an idea. He ran slowly in front of the hunter. The hunter saw the deer and ran after him. Once again, the rat cut the bag and the tortoise was free. The four friends ran away into the forest. The hunter came back and found the bag cut open. The hunter lost the deer and the tortoise because he was greedy. He went home feeling sad. The four friends played in the forest happily again.

Adapted from: [www.excellup.com/kidsimage/panchtantra/fourfriends.aspx](http://www.excellup.com/kidsimage/panchtantra/fourfriends.aspx)

Task 2. Learn the following Mind Mapping.



**Moral Value**

**Title**

**Place**

**Time**

**Complication**

**Resolution**

**Events**

### **Smart Monkey and Dull Crocodile**

One morning there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the riverbank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the riverbank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the riverbank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

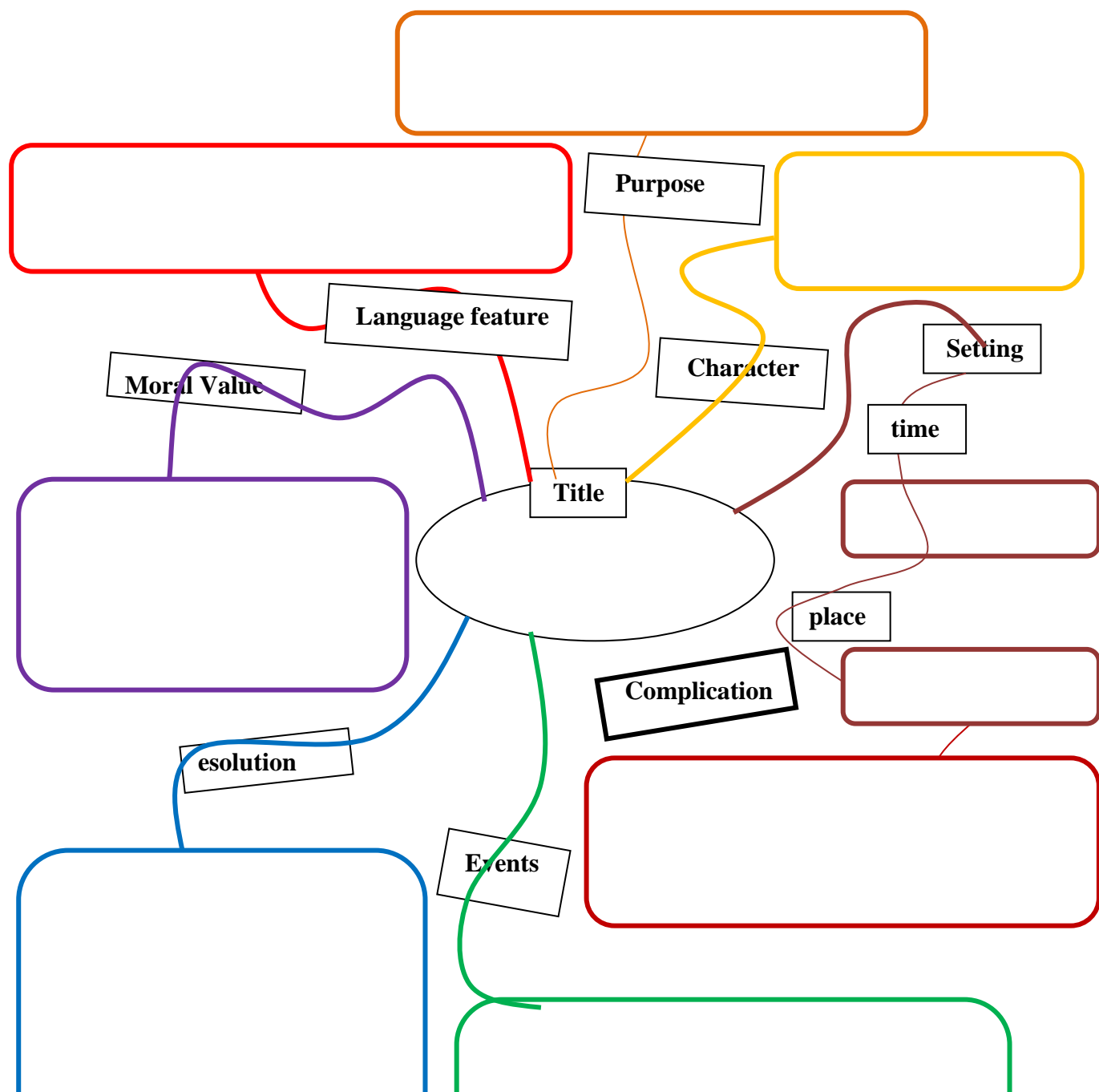
(Adapted from: [www.englishdirection.com](http://www.englishdirection.com))

