

**USING THE MIND MAP TECHNIQUE TO IMPROVE
STUDENTS' READING COMPREHENSION AT EIGHTH
GRADE OF SMP NEGERI 2 TOROH PURWODADI**

THESIS

Submitted as a Partial Requirement

for Undergraduate Degree in English Education Department



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I hereby sincerely state that the thesis title “Using the Mind Map Technique to Improve Students’ Reading Comprehension at Eighth Grade of SMP Negeri 2 Toroh Purwodadi” is my real masterpiece. The things out my masterpiece in this thesis was signed by citation and referred in bibliography.

If this thesis later proven plagiarism, I will be willing to take academic sanctions I the form of repealing my thesis and academic degree.

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DEDICATION

In the name of Allah beneficent and the merciful, my thesis is dedicated

to:

1. My beloved parents Drs. Muzamil and Siti Nurmahmudah, S.Pd.
2. My beloved grandfather Alm. Iskandar and Alm. Sarwi
3. My Beloved brother and sister Maulana Iqbal and Alfiatuz Zahroh
4. My beloved friends Junitasari Fajarilla N, Uci Nur Hidayati and Nur
Rahman S
5. My beloved friends of Dimension Class (D Class) English Department
6. The reader

MOTTO

Virtue easy is to show the radiant face and say the words gently

(Ummar Bin Khattab)

Be optimistic with the exam. It's a gift from God. Be Thankful,

because of the billions, you are His choice

(The Researcher)

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The reseacher realize that this thesis is far for being perfect. Hence, the reseacher hopes for some corrections, suggestions, or criticism and improve it. Finally, the reseacher hopes that this thesis is useful for reseacher especially and the readers generally.

Surakarta, 10 July 2018

The reseacher

Vicky Hidayatullah

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CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, identification of the problem, the limitation of the problem, the research problem, the objective of the study, the benefit of the study, and definition of key terms.

A. Background of the Study

English becomes very important to be learned because English is an international language. Harmer (2007:18) states a number of future possibilities, all of which is questioned in English as the number one world language. English is widely used in teaching and learning English means learning about language components and language skills. The example of language components is grammar, vocabulary, pronunciation, and spelling. Whereas, Siahaan, (2008: 214) says that English has four skills such as listening, speaking, reading, writing. In foreign language learning, reading is a skill that teachers expect learners to acquire. It argues as the essential skill for success in all education context. No wonder, the students can learn many things from reading. In other words, the more they read, the more knowledge they get because they have a strong correlation between reading and academic success is shown.

New South Wales Department of Education and Training (2010:7) state that teaching comprehension is an activity through some steps: selecting a text, explaining the strategy, modeling the strategy, guiding support, practicing

independently, and reflecting. The act of reading cannot be separated from comprehension. The students cannot achieve their academic success without comprehending what they read. In comprehending the text, the students should be monitored by their teachers, hence the way to teach comprehension should be well understood by the teachers. Therefore, it can be concluded that reading comprehension is a long process.

In addition, having a good comprehension in reading can be facilitated by many strategies. McNamara, (2006:1) whose thinking is adopted by the College Board underlines growing recognition that a student's success as a reader depends on many factors, including his or her engagement and motivation to read, understanding of the purposes and goals for reading, knowledge about a topic, and knowledge about how to read specific kinds of texts, both in the English language arts and in other subject areas. In summary, the students should have better strategies for their good comprehension.

Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in the learning process. Harmer (2007:99) states that students may have other less well-defined goals, such as a general desire to be able to converse in English. The teachers usually ask the students to read without giving the solution about how to read with pleasure and comprehend through interesting strategies. The students are used to comprehend the text only by reading normally, as what their habits in the learning process. In conclusion, students are stated having no problems in learning reading comprehension because of their habits reading normally.

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

However, the researcher found that there were many learners who still had low reading comprehension. It was proven when the researcher observed learning process in SMP N 2 Toroh Purwodadi. They faced some reading problems which caused the learners had difficulties in comprehending the information presented in the textbooks. So there must be a technique which can help them to read effectively. Moreover, most of the students think twice to read comprehend the text given. It can be seen when they prefer to answer the question given suddenly, without reading the text deeper. In addition, commonly the students felt saturated about the text because they were lazy to read the text comprehend. The way they read the text was monotonous. There was not an innovative way for the learners to read a text comprehensively. The students could not learn effectively without the teachers' guidance.

In this case, the researcher tries to find an interesting and effective way for the students and the teachers so that they can do their reading activity well. One of the techniques which are available is the Mind Map technique. By using this technique, the students were able to communicate information because it can clarify complex concepts into simple, meaningful displays so

that the students can develop a holistic understanding of the content to be learned Siriphanich and Laohawiriyano (2010: 1). While Brown (2001: 14) defines a technique as a specific activity implemented in the classroom that was consistent with a method and therefore was in harmony with an approach as well.

Considering that facts, reading has an important role to help the learners to comprehend a text they read. Consequently, it is necessary to conduct a research on improving the students' reading comprehension by using the Mind Map technique. When the students can represent or manipulate a complex set of concepts of the passage in a diagram, they are more likely to understand those relationships, remember them, and be able to analyze the component parts of the text.

The researcher suggests Mind Mapping as the technique for teaching reading comprehension. Drawing Mind Mapping is the easiest way to put information into your brain and to take information out of your brain. It's a creative and effective means of note-taking that literally 'maps out' your thoughts and it is simple, Buzan (2005:4). Theoretically, it can be concluded that Mind Mapping is a creative technique which let the students get success in remembering ideas or comprehending written information.

Parikh (2016) also supports Mind Mapping. He concludes that Mind Mapping technique was a more effective than the traditional method. In line with Parikh, Sirriphanich's study (2010) found that Mind Mapping improved students' English reading comprehension. Moreover, most students were

satisfied with their own reading comprehension ability, and the last, they enjoyed working in a group and agreed that Mind Mapping technique was a useful technique and can be applied to non-English subjects. Findings and implications for further research are a discussion.

As stated in the definition and the results of previous, the Mind Map technique is the technique of teaching reading which is used by the teacher and students. So, in presenting this thesis the researcher decides to apply Mind Mapping technique and want to measure the success of using concept mapping technique in teaching reading class. Finally, based on the explanation above, the researcher entitles this study USING THE MIND MAP TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT EIGHTH GRADE OF SMP N 2 TOROH PURWODADI

B. Identification of The Problem

Based on the background above, there are some identified problems:

1. The students had low reading comprehension.
2. The students had still difficulties in comprehending the information.
3. Most of the students think twice to read comprehend the text given.
4. Commonly the students felt saturated about the text.
5. The way they read the text was monotonous.

C. Limitation of the Problem

In this research, the researcher limits the study to find out student's reading comprehension in the eighth grade of SMP N 2 Toroh Purwodadi. Reading comprehension is reputed a difficult activity for some students. There are many students in junior high school and teachers' method difficulties to solve it. It makes the researcher difficult to analyze them all.

The researcher had discussed with the English teacher in that school that there needed a technique in the process of teaching and learning. The technique should encompass most of the problems that were identified. Based on the discussion, it can be concluded that the students of SMP N 2 Toroh Purwodadi need a technique, the Mind Map technique, which could improve their reading comprehension.

D. Problem Statement

Based on the background above, the reseacher formulates the problem question: "Does using Mind Map technique improve students' reading comprehension at eighth-grade of SMP N 2 Toroh Purwodadi?"

E. Objective of the Study

In line with the formulation of the problem above, the objective of the study is to find out whether there is any improvement the reading

comprehension of the eighth-grade students in SMP N 2 Toroh Purwodadi using the Mind Map technique.

F. The Benefit of The Study

The results of the study are expected to be able to give some benefits, for teachers, students, schools, and other researchers.

1. Teachers

The results of this study can provide information about learning techniques developed for the other teacher provides a way to have a close relationship with students and also encourage students' reading habit. It can also motivate a teacher to develop another innovation in different teaching strategy to influence students learning the process.

2. Students

For the students as the subjects of the research, it was expected that the students would take the advantages of the research. They could learn how to improve their skills in reading.

3. Schools

The result of this study will be one of the techniques in teaching reading at SMP N 2 Toroh Purwodadi.

4. Other researchers

This study will be helpful for other researchers to use this results of the study as an additional reference for further researchers dealing with teaching reading.

G. Definition of Key Terms

In this research, there are some key terms used in the research. They are:

1. Mind Map Technique

Buzan (2005:4) A Mind Map is the easiest way to put information into your brain and to take information out of your brain. It's a creative and effective means of note-taking that literally 'maps out' your thoughts and it is simple.

2. Reading

Grabe (2002:9) states that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

CHAPTER II

REVIEW ON RELATED LITERATURE

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

A. Theoretical Description

1. Review on Reading

Reading is the skill or activity of getting information from books. It is an important skill for students to learn. Hence, a student who is not engaged in a reading activity, he/she will miss new information. According McNamara a student's success as a reader depends on many factors, including his or her engagement and motivation to read, understanding of the purposes and goals for reading, knowledge about a topic, and knowledge about how to read specific kinds of texts, both in the English language arts and in other subject areas.

In order to know correctly what reading is, there are some definitions of reading below based on some experts. Panatda (2010:2) also gives a statement that reading is an essential skill for further learning, especially for students who have to read in order to get information from textbooks, research, reports, etc. Moreover, higher level learners have to read more various and complicated texts. According to Grabe (2002:9) states that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Healy (2002:1) in her book said that reading is the most critical

(skill) for future success in school as well as throughout life. In addition, Goodman (1967: 126) states reading is a precise process. It involves exact, detailed, sequential perception, and identification of letters, word, spelling patterns, and larger language units.

In summary, reading is the way to get some ideas and information from written text through the continuous process in which the reader can make a decision to confirm, reject, or refine the ideas itself. Based on the researcher research, drawing the meaning helps readers to easily understand what they interpret from the text. Here, the researcher interprets 'drawing the meaning' by linking these words by drawing the readers interpretation of the text through Mind Mapping. For visual readers and especially students, it really helps them to understand the text well.

a. Reading Comprehension

Woolley (2011:15) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to JoAnne (2008: 5), comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning, and finally

connects these words into idea units. New South Wales Department of Education and Training (2010:2) also states that comprehension involves responding to, interpreting, analyzing and evaluating texts.

McNamara, Ozuru, Best, & O'Reilly (2006:1) define in English Language Arts College Board Standards for College Success that reading comprehension is a complex process. A student's success as a reader depends on many factors, including his or her engagement and motivation to read, understanding of the purposes and goals for reading, knowledge about a topic, and knowledge about how to read specific kinds of texts, both in the English language arts and in other subject areas. According to Heilman (1981; 265), reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understands what he reads, and the faster he able to get meaning from his reading the more efficient he is. The rate of comprehension needs to be adjusted to them. Reading comprehension as the process to get a precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement, Snow (2002:11). In line with this, Martin (1991: 7) states that reading comprehension requires motivation, a mental framework for holding ideas, concentration and good study technique." It means that in order to succeed in reading comprehension, the reader needs to motivate him/herself to be more concentrate in reading, try to form mental frameworks for holding ideas, and the reader must have a good technique in reading.

Caldwell (2008:5) states that comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning, and finally connects these words into idea units.

Based on those definitions above, reading is an important activity used in the learning process, but it becomes more useful when the readers can comprehend what they read. Overall, reading comprehension can be concluded as the ability to understand the meaning or idea in the written text completely and chronically. Comprehension or understanding in every reading activity is an important part of skill learning.

b. The Purposes of Reading

There are four-primer skills in language learning. They are speaking, listening, writing, and reading. One of the skill is reading which reading its self has so many purposes. Everyone has their own reason when they read something. Experts differentiate the purpose of reading according to their own theory. Grabe and Stoller (2001:13-15) state the purpose of reading as follow:

1) Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

2) Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

4) Reading to integrate information, write and critiques texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it into the reader's goal. In this respect, both readings to writing and reading to critique text may be task variants of reading to integrate information.

5) Reading for general comprehension.

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most another purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

To sum up, when the students have a purpose in reading materials, it will let the students be more focus on what they want to get. Whatever the purpose, the students will have new information and will be useful for their needs when the purpose has decided. Moreover, through the suitable technique in comprehending their reading materials, the students will be more focus on the learning process and maximize the information gotten.

c. Teaching Reading

There are some steps in teaching reading, according to New South Wales Department of Education and Training (2010:5-6) teaching reading divided into 6 steps:

1) Making connection

Learners make personal connections from the text with:

- a) Something in their own life (text to self)
- b) Another text (text to text)
- c) Something occurring in the world (text to world)

2) Predicting

Learners use information from graphics, text, and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/ viewing/ listening.

3) Questioning

Learners pose and answer questions that clarify meaning and promote a deeper understanding of the text. Questions can be generated by the learner, a peer or the teacher.

4) Monitoring

Learners stop and think about the text and know what to do when the meaning is disrupted.

5) Visualising

Learners create a mental image from a text read/ viewed/ heard. Visualising brings the text to life, engages the imagination and uses all of the senses.

6) Summarising

Learners identify and accumulate the most important ideas and restate them in their own words.

Harmer (2007:286) also gives some steps in teaching reading, as follow:

1) Organiser

The teacher needs to tell students exactly what their reading purpose is, give them clear instructions on how to achieve it and explain how long they have to do this. Once teacher have said 'you have four minutes for this, the teacher should not change that time unless observation (see below) suggests that it is necessary.

2) Observer

When the teacher asks students to read on their own, the teacher needs to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions.

While students are reading, the teacher can observe their progress since this will give us valuable information about how well they are doing individually and collectively

3) Feedback Organiser

When our students have completed the task, the teacher can lead a feedback session to check that they have completed it successfully. The teacher may start by having them compare their answers in pairs and then ask for answers from the class in general or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibility for the answers.

4) Prompter

When students have read a text, the teacher can prompt them to notice language features within it. The teacher may also, as controllers, direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously.

In conclusion, the teacher must prepare all that needed to teach the students like making lesson plan, designing material, and teaching model. So when the teacher have prepared all of it, the teacher can teach the students maximally.

d. Micro and Macro Skill of Reading

Brown (2003:187-188) states micro and macro skill, as follow:

1) Microskills

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.

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

2) Macro skills

Recognize the rhetorical forms of written discourse and their significance for interpretation.

- a) Recognize the communicative functions of written texts, according to form and purpose.
- b) Infer context that is not explicit by using background knowledge.
- c) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as the main ideas, supporting the idea, new information, given information, generalization, and exemplification.

- d) Distinguish between literal and implied meanings.
- e) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- f) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

From the explanation above, it can be concluded that reading is a means of communication between the reader and the writer so that the reader knows what the writer's purpose. The writer puts down the symbols that represent a language which one understands, then, the reader reads these graphic symbols as the message representation. Reading comprehension ability is one's ability to understand written or printed symbols and to extract information from the text by using his knowledge, skills, and strategies to achieve the purpose of the reading activity itself.

There are four aspects of comprehension ability, namely: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension. Furthermore, the indicators of students' reading comprehension ability measured by the skills of comprehension as follows: a.) literal comprehension, b.) interpretative comprehension, c.) critical comprehension, and d.) creative comprehension.

In this research, the researcher limits the aspect of comprehension ability as follows: Literal comprehension covers recognizing main ideas,

recognizing state details, guessing the meaning of unfamiliar words, and recognizing sequences. Interpretative comprehension covers inferring unstated details, inferring referents, detecting mood, and drawing a conclusion. Critical comprehension covers the ability in recognizing the author's purpose. While creative comprehension covers the ability in producing new ideas.

e. Problems in Reading

Comprehension is the ultimate goal of reading. Caldwell (2008:5) states that comprehension is the ability to understand completely and be familiar with a situation, facts, etc. To comprehend a text, Westwood (2001: 31) argues that readers must use the information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He thinks that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text. Here are the problems in reading according to Cicerchia (2016), as follow:

1) Issues with decoding

Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out the written language. It's

common for beginner readers to struggle when they meet new or unfamiliar terms but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud.

2) Poor Comprehension

There's a lot going on in reading, from the letter and word recognition to understanding meaning of the phrase, sentence and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high a level.

3) Speed

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

Reading difficulty refers to the problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom (Oberholzer, 2005). It means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have a negative effect on their study, especially in their reading ability.

