

**IMPROVING STUDENTS' READING COMPREHENSION
ABILITY THROUGH MIND MAPPING IN THE SECOND
YEAR OF SMPN 1 NGRAMPAL SRAGEN IN THE
ACADEMIC YEAR OF 2010/ 2011**

A THESIS

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



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2011**

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**IMPROVING STUDENTS' READING COMPREHENSION ABILITY
THROUGH MIND MAPPING IN THE SECOND YEAR OF SMPN 1
NGRAMPAL SRAGEN IN THE ACADEMIC YEAR OF 2010/ 2011**

A THESIS



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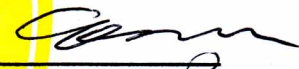

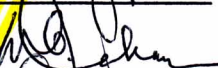
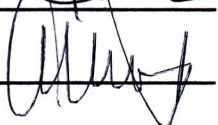
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

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DEDICATIONS



I lovingly dedicate this thesis to:

- ❖ *My beloved father and mother for their long lasting love and kindness*
- ❖ *My Beloved sister (Ana) and brother (Trian)*
- ❖ *My lovely friends: Isna, Dewi, Watik, Kimin, Angga, Deny, Alfian, Ari, Luwi, Evi, Luchy, Yeni, Anita, and Friends of Class M-PBI UNY '05. Thank you for supports and motivation.*



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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the reading teaching and learning process at junior high schools in particular.

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**IMPROVING STUDENTS' READING COMPREHENSION ABILITY
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ABSTRACTS

The aim of this research is to improve students' reading comprehension ability through mind mapping in the second grade students at SMPN I Ngrampal Sragen. In conducting the study, the researcher involved the English teacher, the school principal and the students of grade VIIIE.

This study is action research. The data collected were qualitative in nature. The researcher collaborated with the English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing students, and holding discussions with the English teachers, while the quantitative data were obtained by giving the reading comprehension tests. The data were in the form of field notes, interview transcripts, and test scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity

The result of this study shows that the implementations of the mind mapping and the activities such as making group, using pictures, and discussing of language feature were successful to improve students' reading comprehension. Added to this, the use of mind mapping makes students improve their reading comprehension.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the most important language to learn because it is the common language used in international communication. People whose mother tongue is not English have to learn English in this global competition due to the reason stated above. Those who learn foreign language think that learning a foreign language can increase their ability to understand others and encourage their deeper awareness of the structures of language and its relation to thought.

English is taught to every country across the world. In Indonesia, English is taught since junior high school, even in some regions it is taught in primary schools. English includes four language skills, i.e., listening, speaking, reading, and writing. As stated in School Based Curriculum of 2006, the objective of English subject in junior high school covers: Expression ability is an ability to understand and/ or produce spoken and / or written texts which are realized in four skills. They are listening, speaking, reading, and writing integrated to reach the level functional literacy.

Junior high school curriculum, reading skill gets more emphasis in the reading comprehension among junior high school students is still far from satisfactory. They still get difficulties in comprehending the texts and have low motivation in doing reading tasks. It can be proved that there are only some students who get good marks in their final examination. It stands to reason that the teaching and learning process of reading has not been successful. This lack of

success is caused by a number of important factors, which are involved in the teaching. The teacher's role in directing the students for having good reading skill is important. Teacher is expected to be able to create a certain technique to make it easier for the students to read and understand English texts.

For students, the reading skill is important to comprehend textbooks and references written in English, and if they continue their education to senior high school and university, they are expected not to find problems in understanding books that are written in English. In other words, if one wants to be successful in his life and study, he should have a high ability in reading comprehension so that he can get knowledge and information from many written texts.

However, what really happens in reality is far from the expectation. It is very difficult for the students to comprehend English texts in magazines, newspapers, textbooks, research reports, maps, directories, and announcements, although they have learned English since first year in junior high school.

In English teaching and learning process, it is found that the technique used in teaching reading is the conventional one; only focuses on cognitive aspect, such as translation and vocabulary without considering the affective and psychomotor aspects. This cannot arouse students' motivation and involvement in the teaching and learning process. It causes the low students' reading comprehension ability.

In reference to this, the use of appropriate techniques in teaching reading is required to improve students' reading comprehension ability.

B. Identification of the Problem

There are some components which can influence the teaching and learning process of reading. They are teachers, students, materials, and teaching technique. Those aspects determine the success of the process of teaching and learning process of reading as a whole.

First, teachers play important roles in English class including in the reading teaching and learning process. They have a role as a facilitator who provides the students with the instructional tasks and motivate them to be involved actively in the class. The teachers should have ability to organize a class well. It helps students to involve in the teaching learning process. They can also help the students to comprehend material given. Unfortunately, not all the teachers have ability to arouse students' motivation, build their self-confidence and also create good atmosphere to learn. They cannot also stimulate the students' self-initiative. Besides, not all the teachers implement effective and appropriate technique to teach the students who have different characteristics, so it results the low students' achievement in reading.

Second, students are the centre of learning who play important roles in the teaching and learning process. They are regarded as independent human beings who have their own strengths, weaknesses, feelings, attitudes, hopes, aspirations, beliefs, values, needs, and fantasies (Sugeng, 1997: 26). In fact, those individual differences are not accommodated yet, so the students are unable to improve their learning. The students in the second year of SMPN 1 Ngrampal Sragen have low motivation and cannot find their own strategy in learning English, and also the

students score in reading test is still low, especially in reading. In reading, they still get difficulties in finding main idea and having a critical reading. It needs a technique which interest students to involve teaching and learning process and help them to comprehend reading text easily. One of technique used is mind mapping.

Third, material is one of the important factors influencing reading in teaching and learning process. The materials used should be authentic, interesting, and appropriate to the students' level, needs, and capacity. The teacher should also be able to select the materials which stimulate the students' motivation. However, in the reading teaching and learning process, the materials are often uninteresting, and inappropriate to the students' level, need, and capacity, so it gives the impact to the low students' reading comprehension.

The last is the techniques used by English teacher. A technique is a superordinate term to various activities that either teachers or learners perform in the classroom (Brown, 2001: 129). Techniques are the activities that are created by the teacher to create good atmosphere class in teaching. Many teachers apply monotonous and not interesting techniques; it can make the students have low interest in teaching and learning process. There are many techniques that can be used by the teacher. Most techniques used by the teacher emphasize on translating of vocabularies. It does not help the students to comprehend reading text easily.

The teacher should select a technique which can help the students in organizing the ideas and lessen their boredom in reading through activity that students usually do after reading in a natural way. Brown (2001: 306-307)

purposes ten techniques for teaching reading related to bottom up and top down processes. They are presented below.

- (1) Identify the purpose in reading
- (2) Use graphemic rules and patterns to aid bottom up decoding (especially for beginning level learners)
- (3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance level)
- (4) Skim the text for main idea
- (5) Scan the text for specific information
- (6) Use semantic mapping or clustering
- (7) Guess when you aren't certain
- (8) Analyze vocabulary
- (9) Distinguish between literal and implied meaning
- (10) Capitalize on discourse markers to process relationship

Based on Brown's statement, the researcher considered that use semantic mapping or clustering is teaching technique that is appropriate to implement in reading class. Mapping is a technique which can make the readers easily overwhelmed by a long string of ideas or events. The strategy of mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. The writer believes that mapping, semantic or mind mapping is a good technique in conducting reading activity. By conducting a classroom action research which implements mind mapping, it is expected that the teacher will be able to improve the students' reading comprehension.

C. Limitation of the Problem

From the discussion above, in the background and identification of the problem, the writer needs to limit the broad areas in order to focus on the discussion of the problem. Basically there are many factors that influence the result of teaching and learning process. One of the factors is the techniques used.

It is the duty of the teacher to make the students interested and get involved in teaching and learning process. One of the ways is by selecting a technique which interests the students. The use of mind mapping can assist the students to comprehend texts easily because the students need a technique that helps them to visualize their imagination and organize the idea they have imagined. In this research, the writer focuses on the use of mind mapping as alternative techniques to improve reading comprehension among the second year students of SMPN 1 Ngrampal Sragen in the academic year of 2010/ 2011.

D. Formulation of the Problem

The problem can be formulated into the following question:

1. How mind mapping technique is applied in the classroom to improve students' reading comprehension ability in the second year students of SMPN 1 Ngrampal Sragen?
2. How mind mapping can improve students' reading comprehension ability in the second year students of SMPN 1 Ngrampal Sragen?

E. Objective of the Research

The objectives of the research are:

1. to improve students' reading comprehension ability through mind mapping in the second year students of SMPN 1 Ngrampal Sragen, and
2. to describe how mind mapping can improve students' reading comprehension ability in the second year students of SMPN 1 Ngrampal Sragen.

F. Significance of the Research

This research is expected to have some advantages in the English teaching and learning process as presented below.

1. To the students

The writer hopes this research introduces the students to learn English by using mind mapping in the classroom to improve their reading comprehension.

2. To the English teachers

The writer hopes that the result of research gives some input to the teachers of English dealing with the use of mind mapping as one of the alternative reading techniques in the classroom.

3. To other researchers

The writer hopes this research gives some information for other researchers who want to conduct a research about the use of the mind mapping as one of the alternative reading techniques in the classroom.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. LITERATURE REVIEW

1. Reading

a. Definitions of Reading

There are some definitions of reading. According to Nunan (1999: 249), reading is sometimes viewed as a passive skill. It involves processing ideas generated by others that are transmitted through language. It also involves the processing of written language and highly complex cognitive processing operations. In another point of view, Otto, Rude and Spiegel (1997), define reading as a meaning getting process. It means that reading is not just saying the words, but also includes the meaning getting aspect of reading. This aspect of reading is used as the criterion of successful reading.

Meanwhile, Williams (1996:11) states that reading is a process of obtaining meaning from written text. Readers carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text. From the definition, it can be concluded that reading involves some process that are used to get meaning from written text. When people read a text, they think and try to carry out meaning. The meaning is in the reader's mind. It make possible for the reader to have different meaning with other readers even they can gain new meaning from the text.

Furthermore, Gipe (1991: 104) identify four dimensions of reading process: reading as a language process, reading as a cognitive process, reading as

a psychological or affective process, and reading as a physiological process. First, readings as a language suggest that language is so crucial to success in reading since language enables individuals to communicate. Reading is basically an act of communication between a writer and a reader; one must be a successful language user. Second, reading as a cognitive process proposes that the nature of knowing and intellectual development, known as cognition, is important in a reading process. Cognition enables readers' concepts to develop. The development of concept is needed for literacy development. Third, consider psychological or affective process which contents some factors affect the reading process. The last, reading as a physiological process indicates that good health, visual activity, auditory activity, and neurological functioning are vital for the reading process. These psychological factors carry on the printed and oral stimuli through a visual or concrete or auditory process.

Another theory is proposed by Aldeson (2000: 25), who states that reading involves social contexts. He explains, that

Reading is not an isolated activity that takes place in some vacuum. Reading is usually undertaken for some purpose, in a social context, and that social context itself contributes to a reader's notions of what it means to read or as recent thinkers tend to put it, to be literate.

Celce – Murcia (2001: 154) views reading as an interactive, socio cognitive process. It involves a text, a reader, and a social context within which the activity of reading takes place. She says “in reading, an individual constructs meaning through a transaction with written text has been created by symbols that represent language.” The transaction includes the reader's acting on interpreting

the text. The interpretation is influenced by the readers' past experiences, language background, and cultural framework, as well as the reader's purpose for reading. However, the expectation and intent of reading is to make meaning, to comprehend what is read.

Based on the theories explained above, it can be concluded that reading is a complex process that involves a passive and active process, a meaning getting process, an interactive process, a language process, a cognitive process, a psychological process, a socio cultural process, and synthesizing and evaluating information.

b. Reading Comprehension

There are so many definitions of reading comprehension stated by experts from different points of view. Johnson, in Mikulecky (1990: 2) defines reading comprehension as a complex behavior which involves conscious use of various strategies, including problem solving strategies, to build a model of meaning which the writer is assumed to have intended. According to Harmer (1991: 206), reading for general comprehension is a skill that involves absorbing only the main point of the text. The reader is not looking for a specific point, but rather whatever is necessary to get an overall understanding of the text.

Meanwhile, Davies (2002: 90-91) proposes a model of reading comprehension presented as follows.

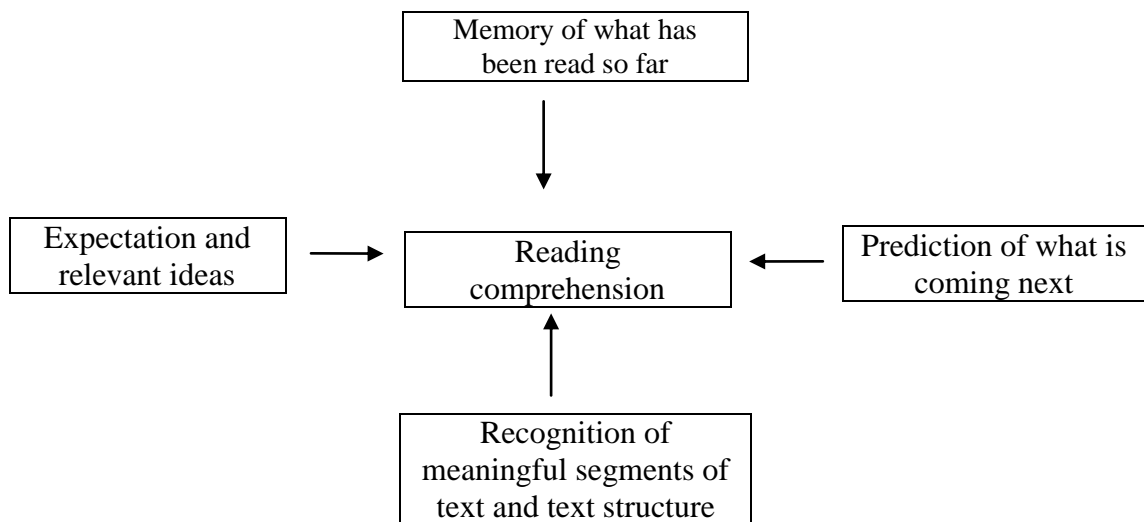


Figure 1. A model of reading comprehension

Figure 1 displays the process for someone in getting reading comprehension. In that figure, it shows that before the reader reads, he has some expectations and relevant ideas about the text which he is going to read. When he reads, he recognizes the meaning of the text and the text structure to comprehend the text. Besides, he also uses his background knowledge about the same or the similar theme of the text to help him comprehend the text; he can make prediction of what will come next in the text.

c. Factors affecting reading comprehension

There are many factors that affect reading comprehension. Some experts propose different views about it. They are internal factors and external factors.

Internal factors consist of linguistic and non linguistic factors. The linguistic factors include semantic abilities, and miscue analysis (the analysis of errors or unexpected responses in children learning to read their mother tongue) of reading errors. Semantic abilities relate to the knowledge of word meaning.

Syntactic abilities relate to the knowledge of the sentence structure. A miscue analysis is an unexpected response to language to language that reader's pronunciation to be at variance with the writer's words. In miscue of oral reading, inaccurate is analyzed to the reader's use of syntactic and semantic information. Meanwhile, the non linguistic factors include intellectual, educational background, prior experiences with the literacy, reader's motivation and schemata (their knowledge of and beliefs about situations, and actions based on their experiences) (Celce- Murcia, 2001: 56).

External factors also influence reading comprehension. According to Catherine and Shattuck (2005: 117), the external factors influencing reading comprehension can be found at home, classroom, and the community that motivate students to read. The external factors are opportunities to practice reading for various purposes, a lot of the texts to many different kinds of reading materials, features of the texts being read, the suitability of topic to individual reader's interest, and socio-cultural context which reading takes place.

d. Reading in the School Based Curriculum of 2006

According to Harmer (1998: 43), PPP this stands for presentation, practice, and production and is similar to the straight arrows kinds of lesson described above. In PPP classes or sequences, the teacher presents the context and a situation for the language and both explains and demonstrates the meaning and form of the new language. The student's then practice making sentences with 'can' and 'can't' before going on to the production stage in which they talk more freely about themselves or other people in the real world. As with straight arrows

lessons, PPP is extremely effective for teaching simple language at lower levels. It becomes less appropriate when students already know a lot of language and therefore do not need the same kind of market presentation.

The latest curriculum of Indonesia reform happened in the beginning of 2006/2007 academic year. The developed curriculum is then called School Based Curriculum. It is used as the guide for the teaching and learning implementation in all levels of educational institution including junior school. This new reform is believed as the one more effective in enhancing the learning process than the previous curriculum.

In School Based Curriculum, there are so many ways and methods that can be used by teachers in teaching and learning process. They can freely select the appropriate teaching method according to the students' characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate teaching methods, that is going to be used in delivering the teaching material.

School Based Curriculum of 2006 is a must for the teachers to teach the subject based on the curriculum because the curriculum has provided guidelines for the teachers in teaching the subject. The guidelines for teaching reading for junior high school are as follows.

- 1) The aims of reading

Based on School Based Curriculum of 2006, in teaching English subjects, students are expected to develop competences to communicate in the spoken and written form to reach the level functional literacy, have awareness the truth and

importance of English subject to improve the competitiveness of nation, and develop their comprehension about connection between language and culture.

2) Scopes of reading

As stated in School Based Curriculum of 2006, English subject at junior high school includes expression ability, comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre), and supporting of competence.

First, expression ability is the ability to understand and produce speech and written text which are realized in four skills. They are listening, speaking, reading, and writing integrated. Second, comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre). They are descriptive, recount, narrative, procedure, and report. And the last is support of competence. They are linguistic competence (the use of grammar and vocabulary, phonetics, and structure), socio cultural competence (the use of expression and action language receive in various context communication), and strategy competence (the content of the problem which appear in communication process in various methods), and building expression competence (the use instruments of expression competence).

3) Text types

Based on School Based Curriculum of 2006 for SMP and MTs, the kinds of text or genres that should be taught are descriptive, recount, narrative, procedure, and report. These genres can be explained as follows.

a) Descriptive

Descriptive is a type of text, which has the specific function to give description about object of thing or people. The structure of this text consists of the identification that identifies the phenomenon described, and the description which describes parts, qualities, and characteristics. This text has some grammatical patterns. There are the use of simple present tense, the use of adjective, and the use of thinking verbs and feeling verbs.

b) Recount

Recount is a type of text which has specific function to inform about past activity.

The generic structure of recount is presented below.

- (1) Orientation : Introducing the topic of an event, participants, place and time.
- (2) Record of events : Describing series of event that happened in the past.
- (3) Reorientation : It is optional. Stating personal comment of the writer to the story.

The language features of recount are introducing personal participant, using chronological connection, using linking verb, using adjective, using action verb, and using simple past tense.

c) Narrative

Narrative is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader.

A narrative text consists of the following structure:

- (1) Orientation : Introducing the topic of and activity or event, participants and informing the time and the place.
- (2) Complication : Describing the rising crises which the participants have to do with. It consist sequence of events that leads to conflict-climax.
- (3) Resolution : Telling the problem solving and the end of the story.
- (4) Coda : Telling short message to gives moral lesson to reader. It is optional.

The language features of narrative are using processes verbs, using temporal conjunction, using simple past tense, and using subjective pronoun.

d) Procedure

Procedure describes how something is accomplished through a sequence of actions or steps. The text element of procedure as follows topic and statement of purpose which showing the job to be accomplished, Sequence of steps to accomplish the job stated in the topic which describes the steps to achieve the purpose, and closing (optional) which tell the conclusion or statement about others suggestion to do.

The language features of procedure are using temporal conjunction, using action verb, and using imperative sentence.

e) Report

Report is a type of text to give information natural or non-natural phenomena or things in the world to add knowledge to the reader. It generic structure includes:

- (1) general classification which states classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general,
- (2) description that describe the thing which will be discussed in detail part per part, customs or deed for living creature and usage for materials.

The language features of report are introducing group or general aspect, using conditional logical connection, using simple present tense, and using conjunction.

B. Teaching Reading in English as a foreign language

Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learner to learn, setting condition for learning. Teaching reading then is guiding and facilitating learning to read, enabling the learners to learn to read, and setting condition for learning to read. The teacher's understanding of how the learner learns will determine the teacher's philosophy of education, her teaching style, her approaches, methods and classroom techniques.

1. The teaching reading components

a. The students

Modern education puts the learners at the centre of the learning teaching process. For one, it is the learners that are supposed to learn. The learner's characteristics must become important phenomena, which have to be treated well before during and after instruction. Any decision concerning the teaching learning process is made on the basis of these learning traits.

Sugeng (1997: 27-33) states that learner's characteristics can be categorized as: academic, social, and situational. First, the academic factors that

influence the students to learn are the number of the students, academic background, grade point average, level of intelligence, aptitude, study habits, independence, background of the topic motivation and cultural inspiration. Second, the social factors are age, maturity, attention span, physical and emotional handicaps, relation among students, and socio-economic condition. And the last is situational factors. They are physiological and physical factors. Physiological factors are related to the bodily status of the students; whereas the physical factors are related to building, appliances, and facilities learners use both at home and at school. A good teacher needs to know the characteristics of the learners so that she can teach reading effectively and efficiently.

Mikulecky (1990: 10) states that there are some points for students to read effectively. They are presented below.

- 1) Developing new schemata about what reading is and how it is done effectively in English,
- 2) Breaking the habit of reading every word,
- 3) Learning how to tap their background knowledge in order to better employ top down processing,
- 4) Acquiring some of the skills which fluent readers of English employ unconsciously in order to strengthen their bottom up processing abilities,
- 5) Acquiring those reading skills which will enhance the interaction of top down and bottom up processing modes,
- 6) Learning to be able to read faster, and
- 7) Learning to read in English for pleasure.

b. The teacher

Mikulecky (1990: 31) states the role of the teacher as a model of interpreter and a model thinker. Since making sense of a text is actually interpretation and since so much of the interpretation is cultural, the teacher's modeling of native speaker like comprehending is essential, in class and during individual conference with students. The teacher must be a model thinker because reading is a problem solving that the teacher must serve as a model by thinking aloud as she introduces new reading skills and strategies.

He also says that the teacher is the most important element in a reading class, for her or his attitude influences students and their performance. The teacher should provide her students with an anxiety – free atmosphere so they will feel free to experiment with a new reading style, practice so they will master new strategies, and pressure in the form of persuasion and timings.

c. Materials

Sugeng (1997: 78 - 84) proposes four criteria for material selection. Those criteria are significance, validity, social relevance, and learn ability. A significant material is one, which suits the learner's need. Significant material also adds to learners' interest and motivation. Material is valid if it presents what it is supposed to present. Three criteria for material to be valid are accuracy, authenticity, and correctness. Material is said to have social problems faced by the community in which the students live. Learn ability is how well the material facilitates learning, or how easy it is the students deal with the material.

Mikulecky (1990: 13- 49) groups materials according to the reason for reading. For pleasure reading, students should read self selected books. Many different texts can be used for scanning practice, but current, interesting materials, i.e. newspaper ads, magazine articles, and catalogues. Reading rate improvement material should not be too difficult for the students.

d. Methods and techniques teaching reading

1) Methods

Mikulecky (1990: 29) states that in skill focused lesson, students need opportunities to develop a consciousness of themselves as readers in English. Methods for accomplishing this include teaching them to monitor their own progress, and using a variety of record keeping techniques such as graph, charts, and lists of books read. These devices also serve as motivating factors, and students usually gain a sense of satisfaction by looking back over the record of their efforts and accomplishments.

He also proposes some methods for teaching vocabulary. These methods are nonsense words methods, interactive context method. Besides, there are other ways to develop word meanings in context. They are to engage students in concrete activity and to give the students sentence completion exercise.

2) Techniques

Brown (2001: 306 - 311) proposes some techniques for teaching reading related to bottom up and top down processes. They will be described as follows.

- a) Identifying the purpose of in reading.

Whenever the teacher teaches reading technique, make sure that the students know their purpose in reading something.

- b) Using graphemic rules and patterns to help in bottom up decoding.

Teaching reading in the beginning level is emphasized on oral reading. Thus, explanation about orthographic rules is needed.

- c) Using efficient reading techniques for rapid comprehension (intermediate to advance level).

In the beginning levels, this strategy cannot be applied because the students are still struggling with the control of limited vocabulary and grammatical patterns.

- d) Skimming the text for main idea.

Skimming is used to quick gather the most important information. It is not important to understand each word in skimming. This strategy is used to predict the purpose of the passage, the main topic or message and supporting details. The teacher can ask the students to skim the passage after they look a few pages of materials.

- e) Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask the students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

- f) Using semantic mapping or clustering.

The strategies of semantic mapping or grouping ideas into meaningful cluster helps the students to provide some order to chaos.

- g) Guessing when are not certain.

The teacher can help the students to become accurate guessers by encouraging them to use effective applying compensation strategies in which they fill gaps in their competence by intelligent attempts to use any available clues.

- h) Analyzing vocabulary.

When the students don't recognize a word at once in guessing strategy, there are many techniques are useful to practice. They will be described as follows.

- (1) Looking for prefixes that may give clues.
- (2) Looking for suffixes that may indicate what the part of speech.
- (3) Looking for roots that are familiar.
- (4) Looking for grammatical contexts to get signal information.
- (5) Looking at the semantic context (topic) for clue.

- i) Distinguishing between literal and implied meaning

This requires the application of sophisticated top down processing skills syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j) Capitalizing on discourse markers to process relationship.

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such makers can greatly enhance learners reading efficiency.

Furthermore, he says that the teacher must consider the principles as follows.

- (1) Making sure that the teachers do not over look the importance of specific instruction in reading skills.
- (2) Using techniques that are intrinsically motivating.
- (3) Balancing authenticity and readability in choosing texts.
- (4) Encouraging the development of reading strategies.
- (5) Including bottom up and top down techniques.
- (6) Following the “ SQ3R” sequence.
- (7) Subdividing the techniques into pre reading, during reading, and after reading phrases.
- (8) Building in some evaluative aspect to the techniques.

Mikulecky (1990: 60- 61) introduces techniques for teaching reading rate improvement. Those techniques are placement at appropriate levels and coaching. In the first techniques the students must be able to understand their rate building materials. It means nonsense to assign passages which are too difficult. SRA (Student Reading Aloud) rate builders are accompanied by a placement test, which makes it easy to assign the students at the proper level. In the second technique, the teacher acts as the coach. There are many procedures in these

techniques. They are a base rate setting goals, previewing, swinging two bats, pacing exercises, and recording progress.

2. The Definitions of Mind Mapping

Mind mapping is one of several similar techniques developed by learning researchers in the 1960s. It was popularized by Tony Buzan, who has written extensively on maximizing ones' mental skills, increasing memory, and accelerating learning.

Mind mapping is a technique for handling complex information. Murley (2007: 175) defines mind mapping as nonlinear visual outline of complex information that can aid creativity, organization, productivity, and memory. Mind maps graphically show ideas in a relational context, with the main topic at the centre of the map, major subtopic on branches radiating from the main topic, and sub-subtopic around each subtopic, etc.

Buzan (2005: 103) states that mind mapping is a creative thinking tool reflecting the brain's way to work. It enables brain to use all its image and association in pattern of radial and brain internally. It is the easiest way to place information which go out from the brain. Mind mapping is way to write creatively and effectively. It will map our ideas literally.

Based on the statement above, it can be said that mind mapping is a creative thinking tool that reflects the natural work of the brain. Research result shows that the brain does not save the information in a row nerve cells rather submit it in the nerve cells that have many branches. At glance, those seen as the branches of the tree. Thus, if the information being stored like the way of our

brain works, the information will be saved successfully and finally it makes learning process run smoothly. In addition, our brain most effectively remembers something using images and associations.