**Task 3. Guess the meaning of the following words/phases based on the story.**

Words	Use in sentence	Guessing meaning	Dict. meaning
back (noun)			
tree (noun)			
saw (verb)			
bring (verb)			
left (verb)			
climbed (verb)			
across (adv)			
near (adv)			
middle (adj)			
foolish(adj)			



**Task 4.** Discuss in pairs to complete the following Mind Mapping's bubbles based on the story!



**Task 5. In pairs, complete the Mind Mapping's bubble and answer these questions based on the story.**

1. What is the story about?
2. Who are the characters of the story?
3. Where did the monkey want to go?
4. Who felt hungry?
5. What was the problem in the story?
6. “The crocodile was very hungry, he stopped in the middle of the river”

What did the underlined word refer to?

7. What can we learn from the story?
8. What is the purpose of the text?

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and someday I will surely repay your kindness."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

*(Adapted from: <http://read.gov/aesop/007.html>)*

**Task 6. Guess the meaning of the following words/phases based on the story.**

Words	Use in sentence	Guessing meaning	Dict. meaning
paw (noun)			
creature (noun)			
rouse (verb)			

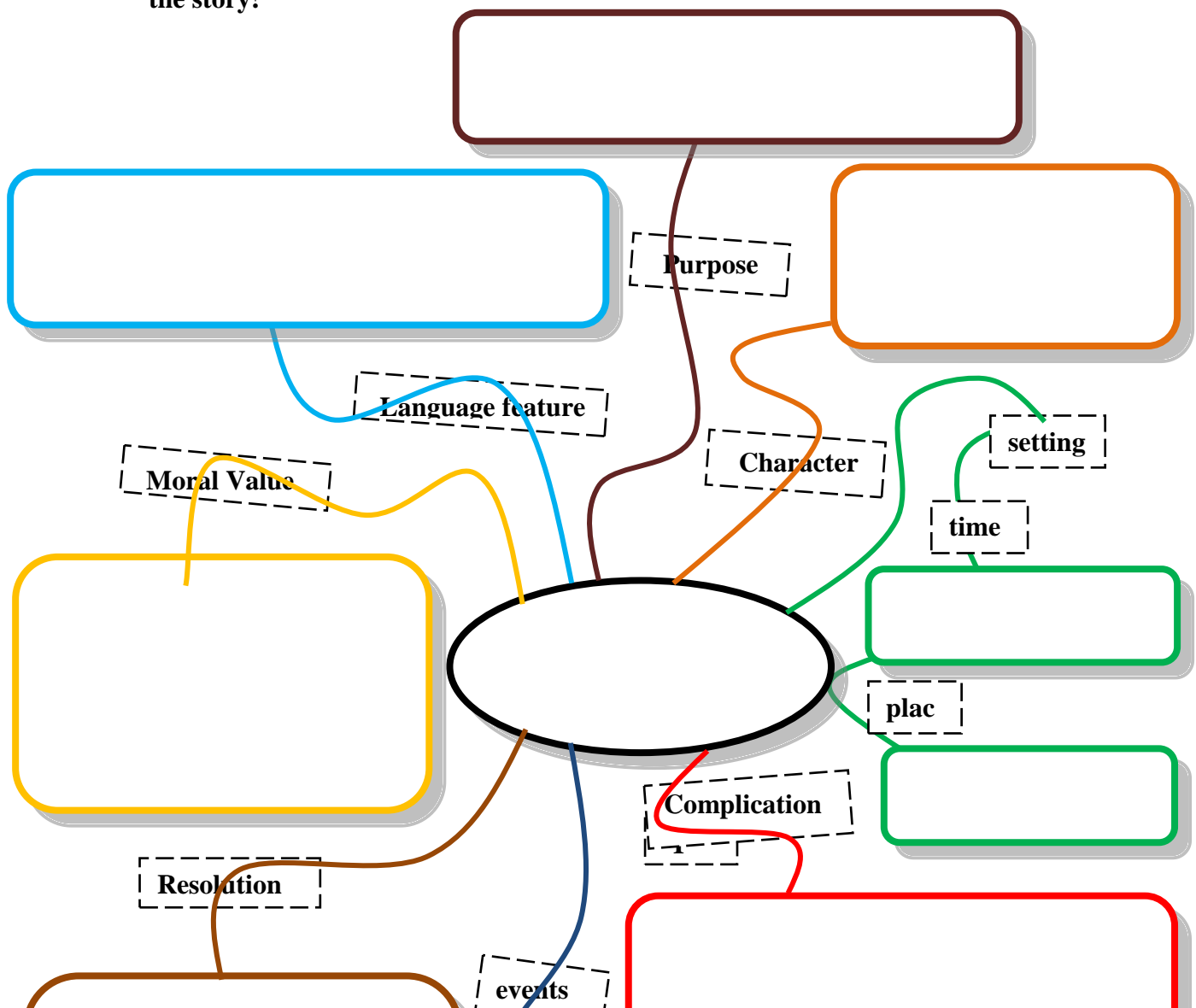
begged (verb)			
filled (verb)			
climbed (verb)			
found (adv)			
surely (adv)			
tiny(adj)			
generous (adj)			