Moreover, students can be successful or fail in reading depending on the type of text being read. As a study conducted by Schoenbach, et al. (1999) found that readers will face difficulties in reading when they are unfamiliar with the particular language structure and features of the text and then their language processing ability will break down. Students who are less interested in reading, with low motivation, use few metacognitive strategies to monitor their learning from the text and have the inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning are often failed in reading comprehension (Klinger, Vaughn, & Boardman, 2007:4).

In conclusion, there are so many problems with reading who face the students. Teachers have to ability and skill to make enjoying, exciting, and fun situation during the learning process. In teaching reading, the teachers are faced with difficulties related to making their students be able to transfer their ideas. And one of the difficulties in teaching reading is about the low of exciting students in learning reading. For this reason, it is very important for the teacher to know how to teach reading English enjoyable, exciting, and interesting in learning reading. And then, the alternative ways to teach reading,

in this study the reseacher offers one of technique in reading class. It is teaching reading with Mind Mapping technique. It will help the students understanding the material, improving their knowledge, and they can get more information from the teacher.

2. Mind Map

a. The Concept of Mind Map

Buzan (1994: 57-59) states the Mind Map is an expression of radiant thinking which includes a natural function of the brain. A Mind Map is a diagram used to visually outline information which often created around a single word or text, placed in the center, to which associated ideas, words, and concepts are added. Major categories radiate from a central node and lesser categories are sub-branches of larger branches. Categories can represent words, ideas, tasks, or other items related to a central key word or idea. Mind Mapping Technique prepares the mind in a way that information can be used in a logical and imaginary way to make an image in the brain. Based on the definition above, it can be concluded that a mind-map is a creative way to represent idea or information through the diagram.

According to Parikh (2016: 2), he states that in Mind Mapping technique first the main ideas are specified and then the linear view is explained. It is because the brain works in different ways; different people think in different ways. However, while students thinking and reasoning follow

a structure that is personal to themselves, they still use a number of techniques that apply to most people. Buzan (1994: 59) There are four essential characteristics of Mind Mapping:

- 1) The subject of attention is crystallized on a central image.
- 2) The main theme of the subject radiate from the central image as branches.
- 3) Branches comprise a key image or keyword printed on an associated line. The topic of lesser is also represented as branches attached to higher level branches.
- 4) The branches form are connected to modal structures.

The Mind Mapping is a technique to use the whole brain by using visual and another graphic to create a meaningful impression (DePotter and Hernacki: 2004). Using the whole brain can balance two sides of the human brain: left and right brain. It means that human can maximize their brains to create meaningful things because of their brains power. By using this technique, the readers can quickly identify the information from the text they read and also grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted and described in a map which consists of any symbols or pictures that connected each other to be complete information.

While Brown (2001: 14) defines a technique as a specific activity implemented in the classroom that was consistent with a method and therefore

was in harmony with an approach as well. When the researcher decided this Mind Map as a technique, he tried to implement the Mind Map to reach some purposes in the teaching and learning in order to improve the students' reading skills. Hence, the researcher agreed with Panatda's definition of Mind Mapping technique in Panatda & Laohawiriyano (2010: 4). It is teaching a technique using Mind Mapping as a tool to represent students understanding by using words, picture with color and symbols in a hierarchical or tree branch format.

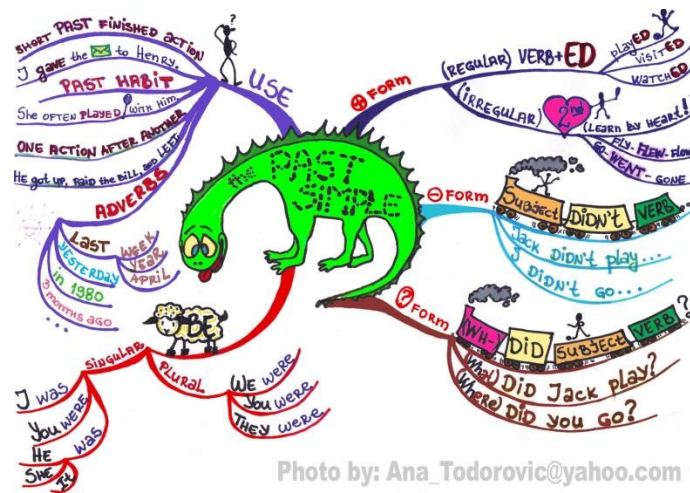
b. Types of Mind Map

Mind maps divided into three types, Buzan (2008: 6) as follow:

1) Syllabus Mind Map

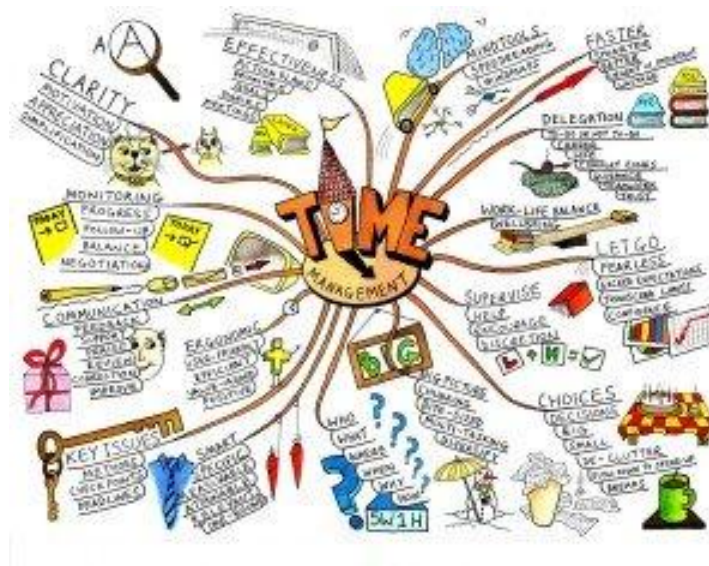
This type is created from the textbook that content you have learned, the Mind Map of the syllabus is also called macro Mind Map. Syllabus Mind Maps are very useful and help you to give an idea of what you learn. Usually, the main map syllabus is made with large size and paste on the wall in order to facilitate us to master how many things we have mastered in the subjects.

Example of syllabus Mind Map:



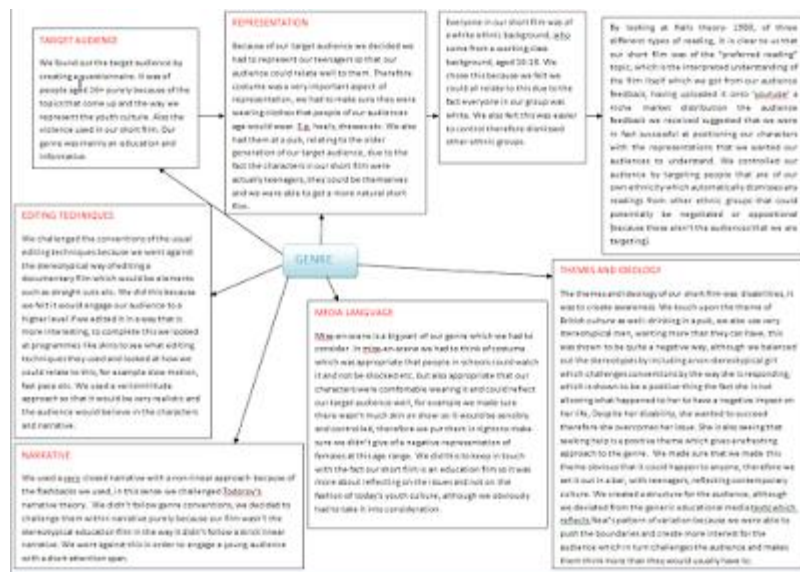
2) Chapter Mind Map

Chapter Mind Map differs from the syllabus because the Mind Map of chapters is based on each chapter we have studied before, but you must summarize the important points or point of outline to remember them. But more ideally, the Mind Map not only contains a summary of all the chapters but needs to be more detailed about all the information we will learn. For example:



3) Paragraph Mind Map

This type of Mind Map is perceived to provide complete information because besides we can see a summary of each chapter we can also find a summary explanation. In addition, we also just make a paragraph Mind Map in a small textbook to remember it. Example Mind Map paragraph:



c. Benefits of Using The Mind Map to Teach Reading Skills

Stine (1997: 103-104) has several advantages which help the reader to grab information so he can comprehend any text easily. First is an information structure in the Mind Map simplifies a concept and description for the reader. Second is activating left brain to control verbal and analytical capability when the reader organizes a diagram, while the right brain controls spatial and visual capability. The third is to comprehend a text by writing main ideas and

connecting each other in the reader's own way. Fourth is the reader is able to face a new thing because there are always some spaces for a new idea and its correlation. Fifth is an easiness of remembering important connections because they are on a piece of paper. Sixth is the reader could easily recall the information from the Mind Map or diagram.

Cleford (2010: 2) states the advantages and disadvantages of using Mind Mapping as below:

Advantages:

- 1) Easily add ideas or links later.
- 2) Helps to concentrate on information structure and relationships between ideas rather than disconnected facts.
- 3) Mindmap may help people to see other connections and similarities in the information they receive.
- 4) Add sketches in making Mind Map is more memorable than conventional notes.
- 5) Mind maps can incorporate a mass of material (For example, a jet's maintenance manual was reduced from 1000s of pages to a room-length Mind Map. A year's subject notes became an easily reviewed poster).
- 6) Mind Mappings can help revision, even if the course notes are conventional. They condense material into a concise, memorable format.

Disadvantages:

- 1) People may want to redraw the maps later-but that will help them remember the material.
- 2) Someone's map may be so personal and it could be difficult for others to understand. Mind maps are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.

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

d. How to Make Mind Map

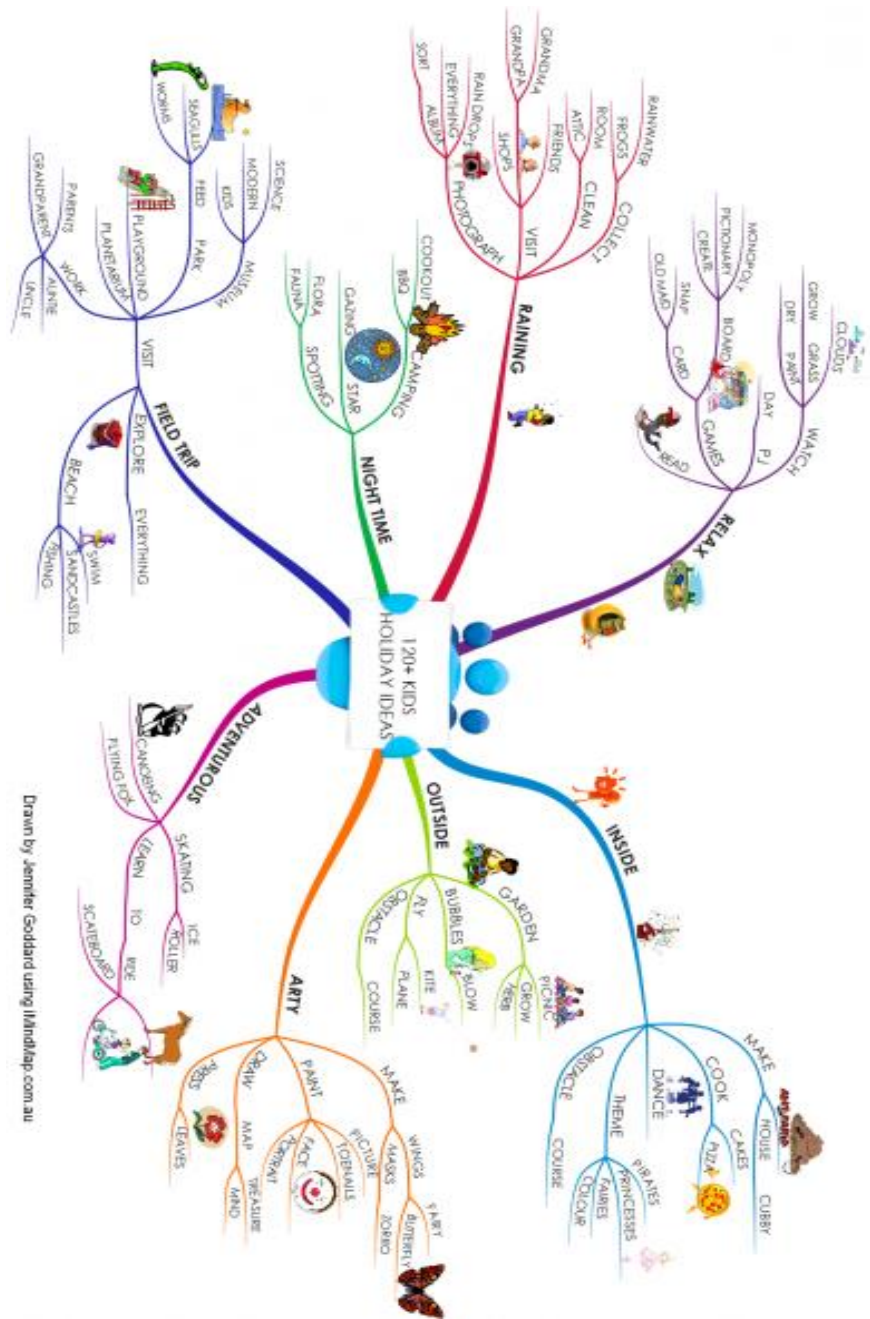
Making Mind Mapping is easy. The students can remember much information in this way. Buzan (1994: 14-15) Here are several steps to make Mind Mapping:

- 1) Starting from the center of the blank paper. It is better to rotate the paper, so you can use it horizontally (it helps the brain feels free to spread the ideas).

- 2) Using picture or photo as the center of the idea. A picture has a thousand meanings and helps the students to use their imagination. A central picture makes the students focus, concentrate, and feel interested in what they are mapping.
- 3) Using colors. Colors have the same role as pictures, the brain will stimulate an idea through the colorful form. It gives Mind Map more alive and adds creative thinking energy for the students.
- 4) Linking the main branches with the central picture and linking within the supporting branches. An association has an important role in brain activity, by linking two or more things will make the students easier to understand and remember.
- 5) Making a curved line, not a straight line. The straight line will only make the brain bored.
- 6) Using only a keyword in every single line. This is used to give flexibility in making the Mind Map.
- 7) Using pictures. Every single picture has a thousand meanings as same as the central picture.

Instead of those views above, Casco (2009: 7) explains the advantages of Mind Mapping into some points. The first is the flexibility to use by learners with different levels of proficiency in the target language. Next, Mind Mapping empowers the learners by allowing them to decide where to start and what to leave out. This possibility of making decisions develops a sense of self-efficacy and fosters autonomy. The last advantage is stimulating the learners' creativity.

From that explanation above, it can be concluded that Mind Mapping naturally just a technique which has both positive and negative things inside. Oftentimes, the learners can take the advantages through this technique. Meanwhile, the disadvantages cannot be separated from its use. Hence, it depends on the user to maximize the advantages of using Mind Mapping.



Drawn by Jennifer Goddard using MindMap.com.au

Figure

The Sample of Mind Mapping

e. Teaching Reading Comprehension Through Mind Mapping

Buzan (1994: 14-15) Here are several steps to make Mind Mapping:

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- 5) Making a curved line, not a straight line. The straight line will only make the brain bored.
- 6) Using only a keyword in every single line. This is used to give flexibility in making the Mind Map.
- 7) Using pictures. Every single picture has a thousand meanings as the same as the central picture.

Based on the explanation above, the reseacher gives the procedures for teaching reading through Mind Mapping:

First: introduce the procedure of making Mind Mapping and review the material. Later, tells the students about the advantage of using Mind Mapping in learning text.

Second: at the first meeting, divides the students into some groups which consist of 3-4 members in each. It is used to let the students learn first about making Mind Mapping together. For the second meeting, the students are asked to make their Mind Mapping individually.

Third: give students instruction to read and comprehend the text first. After comprehending the story, they have to write and draw their comprehension through Mind Mapping.

Fourth: the students tell Mind Mapping in front of the class, then some others give their opinion; whether they have similar thinking about the text. For the second meeting, there are only some students present their Mind Mapping. It is used to maximalize the used of time.

Fifth: the students have to answer some questions related to the text, in order to make sure whether their reading comprehension is helped by Mind Mapping. The questions are given after the students present their Mind Map in front of the class.