So far, Sugiyanto (2007: 41) adds that brain fixes the information in the forms of pictures, symbols, shapes, music, and emotion. Brain stores the information with pattern and association like a tree with its branches and twigs. The brain does not save the information word-by-word or column-by-column in a row of sentence as we produce in spoken language. To remember what we have learned in a short way, we should imitate the way our brain works in the form of mind mapping. Thus, the providing and comprehending process the learning content in mapping concept is close to the natural operation in thinking.

Michalko in Buzan (2005: 20) proposes that mind mapping is an alternative completely thinking of the brain to the linear thinking. Mind mapping reaches out in every direction and grasps many kinds of thought from every point of view. Wycoff (2003: 64) defines mind mapping as one of effective skill in creative thinking process. Mind mapping resembles outlining but visually it is more interesting and involving both fragments of the brain. Harris (1993: 49) states that mind mapping is another form of diagram that incorporates a controlled type of brainstorming.

A mind map is a powerful graphic technique that provides a universal key to unlock the potential of the brain. It uses the full range of cortical skills (word, image, number, logic, rhythm, colour, and spatial awareness) in a single, uniquely powerful manner. It is an image-centered diagram that represents semantics or

other connections between portions of information. By presenting these connections in radial, non-linear graphical manner, it encourages a brainstorming approach to any given organizational task, eliminating the hurdle of initially establishing an intrinsically appropriate or relevant conceptual framework to work within. The uniform graphic formulation of the semantic structure of information on the method gathering knowledge, may aid recall of memories (http://en.wikipedia.org/wiki/Mind_map).

Based on the definitions above, the writer can conclude that mind mapping is a nonlinear visual outline that reflects natural work of the brain as an aid of creativity, organization, productivity, and memory.

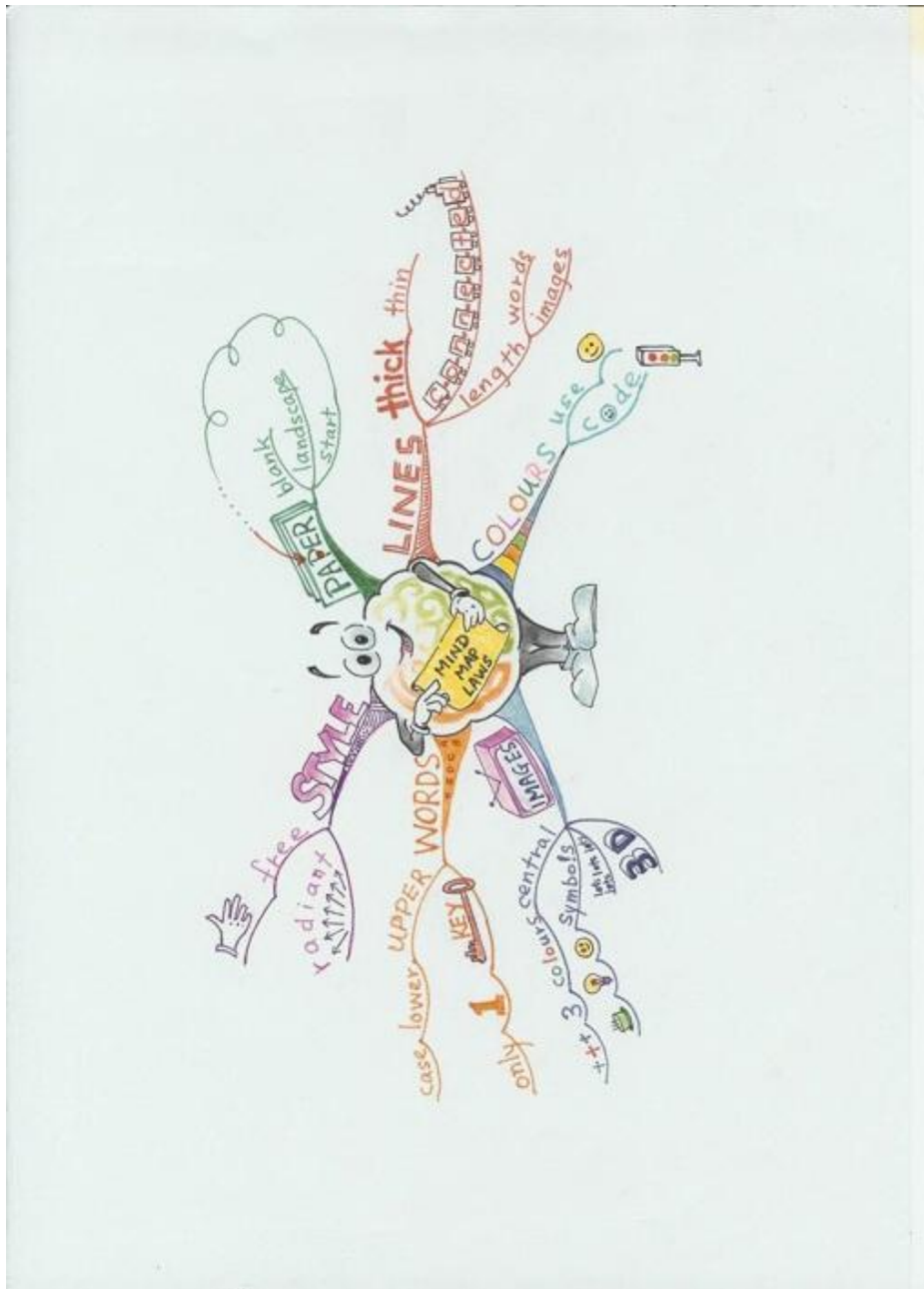
a) The Procedures of Mind Mapping

Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. Mapping knowledge which will help to understand and remember new information is done by focusing on key ideas written down in someone own words, and then looking for branches out and connections between the ideas. Make a mind mapping requires some tools such as unlined paper, pencil, colour pen, brain, and its imagination. Buzan (2007: 15) mentions seven stages to make a mind mapping as follows.

- a) Putting the main idea in the center.
- b) Using a picture or photo for central idea.
- c) Using color.
- d) Connecting main branches to the center picture and connect the second and third branches to the first and second, and so on.

- e) Making a curve line connector, not a straight line.
- f) Using one key word for each line.
- g) Using picture.

This is an example of mind mapping:



Picture 1

Taken from: <http://www.tonybuzan.edu.sg/index.php/what-is-a-mind-map/>

b) The Benefits of Mind Mapping

Murley (2007: 176) states that mind mapping offers many advantages over traditional outlines. Mind mapping is more flexible than outlining, for it encourages creativity. Displaying all related topics on the same mind map and connections indicated by images, symbols, colors, will improve memory retention. The radiating design keeps the main topic or idea central with all its major sub-topics close to it. Similarly, sub-topics stay close to their topics. This arrangement keeps big picture in focus and makes relationships and connections easier to see. It helps writers stay focused on the big picture while retrieving and organizing large amounts of information into a coherent composition.

In additions, mind mapping can help teachers accommodate different learning styles. It is helpful for strong visual learners who absorb information better when the material presented via diagrams or similar visual aids than through written text. Visual presentations of complex information also help right-hemisphere-dominant students, who may have problems organizing, can get lost in details or may be unable to distinguish between key ideas and tangential information. It also helps the students see connections between prior knowledge and new information, which helps them transfer what they learn and apply it to new situation.

According to DePorter and Hernacki (2005: 172), mind mapping has four benefits. Those are presented below.

a) It is flexible

Flexible in case that missing idea can be added in every place in mind mapping.

b) It focuses attention

In mind mapping, we do not pay attention in every word. We only mention such word which become ideas. Thus, we can concentrate more in ideas.

c) It increases understanding

Mind mapping will improve the comprehension and produce valuable frequent-note later.

d) It is fun

Mind mapping does not limit the imagination and creativity. That makes mind mapping become one of the amusing technique in reading.

C. CONCEPTUAL FRAMEWORK

Reading skill is one of skill that should be mastered to reach the level functional literacy. As we discussed above, the students get many difficulties in comprehending the text and have low motivation in doing reading task. It can be proved that there are only some students who get good marks in their final examination and did not involve actively in teaching and learning process. These problems are caused by some factors. One of the factors that cause this problem is the using of technique in the teaching and learning process by the English teacher. Teaching technique is very important element affecting the English teaching and

learning reading process. The implement of an appropriate teaching technique is very essential in determining the success of the teaching and learning process.

Mind mapping is appropriate teaching technique implemented in the English teaching and learning process including reading. The use of mind mapping encourage to students' involvement during learning process give benefits for them encourages creativity, help the students to focus on the big picture while retrieving and organizing large amount of information into a coherent composition, help them to see the connections between prior knowledge, and new information. Besides mind mapping also helps the teacher accommodate different learning styles and encourages students' involvement during learning process.

In this case, mind mapping can make the students comprehend text easily. It was showed by improvement of the students' ability to answer the question given it caused mind mapping was a unique reading technique. The students perceived that mind mapping was unique in the way it presented an idea and some features such as image, key word, and color in order to provide unusual ways of outlining in reading and it will improve memory retention. Mind mapping enhance students' memory about the ideas they want to express because mind mapping is visual outline that reflected the natural work of how the brain stores the information. Mind mapping increase the students' understanding. Asking students to create mind map enables them to identify clearly and creatively what they have learned or what information what they get.

Since the students' creativity is need to comprehend the text. The mind mapping help the students to improve the memory retention and see connections

between prior knowledge and new information, which help them transfer what they learn and apply it to new situation. The implementation of mind mapping in action research at SMPN I Ngrampal Sragen will improve students reading comprehension ability. It will be proved through this research. They are presented below.

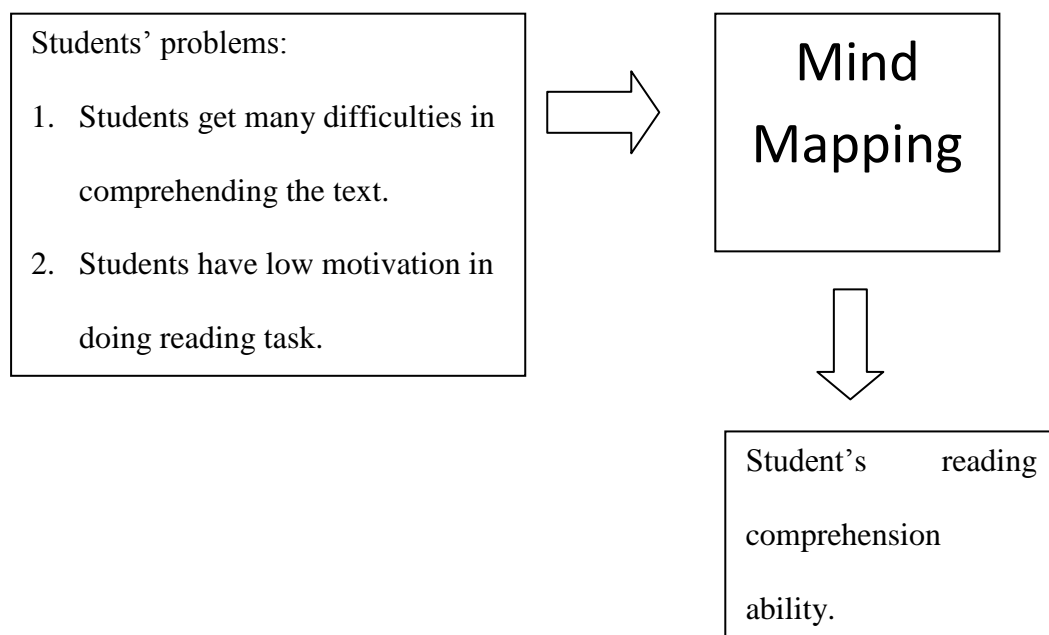


Figure 2. The conceptual framework of the study.

CHAPTER III

RESEARCH METHOD

A. Type of Research

The research is action research. According to Carr and Kemmis in Burns (1999:30), action research is a form of self reflective enquiry done by participants in social situations (e.g. teachers, students, school principals in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out.

B. Setting Time and Place of the Research

This research was conducted in SMPN 1 Ngrampal Sragen. It is located in Jl. Mangkubumi No. 2 Ngrampal Sragen. The school facilities in this school are the headmaster's room, a teacher's room, a guidance and counseling room, an administration room, a School Health Unit, a mosque, toilets, a library, a computer laboratory, canteens, OSIS room and twenty one classrooms. They are seven classrooms for first grade, seven classrooms for second grade, and seven classrooms for third grades.

This school has a headmaster, 55 teachers, and 6 English teachers. Most of the English teachers have respectively graduated from the English Diploma from State University of Surakarta (UNS) and S1 Degree Program of the English Language Education Department at University of Veteran (Univet).

The school has 820 students. They are divided into seven classes. The research was conducted in the second grade of VIIIE class. It consists of 30 students.

The English teaching and learning process in this class is carried out twice a week on Tuesday and Saturday. The duration of every meeting is eighty minutes. The teaching materials based on School Based Curriculum of 2006. The English text book is Scaffolding English for Junior High School Students written by Jaka Priyana.

C. Subject and Object of the Research

The subject of this action research was the second grade students of SMPN I Ngrampal Sragen in the first semester in the academic year of 2010/2011.

The object of the research was the English teaching and learning process in class VIIIE of SMPN I Ngrampal, Sragen in the first semester in the academic year of 2010/2011. The objective of the research is to improve students' reading comprehension ability through mind mapping in second year of SMPN 1 Ngrampal Sragen.

D. Time of the Research

The research was conducted in the first semester of academic year of 2010/2011. It was done from August to September. The English teaching and learning process was conducted twice a week.

E. Data Collection Technique

The data were collected by observations and interviews. The teacher did observations to get the data from the teaching-learning process. Then the result

was made in the form of field notes. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were made in the form of interview transcripts.

F. Data of the Research

The data of the research was qualitative in nature. The data were in the form opinions, preferences, and expectations of the participants. They were obtained from observation, interview with the English teachers and some of the students, and reading test. The researcher gathered the data from the data collection techniques:

1. Observation

Observation was done to get information related to the teaching and learning process. The researcher observed the English teacher's way in teaching and problem faced by students in reading comprehension. In this case, the researcher made field note. It described what happens in the classroom. Besides the researcher, the observation was done by the English teacher as the collaborator.

2. Interview

Interview was done to get the data about teacher's and students' opinion while and after teaching and learning process. It was planned but unstructured. It means that the researcher asked some questions to the students and the teacher gave opportunities to them to say everything related to teaching and learning process of reading. The researcher interviewed the English teacher and some

students of second grade in SMPN 1 Ngrampal Sragen. This was done after the actions had been implemented.

3. Reading tests

Test is very important to diagnose learners' weakness. Besides, it also measures the learners' achievement and mastery. This is also a tool to find out whether there is an improvement or not. The test was made by the researcher and administered in the end of each meeting.

G. Analysis of the Data

The data was analyzed qualitatively. They were obtained from the interview with the English teacher, the student's and the teaching and learning observation during implementation and result of the tests. The result of the analysis was reported in the form of description. The description included the situation in teaching and learning process.

H. Procedure of the Research Study

The procedure of the research would follow these steps. According to Kemmis and McTaggart as quoted by Burns (1999:33), there are four essential points in action research,

1. Determining the thematic concern on the reconnaissance

In this step, the researcher interviews the English teacher to identify the existing problems related to teaching reading process. Then, the researcher will observe the teaching and learning process in the classroom. Based on the interview and observation, the researcher and English teacher find the main problems in teaching reading skills to be solved.

2. Planning

The researcher together with the English teacher decided some actions to be implemented in the class to solve the problems. Mind mapping was selected as the technique to improve the reading comprehension. Then, some activities were done to improve reading comprehension by using mind mapping. The action plans were formulated as follows.

- a. The researcher asked the students to make a group consist of four students.
- b. The researcher explained the nature of mind mapping, the use of mind mapping, and stage in creating mind mapping.
- c. The researcher asked the students to create mind mapping first in every reading.

3. Implementation

The researcher carried out the action and the teacher observed the action implemented in take note. This step consists of action and observation. In this action, the researcher implemented the planning made. The observation was done during the action implemented. The teacher participated as the observer who observes and writes everything that occurred during the action implemented; the teacher also helped the researcher in teaching and learning process.

4. Reflection

In the reflection, the researcher discussed and evaluated the implementation of the action. All of the members were involved in discussing of dealing with the effectiveness of the action as well as the problems occurred in the classroom during the implementation of the action. The evaluation was used

to write the report of the research and show the effects of the actions on the reading comprehension process. The unsuccessful action was modified with suitable ones but the successful action used again in the next action.

I. Data Validity

The validity of the data is established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity (Burns, 1999:161-162). They are as follows.

1. Democratic validity. In this research, the English teacher and the students are given chance to give their ideas, suggestions and comments about the implementation of the research. The teacher and the students are interviewed about their ideas, suggestions, critiques and comments after the action. Their opinions are used to improve the next action plan.
2. Outcome validity is achieved by looking at the result of the action do. The researcher will be success and failure of the action and also the problems will be found in the action. The action will be considered successful if the student's achievement increase and the students' attitude change to be better.
3. Process validity means that action done in the research is believable. To get the process validity, the researcher collected the data by doing observation and note during the research runs. The researcher noted anything that will happen in teaching and learning process in the class.
4. Catalytic validity is assessed by giving chance to the teacher and the students to deepen their understanding on the changes of the social realities of the context.

5. Dialogic validity is done by doing dialogue among the researcher, the English teacher, and the students to improve the next action. The dialogic validity is used to look for the success and weakness in the research. The teacher and the students give critiques and comments related to the action done by the researcher.

To obtain the trustworthiness, Burns (1999: 163) suggests four triangulation techniques as presented below.

- a. Time triangulation: data are collected at one point in time or over a period of time to get a sense of what factors are involved in change process.
- b. Space triangulation: data are collected across different subgroups of people to avoid the limitation of studies conducted within one group.
- c. Investigator triangulation: more than one observer is used in the same research setting to avoid observer bias and provides checks on reliability of the observations.
- d. Theoretical triangulation: data are analyzed from more than one perspective.

To get the trustworthiness, the researcher would use the triangulation technique in which the researcher gathered information from many different sources, and through different techniques. The reliability of the data is established by presenting the genuine data, such as the field notes, interview transcripts, examples of media used and photographs.

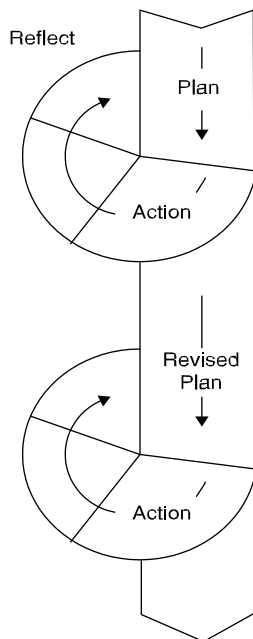
CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION

This chapter presents the findings of the study that are divided into two sections. The first section presents the research process and the second section presents the research findings and interpretations of cycle 1 and 2.

A. The Research Process

This research is action research that is conducted with the purpose to improve students' reading comprehension ability through mind mapping. Below is the figure indicating the steps of the action research used by the researcher as presented by Kemmis et.al in Madya (1994:25). There are four stages in each cycle, as follows.



Descriptions:

- 0) Reconnaissance
- 1) Planning I
- 2) Action I and observation I
- 3) Rreflection. I
- 4) Replanning
- 5) Actian II and observation II
- 6) Reflection II

Figure 1 : **The figure indicating the steps of the action**

B. The research finding

1. Reconnaissance

a. Identification of the field problems

To identify the problems that occurred in English teaching and learning process of the second grade in SMPN I Ngrampal Sragen, the researcher did some observations. The researcher did the observations on reading lesson in VIII E class which were conducted on August 7th, 2010. The results of the observations were recorded and presented in the form of vignette. The situations of the reading lesson can be seen in the vignette below.

R arrived in the school at 11 o'clock. R was invited by ET to come in her room. R sat beside ET. Then, R and ET talked about English teaching and learning that day. English was the last lesson in class VIII E, the lesson started at 12 o'clock. The duration of English lesson was two hours. Then, the bell rang. ET asked R to go to the class. R followed ET into the class to do the class observation.

Arriving in the class ET asked SS to sit down but many chairs were empty. Some SS were still talking with their friend out class. ET repeated her order several times because at the moment SS were still busy with their own activity. After the class condition had been controlled, ET started the lesson by greeting and checking the attendance. ET started to introduce R to SS. ET said to SS that R would teach for some meetings. The class was noisy again. R waited for calm condition and R started to introduce herself. Then, ET asked S to find another chair for R and then R sat behind the class to do observation.

The lesson topic was descriptive text. ET explained one of language feature of the text. It was "Simple Present Tense". ET wrote pattern and explained it to SS. ET read material and something wrote in the whiteboard, while ET was explaining the material, some SS in the behind was noisy. Then ET gave examples and ET made examples. The material was taken from SS' worksheet. The class condition was noisy again because SS were not interested in the materials. SS open worksheet at page 28 the ET asked SS to answers question in front of the class but nobody wrote his or her answer because SS had difficult in identifying the language features and generic structure of descriptive text, and the students cannot comprehend the text. ET pointed one of S to write answer question in the whiteboard. Then, ET corrected S answer. SS in the behind were noisy, they chatted with their friends so they did not pay attention in the teaching and learning English in the classroom. ET asked them to pay attention to the lesson because there was no focused skill in the teaching and learning process on reading comprehension.

Then ET asked the others S to show their answer. Suddenly the bell rang; it made the situation became noisy. ET waited until the condition was conducive. ET reminded SS to learn material given. After ET had closed the lesson, ET and R went to office.

August 7th 2010
 Class VIII E
 R: Researcher
 ET: English Teacher
 S: student
 Ss: students

(Appendix A, Field note II)

After the researcher did some observations in the classroom, the researcher had a discussion with the English teacher. Then, based on the observations and the discussion, the researcher and the English teacher identified some problems that occurred in the English teaching learning process. The problems were as follows.

- 1) The students were not interested in the materials.
- 2) The students paid little attention toward their teacher explanation during the teaching learning activity.
- 3) The teaching method and technique in delivering materials was monotonous.
- 4) The materials were only taken from the student worksheet.
- 5) The students had difficulty in identifying the language features and generic structure of descriptive texts.
- 6) The students cannot comprehend the text.
- 7) There was no focused skill in the teaching and learning process on reading comprehension.

b. Selection of the Problem in Terms of the Urgency

Selecting the problems based on the urgency level was done after all field problems were identified. The research members worked collaboratively in categorizing the problems identified. They selected all problems and chose the

most important problems that influence on reading lesson. It was very important because it affected students' learning process in reading comprehension. So the problem should be solved soon. The most urgent problems were as follows.

- 1) The students were not interested in the materials.
- 2) The students paid little attention toward their teacher explanation during the teaching learning activity.
- 3) The teaching method and technique in delivering materials was monotonous.
- 4) The students could not comprehend the text.
- 5) The students had difficulty in identifying the language features and generic structure of descriptive texts.
- 6) There was no focused skill in the teaching and learning process on reading comprehension.

c. Selection on the Problems Based on the Feasibility

After taking the urgent problems, the researcher and research members discussed to select the problems based on the feasibility to solve for this research. The feasible problems to be solved were determined by considering time and the ability of the researchers to conduct the research. The problems were shown as follows.

- 1) The students were not interested in the materials.
- 2) The teaching method and technique in delivering materials was monotonous.
- 3) The students cannot comprehend the text.

- 4) The students had difficulty in identifying the language features and generic structure of descriptive texts.

d. Pre – Requisite Analysis

After selecting six feasible problems to be solved, the researcher and the English teacher worked collaboratively to analyze those problems. They conducted pre – requisite analysis to find relation of the cause and effect among the selected problems. Firstly, the researcher made the pre – requisite analysis, and then the researcher discussed it with the English teacher in order to get the English teacher opinion, comment, and argument about it.

Based on the result of discussion, it was found that the students were not interested in the materials because the students' vocabularies were less. So when they were given a text, they were reluctant to read it. The teaching method and technique in delivering materials was monotonous because the teacher did not have creative technique to teach reading comprehension attractively and the teacher just took the materials from the course book. The students could not comprehend the text because they were not interested to materials so they did not pay attention to the teaching and learning process. And then the students had difficulty in identifying the language features and generic structure of recount and descriptive texts because the teacher did not explain the material clearly. So the students had difficulty in comprehending text. It was showed by their pre test score. The scores average was 5.44 and it showed that the students' ability in reading comprehension was still low.

2. The Report of Cycle I

a. Planning

Because there was some weakness of teaching technique used by English teacher, the researcher and the English teacher decided to use mind mapping. It was combined by other actions. They were using interesting reading task and making groups to discuss and share the students' opinion.

The researcher had made planning before she held the action. The researcher prepared teaching aids and mind mapping materials which would be implemented in reading teaching and learning process. Mind mapping was implemented to help the students comprehend reading text easily and increase their reading comprehension ability. There were some activities in teaching and learning process using mind mapping. They were the researcher given illustration of mind mapping, the researcher explained the nature of mind mapping, the researcher showed the example of mind mapping in the whiteboard, and the researcher explained the procedure of mind mapping.

The researcher implemented interesting reading tasks to support the using of mind mapping in the teaching and learning process. The topic and text type were different in every meeting. This was used to attract the students so that they were interested in. The researcher was encouraged to apply different ways. The students read the text, created mind mapping and then answer the questions. The written tasks were used as the instrument for assessment.

Group work was made in every meeting of this cycle. The researcher used this activity to make the students easier to create mind mapping. The students

learnt well when they were involved actively in the process. The students worked in small groups tended to learn more of what was taught and retain. It was longer than when the same content was presented in other instructional formats. The students who worked in collaborative groups also appeared more satisfied with their classes. In this case, the researcher and the English teacher agreed that the groups were arranged according to their seat because they thought that it would make the researcher easy in organizing the groups. Besides, it would not also waste the time.

Beside prepared material, the researcher also planned teaching stages to teach English using mind mapping. The stages of the teaching and learning process using mind mapping was presented as follows.

1) Warming up and presentation

- a) The researcher greeted the students and checked the students' attendance.
- b) The researcher discussed things which were related to the text which would be discussed.
- c) The researcher discussed and asked simple question related to text type.
- d) The researcher introduced mind mapping.

2) Practice

- a) The students read aloud the text given by the researcher.
- b) The researcher and the students discuss the kinds of text type (generic structure and language features).

- c) The researcher asked the students to identify the main idea and topic sentences the text given.
- d) The researcher asked the students to make groups.
- e) The researcher asked the students to create mind mapping.
- f) The researcher and the students discussed the text and students' difficulties.
- g) The researcher gave exercises.

3) Closing

- a) The researcher and the students reviewed the materials having been learnt.
- b) The researcher asked the students about the difficulties in the teaching and learning process.

b. Action and Observation

This cycle was done six meetings namely on August 18th, 19th, 21st, 25th, and 26th, 2010. Mind mapping in reading comprehension was applied in each meeting. The researcher did some activities namely using interesting reading tasks, and making group works to discuss and share the students' opinion in order to help the students comprehend text easily. This was one of the examples of teaching and learning process. To describe the whole of teaching and learning process that happened the researcher wrote it into the vignette.

Date: August 18th, 2010

Place: IIE class

R arrived the class at 08.20. She started the lesson by greeting “Assalamualaikum Warahmatullahi Wabarakatu. SS answered her greeting Wa’alaikumsalam Warahmatullahi Wabarakatu.” After greeting SS, R called the students’ name one by one to check the students’ attendance.

Before giving the text, R asked Ss to discuss things related to the text. For example, she asked about their holiday. Some Ss answered that they had some experiences in the holiday. After that R asked Ss simple question related to text type. After that R introduced mind mapping. She explained about mind mapping, how to create it, and the function of the purpose of mind mapping. And then R continued to give illustration of mind mapping.

After that R gave the text untitled My Holiday in Flores to Ss and then she called the students’ name to read the text. One S had to read one paragraph after the whole text, R asked Ss about the kinds of text type, generic structure, language features, main idea and topic sentences the text given.