**Task 7. In pairs, complete the Mind Mapping's bubble and answer these questions based on the story.**

1. What is the story about?
2. Who are the characters of the story?
3. Where did the lion lay asleep?
4. Who roused the lion from his nap?

5. What was the problem in the story?
6. "Please let me go and someday I will surely repay your kindness." (paragraph 2)  
What did the underlined word refer to?
7. What can we learn from the story?
8. What is the purpose of the text?

**Task 8.** Discuss in pairs to complete the following Mind Mapping's bubbles based on the story!



Task 9. Choose the correct answer from a, b, c, or d

### The Smartest Animal

Once there was a farmer in Laos. Every morning and evening he plowed his field with the help of his buffalo. One day a Tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man.

After the man went home, the Tiger spoke to the buffalo. "You are so Dig and strong. Why do you do everything the man tells you?" "Oh, the man is very intelligent." So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered. "It's at home." "Can you go and get it?" asked the tiger. "Yes." said the man. "But I'm afraid you will kill my buffalo when I am gone. Can I tie you to a tree?" After the man tied the tiger to a tree, he didn't go home to get his intelligence. He took his plow and hit the tiger with a stick. Then he said "Now you know about my intelligence even if you haven't seen it."

(Adapted from: [www.belajarbahasainggris.us/2012/03/5-contoh-singkat-narrative-text.html](http://www.belajarbahasainggris.us/2012/03/5-contoh-singkat-narrative-text.html))

1. What is the writer's main purpose in writing the text?

- |  |  |
|--|--|
| a. To persuade the readers to do something   | b. To describe the smartest animal.    |
| c. To entertain the readers with funny story | d. To explain about human intelligence |

2. How did the tiger find out that the man was intelligent?

- |                              |  |
|------------------------------|--|
| a. The tiger asked the man   | c. The buffalo told the tiger          |
| b. The man tricked the tiger | d. The man tried the buffalo to a tree |

3. “The tiger was surprised to see a big animal listening to a small animal”

The underlined word has similar meaning to...

- a. Hear
  - b. Obey
  - c. Afraid
  - d. Weak
4. Which statement is true according to the text?
- a. The tiger is the most intelligent animal.
  - b. A buffalo is more intelligent than a tiger.
  - c. Human is smarter than the tiger.
  - d. The tiger is smarter than the farmer.

5. What can we learn from the story?

- a. Never underestimate others
- b. We have to plow the field everyday
- c. A buffalo is more intelligent than a tiger
- d. The size of body determines the power

## PRE TEST

<b>Name</b> :	<b>Class</b> : <b>C</b>
<b>Sdt's Number</b> :	<b>Time</b> : <b>40 minutes</b>

**I. Choose the correct answer from a, b, c, or d**

*Read the following text to answer the questions number 1 – 7*

**The Ant and the Dove**



One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away to safety.