In short, students are explained about Mind Mapping technique and the advantages of Mind Mapping at the beginning of teaching reading comprehension through Mind Mapping. Then, they are divided into some groups to draw their own Mind Mapping. After that, they are asked to comprehend the text in the group which later they are asked to draw its Mind Mapping based on what they comprehend about the text. Then, they have to present their Mind Mapping in front of the class. at the end of the presentation, the students discuss whether or not each group of students have a similar idea about the text. Finally, the students have to answer the questions about the text. It is used to know their comprehension. In this case, the teacher has a role as a facilitator.

B. Previous Related Study

The first previous study is taken from Lani Suryani's about Improving Students' Reading Skills by Using The Mind Map Technique at SMA N 1 Kretek in The Academic Year Of 2013/2014, The nature of this study is action research. This study aimed at improving the students' reading skills by using the Mind Map technique in the process of reading teaching and learning. This research consisted of two cycles. It was conducted collaboratively with the English teacher. The subjects of this research were 25 students of class XI IPA 1 in SMA N 1 Kretek, Bantul, Yogyakarta. The data in this research were collected through observations, interviews, and documentation. The data were

in the form of field notes, interview transcripts, photographs, and students' portfolios.

The researcher used the qualitative method in analyzing the data. The researcher also enhanced the trustworthiness of the data and the subjectivity by using the two forms of triangulation: time and researcher triangulation. The result of the two cycles showed that the use of the Mind Map technique could improve the students' reading skills. The students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the Mind Map technique, the students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning. This condition stimulated the students to work based on their own actual capability. Thus, the students got more experiences and improved their achievement.

The study above has both the similarities and the differences with the researcher's study. The similarities are having the same technique (Mind Map) and the collecting data. The differences are in the place and sampling technique.

The second related study is *The Use Of Mind Mapping Strategy To improve students' Ability In Writing Procedure Text (An Action Research At The Tenth Grade Of Sma Negeri 1 Susukan Kabupaten Semarang)* by Galih Indra. The study focuses on the use of Mind Mapping strategy to improve students' ability in writing procedure text. The purposes of this study were to give a description of how Mind Mapping method could be applied in teaching-

learning writing procedure text. In order to reach the goals of this study, I designed an action research which consists of four meetings, and it was done through a sequence of cycles. The students were given some treatments and writing tests in order to obtain a description about students' ability in writing procedure text. This study was held in SMA Negeri 1 Susukan Kabupaten Semarang on 23 January 2013 until 13 February 2013. Class X-2 in the academic year of 2012/2013 was chosen because of recommendation from English teacher about the unsatisfying result of the students' writing aspect.

Based on the English teacher's statement, the students' achievement in reading, speaking and listening aspect of the procedure text material at first semester was good enough. However, they still needed a new method or teaching-learning strategy to maximize their achievement in producing procedure text. There were fourteen students in this class and three kinds of writing test in this research. They were pre-test, writing test in cycle 2 and posttest which were given at the last meeting. Besides, observation checklist and questionnaire were given to support the primary data.

The study above has both the similarities and the differences with the researcher's study. The similarities are having the same technique (Mind Map). The differences are on the place, population, and sample.

The last related study is taken from Panatda Sirriphanich's study about the improvement of reading comprehension by using mind-mapping as written on his article "Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students".³⁵ He conducted the

research by using one group pre-post test experimental research design to 35 1st-year students at Songkhla Rajabhat University, Muang Songkhla who were learning “English for communication and reading skills” as a compulsory subject. He found that Mind Mapping improved students’ English reading comprehension as in the post-test mean score of students was higher than the pre-test mean score at the 0.05 level of significance. Moreover, most students were satisfied with their own reading comprehension ability, and the last, they enjoyed working in a group and agreed that Mind Mapping technique was a useful technique and can be applied to non-English subjects. Findings and implications for further research are discussions. To support his research, there are fifteen students (5 highly successful, 5 who did not show any improvement, and 5 unsuccessful) were selected for retrospective interviews after getting the score in post-test.

The mean of the pre-test was 57.78, the mean of the writing test in the second cycle was 63.214, and the mean of the post-test was 80.681. By comparing the result of the three tests, I concluded that Mind Mapping method could give a better achievement for the students in producing procedure text. The analysis of the questionnaire and observation also supported the fact that Mind Mapping method was appropriate to be implemented in teaching-learning writing procedure text. Besides, Mind Mapping method could be applied not only in writing procedure text, but also other texts which were taught both in senior and junior high school.

Teacher as a facilitator in teaching learning activity should be able to deliver materials using appropriate media or teaching strategy so that the students weren't bored with the conventional method. I suggested that English teacher must understand the students' characteristic before teaching-learning activity conducted. Moreover, they should be creative and innovative to create enjoyable teaching and learning process to make students motivated in writing activity.

The study above has more differences than similarity with the reseacher's study. The differences are in the place, population, and sample. The only similarity with the reseacher's study is on the use of Mind Mapping as the way to know the effectiveness of reading comprehension.

C. Rationale

The concept of using the Mind Map technique to improve the students' reading comprehension has been explored in the previous discussion. A conceptual framework derived from those concepts above will be presented as follows.

Reading is one of the important things to get any information. In a school case, reading is an essential skill because the students face written text in their textbooks almost every day. In fact, They faced some reading problems which caused the learners had difficulties in comprehending the information presented in the textbooks. So there must be a technique which can help them to read effectively and interestingly. Moreover, most of the students think

twice to read comprehend the text given. It can be seen when they prefer to answer the question given suddenly, without reading the text deeper. In addition, commonly the students felt saturated about the text because they were lazy to read the text comprehend. The way they read the text was monotonous. There was not an innovative way for the learners to read a text comprehensively. The students could not learn effectively without the teacher's guidance. There should be a solution to solve this problem.

From the previous theoretical review, the researcher had discussed a term of the Mind Map. There were several advantages of the use of the Mind Map in the learning process. The Mind Map technique helps the students to simplify a concept and description, to balance human brain activity, to guide them reading a text in a joyful way, to invite them to make innovations and to help them to recall any information they have read easily. The Mind Map technique of reading a written text is one of the effective ways to comprehend the text.

Therefore, the Mind Map technique is a good technique to solve the problems identified by the researcher in the eighth grade of SMP N 2 Toroh Purwodadi. This technique is considered appropriate for the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the reading comprehension.

D. Hypothesis

Based on the description above, the hypothesis of this research can be described as follows: The use of Mind Map technique can improve students' reading comprehension eighth grade of SMP N 2 Toroh Purwodadi.

CHAPTER III

RESEARCH METHODOLOGY

The third chapter presents the method used in the research including the details on the type of the research, the setting of the research, the subjects of the research, the schedule of the research, the instruments of the research, the techniques of collecting data, the technique of data analysis, the validity and the reliability of the data, the procedure of the research and the scoring scheme for reading tests. They would be discussed in the following.

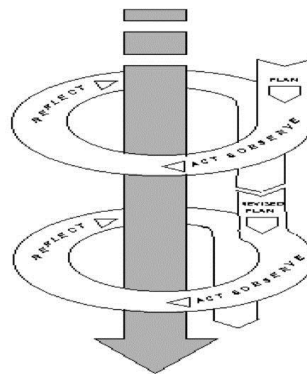
A. Research Design

This research uses Classroom Action Research (CAR). The definition of CAR can be inferred by the notions of CAR, this kind of research constitutes action research which is conducted in a class to solve the problem class that arises. Suharsimi (2006: 3) explains that CAR is an analysis of learning process along with an action in a class. In this case, the researcher analyzes the problem of the student's reading comprehension occurred in the learning process and found it which was then solved by retelling technique.

According to Wallace (1998: 4), Action research is systematically collecting data in our daily practice that then is being analyzed to decide what the feature should be based on the practice analysis. This kind of research is aimed to use the wide strategies that are appropriate for the condition and what the subject needs and to develop the quality of the learning. Wallace (1998: 4) also asserts In Fact, most of us tend to use the variety of strategies for our

professional development, some formal, some informal. The researcher chose one of them which is from Kemmis and McTaggart (1988: 10). The process is presented below.

Model Kemmis dan Taggart



The steps of action research according to Kemmis and McTaggart (1988: 10) are planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, replanning, acting and observing again, and then reflecting again. Those steps were done to find out the most appropriate actions to improve the students' reading comprehension of class VIII I at SMP N 2 Toroh Purwodadi.

The statement above notices that the Classroom Action Research is an activity to find an answer to a problem. While in the process of analyzing, the researcher also needs to find a solution as the response to the problems occurs. This indicates that the action research is to control and know the weakness of a strategy which is probably inappropriate with the subject and to develop,

increase the quality of what is done. Those steps were done to find out the most appropriate actions to improve the students' reading comprehension of the eighth grade of SMP N 2 Toroh Purwodadi in the academic year of 2017/2018.

B. The Setting of the Research

1. Place of The Research

The research would be held in SMP N 2 Toroh Purwodadi which is located on Jl. Raya Depok No.61, Kecamatan Toroh Purwodadi. There are 24 classes in this school.

2. Time of The Research

The researcher would be conducted in April of 2018. It would be started from the preliminary research until the class observation during the teaching process. Here is the research schedule which would be done at this time of the study such as:

Table 3.1 The Research Schedule

No	Activity	Time
1.	Pre Observation	November 2017
2.	Observation Permission	December 2017
3.	Proposal draft and consultation	December 2017
4.	Proposal draft Seminar	March 2018

5.	Research Permission	April 2018
6.	Collecting the data	May 2018
7	Munaqosyah examination	July 2018

C. The Subject of the Research

The participant of this research is the students from eighth grade of SMP N 2 Toroh Purwodadi. The students of the eighth grade of SMP N 2 Toroh Purwodadi were divided into nine classes. However, the research only involved one class of VIII I. It consisted of 36 students. The researcher was as the teacher in the class VIII I who taught reading comprehension according to the learning materials and the lesson plans which had been developed. If the students' learning outcome is unsuccessful, the researcher would replan the actions and improve the material in the next actions.

D. The Technique of Collecting The Data

Hornby (1995: 294) stated that data are facts or information used in deciding or discussing something. The researcher has collected the data to support this research in deciding some actions so that the students' reading comprehension improved. In collecting the data, the researcher collaborated with the collaborator as an observer and the students. There were three aspects of this collecting data which are presented in the following.

1. Research Instrument of Data Collection

The instrument is the main important tool to collect the data. The instruments used in this research is test. The researcher would be done test on the pre-test and post tests. The students' score of pre-test and post-test obtained from the process are used to see the improvement of understanding and the students' achievement.

a. Tes

The test was a tool to measure the students' achievement. The test was a method of measuring a person's ability or knowledge in a given domain. According to Arikunto (2006: 150) test is set of question or exercises or other instrument is used to measure skill, knowledge, intelligence, and aptitude of an individual or a group. The result of the reading test was compared with the criteria of success to know whether the students get improvement in reading ability or not. The researcher used multiple choice and there were twenty questions. The researcher used five indicators like recognizing stated details, recognizing the author's purpose, guessing unfamiliar words, detecting mood, and inferring referents.

2. The Reliability and the Validity of the Instrument.

a. Validity

To maintain the validity of the data, there are five criteria proposed by Anderson in Burns (1999: 161) were followed by the researcher.

Validity is a measure that indicates the level of validity of an instrument. Validity test is done by correlating between scores obtained students on a point about the total score obtained. The formula used is.

$$r_{xy} = \frac{N \cdot \Sigma X \cdot Y - (\Sigma X)(\Sigma Y)}{\sqrt{(N \cdot \Sigma X^2 - (\Sigma X)^2) \cdot (N \cdot \Sigma Y^2 - (\Sigma Y)^2)}}$$

r_{xy} = correlation coefficient between score X and score Y

N = number of participants

X = grain score

Y = total score

Furthermore, in giving an interpretation of the correlation coefficient, Masrun (2010: 152) states that items that have a positive correlation with the criterion (total score) and high correlation, indicate that the item has a high validity as well. Usually the minimum requirement to be considered eligible is if $r = 0.3$. Thus, if the correlation between the grains with a total score of less than 0.3 then the item in the instrument is declared invalid.

Below is presented data of calculation result validity test to 14 student, and got result as follows:

Table 3.1

Results of Item Instrument Analysis

No.Instrumen Grain	Correlation coefficient	Qualification
-----------------------	----------------------------	---------------

1	0,828	Valid
2	0,858	Valid
3	0,591	Valid
4	0,762	Valid
5	0,805	Valid
6	0,707	Valid
7	0,778	Valid
8	0,352	Valid
9	0,402	Valid
10	0,530	Valid
11	0,560	Valid
12	0,579	Valid
13	0,716	Valid
14	0,595	Valid
15	0,371	Valid
16	0,756	Valid
17	0,719	Valid
18	0,661	Valid
19	0,828	Valid
20	0,858	Valid

From the table above, the results of the trial of 14 students, the whole item is more than 0.3 and it means all the question items are valid and can be used for research.

b. Reliability

The data of this study were in the form of quantitative descriptive data. The researcher got the data from many resources. Reliability shows the level of reliability something. Reliable means to be trusted, so reliable. Reliability can be interpreted that the instrument is quite trusted as a data collection tool.

The formula to find out the reliability of the instrument using Alpha Cronbach formula, as follows:

$$r_{11} = \left[\frac{n}{n-1} \right] \left[1 - \frac{S_i^2}{S_t^2} \right]$$

r_{11} = instrument reliability

n = the number of items

S_i^2 = the number of variance scores per item

S_t^2 = variance total score

So the reliability can be calculated as follows:

$$\begin{aligned} r_{11} &= \left[\frac{n}{n-1} \right] \left[1 - \frac{S_i^2}{S_t^2} \right] \\ &= \left[\frac{20}{20-1} \right] \left[1 - \frac{15,580}{198,08} \right] \\ &= \left[\frac{20}{19} \right] [0,92] \\ &= [1,05] \cdot [0,92] \\ &= 0,96 \end{aligned}$$

From the analysis result obtained reliability value of teacher performance instrument equal to 0,95. According to the interpretation of values referring to Guilford's opinion, the reliability coefficient shows very high reliability.

Based on the validity and reliability test indicate that all question items are valid and reliable, then the question can be used for research.

E. Performance Indicators

In this classroom action research would be shown performances are the students' performance and teacher's performance. Performance indicators would be shown as follow:

a. Students

- 1) Students' learning outcome improved. The criteria for success of the implementation of Mind Map technique could be said successful if 85 % of students' reached a standard minimum score that was 76.
- 2) Improving students activity in teaching and learning process.

b. Teacher

- 1) Implementation of the lesson plan.
- 2) Improving teacher activity in the classroom by using picture or image media.

F. Research Procedures

The researcher uses Kemmis and McTaggart's model (1988: 10) in this research as discussed in the beginning point of this chapter. There are three steps in a cycle. They are planning, implementation, observation, and reflection. These steps were involved in cyclical structure. It means that these steps are possible to reimplement in the next cycle when it was needed to do. It could be 2, 3, or more cycles in a research but the researcher only do two cycles because of some reasons such as time limitation and school policy of teaching and learning process.

Those steps are headed by a process called reconnaissance. This reconnaissance led the researcher to focus on the study. By doing the reconnaissance, the researcher gained data about obstacles and weakness in reading a passage. They have collected through the test. The researcher would give the test in pre-test and post-test. This test is to see whether the students get improvement in reading comprehension or not. The researcher would observe activities in the learning and teaching process related to reading activities. The research procedure included the following steps:

a. Planning

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

b. Action and Observations

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

c. Reflection

After doing activities in the first cycle and then observing the problems, there would be a reflection of the implementation. It becomes the reference to implement the actions in the next cycle better than before. Responses and suggestions were accepted by the researcher from the other participants of this research, especially from the collaborator. The results of the identification of the actions were determined as successful or unsuccessful ones.