R: My Holiday in Flores *termasuk* text *jenis apa?* (What kind of text is the text My Holiday in Flores?)

S1: recount. (It’s a recount text.)

R: *ko’ tahu? Buktinya apa dek?* (Can you prove to me?)

S1: *hmmm...apa ya? Nggak tahu* Miss. (What is it? I forget.)

R: *lo ko’ nggak tahu? kan tadi baru dijelasin lho dek.* (Why didn’t you know? I have just explained.)

Ss:(*diam semua*) (They were silent.)

R asked Ss to make groups to discuss and share their opinion how to create mind mapping besides she asked them to create it. After that R and Ss discussed the text and their difficulties in creating mind mapping and then for the production the researcher gave exercise to decide to the text.

To do closing, R and Ss reviewed the materials having been learnt and asked Ss about the difficulties in the teaching and learning process.

(Appendix A, Field note IV)

a) Applying a mind mapping in reading class the students comprehend text easily

The teaching material was designed by the researcher divided into teacher's material and the student's material. A teacher's material was used by the researcher to teach reading through mind mapping, and students' materials which were distributed to the students. This material consisted of the some materials as the teacher's material.

The researcher made some preparations to conduct the research. The researcher prepared the material, lesson plans as the teacher's guidance in the teaching process, students' worksheets consisting of some tasks, and teaching aids to support teaching and learning process.

In the first cycle, the researcher planned to introduce a mind mapping technique and implemented it to students in the teaching and learning process of reading. The researcher asked the students to create the mind map first in their every reading task.

In this cycle, the researcher used recount and descriptive text as text types with a different topic in every meeting to improve the students' motivation and avoid students' boredom in reading. The researcher taught in the first cycle were My Holiday in Flores in the first meeting, Sydney Opera House in the second meeting, and Keukenhof Flower Park in the third meeting. Students' worksheet and teaching aids were also equipped to support in the teaching and learning process.

In the action, the researcher played a role as a teacher. Meanwhile, the real English teacher helped the researcher in observing the activities during in the teaching and learning process. For the first cycle, the researcher introduced what mind mapping was and how applied it in text. She explained mind mapping to the students, gave some examples and exercises to be done together.

The following presents as the event:

R: *Kalian pernah mendengar tentang tehnik mind mapping in reading class belum?* (Have you ever listened about mind mapping in the reading class?)
 SS: ***Belum Miss.*** (Not yet miss.)
 S1: *Peta pikiran ya Miss?* (Is it Mind Mapping?)
 R: *Ya benar, tau itu apa?* (That's right, do you know it?)
 S2: ***Nggak miss, Cuma mengartikan aja ko', bener kan Miss?*** (No, I do not. I just translate it)
 R: That's right.

(Appendix A, Field note IV)

Knowing that no students were able to answer the researchers' question correctly; the researcher continued the lesson by giving illustrations of the mind mapping. The researcher used the figure of roundabout with many directions of root and branches as the example.

Afterwards, the researcher explained the nature of the mind mapping, the researcher informed what mind mapping was by giving definitions of the mind mapping first. Then, the researcher wrote the example of the mind mapping in the whiteboard. Furthermore, the researcher distributed the examples of the mind mapping sheet to each student. After all students had gotten the copies, the researcher asked the students about the things which they could find in mind

mapping. The researcher emphasized students' answers of the aspect in mind mapping. She explained the procedure of mind mapping.

The researcher told that the topic used today was My Holiday in Flores. She created mind mapping of the text in the whiteboard. The researcher explained more and guided the students how to create mind mapping to make the students understand more.

In the next activity, the researcher decided the students in some group, the researcher distributed students' worksheets to every group. She asked them to create mind mapping based on the text given in each group. She also reminded students how and where they should create the mind mapping. The researcher moved around to check the students' work. They started to create the mind mapping and asked the vocabulary which they had not known. The researcher also asked the students about their difficulties in creating mind mapping and gave solutions for them. It was shown in the following quotation of field note.

<p>S1: <i>Miss, untuk paragraph berikutnya itu di kasih warna yang beda ya?</i> (Miss, is it different colour in each paragraph?)</p> <p>R : <i>Iya, tiap paragraph warna – warnanya berbeda.</i>(Yes, it is. It has different colour)</p> <p>S2: <i>Kalau interesting, fun, and tired itu termasuk apa Miss? (What categorical are interesting, fun, and tired?)</i></p> <p>R: <i>Itu di katagorikan sebagai feel. (They are categorized into feel.)</i></p> <p style="text-align: right;">(Appendix A, Field note IV)</p>

After creating mind mapping, the researcher gave tasks as for production activity tasks. Those tasks were used as the final assessment after the students involved in the teaching and learning process using mind mapping. The students' mean score was 5.07. They still had some difficulties so the result of final assessment was not satisfied.

In the next meeting, the researcher used the topic Sydney Opera. She distributed copied texts to all students. Then she asked the students to discuss the text and to create mind mapping based on given text. The researcher controlled the students' work and guided the students to create it. Some students asked their difficulties to create mind mapping. After creating mind mapping, the researcher gave students written tasks as the production tasks. The tasks which were given in this meeting were same as the tasks given in the first meeting. The researcher took the score as the assessment. Mean score of students' reading tasks on the second meeting was 5.23. It means that the students' ability in reading improves but it was not significantly.

In the last meeting, the researcher gave of the text entitled Keukenhof Flower. She distributed copied texts to all the students. Then the researcher asked the students to discuss the text and to create mind mapping based on text given. She checked students' work and guided the students to create it. Some students asked their difficulties. After that, the researcher gave the tasks as production tasks. She took the score as the final assessment. The students' mean score was 7.13.

From the result above, there was an improvement on the students' mean score and the positive students' response toward reading teaching and learning process. They paid attention more and involved actively in the teaching and learning process. Although there was an improvement in the student's reading the teaching and learning process, the students seem still confused of the text types, language features and generic structure.

b) Using interesting reading task

Using of interesting reading tasks was applied in every meeting. The tasks were in the form of oral and written tasks. The oral tasks were used to know so far the students' ability in the reading text.

In the first meeting, before the researcher had given text entitled *My Holiday in Flores*, the researcher had given questions spontaneously. She asks the students the place which has been visited by the students. The students responded the questions actively. They told their last holiday activities which they have done in the holiday. Knowing that students were able to answer researcher's questions correctly, she gave others questions the text relating past events and they discussed it. After that she gave the students texts entitled *My Holiday in Flores*. It was a recount text. Then, the students read aloud the text given by the researcher. In the next activity, she asked the students to discuss the language features, generic structures, main ideas and topic sentences in the text. The result in the first meeting, most students could not answer the questions well; it causes the low students' reading comprehension ability. For the production activity, the researcher gave a written task.

In the second meeting, before giving the text, she gave the students questions spontaneously. She ask the students the art place in Australia. The students responded the questions actively. She gave the tasks about Sydney Opera House. It was a descriptive text. Then, the students read aloud the text given by the researcher. The next activity, she asked the students to identify the language features, generic structures, main ideas, and topic sentences in the text. After

discussing the text and giving simple exercises, the researcher gave the students written tasks as the production activity of tasks. The result in the second meeting, the students could not answer the questions well. The kinds of tasks which were given in this meeting were as same as the tasks given in the first meeting.

In the last meeting, the researcher gave questions spontaneously. The researcher asked the students a park, after that the researcher gave the tasks about Keukenhof Flower Park. It was a descriptive text. Then, the students read aloud and comprehended the text given by the researcher. The next activity, she asked the students to discuss the language features, generic structures, main ideas and topic sentences in the text. From the result in the last meeting, there was an improvement on the students' mean score. Although there was an improvement in the students' reading comprehension, the students were still confused of the kind of the text types, language features, generic structures, main ideas, and topic sentences in the text. The students also had difficulty in comprehending text as they could not answer questions.

c) Making group works to discuss and share the students' opinion

Making group works to discuss and share the students' opinion could help them in order to maximize their work in creating mind mapping in the first time. Before the creating of mind mapping was started, the researcher had applied group works in the class in every meeting. The researcher asked students to make a group of four. This made students enthusiastic.

In every meeting, the group work was based on the seat. The students did not take a long time to make groups but when they turned their back sit, the class

became a little bit noisy. Making group was done in order to help them to create mind mapping. If a student did not know how to create a mind mapping and how to determine keyword and vocabulary, she or he could ask her or his group. The students also asked their friends when they found difficulties in creating mind mapping.

In addition, the students could cooperate well. However, they seemed confused how to create mind mapping and how to determine keyword and vocabulary. It reduced their motivation in joining the class.

c. Reflection of Cycle I

After conducting three actions in the first cycle, the researcher did some reflections. It was done based on the observation and interview in the teaching and learning process. From the implementation above, it could be classified into three main results. They were in teaching and learning process would be described as follows.

1) Applying mind mapping in reading class the students comprehend text easily

Mind mapping helped the students comprehend text easily. It was showed by the improvement of the students' ability to answer the question given by the researcher. However, the students still had difficulties in making keywords. They also lack of vocabularies. It was shown in the following quotation of field note.

S1: **Miss, amazing journey itu artinya apa?** (What is the meaning amazing?)

R: *Bawa kamus nggak kamu? Kalau bawa coba dicari di situ?* (Do you bring a dictionary?)

S1: *Enggak bawa* Miss. (No, I don't.)

R: *Amazing journey itu artinya perjalanan yang manajubkan.*
(Amazing journey mean *perjalanan yang manajubkan*)

S2: **Kalau interesting, fun, and tired itu termasuk apa Miss?** (How

about interesting, fun, and tired?)
 R: *Itu di katagorikan sebagai feel.* (They are categorized into feel.)
 (Appendix A, Field note IV)

The positive responses were also shown by the students. They said that they were interested the use of mind mapping because it could help students comprehend reading easily. They could comprehend text easily; it was shown by improvement of the students' ability to answer the given question. These could be seen in the interview transcripts below.

R: *Sudah pernah gunain mind mapping?* (Have you ever use mind mapping?)
 S: ***Belum pernah*** (Not yet)
 R: *Setelah saya nerangin mind mapping agak susah atau gampang dalam reading?* (After I have explained, do you feel easy or difficult in reading?)
 S: ***Gampang – gampang susah.*** (It is rather difficult.)
 R: *Seneng gunain mind mapping nggak?* (Do you like using mind mapping?)
 S: ***Seneng.*** (Yes, I do.)
 R: *Senengnya kenapa? Apa karena ada gambar – gambarnya dan warna – warninya?* (Why? (Is it because of the colourful pictures colours?).
 S: ***Gambar – gambarnya*** (The pictures.)
 R: *Gampang dipahami nggak bacaane setelah pakai mind mapping?* (Is easy to understand after you had used mind mapping?)
 S: *Gampang* (Yes, it is.)
 R: *Gampang di pahami?* (Is it easy to comprehend?)
 S: *Iya.* (Yes, it is)
 (Appendix B, Interview 7)

The researcher sometimes should guide the students to decide the key word and help them to look for the vocabulary.

2) Using interesting reading task

In every meeting, there was an improvement on the students' mean score. Although there was improvement in the student's reading comprehension, the

students were still confused of the text type, language features and generic structures. These could be seen in the interview transcript below.

R: *Menurut ibu bagaimana cara saya mengajar reading comprehension tadi?*
(What do you think about how the way did I teach in reading comprehension?)
ET: ***Bagus mbak, cara menerangkan tentang text typenya juga sudah membuat anak –anak paham tentang text type. Walaupun masih ada sebagian anak yang masih belum bisa.*** (I think you explain the text type well. It makes students comprehend although there are some difficulties, some students was still confused.)
(Appendix B, Interview 5)

3) Making group works to discuss and share the students' opinion.

This was done in order that they could help each other to create mind mapping. When students did not know how to create mind mapping. The students also asked their friends when they found difficulties in create mind mapping. These were shown in the interview transcript below.

R: *Tadi belajar kelompok suka nggak dek?* (Do you like work in group?)
S: ***Suka soale bisa tanya – tanya temen nek belum dong kaya' keywordte dan kata – kata yang sulit.*** (Yes, I do. I can ask to my friends if I do not know the keyword or get difficult word.)
(Appendix B, Interview 7)

Although the students could cooperate well and there was improvement in the teaching and learning process of reading comprehension, the students were still confused because they studied using mind mapping technique in the first time. They were also upset because the teacher never used the mind mapping technique in the teaching and learning process before. They need something that could help them to comprehend a reading text.

d. Finding of Cycle I

Based on the reflection of the results of the actions above, there were several points that could be concluded as follows.

1. Using mind mapping in reading class made the students comprehend text easily. It was showed by improvement of the students' ability to answer the question given.
2. Giving explanation by giving questions need to be used continuously because it could make the students try to find out the answers. It also did not make the students bored.
3. Asking the students to identify the language features and generic structures of the recount and descriptive texts gave positive results but the students had difficulties in identifying them.
4. Using of interesting reading tasks was quite effective to make the students able to answer the questions well. Giving interesting reading tasks but did not combine with attractive and interesting technique could not make the teaching and learning process of reading comprehension run well.
5. Use of interesting reading texts to give variation in reading texts was effective. The students become more interested and like to read an English reading text.
6. Making group works was effective. It could help the students find solution in comprehending the text.

3. The Report of Cycle II

a. Planning

The three actions done in the first cycle were quite successful in improving students' reading comprehension ability through mind mapping such as the student's attitude toward reading in the teaching and learning process. But the students still had difficulties in identifying the text type and in term of vocabulary to understand an English text. So the researcher would still implement mind mapping in cycle 2.

Based on the reflections of cycle 1, there would be some plans in cycle 2. In planning actions, the research members discussed the next action together. Several actions were implemented in cycle 2. They were using mind mapping in reading class, using pictures to support the materials, and discussing the language features of the texts.

In relation with the use of mind mapping in this activity, the researcher would still use the similar activity in cycle 1. The researcher planned to review and re-emphasize the nature of mind mapping in the case of its function and how to create it. She would ask the students to make a simple mind mapping.

Pictures were applied in every meeting. In this activity the researcher would use the picture as predictions in the texts. She would ask questions related to the picture about the students knowledge and experiences, the type, and contents of the texts.

In the activity discussing the language features of the texts, the researcher and the students would discuss together the language features and generic structures in the texts to clarify explanation.

b. Action and Observation

In this cycle, the researcher expected that there were some improvements of the results that had been reached in cycle 1. There were 3 meetings in this cycle. They were conducted on September 22nd, 23rd, and 25th 2010.

In this cycle the researcher used mind mapping in reading class, used picture to support the materials, and discussed the language features of the texts. The explanations of each action were as follows.

1) Using mind mapping

In this cycle, the students created mind mapping which was done individually. The researcher aimed to hold a short training in creating mind mapping and developing ideas based on their own mind mapping. It was found that creating mind mapping took a long time. Dealing with this problem, the researcher planned to review and re-emphasize the nature of mind mapping in case of its function and how to create it. Time limit in creating mind mapping was given in order to avoid wasting time.

The researcher gave a different topic in every meeting to avoid students' boredom in reading. The topics which were given by the researcher in the second cycle were My Holiday in the first meeting, Travel on the Plane for the First Time in the second meeting, and Grand Omega in the last meeting.

In the first meeting, the researcher set the time limit and then the researcher distributed blank papers for creating mind mapping to the students and the researcher instructed to make a simple mind mapping that did not take a long time to create. The researcher moved around the class to check the students' work. Some students sketched their mind mapping first by using pencils. Nevertheless, almost of them jotted down their ideas directly by using color pencil, crayon, etc. The students colored their mind mapping in simple way. Some students did not color their mind map because of their own consideration.

After creating the mind mapping, the researcher gave tasks as production tasks. Those tasks were used as the final assessment after she explained the material in every activity. Then, the researcher gave the copy of text entitled My Holiday. She asked the students to comprehend the text using mind mapping. After that, she gave tasks as production activity and she checked the students' work and guided the students to create it. The result in the first meeting was improvement of the students reading comprehension ability. It showed that mean of their score was 6.86. It means that the students were able to do the work well.

In the second meeting, the researcher gave exercises using the topic Travel on the Plane for the First Time. She distributed copied texts to all students. Then she asked the students to create mind mapping based on the text. The researcher checked the students' work and guided the students to create it. After creating mind mapping, the researcher gave students written tasks as the production activity of tasks. Those tasks were used as the final assessment after the students got involved in the teaching and learning process using mind mapping. In this

meeting, the students were able to comprehend the text because most of the students got good mark. It showed that the mean of their score was 70. Although there were few students still got bad mark but in general they got good result.

The last meeting, the researcher gave exercises using the topic Grand Omega. She distributed copied texts to all the students. Then she asked the students to create mind mapping based on the text. The researcher checked the students' work and guided the students to create it. After creating mind mapping, the researcher gave students written tasks as the production activity of tasks. Those tasks were used as the final assessment after the students were involved in teaching and learning process using mind mapping. In this meeting, the students were good in reading ability because the score was 7.86. There was an improvement in the teaching and learning process of reading comprehension. Besides that, there were changes in students' attitude in the teaching and learning process. They were more active; it is shown in their involvement the doing the activities.

2) Using picture to support the reading materials

The researcher gave some questions related to the students' knowledge and experiences, the pictures, and the titles of the texts. After getting the texts, the students had to observe the pictures. Then, the researcher asked them about the pictures and asked the students to predict about the words that would be met in the texts and the types of the texts. The students were not allowed read the texts. The researcher guided the students to answer these questions.

Meanwhile, the students were expected to find the general information and specific information the while reading phase. While the students were reading the text, the researcher asked them to predict the meanings of unfamiliar words in the texts. The researcher suggested the students to consider the words' part of speech in the sentences, and try to predict their meanings. In doing the task, they were allowed to look at the dictionary.

The next phase, the students were given tasks to be done individually. They had to do an open ended test after reading the text entitled My Holiday by arranging these jumbled paragraphs into the right structures of recount text, analyzing of the text entitled Travel on the Plane for the First Time, and doing a true/ false test for the text entitled Grand Omega.

The students answered the researcher's questions actively when they were given questions related to the pictures, about the students' knowledge and experiences, the types, and contents of the texts. The researcher gave leading questions if the students found difficulty in answering questions. The statement above was supported in quotation of field note below.

R meminta siswa mengamati gambar tanpa membaca teks. Diharapkan siswa dengan mudah memprediksi kata - kata yang sukar .Dengan dipandu R, R bertanya tentang gambar dalam teks, meminta memprediksi jenis teks dan kata-kata sulit yang terdapat dalam teks, dan isi teks berdasarkan judul. (The researcher asks the students to look at the picture without reading of the text. The researcher will be hoped they can predict the difficult of words. The researcher guides about the picture in the text. The researcher asks the students to predict of kinds of the text type and the difficult words in the text, and the contents of the text based on the title.)

(Appendix A, Field note IX)

3) Discussing the Language Features of the Texts

The researcher distributed the texts entitled *My Holiday* in the first meeting, *Travel on the Plane for the First Time* in the second meeting, and *Grand Omega* in the third meeting to be analyzed in their generic structures and language features. The researcher and the students discussed the generic structures and language features of recount texts entitled *My Holiday* and *Travel on the Plane for the First Time*, and a descriptive text entitled *Grand Omega*. In recount texts they had to find introducing personal participant, chronological connection, linking verb, adjective, action verb, and simple past tense and in the descriptive text they had to find simple present tense, adjective, thinking verbs, and feeling verbs.

In the first meeting, the researcher gave tasks a recount texts entitle *My Holiday*, and then the researcher explained again to remind the language features of the recount texts. Thus, the researcher and the students would discuss the text using mind mapping to find out the main idea of the text together. Then, they discussed the language features of the recount texts to clear the explanation. After explaining the text and giving simple practice, the researcher gave the students written tasks as the production tasks and the researcher took the score as the final assessment. The tests were given to know the students' progression in reading comprehension.

In the second meeting, the activity was almost similar to the activity in the first meeting. The researcher distributed the recount texts entitled *Travel on the Plane for the First Time* to be analyzed in their generic structures and language features. In identifying the language features of the texts, the students had to find

the personal participant, chronological connection, linking verb, adjective, action verb, and simple past tense. After explaining the materials, the researcher gave tasks as production tasks. The researcher took the score as the final assessment. The tests were given to know the students' progression in reading comprehension.

In the last meeting, the researcher and the students discussed the generic structures and language features of descriptive texts entitled Grand Omega. The researcher distributed the material and asked the students to analyze the generic structures and language features of the text. In discussing the language features of the texts, the students had to find simple present tense, adjective, thinking verbs, and feeling verbs. For the production, the researcher gave a written task. Those tasks were used as the final assessment after the researcher explained the material. Most students were able to do the work well and got good marks.

c. Reflection of Cycle II

After implementing three actions in cycle 2, the researcher did some reflections. It was done based on the result the implementations of mind mapping in the actions, the students' interviews and the comments from the English teacher as the observer. From the reflections in this cycle, there were some improvements in the teaching and learning process. They were as follows.

- 1) Using mind mapping in the class was still effective in the teaching and learning process and the students had a good perception about mind mapping. It was indicated in the field note below.

R: Students, may I know your perception about the implementation of mind mapping in your reading?

S1: ***Ribet yang gambar Miss. Tapi mbantu sich. Asyik Miss, membantu banged tu Miss. Kalo aku ngrasanya jadi lebih ringkes and menarik aja Miss.*** (To make a picture is difficult but it can help. It is fun and help. I feel simple and interest.)

S2: ***Miss, kalo menurutku enak lho Miss pakai mind map, jadi gampang untuk memahami bacaan, trus kitanya juga kata-kata eh kosakatanya nambah banyak.*** (I think the use of mind mapping was good so it is easy to comprehend the text and then my vocabulary is increase.)

(Appendix A, Field note IX)

- 2) Using picture in combination of materials was successful in cycle two. The students were very active in answering the researcher's questions when they were given pre-questions related to the pictures, the students' knowledge and experiences and the types and contents of the texts. These could be seen in the interview transcript below.

R: *Menurut ibu bagaimana penggunaan picture dalam pembelajaran reading di cycle 2? (What do you think about the use of picture in reading the teaching and learning process in cycle 2?)*

ET: ***Bagus mbak. Semua siswa terfokus pada bacaan dan judul. Walaupun masih ada satu atau dua siswa yang ramai sendiri. Dengan adanya gambar mereka bisa menebak – nebak isi bacaannya dan mengira – ira arti kata yang menurut mereka sulit. Dan mereka sebagian sudah bisa menentukan jenis teks bacaan.*** (It is good. The students focus in the text and the title. Although there was one or two students makes noisy. They can predict the content and the difficult words.)

R: *Kalau untuk comprehension siswa sendiri menurut ibu bagaimana? (How is about the students' reading comprehension?)*

ET: ***Sepertinya siswa juga sudah dapat memahami isi bacaan. Buktinya bisa dilihat dari ada peningkatan nilai – nilai mereka.*** (I think they have understood the text. It is showed by improving their score.)

(Appendix B, Interview 23)

- 3) Discussing the language features of the texts could help the students understand the text. The words that the students found were able to improve their vocabulary. In addition, the students could identify the type of the text when they met such words in a text. These were shown in the interview transcript below.

R: *Memangnya sebelum dianalisis bareng kamu nggak tahu artinya?* (Before analyzing together, do you know it?)

S: ***Ya tahu, sedikit-sedikit tahu. Kalau menemui kata - kata seperti itu lagi jadi nggak kesulitan.*** (Yes, I do, just a little bit. If I find difficult words again so I feel easier.)

(Appendix B, Interview 21)

The statement above is also supported by the students' opinions. It was supported in interview 21.

R: *Sekarang menurut kamu gimana dengan pengajaran text types pertemuan ini?* (What do you think about teaching and learning process of the text types in that meeting?)

S: ***Menurut saya bagus ya karena tidak banyak waktu yang terbuang untuk mengartikan kata-kata sulit. Mengartikan kata-katanya saja sulit, apalagi tahu jenis teksnya.*** (I think it is good because it does not waste time to translate the difficult words. I think it is difficult to translate words moreover to know the text types.

R: *Berati sebelumnya kamu sulit menentukan jenis teks?* (It means that you have difficulties to find the text types?)

S: ***Iya, Di LKS langsung diberikan jenis teksnya terus disuruh mengerjakan soal-soalnya gitu. Jadi kalau diberikan teks nanti bingung jenis apa.*** (Yes, I have. In students worksheets gives text type then we asks answer the task. So, we are confused about text type.)

(Appendix B, Interview 22)

The researcher asked advantages and disadvantages to the students. It was shown from the interview between the researcher and the student below.

R: *Susah dan kurang manfaatnya mind map yang kalian rasa apa?* (What do you think about the advantages and disadvantages of mind mapping?)
 S3: *Buatnya bagus Miss. Tapi kadang kita masih tetep aja susah nyari inspirasi. Ini Miss, lama buatnya.* (It is good but sometimes we are still difficult to get inspiration. It needs long time to make mind mapping)
 (Appendix B, Interview 30)

The statement above was also supported by the student opinion. It was indicated in interview 30.

R: *Susah dan kurang manfaatnya mind map yang kalian rasa apa?* (What do you think about the advantages and disadvantages of mind mapping?)
 S4: *Miss..Miss... nek menurutku mind map tu bagus ki. Emang lama sich tapi aku seneng ko* Miss. (Miss, I think mind mapping is very good enough. It takes long time but I feel fun.)
 (Appendix B, Interview 31)

Beside doing reflection, the researcher also set a post test. This was done to know whether all actions were successful in improving the students' reading comprehension or not. The test was done after all the actions were done in both cycles. The students' mean score was 6.14 and it showed that the students' ability in reading was good.

d. Finding of Cycle 2

After doing the reflection of the actions in the second cycle, there are some points that could be concluded as follows.

1. Mind mapping improves the students' vocabulary mastery. It was the reason why the natural and spontaneous vocabulary was given among the students. Asking and informing the new vocabularies occurred almost in every meeting. It would increase the students' vocabulary mastery.
2. Mind mapping enhances students' memory about the ideas they want to express because mind mapping was visual outline that reflected the natural work of how the brain stores the information. The employment of image, symbol, color, and other graphic devices to stimulate the idea and give impression made mind map be able to generate original ideas and easy to recall. Murley (2007: 176) states that displaying all related topics on the same mind map and connections indicated by images, symbols, colors, will improve memory retention.
3. Mind mapping increases the students' understanding. Asking students to create mind map enables them to identify clearly and creatively what they have learned or what information they get. When mind mapping was implemented, the students admitted that by drawing mind map they are demanded to know more about what the student was getting about and then jotting down the ideas in the mind map.
4. Using picture to support the reading materials was appropriate with the plan. The students were not bored to read the English texts, the picture was important to get a sense of the contents of the texts. Finally they could identify the types of the texts.

5. Using of good pictures could attract the students' attention and overcome their boredom.
6. Discussing the language features of the texts could improve students' vocabulary and they could identify the type of the text.

C. The General Findings of the Research

Based on the reflection of the results of the actions above, there are several points that could be concluded as follows.

1. Mind mapping is a unique reading technique. The students perceived that mind mapping is unique in the way it presented an idea and some features such as image, key word, and color in order to provide unusual ways of outlining in reading and it would improve memory retention
2. Using of interesting texts to give variation in reading texts is effective. The students became more interesting and liked reading English reading texts.
3. Group working is very effective in the reading activities because it could make the teaching and learning process of reading comprehension run well.
4. Using of pictures to support materials is effective to train the students to predict the contents of the texts, and finally they could identify the types of the texts. And then the use of good pictures could attract the students' attention and overcome their boredom.
5. Discussing the language features of a recount and descriptive texts clearly.
6. Resulting of the pre test and post test shows that students' reading comprehension mark improves by the time of this action research. The

students could reach 8.25 as the high score and 4.50 as the lowest score test. Meanwhile the students' mean score was 6.14, by comparing the result of the data of the pre test and post test. It could be seen that the students' individual achievement increases.