1. What did the dove do to save the ant?

- a. It climbed the nearby tree    c. It carried the ant to dry ground.
- b. It saw the ant struggling.    d. It dropped a leaf.



2. What did the hunter do to the dove?
  - a. He was hoping to eat it.
  - b. He was trying to trap it.
  - c. He was running towards it.
  - d. He was trying to shoot it.
3. Which statement is true according to the text?
  - a. The dove bit the hunter on the heel.
  - b. Both animals were finally safe.
  - c. The hunter killed the dove.
  - d. The ant bit the dove.
4. What is the purpose of the text?
  - a. To inform the readers about the ant.
  - b. To describe the job of a hunter.
  - c. To entertain the readers.
  - d. To describe a dove.
5. What can we learn from the story?
  - a. One good turn deserves another.
  - b. Don't be greedy, or you may lose.
  - c. Don't kill animals.
  - d. It is wise to plan ahead for hard time.
6. "... , the dove quickly **plucked** a leaf . . . " (paragraph 3)  
 The underlined word means....
 

a. pull something	c. push something
b. put something	d. pick on something
7. "Soon, **it** carried her safely...." (paragraph 3)  
 The underlined word refers to the....
 

a. ant	c. leaf
b. dove	d. spring

*Read the following text to answer the questions number 8 – 10*

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

After got the invitation, the Sea went along with the fish and all the members of his family. Surprisingly, the water began to rise, so that the Sun and the Moon had to climb up to the roof because they did not want to be drowned, and then they climbed up into the sky, where they remain ever since.

8. What is the text about?
- The Sun, the Moon, and the Sea were great friends.
  - The Sun and the Moon were afraid of water.
  - Why the Sun and the Moon lived on the sky
  - The water of the Sea would drown the Sun and the Moon.
9. "... then they climbed up into the sky. ..." (paragaraph 2)  
The underlined word means.....
- walk alone
  - go ahead
  - to go towards the top of something
  - to go towards the bottom of something
10. Who is/are the main character(s) of the story?
- The Sun, the Moon, and the Sea
  - The Sun
  - The Sea
  - The Sun and the Moon

*Read the following text to answer the questions number 11 – 16*

Once, there was a fisherman named Batara Guru Sahala in Batak land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was beautiful that Sahala fell in love with her at once. He asked her to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised to her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it.

When Sahala knew that they had done with the meal, he got very angry. He shouted at them saying, "you behaved exactly like the daughters of fish!".

The girls didn't know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although, Sahala apologized to her, it was too late. She would not forgive him for breaking his promise.

The earth began to shake, and volcano started to erupt, the earth cracked and formed a big hole. People said that the hole became lake Toba.

11. The suitable title or the text above is?
- a. Special Fish
  - b. The Legend of Batak Land
  - c. The Legend of Lake Toba
  - d. Sahala's Fate
12. What is the purpose of the text?
- a. To describe Lake Toba
  - b. To entertain the reader
  - c. To retell experiences
  - d. To share knowledge
13. What was the woman's secret?
- a. She was beautiful.
  - b. She was once a fish.
  - c. She married Sahala.
  - d. She changed into a woman.
14. "**It** begged Sahala to set it free." (paragraph 1)
- The word *it* here refers to....
- a. the land
  - b. the fisherman
  - c. the fish
  - d. the guru
15. "Their mother was very **annoyed**." (paragraph 5)
- The synonym of the underlined word is....
- a. delighted.
  - b. sad.
  - c. angry.
  - d. glad.
16. What was Sahala's wife when her daughters asked her about Sahala's words?
- a. She was very delighted.
  - b. She became sad.
  - c. She got angry.
  - d. She looked glad.

*Read the following text to answer the questions number 17 – 20*

### **The Tiger and The Boar**

One day the tiger was running down a hill when he noticed that there was a boar walking behind him.

Furious, he yelled, “you are blocking my way, now I will eat you.”

Feeling not guilty, the boar complained, “But, Sir, how am I blocking your way? I am not in front of you, but at your back.”

“In front or behind is the same, you are blocking my way, and I will consume you. “So saying, the tiger leaped upon the boar and devoured him.