G. Data Analysis Technique

In analyzing the test paper of the reading test, a statistical technique is used to find the students' mean score. The data from the test are analyzed in order to prove whether or not teaching reading using Mind Map can improve students' reading comprehension. In this research, the students' mean score of the post-test 1 is compared to the students' mean score of the post-test 2 to know whether there is an improvement in the students' reading comprehension. The formulas used to compute the mean scores are:

$$X = \frac{\sum x}{n}$$

$$Y = \frac{\sum y}{n}$$

X= mean of post-test 1 scores

Y = mean of post-test 2 scores

n = the number of samples

Furchan (2004: 158)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussions dealing with the data that had been collected during the research. The data were taken from the test. As mentioned in the previous chapter that in this research, the researcher would answer the research question, which was stated in chapter I, that was: “Does the Mind Map technique improve students’ reading comprehension at eighth-grade of SMP N 2 Toroh Purwodadi?”

A. Research Findings

In these findings, the researcher presents the result of research and the analysis of the data that were collected through pre-test and two times of treatments. The pre-test was conducted in a preliminary study. Two times of treatments were the teaching and learning processes and the assessment was conducted as implementation done. The descriptions of the results are as follow:

1. Preliminary Study

A preliminary study was conducted at the beginning of the research. The purpose of this meeting was to find out the problems of reading instruction and the students’ ability in reading. This activity was conducted on Thursday, November 9th, 2017. In this activity, the researcher observed the

situation of the classroom before conducting the study. The researcher also shared with Mrs. Peni as the English teacher of the eighth-grade students of SMP N 2 Toroh Purwodadi. The teacher explained that the students of the eighth grade were still poor in reading comprehension especially in reading recount text.

Next, the researcher also observed the process of teaching-learning in the class. In the teaching-learning process, the teacher taught 36 students. The researcher found some facts that happened in the classroom during an English lesson. In teaching learning process, they faced some reading problems which caused the learners had difficulties in comprehending the information presented in the textbooks. Moreover, most of the students think twice to read comprehend the text given. It can be seen when they prefer to answer the question given suddenly, without reading the text deeper. In addition, commonly the students felt saturated about the text because they were lazy to read the text comprehend. The way they read the text was monotonous. There was not an innovative way for the learners to read a text comprehensively. The students could not learn effectively without the teacher's guidance.

The last, researcher prepared the material for the pre-test. The researcher gave a pre-test that the students were asked to analyze recount text about "Holiday". The pre-test was followed by 36 students as the participants of the study and they were given 30 minutes to do it.

The purpose of the pre-test was to measure students' reading competence before given an action. After giving the test, the researcher

examined the answer sheet and found the results. The result of the test can be seen in the Table 4.1:

Table 4.1: The Result of Pre-test

No	Students	Score	Qualification
1	AEK	75	Not Achieved
2	ASP	75	Not Achieved
3	AFZ	60	Not Achieved
4	AS	75	Not Achieved
5	AR	70	Not Achieved
6	APA	70	Not Achieved
7	AHM	60	Not Achieved
8	AAP	75	Not Achieved
9	BAS	70	Not Achieved
10	BVCN	70	Not Achieved
11	CRRR	80	Achieved
12	DKW	75	Not Achieved
13	DAP T	70	Not Achieved
14	EK	75	Not Achieved
15	EN	70	Not Achieved
16	FWA	50	Not Achieved
17	FNA	75	Not Achieved
18	HW	70	Not Achieved

19	LM	70	Not Achieved
20	LRPP	70	Not Achieved
21	MDA	75	Not Achieved
22	NSK	70	Not Achieved
23	NAA	70	Not Achieved
24	NAR	50	Not Achieved
25	PAL	80	Achieved
26	RHA	75	Not Achieved
27	ROk	60	Not Achieved
28	RW	60	Not Achieved
29	Rm	70	Not Achieved
30	SFS	75	Not Achieved
31	SD	75	Not Achieved
32	SDM	75	Not Achieved
33	TA	70	Not Achieved
34	WW	70	Not Achieved
35	YBA	65	Not Achieved
36	YAS	70	Not Achieved
Total		2520	
Average		70	

(Data Source: Pre-test, November 09th, 2017)

Based on the result of pre-test (table 4.1) that the students did, it can be concluded that the average score of pre-test was 70 points. The highest score was 80 and the lowest score was 50. Also, the researcher analyzed that among 36 students who joined the test, only 2 (6%) students could get score 76 or more and the 34 (94%) got a score less than 76. It meant that the students' reading ability in the eighth grade was still poor. It was in line with the students' result, the teacher intended to improve the students' score that was 15 points from the average score of the pre-test. It was also explained in chapter III that the criteria for success of the implementation of Mind Map technique strategy could be said successful if 85 % of students' reached standard minimum score that was 76.

2. Implementation of Mind Map Technique

This research was done by the researcher in April 2018 to improve the students' reading comprehension through Mind Map technique. This section covers the actions of research. It was conducted in phases in cycles and each cycle consisted of four steps, namely: planning, action, observation, and reflection.

a. Cycle I

The activity of cycle 1 was conducted on April 5th, 7th, 12th 2014. Cycle I activity was in three meeting (6x80 minutes). In cycle I, there are four steps that were carried out concerning the aims of this research. The steps were as follow:

1) Planning

In the planning step, the researcher prepared the teaching-learning design, such as arranging lesson plan and its instruments. Then, the researcher conducted post-test to know the students' improvement in reading skill. It consisted of one topic. There were 36 students joining in the class. In this occasion, the researcher determined the criteria for success by considering the passing grade. The learning was successful if 85 % of students got at least score 76 (passing grade).

2) Action

In this step, the teacher conducted activities according to the schedule that was arranged in the planning stage. As mentioned in the lesson plan, the use of Mind Map techniques conducted by the teacher in three phases of activities, namely: pre-reading, whilst-reading, and post-reading. These phases of teaching reading were explained in two meetings. In the first meeting, the teacher gave material entitled "Sanur Beach". The students were taught by using Mind Map technique. Then, the researcher asked the students to analyze a recount text by using Mind Map technique. The second meeting, the students were given a review of the first meeting and the students were given reading the test to measure their reading competence. Here is the explanation of the activity during the first cycle.

a) First Meeting

The first meeting was held on 5th April 2018. In the teaching reading, the teacher was implemented in three phases of activities, as below:

Pre-reading

Generally, in the opening session, the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to start the learning process. After that, the teacher asked the students to watch the video on LCD and after that, the teacher asked some questions, such as; "Have you ever picnic?", "What did they do?" "Why did they leave him alone?" So, that is what we call as recount text." All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly

Whilst-reading

This stage was the center of the teaching and learning activity. Teacher divided the students into nine groups. Each group consisted of four students. The students were divided based on the seats or line. It took a long time because students were to turn around their seats. Next, the teacher explained all about recount text including definition, the purpose, generic structure, grammatical features or language features and example of recount text. After explaining it, the teacher gave a contextual example of recount text. It was conducted because the students were difficult to understand recount text.

Students must be given an example of the material based on their experience in the past.

In addition, the teacher introduced how the use of map technique in analyzing the generic structure of recount text. The teacher asked the students to draw a picture or keyword as the main concept in central of the blank paper. After drawing a picture, the teacher asked the students to make curved links as supporting the idea. The teacher explained what the function of the picture on the central of blank paper and the curved links.

Then, teacher distributed a simple recount text entitled “School Holiday” and also the teacher asked the students to read and comprehend the text. While the students were reading and comprehending the text, the teacher went around moved from one to others. The teacher observed the students’ activeness and helped them if they got problems. Furthermore, the teacher asked the students to analyze the text. And the last, the students had to write their analyzing with Mind Map technique.

Further, the teacher asked the groups to present their analyzing. It was conducted in order that the students could share each other about their understanding in analyzing the text by using Mind Map technique. After that, other groups were to give some responds, suggestions, or criticisms about the group doing a presentation.

Post-reading

The teacher stopped the reading instruction because of time was over. He did reflection by giving question and students answered orally in short time. It was done as the teacher wanted to measure how deep the students mastered the material. The last, Teacher and students conclude the material.

b) Second Meeting

The second meeting was held on 7th April 2018. In the teaching reading, the teacher was implemented in three phases of activities, as below:

Pre-reading

Generally, in the opening session, the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance in starting the learning process. After that, the teacher gave some questions, such as; "Have you ever heard about recount text?", "What is the generic structure of recount text?" All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly.

Whilst-reading

The teacher asked the students to join with their groups made in the previous meeting. The group consisted of four students. It still took a long time because some of the students forgot their groups. The teacher was to re-read their groups. Then, the teacher explained more clearly about recount text

including definition, function, generic structure, grammatical features or language features and example of recount text. In this occasion, the teacher asked the students before continuing to the next steps.

Next, the teacher asked delegation of each group to explain the use of Mind Map technique in their own group. Before continuing to the next steps, the teacher added their explanation. In addition, the teacher distributed recount text. The teacher asked the students to read and translate the text. While reading and translating the text, the teacher went around observing the students' activeness. After that, the teacher asked the students to analyze the generic structure of the text using Mind Map technique.

Post-reading

The teacher stopped the reading instruction because was over. He did reflection by giving question and students answered orally in short time. It was done because the teacher wanted to know how deep the students mastered the material. Then, teacher and students conclude the material. And the last the teacher told there would be a test at the next meeting to measure the students' capability.

c) Third Meeting

The third meeting was carried out on April 12th, 2018. In this meeting, the researcher did an evaluation. He wanted to measure the students' reading ability after doing reading instruction by implementing Mind Map technique. The evaluation material was "My Family Holiday". The students were asked to

analyze the generic structure of recount text individually. It was done in 60 minutes.

3) Observation

Generally, the implementation of the Mind Map in the first cycle ran well. On the first meeting, the students were introduced Mind Map. They look excited and eager to know about Mind Map. When the researcher presented the Mind Map to the students, they fully paid attention. It didn't take much time to teach the students how to make a Mind Map. When the students already understood how to draw a Mind Map, the researcher checked it by asking them to create a Mind Map in a group. The students showed good cooperation in this session. They drew Mind Map enthusiastically.

The second meeting ran well too. When the teacher revised the students' previous last meeting, they paid attention and sometimes laugh to know their mistake. When the researcher asked them to revise their previous Mind Map, they did it very well. Some of them decorated their Mind Map by adding some pictures to it. The students enjoyed the activities especially when the researcher asked them to find the keyword in the text.

4) Reflecting the Action

After applying Mind Map on the first cycle, the researcher found some positive points related to the students' motivation during reading class. Mind Map successfully attracted the students in reading activity. They enjoyed a new method as a fun reading activity which was encouraging them to find the main concept or keyword of the text. They liked to draw to explore their ideas with

lines, branches, colors, and images. This activity increases the students' creativity in developing the ideas.

Furthermore, after whole activity had finished, the researcher assessed the students' reading result. The result of the reading test in cycle I was as follow :

Table 4.2: The Result of Reading Post-Test in Cycle I

No	Students	Score	Qualification
1	AEK	80	Achieved
2	ASP	80	Achieved
3	AFZ	80	Achieved
4	AS	80	Achieved
5	AR	80	Achieved
6	APA	65	Not Achieved
7	AHM	85	Achieved
8	AAP	90	Achieved
9	BAS	65	Not Achieved
10	BVCN	85	Achieved
11	CRRR	80	Achieved
12	DKW	80	Achieved
13	DAPT	90	Achieved
14	EK	75	Not Achieved
15	EN	80	Achieved
16	FWA	85	Achieved

17	FNA	85	Achieved
18	HW	75	Not Achieved
19	LM	55	Not Achieved
20	LRPP	80	Achieved
21	MDA	85	Achieved
22	NSK	85	Achieved
23	NAA	70	Not Achieved
24	NAR	65	Not Achieved
25	PAL	80	Achieved
26	RHA	75	Not Achieved
27	ROK	85	Achieved
28	RW	75	Not Achieved
29	RM	65	Not Achieved
30	SFS	80	Achieved
31	SD	65	Not Achieved
32	SDM	60	Not Achieved
33	TA	85	Achieved
34	WW	75	Not Achieved
35	YBA	55	Not Achieved
36	YAS	55	Not Achieved
Total		2735	
Average		76	

(Data Source: Post-test I, April 12, 2018)

Based on the test result (table 4.2), the average of students' score in the first cycle was 76. It increased 6 points from pre-test. The highest score was 90 and the lowest score was 55. From the calculation above, it could be known that there were improvements before they were given treatment and after they were given treatment but it did not achieve the criteria for success. It can be calculated that 21 (58%) of the students passed and 15 (42%) failed in this first cycle. The researcher gives eight indicators for this test, as follow:

- 1) Recognizing main ideas. (2 question)
- 2) Recognizing stated details. (3 question)
- 3) Guessing the meaning of unfamiliar words. (3 questions)
- 4) Inferring unstated details. (5 questions)
- 5) Inferring referents. (2 questions)
- 6) Detecting mood. (2 questions)
- 7) Drawing conclusion. (2 questions)
- 8) Recognizing the author's purpose. (1 questions)

An indicator that is achieved most correct answer is recognizing stated details because they just find out the keyword from the text and match it with the answer. An indicator that is achieved most incorrect answer is guessing the meaning of unfamiliar words because they confuse what they have chosen. The learning was successful if 85 % of students reached standard minimum score. It meant that the first cycle was unsuccessful enough. In the first cycle, also, the researcher analyzed the result of the observation that some students still had some problems with the following:

- 1) Some students did not give a contribution to their groups. They were still not active with the group.
- 2) Students did not understand well the instruction that had been explained by the teacher. It was caused the teacher explained too fast
- 3) Students were still difficult to analyze the generic structure of recount text because they were a lack of vocabularies and phrases.

Then, the researcher decided that the researcher was to conduct the second cycle. It needed the next cycle to solve the problem above.

b. Cycle II

The second cycle was done based on the result of the reflection from the first cycle. The result of the observation shows that the students' achievement was still below the criteria for success. The average score was 80 points. Having this result, the researcher re-planned the action and conducted the cycle 2. It was conducted in three meetings.

1) Planning

Planning the cycle II was based on the recommendation and reflection in cycle I. In the cycle II, the teacher concerned to analyze recount text by guiding them into individual and teamwork. Then, the researcher prepared post-test to know the students improve in reading comprehension.

2) Action

In action stage, the teacher conducted three meeting of cycle II, which was scheduled on Saturday, 14 2018, Thursday 19 April 2018, and Saturday,

21 April 2018. From the result of this research, the teacher concerned to drill the students' understanding in order to analyze recount text, particularly in analyzing generic structure components. In the teaching and learning process, the students were given more practice of using Mind Map technique. Here is the explanation of the activity during the second cycle:

a) First Meeting

The first meeting was held on 14th April 2018. In the teaching reading, the teacher implemented three phases of activities, as below:

Pre-reading

Generally, in the opening session, the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance in starting the learning process. After that, the teacher gave some questions, such as; "Have you ever visit a good place?", "How to explain it?" So, that is what we call as recount text." All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly.

Whilst-reading

Teacher divided the students into nine groups. The group consisted of four students. The students were divided based on the result of cycle I. Two students' low competence gathered with two students' high competence. Then, the teacher explained all about recount text including definition, social

function, generic structure, grammatical features or language features and example of recount text. After the teacher explained it, the teacher gave the contextual example of recount text.

Next, the teacher explained more clearly how to use of Mind Map technique in analyzing the generic structure of recount text. The teacher also collaborated with the students who did not give a contribution to their group. The teacher asked them to explain in their groups. Before continuing to the next topic, the teacher asked the students about the explanation.

Furthermore, the teacher distributed a recount text. Then, the teacher asked the students to write the difficult words or phrases. There were many difficulties words which the students wrote. Some of them were “realize”, and “satisfied”. Teacher and students translated them. The last, the teacher asked the students to analyze the recount text. The analyzing was to use Mind Map technique. In this activity, the teacher also guided them. This activity was conducted in a group.

Post-reading

The teacher stopped the reading instruction because of time limitation or the time was over. He did reflection by giving the question and the students answered orally in short time. It was done because the teacher wanted to know how deep the students mastered the material. The last, Teacher and students concluded the material.

b) Second Meeting

The second meeting was held on 19th April 2018. In the teaching reading, the teacher was implemented in three phases of activities, as below:

Pre-reading

Generally, in the opening session, the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance in starting the learning process. After that, the teacher gave some questions, such as; "Who can write personal experience?", "Who can analyze the generic structure of recount text?" All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly.

Whilst-reading

Teacher divided the students into nine groups. The group consisted of four students. The students were divided based on students' competence gender heterogeneously. The students' low competence gathered with students' low competence. Then, the teacher explained more clear all about recount text including definition, social function, generic structure, grammatical features or language features and example of recount text. After explaining it, the teacher gave a contextual example of recount text.