The following present detail information related to the implementation of mind mapping on reading comprehension can be specified in the table below.

Table 1. The Improvement of the Cycles

Before action	After Cycle I	After Cycle II
The teaching method and technique in delivering materials was monotonous.	The students were interested to use mind mapping.	The students participated actively in the teaching and learning process of reading.
The students were not interested in the materials.	The students were enthusiastic in the teaching and learning process of reading.	The students enjoyed reading and became more interested in reading.
The students cannot comprehend the text.	The students could comprehend the reading texts easily.	The students could answer questions well.

The students had difficulty in identifying the language features	The students could find the language features in recount and descriptive text.	The students could identify the language features in recount and descriptive text more easily.
The students' score average of pre-test is 5.44.	The student's comprehension improved in the daily meeting.	The students' score average improved. The average of the post test is 6.14.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

With regard to the discussions of the previous chapters, this research focuses on improving students' reading comprehension ability by implementing mind mapping. In this action research, the mind mapping is implemented through some activities to support actions such as making groups, using pictures, and making discussions. Those activities are designed to help the students in comprehending an English text by maximizing the use of mind mapping.

The implementation of mind mapping on the first and second cycles runs effectively. The use of mind mapping is believed to help the students improve the students' reading comprehensions. Moreover, the implementation of mind mapping in the teaching and learning process facilitates the students to memorize vocabulary and abridges the students to get information from the content of the text and improve memory retention. The use of mind mapping can attract the students' attention to overcome their boredom. They give more attention to the materials. It also facilitates them to enrich their vocabulary and the students are able to improve their reading comprehension. Besides, the students' reading scores in the form of pre - test, tasks, and post - test which are conducted in the end of each cycle. The mean of pre - test improves from 5.44 to 6.14 in the post test. As the result, the process of teaching and learning reading in the classroom becomes more effective.

Some problems are founded in the process of implementing mind mapping in this research such as student's difficulties to create mind mapping, the lack of vocabulary, and confused to decide text type, the language feature and the generic structure. But, all of the problems can finally be solved throughout this research. As a result, the process of improving students' reading comprehension ability through mind mapping can be conducted.

The results of this research show that mind mapping is successful to improve the students' reading comprehension. Through those activities, the students are able to comprehend the reading text and they can improve their vocabulary mastery.

B. Implications

The researcher findings show that mind mapping can improve the students' reading comprehension. The implementation of mind mapping in the teaching and learning process assists the students to memorize vocabulary and abridges the students to get information from the content of the text and improve memory retention. Therefore, the students are able to comprehend the text easily. It implies that the teacher can use mind mapping in the reading teaching and learning process. The students should use mind mapping in the reading teaching and learning process as reading technique in order that they get understanding to comprehend the text easily.

Besides, some activities were done to support the implementation of mind mapping. They were making groups, using pictures, and making discussions. Group working is very effective in the reading activities to improve the students'

cooperation. The students can cooperate, share ideas, and help each other solve the problems during the English reading teaching and learning process. Conducting group work also makes students participate actively in the class. To attract the students' attention, the researcher uses pictures to support in the teaching and learning process. The use of pictures which supports the reading materials is believed to facilitate the students to predict the content of the text and identify the text types. Providing learning media is really important to make the students understand the texts and make them interested in joining the teaching and learning process in the classroom. The students discussed materials which are given, it assists the students to share their knowledge and opinion. Since those activities were effective for the students to improve their comprehending text, it is recommended for the teacher to apply them in teaching and learning process. Moreover, the English teaching should be creative in designing activities in order to attract the students' involvement in the teaching and learning process.

C. Suggestions

Based on the conclusions and implications of the study above, some suggestions are presented to the students, the English teacher, and the other researchers as discussed below.

1. To the Students

Mind mapping is useful to improve students' reading comprehension ability in activities of learning. However, the students are suggested to encourage their creativity in order to achieve the better result of learning. The students are

expected to pay attention to teachers' guidance and involve actively in teaching and learning process.

2. To the English Teacher

The English teachers can implement the mind mapping and some activities such as making group, using pictures, making discussion, and doing assessment at the end of the lesson. It is necessary for the teacher to select and make creative and attractive methods, materials, and technique. Besides, the teacher should be able to make the class atmosphere more enjoyable and comfortable.

3. To Other Researchers

It is necessary to follow up this study in order to find more actions to improve students' reading comprehension ability. It is also possible for other researchers to conduct this study in other schools.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTE I

August 6th 2010

Ruang Kepala Sekolah

R: Researcher

KS: Kepala Sekolah

ET: English Teaching

Ini adalah pertama kalinya R datang ke sekolah setelah R lulus dari sekolah ini. R datang ke sekolah jam 8. Sesampainya di sekolah, R lapor terlebih dahulu dengan Kepala TU. R pun kemudian ditanya oleh Kepala TU tersebut tentang maksud kedatangan R pun menjawab pertanyaan Kepala TU. Setelah lama berbincang dengan Kepala TU, R dipersilahkan untuk langsung bertemu dengan KS. KS pun mempersilahkan R untuk duduk. Setelah itu KS menanyakan kepada R tentang maksud kedatangannya. R pun menjawab bahwa dia datang kesini untuk meminta izin kepada KS untuk melakukan observasi guna penelitian lebih lanjut. Kemudian R mengeluarkan surat izin dari kampus dan Bappeda. KS membacanya dan kemudian mengizinkan. Kemudian KS menyarankan kepada R agar menemui ET terlebih dahulu untuk kegiatan lebih lanjut. R pun setuju dan merasa sangat senang karena penelitiannya diijinkan. KS kemudian menyuruh karyawan lain untuk memanggil ET.

R dan ET pun sudah saling mengenal karena ET dulunya adalah guru R ketika sekolah dulu. Kemudian KS menyerahkan sepenuhnya ET untuk membantu dan membimbing R dalam melakukan penelitian ini. Kemudian ET meminta pamit kepada KS untuk mengajak R keruangannya. ET dan R pun berjalan menuju ruang guru. Di sana R mulai menjelaskan maksud kedatangannya dan ET pun ditanyai oleh R mengenai proses belajar mengajar pada kelas VIII. R dan ET mulai membahas jadwal penelitian. Kemudian R dan ET mulai membahas masalah yang dihadapi pada saat PBM. Kemudian ET dan R sepakat untuk melakukan penelitian ini di kelas VIII E.

Setelah mendapat persetujuan dari ET, kemudian R pun bertanya kepada ET kapan R bias melakukan observasi di kelas VIII E. ET menjawab bahwa R bisa melakukannya mulai minggu depan. R mendapat jadwal penelitian untuk pertama kalinya pada tanggal 14 Agustus hari Sabtu jam ke 7 dan 8 dan penelitian akan dilanjutkan lagi pada hari Rabu jam ke 6 dan hari Sabtu jam ke 7 dan 8 berhubung penelitian bertepatan dengan bulan Ramadhan pelajaran bahasa Inggris sekali pertemuan menjadi 60 menit. Setelah ada kesepakatan mengenai ijin observasi dan penelitian, R mohon pamit kepada ET untuk pulang.

FIELD NOTE II

August 7th 2010

Kelas VIII E

R: Researcher

ET: English Teacher

S: student

SS: students

1. Saat itu R sudah tiba di sekolah jam 11:00. Sesampainya di sana, R langsung dipanggil oleh ET untuk masuk keruangannya, R duduk di sebelah ET. Kemudian R dan ET berbincang – bincang sejenak mengenai cara mengajar dan mengenai pelajaran yang akan disampaikan hari ini oleh ET.
2. Pada saat itu pelajaran bahasa Inggris merupakan mata pelajaran pada jam terakhir di kelas VIII E. Pelajaran dimulai jam 12:00. Saat itu bahasa Inggris 2 jam pelajaran.
3. Kemudian bel tanda masuk berbunyi, ET pun mengajak R untuk masuk ke kelas, kemudian R pun mengikuti ET ke kelas untuk melakukan observasi kelas
4. Setiba di kelas ET menyuruh SS untuk duduk ditempatnya masing – masing, namun masih terlihat beberapa bangku yang kosong. Ternyata mereka masih ada diluar kelas ngobrol dengan temannya. ET harus mengulangi perintahnya beberapa kali karena pada saat itu para SS masih sibuk dengan kegiatannya masing masing.
5. Setelah suasana kelas terkendali, ET membuka pelajaran dengan salam dan absen. ET memulai mengenalkan R pada para murid. ET berkata pada SS bahwa R akan mengajar untuk beberapa pertemuan. Kelas pun mulai ramai lagi. R menunggu suasana tenang kembali baru R memperkenalkan diri.
6. ET kemudian menyuruh S untuk mencari bangku kosong untuk R. kemudian R duduk di belakang sendiri untuk observasi.
7. Setelah itu pelajaran dimulai dengan topik “simple present tenses”. ET menuliskan rumus dari rumus tenses tersebut dan menjelaskan kepada SS. kemudian ET memberikan contoh kalimat
8. Setelah itu ET membuat contoh soal. Topik di ambil dari sebuah LKS. Suasana terasa gaduh lagi pada saat para SS mengeluarkan LKS dari tas mereka. ET menyuruh SS untuk membuka LKS hal sekian kemudian ET menyuruh mengerjakan soal – soal yang ada di LKS. ET memberi waktu kepada SS untuk mengerjakan soal tersebut, kemudian menyuruh SS untuk maju kedepan untuk mengerjakan soal yang mereka kerjakan.
9. ET menunjuk salah satu S untuk maju kedepan untuk mengerjakan soal. Kemudian ET mengoreksi pekerjaan S yang baru mengerjakan soal yang di depan tadi. SS yang dibelakang mulai ribut, ngobrol sendiri ketika mereka tidak di tunjuk oleh ET untuk maju kedepan. ET menyuruh SS yang lain untuk memperhatikan kedepan.
10. ET kemudian melanjutkan lagi untuk menyuruh S lain untuk maju kedepan untuk mengerjakan soal selanjutnya.
11. Tidak lama kemudian terdengar bunyi bel pulang dan suasana kelas menjadi ramai kembali. ET menunggu suasana tenang , kepada SS untuk mempelajari kembali pelajaran yang sudah di pelajari hari ini.
12. Setelah itu ET menutup pelajaran dengan salam perpisahan. ET dan R kembali ke kantor. R memohon pamit untuk pulang.

FIELD NOTE III

August 14th 2010

Kelas VIII E

R: researcher

ET: English Teacher

S: student

SS: students

1. R datang ke sekolah kembali pada jam 10 waktu itu bertepatan dengan bulan ramadhan sehingga waktu pelajaran berkurang 15 menit menjadi 25 menit dalam 1 jam pelajaran.
2. R langsung dipanggil ET ke ruangannya untuk membahas aktifitas hari ini. R menjelaskan kepada ET tentang kegiatan hari ini adalah pre test berfungsi untuk mengetahui kemampuan reading comprehension melakukan treatment.
3. Beberapa menit kemudian bel berbunyi tepat pukul 10.20. R dan ET menuju ke kelas. ET member salam kepada siswa dan absen. ET memberi tahu SS bahwa hari ini R akan mengadakan pre test.
4. Kemudian ET menyerahkan aktifitas berikutnya kepada R sebelum meninggalkan kelas. Setelah itu R membagikan soal dan lembar jawab. SS langsung mengerjakan soal pre test. R memberikan waktu 2 jam untuk mengerjakan 40 soal tersebut dan akan berakhir pada pukul 11.10.
5. Tepat pukul 11.10 R menyuruh SS untuk mengumpulkan soal dan lembar jawab mereka namun masih banyak SS yang belum selesai mengerjakan sehingga R memberi perpanjangan waktu selama 15 menit. Pukul 11.25 R menyuruh SS untuk mengumpulkan soal dan lembar jawab kedepan.
6. Setelah itu R meminta siswa untuk pertemuan berikutnya untuk membawa spidol warna kemudian R berterima kasih kepada SS dan meninggalkan kelas.
7. R menuju ruang guru untuk menjelaskan treatment yang akan dilaksanakan dalam proses berikutnya.
8. Jam 12 R mohon pamit kepada ET untuk pulang.

FIELD NOTE IV (cycle I)

August 18th 2010

Kelas VIII E

1. ET masuk ke kelas pukul 10.20 diikuti oleh R dan ET masuk, kelas masih ramai kemudian ET mencoba untuk mengkoordinasikan suasana agar siap untuk pelajaran bahasa Inggris. Kemudian ET mempersilahkan R untuk mulai melakukan treatment dan ET langsung berjalan menuju kursi paling belakang dan ET pun mulai menjadi observer selama PBM.
2. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS.
3. Setelah itu R memulai pelajaran. Pertama R memberikan teks yang berjudul "Vocation" kepada SS. R bertanya pada SS "termasuk teks jenis apa bacaan itu?" SS hanya diam. Kemudian R bertanya lagi "pernah mendengar teks recount belum?" SS menjawab belum. R kemudian menjelaskan tentang teks recount dan menerapkan

langsung ke dalam bacaan “Vocation”. R menjelaskan tiap bagan - bagannya yang ada pada bacaan tersebut. R mengajukan beberapa pertanyaan kepada SS.

Setelah itu R memperkenalkan mind mapping kepada SS dengan cara mempresentasikan dan membuat mind mapping berdasarkan bacaan tersebut.

R: kalian pernah mendengar tentang tehnik mind mapping belum?

SS: belum miss.

S1: peta pikiran ya miss?

R: ya benar, tau itu apa?

S2: nggak miss, Cuma mengartikan aja ko', bener kan miss?

R: that's right

R menjelaskan tentang apa itu mind mapping, bagaimana cara membuat mind mapping yang bagus, kegunaan mind mapping dan memberi tahu alat – alat yang digunakan mind mapping.

4. Kemudian R memulai pelajaran saat itu tentang teks recount yang berjudul “my holiday in Flores”. R mengajukan beberapa pertanyaan sebagai warming up.

Researcher: apakah kalian pernah berlibur?

Students: yes miss

Researcher: berlibur dimana? Dan melakukan aktifitas apa saja?

Student 1: banyak tempat yang pernah saya dikunjungi miss dan aktifitas tergantung sama tempatnya dong miss

Researcher : tolong sebutkan salah satu tempat dan aktifitasnya?

Student 2: ke Tawangmangu Miss, di sana saya lihat air terjun dan main – main air sama temen –temen”.

5. Setelah itu R bertanya kepada SS tentang language feature and generic structure yang ada di dalam bacaan tapi S kurang berminat. Mereka menjawab setiap pertanyaan dengan bingung. Setiap diberi pertanyaan S diam. R mencoba mengulang pertanyaan dan menjelaskan dengan hati – hati agar siswa paham dan bisa .
6. Setelah itu R menyuruh S untuk membaca bacaan dengan cara menunjuk salah satu S secara bergilir setelah membaca tiap paragraf selesai. Setelah itu R bertanya kepada SS tentang generic structure dan language feature yang terdapat di dalam bacaan tersebut.
7. Kemudian R menyuruh SS untuk membuat kelompok, tiap kelompok 4 orang. Kemudian R membagikan lembar mind mapping dan menyuruh SS unuk mengerjakan dengan kelompok mereka masing –masing.
8. R berkeliling untuk meninjau dan memandu kerja tiap kelompok dalam membuat mind mapping.

Student 1: Miss ini judulnya di taruh sini boleh nggak Miss?

Researcher: boleh, ditaruh mana saja bebas.

Student 1: kalau kotak pertama diisi tentang place bagaimana Miss?

Researcher: di baca dulu paragrafnya, lalu baru menentukan kata kuncinya.

Student 1: ow..... gitu tho miss!

Researcher: nah ketahuan, tadi nggak nyimak penjelasan saya pasti?

Student 1: he..... iya Miss.

Student 2: Miss, ini garisnya kalau dibuat nggak lurus gimana Miss?

Researcher: malah bagus, di buat fariasi saja.

Student 3: kalau warnanya tiap kotak beda gimana miss?

Researcher: ya nggak apa –apa itu, yang penting tiap cabang dibuat beda warnanya.

Student 3: ok Miss.

Student 4: Miss, ini membuat mind mapping dulu atau membaca dulu?

Researcher: kalian membaca dulu baru membuat mind mappingnya.

Student 4: hmmm... Iya Miss.

Student 5: Miss, kalau gambar mind mapping di kertas laen dulu gimana Miss?

Researcher: nggak apa – apa tapi nanti disalin di worksheet ya?

Student 5: iya Miss.

Student 6: Miss, kalau dikasih symbol – symbol atau gambar – gambar gimana Miss?

Researcher: bagus – bagus jadi lebih kreatif.

Student 7: Miss, ini kerjaan kita gimana hasilnya?

Researcher: bagus dan kreatif.

9. Waktu menunjukkan jam 9, R meminta SS untuk mengumpulkan gambar mind mapping tapi ada beberapa kelompok yang belum selesai “Miss bentar, belum kelar, tinggal dikit lagi.” Sehingga R memberi perpanjangan waktu selama 10 menit untuk menyelesaikan gambar mereka.
10. Di akhir pelajaran R meminta pendapat siswa tentang mind mapping, salah satu s menyahut, “Seneng Miss, lebih gampang.” S yang lain juga menjawab, “Anu Miss, jadi mudah mengorganisasikan.” Sedang salah seorangS putri di depan R menjawab, “Iyai Miss, jadi asyik and kreatif.” R juga sharing tentang kesulitan – kesulitan SS dalam menentukan keyword, vocabulary dan menggambar.
11. Tepat pukul 09.20 bel berbunyi, R mengingatkan untuk membaca lagi teks bacaannya karena teks itu untuk mengerjakan soal besok pagi. Setelah itu R menutup pelajaran dan mengucapkan farewell, “Thanks for your attention, see you and good bye.”

FIELD NOTE V

August 19th 2010

Kelas VIII E

1. ET masuk ke kelas pukul 9.45 diikuti oleh R dan ET masuk kelas Kemudian ET mempersilahkan R untuk mulai melakukan treatment dan ET langsung berjalan menuju kursi paling belakang.
2. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS.
3. R mereview pelajaran kemarin kemudian R membagikan soal yang berkaitan tentang teks dan mind mapping kemarin dan R memberi waktu 15 menit untuk mengerjakan soal tersebut.
4. SS membaca teks yang diberikan kemarin dan mengamati hasil dari mind mapping yang telah dibuat. Setelah itu SS mulai mengerjakan soal – soal tersebut dengan tenang. Kemudian R meminta SS untuk mengumpulkan lembar jawab mereka ke depan dan suasana mulai gaduh.
5. R menunggu suasana tenang kembali supaya R bisa bertanya tentang kesulitan SS dalam mengerjakan soal – soal tersebut. Setelah itu R menyampaikan materi yang akan di pelajari sabtu besok.

6. Setelah bel berbunyi, R menutup pelajaran dan mengucapkan farewell, "Thanks for your attention, see you."

FIELD NOTE VI

August 21th 2010

Kelas VIII E

1. ET masuk ke kelas pukul 10.20 diikuti oleh R dan ET masuk kelas. Kemudian ET langsung mempersilahkan R untuk mulai melakukan treatment dan ET berjalan menuju kursi paling belakang. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS.
2. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS.
3. R memulai pelajaran dengan memberikan teks yang berjudul "the sea eagle" kepada SS. R bertanya pada SS "termasuk teks jenis apa bacaan itu?" SS hanya diam. Kemudian R bertanya lagi "apakah kalian tahu teks descriptive?" SS menjawab belum. R kemudian menjelaskan tentang teks descriptive dan menerapkan langsung ke dalam bacaan "the sea eagle". R menjelaskan tiap bagian - bagannya yang ada pada bacaan tersebut. R mengajukan beberapa pertanyaan kepada SS.
4. Setelah itu R membuat mind mapping berdasarkan bacaan tersebut. Kemudian R menunjuk salah satu S untuk maju kedepan untuk melanjutkan membuat mind mapping.
5. Kemudian R memulai pelajaran saat itu tentang teks descriptive yang berjudul "Sydney Opera House". R bertanya mengenai jenis text type tapi masih belum ada perubahan. S pada diam dan masih bingung..
6. Kemudian R menyuruh S untuk membaca bacaan dengan cara menunjuk salah satu S secara bergilir setelah membaca tiap paragraf selesai. Setelah itu R bertanya kepada SS tentang generic structure dan language feature yang terdapat di dalam bacaan tersebut.
7. Setelah itu R menyuruh SS untuk membuat kelompok, tiap kelompok 4 orang. Kemudian R membagikan lembar mind mapping dan menyuruh SS untuk mengerjakan dengan kelompok mereka masing - masing. Salah satu S ada yang berteriak "Miss, buat kaya kemarin Miss?" dan R pun menjawab "iya, kalian membuat gambar mind mapping seperti kemarin."
8. R berkeliling untuk meninjau dan memandu kerja tiap kelompok dalam membuat mind mapping.

Student 1: Miss, kalau buate kaya kemarin gimana Miss?

Researcher: iya bisa tapi dengan judul yang beda lho?

Student 1: ok Miss.

S2: Miss, kalau didekat judul di kasih gambar burung bagaimana Miss?

R: bagus tapi ditambahin sama gambar - gambar yang lain ya biar tidak monoton mind mappingnya?

S2: iya Miss.

S3: kalau di satu paragraf keywordnya lebih dari satu gimana Miss?

R: boleh tapi harus sesuai dengan isi paragraph.

S3: iya Miss.

S4: keyword ini kalau disisipin ke tengah gimana Miss?

R: nggak apa – apa asalkan biar lebih dimengerti dikasih nomor saja.

S4: berarti nggak apa – apa Miss?

R: he’emmm.

S5: Miss, kalau nulisnya pakai warna sekalian gimana Miss?

R: bisa – bisa, bagus itu.

S6: ini cabangnya dibanyakin nggak apa- apakan Miss?

R: nggak apa – apa yang penting masih berkaitan tentang isinya.

S7: Miss, kalau cabangnya cuma segini nggak apa – apakan Miss?

R: nggak apa – apa dengan catatan kalian sudah paham tentang isi bacaan.

S7: iya Miss.

9. Waktu menunjukkan jam 11, R meminta SS untuk mengumpulkan gambar mind mapping tapi masih ada beberapa kelompok yang belum selesai “Miss bentar, tanggung nich mewarnainya” Sehingga R memberi perpanjangan waktu selama 5 menit untuk menyelesaikan gambar mereka.
10. Di akhir pelajaran R meminta pendapat siswa tentang mind mapping, salah satu S menyahut, “udah agak gampang Miss membuat mind mappingnya.” R juga sharing tentang kesulitan – kesulitan yang masih dihadapi SS dalam membuat mind mapping.
11. Tepat pukul 11.10 bel berbunyi, R mengingatkan untuk membaca lagi teks bacaannya karena teks itu untuk mengerjakan soal. Setelah itu R menutup pelajaran dan mengucapkan farewell, “Thanks for your attention, see you and good bye.”

FIELD NOTE VII

August 25th 2010

Kelas VIII E

1. ET masuk ke kelas pukul 08.20 diikuti oleh R dan ET masuk kelas Kemudian ET mempersilahkan R untuk mulai melakukan treatment dan ET langsung berjalan menuju kursi paling belakang.
2. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS.
3. R mereview pelajaran kemarin kemudian R membagikan soal yang berkaitan tentang teks dan mind mapping kemarin dan R memberi waktu 15 menit untuk mengerjakan soal tersebut. Kemudian R menyuruh siswa untuk mengumpulkan jawaban mereka.
4. Setelah itu R memberi teks bacaan baru yang berjudul “Keukenhof Flower Park” kepada SS. R bertanya pada SS “termasuk teks jenis apa bacaan itu?” SS hanya diam. Kemudian ada S menjawab “anu Miss itu teks descriptive kalau nggak salah” R bertanya “kenapa kurang yakin dengan jawabanmu sendiri?” kemudian S menjawab “cuma asal nebak Miss” setelah itu R mengajukan beberapa pertanyaan kepada SS. Pertemuan ke tiga ini S ada kemajuan sedikit dengan menjawab jenis textnya walau pun dengan rasa kurang percaya diri.
5. Kemudian R menambahkan materi tentang passive voice sebelum menyuruh S untuk membaca bacaan dengan cara menunjuk salah satu S secara bergilir setelah membaca

- tiap paragraf selesai. Setelah itu R bertanya kepada SS tentang generic structure dan language feature yang terdapat di dalam bacaan tersebut.
6. Setelah itu R menyuruh SS untuk membuat mind mapping secara individu. R memberikan waktu selama 30 menit untuk membuatnya. Kemudian R tetap meninjau cara kerja SS dalam membuat mind mapping.
 S1: Miss, ini membuat mind mapping kaya kemarin?
 R: iya, bisakan membuat sendiri?
 S1: iya Miss.
 S2: Miss, aku cuma bawa spidol 6 ki nggak apa – apa Miss?
 R: nggak apa – apa, yang penting tiap paragraf nanti di bedakan warnanya ya?
 S2: iya Miss.
 S3: Miss, kalau gambarnya di kreasikan gimana Miss?
 R: bagus.
 S4: mbak, ko keywordnya apa?
 R: hayo keywordnya apa? Sudah di baca belum?
 S4: belum e mbak.
 R: di baca dulu nantikan bisa tahu keywordnya.
 S4: ok, tak moco dhisik neknu mbak.
 7. Waktu menunjukkan jam 9, R meminta SS untuk mengumpulkan gambar mind mapping tapi ada beberapa S yang belum selesai “sik – sik mbak aku rung dadi cabange” Sehingga R memberi perpanjangan waktu selama 10 menit untuk menyelesaikan gambar mereka.
 8. Di akhir pelajaran R meminta pendapat siswa tentang mind mapping, yang dikerjakan secara individu salah satu menyahut, “agak ribet mbak nek mebuat sendiri ki, enak bareng – bareng mbak. Tapi ada siswa yg menyahut “enak dewe – dewe ding Miss, nggak ribet malah tenang ngerjain sendiri gambarnya Miss” R juga sharing tentang kesulitan – kesulitan SS dalam menentukan keyword, vocabulary dan menggambar.
 9. Tepat pukul 09.20 bel berbunyi, R mengingatkan untuk membaca lagi teks bacaannya karena teks itu untuk mengerjakan soal. Setelah itu R menutup pelajaran dan mengucapkan farewell, “Thanks for your attention, see you next week bye.”

FIELD NOTE VIII

August 26th 2010

Kelas VIII E

1. ET masuk ke kelas pukul 9.45 diikuti oleh R dan ET masuk kelas Kemudian ET mempersilahkan R untuk mulai melakukan treatment dan ET langsung berjalan menuju kursi paling belakang.
2. R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS.
3. R mereview pelajaran kemarin kemudian R membagikan soal yang berkaitan tentang teks dan mind mapping kemarin. R memberi waktu 15 menit untuk mengerjakan soal tersebut.
4. SS membaca teks yang diberikan kemarin dan mengamati hasil dari mind mapping yang telah dibuat. Setelah itu SS mulai mengerjakan soal – soal tersebut dengan tenang. Kemudian R meminta SS untuk mengumpulkan lembar jawab mereka ke depan dan suasana mulai gaduh.

5. R menunggu suasana tenang kembali supaya R bisa bertanya tentang kesulitan SS dalam mengerjakan soal – soal tersebut. Setelah itu R menyampaikan materi yang akan di pelajari sabtu besok.
6. Setelah bel berbunyi, R menutup pelajaran dan mengucapkan farewell, “Thanks for your attention, see you.”