- a. On a slope.
- b. A long river.
- c. In the muddy pond.
- d. At the zoo

18. “Furious, he yelled, “you are blocking my way, now **I** will eat you.”  
(line 3)

The word *I* here refers to....

- a. the tiger
- b. the boar
- c. the writer
- d. the reader

19. The following facts made the tiger furious to the boar, except....

- a. The tiger wanted to consume the boar.
- b. The boar walked on the same path.
- c. The boar complained to him.
- d. The boar blocked the tiger's way.

20. We can learn from the story that?

- a. Never run down in a hill.
- b. Never walk behind a tiger.
- c. The bad will always beat the good.
- d. The strong will always rule the weak.

## POST TEST

<b>Name</b> :	<b>Class</b> : <u>C</u>
<b>Student's</b> :	<b>Time</b> : 40 minutes
<b>Number</b> :	

### II. Choose the correct answer from a, b, c, or d

*Read the following text to answer the questions number 1 – 6*

#### **Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle, because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle, because they both wanted to go to America. They didn't want to take her, as they had only small amount of money.

Snow White decided to run away from home. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away to the wood. When she reached the wood she felt very tired and hungry. Then she saw a little cottage. She knocked the door several times, but no one answered. She went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up and introduced herself.

Doc, the leader of the dwarfs said, " Well, Snow White...if you wish, you may live here with us." Then they live together there happily ever after.

1. Why did Snow white live with her aunt and uncle?
  - a. Because they like her
  - b. Because she like them
  - c. Because her parents were died
  - d. Because their father and mother wanted to go to America

2. Where did Snow white run away?
  - a. To her parents house
  - b. To her uncle"s house
  - c. To her aunt"s house
  - d. To the forest
3. " Well, Snow White...if you wish, you may live here with us." (Paragraph 5)  
 The word „us" refers to....
  - a. the dwarf
  - b. her parents
  - c. seven dwarfs
  - d. her aunt and uncle
4. From the text we can conclude that the door of the cottage was ....
  - a. locked
  - b. opened
  - c. crowded
  - d. unlocked
5. "Meanwhile, the seven dwarfs were coming home from work" (Paragraph 4)  
 The synonym of „dwarf" is....
  - a. big
  - b. large
  - c. stunt
  - d. giant
6. Where did Snow White live after she runs away?
  - a. In the hut
  - b. In the house
  - c. In the castle
  - d. In the cottage

*Read the following text to answer the questions number 7 – 10*

### **The Fox and The Crow**

One day a crow stole a big piece of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow, how beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, Sorry you cannot, because you cannot sing a song" the fox said slowly and looked disappointed. When she heard the fox"s last word, the Crow was angry. She shouted loudly, "I can!". Just then, the meat missed from the crow"s break and fell down. The fox got it and went away.



7. What is the writer's main purpose in writing the text?
  - e. To persuade the readers to do something
  - f. To describe the way fox and crow get along
  - g. To entertain the readers with funny story
  - h. To explain the way fox and crow communicate
8. Which statement is true according to the text?
  - e. Crow buy the meat
  - f. Crow fly to house to enjoy the meat
  - g. The fox get meat from the crow and run away
  - h. Fox want to eat the meat together with the crow
9. "The fox said **politely** to her" (Paragraph 1)  
The underline word means....
 

a. Respectfully	c. Angrily
b. Fast	d. Loudly
10. At the end of story, the fox....
 

a. Fall in love with the crow	c. Hitting by the crow
b. Got the meat and run away	d. Disappointed

*Read the following text to answer the questions number 11 – 16*

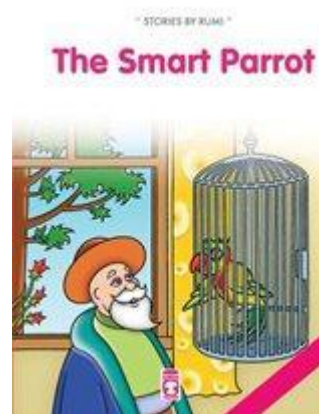
### **The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken



house. "You are more stupid than the chickens".