In addition, the teacher explained more clearly and slowly how to use Mind Map technique in analyzing the generic structure of recount text. The

teacher also collaborated with the chiefs of the group. The teacher asked the chief of the group to explain in their groups. Before continuing to the next topic, the teacher asked the students about the explanation.

Further, the teacher distributed a recount text. Then, the teacher asked the students to write the difficult words or phrases. Teacher and students translated them; moreover, the teacher asked the students to analyze the text. The analyzing was to use Mind Map technique. This activity was conducted in a group.

Post-reading

The teacher stopped the reading instruction because of the time limitation or the time was over. He did reflection by giving the question and the students answered orally in short time. It was done because the teacher wanted to know how deep the students mastered the material. Then, the teacher and students conclude the material. The last, the teacher told that for the next meeting would be conducted a post-test because students could understand the material.

c) Third Meeting

The third meeting was carried out on 21 April 2018. In this meeting, the researcher did an evaluation. He wanted to measure the students' reading ability after doing reading instruction by implementing Mind Map technique. The evaluation material was entitled "Holiday and Pangandaran Beach." It was done in 60 minutes. Then, the students were asked to analyze the generic structure of the recount text in the individual.

3) Observation

Generally, the implementation of the Mind Map in the second cycle ran well. The students showed their improvement in reading. On the first meeting, the researcher focused on discussing grammar. He gave some example and discussed it together with the students. Most of them were confused by the used of past tense and series of event. The researcher gave a clear explanation and checked the students' understanding by giving the question. The eighth grade had a good class, relationship and could be very cooperative.

The second meeting ran well too. When the teacher revised the students' previous last meeting, they paid attention. When the researcher asked them to revised their previous Mind Map, they did it very well. Some of them decorated their Mind Map by adding some pictures to it. The students enjoyed the activities especially when the researcher asked them to find the keyword in the text.

4) Reflection

After the researcher had finished the whole activity, the researcher assessed students' reading result as in cycle II. From the result, the teacher could calculate the mean of the score students' reading result. The result of the evaluation test in cycle II is as follow:

Table 4.3: The Result of Reading Post-Test in Cycle II

No	Students	Score	Qualification
1	AEK	75	Not Achieved
2	ASP	85	Achieved
3	AFZ	80	Achieved
4	AS	95	Achieved
5	AR	90	Achieved
6	APA	80	Achieved
7	AHM	80	Achieved
8	AAP	90	Achieved
9	BAS	80	Achieved
10	BVCN	85	Achieved
11	CRRR	90	Achieved
12	DKW	80	Achieved
13	DAP T	85	Achieved
14	EK	90	Achieved
15	EN	75	Not Achieved
16	FWA	90	Achieved
17	FNA	85	Achieved
18	HW	80	Achieved
19	LM	80	Achieved
20	LRPP	80	Achieved

21	MDA	90	Achieved
22	NSK	95	Achieved
23	NAA	80	Achieved
24	NAR	85	Achieved
25	PAL	80	Achieved
26	RHA	85	Achieved
27	ROK	85	Achieved
28	RW	95	Achieved
29	RM	90	Achieved
30	SFS	85	Achieved
31	SD	90	Achieved
32	SDM	85	Achieved
33	TA	90	Achieved
34	WW	95	Achieved
35	YBA	85	Achieved
36	YAS	80	Achieved
Total		3320	
Average		92	

(Data Source: Post-test II, April 21, 2018)

Based on the result above (table 4.3), it could be concluded that there were 34 (94%) of the students who passed and 2 (6%) failed in this second cycle. It increased 36% from the first cycle. The criteria for success had been

determined 85%. It meant that the second cycle was successful. The researcher gives seven indicators for this test, as follow:

- 1) Recognizing main ideas. (2 question)
- 2) Recognizing stated details. (4 question)
- 3) Guessing the meaning of unfamiliar words. (3 questions)
- 4) Inferring unstated details. (5 questions)
- 5) Inferring referents. (2 questions)
- 6) Detecting mood. (2 questions)
- 7) Recognizing the author's purpose. (2 questions)

The most correct answer based on indicator above is recognizing stated details because they just find out the keyword from the question and matching the keyword in the text. The most incorrect answer is guessing the meaning of unfamiliar words because they confuse what tense that correct answer for the sentence.

The improvements in students' ability in reading recount text can be seen in the figure 4.1 below.

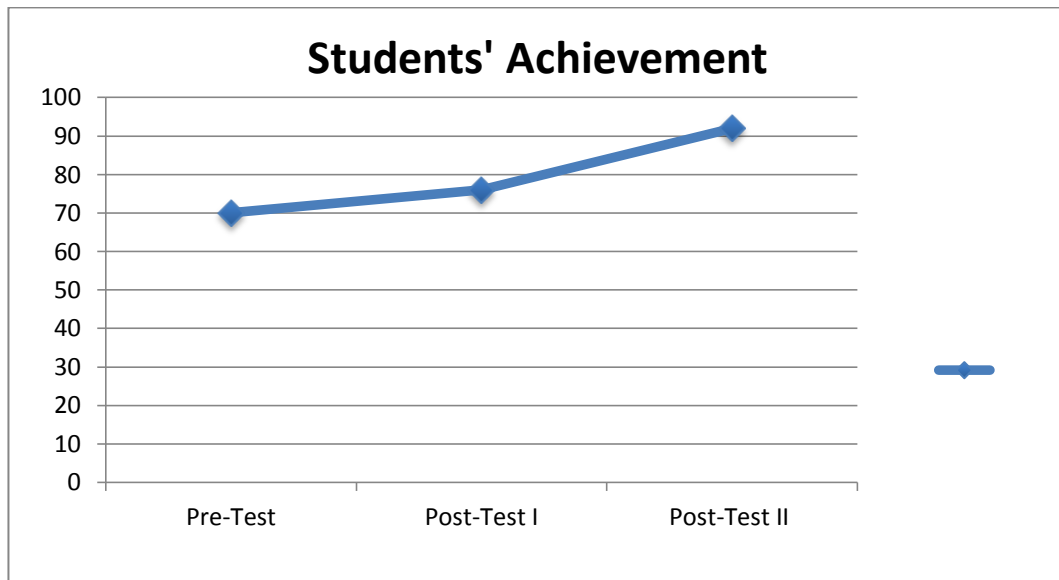


Figure 4.1 Comparison of the results of pre-test, post-test I, and post-test II

Based on figure 4.1, it was concluded that comparison of the results of pre-test, post-test I, and post-test II was improvement. In the preliminary study, all of the students have been doing the test, and the average result was 70. In this activity, most of the students were not ready to read and analyze. There were only 2 (6%) students could pass score 76 or more and the 34 (94%) could get underscore 76.

B. Discussion

In this subchapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher intended to concern the implementation of using Mind Map technique to improve students' reading comprehension. In this research, the researcher used classroom action research. Its purpose was to know

whether there was an improvement of students' reading comprehension or not after being taught using Mind Map technique.

In the meantime, the researcher presented the result of research and the analysis of the data was collected through pre-test and two times of treatments. The pre-test was conducted in a preliminary study. Two times of treatments were the teaching and learning processes and the assessment tests were conducted as implementation done. In the teaching and learning processes, the teacher was conducted in three phases namely: pre-reading, whilst-reading, and post-reading. Here are the descriptions of the result as following:

1. The Analysis of Preliminary Study

In this activity, the teacher gave a piece of paper and the students were asked to analyze the generic structure of recount text. Based on the observation of this activity, most of the students had difficulties in analyzing the generic structure of recount text. It could be seen from their reading result. After implementing the pre-test, the researcher assessed the result of the students' reading.

From the result, The average of students' score of the preliminary test was 70 points. It was in line with the students' result, the teacher intended to improve the students' score that was 15 points from the average score of the pre-test. It also explained in chapter III that the criteria for success of the implementation of Mind Map technique can be said successful if 85 % of students' reached standard minimum score that was 76. Therefore, The

researcher was aware that most of the students in the eighth grade still had difficulties to analyze a recount text. Most of them could not analyze generic structure well. Therefore, the students had low motivation in learning reading.

2. The Analysis of Cycle I

The first cycle was teaching and learning process and the assessment. In the teaching-learning process of this cycle, Mind Map technique was used as a strategy to teach students reading recount text with the three phases technique. Then, the researcher gave the test for the first cycle. After whole activities had finished, the researcher assessed the students' reading result.

From the result, The average of students' score of post-test in the first cycle was 76 points. It increased 6 points from the pre-test and it could be concluded that first cycle was unsuccessful enough. In the first cycle, the researcher analyzed that some students still had difficult to analyze the generic structure of recount text, particularly in generic structure components. Based on the problem above, the teacher conducted cycle 2 in order to improve the students recount text. The researcher decided to conduct the next cycle and give a better explanation, a good example of Mind Map technique clearly.

3. The Analysis of Cycle II

In this cycle, the teacher reviewed the previous lesson and gave the Mind Map technique as an aid in teaching reading recount text. In this cycle, students could improve their ability in analyzing recount text. Based on the

observation, the majority of the students joined the class fervently. All activities in the cycle II could run well. It can be seen from their responses. While the teacher was presenting the lesson, the majority of the students were paying attention to the teacher. Same as the previous meeting, the researcher gave the test. The theme of reading test in this cycle was analyzing “New Year and holiday” text.

From the result of the second cycle, the average of students’ score of post-test in the second cycle was 92 points. It increased 16 points from the first cycle. and it could be concluded that second cycle was successful enough, it showed that there were improvements from cycle I to cycle II. The result of this cycle was also considered as implementation. It was better than the previous one. The average of students’ test results in this cycle was 92 with the highest score was 95 and the lowest score was 75. The researcher concluded that the problems have been solving using Mind Map technique for teaching English reading in recount text and the teaching and learning process was effective to improve their reading skill. Thus, by this result, the researcher found that the criteria for success 85% were passed.

4. The Analysis of the Whole Meeting

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from preliminary study to cycle I and cycle II. Based on graphic 4.1, it was concluded that comparison of the results of pre-test, post-test I, and post-test II was improvement. In the preliminary

study, all of the students have been doing the test, and the average result was 70. In this activity, most of the students were not ready to read and analyze. There were only 2 (6%) students could pass score 76 or more and the 34 (94%) could get underscore 76.

In the cycle I, there was improvements from a preliminary study. The average result was 76. It increased 6 points from the pre-test. There were 21 (58%) students who passed score 76 and 15 (42%) students who did not achieve score 76.

In the cycle II, the average of students scores result was 92. It meant that there were improvements from cycle I. It shows that there were significant improvements in students' achievement. There were 34 (94%) students who achieved score 76 and 2 (6%) students who achieved under score 76.

In relation to the results of this research, The researcher found that there were significant improvements in the students' achievement who were taught by using Mind Map technique and those taught before using Mind Map technique. Those who were taught using Mind Map technique was better than those who were taught before using Mind Map technique. It meant that Mind Map technique could help the students in improving reading comprehension in their skill in recount text. Teaching reading using Mind Map technique could stimulate the students in improving their reading comprehension. So, the students' achievement who were taught reading recount text by using Mind Map technique was better than who were taught reading recount text before

using Mind Map technique for the eighth-grade students of SMP N 2 Toroh Purwodadi.

In line with the theory in Chapter II, the Mind Map technique as a tool to represent students understanding by using words, picture, with color and symbols in diagram. Using the Mind Map technique, the students were able to join the teaching and learning process in simple way which guided the students learning reading comprehension easily so that they can comprehend any text well. The similarities were the students could easily add ideas or links, helped to concentrate on information structure and relationships between ideas, and they could make Mind Map based on their imagination. The differences were the students used a diagram, large size of paper and the material.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

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

A. Conclusion

The two cycles in this research were completely done. This research began on 5th April and ended on 21st April 2018. In both cycles, the aim of the implementation of the Mind Map was to improve the students' reading comprehension. When the students used the Mind Map technique, they could read and comprehend the texts easily. In the first cycle, there were successful and unsuccessful actions but those unsuccessful actions were improved in the second cycle. It can be seen from the students' achievement.

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

From the Cycle II, the researcher found that the Mind Map could improve the students' reading comprehension. They could grasp information from a text they read and understood it. They could identify the main and detail ideas of the text. The technique also improved the students' creativity

and vocabulary mastery. The interesting ways of making Mind Map could make the students read texts effectively and efficiently. They also became good in paraphrasing a sentence which represented their understanding of information within the sentence.

B. Implications

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

C. Suggestions

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

1. To the English teachers

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

2. To the students

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

3. To the other researchers

It is necessary to follow up this study in order to find more variation of actions and find more advantages to improve students' reading skills using a Mind Map. It may also be beneficial for other researchers to

conduct this study in other school settings as many students in Indonesia seemingly having the similar problem. This is due to the fact that reading is not yet a habit for Indonesians.

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APPENDICES

APPENDIX 1
STUDENTS' LIST
KELAS VIII I
SMP NEGERI 2 TOROH PURWODADI

No	Students
1	Aldian Eka Kurniawan
2	Alifia Setia Putri
3	Alika Faatihah Zuhroh
4	Andre Setiawan
5	Aprilia Rismareta
6	Ardiansyah Putra A
7	Aulira Hafizka M
8	Azizah Amelia P
9	Berkah Adi Saputra
10	Bona Ventura CN
11	Chikal Raya RR
12	Defi Kusuma W
13	Diah Ayu Putri T
14	Emilia Kumalasari
15	Esa Nurmufidah
16	Febiola Wahyu A
17	Fitri Novita A
18	Hidayat Widiyanto
19	Lucky Mahendra
20	Lucky Ramadhani PP
21	Meisya Danung Artha
22	Naina Sonia K
23	Niken Ayu A
24	Novan Abdul Roman
25	Puput Ayu Lestari
26	Raihan Herindra A
27	Rico Octa k
28	Rismaya Wulandari

29	Roy Maulana
30	Sella Fitra Septiana
31	Septiana Damayanti
32	Shela Dwi Maharani
33	Tahtiha Anhar
34	Wiji Wulandari
35	Yanuar Boedhi Arga
36	Yuni Asih Sholaekah

APPENDIX 2

RESULT OF THE PRE-TEST

No	Students	Score	Qualification
1	AEK	75	Not Achieved
2	ASP	75	Not Achieved
3	AFZ	60	Not Achieved
4	AS	75	Not Achieved
5	AR	70	Not Achieved
6	APA	70	Not Achieved
7	AHM	60	Not Achieved
8	AAP	75	Not Achieved
9	BAS	70	Not Achieved
10	BVCN	70	Not Achieved
11	CRRR	80	Achieved
12	DKW	75	Not Achieved
13	DAPT	70	Not Achieved
14	EK	75	Not Achieved
15	EN	70	Not Achieved
16	FWA	50	Not Achieved
17	FNA	75	Not Achieved
18	HW	70	Not Achieved
19	LM	70	Not Achieved
20	LRPP	70	Not Achieved
21	MDA	75	Not Achieved
22	NSK	70	Not Achieved
23	NAA	70	Not Achieved
24	NAR	50	Not Achieved
25	PAL	80	Achieved
26	RHA	75	Not Achieved
27	ROK	60	Not Achieved
28	RW	60	Not Achieved
29	RM	70	Not Achieved
30	SFS	75	Not Achieved
31	SD	75	Not Achieved
32	SDM	75	Not Achieved
33	TA	70	Not Achieved
34	WW	70	Not Achieved
35	YBA	65	Not Achieved

36	YAS	70	Not Achieved
Total		2520	
Average		70	

APPENDIX 3

RESULT OF THE POST-TEST CYCLE I

No	Students	Score	Qualification
1	AEK	80	Achieved
2	ASP	80	Achieved
3	AFZ	80	Achieved
4	AS	80	Achieved
5	AR	80	Achieved
6	APA	65	Not Achieved
7	AHM	85	Achieved
8	AAP	90	Achieved
9	BAS	65	Not Achieved
10	BVCN	85	Achieved
11	CRRR	80	Achieved
12	DKW	80	Achieved
13	DAPT	90	Achieved
14	EKi	75	Not Achieved
15	EN	80	Achieved
16	FWA	85	Achieved
17	FNA	85	Achieved
18	HW	75	Not Achieved
19	LM	55	Not Achieved
20	LR PP	80	Achieved