FIELD NOTE IX (cycle 2)

August 28th 2010

Kelas VIII E

1. ET masuk ke kelas pukul 10.20 diikuti oleh R dan ET masuk kelas. Kemudian ET langsung mempersilahkan R untuk mulai melakukan treatment dan ET berjalan menuju kursi paling belakang.
2. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melanjutkan untuk mengabsen SS.
3. Kemudian R membagikan 2 teks yaitu recount yang berjudul “My Holliday in Flores” dan descriptive yang berjudul “Keukenhof Flower Park”. R menyuruh SS untuk membaca dan memahami bacaan setelah itu menganalisis bersama – sama.
 R: diantara 2 teks ini mana yang termasuk teks recount?
 S1: yang ini bu sing judule My Holiday in Flores.
 R: ko’ tahu? Buktinya apa?
 S1: hmmmmmm... ada V2 kaya’ went, started hmmm... opo meneh yo?
 R: yes that’s right. what else? Anybody knows?
 S2: anu bu visited.
 R: ya betul. Nah sekarang yang termasuk adj verb apa saja?
 S3: beuty pada paragraph 1 kalimat terakhir bu.
 R: ya betul, ada yang tahu lagi nggak yang termasuk adj verb?
 S1: fun kaleh memorable di paragraph terakir kalimat ke 4 bu. Lovely pada paragraph 2 kalimat ke 5 terus cold bu pada paragraph terakhir juga tapi di kalimat ke 3.
 R: that’s right. Hmmm... sekarang yang termasuk action verb?
 S4: visit pada paragraph 1, meet n lovely ada pada paragraph 2, terus see di paragraph 3 kaya’e sing terakhir go di paragraph 4.
 R: good job. And then yang termasuk linking verb?
 SS: was and were
 R: he..... good. Sekarang kita membahas tentang teks descriptive. Ada yang tahu nggak teks descriptive itu menjelaskan tentang apa?
 S5: tentang mendiskripsikan benda, tempat and orang miss.
 R: yup betul. Terus yang menandakan ini teks descriptive apa? Ada yang tahu?
 S6: anu miss ada passive voice simple present tense.
 R: rumusnya apa dan di mana letaknya?
 S6: hmmm... rumusnya S + be + V3. Contohnya pada paragraph 1 itu ada miss, di kalimat 1 dan 2.
 R: betul jawabanmu. Di dalam bacaan tersebut yang termasuk feeling verb apa? Ada yang tahu?
 S7: loves pada paragraph 2.
 R: ya betul. Kalau yang termasuk adj verb?
 S3: anu largest, beautiful and best.

R: that's right. Hmmm... satu lagi, yang termasuk feeling verb apa saja?

S8: near ja miss yang aku tahu.

R: betul.

4. Setelah itu R membagikan teks recount yang berjudul "My Holiday" dan R menyuruh SS untuk membacanya. Setelah itu R menunjuk salah satu S untuk membaca per paragraph. R bertanya pada SS "termasuk teks jenis apa bacaan itu?" salah satu S dengan lantanganya Recount bu. Kemudian R mengulas bacaan tersebut.

R: di dalam bacaan yang mana yang termasuk adj verb?

S1: paragraph 1 ada big, small dan colourful. Hmmm... di paragraph 2 ada beautiful dan scary bu.

R: that's right. Who knows the pattern of past tense?

S2: S + V2

R: yup betul. Kalau yang termasuk linking verb?

SS: was and were

R: good. Nah dalam bacaan tersebut, yang termasuk action verb apa saja?

S3: get.

R: betul. Sekarang ada yang tahu tidak, apa saja yang termasuk chronological connection?

S4: then pada paragraph 2.

R: good.

5. Kemudian R menyuruh SS untuk untuk membuat mind mapping secara individu. R memberikan waktu selama 30 menit untuk membuatnya. Kemudian R tetap meninjau cara kerja SS dalam membuat mind mapping.

S1: mbak, ini buat kaya kemarin lagi ya?

R: iya, masih ingatkan caranya buat?

S1: iya.

R: mending gambar ini di taruh disamping tulisan dek.

S2: tapi dah telajur ki mbak.

R: kalau gitu nggak apa – apa, yang penting gambare nggak nutupin tulisannya.

S3: mbak - mbak, kalau di sebuah paragraph dibuat 2 cabang gimana mbak?

R: nggak apa – apa.

S4: bu, garis untuk keyword nggak tebal gimana bu?

R: kalau bisa ditebalin dek untuk beda'in mana yang keyword dan cabangnya.

6. Waktu menunjukkan jam 11, R meminta SS untuk mengumpulkan gambar mind mapping tapi masih ada beberapa kelompok yang belum selesai "Mbak bentar, disik mbak belum jadi tinggal kasih nama ja" Sehingga R memberi perpanjangan waktu selama 5 menit untuk menyelesaikan gambar dan meneliti hasil pekerjaan mereka.
7. Di akhir pelajaran R meminta pendapat SS tentang mind mapping. R juga sharing tentang kesulitan – kesulitan yang masih dihadapi SS dalam membuat mind mapping.
8. Tepat pukul 11.10 bel berbunyi, R mengingatkan untuk membaca lagi teks bacaannya karena teks itu untuk mengerjakan soal. Setelah itu R menutup pelajaran dan mengucapkan farewell, "Thanks for your attention, see you and good bye."

FIELD NOTE X

September 1st 2010

Kelas VIII E

1. ET masuk ke kelas pukul 08.20 diikuti oleh R dan ET masuk kelas Kemudian ET mempersilahkan R untuk mulai melakukan treatment dan ET langsung berjalan menuju kursi paling belakang.
2. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS.
3. Kemudian R melanjutkan untuk mengabsen SS. R mereview pelajaran kemarin setelah itu R membagikan soal yang berkaitan tentang teks dan mind mapping kemarin dan R memberi waktu 15 menit untuk mengerjakan soal tersebut. Kemudian R menyuruh siswa untuk mengumpulkan jawaban mereka. R memberi teks bacaan baru yang berjudul "Travel on the Plane for the First Time". Kemudian R menunjuk salah satu S untuk membaca per paragraph setelah itu R bertanya pada SS "termasuk teks jenis apa bacaan tersebut?" SS dengan kompak descriptive bu. R mengajak SS untuk menganalisis bersama – sama.
R: apa buktinya itu termasuk teks descriptive?
S1: ada personal participant bu.
R: contohnya?
S1: I and my
R: good. Ada apa lagi?
S2: chronological connection contonya first and hmmm... after that.
R: ya betul. Kalau yang termasuk linking verb?
S3: was dan were bu.
R: exactly. And then yang termasuk adj verb?
S4: enjoyed
R: betul. Nah kalau yang termasuk action verb?
S2: took
R: good.
4. Setelah itu R menyuruh SS untuk membuat mind mapping secara individu. R memberikan waktu selama 30 menit untuk membuatnya. Kemudian R tetap meninjau cara kerja SS dalam membuat mind mapping.
S1: bu, buatnya masih dengan cara yang sama kemarin tho bu?
R: iya
S1: kalau di beri symbol yang beda gimana bu?
R: nggak apa – apa.
S2:

APPENDIX B

Interview Transcripts

Interview 1

R : Namanya siapa dek?
S : Untari
R : Suka baca nggak dek?
S : Hehehe... Nggak suka?
R : Nggak suka? La kenapa?
S : Jarang belajar
R : Dalam bahasa Inggris yang paling sulit apa dek?
S : Hehehe....
R : Membaca?
S : Hehehe...
R : Membaca yang sulit apa dek? Kalau mencari artinya bisa nggak dek?
S : Bisa
R : Pakai kamus?
S : Iya
R : Kalau nentuin text type bisa nggak dek? Seperti recount dan descriptive bisa nggak dek?
S : Hehehe...
R : Bisa?
S : Sedikit
R : Bu Yuni kalau ngajar reding pakai tehnik apa dalam reading?
S : Nulis
R : Pernah gunain mind mapping belum?
S : Belum
R : Ya besok belajar bareng – bareng buat mind mapping.

Interview 2

R : Namanya siapa dek?
S : Kristi
R : Seneng membaca nggak dek dalam bahasa Inggris?
S : Nggak suka.
R : La kenapa?
S : Hehehe...
R : Susah cari artinya?
S : Iya, kurang paham.
R : Kurang paham isinya?
S : Iya
R : La kalau menentukan text type seperti recount dan descriptive bisa?
S : Nggak bisa.
R : Bu Yuni kalau pas reading gunain tehnik apa dek? Apa biasa saja, menyuruh murid baca atau menggunakan dua bahasa?
S : Membaca baru menerangkan.

R : Ow...membaca baru menerangkan. Bu Yuni pernah menggunakan mind mapping belum dek?
S : Belum.
R : Ya besok belajar mind mapping bareng – bareng ya dek.

Interview 3

R : Namanya siapa dek?
S : Doni
R : Suka membaca nggak dek?
S : Yo agak – agak bu
R : Yang susah dalam reading itu apa? Apa artine atau nggak tahu isi bacaannya?
S : Yo kabeh

Interview 4

ET : Bagaimana mbak tadi?
R : Iya tadi sudah interview sedikit dengan SS. Saya juga sudah mengumpulkan berbagai masalah yang mempengaruhi reading comprehension SS.
ET : Baik, coba saya lihat.
R : Menurut saya SS masih malas untuk membaca ya bu?
ET : Iya, memang begitu, mbak. Kira – kira nanti teknik mbak mau pakai apa?
R : Rencana saya akan menggunakan mind mapping untuk sebagai teknik saya dalam mengajar reading, bu.
ET : Bagus mbak, nanti mbak mau penelitian kapan?
R : Mungkin minggu depan bu, tapi sebelum saya melakukan penelitian saya mau mengadakan pre-test untuk mengetahui kemampuan siswa dalam reading bu..
ET : Ok mbak. Nanti hubungi saya saja kalau ada apa – apa.
R : Baik bu. Terima kasih. Mungkin sampai di sini dulu bu untuk hari ini. Saya mohon pamit.
ET : Iya mbak, sama – sama, mari.

Interview 5

ET : Bagaimana mbak tesnya tadi?
R : Belum tahu hasilnya bu soalnya belum saya koreksi. Mungkin nanti jadinya besok bu hasilnya.
ET : Ya begitulah mbak keadaan siswa.
R : Saya juga belum tahu hasilnya, kalau nilainya tidak memuaskan ya maklum saja.
ET : Betul mbak. Besok terserah mbak aja bagaimana mengajarnya.
R : Iya bu, terima kasih. Kalau begitu saya mohon pamit.
ET : Sama – sama mbak.

Interview 6

- R : Namanya siapa dek?
S : Epi
R : Suka membaca nggak dek?
S : Nggak
R : Ia kenapa nggak suka baca?
S : Hehehe... Nggak apa – apa.
R : Yang sulit dalam reading ki apa tho dek? Memahami?
S : Enggih
R : Kalau menentukan jenis text type kaya recount dan descriptive bisa?
S : Sulit
R : Ow... gitu. Waktu saya terangke mind mapping gampang nggak dek? Atau enggak sulit?
S : Enggih
R : Ow... Masih bingung. Kira – kira gurunya pernah gunain mind mapping belum?
S : Belum

Interview 7

- R : Namanya siapa dek?
S : Alif Budi Utomo
R : Suka membaca dalam bahasa Inggris nggak?
S : Insya' allah bisa
R : Seneng pelajaran reading?
S : Bisa
R : Cara bu Yuni ngajar reading bagaimana ?
S : Ngajare santai
R : Ngajare apa menggunakan 2 bahasa? Membaca dalam bahasa Inggris terus diterjemahke?
S : Iya.
R : Sudah pernah gunain mind mapping?
S : Belum pernah
R : Setelah saya nerangin mind mapping agak susah atau gampang dalam reading?
S : Gampang – gampang susah
R : Seneng gunain mind mapping nggak?
S : Seneng
R : Senengnya kenapa? Apa karena ada gambar – gambarnya dan warna – warninya?
S : Gambar - gambarnya
R : Gampang dipahami nggak bacaane setelah pakai mind mapping?
S : Gampang
R : Gampang di pahami?
S : Iya
R : Tadi belajar kelompok suka nggak dek?

S : Suka soale bisa tanya – tanya temen nek belum dong mbak kaya’ keywordte dan kata – kata yang sulit.
R : Terimakasih ya dek.

Interview 8

R : Namanya siapa dek?
S : Alfin Wibowo
R : Suka membaca nggak dek?
S : Suka
R : Susah nggak dek nentuin text type seperti recount dan descriptive?
S : Sedikit susah
R : Sedikit susah? La kenapa ko’ susah?
S : Mikir dulu
R : La sebelume apa belum diajari?
S : Belum
R : Bu Yuni pernah pakai tehnik – tehnik nggak dek waktu ngajar?
S : Belum
R : La cara ngajare bu Yuni bagaimana? Apa membaca dulu baru di terjemakan?
S : Iya
R : Lebih paham memakai 1 bahasa atau 2 bahasa?
S : 1 bahasa
R : Bahasa inggris saja berarti?
S : 2 bahasa deng
R : Nah sesudah saya nerangin mind mapping seneng nggak dek?
S : Suka
R : Seneng apa?
S : Senenge iso bahasa Inggris
R : Gambar – gambar dan warna warninya gitu dek?
S : Iyo seneng podo wae.
R : Dalam reading kalau diterapkan ke mind mapping apakah lebih gampang dek dalam memahaminya? Lebih gampang atau lebih susah?
S : Lebih gampang
R : Gampangnya gimana? Dapat infonya?
S : Enggeh, apalagi tadi kerjanya dalam kelompok mbak jadi saya bias tanya sama mereka kalau belum dong.

Interview 9

R : Namanya siapa dek?
S : Ari
R : Suka membaca nggak dek dalam bahasa Inggris?
S : Iya
R : Setelah saya ngajarin mind mapping mudeng nggak dek?

S : Agak – agak bu
 R : Gunain mind mapping seneng nggak dek?
 S : Ya agak – agak bu
 R : La ko' agak – agak?
 S : La soalnya nggak bisa
 R : La susahnya reading itu apa?
 S : Angel bu
 R : Nggak tahu artinya atau gimana?
 S : Artine
 R : La sesudah gunain mind mapping apa kamu tahu isi bacaannya?
 S : Urunge bu, malah bingung

Interview 10

R : Namanya siapa dek?
 S : Welly
 R : Suka baca nggak dek?
 S : Seneng
 R : Setelah pakai mind mapping seneng nggak dek?
 S : Seneng

Interview 11

R : Maaf ya, mo tanya-tanya sebentar. kesulitan reading apa?
 S : Maksudnnya?
 R : Masalah reading tentang text types seperti recount dan descriptive ada kesulitan nggak?
 S : Oh....ada. Sulit membedakan text apa text apa gitu....
 R : Lainnya?
 S : Ya njawab pertanyaannya itu.
 R : Kalau dapat bacaan, sebelum njawab pertanyaan kamu harus mentranslate semua teksnya dulu?
 S : Iya. Biar tahu isinya terus bisa njawab.
 R : Memangnya gurumu ngajarnya gitu?
 S : Iya.

Interview 12

R : Kesulitan kamu saat apa saat pelajaran reading?
 S : Sulit paham bacaannya mbak. Biasanya vocabnya ada yang nggak tahu,
 R : Kalau ada yang nggak tahu artinya kamu lihat kamus nggak?
 S : Kadang-kadang iya, kadang-kadang enggak...
 R : Kalau enggak tahu gimana?
 S : Tanya temen....
 R : Kamu jarang bawa kamus ya?

S : Iya, berat bu....Di kelas juga bisa pinjem ko....
 R : Kalau tentang text types ini misalnya recount dan descriptive kamu punya kesulitan nggak?
 S : Iya. Sulit membedakan teksnya.nanti kalau sudah ganti tes lupa lagi yang teks kemarin.
 R : Berarti kamu belum paham ciri-ciri teks apa text apa gitu ya?
 S : Iya. Biasanya cuma ada bacaan text apa, terus nanti disuruh njawab pertanyaan Mbak...
 R : Berarti kalau ada macam-macam teks kemudian kamu disuruh menentukan jenisnya kamu nggak bisa?
 S : He he....

Interview 13

R : Namanya siapa dek?
 S : Wisnu
 R : Seneng reading nggak dek?
 S : Reading niku nopo bu?
 R : Membaca. membaca dalam bahasa Inggris. Seneng nggak?
 S : Mboten
 R : La kenapa?
 S : Susah
 R : Susahnya kenapa? Nggak paham artinya atau apa?
 S : Ya pokoknya susah
 R : La waktu gunain mind mapping seneng nggak dek?
 S : Seneng
 R : Senenge kenapa? Apa karna ada warna warninya dan gambar – gambare?
 S : Enten warnane
 R : Kalau memakai mind mapping bias tahu info bacaane nggak dek? Atau seneng baca saja?
 S : Baca saja
 R : Berarti mind mapping susah?
 S : Susah
 R : Susahnya waktu ngapain/ apa mengklarifikasikan tiap paragraph?
 S : Iya waktu mengklarifikasikan tiap paragraf

Interview 14

R : Namanya siapa dek?
 S : Winda
 R : Seneng pelajaran reading nggak dek?
 S : Seneng
 R : Paling susah dalam reading apa dek? Apa dalam mengartikan bacaan?
 S : Mengartikan
 R : Waktu gunain mind mapping seneng nggak dek?

S : Seneng
R : Waktu gunain mind mapping apa gampang dapat info bacaane dek?
S : Gampang.

Interview 15

R : Bagaimana menurut ibu pengenalan mind mappingnya?
ET : Lumayan ko mbak. Mereka kelihatan seneng dan menyimak dengan baik. Cuma mereka belum begitu akrab dengan mind mapping.
R : Bener juga bu, tapi tidak ada salahnya kalau kita memperkenalkan tehnik mind mapping kepada mereka.
ET : Iya juga mbak.
R : Menurut ibu bagaimana cara saya mengajar reading comprehension tadi?
ET : Bagus mbak, cara menerangkan tentang text typenya juga sudah membuat anak – anak paham tentang text type. Walaupun masih ada sebagian anak yang masih belum bisa.
R : Baik bu, besok akan saya bahas lagi supaya anak – anak bisa lebih paham lagi. Saya mohon pamit bu.
ET : iya mbak.

Interview 16

R : Ngobrol bentar boleh tidak dik?
S : Boleh mbak.
R : Rumahnya jauh tidak?
S : Lumayan sih mbak.
R : Namanya siapa dik?
S : Ratih.
R : Gimana setelah saya ajar tentang mind mapping dan materi yang sudah saya berikan seneng tidak dik?
S : Seneng mbak.
R : Senengnya kenapa dik?
S : Mbak ngajare enak dan materi yang dikasih berfariatif jadi nggak bosan di kelas.
R : Jadi tahu macam - macam text dan bias bedainnya?
S : Lumayan mbak.

Interview 17

R : Dik, bagaimana tadi pelajarannya?
S : Lumayan menyenangkan mbak.
R : Suka tidak dengan materi dan teknik yang saya gunakan tadi?
S : Seneng mbak.

R : Tadi bisa memahami isi bacaane tidak dik?
S : Bisa mbak dikit – dikit.
R : Terus bisa menuangkan inti bacaane ke dalam mind mapping tidak tadi?
S : Bisa mbak tp nggak tahu bener tidaknya.

Interview 18

R : Bagaimana kegiatan hari? Apakah penggunaan mind mapping dan materi yang divariasi tiap pertemuan sudah bagus bu?
ET : Ya lebih bagus mbak dari pada kemarin.
R : Menurut ibu masih ada yang harus diperbaiki lagi tidak?
ET : Menurut saya sudah tidak ada mbak, tinggal dipertahankan dan ditingkatkan saja.
R : Kalau kondisi siswa sendiri bagaimana pak?
ET : Menurut pengamatan saya dari kemarin siswa sudah memperhatikan dengan baik. Mereka bisa comprehend text dengan mind mapping sudah baik mbak. Mereka juga sudah aktif di kelas.
R : Baik bu, terima kasih. Saya mohon pamit kalau begitu.
ET : Mari – mari mbak.

Interview 19

R : Gung, bagaimana pelajaran hari ini?
S : Baik Miss.
R : Seneng tidak?
S : Seneng Miss.
R : Tadi bisa bekerja sama tidak?
S : Bisa Miss.
R : Tadi semua anggota kelompokmu bekerja sama tidak?
S : Bekerja sama semua ko' Miss.
R : Bisa memahami isi bacaane tidak?
S : Bisa Miss.
R : Tadi tahu jenis textnya apa?
S : Tahu dong Miss.
R : Bisa buat mind mappingnya?
S : Bisa juga Miss, kan tadi buate bareng – bareng.

Interview 20

R : Hari terakhir untuk cycle 1. Bagaimana kegiatan hari ini?
ET : Mereka masih seaktif kemarin, kekompakan antara kelompok juga masih terjaga mbak, dan nilai – nilai mereka di tiap pertemuan juga meningkat.
R : Baik bu, terima kasih untuk hari ini. Saya mungkin akan melanjutkan cycle 2 besok lusa bu.
ET : Ok mbak.

Interview 21

- R : Menurut kamu pertanyaan – pertanyaan yang ini membantu kamu tahu isi teksnya nggak?
- S : Iya.
- R : Membantu gimana?
- S : Emm....Kebanyakan pertanyaan –pertanyaan di sini tu ada dalam teks.
- R : Jadi bisa memprediksi isi teks dari gambar dan judul?
- S : Iya.
- R : Kalau vocabulary nya sendiri terlalu sulit nggak?
- S : Ya...lumayan.
- R : Lumayan sulit apa mudah?
- S : Lumayan mudah.
- R : Ok, kalau dari topiknya, menarik nggak?
- S : Menarik.
- R : Tadi kan nggak boleh buka kamus to pas mengerjakan soal. Cara kamu memprediksi kata-kata sulit gimana?
- S : Emm....ya dilihat dulu fungsi dalam kalimatnya, terus dikira-kira artinya berdasarkan kalimat-kalimat sebelumnya.
- R : Lebih cepat nggak kaya gitu?
- S : Nggak efektif sih kalau setiap kali ada kata – kata sulit harus membuka kamus. Tapi sewaktu mencocokkan disuruh mbuka kamus itu penting, jadi tahu pastinya.
- R : jadi kamu udah bisa kan?
- S : Sudah.

Interview 22

- R : Menurut kamu, pertanyaan- pertanyaan yang awal- awal ini berguna nggak?
- S : Berguna.
- R : Bergunanya gimana?
- S : Ya....di pertanyaan dijelaskan secara umum, terus di teks dijelaskan secara lebih rinci lagi. Jadi membantu pemahaman.
- R : Kalau menurut topiknya, teks ini menarik nggak?
- S : Menarik.
- R : Kenapa?
- S : Pokoknya menarik.
- R : Ada kesulitan memahami teks?
- S : Ada, kosa katanya.
- R : Lha tadi kan diminta memprediksi arti kata-kata sulit kalau menemui?
- S : Iya.
- R : Kamu membuka kamus nggak?
- S : Enggak....
- R : Terus cara memprediksinya gimana?
- S : Tadi disuruh melihat fungsinya dalam kalimat, terus dikira-kira berdasarkan kalimat - kalimat sebelumnya.

R : Pas disuruh ngecek kamus prediksi kamu benar semua?
 S : Ya nggak bener banget. Hampir-hampir sama. Tapi saya bisa njawab pertanyaannya ko mbak.
 R : Kalau di teks ini kamu menemui banyak kata-kata asing nggak ?
 S : Iya.
 R : Bagaimana kamu bisa njawab pertanyaannya?
 S : Tadi sudah ada pertanyaan-pertanyaan seputar gambar, jadi bisa mudah paham isinya.
 R : Bisa menambah vocab nggak tadi sewaktu menganalisis language featuresnya?
 S : Iya. Jadi tambah paham general structure. Kata - katanyakan beda mbak dengan yang dari LKS. Jadi bisa menambah vocab.
 R : Ya. Generic structurenya, sudah paham?
 S : Sudah.
 R : Bingung nggak tadi mencari generic structure, descriptive?
 S : Sedikit sih, tapi malah bagus kok. Jadi benar-benar paham apa itu generic structure, apa itu language feature soalnya yang dianalisis teksnya.
 R : Sudah paham isi teksnya berarti ya?
 S : Gampang..
 R : Untuk melatih grammar dan vocab. Sekarang dari topiknya. Menarik nggak?
 S : Ya menarik.
 R : Menariknya gimana?
 S : E....ini kan tentang park,
 R : Oke.

Interview 22

R : Menurut ibu bagaiman penggunaan picture dalam pembelajaran reading di cycle 2?
 ET : Bagus mbak. Semua siswa terfokus pada bacaan dan judul. Walaupun masih ada satu atau dua siswa yang ramai sendiri. Dengan adanya gambar mereka bisa menebak – nebak isi bacaannya dan mengira – ira arti kata yang menurut mereka sulit. Dan mereka sebagian sudah bisa menentukan jenis teks bacaan
 R : kalau untuk comprehension siswa sendiri menurut ibu bagaimana?
 ET : Sepertinya siswa juga sudah dapat memahami isi bacaan. Buktinya bisa dilihat dari ada peningkatan nilai – nilai mereka.
 R : ; Jadi untuk permulaan cycle 2 sudah bagus ya bu?
 ET : Iya mbak.
 R : Untuk pertemua – pertemuan berikutnya saya tetap menggunakan tehnik awal bu yaitu menggunakan mind mapping tapi di cycle ini saya Cuma menambahi gambar – gambar di dalam text dan diskusi bersama untuk membahas lebih tentang text type.
 ET : Bagus itu mbak.
 R : Baik bu terima kasih atas masukannya.

Interview 23

- R : Gurumu mengajar reading gimana caranya?
S : Biasanya diberikan bacaan terus disuruh menerjemahkan...
R : Gurumu mengajarkan ciri-ciri text recount apa descriptive gitu nggak?
S : Iya.
R : Kalian diberikan teks terus disuruh menganalisis generic structure dan language featurenya?
S : Enggak....Ya ciri-ciri teks descriptive itu apa. Terus ada bacaan recount disuruh menerjemahkan.
R : Kalau menerjemahkan itu kesulitan apa?
S : Vocab ma structurenya.
R : Kalau kesulitan vocab kamu buka kamus ya?
S : Iya. Disuruh menerjemahkan semua ko teksnya.
R : Disuruh mengerjakan soal-soal nggak?
S : Iya. Habis menerjemahkan.

Interview 24

- R : Kamu sudah paham belum ciri-ciri recount?
S : Sudah.
R : Tadi mbak menyuruh kamu mencari language features, generic structure ditekstanya to. Pendapat kamu gimana?
S : E....bagus. Kita jadi tahu ciri-ciri teks recount seperti apa.
R : Kamu punya kesulitan?
S : Belum. Tadi teksnya dibahas bareng.
R : Kamu sudah bisa memprediksi gambar dan judul untuk tahu teksnya?
S : Iya, lumayan. Sudah sering diajarkan.
R : Kalau menebak arti kata-kata sulit?
S : Kalau menebak dulu baru kemudian melihat kamus jadi lebih cepat. Melatih memprediksi. Sewaktu tes juga itu bisa diterapkan.
R : Kalau generic structurenya?
S : Iya, paham.
R : Berarti bisa ya, mencari text recount di text lain sendiri?
S : Bisa. Sudah ada draftnya, tinggal nambah-nambahi sedikit terus ditranslate.

Interview 25

- R : Menurut kamu, pertanyaan – pertanyaan mbak tadi membantu kamu memprediksi isi teks nggak?
S : Iya.
R : Gimana, ceritakan!
S : Ya pertanyaan – pertanyaan tadi mengarah pada teks, jadi bisa membantu

- memahami isi teks.
- R : Tadi mbak meminta kalian melihat gambar dan judulnya ya, pendapat kamu gimana?
- S : Dengan judul dan gambar membantu memahami isi. Judul dan gambar kan sesuai dengan teks.
- R : Kalau yang memprediksi kata – kata sulit, kamu bisa?
- S : Bisa. Dikira – kira dari kalimat – kalimat sebelum dan sesudahnya.
- R : Ada kesulitan mengerjakan soal?
- S : Ini kan intinya hampir sama to mbak sama yang kemarin – kemarin.
- R : Memang. Kamu sekarang paham teks descriptive itu?
- S : Semakin lama kan semakin paham mbak.
- R : Sekarang?
- S : Ya sedikit-sedikit.
- R : Menganalisis language features dan generic structure dari teks descriptive ada kesulitan?
- S : Enggak....
- R : Pendapatmu gimana?
- S : Yo, semakin paham generic structure dan language featuresnya.