In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

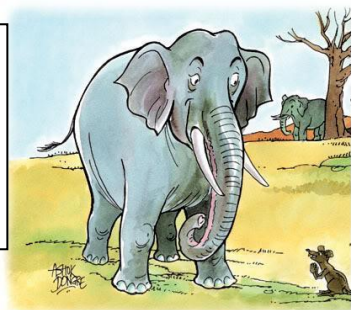
The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

11. What is the story about?
  - a. A parrot and a cat
  - b. A parrot and a chicken
  - c. A parrot and the owner
  - d. Chickens and the owner
12. Where does the story take place?
  - a. London
  - b. Puerto Rico
  - c. Jakarta
  - d. Buenos Aires
13. What is the word that the parrot cannot say?
  - a. Catano
  - b. Tacano
  - c. Canato
  - d. Nacato
14. How often did the owner teach the bird how to say the word?
  - a. Always
  - b. Seldom
  - c. Many times
  - d. Every second
15. Which statement is not true according to the text?
  - a. The parrot could say Catano
  - b. At last the parrot could say Catano
  - c. Catano was the name at the parrot
  - d. The man got angry at the parrot
16. " **He** saw three dead chickens on the floor." (Paragraph 7)  
The word „He" refers to....
  - c. the parrot
  - d. the chicken
  - c. the owner
  - d. the writer

*Read the following text to answer the questions number 17 – 20*

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.



Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thanked the rats.

17. What destroyed the homes of all rats?

- a. Group of mice did.
- b. The hunters did.
- c. Elephant hunters did.
- d. A group of elephants did

18. What helped the elephant's herd free?

- a. The elephant's herd did.
- b. The hunter did.
- c. A trapped elephant did.
- d. Entire group of rats did.

19. Where did the story occur?

- a. In the jungle
- b. In the black forest
- c. In the home of mice group
- d. In the nests which had trapped the elephant's herd

20. At the end of the story, how was the elephants' herd?

- a. Angry
- b. Dead
- c. Sad
- d. Happy

Observation checklist

No	Observation items	Yes	No	Comment
	<b>Pre-Teaching</b>			
1	The teacher greets the students.			
2	The students respond to the teacher's greeting.			
3	The teacher asks the students about their condition.			
4	The students tell the teacher their condition.			
5	The teacher leads the classroom prayer.			
6	The teacher explains the goal of the teaching to the students.			
7	The teacher delivers lead-in questions to the students.			
	<b>Whilst Teaching</b>			
1	Students are ready to follow the class.			
2	The teacher gives examples of narrative as the input for students.			
3	The students read the text provided by the teacher.			
4	The teacher and students discuss the vocabularies, general structure and language features of narrative.			
5	The teacher provides students with chances for questions.			
6	The students deliver questions to the teacher.			
7	The students have motivation in doing the			

	tasks.			
8	The students are cooperative during the process of teaching and learning.			
9	The teacher helps students by giving guidance in every stage of learning.			
10	The students use dictionaries to help them do the tasks.			
	<b>Post Teaching</b>			
1	The teacher summarize the materials and activities that have been done in the classroom.			
2	The teacher gives reflection towards the teaching and learning process.			
3	The teacher gives preview of the upcoming materials.			
4	The teacher ends the class by praying.			
	Class situation			
1	The students demonstrate enthusiasm during the teaching and learning process.			
2	Students actively participate in the classroom activities.			
3	The teacher provide appropriate time allocation.			
4	The teacher uses sufficient media.			
5	The teacher's instructions are clear towards students.			

## **INTERVIEW GUIDELINE**

### ***Before the implementation***

#### **For the English teacher**

1. Apakah kesulitan siswa dalam membaca?
2. Aktivitas apa yang cocok untuk mengatasi problem tersebut?
3. Bagaimana pendapat anda mengenai penggunaan mind mapping untuk meningkatkan kemampuan memahami bacaan siswa?

#### **For students**

1. Apakah kamu suka bahasa Inggris?
2. Apakah kamu suka membaca teks/buku bahasa Inggris?
3. Adakah kesulitan dalam membaca?
4. Apakah kesulitanmu dalam membaca teks/buku bahasa Inggris?
5. Apakah kamu suka melakukan diskusi dengan temanmu?
6. Apakah kamu suka belajar menggunakan gambar dan tulisan berwarna warni?

### ***After the implementation (Cycle I)***

#### **For the English teacher**

1. Bagaimana pendapat anda mengenai implementasi dari teknik mind mapping?
2. Bagaimana menurut anda aktivitas-aktivitasnya?
3. Bagaimana menurut anda interaksi antara siswa dengan guru?