21	MDA	85	Achieved
22	NSK	85	Achieved
23	NAA	70	Not Achieved
24	NAR	65	Not Achieved
25	PAL	80	Achieved
26	RHA	75	Not Achieved
27	ROK	85	Achieved
28	RW	75	Not Achieved
29	RM	65	Not Achieved
30	SFS	80	Achieved
31	SD	65	Not Achieved
32	SDM	60	Not Achieved
33	TA	85	Achieved
34	WW	75	Not Achieved
35	YBA	55	Not Achieved
36	YAS	55	Not Achieved
Total		2735	
Average		76	

APPENDIX 4

RESULT OF THE POST-TEST CYCLE II

No	Students	Score	Qualification
1	AEK	75	Not Achieved
2	ASP	85	Achieved
3	AFZ	80	Achieved
4	AS	95	Achieved
5	AR	90	Achieved
6	APA	80	Achieved
7	AHM	80	Achieved
8	AAP	90	Achieved
9	BAS	80	Achieved
10	BVCN	85	Achieved
11	CRRR	90	Achieved
12	DKW	80	Achieved
13	DAPT	85	Achieved
14	EK	90	Achieved
15	EN	75	Not Achieved
16	FWA	90	Achieved
17	FNA	85	Achieved
18	HW	80	Achieved
19	LM	80	Achieved

20	LRPP	80	Achieved
21	MDA	90	Achieved
22	NSK	95	Achieved
23	NAA	80	Achieved
24	NAR	85	Achieved
25	PAL	80	Achieved
26	RHA	85	Achieved
27	ROK	85	Achieved
28	RW	95	Achieved
29	RM	90	Achieved
30	SFS	85	Achieved
31	SD	90	Achieved
32	SDM	85	Achieved
33	TA	90	Achieved
34	WW	95	Achieved
35	YBA	85	Achieved
36	YAS	80	Achieved
Total		3320	
Average		92	

APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle I

Satuan Pendidikan : SMP Negeri 2 Toroh

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2 (dua)

Materi Pokok : **Recount Text.**

Alokasi Waktu : 3 pertemuan (6 JP)

A. Kompetensi Inti

1. KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	

	komunikasi fungsional.	
3	<p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk memahami teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.12.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>Mengidentifikasi ungkapan yang digunakan untuk memahami teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.12.2</p>
4	<p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p>	<p>4.14.1 Mengidentifikasi ungkapan untuk memahami makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p>

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C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 2) Mengidentifikasi ungkapan yang digunakan untuk memahami teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3) Mengidentifikasi ungkapan untuk memahami makna teks *recount* tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

D. Materi Pembelajaran

Fungsi sosial

Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Struktur teks

- a. Orientasi: menyebutkan tujuan dan peristiwa/ kejadian/ pengalaman secara umum
- b. Uraian tindakan/ kejadian secara berurut dan runtut
- c. Penutup (sering kali ada): komentar atau penilaian umum.

Unsurkebahasaan

- (1) Uraian tindakan dalam Past Tense: Simple and Continuous, *woke, took, went, got, did, had, was waiting, were sleeping*
- (2) Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dsb.
- (3) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately,* dsb.
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan masyarakat sekitar siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Metode Pembelajaran

1. Mind Map Technique
2. CLT

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Laptop, LCD

2. Alat

Spidol warna, kertas karton, dan Kertas HVS

3. Sumber Pembelajaran

- a. Warjono, Hartono, Maskur. *Gema Prestasi*. Jateng: Penerbit UD. Syafa'at Ilmu. Hal. 32-44.
- b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
- c. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

- 1) Guru memberisalam (*greeting*);
- 2) Guru memeriksakehadiransiswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

- 1) Peserta didik mengamati video pada LCD dengan cermat.
- 2) Peserta didik mengidentifikasi struktur teks yang digunakan pada video tersebut.
- 3) Peserta didik mendengarkan penjelasan guru mengenai video tersebut.

- 4) Guru membagi siswa menjadi sembilan grup. Setiap grup terdiri empat murid dan pemilihan kelompok berdasarkan baris pertama dengan baris kedua dan seterusnya.
- 5) Guru memberikan penjelasan mengenai recount text termasuk definisi, tujuan, generic structure, tenses dan memberikan contoh teks dari recount text.
- 6) Guru memperkenalkan Mind Map technique dalam menganalisis struktur dari recount text.
- 7) Guru meminta siswa untuk memperhatikan bagaimana membuat Mind Map dengan benar. Buatlah gambar atau kata kunci dari bacaan recount text di tengah pada kertas kosong biasanya kata kunci diisi dengan judul dari teks tersebut. Setelah itu berikan garis kurva sebagai penghubung antara peta konsep atau main concept dengan kalimat penjelas. Menggambar Mind Map dengan pensil warna agar dapat menstimulasi otak lebih kreatif. Cari lah urutan kegiatan atau event yang dilakukan si penulis dalam bacaan tersebut dan lalu pindahkan urutan kegiatan tsb ke bagian series of event dan pada bagian orientation masukkan what, who, where, when pada bacaan tersebut.
- 8) Setelah guru memberikan contoh bagaimana membuat Mind Map, guru mendistribusikan bacaan recount text dengan judul “school holiday” ke siswa dan meminta siswa untuk membacanya serta mengubah bacaan tersebut ke Mind Map.
- 9) Guru mengelilingi kelas untuk melihat apakah siswa mendapatkan kesulitan dalam membuat Mind Map.

- 10) Guru meminta setiap grup untuk mempresentasikan hasil kerja mereka yang bertujuan untuk mengetahui seberapa jauh pemahaman mereka dalam menganalisis recount text dengan Mind Map.
- 11) Grup lain memberikan komentar, saran atau kritik kepada grup yang presentasi

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

- 5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 6) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

- 1) Guru meminta siswa untuk bergabung ke dalam grup mereka seperti pada pertemuan terakhir. Ada sembilan grup dan setiap grup terdiri dari 4 murid.
- 2) Guru mereview recount text termasuk definisi, tujuan, generic structure, tenses dan contoh teks dari recount text.
- 3) Guru meminta delegasi dari setiap grup untuk menjelaskan kembali penggunaan Mind Map ke grupnya dan guru memberikan tambahan dari penjelasan murid.
- 4) Guru mendistribusikan bacaan recount text dengan judul “zoo” dan meminta siswa untuk membaca dan menerjemahkan teks tersebut.
- 5) Guru mengelilingi kelas untuk melihat apakah ada kesulitan dalam menerjemahkan teks.
- 6) Guru meminta siswa untuk menganalisis generic structure dari bacaan tersebut dengan Mind Map. Peserta didik mengikuti instruksi dari guru bagaimana menganalisis bacaan recount text kedalam Mind Map.
- 7) Setiap grup presentasi hasil dari kerja mereka dan grup lain memberikan komentar.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketiga

Pendahuluan (10 menit)

- 1) Guru memberisalam (*greeting*);
- 2) Guru memeriksakehadiransiswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

Kegiatan inti (60 menit)

- 1) Guru mereview kembali dari pengertian, tujuan, generis structure dan grammar yang digunakan pada recount text.
- 2) Guru meminta siswa untuk tidak mencontek, membawa hp dan bertanya kepada temannya saat tes sedang berlangsung.
- 3) Peserta didik mengerjakan soal yang diberikan oleh guru.
- 4) Peserta didik mengerjakan soal secara individu.

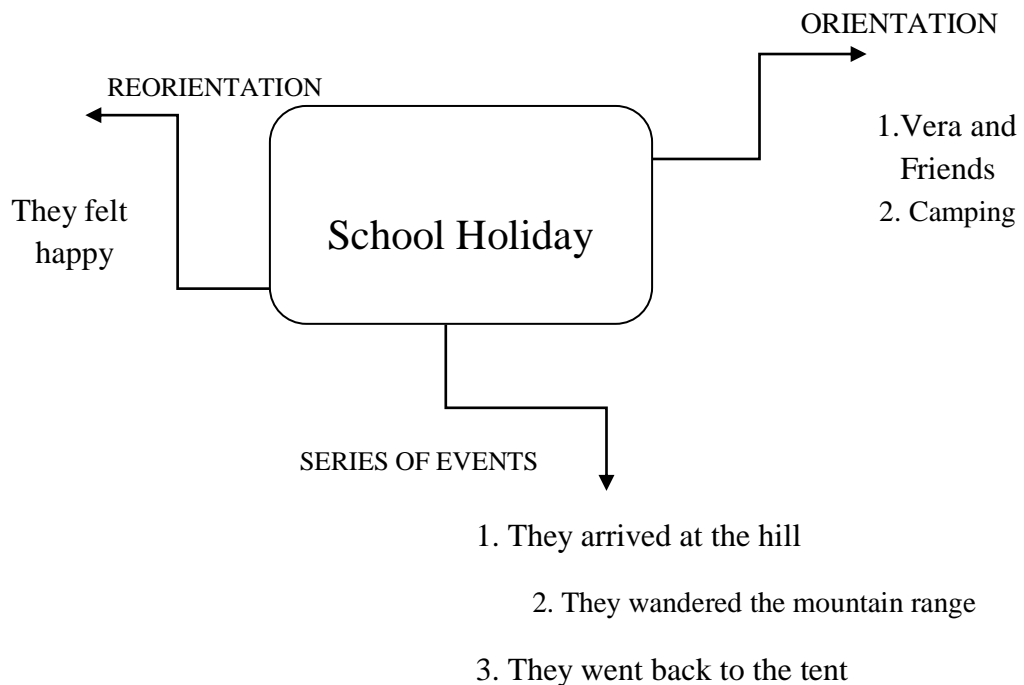
Penutup (10 menit)

- 1) Peserta didik dan guru mengucapkan salam perpisahan.

1. First Meeting

It was a school holiday. Vera and her friends went camping to in a mountain range. They prepared all the things they needed, such as a tent, rope, torch, eating utensils, and bedding. They also brought a stick and a compass for finding direction. As soon as they arrived at the hill, they decided the best place for their campsite, and then they set the tent. After that they took a rest for a moment while eating some food.

In the afternoon, they wandered around the mountain range. In the evening they went back to the tent and made a camp fire. They sang songs together and played some games. They felt very happy.



2. Second meeting

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After

getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

3. Third meeting

Definisi dari recount text adalah a text that tell past event

Tujuan dari recount text adalah tell past events

Struktur teks

- a. Orientasi: menyebutkan tujuan dan peristiwa/ kejadian/ pengalaman secara umum
- b. Uraian tindakan/ kejadian secara berurut dan runtut
- c. Penutup (sering kali ada): komentar atau penilaian umum.

H. Penilaian

3. Pengetahuan

- a. Teknik penilaian : Tes tertulis
- b. Bentuk instrumen : Mengisi teks rumpang, menerjemahkan, dan menjawab pertanyaan
- c. Kisi-kisi :

No	Indikator
----	-----------

1.	Peserta didik dapat menjawab reference.
2.	Peserta didik dapat menjawab arti kata yang mirip
3.	Peserta didik dapat menuliskan informasi detail
4.	Peserta didik dapat menjawab tujuan dari penulis
5.	Peserta didik dapat menjawab pertanyaan berdasarkan teks.

Purwodadi, 4 April 2018

Mengetahui

Guru Mata pelajaran

Peneliti

NIP. ...

NIM

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Cycle II

Satuan Pendidikan : SMP Negeri 2 Toroh

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2 (dua)

Materi Pokok : **Recount Text.**

Alokasi Waktu : 3 pertemuan (6JP)

I. Kompetensi Inti

1. KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan

mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3	3.12 Menerapkan struktur teks dan unsur kebahasaan untuk memahami teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.12.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan

		<p>konteks penggunaannya.</p> <p>Mengidentifikasi ungkapan yang digunakan untuk memahami teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.12.2</p>
4	<p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p>	<p>4.14.1 Mengidentifikasi ungkapan untuk memahami makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p>

K. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 2) Mengidentifikasi ungkapan yang digunakan untuk memahami teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3) Mengidentifikasi ungkapan untuk memahami makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4) Menirukan ungkapan yang digunakan untuk menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 5) Membuat percakapan pendek yang menggunakan ungkapan yang digunakan untuk menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 6) Menggunakan struktur teks dan unsur kebahasaan yang digunakan untuk menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 7) Melakukan percakapan yang digunakan untuk menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

L. Materi Pembelajaran

Fungsi sosial

Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Struktur teks

- d. Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
- e. Uraian tindakan/kejadian secara berurut dan runtut
- f. Penutup (seringkali ada): komentar atau penilaian umum.

Unsur kebahasaan

- (1) Uraian tindakan dalam Past Tense: Simple and Continuous, *woke, took, went, got, did, had, was waiting, were sleeping*
- (2) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
- (3) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately*, dsb.
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan masyarakat sekitar siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

M. Metode Pembelajaran

3. Mind Map Technique
4. CLT

N. Media, Alat, dan Sumber Pembelajaran

1. Media

Laptop, LCD

2. Alat

Realia benda, spidol warna, solatip

3. Sumber Pembelajaran

- d. Warjono, Hartono, Maskur. *Gema Prestasi*. Jateng: Penerbit UD.
Syafa'at Ilmu. Hal. 32-44.
- e. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
- f. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

O. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari,
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

- 1) Guru membagi siswa menjadi sembilan grup. Setiap grup terdiri empat murid dan pemilihan kelompok berdasarkan siswa yang pintar dan siswa yang kurang pintar.
- 2) Guru memberikan penjelasan mengenai recount text termasuk definisi, tujuan, generic structure, tenses dan memberikan contoh teks dari recount text.

- 3) Guru memberikan penjelasan lebih jelas kepada siswa bagaimana membuat Mind Map dalam menganalisis teks recount. Guru juga meminta siswa yang tidak berkontribusi untuk menambahkan penjelasan kepada temannya.
- 4) Guru membagikan teks recount kepada siswa dan memintanya untuk menulis kata atau frasa yang sulit pada teks recount tersebut.
- 5) Guru dan siswa bersama-sama menerjemahkan kata atau frasa yang sulit.
- 6) Guru meminta siswa menganalisis struktur recount teks dengan Mind Map.
- 7) Guru membimbing siswa dalam menganalisis teks recount.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;

- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

- 1) Guru membagi siswa menjadi sembilan grup. Setiap grup terdiri empat murid dan pemilihan kelompok berdasarkan siswa yang kurang pintar dengan siswa yang kurang pintar juga.
- 2) Guru memberikan penjelasan mengenai recount text termasuk definisi, tujuan, generic structure, tenses dan memberikan contoh teks dari recount text.
- 3) Guru memberikan penjelasan lebih jelas kepada siswa bagaimana membuat Mind Map dalam menganalisis teks recount. Guru juga berkolaborasi dengan ketua grup dalam menjelaskan Mind Map.
- 4) Guru meminta ketua grup untuk menjelaskan kembali ke grupnya masing-masing.
- 5) Guru membagikan teks recount kepada siswa dan memintanya untuk menulis kata atau frasa yang sulit pada teks recount tersebut.
- 6) Guru dan siswa bersama-sama menerjemahkan kata atau frasa yang sulit.

7) Guru meminta siswa menganalisis struktur recount teks dengan Mind Map.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketiga

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

Kegiatan inti (60 menit)

- 1) Guru mereview kembali dari pengertian, tujuan, generis structure dan grammar yang digunakan pada recount text.