Interview 26

- R : Ada kesulitan nggak tadi?
- S : Enggak. Tinggal lihat gambar kok.
- R : Menurutmu pembelajaran kayak gini gimana?
- S : Mengasyikkan. Soalnya nggak sulit-sulit, biasanya teksnya modelnya yang itu-itu terus....bosan...
- R : Sudah bisa membedakan teks recount dengan descriptive ya?
- S : Sudah.
- R : Terus menurutmu pertanyaan - pertanyaan seputar gambar tadi juga bagus dong.
- S : Iya. Tahu maksud gambarnya.

Interview 27

- R : Sudah bisa membedakan teks recount dan descriptive ya?
- S : Sudah.
- R : Menurut kamu teks descriptive itu gimana sih?
- S : Teks descriptive itu pendeskripsian tentang sesuatu.
- R : Kemarin-kemarin dari judul diminta memprediksi jenis teks berdasarkan judul. Sebenarnya apa to gunanya?
- S : Ya kalau dari judulnya sudah descriptive berarti bacaannya mendeskripsikan, kalau recount bacaannya menceritakan tentang tentang sesuatu yang sudah dilakukan.
- R : Kalau pertanyaan-pertanyaan sebelum membaca teks, misal seputar

gambar itu menurut kamu buang-buang waktu nggak?
 S : Ya enggak....Mengarahkan untuk ke isi teksnya itu.
 R : Maksudnya?
 S : Kalau langsung ke teksnya kita sering bingung isi teksnya itu apa. Apalagi nanti langsung disuruh mengerjakan soal. Malah kemrungsung.

Interview 28

R : Gimana, sudah bisa memprediksi jenis teks berdasarkan judul?
 S : Bisa.
 R : Untungnya apa kalau tahu jenis teks?
 S : Jadi tahu maksud penulis sehingga memudahkan paham isinya.
 R : Tadi jenis teksnya membantu kamu memahami isinya?
 S : Iya. Biar nggak keluar dari yang diinginkan penulis.
 R : Ada kesulitan lain?
 S : Sama seperti kemarin to Bu?
 R : Iya, Cuma diulang aja. Kamu ada kesulitan nggak?
 S : Mboten. He he....
 R : Kalau vocabnya sulit nggak?
 S : Enggak.
 R : Dibandingkan sama teks-teks yang dulu?
 S : Mudah yang ini.

Interview 29

R : Susah dan kurang manfaatnya mind mapping yang kamu rasa apa?
 S : Buatnya bagus Miss. Tapi kadang kita masih tetep aja susah nyari inspirasi. Ini Miss, lama buatnya.
 R : Seneng nggak gunain mind mappingnya?
 S : Walau susah tapi tetep seneng gunainnya Miss soale aku bisa gambar – gambar gitu.
 R : Cuma seneng gambarnya aja dek? Kalau dikaitke sama reading suka tidak dek?
 S : lumayan. suka juga deng Miss.

Interview 30

R : Susah dan kurang manfaatnya mind mapping yang kamu rasa apa?
 S : Nek menurutku mind mapping tu bagus ki. Emang lama sich tapi aku seneng ko Miss.
 R : Kalau dikaitke sama penguasaan vocab bagaimana menurutmu dek?
 S : Selama gunain mind mapping vocab q nambah Miss walaupun dikit sih.
 R : Berdampak bagus kan mind mappingnya?
 S : Iya Miss, jadi seneng aku gunainnya.

Interview 31

- R : Bagaimana bu kegiatan siswa hari ini?
- ET : Semua siswa berkonsentrasi dengan pekerjaan mereka masing – masing. Sudah tidak ada yang ngobrol sendiri.
- R : Bagaimana dengan akademik siswa? Apakah sudah cukup memahami isi bacaan?
- ET : Menurut saya sudah mbak karena wakt diberi pertanyaan mereka aktif menjawab dan rata – rata mereka benar.
- R : Menurut ibu, kemampuan memahami bacaan siswa selama ini sudah meningkat belum bu?
- ET : Sudah mbak. Sudah jauh lebih baik.
- R : Kalau begitu saya sudah bisa mengakhiri penelitian ini belum bu?
- ET : Sudah mbak.
- R : Baik bu. Kalau begitu minggu depan saya bisa member post test.
- ET : Silahkan mbak.
- R : Terima kasih bu.

Interview 32

- ET : Bagaimana nilai dari post testnya mbak?
- R : Lumayan bu. Sudah menunjukkan peningkatan
- ET : Boleh saya lihat?
- R : Silahkan bu.
- ET : Sudah bagus ini nilainya ya mbak dibandingkan dengan nilai pre test kemarin, ini sudah ada peningkatan.
- R : Benar bu.
- ET : Nanti saya minta transcript nilainya ya mbak. Mau saya ambil nilainya.
- R : Baik bu. Mungkin besok saya antar.
- ET : Baik mbak. Jangan lama – lama.
- R : Baik bu, terima kasih.
- ET : Sama – sama mbak.

APPENDIX C

The Grid for Reading Comprehension Test

No	Areas of sub reading skill	The item number	Total
1.	Finding the topic/ the main idea of the passage/ paragraph	1, 5, 14, 15 ,19	5
2.	Finding the detailed/ important information	2, 4, 7, 12, 17, 18, 22, 23, 24, 26, 27, 28, 32, 33, 35, 38	16
3.	Understanding references	13, 20, 25, 30, 39	5
4.	Deducing the meaning of unfamiliar lexical items used in the passage	3,8, 10, 11, 29	5
5.	Finding the social function/ the purpose of the text	16, 21, 31, 37, 40	5
6.	Recognition a text organization	6, 9, 34, 36	4
Total			40

READING TEST

Read the text and answer the questions by crossing (X) one of the provided option!

Text 1 is for number 1- 6

My best friend's name is Yulia. I have always thought Yulia is a beautiful girl. It reminds me of "Yulee" in Romeo and Yulee Story. Yulia is also the name of her grandmother. She is tall. She is about 156 centimeters. She has short hair and it is black. I first met her at school. She just moved to our school from Bekasi. She sat next to me and we have been friends ever since. Yulia's house is pretty close to mine so every morning we go to school together. I like her because she is very kind. She always helps me with my homework. Well, actually we kind of help each other. I remembered one time when I was sick and need to be hospitalized, she visited me almost everyday. She read me stories and brought me some notes from class.

(Adapted from: *LKS Edukatif* page. 56)

1. What is the text about?
 - a. Tell Yulia's experience
 - b. Tell about Yulia activity
 - c. Tell about Yulia holiday
 - d. Descript about Yulia
2. Based on the text, Yulia is
 - a. a beautiful girl
 - b. about 165 cm
 - c. a girl who lives in Bekasi
 - d. a student who studies in Bekasi
3. The opposite of the word "kind" is
 - a. good
 - b. nice
 - c. bad
 - d. fine

4. Does Yulia live near the writer's house?
- Yes, she does.
 - No, she does not.
 - No, she didn't.
 - Yes, she did.
5. What is described in the text above?
- The writer described about Romeo.
 - The writer tells about Yulia.
 - The writer report about Yulee and Romeo.
 - The writer report about Yulia.
6. ... She has short hair and it is black. I first met her at school.... The sentences include
- Identification
 - Description
 - Introduction
 - Explanation

Text 2 is for number 7 - 11

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

Timmy is a male cat. He is very adorable with his soft strips fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable for his giant body. When I come home, he usually gives me a kiss.

Timmy is a nice playmate. I am happy to spend my time with him. He is a good boy. It's almost impossible for me to be angry with him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly by my bed until I wake.

(Adapted from: *LKS Edukratif* page.19)

7. Below are about 'Timmy', **except**....
- he has a beautiful sound
 - he has soft stripes fur
 - he likes kissing his master
 - he never wakes up early

8. He has innocent round eyes and a sweet voice. The underlined word means....
- harmful
 - not guilty
 - very pleasing
 - bright
9. Below are correct about Timmy, **except**.... I have some pets. However, my favorite pet is Timmy. The sentence is called
- Introduction
 - Description
 - Recount
 - Resolution
10. Timmy is adorable. The underlined word means....
- furious
 - fuzzy
 - furry
 - Charming
11. ... he waits quietly by my bed until I wake. The underlined word has the similar meaning as
- Loudly
 - Silently
 - Cruelly
 - Quickly

Text 3 is for number 12 - 16

The Koala is another Australian marsupial which is commonly called native bear. It has its Latin name *Phascolarctos Cinereus*. It was formerly abundant throughout eastern Australia, but now the number decreases because of excessive hunting.

The Koala is a solitary animal, slow moving, and defenseless. It is about two feet long. It looks like a bear. It doesn't have any tail. Its grasping two feet have claws that enable it to live in the treetops. The fur is brownish gray, dense, wooly and especially long on the large ears.

The Koala feeds on the young leaves and buds of eucalyptus. It usually feeds at night in eucalyptus that is found in certain coastal regions of Queensland.

The Koala gives birth to a single young, which is only three quarters of an inch long at birth. The young nurses for several months in the marsupial pouch of the mother and later it clings to the mother until it is about one year.

(Adapted from: *LKS Edukatif* page. 54)

12. What is the Latin name of koala?
 - a. Australian marsupial.
 - b. Eucalyptus.
 - c. *Phascolarctos Cinereus*.
 - d. Native bear.
13. What does the word "it" in the, second sentence of paragraph two refer to?
 - a. Australian
 - b. Koala
 - c. Native bear
 - d. Marsupial
14. Based on the text we know that
 - a. the koala is Indonesian marsupial animal. We can find it the zoo
 - b. the koala has a long tail. It has two feet
 - c. the koala is solitary animal slow moving, and defenseless
 - d. the koala usually feeds in the day and night

15. What is describes in the text above?
- holiday
 - zoo
 - animal
 - Koala
16. What is the purpose of the text above? The social function of the text above is?
- To describe a particular person.
 - To describe a particular thing.
 - To describe a particular place.
 - To describe a particular zoo.

Text 4 is for number 17 - 21

Rafflesia Arnoldi is known as the largest flower in the world. It weighs about 7 kilograms. Its petals grow to 0.5 meters long and 2.5 centimeters thick. Rafflesia does not have named after Sir Stamford Raffles found it in 1818.

Rafflesia Arnoldi can only bloom once a year. It blooms only one week before it dies. It is called the "corpse flower" because it has a very bad smell, like rotten meat. This giant flower has five wide orange petals with white dots surrounding a cup.

Rafflesia Arnoldi can be found in Sumatra Island, especially in Bengkulu. The government in Bengkulu has been trying hard to conserve this rare flower because its number is getting smaller and smaller. The government is afraid if they do not do anything to protect this flower, it may be extinct.

The cause of the decreasing number Rafflesia is mainly human. People cut down forests for housing or farms so the flowers no longer have a place to grow.

(Adapted from: *LKS Edukatif* page.19)

17. What will happen after Rafflesia blooms?
- It will die
 - It will grow well
 - It will make new stems
 - It will make fruit

18. Why do people call Rafflesia corpse flower? Because it
- a. has rotten meat
 - b. is a parasitic flower
 - c. it has sweet flower
 - d. has unpleasant smell
19. What is main idea text about?
- a. Preservation of plan
 - b. Characteristic of Rafflesia
 - c. Tell about Sir Stamford Raffles
 - d. Tell about flower
20. What does the word "it" in the second sentence of paragraph one refer to?
- a. Rafflesia Arnoldi
 - b. The world
 - c. Flower
 - d. Sir Stamford Raffles
21. The purpose of the text above is?
- a. Explain about Rafflesia Arnoldi
 - b. Describe about Rafflesia Arnoldi
 - c. Report about Rafflesia Arnoldi
 - d. Tell about Rafflesia Arnoldi

Text 5 is for number 22 - 26

Octopus

The Octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word "Octopus" comes from two greet words that mean "eight feet".

The octopus, the squid and the cuttlefish belong to the same family that has n outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully grown octopus can be as large as 8,5 metres from the tip of one tentacles to the tip of another. It can weigh as much as 45 kilograms.

Besides using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it.

The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the colour of its body to match its surroundings. It hides from its enemies by doing this.

(Adapted from: English Focus, page 81)

22. Which group of sea creatures belongs to the same family

- a. fish, octopus and crab
- b. crab, cuttlefish and squid
- c. squid, crab and octopus
- d. cuttlefish, octopus and squid

23. How much a fully grown octopus can weight?

- a. 45 kilograms
- b. 35 kilograms
- c. 40 kilograms.
- d. 55 kilograms.

24. Before the octopus eats its victim it

- a. changes the colour of its body
- b. plays with
- c. realizes a thick dark fluid
- d. squeezes it

25. The word *them* in paragraph 3 refers to the octopus's ... another?
- a. teeth
 - b. lobsters
 - c. enemies
 - d. tentacles
26. Based on the text we can conclude that
- a. octopus is sea animal which uses tentacles to catch its feed
 - b. octopus is a animal which cannot change the colour of each body
 - c. octopus has heard body
 - d. octopus can be as large as 7.5 metres

Text 6 is for number 27 - 31

Taronga Zoo

Taronga Zoo is the major zoo in Australia. It is located in Sydney, New South Wales. It occupies a 33 hectare location. The name "taronga" is an Aboriginal name. it means "water view".

The Zoo has Australia's finest collection of native Australian animals and many exotic species. It has kangaroos, wallabies, and koalas. Those animals can be seen from a close distance. There are platypuses, echidnas, and New Zealand kiwis in the Nocturnal House. There are also gorillas in the new Gorilla Tropical Forest. All animals in the zoo are kept very well. They are kept in the environment that is like their natural habitat.

Taronga is usually used as a site for scientific research, conservation, and education. It also offers a range of educational and special interest tours.

(Adapted from: Scaffolding, page 112)

27. Where is Taronga Zoo located?
- a. It is located in Sydney, Australia.
 - b. It is located in New Zealand.
 - c. It is located in New York.
 - d. It is located in the Aboriginal.

28. Where in Taronga Zoo can you find New Zealand kiwis?
- In the Tropical Forest.
 - In the south of the zoo.
 - In the Nocturnal House.
 - In New Zealand
29. Which of the following words is the synonym of “offers”?
- provide
 - give
 - make
 - take
30. What do the word “they” in the last sentence of paragraph two refer to?
- All animals
 - Gorilla Tropical Forest
 - The zoo
 - Natural habitat
31. The social function of descriptive text is
- To retell event for the purpose of informing or entertaining.
 - To amuse entertain the readers.
 - To describe a particular person, place or thing.
 - To describe the way thing are.

Text 7 is for number 32 - 37

Botanical garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labeled with their popular as well as their scientific names.

In greenhouse, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13,000 species varieties of plants.

(Adapted from: English Focus, page 81)

32. What are botanical gardens? They are large, landscaped parks where ... are grown.
- a. tress
 - b. shrubs
 - c. plants
 - d. vegetables
33. What are most of the plants labeled with? All the answers are correct, except
- a. with their scientific names
 - b. with their unfamiliar names
 - c. with their popular names
 - d. with their familiar names
34. Where is the botanical in West Java?
- a. Bandung Botanical Garden
 - b. Lembaga Botanical Garden
 - c. Sukabumi Botanical Garden
 - d. Bogor Botanical Garden
35. Where is the Royal Botanic Garden at Kew?
- a. In Europe
 - b. In West Europe
 - c. In England
 - d. In East Europe
36. The first paragraph is called
- a. identification
 - b. orientation
 - c. complication
 - d. coda
37. What is the writer's purpose to write the text?
- a. The writer report about experience in Botanical Garden.
 - b. The writer explains about Botanical Garden.
 - c. The writer tells about experience in Botanical Garden.
 - d. The writer talks about experience in Botanical Garden.

Text 8 is for number 38 - 40

The children

When Anne was in the hospital. She stayed in the children's ward. It was a long room with lots of beds and there were other children in all the beds. Some of them smiled and waved to her.

There were lots of things for Anne to do. First, of all, she had a blood test. A nurse took a little blood from Anne. She used a needle to do sting a bit, but it wasn't too bad. The nurse told Anne that the blood test would help the doctor know how to take care of her.

Then Anne was taken to a room in the ex-ray department. In nurse helped her to get up on to a table, and asked her to lie there without moving. A giant sized camera took a paragraph called an x-ray, of Anne's insides. It didn't hurt at all.

Back in the children's ward, another nurse took Anne's temperature with an instrument called a thermometer. The nurse wrote up some notes about Anne on the chart at the end of the bed.

After that Anne watched TV with other children in the ward. Then her mother came to visit her. She brought Anne a new book to read and a jigsaw puzzle.

Anne stayed in the hospital for a few days. She made some new friends there, and her mother comes to visit her everyday. A teacher comes to the hospital every day too, and she brought a long something for all the children to do. In the afternoon, Anne liked to draw pictures with the other children. She even made a model.

The doctor comes to see Anne everyday. One day he told Anne she could go home. Her mother came to collect her, and Anne said good bye to the other children and the nurses.

Anne thanked them for looking after her so well.

(Adapted from: *LKS Edukatif* page. 55)

38. Where did Anne get an x-ray photograph?

- a. In the hospital.
- b. In the x-ray department.
- c. In the ward.
- d. In the laboratory.

39. What does "it" in the first paragraph refer to? It refers to
- a. children
 - b. ward
 - c. children's ward
 - d. Ann
40. The purpose of the text above is?
- a. To retell event for the purpose of informing or entertaining.
 - b. To amuse entertain the readers.
 - c. To describe a particular person, place or thing.
 - d. To describe the way thing are.

Answer key

1. D

2. A

3. C

4. A

5. B

6. B

7. D

8. B

9. A

10. D

11. B

12. C

13. B

14. C

15. D

16. D

17. A

18. D

19. B

20. A

21. B

22. D

23. A

24. D

25. D

26. A

27. A

28. C

29. A

30. C

31. C

32. C

33. B

34. D

35. C

36. B

37. C

38. B

39. C

40. A

**Answer sheet
of reading comprehension test**

1	a	b	c	d
2	a	b	c	d
3	a	b	c	d
4	a	b	c	d
5	a	b	c	d
6	a	b	c	d
7	a	b	c	d
8	a	b	c	d
9	a	b	c	d
10	a	b	c	d
11	a	b	c	d
12	a	b	c	d
13	a	b	c	d
14	a	b	c	d
15	a	b	c	d
16	a	b	c	d
17	a	b	c	d
18	a	b	c	d
19	a	b	c	d
20	a	b	c	d

21	a	b	c	d
22	a	b	c	d
23	a	b	c	d
24	a	b	c	d
25	a	b	c	d
26	a	b	c	d
27	a	b	c	d
28	a	b	c	d
29	a	b	c	d
30	a	b	c	d
31	a	b	c	d
32	a	b	c	d
33	a	b	c	d
34	a	b	c	d
35	a	b	c	d
36	a	b	c	d
37	a	b	c	d
38	a	b	c	d
39	a	b	c	d
40	a	b	c	d

The course grid of cycle 1

Meeting	Topic	Standard Competence	Basic Competence	Learning Purpose	Indicator	Learning Activity	Media
I	My Holiday in Flores	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings.	<ul style="list-style-type: none"> Reading aloud meaningfully acceptably of recount text with correct pronunciation, stress, and intonation related to surrounding. Finding the information meaning of functional written texts related to surroundings. 	<ul style="list-style-type: none"> The students can read aloud with correct pronunciation, stress and intonation. The students can read fluently. The students can identify the main idea and topic sentence in recount text. The students can identify the information in recount text. 	<ul style="list-style-type: none"> Reading aloud meaningfully at accurately. Finding the main ideas and topic sentences. Finding textual recount texts. Mentioning the rhetorical steps of recount texts. Mentioning the purpose of communicative recount texts. Mentioning he language features 	<ul style="list-style-type: none"> Discussing things which are related to the text which will be discussed. Reading aloud. Identifying the information and explaining of the language feature in the recount texts. Identifying the main idea and topic sentence in recount text. Creating mind mapping. 	<ul style="list-style-type: none"> A whiteboard. Board marker. The materials. Worksheet. Colour pen.

		<ul style="list-style-type: none">• Finding the rhetoric steps in simple short essay accurately, related to surrounding in recount text.	<ul style="list-style-type: none">• The students can explain the language feature in recount text.• The students can create mind mapping.• The student can answer the questions related to the text.	<p>of recount texts.</p> <ul style="list-style-type: none">• Implementing their understanding into mind mapping.• Answering questions related to the text.	<ul style="list-style-type: none">• Answering the questions related to the text.	
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II	Sydney Opera House	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings	<ul style="list-style-type: none"> • Reading aloud meaningfully acceptably of descriptive text with correct pronunciation, stress, and intonation related to surrounding. • Finding the information meaning of functional written texts related to surroundings. • Finding the rhetoric steps in simple short essay 	<ul style="list-style-type: none"> • . The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in descriptive text. • The students can identify the information in written texts related to surroundings. • The students can explain the language feature in descriptive text. 	<ul style="list-style-type: none"> • Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual descriptive texts. • Mentioning the rhetorical steps of descriptive texts. • Mentioning the purpose of communicative descriptive texts. • Mentioning he language features of descriptive texts. • Implementing their understanding into mind mapping. 	<ul style="list-style-type: none"> • Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the language feature in the descriptive texts. • Identifying the main idea and topic sentence in descriptive text. • Creating mind mapping. • Answering the questions related to the text. 	<ul style="list-style-type: none"> • A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen
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III	Keukenhof Flower Park	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings	accurately, related surrounding in descriptive text.	<ul style="list-style-type: none"> The students can create mind mapping. The student can answer the questions related to the text. 	<ul style="list-style-type: none"> Answering questions related to the text. 		<ul style="list-style-type: none"> A whiteboard. Board marker. The materials. Worksheet. Colour pen
		<ul style="list-style-type: none"> Reading aloud meaningfully acceptably of descriptive text with correct pronunciation, stress, and intonation related to surrounding. 	<ul style="list-style-type: none"> The students can read aloud with correct pronunciation, stress and intonation. The students can read fluently. The students can identify the main 	<ul style="list-style-type: none"> Reading aloud meaningfully at accurately. Finding the main ideas and topic sentences. Finding textual descriptive texts. Mentioning the rhetorical steps of 		<ul style="list-style-type: none"> Discussing things which are related to the text which will be discussed. Reading aloud. Identifying the information and explaining of the language feature in the descriptive 	

			<ul style="list-style-type: none"> Finding the information meaning of functional written texts to related surroundings. Finding the rhetoric steps in simple short essay accurately, to related surrounding in descriptive text. 	<p>idea and topic sentence in descriptive text.</p> <ul style="list-style-type: none"> The students can identify the information in descriptive text. The students can explain the language feature in recount text. The students can create mind mapping. The student can answer the questions related to the text. 	<p>descriptive texts.</p> <ul style="list-style-type: none"> Mentioning the purpose of communicative descriptive texts. Mentioning he language features of descriptive texts. Implementing their understanding into mind mapping. Answering questions related to the text. 	<p>texts.</p> <ul style="list-style-type: none"> Identifying the main idea and topic sentence in descriptive text. Creating mind mapping. Answering the questions related to the text. 	
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The course grid of cycle 2

Meeting	Topic	Standard Competence	Basic Competence	Learning Purpose	Indicator	Learning Activity	Media
IV	My Holiday	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings.	<ul style="list-style-type: none"> • Reading aloud meaningfully acceptably of recount text with correct pronunciation, stress, and intonation • The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in recount text. • The students can identify the information meaning of functional written texts to related surroundings. • Finding the 	<ul style="list-style-type: none"> • The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in recount text. • The students can identify the information meaning of functional written texts to related surroundings. • The students can 	<ul style="list-style-type: none"> • Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual inf. of recount texts. • Mentioning the rhetorical steps of recount texts. • Mentioning the purpose of communicative recount texts. • Mentioning he language features of recount texts. 	<ul style="list-style-type: none"> • Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the language feature in the recount texts. • Identifying the main idea and topic sentence in recount text. • Creating mind mapping. • Answering the 	<ul style="list-style-type: none"> • A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen.

			<p>rhetoric steps in simple short essay accurately, related to surrounding in recount text.</p>	<p>explain the language feature in recount text.</p> <ul style="list-style-type: none"> • The students can create mind mapping. • The student can answer the questions related to the text. 	<ul style="list-style-type: none"> • Implementing their understanding into mind mapping. • Answering questions related to the text. 	<p>questions related to the text.</p>	
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V	Travel on the Plane for the First Time	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings.	<ul style="list-style-type: none"> • Reading aloud meaningfully of recount text with correct pronunciation, stress, and intonation • The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in recount text. • The students can identify the information meaning of functional written texts related to surroundings. • Finding the information meaning of functional written texts related to surroundings. • Finding the rhetoric steps in simple short essay 	<ul style="list-style-type: none"> • The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in recount text. • The students can identify the information meaning of functional written texts related to surroundings. • The students can identify the information meaning of functional written texts related to surroundings. • The students can explain the language feature in recount text. 	<ul style="list-style-type: none"> • Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual recount texts. • Mentioning the rhetorical steps of recount texts. • Mentioning the purpose of communicative recount texts. • Mentioning the language features of recount texts. • Implementing their understanding into mind mapping. 	<ul style="list-style-type: none"> • Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the language feature in the recount texts. • Identifying the main idea and topic sentence in recount text. • Creating mind mapping. • Answering the questions related to the text. 	<ul style="list-style-type: none"> • A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen.
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VI	Grand Omega	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings.	<p>accurately, related to surrounding in recount text.</p> <ul style="list-style-type: none"> • The students can create mind mapping. • The student can answer the questions related to the text. 	<ul style="list-style-type: none"> • The students can 	<ul style="list-style-type: none"> • Answering questions related to the text. 		<ul style="list-style-type: none"> • A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen
			<ul style="list-style-type: none"> • Reading aloud meaningfully acceptably of descriptive text with correct pronunciation, stress, and intonation 	<ul style="list-style-type: none"> • The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. 	<ul style="list-style-type: none"> • Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual descriptive texts. • Mentioning the 	<ul style="list-style-type: none"> • Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the 	

			<p>related to surrounding.</p> <ul style="list-style-type: none"> • Finding the information meaning of functional written texts to related surroundings. • Finding the rhetoric steps in simple short essay accurately, related to surrounding in descriptive text. 	<ul style="list-style-type: none"> • The students can identify the main idea and topic sentence in descriptive text. • The students can identify the information in descriptive text. • The students can explain the language feature in descriptive text. • The students can create mind mapping. • The student can answer the questions related to the text. 	<p>rhetorical steps of descriptive texts.</p> <ul style="list-style-type: none"> • Mentioning the purpose of communicative descriptive texts. • Mentioning the language features of descriptive texts. • Implementing their understanding into mind mapping. • Answering questions related to the text. 	<p>language feature in the descriptive texts.</p> <ul style="list-style-type: none"> • Identifying the main idea and topic sentence in descriptive text. • Creating mind mapping. • Answering the questions related to the text. 	
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Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 1 Ngrampal
Pelajaran : Bahasa Inggris
Kelas/ semester : VIII (delapan)/ 1
Teks : Teks *recount*
Skill : Membaca/ *Reading*
Alokasi waktu : 45 x 2 menit

Standar Kompetensi

5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator

- Mengidentifikasi gagasan umum dalam teks *recount*.
- Mengidentifikasi informasi rinci dalam teks *recount*.
- Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Memahami bentuk paragraf *recount*.
- Mengidentifikasi gagasan umum dalam teks *recount*.
- Mengidentifikasi informasi rinci dalam teks *recount*.
- Menuangkan info yang didapat kedalam *mind mapping*.