4. Apakah menurut anda siswa termotivasi dan mudah dalam memahami bacaan bahasa Inggris?

5. Apa saran anda untuk implementasi selanjutnya?

**For students**

1. Bagaimana pendapat kalian tentang pembelajaran hari ini?

2. Apakah kalian senang ketika menggunakan teknik Mind mapping?

3. Menurut kalian, apa yang kurang dalam penerapan Mind mapping?

4. Bagaimana pendapat kalian tentang aktivitas yang dilakukan tadi?

5. Apakah kalian termotivasi untuk memahami bacaan dalam Bahasa Inggris dengan menggunakan teknik tersebut?

6. Apakah kalian merasa lebih mudah dalam memahami teks Bahasa Inggris?

**INTERVIEW GUIDELINE**

***After the implementation (Cycle II)***

**For the English teacher**

1. Bagaimana pendapat anda mengenai implementasi dari teknik mind mapping?

2. Bagaimana menurut anda aktivitas-aktivitasnya?

3. Bagaimana menurut anda interaksi antara siswa dengan guru?

4. Apakah menurut anda siswa termotivasi dan lebih mudah dalam pemahaman bacaan Bahasa Inggris?

5. Apa saran anda untuk implementasi selanjutnya?

**For students**

1. Bagaimana pendapat kalian tentang pembelajaran hari ini?
2. Apakah kalian senang ketika menggunakan teknik Mind mapping?
3. Menurut kalian, apa yang kurang dalam penerapan Mind mapping?
4. Bagaimana pendapat kalian tentang aktivitas yang dilakukan tadi?
5. Apakah kalian termotivasi dalam memahami bacaan Bahasa Inggris dengan menggunakan teknik tersebut?
6. Apakah kalian merasa lebih mudah memahami bacaan dalam Bahasa Inggris?

No	Nama Siswa	L/P	25/02/14		28/02/14	04/03/14	07/03/14			
1	Abednego Novendra	L	.		.	.	.			
2	Agung Hidayat	L	.		.	.	.			
3	Apri Laswan Reynaldi B	L	.		.	.	.			
4	Brigita Putri Kurnia	P	.		.	.	.			
5	Christia Sursekli Putri P	P	.		.	.	.			
6	Daniel Ryan Yosalourda	L	.		.	.	.			
7	Dimas Harditama	L	.		.	.	.			
8	Dinda Yulianto	L	A		A	A	A	A	A	A
9	Evan Winata Muljono	L	.		.	.	.			
10	Fransisca Dwi Setyorini	P	.		.	.	.			
11	Fransisca Intan Tamala Sari	P	.		.	.	.			
12	Gabrilla Nugraheni P.S.	P	.		.	.	.			
13	Helena Anike Yamun	P	.		.	.	.			
14	Intritoe Fajarialam Titon T	L	.		.	.	.			
15	Ivan Riyo Christian	L	.		.	.	.			
16	Luciana Putri Nariyanti	P	.		.	.	.			
17	Maudi Anita Sari	P	.		.	.	.			
18	Monica Aurelia	P	.		.	.	.			
19	Nasya Kamasifra	P	.		.	.	.			
20	Ocktarisa Ettha Ayu P.	P	.		.	.	.			
21	Febrilia Trisilawati	P	.		.	.	.			
22	Robby Setiawan Sutejo	L	.		.	.	.			
23	Stefanus Kabonik T.	L	.		.	.	.			
24	Timothy Jacobus Tapiheru	L	.		.	.	.			
25	Vincensia Amara Deviani Putri	P	.		.	.	.			



26	Yeremia Kumorojati	L	.		.	.	.			
27	Yogi Pranata Subagyo	L	.		.	.	.			
28	Yoshua Satrio Adi Prokoso	L	.		.	.	.			
29	Yoshua Kusuma Wicaksono	L	.		.	.	.			
30	Fritza Suki Ajeng	P	.		.	.	.			
31	Kristian Agustinus Nugroho	L	.		.	.	.			
32	Resky Cesilia irianty. A	P	.		.	.	.			
33										

**Laki-laki : 17**

**Perempuan : 14**

**Jumlah : 31**

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