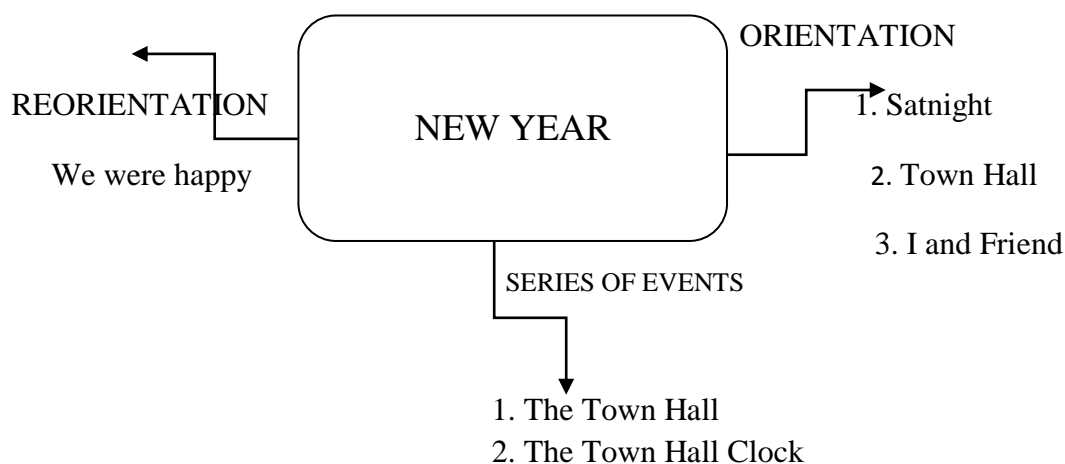
- 2) Guru meminta siswa untuk tidak mencontek, membawa hp dan bertanya kepada temannya saat tes sedang berlangsung.
- 3) Peserta didik mengerjakan soal yang diberikan oleh guru.
- 4) Peserta didik mengerjakan soal secara individu.

Penutup (10 menit)

- 1) Peserta didik dan guru mengucapkan salam perpisahan.

1. First Meeting

On Saturday night, I and my friends went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. We realized for take the picture of this because it never happens before. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!" Everybody looked at their watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing. We were so happy with this moment.



2. Second Meeting

Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the Brahmna, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmna and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus. We were so pleasure for this holiday.

3. Third meeting

Definisi dari recount text adalah a text that tell past event

Tujuan dari recount text adalah tell past events

Struktur teks

- a. Orientasi: menyebutkan tujuan dan peristiwa/ kejadian/ pengalaman secara umum
- b. Uraian tindakan/ kejadian secara berurut dan runtut
- c. Penutup (sering kali ada): komentar atau penilaian umum.

P. Penilaian

1. Pengetahuan

- d. Teknik penilaian : Tes tertulis
- e. Bentuk instrumen : Mengisi teks rumpang, menerjemahkan, dan menjawab pertanyaan
- f. Kisi-kisi :

No	Indikator	Butir Instrumen
1.	Peserta didik dapat melengkapi kalimat rumpang berdasarkan kata-kata yang tersedia.	
2.	Peserta didik dapat mencari <i>English proverbs</i> beserta artinya.	
3.	Peserta didik dapat menuliskan arti dari kata-kata di dalam daftar.	
4.	Peserta didik dapat mengidentifikasi kalimat pendukung dalam paragraf.	
5.	Peserta didik dapat menjawab pertanyaan	

	berdasarkan teks.	
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Purwodadi, 10 April 2018

Mengetahui

Guru Mata Pelajaran

Peneliti

NIP. ...

NIM

APPENDIX 7

Blue Print of Reading Comprehension Ability Pre-Test

INDICATORS	NUMBERS	TOTAL NUMBER OF ITEM
LITERAL COMPREHENSION		
a. Recognizing main ideas	1	1
b. Recognizing stated details	4, 11, 13, 14	4
c. Guessing the meaning of unfamiliar words	8, 9, 12	3
INTERPRETATIVE READING		
a. Inferring unstated details		4
b. Inferring referents	2, 6, 7, 19	4
c. Detecting mood	5, 15, 16, 17 10, 18	2
CRITICAL COMPREHENSION		
Recognizing the author's purpose		2
	3, 20	
		20

PRE-TEST

SMP NEGERI 2 TOROH PURWODADI

Direction : Choose the correct answer from the option a, b, c, or d (number 1-20)

The text below is for question 1-10.

It was a school holiday. Vera and her friends went camping to in a mountain range. They prepared all the things they needed, such as a tent, rope, torch, eating utensils, and bedding. They also brought a stick and a compass for finding direction. As soon as they arrived at the hill, they decided the best place for their campsite, and then they set the tent. After that they took a rest for a moment while eating some food.

In the afternoon, they wandered around the mountain range. In the evening they went back to the tent and made a camp fire. They sang songs together and played some games. They felt very happy.

1. The text above basically talks about?
prepare?
 - a. The writer's trip to hill
 - b. The writer's trip to mountain range
 - c. It is about school holiday
 - d. Wandering around the mountain
2. The text above is composed as ..
 - a. Narrative text
 - b. Recount text
 - c. Procedure text
4. What did they
bring?
 - a. Torch
 - b. Raincoat
 - c. Flashlight
 - d. Hat
5. They sang songs.
They refer to ...
 - a. Vera
 - b. Her friend

- d. Descriptive text
- c. Her family
- d. Vera and her friends
3. What is the purpose of the text?
following is true?
6. Which of the
- a. To amuse the reader
the games
- a. They didn't play
- b. To describe something
flashlight
- b. They brought a
- c. To explain the material
the mountain
- c. They climbed
- d. To tell past events
- d. They felt tired
7. What does the first sentence tell you?
- a. The writer met a problems
story
- c. Opening of the
- b. The writer's purpose
mountain
- d. They wandered the
8. As soon as they arrived at the hill. What is the synonym of the word?
- a. Went
- c. Brought
- b. Flight
- d. Reached
9. After that they took a rest for a moment while eating some food. What is the antonym of the word?
- a. Put
- c. Brought
- b. Pushed
- d. Fell
10. How did their feel about their activity?
- a. Sad
- c. Disappointed
- b. Unsatisfied
- d. Pleasure

The text below is for question 11-20

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony. Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary.

Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

11. What happened to the Grandpa several days before the ceremony?

a. He visited my home
c. He was placed in the tongkonan

b. He was kept in my home
d. He made tongkonan

12. Overall, the ceremony was quite elaborate. What does "elaborate" means?

a. Taking a long process
c. Giving a bless

b. Taking a sad moment
d. Making people happy

13. Why did the writer say that his grandpa funeral was quite elaborated?

a. Because the family have to come to the funeral

b. Because a lot of people come to the grandpa funeral ceremony

- c. Because it takes several days to hold the ceremony
- d. Because grandpa's body was kept in tongkonan

14. The activities below are held in the second phase, except...

- a. Prepared Buffalo and holding Buffalo matches
- b. Prepared funeral tower
- c. Place the coffee in the lakian
- d. Chanting

15. They were great matches. What does the word "they" refer to?

- a. Buffalos
- b. Buffalos matches
- c. People in the buffalos matches
- d. Families

16. His corpse was dressed in a fine wearing. The word "his" refers to ...

- a. The writer
- b. His family
- c. His grandpa
- d. Uncle

17. Which of the following is not true?

- a. The ceremonial was so long process
- b. They held grandpa's funeral
- c. Grandpa's body wasn't in the tongkonan
- d. Grandpa's body was kept in a series of house

18. Based on text, what did their feel?

- a. Great
- c. Horrible

b. Just so so

d. Disappointed

19. The text above basically as an ..

a. News anchor

c. Reocunt text

b. Descriptive text

d. Procedure text

20. What is the purpose of the text?

a. To give some steps

c. To amuse the

reader

b. To join the ceremonial

d. To tell past events

KEYWORD

1. C
2. B
3. D
4. A
5. D
6. C
7. C
8. D
9. A
10. D
11. C
12. A
13. C
14. B
15. B
16. C
17. C
18. A
19. C
20. D

APPENDIX 8

Blue Print of Reading Comprehension Ability Post-Test Cycle I

INDICATORS	NUMBERS	TOTAL NUMBER OF ITEM
LITERAL COMPREHENSION		
a. Recognizing main ideas	1, 9	2
b. Recognizing stated details	4, 5, 10	3
c. Guessing the meaning of unfamiliar words	6, 13, 14	3
INTERPRETATIVE READING		
a. Inferring unstated details		
b. Inferring referents	2, 7, 12, 15, 17	5
c. Detecting mood	11, 20	2
d. Drawing conclusion	8, 18	2
	16, 19	2
CRITICAL COMPREHENSION		
Recognizing the author's purpose	3	1
		20

POST-TEST CYCLE I

SMP NEGERI 2 TOROH PURWODADI

Direction : Choose the correct answer from the option a, b, c, or d (number 1-20)

Read the following text to answer questions number 1 to 6.

Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the Brahmana, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus. We were so pleasure for this holiday.

- | | |
|---|--|
| 1. The text above basically talks about.... | 4. When did they go home? |
| A. The writer's first visit to Prambanan | A. On Saturday morning |
| B. The writer's trip to Yogyakarta | B. On Thursday evening |
| C. The writer's impression about the guide | C. On Saturday evening |
| D. The writer's experience at Yogya Kraton | D. On Friday afternoon |
| 2 The text is composed as an....
in | 5. What else the big temples
Prambanan? |
| A. Recount | A. Angkor Wat, Syiwa,
and Sudra |
| B. Narrative | B. Paria, Brahmana, and
temples |
| C. Report | |

- D. Descriptive
- C. Brahmmana, Syiwa, and
Wisnu Temples
- D. Wisnu, Syiwa, and
Borobudur Temples
3. What is the purpose of the text?
- A. Entertain readers
- B. Describe the smugglers
- C. Report an event to the police
- D. Tell past events
6. On Saturday morning we went to Yogya Kraton. What does “went” means?
- A. Giving something
- B. Taking someone
- C. Going out
- D. Making connection

Read the following text to answer questions number 7 to 15.

On Saturday night, I and my friend went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. We realized for take the picture of this because it never happens before. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!" Everybody looked at their watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing. We were so happy with this moment.

7. Why did the people gather under the Town Hall clock?
- A. To welcome the New Year
- B. To strike the laughing people
- C. To see the newly bought
clock
- D. To stop people who
Shouted

8. Based on the text, how did they feel about their activity?
- A. Sad
B. Disappointed
C. At the market
D. Happy
9. Which of the following is not true according to the text?
- A. The writer was waiting to celebrate the New Year.
B. The writer brought a watch.
C. The writer was very happy.
D. The writer celebrated the New Year with his family.
10. What probably happened when someone shouted that the clock stopped?
- A. Everybody directly celebrated the New Year
B. Everybody sings and laugh.
C. Everybody looked for a watch.
D. Everybody shouted too.
11. "It would strike twelve in twenty minutes' time."
The underlined word refers to ...
- A. The clock
B. Author's watch
C. The town
D. The place
12. What does the first sentence tell you?
- A. The problem that the writer met
B. The opening of the story
C. The funny thing in story
D. The past event

13. "The big clock refused to welcome the New Year"

What is the synonym of the underlined word

- A. Hate
- B. Accept
- C. Admit
- D. Reject

14. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

- A. Many
- B. Big
- C. Mass
- D. Lots of

15. When did the event happen?

- | | |
|------------------------------|-------------------------------|
| A. In the middle of the year | C. Christmas
celebration |
| B. The end of the year | D. At the weekend as
usual |

Read the following text to answer questions number 16 to 20.

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

16. Why did the writer and his family feel very tired after having a trip to the zoo?

- A. They had to visit many places in the zoo.
- B. They took a long time to reach the zoo area.
- C. They had to feed a lot of animals in the zoo.
- D. They had no time to take a rest in the zoo.

17. Although our family tired after visiting the zoo, we were still happy.

- | | |
|---------|------------|
| A. Fell | C. Anxiety |
| B. Seek | D. Felt |

18. How did their feel about their activity?

- | | |
|-------------|-------------|
| A. Terrible | C. Pleasure |
| B. Annoyed | D. Tired |

19. Which of the following is true according to the text?

- A. The writer was not very happy.
- B. The writer went to the zoo with his family.
- C. The writer brought a guitar.
- D. The writer saw the animals in the afternoon.

20. It was a thrill to ride it. The word "it" refer to....

- | | |
|---------------|-------------|
| A. His father | C. Elephant |
| B. Birds | D. Reptiles |

KEYWORD

1. B
2. A
3. D
4. C
5. C
6. C
7. A
8. D
9. D
10. C
11. A
12. B
13. D
14. C
15. B
16. A
17. D
18. C
19. B
20. C

APPENDIX 9

Blue Print of Reading Comprehension Ability Post-Test Cycle II

INDICATORS	NUMBERS	TOTAL NUMBER OF ITEM
LITERAL COMPREHENSION		
a. Recognizing main ideas	10, 20	2
b. Recognizing stated details	1, 4, 12, 14	4
c. Guessing the meaning of unfamiliar words	3, 15, 19	3
INTERPRETATIVE READING		
a. Inferring unstated details		
b. Inferring referents	7, 8, 9, 13, 18	5
c. Detecting mood	6, 17	2
	5, 16	2
CRITICAL COMPREHENSION		
Recognizing the author's purpose	2, 11	2
		20

POST-TEST CYCLE II

SMP NEGERI 2 TOROH PURWODADI

Direction : Choose the correct answer from the option a, b, c, or d (number 1-20)

The text below is for question 1-5

Last month, Salma and her parents were on holiday in Singapore. It was Salma's first visit, but her parents had been to Singapore time for business.

The first place of interest they went to was the Singapore Zoo. They enjoyed watching the animals and had close encounters with them.

The next day, they visited the China town point. They shopped lots of clothing made of silk. Then they visited the Mandai Orchid garden. They were thrilled to see orchid of different colours. They really enjoyed their stay in Singapore.

1. How many places of interest did Salma and her parents visit?
 - a. One
 - b. Two
 - c. Three
 - d. Four
2. What is the purpose of the text above?
 - a. To tell about Salma and her parents' holiday in Singapore
 - b. To describe about Singapore zoo
 - c. To tell about shopping mall in Singapore
 - d. To describe about interesting place
4. Where did Salma and her parents buy lots of clothing?
 - a. Singapore Zoo
 - b. Mandai Orchid Garden
 - c. China Town
 - d. Disney Land
5. How did they feel?
 - a. Sad
 - b. Anxiety
 - c. Terrible
 - d. Enjoy
6. They went to the Singapore Zoo. The underlined word refers to..

3. They enjoyed watching the animals (paragraph 2)
The synonym of the underlined word is..
- a. Have fun
 - b. Take place
 - c. Looking for
 - d. Take care of
7. I didn't want to go to the zoo yesterday because it ...
- a. Was raining
 - b. Were raining
 - c. Rain
 - d. Rains
8. I missed the first bus yesterday, so basically talks
- I ... the meeting.
- a. Didn't attend
 - b. Wasn't attend
 - c. Didn't attended
 - d. Wasn't attended
9. I ... so sleepy last night. Therefore, I missed watching final UCL.
- a. Was
 - b. Am
 - c. Did
 - d. Were
10. The text above is about ...
- a. The writer's trip in China Town
 - b. The writer's trip in Orchid Garden
 - c. The writer's trip in Singapore
 - d. The writer's trip in Singapore zoo

The text below is for question 11 – 20

Last week Mr. And Mrs. Harun, Anton, and Dewi went to Pangandaran beach. They left by car at ten in the morning. Mr. Harun drove his car carefully.

They came at Pangandaran in the evening. Then they went to a motel near the beach.

They spent the night there. The next day, they went to beach. They went on foot because the motel is not more than a kilometer from the beach. They started early in the morning because they want see sunrise. They enjoyed other activities.

At eleven o'clock they went back to the motel. They stayed and had lunch there. They are happy with their holiday.

11. What is the purpose above?

- a. To amuse the reader
- b. To explain the reader
- c. To tell past even
- d. To describe something

13. The text above is an

- a. Recount
- b. Descriptive
- c. News anchor
- d. Narrative

12. How did they go to Pangandaran?

- a. By bus
- b. By car
- c. By train
- d. by

14. How many children do

Mr. And Mrs. Harun

have?

- a. Two
- b. Three
- c. Four
- d. One

15. They started early in the morning

because they want see sunrise.

What is the synonym of the word

- a. Close
- b. Begin
- c. Open
- d. Early

16. How did they feel?

- a. Angry
- b. Upset
- c. Happy
- d. Horrible

17. They spent the night there.

The underlined word is refers to ...

- a. Harun
- b. Dewi
- c. Anton
met
- d. Harun's family
story

18. What does the first

sentence tell you?

- a. The past even
- b. Opening of the story
- c. The problem that writer
- d. The funny thing in the
story

19. Then they went to a motel near the beach.

What is the closest meaning of the underlined word?