II. Materi Pembelajaran

- Teks *recount* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

- Memberi salam kepada siswa.
- Mengecek daftar hadir siswa.
- Tanya jawab berbagai hal terkait kondisi siswa.

B. Kegiatan Inti

- Guru memberi contoh teks *recount*.
- Guru menyuruh siswa untuk membaca dan mengidentifikasi teks *recount*.
- Guru memperkenalkan *mind mapping* untuk mempermudah siswa dalam memahami bacaan.
- Guru memandu siswa dalam membuat *mind mapping*.
- Guru menyuruh beberapa siswa untuk maju kedepan untuk melanjutkan membuat gambar *mind mapping*.
- Guru membagikan bacaan dan soal, lembar *mind mapping*, dan lembar jawab.
- Guru menyuruh siswa untuk membuat kelompok (4 siswa/kelompok)
- Guru menyuruh tiap kelompok untuk berdiskusi tentang bacaan.
- Guru menyuruh tiap kelompok untuk membuat *mind mapping* berdasarkan info yang didapat dari bacaan.
- Guru menunjuk beberapa kelompok untuk maju ke depan untuk menunjukkan hasil gambar *mind mapping*.
- Guru membahas hasil gambar *mind mapping*.
- Guru menyuruh siswa untuk mengerjakan soal secara individu.
- Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

C. Kegiatan Penutup

- Menanyakan kesulitan siswa selama PMB.
- Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

- a. kertas
- b. Kata kunci
- c. Spidol/pensil warna

VI. Sumber Pembelajaran

Priyana, Jaka. 2008. *SCAFFOLDING English for Junior High School Students*.
Jakarta: Pusat Pembukuan, Departement Pendidikan Nasional.

VII. Penilaian

- a. Teknik : tes tertulis.
- b. Bentuk : jawaban singkat tertulis.

VIII. Pedoman Penilaian

1. Setiap jawaban benar diberi skor : 1
2. Skor maksimal : $1 \times 5 = 5$
3. Nilai maksimal : 5
4. Nilai siswa : skor perolehan $\times 1 =$ skor maksimal.

Read the following text. Then answer the questions.

My Holiday in Flores

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

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

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

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

1. Where did the writer go on his first day?
 - a. Ende.
 - b. Maumere.
 - c. The mountain village.
 - d. Mountain Kalimutu.
2. Where did the writer go after visiting Ende?
 - a. Bajawa.
 - b. Detusoko.
 - c. Maumere.
 - d. Mount Kelimutu.
3. What was the writer's last destination?
 - a. Bajawa.
 - b. Detusoko.
 - c. Maumere.

- d. Mount Kelimutu.
4. Which of the following statements is false according to the text?
- a. The writer visited some schools in Maumere.
 - b. After visiting Maumere, the writer went to Ende.
 - c. After visiting Ende, the writer went to the mountain village.
 - d. Bajawa is the writer's third destination.
5. Which of the following words is the synonym of "coast"?
- a. Shore.
 - b. River.
 - c. Mountain.
 - d. Lake.

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 1 Ngrampal
Pelajaran : Bahasa Inggris
Kelas/ semester : VIII (delapan)/ 1
Teks : Teks *descriptive*
Skill : Membaca/ *Reading*
Alokasi waktu : 45 x 2 menit

Standar Kompetensi

5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator

- Mengidentifikasi gagasan umum dalam teks *descriptive*.
- Mengidentifikasi informasi rinci dalam teks *descriptive*.
- Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Memahami bentuk paragraf *descriptive*.
- Mengidentifikasi gagasan umum dalam teks *descriptive*.
- Mengidentifikasi informasi rinci dalam teks *descriptive*.
- Menuangkan pemahaman yang didapat dalam bacaan kedalam *mind mapping*.

II. Materi Pembelajaran

- Teks *descriptive* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

- Memberi salam kepada siswa.
- Mengecek daftar hadir siswa.
- Tanya jawab berbagai hal terkait kondisi siswa.

B. Kegiatan Inti

- Guru mereview pelajaran yang sudah dipelajari.
- Guru member contoh teks *descriptive*.
- Guru menyuruh siswa untuk membaca dan mengidentifikasi teks *descriptive*..
- Guru memandu siswa untuk membuat *mind mapping*.
- Guru menyuruh beberapa siswa untuk maju kedepan untuk melanjutkan membuat gambar *mind mapping*.
- Guru membagikan bacaan dan soal, lembar *maind mapping*, dan lembar jawab.
- Guru menyuruh siswa untuk membuat kelompok (4 siswa/kelompok)
- Guru menyuruh tiap kelompok untuk berdiskusi tentang bacaan.
- Guru menyuruh tiap kelompok untuk membuat *mind mapping* berdasarkan info yang didapat dari bacaan.
- Guru menunjuk beberapa kelompok untuk maju ke depan untuk membuat *mind mapping* dari hasil diskusi mereka.
- Guru membahas hasil *mind mapping*.
- Guru menyuruh siswa untuk mengerjakan soal secara individu.
- Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

C. Kegiatan Penutup

- Menanyakan kesulitan siswa selama PMB.
- Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

- d. kertas
- e. Kata kunci
- f. Spidol/pensil warna

VI. Sumber Pembelajaran

Priyana, Jaka. 2008. *SCAFFOLDING English for Junior High School Students*. Jakarta: Pusat Pembukuan, Departement Pendidikan Nasional.

VII. Penilaian

- a. Teknik : tes tertulis.
- b. Bentuk : jawaban singkat tertulis.

VIII. Pedoman Penilaian

- 1. Setiap jawaban benar diberi skor : 2
- 2. Skor maksimal : $2 \times 5 = 10$
- 3. Nilai maksimal : 10
- 4. Nilai siswa : skor perolehan $\times 2 =$ skor maksimal.

Read the following text. Then answer the questions.

Sydney Opera House

The Sydney Opera House is large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.

The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25,000 people.

The Opera House is a place for large theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company and the Sydney Symphony.

There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of the Opera House is very unique. The roof looks like giant shells.

Besides for theatrical productions, the Opera House is also used for other functions. It is used for wedding, parties, and conference.

Questions

1. When was Sydney Opera House built?
2. Where is Sydney Opera House located?
3. How many theatres are there in Sydney Opera House?
4. “It is the home of Opera Australia.” The word “it” refers to (paragraph 3)
5. What is the meaning word of “giant” (paragraph 4)?

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 1 Ngrampal
Pelajaran : Bahasa Inggris
Kelas/ semester : VIII (delapan)/ 1
Teks : Teks *descriptive*
Skill : Membaca/ *Reading*
Alokasi waktu : 45 x 2 menit

Standar Kompetensi

5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator

- Mengidentifikasi gagasan umum dalam teks *descriptive*.
- Mengidentifikasi informasi rinci dalam teks *descriptive*.
- Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Memahami bentuk paragraf *descriptive*.
- Mengidentifikasi gagasan umum dalam teks *descriptive*.
- Mengidentifikasi informasi rinci dalam teks *descriptive*.
- Menuangkan pemahaman yang didapat dalam bacaan kedalam *mind mapping*.

II. Materi Pembelajaran

- Teks *descriptive* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

- Memberi salam kepada siswa.
- Mengecek daftar hadir siswa.
- Tanya jawab berbagai hal terkait kondisi siswa.

B. Kegiatan Inti

- Guru mereview pelajaran yang sudah dipelajari.
- Guru membagikan teks *descriptive*.
- Guru menyuruh siswa untuk membaca dan mengidentifikasi teks *descriptive*.
- Guru membagikan soal, lembar *mind mapping*, dan lembar jawab.
- Guru menyuruh siswa untuk membuat *mind mapping* berdasarkan info yang didapat dari bacaan.
- Guru menyuruh beberapa siswa untuk maju ke depan untuk membuat *mind mapping*.
- Guru membahas hasil *mind mapping*.
- Guru menyuruh siswa untuk mengerjakan soal secara individu.
- Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

C. Kegiatan Penutup

- Menanyakan kesulitan siswa selama PMB.
- Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

- a. kertas
- b. Kata kunci
- c. Spidol/pensil warna

VI. Sumber Pembelajaran

Priyana, Jaka. 2008. *SCAFFOLDING English for Junior High School Students*. Jakarta: Pusat Pembukuan, Departement Pendidikan Nasional.

VII. Penilaian

- a. Teknik : tes tertulis.
- b. Bentuk : jawaban singkat tertulis.

VIII. Pedoman Penilaian

1. Setiap jawaban benar diberi skor : 2
2. Skor maksimal : $2 \times 5 = 10$
3. Nilai maksimal : 10
4. Nilai siswa : skor perolehan $\times 2 =$ skor maksimal.

Read the following text. Then answer the questions.

Keukenhof Flower Park

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

Everyone who loves flowers knows Keukenhof Flower Park. There are so many kinds of beautiful flowers. There approximately 54,520 acres of parkland planted with tulips and other bulbs. Keukenhof is open from the last week of March to mid-May. The best time to view the tulips is around mid-April. However, it depends on the weather. In seven weeks Keukenhof has about 800,000 visitors.

Questions

1. Where is Keukenhof located?
2. How old is Keukenhof Flower Park?
3. "There *approximately* 54,520 acres" What is the meaning the italic word (paragraph 2)
4. When is the best time to view the tulips?
5. "However, *it* depends on the weather." The word "it" refers to (paragraph 2)

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 1Ngrampal
Pelajaran : Bahasa Inggris
Kelas/ semester : VIII (delapan)/ 1
Teks : Teks *recount*
Skill : Membaca/ *Reading*
Alokasi waktu : 45 x 2 menit

Standar Kompetensi

5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator

- Mengidentifikasi gagasan umum dalam teks *recount*.
- Mengidentifikasi informasi rinci dalam teks *recount*.
- Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Memahami bentuk paragraf *recount*.
- Mengidentifikasi gagasan umum dalam teks *recount*.
- Mengidentifikasi informasi rinci dalam teks *recount*.
- Menuangkan info yang didapat kedalam *mind mapping*.

II. Materi Pembelajaran

- Teks *recount* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

- Memberi salam kepada siswa.
- Mengecek daftar hadir siswa.
- Tanya jawab berbagai hal terkait kondisi siswa.

B. Kegiatan Inti

- Guru mereview pelajaran yang sudah dipelajari.
- Guru memberikan 2 jenis teks yang berbeda kepada masing – masing siswa dan meminta siswa membedakan manakah yang termasuk teks *recount*.
- Guru dan siswa mendiskusikan pilihan mereka dan menentukan yang termasuk dalam teks *recount*.
- Guru membagikan bacaan dan soal, lembar *mind mapping*, dan lembar jawab.
- Guru menyuruh siswa untuk mereview gambar dan judul dari teks bacaan.
- Guru menyuruh siswa untuk memahami isi bacaan.
- Guru menyuruh siswa untuk mengidentifikasi *generic structure* dan *language feature* dari teks.
- Guru menyuruh siswa untuk membuat *mind mapping* berdasarkan info yang didapat dari bacaan.
- Guru menyuruh siswa untuk mengerjakan soal.
- Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

C. Kegiatan Penutup

- Menanyakan kesulitan siswa selama PMB.
- Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

- a. kertas
- b. Kata kunci
- c. Spidol/pensil warna

VI. Sumber Pembelajaran

Priyana, Joko. 2008. *SCAFFOLDING English for Junior High School Students*.

Jakarta: Pusat Pembukuan, Departement Pendidikan Nasional.

VII. Pedoman Penilaian

1. Setiap jawaban benar diberi skor : 1
2. Skor maksimal : $1 \times 10 = 10$
3. Nilai maksimal : 10
4. Nilai siswa : skor perolehan $\times 10 =$ skor maksimal.

WORKSHEET

Activity 1

Here are the two nonfiction texts. Analyze the text based on the questions below?

A.

THE HAWAIIAN ISLANDS

The Hawaiian Islands are located in the middle of the Pacific Ocean, far away from any other land. There are eight islands of different sizes, and while they differ from each other in some ways, they share many features.

They all have a tropical climate, with temperatures of about 78°C (25.60°C) in the winter and 85°C (29.40°C) in the summer.

Rain falls often, but not for long. The islands also share a natural beauty, with mountains and waterfalls, rainforests, and long beaches. Their waters are filled with colourful fish, dolphins, and giant sea turtles. Rainforests, and long beaches. Their waters are filled with colourful fish, dolphins, and giant sea turtles.

B.

Going Fishing for the First Time

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

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

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

Read the following text. Then answer the questions.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Questions

1. Where did the writer go last week?
2. Where did he stay?
3. What did the writer do in the morning?
4. How did the writer feel when he rode on horseback?
5. Where did the writer and his friend go before they got home?



Arrange these jumbled paragraphs into the right structures of recount text.

- a.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.
- b.

Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there.
- c.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun.
- d.

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.
- e.

After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

Name: S3pti Yana

SN : 28

Date : 22-9-2010

A.

1. Went to Mount Bromo

2. Antonym Fun is Sad

3. In the morning, my friend and I saw Mount Batok.

4. But it was Fun

5. We went to the zoo at Wonokromo

B.

1. D

2. C

3. B

4. E

5. A

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 1Ngrampal
Pelajaran : Bahasa Inggris
Kelas/ semester : VIII (delapan)/ 1
Teks : Teks *recount*
Skill : Membaca/ *Reading*
Alokasi waktu : 45 x 2 menit

Standar Kompetensi

5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator

- Mengidentifikasi gagasan umum dalam teks *recount*.
- Mengidentifikasi informasi rinci dalam teks *recount*.
- Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Memahami bentuk paragraf *recount*.
- Mengidentifikasi gagasan umum dalam teks *recount*.
- Mengidentifikasi informasi rinci dalam teks *recount*.
- Menuangkan info yang didapat kedalam *mind mapping*.

II. Materi Pembelajaran

- Teks *recount* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

- Memberi salam kepada siswa.
- Mengecek daftar hadir siswa.
- Tanya jawab berbagai hal terkait kondisi siswa.

B. Kegiatan Inti

- Guru mereview pelajaran yang sudah dipelajari.
- Guru membagikan bacaan dan soal, lembar *maind mapping*, dan lembar jawab.
- Guru menyuruh siswa untuk memahani isi bacaan bacaan.
- Guru menyuruh siswa untuk membuat *mind mapping* berdasarkan info yang didapat dari bacaan.
- Guru menyuruh siswa untuk mengerjakan soal.
- Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

C. Kegiatan Penutup

- Menanyakan kesulitan siswa selama PMB.
- Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

- a. kertas
- b. Kata kunci
- c. Spidol/pensil warna

VI. Sumber Pembelajaran

Priyana, Joko. 2008. *SCAFFOLDING English for Junior High School Students*. Jakarta: Pusat Pembukuan, Departement Pendidikan Nasional.

VII. Pedoman Penilaian

1. Setiap jawaban benar diberi skor : 1
2. Skor maksimal : $1 \times 5 = 5$
3. Nilai maksimal : 5
4. Nilai siswa : skor perolehan $\times 1 =$ skor maksimal.

Read the following text. Then answer the questions.

Travel on the Plane for the First Time

When I was young, I did not really like travelling. I preferred playing games on the computer. I never travelled abroad on the plane 1988. At that time, I was 21 years old.

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

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

Questions

1. When did the writer first travel on the plane?
2. What was the writer's first destination in his first trip?
3. How many days did the writer spend in his first trip?
4. How did the writer feel when the plane took off?
5. What happened to the writer after his first trip? What did he do?



Name: Dwi tarmanito

SN : 9

Date : 22-9-2010

1. Travel on the plane the first time

2. my young

3. 4-day

4. In first

5. Really enjoyed

(RPP)

Sekolah : SMPN 1Ngrampal
Pelajaran : Bahasa Inggris
Kelas/ semester : VIII (delapan)/ 1
Teks : Teks *descriptive*
Skill : Membaca/ *Reading*
Alokasi waktu : 45 x 2 menit

Standar Kompetensi

5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator

- Mengidentifikasi gagasan umum dalam teks *descriptive*.
- Mengidentifikasi informasi rinci dalam teks *descriptive*.
- Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Memahami bentuk paragraf *descriptive*.
- Mengidentifikasi gagasan umum dalam teks *descriptive*.
- Mengidentifikasi informasi rinci dalam teks *descriptive*.
- Menuangkan info yang didapat kedalam *mind mapping*.

II. Materi Pembelajaran

- Teks *descriptive* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

- Memberi salam kepada siswa.
- Mengecek daftar hadir siswa.
- Tanya jawab berbagai hal terkait kondisi siswa.

B. Kegiatan Inti

- Guru mereview pelajaran yang sudah dipelajari.
- Guru membagikan bacaan dan soal, lembar *maind mapping*, dan lembar jawab.
- Guru menyuruh siswa untuk memahami isi bacaan.
- Guru menyuruh siswa untuk membuat mind mapping berdasarkan info yang didapat dari bacaan.
- Guru menyuruh siswa untuk mengerjakan soal.
- Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

C. Kegiatan Penutup

- Menanyakan kesulitan siswa selama PMB.
- Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

- a. kertas
- b. Kata kunci
- c. Spidol/pensil warna

VI. Sumber Pembelajaran

Wardiman, Artono. 2008. *English in Focus 2: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Pembukuan, Departement Pendidikan Nasional.

VII. Pedoman Penilaian

1. Setiap jawaban benar diberi skor : 2
2. Skor maksimal : $2 \times 5 = 10$
3. Nilai maksimal : 10
4. Nilai siswa : skor perolehan $\times 2 =$ skor maksimal.

Read the following text and then decide whether these statements are true (T) or false (F). Then answer the question below.

Grand Omega

There is a new hotel in my city. It is a four star hotel. It is located downtown.

The hotel is not very big but the architecture is very beautiful. It looks like classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, and complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room.

The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. They contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system with programs from all over the world. The bathroom is very beautiful although it is not very big. It has a bath tub with hot and cold water so guests can bath in it comfortably.

The brochure says “Hospitality is our trademark.” The staffs of that hotel, from the receptionists, housekeepers, and bellboys are trained to be polite and to help guests in any way they can.

Activity 1

1. The hotel is old and dusty.
2. The architecture resembles a building in America.
3. There are only 100 rooms in the hotel.
4. According to the brochure, the rooms are small and comfortable.
5. There two beds in each room.

Activity 2

1. What makes the hotel different from other hotels?
2. Mention some hotel facilities?
3. Describe how the rooms of the hotel looks like?
4. Describe how the bathroom looks like?
5. What is the motto of the hotel?



8

Name: Septi Yana

SN : 28

Date : 23-9-2010

A.

1. False

2. False

3. True

4. ~~False~~ True

5. False

B.

1. The hotel is not very big but the architecture is very beautiful

2. It has 100 rooms, a fancy restaurant, and complete sports facilities including a swimming pool, tennis court, gym and sauna, there also a coffee shop and a Karaoke room

3. Very comfortable

4. It very beautiful although it is not very big

5. "Hospitality is our trademark"

Nama = Yastari Saputri

No = 36

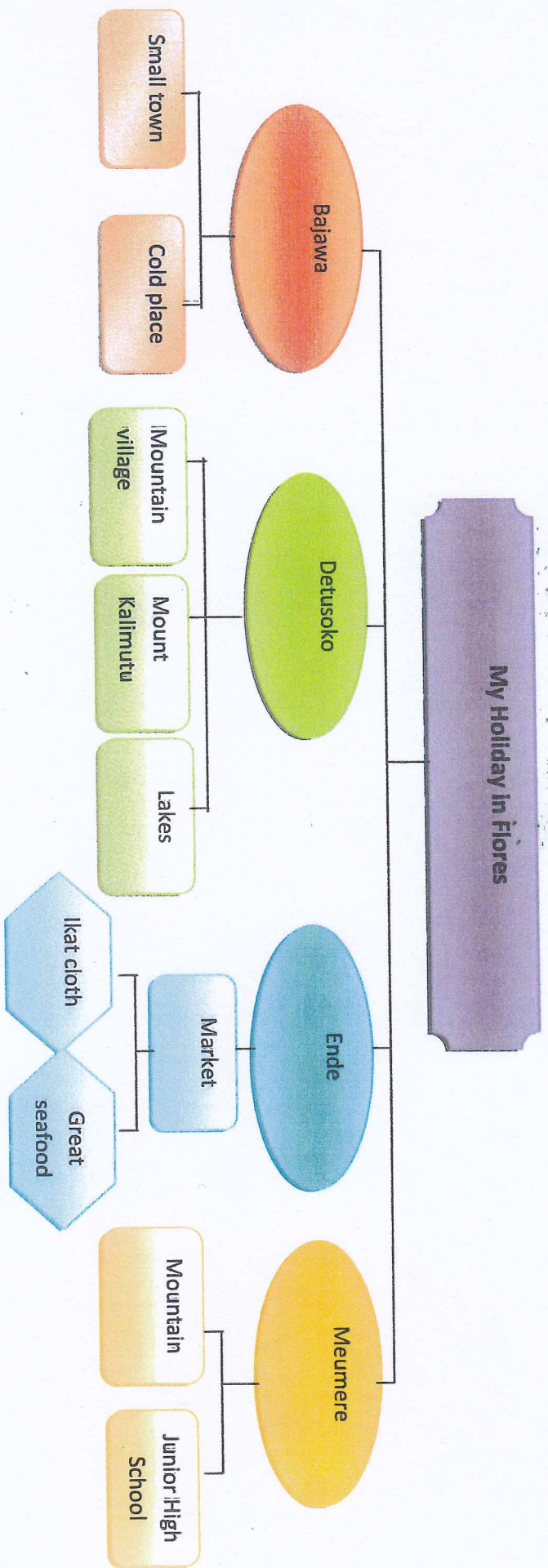
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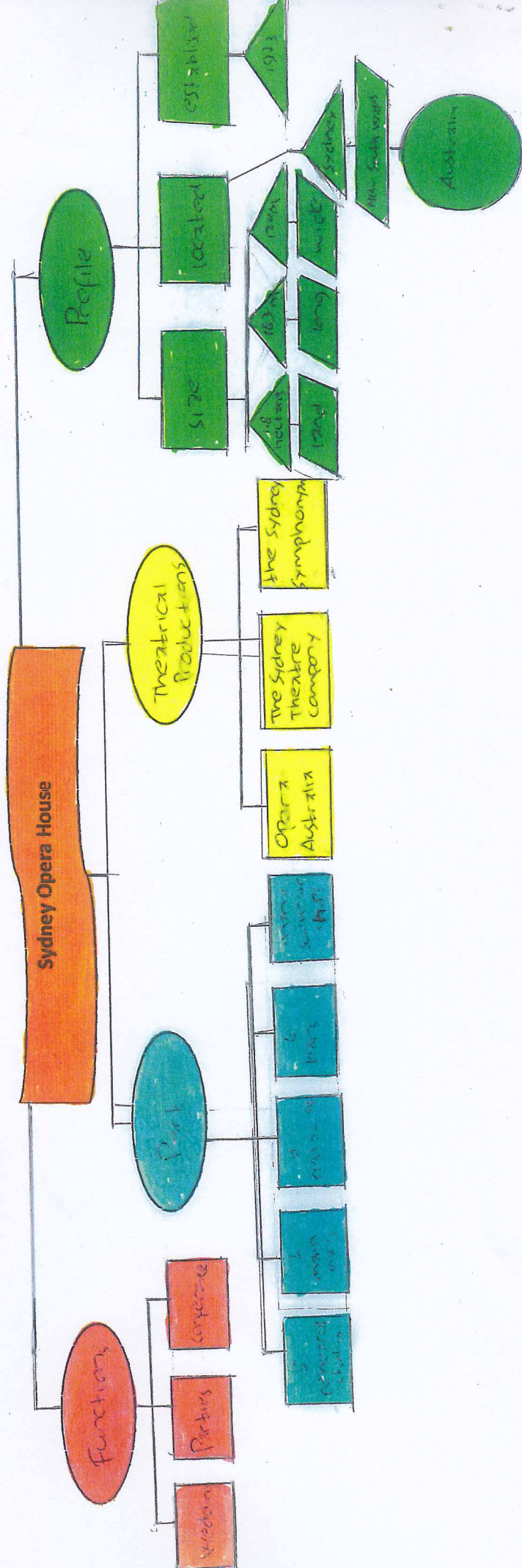
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of reading comprehension test

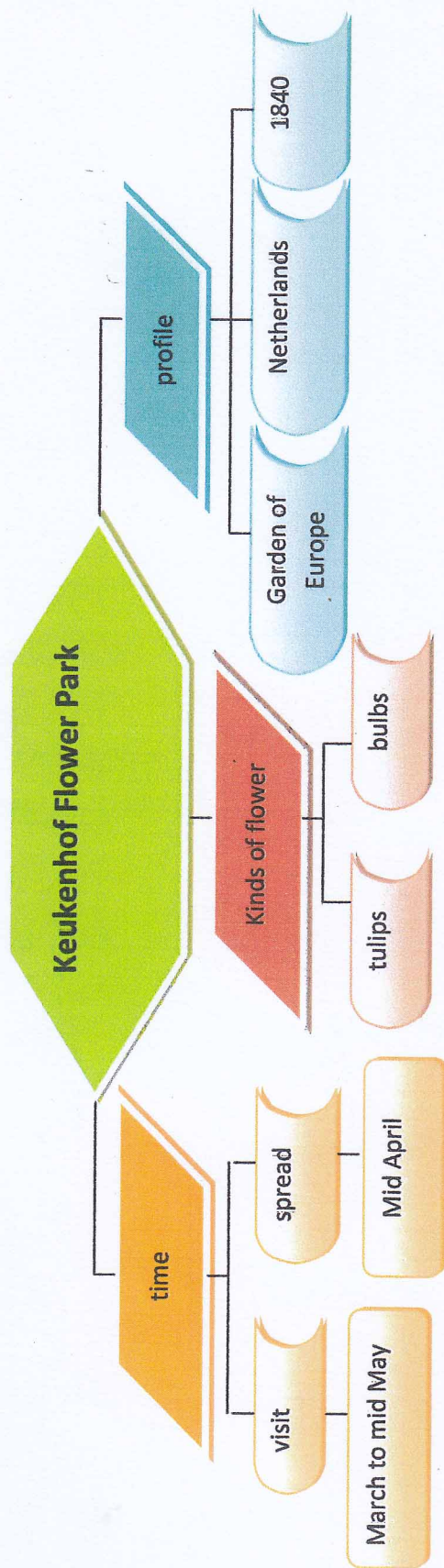
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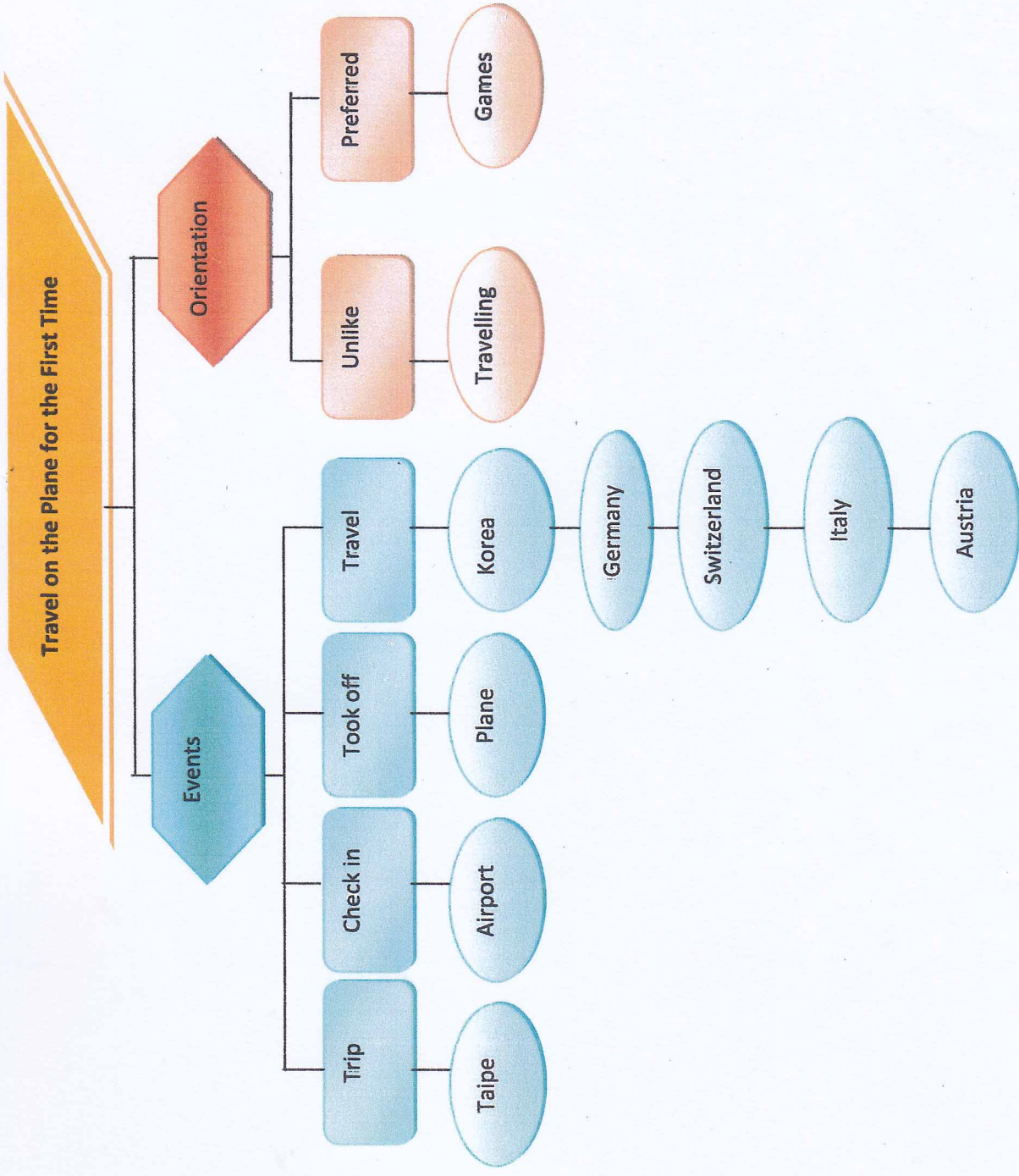
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13	a	a	c	d
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26	a	b	c	d
27	a	b	c	d
28	a	b	c	d
29	a	b	c	d
30	a	b	c	d
31	a	b	c	d
32	a	b	c	d
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34	a	b	c	d
35	a	b	c	d
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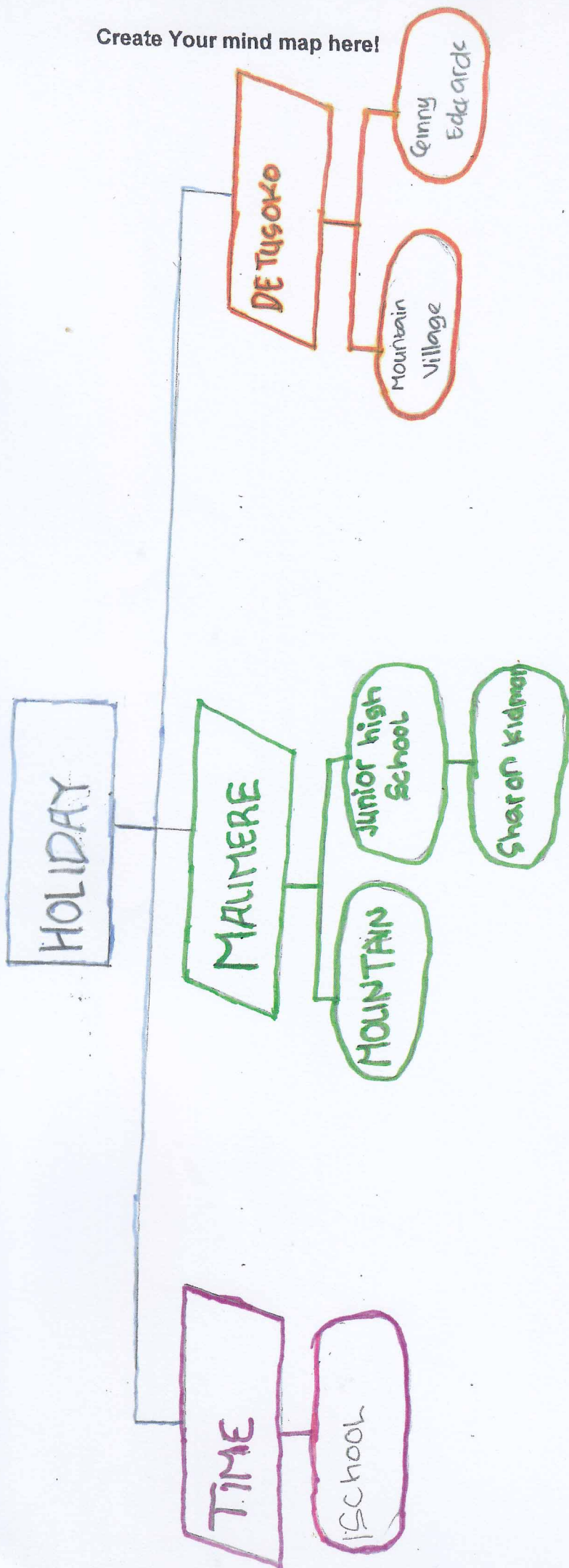








Create Your mind map here!



Name:-- Edi Prasetyan

- Eruanto
- Eryka Apriliani
- Fera Oktiani

Create Your mind map here!



Name: 1. Rifai Cahar Wulani
2. Dani
3. Dwi Tamanto
4. Muhammad Rizki

Create Your mind map here!



TIME

LAST WEEK

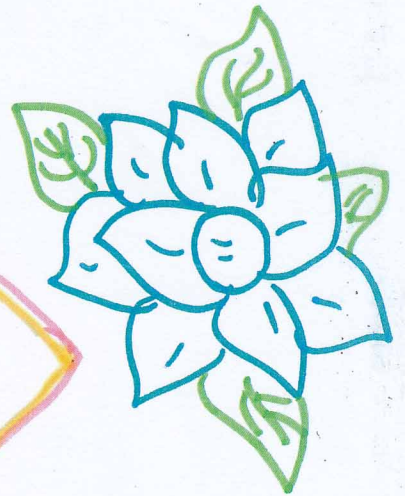
MID APRIL

Name : Szei Yana
SN : 28

Kazuhof
Flower
Park



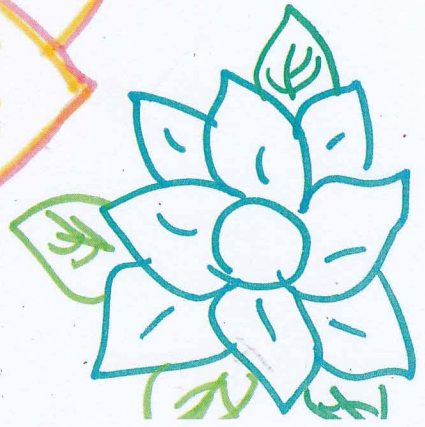
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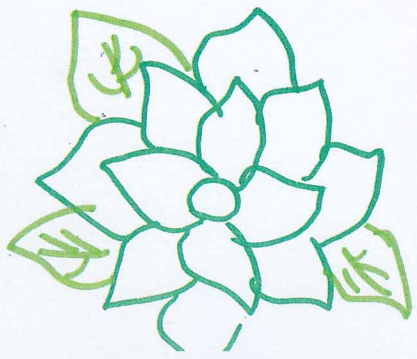
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LANDS

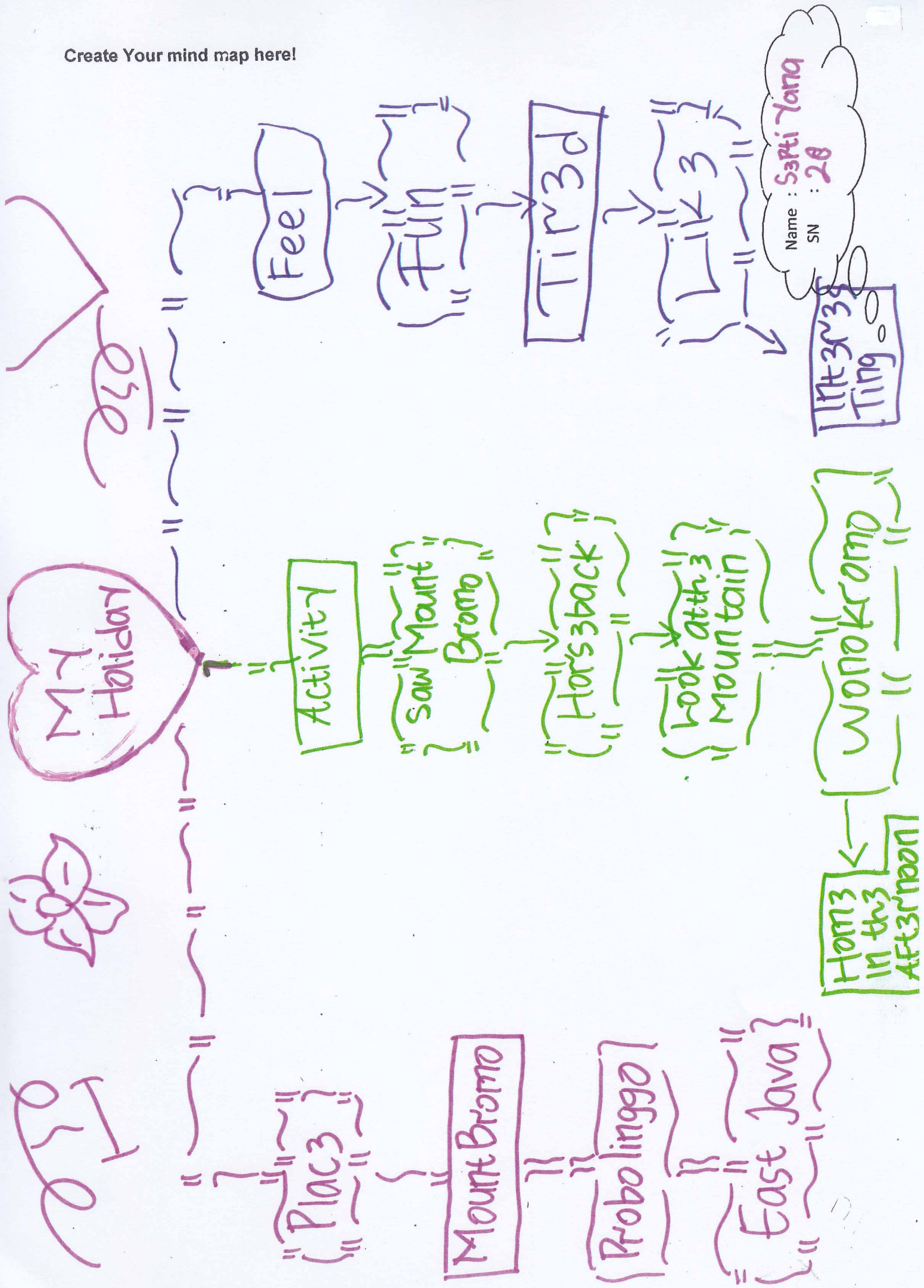
PROH
LE

GARDEN
OF
EUROPE



Name : Szei Yana
NO : 28
Class : VII E





Create Your mind map here!



Name : Rifai Catti W
SN : 88 / 22

Create Your mind map here



Name : Wisnu Patria A

SN : 34

APPENDIX D

** Halaman 1

** TABEL DATA BUTIR : 072401

Kasus	Butir Nomor																																	
Nomor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
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11	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1
12	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	1	1	0	1	1	0	0	
13	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	
14	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	
15	0	0	1	0	0	1	0	1	0	0	0	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	1	0	1	
16	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	
17	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	
18	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	
19	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1
20	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
21	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	
22	0	0	0	0	1	0	0	0	0	1	1	1	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1
23	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	1	0	1	1	0	0	1	1	
24	1	1	1	0	1	0	0	1	0	1	1	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	0	
25	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	
26	1	0	0	0	0	1	0	0	0	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	
27	1	1	1	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	1	0	0	1
28	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	1	0	0
29	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
30	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1

(bersambung)

** Halaman 1

Paket : Seri Program Statistik
Modul : Analisis Butir (Item Analysis)
Program : ANALISIS KESAHIHAN (VALIDITAS) BUTIR
Edisi : Sutrisno Hadi dan Yuni Pamardiningsih
Universitas Gadjah Mada, Yogyakarta - Indonesia
SPS Versi 2005-BL, Hak Cipta (c) 2005, Dilindungi UU

Nama Pemilik : Data Div
Nama Lembaga : Magic Solver 2000
A l a m a t : Jl. Gejayan (Afandi) Gg Bayu 16A - 0274.523858
: SPS-2005-BL

Nama Peneliti : Dian AS - UNY
Tanggal Analisis : 07-24-2010
Nama Berkas : 072401

Nama Konstrak : Instrumen

Jumlah Butir Semula : 40
Jumlah Butir Gugur : 2
Jumlah Butir Sahih : 38

Jumlah Kasus Semula : 30
Jumlah Data Hilang : 0
Jumlah Kasus Jalan : 30

** RANGKUMAN ANALISIS KESAHIHAN BUTIR

Butir Nomor	Korelasi Lugas r xy	Korelasi Bag-Total r bt	Signif. p	Status Butir
1	0.441	0.411	0.011	sahih
2	0.522	0.481	0.004	sahih
3	0.402	0.371	0.021	sahih
4	0.415	0.352	0.027	sahih
5	0.557	0.514	0.002	sahih
6	0.489	0.450	0.006	sahih
7	0.471	0.412	0.011	sahih
8	0.535	0.489	0.003	sahih
9	-0.004	-0.054	0.387	gugur
10	0.422	0.391	0.015	sahih

(bersambung)

(sambungan)

Butir Nomor	Korelasi Lugas r xy	Korelasi Bag-Total r bt	Signif. p	Status Butir
11	0.446	0.405	0.012	sahih
12	0.443	0.398	0.014	sahih
13	0.428	0.391	0.015	sahih
14	0.402	0.371	0.021	sahih
15	0.438	0.381	0.018	sahih
16	0.461	0.431	0.008	sahih
17	0.550	0.505	0.002	sahih
18	0.446	0.405	0.012	sahih
19	0.516	0.460	0.005	sahih
20	0.467	0.408	0.012	sahih
21	0.522	0.466	0.005	sahih
22	0.481	0.434	0.008	sahih
23	0.028	-0.041	0.411	gugur
24	0.423	0.370	0.021	sahih
25	0.482	0.425	0.009	sahih
26	0.506	0.449	0.006	sahih
27	0.422	0.391	0.015	sahih
28	0.461	0.431	0.008	sahih
29	0.522	0.481	0.004	sahih
30	0.461	0.431	0.008	sahih
31	0.440	0.381	0.018	sahih
32	0.417	0.355	0.026	sahih
33	0.457	0.412	0.011	sahih
34	0.465	0.412	0.011	sahih
35	0.422	0.391	0.015	sahih
36	0.446	0.394	0.015	sahih
37	0.481	0.427	0.009	sahih
38	0.477	0.442	0.007	sahih
39	0.460	0.402	0.013	sahih
40	0.452	0.395	0.015	sahih

** Halaman 3

Paket : Seri Program Statistik
Modul : Analisis Butir (Item Analysis)
Program : UJI-KEANDALAN TEKNIK ALPHA CRONBACH
Edisi : Sutrisno Hadi dan Yuni Pamardiningsih
SPS Versi 2005-BL; Hak Cipta (c) 2005, Dilindungi UU

Nama Pemilik : Data Div
Nama Lembaga : Magic Solver 2000
: SPS-2005-BL

Nama Peneliti : Dian AS - UNY
Tanggal Analisis : 07-24-2010
Nama Berkas : 072401

Nama Konstrak : Instrumen

** TABEL RANGKUMAN ANALISIS

Jumlah Butir Sahih	: MS =	38
Jumlah Kasus Semula	: N =	30
Jumlah Data Hilang	: NG =	0
Jumlah Kasus Jalan	: NJ =	30
Sigma X	: EX =	773
Sigma X Kuadrat	: EX ² =	21315
Variansi X	: σ^2x =	5.926
Variansi Y	: σ^2y =	46.579
Koef. Alpha	: rtt =	0.896
Peluang Galat α	: p =	0.000
Status	:	Andal

The Result of the Students' Pre Test

No.	Name	Score
1	Ade Hendri	5
2	Alfi W	5.5
3	Alif S	5.25
4	Ana Mareti S	3.75
5	Ariel	4.45
6	Desty Nuraini	5.5
7	Doni Wijanarko	4.75
8	Dwi Tarmanto	5.25
9	Edi Prasetyawan	6.25
10	Eryka Apriliyanti	5.5
11	Ervanto	6
12	Evi Rahma Wati	4.75
13	Fajar M.S.	3.5
14	Fera Oktafiani	4.75
15	Galih Budi Utomo	4.45
16	Iin Khoirin N	4.75
17	Jeri Angga	5.25
18	Muhammad Ridho'i	5.25
19	Nurul Fathonah	5.25
20	Ratih Kusumawati	5.75
21	Rifai	5.25
22	Rio Hariyadi	5.5
23	Rudi Widayanto	4.45
24	Sendi Agung	5.5
25	Septina Eka Pratiwi	5.5
26	Septi Yana	5.75
27	Syarif Abdul R	3.5
28	Wagus Tandyo H	5.25
29	Welly Asri S	5.5
30	Widyawati	4.75
Rate		5.44

The Result of Students' Reading Tasks First Meeting

No.	Name	Score
1	Ade Hendri	4
2	Alfi W	4
3	Alif S	4
4	Ana Mareti S	6
5	Ariel	4
6	Desty Nuraini	4
7	Doni Wijanarko	6
8	Dwi Tarmanto	6
9	Edi Prasetyawan	6
10	Eryka Apriliyanti	6
11	Ervanto	4
12	Evi Rahma Wati	6
13	Fajar M.S.	4
14	Fera Oktafiani	6
15	Galih Budi Utomo	6
16	Iin Khoirin N	6
17	Jeri Angga	6
18	Muhammad Ridho'i	8
19	Nurul Fathonah	6
20	Ratih Kusumawati	4
21	Rifai	6
22	Rio Hariyadi	6
23	Rudi Widayanto	6
24	Sendi Agung	4
25	Septina Eka Pratiwi	6
26	Septi Yana	4
27	Syarif Abdul R	4
28	Wagus Tandyo H	6
29	Welly Asri S	
30	Widyawati	4
Rate	5.07	

The Result of Students' Reading Tasks Second Meeting

No.	Name	Score
1	Ade Hendri	6
2	Alfi W	8
3	Alif S	8
4	Ana Mareti S	4
5	Ariel	4
6	Desty Nuraini	4
7	Doni Wijanarko	4
8	Dwi Tarmanto	6
9	Edi Prasetyawan	4
10	Eryka Apriliyanti	6
11	Ervanto	4
12	Evi Rahma Wati	4
13	Fajar M.S.	4
14	Fera Oktafiani	6
15	Galih Budi Utomo	7
16	Iin Khoirin N	6
17	Jeri Angga	6
18	Muhammad Ridho'i	4
19	Nurul Fathonah	6
20	Ratih Kusumawati	6
21	Rifai	6
22	Rio Hariyadi	4
23	Rudi Widayanto	4
24	Sendi Agung	6
25	Septina Eka Pratiwi	4
26	Septi Yana	8
27	Syarif Abdul R	4
28	Wagus Tandyo H	4
29	Welly Asri S	6
30	Widyawati	4
Rate	5.23	

The Result of Students' Reading Tasks Third Meeting

No.	Name	Score
1	Ade Hendri	6
2	Alfi W	8
3	Alif S	6
4	Ana Mareti S	8
5	Ariel	2
6	Desty Nuraini	2
7	Doni Wijanarko	10
8	Dwi Tarmanto	10
9	Edi Prasetyawan	8
10	Eryka Apriliyanti	10
11	Ervanto	2
12	Evi Rahma Wati	8
13	Fajar M.S.	6
14	Fera Oktafiani	7
15	Galih Budi Utomo	7
16	Iin Khoirin N	6
17	Jeri Angga	10
18	Muhammad Ridho'i	10
19	Nurul Fathonah	10
20	Ratih Kusumawati	6
21	Rifai	6
22	Rio Hariyadi	6
23	Rudi Widayanto	10
24	Sendi Agung	10
25	Septina Eka Pratiwi	4
26	Septi Yana	10
27	Syarif Abdul R	6
28	Wagus Tandyo H	8
29	Welly Asri S	8
30	Widyawati	6
Rate	7.13	

The Result of Students' Reading Tasks Four Meeting

No.	Name	Score
1	Ade Hendri	7
2	Alfi W	9
3	Alif S	9
4	Ana Mareti S	5
5	Ariel	5
6	Desty Nuraini	7
7	Doni Wijanarko	6
8	Dwi Tarmanto	7
9	Edi Prasetyawan	7
10	Eryka Apriliyanti	7
11	Ervanto	7
12	Evi Rahma Wati	7
13	Fajar M.S.	7
14	Fera Oktafiani	7
15	Galih Budi Utomo	6
16	Iin Khoirin N	7
17	Jeri Angga	7
18	Muhammad Ridho'i	9
19	Nurul Fathonah	6
20	Ratih Kusumawati	6
21	Rifai	6
22	Rio Hariyadi	7
23	Rudi Widayanto	7
24	Sendi Agung	6
25	Septina Eka Pratiwi	7
26	Septi Yana	9
27	Syarif Abdul R	6
28	Wagus Tandyo H	6
29	Welly Asri S	7
30	Widyawati	7
Rate	6.86	

The Result of Students' Reading Tasks Fifth Meeting

No.	Name	Score
1	Ade Hendri	8
2	Alfi W	9
3	Alif S	9
4	Ana Mareti S	3
5	Ariel	6
6	Desty Nuraini	8
7	Doni Wijanarko	6
8	Dwi Tarmanto	9
9	Edi Prasetyawan	8
10	Eryka Apriliyanti	7
11	Ervanto	8
12	Evi Rahma Wati	7
13	Fajar M.S.	3
14	Fera Oktafiani	5
15	Galih Budi Utomo	6
16	Iin Khoirin N	9
17	Jeri Angga	9
18	Muhammad Ridho'i	6
19	Nurul Fathonah	7
20	Ratih Kusumawati	8
21	Rifai	7
22	Rio Hariyadi	9
23	Rudi Widayanto	9
24	Sendi Agung	8
25	Septina Eka Pratiwi	6
26	Septi Yana	9
27	Syarif Abdul R	6
28	Wagus Tandyo H	6
29	Welly Asri S	8
30	Widyawati	8
Rate	70	

. The Result of Students' Reading Tasks Six Meeting

No.	Name	Score
1	Ade Hendri	9
2	Alfi W	8
3	Alif S	6
4	Ana Mareti S	7
5	Ariel	8
6	Desty Nuraini	6
7	Doni Wijanarko	8
8	Dwi Tarmanto	8
9	Edi Prasetyawan	9
10	Eryka Apriliyanti	8
11	Ervanto	6
12	Evi Rahma Wati	8
13	Fajar M.S.	6
14	Fera Oktafiani	9
15	Galih Budi Utomo	9
16	Iin Khoirin N	7
17	Jeri Angga	7
18	Muhammad Ridho'i	8
19	Nurul Fathonah	9
20	Ratih Kusumawati	9
21	Rifai	9
22	Rio Hariyadi	8
23	Rudi Widayanto	8
24	Sendi Agung	9
25	Septina Eka Pratiwi	9
26	Septi Yana	5
27	Syarif Abdul R	8
28	Wagus Tandyo H	9
29	Welly Asri S	9
30	Widyawati	7
Rate	7.86	

The Result of the Students' Post Test

No.	Name	Score
1	Ade Hendri	6.5
2	Alfi W	5.75
3	Alif S	6
4	Ana Mareti S	4.5
5	Ariel	5
6	Desty Nuraini	8.25
7	Doni Wijanarko	5.5
8	Dwi Tarmanto	5.5
9	Edi Prasetyawan	7
10	Eryka Apriliyanti	5
11	Ervanto	8.5
12	Evi Rahma Wati	7
13	Fajar M.S.	4.75
14	Fera Oktafiani	4.75
15	Galih Budi Utomo	5.5
16	Iin Khoirin N	6.75
17	Jeri Angga	7
18	Muhammad Ridho'i	5.5
19	Nurul Fathonah	5.5
20	Ratih Kusumawati	5.75
21	Rifai	5.5
22	Rio Hariyadi	7
23	Rudi Widayanto	7
24	Sendi Agung	6.25
25	Septina Eka Pratiwi	6.25
26	Septi Yana	6
27	Syarif Abdul R	5.5
28	Wagus Tandyo H	6.75
29	Welly Asri S	5.75
30	Widyawati	8.25
Rate		6.14

APPENDIX E



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

Jalan Raya Sukowati Nomor 255 Telp. 0271-891173, Sragen

SURAT REKOMENDASI RESEARCH / SURVEY

Nomor : 072/296-026/2010

- I. Dasar : Surat Rekomendasi Ijin/Survey dari Kepala Badan Kesbang Polinmas Kabupaten Sragen, Tanggal 6 Agustus 2010, No: 070/258/028/2010.
- II. Yang bertanda tangan dibawah ini Kepala Badan Perencanaan Pembangunan Daerah (BAPPEDA) Kabupaten Sragen bertindak atas nama Bupati Sragen menyatakan tidak keberatan atas pelaksanaan Research/Survey dalam wilayah Kabupaten Sragen yang akan dilaksanakan oleh :
1. Nama : **DIAN ARIKA SARI**
 2. Pekerjaan : **Mahasiswa Universitas Negeri Yogyakarta**
 3. Alamat : **Karangmalang - Yogyakarta**
 4. Penanggung Jawab : **Drs. SUHAINI M. SALEH, MA**
 5. Maksud Tujuan : **Mengadakan Survei/Riset/Penelitian/Mencari data untuk menyusun Skripsi dengan judul :
" IMPROVING STUDENTS' READING COMPREHENSION
ABILITY THROUGH MIND MAPPING IN THE SECOND YEAR OF
SMPN 1 NGRAMPAL SRAGEN "**
 6. Lokasi : **SMP Negeri 1 Ngrampal**

Dengan Ketentuan – ketentuan sebagai berikut :

- a. Pelaksanaan research / survey tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
- b. Sebelum melaksanakan pekerjaan harus terlebih dahulu melapor kepada Penguasa Daerah.
- c. Setelah Pekerjaan selesai supaya menyerahkan hasilnya kepada BAPPEDA KABUPATEN SRAGEN.

III. Surat Rekomendasi ini berlaku dari :

Tanggal 6 Agustus s/d 6 Oktober 2010

TEMBUSAN :

1. Ka. Badan Kesbangpolinmas Kab. Sragen
2. Ka. Dinas Pendidikan Kab. Sragen
3. Ka. UPTD Pendidikan Kec. Ngrampal Kab. Sragen
4. Ka. SMP Negeri 1 Ngrampal Kab. Sragen

Dikeluarkan : **S R A G E N**
Pada Tanggal : **6 Agustus 2010**

An. **KEPALA BAPPEDA KAB. SRAGEN**
KABID STATISTIK PENGENDALIAN DAN