- a. Giving something
- b. Telling funny thing
- c. Going out
- d. Taking someone

20. The text above is basically talks about ...

- a. The writer's purpose
- b. Describe something
- c. The writer's trip to Yogyakarta
- d. The writer's trip to pangandaran beach

KEYWORD

1. C
2. A
3. A
4. C
5. D
6. C
7. A
8. A
9. A
10. C
11. C
12. B
13. A
14. A
15. B
16. C
17. D
18. B
19. C
20. D

APPENDIX 10

FIELD NOTE 1 (Pra Observasi)

November 18th, 2017

Penyerahan surat ijin observasi

Peneliti datang ke SMP Negeri 2 Toroh Purwodadi untuk menyerahkan surat ijin observasi kepada Kepala Sekolah. Di ruang piket, peneliti bertemu Kepala Sekolah dan menyerahkan surat ijin observasi. Kepala Sekolah menerima dan membaca surat tersebut. Kemudian menyarankan kepada peneliti untuk menyerahkan surat ijin sekalian untuk bertemu dengan guru yang bersangkutan karena supaya lebih jelas dan langsung tepat sasaran. Peneliti menyampaikan pesan dari dosen pembimbing untuk terlebih dahulu melakukan observasi, maka dari itu peneliti hanya menyerahkan surat ijin observasi.

Setelah bertemu Kepala Sekolah, peneliti meminta ijin menemui Guru Mata pelajaran Bahasa Inggris, Bu Peni. Setelah diijinkan, peneliti menuju ke ruang guru dan menemui Bu Peni. Peneliti menjelaskan maksud kedatangannya adalah untuk menyerahkan surat ijin observasi yang sebelumnya sudah diterima oleh Kepala Sekolah. Peneliti juga meminta masukan dari Bu Peni terkait proses yang akan dijalankan oleh peneliti. Peneliti menyampaikan bahwa akan melaksanakan observasi di satu kelas terlebih dahulu untuk mempertimbangkan kelas mana yang lebih tepat untuk dijadikan subjek penelitian. Bu Peni juga

menjelaskan kondisi siswa dengan kemampuan belajar yang lemah, namun peneliti tetap memutuskan untuk tetap melanjutkan proses.

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

FIELD NOTE 2 (Observasi)

December 21st, 2017

Observation in class VIII I

Saat bel berbunyi, jam pelajaran ke 4 dan 5 dimulai. Siswa VIII I berhamburan masuk ke dalam ruang kelas. Peneliti menunggu di depan ruang kelas VIII I menunggu guru Mata Pelajaran Bahasa Inggris. Saat guru datang, guru mengajak peneliti ikut masuk ke dalam kelas dan duduk di bangku siswa bagian belakang. Guru membuka pelajaran dan mulai menyapa siswa. Guru memperkenalkan peneliti yang duduk di bangku belakang sebagai mahasiswa yang sedang melaksanakan pengamatan untuk kepentingan tugas akhir/skripsi.

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

Sampai bel pelajaran selesai, siswa belum juga menyelesaikan soal yang diberikan. Akhirnya guru memberikan keluasaan bagi siswa untuk membawa

pulang soal tersebut untuk dikerjakan di rumah. Pelajaran diakhiri dengan mengucapkan alhamdulillah bersama.

FIELD NOTE 3

Cycle 1; Meeting 1

Thursday, April 5th, 2018

VIII I

Peneliti datang ke sekolah kemudian menemui Bu Peni, guru Bahasa Inggris, di kantor terlebih dahulu untuk menyampaikan bahwa pada hari itu peneliti hendak memulai mengajar di kelas untuk Cycle 1. Bel tanda masuk jam pelajaran berbunyi, Bu Peni dan peneliti menuju ruang kelas. Siswa VIII I mulai berhamburan masuk kelas, apalagi setelah melihat gurunya berjalan mendekati kelas mereka. Sampai di dalam kelas, Bu Peni memperkenalkan peneliti sebagai guru yang akan menggantikannya untuk beberapa pertemuan kedepan. Setelah itu, Bu Peni duduk di bangku belakang dan mengamati peneliti. Peneliti memulai pelajaran dengan mengucapkan salam dan menyapa siswa. Setelah itu peneliti juga memeriksa kehadiran siswa. Pada hari Kamis, mata pelajaran Bahasa Inggris adalah mata pelajaran ke empat setelah istirahat, peneliti tidak memimpin doa.

Siswa diajak untuk mengingat kembali mengenai teks recount: ciri-cirinya, tujuan sosialnya, dan struktur umumnya dengan melihat video yang ada pada LCD. Siswa menonton dengan seksama video tersebut dan suasana kelas jadi hening karena semua siswa fokus pada video yang disajikan oleh peneliti. Setelah video selesai, beberapa hal tersebut dijelaskan kembali dengan melakukan tanya jawab dengan siswa supaya siswa ikut terlibat dalam proses pembelajaran. Siswa menjawab pertanyaan peneliti tentang teks recount. Mereka berebut untuk

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

Kemudian peneliti membagi siswa menjadi sembilan grup. Setiap grup terdiri empat siswa dan pemilihan kelompok berdasarkan baris pertama dengan baris kedua dan seterusnya. Ini agak memakan waktu karena ada siswa yang masih bingung dengan kelompoknya sendiri. Setelah itu, Guru memberikan penjelasan mengenai recount text termasuk definisi, tujuan, generic structure, tenses dan memberikan contoh teks dari recount text. Guru bertanya “apa ada yang ditanyakan?” Seluruh siswa tidak ada yang menjawab dan kemudian guru menjelaskan teknik Mind Map kepada siswa. “Ada yang sudah pernah mengenal Mind Map?”, peneliti bertanya kepada siswa. “Mungkin kalian pernah mengenalnya dengan nama lain seperti spider web. Sebuah gambar peta menyerupai jaring laba-laba yang diisi kata, frase atau kalimat untuk mempermudah memahami sesuatu. Biasanya berisi satu kata pokok di tengah sebagai pusatnya kemudian cabangnya berisi kata detailnya”. Siswa menjawab belum pernah. Dan sekarang kita akan mengingatnya lagi untuk membantu kita mengerjakan tugas ini”, guru menanggapi.

Setelah peneliti menyampaikan dan menjelaskan teori tentang Mind Map juga cara membuatnya. Kemudian peneliti membagikan lembaran kertas bergambar Mind Map yang berisi cara membuatnya. “Nah, ini yang tadi saya maksud dengan Mind Map. Sudah pernah lihat yang seperti ini?” Siswa

menjawab, “Oh, yang kayak gini. Belum pernah lihat sih.” Peneliti menjelaskan lebih detail apa itu Mind Map dan fungsinya juga cara kerjanya.

Peneliti membagikan bacaan teks recount. Siswa diminta membaca dan memahami teks tersebut seperti menandai struktur teks dan beberapa informasi di dalamnya. Kemudian mereka diminta untuk membuat bentuk Mind Mapnya dalam sebuah kertas kosong. Peneliti juga sudah menyediakan spidol warna-warni yang telah dibawanya dari rumah. Siswa mulai mengerjakan tugasnya. Dalam mengerjakan tugas tersebut, para siswa nampak antusias memilih spidol dengan warna yang disukai untuk membuat Mind Map. Peneliti selalu mengarahkan mereka untuk berdiskusi dengan teman satu kelompoknya atau menanyakan langsung kepadanya. Guru mengelilingi kelas untuk melihat apakah ada siswa yang kesulitan dalam menganalisis teks recount dengan Mind Map. Guru meminta setiap grup untuk mempresentasikan hasil kerja mereka yang bertujuan untuk mengetahui seberapa jauh pemahaman mereka dalam menganalisis teks recount dengan Mind Map.

Hasilnya, siswa mampu membuat Mind Map berdasarkan bacaan recount yang dibagikan oleh guru. Masih ada beberapa siswa yang menanyakan beberapa hal terkait kosakata dan isi dari bacaan. Guru berusaha menjawab dengan baik. Setelah itu, peneliti mengajak siswa untuk bersama-sama meringkas pembahasan pada pertemuan kali ini.

Bel tanda usai pelajaran berbunyi. Siswa mengumpulkan hasil kerjanya. Peneliti menutup pelajaran hari tersebut dengan meminta ketua kelas untuk

memimpin doa. Siswa pun berhamburan keluar kelas dan segera pulang ke rumah masing-masing.

FIELD NOTE 4

Cycle 1; Meeting 2

Saturday, April 7th, 2018

VIII I

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

Kemudian peneliti membagi siswa menjadi sembilan grup seperti pada pertemuan terakhir. Setiap grup terdiri empat siswa dan pemilihan kelompok berdasarkan baris pertama dengan baris kedua dan seterusnya. Guru mereview recount text termasuk definisi, tujuan, generic structure, tenses dan contoh teks dari recount text. Setelah itu, guru meminta delegasi dari setiap grup untuk menjelaskan kembali penggunaan Mind Map ke grupnya masing-masing. Pada bagian ini masih ada siswa yang belum paham mengenai pemindahan dari bacaan teks recount ke Mind Map. Peneliti mencoba menjelaskan kembali bagaimana mentransformasi dari bacaan teks recount ke Mind Map.

Hasilnya cukup bagus. Mereka merespon dengan baik kegiatan ini. Setelah itu, guru membagikan bacaan teks recount dengan judul “zoo” ke siswa dan meminta untuk menganalisisnya dengan Mind Map. Para siswa sangat antusias

dengan ini karena mereka suka menggambar sesuai keinginan mereka berdasarkan teks yang ada. Peneliti mengelilingi kelas untuk melihat perkembangan siswa, “masih ada yang sulit nggak?” tanya guru. “Nggak ada pak untuk sementara”. “Ohh ya udah” guru menanggapi. Setelah itu, guru meminta setiap grup untuk mempresentasikan hasil kerja mereka di depan kelas sedangkan grup lain memberikan komentarnya. Dan cara ini pun berhasil mengajak siswa untuk lebih aktif mengikuti proses pembelajaran dan belajar memecahkan setiap permasalahan yang mereka hadapi bersama. Diskusi di dalam kelompok juga mereka lakukan untuk mencari solusi dari masalah yang mereka temui.

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

FIELD NOTE 5

Cycle 1; Meeting 3

Thursday, April 12th, 2018

VIII I

Peneliti datang ke sekolah dan bersiap masuk kelas. Ketika bel berbunyi, peneliti bersama Guru bahasa Inggris masuk kedalam kelas. Siswa sudah menempati tempat duduknya masing-masing. Ada yang menyusul karena masih di luar kelas. Peneliti mempersiapkan siswa untuk dimulainya tes pada hari itu. Sebelum membagikan soal kepada siswa, peneliti mereview kembali teks recount termasuk pengertian, tujuan, generic structure, grammar yang digunakan pada teks recount. Peneliti membagikan soal ke siswa dan meminta salah satu siswa untuk membantu peneliti membagi soal tersebut. Setelah dibagikan soal tersebut, peneliti memberika penjelasan terlebih dahulu tatacara dalam mengerjakan soal dari memberikan nama, nomor absen dan kelas pada bagian kanan atas, dilarang mencontek, membawa hanp phone dll. Setelah itu dimulailah siswa mengerjakan soal teks recount sebanyak 20 butir pilihan ganda. Siswa mengerjakan dengan serius dan suasana kelas jadi hening. Peneliti menjaga agar tidak ada siswa yang mencontek.

Jam menunjukkan pukul 10.10 WIB, yang menandakan berakhirnya ujian pada hari itu. Ada siswa yang mengeluh. "Soalnya sulit pak". "Nggak, mudah kok itu", peneliti menanggapi. Kemudian peneliti meninggalkan kelas.

FIELD NOTE 6

Cycle 2; Meeting 1

Saturday, April 14th, 2018

VIII I

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

Kemudian peneliti membagi siswa menjadi sembilan grup seperti pada pertemuan terakhir. Setiap grup terdiri empat siswa dan pemilihan kelompok berdasarkan siswa yang pintar dengan siswa yang kurang pintar. Peneliti mereview recount text termasuk definisi, tujuan, generic structure, tenses dan contoh teks dari recount text. Setelah itu, peneliti memberikan penjelasan lebih jelas kepada siswa bagaimana membuat Mind Map dalam menganalisis teks recount. Peneliti juga meminta siswa yang tidak berkontribusi untuk menambahkan penjelasan kepada temannya. Salah satu siswa bertanya “yang ini maksudnya gimana pak?” “Ohh yang itu kamu harus mencari dulu mana who, where, when atau what karena itu merupakan orientation atau pengenalan karakter, tempat, waktu dan apa yang dikerjakan, seperti itu,” jawab peneliti. “Berarti ini ya pak jawabannya untuk who?” Sahut siswa tersebut. “Ya itu

jawabanya,” jawab peneliti. Peneliti bertanya “apakah masih ada kesulitan dalam menganalisis teks recount?” “nggak ada pak!” jawab seluruh siswa. Setelah itu, peneliti membagikan teks recount kepada siswa dan memintanya untuk menulis kata atau frasa yang sulit pada teks recount tersebut. Peneliti mengelilingi setiap grup untuk mengetahui kata atau frasa apa yang sulit untuk mereka. “Apakah sudah selesai menulis kata-kata yang sulit untuk kalian?” tanya peneliti. “Sudah pak,” jawab siswa. “Ok, mari kita menerjemahkannya bersama-sama,” sahut peneliti. Kata “realize” apa artinya, ada yang tahu nggak?” tanya peneliti. “Emang apa pak?” jawab siswa. Loh malah tanya bapak, coba dibuka kamusnya dan cari kata “realize”. jawab peneliti. “Ohh artinya menyadari ya pak?” tanya siswa. “Ya artinya menyadari. “Ada lagi kata yang sulit?” tanya peneliti. “ini pak “satisfied” itu apa pak?” tanya siswa. “Buka lagi kamusnya, cari kata “satisfied,” jawab peneliti. Artinya puas pak”, sahut siswa. “Ya benar, artinya puas”, jawab peneliti. Setelah selesai menerjemahkan kata yang sulit, peneliti meminta siswa untuk menganalisis struktur dari teks recount dengan Mind Map. Siswa sangat antusias dalam menganalisis teks recount dengan Mind Map karena mereka dibebaskan menggambar sesuka hati mereka berdasarkan teks tersebut. “Ada yang mau pinjam spidol? Ini bapak bawa spidol, silahkan ambil kedepan”, tanya peneliti. “Ada pak”, jawab siswa. Salah satu siswa dari setiap grup maju kedepan untuk mengambil dan memilih spidol yang mereka inginkan. “Ada yang sulit nggak?” tanya peneliti sambil mengelilingi setiap grup. “Belum ada pak”, jawab salah satu siswa.

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

FIELD NOTE 7

Cycle 2; Meeting 2

Thursday, April 19th, 2018

VIII I

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

Kemudian peneliti membagi siswa menjadi sembilan grup seperti pada pertemuan terakhir. Setiap grup terdiri empat siswa dan pemilihan kelompok berdasarkan siswa yang kurang pintar dengan siswa yang kurang pintar juga. Peneliti mereview recount text termasuk definisi, tujuan, generic structure, tenses dan contoh teks dari recount text. Setelah itu, peneliti memberikan penjelasan lebih jelas kepada siswa bagaimana membuat Mind Map dalam menganalisis teks recount. Peneliti juga berkolaborasi dengan ketua grup dalam menjelaskan Mind Map. Setelah itu, peneliti meminta ketua grup untuk menjelaskan kembali ke grupnya masing-masing. Ini bertujuan untuk lebih mendalami dalam menganalisis teks recount dengan Mind Map dan biasanya kalo temannya yang menjelaskan ke temannya sendiri, mereka akan mudah dalam memahami materi. Kemudian, peneliti membagikan teks recount kepada siswa dan memintanya untuk menulis

kata atau frasa yang sulit pada teks recount tersebut. Seperti pada pertemuan sebelumnya, peneliti dan siswa bersama-sama dalam menerjemahkan kata atau frasa yang sulit. “Pleasure” artinya apa pak?” tanya siswa. “Coba cari dulu di kamus”, jawab peneliti. Beberapa menit kemudian, salah satu siswa menjawab “artinya senang pak”. Berarti itu sama dengan happy ya pak.” Ya benar itu artinya. Synonym dari happy itu pleasure, kalo antonim dari happy apa? Ada yang tahu?” tanya peneliti. “Bentar pak saya cari dulu yaa..” jawab siswa. “Ya”, peneliti menanggapi. Beberapa menit kemudian siswa menjawab, “disappointed” pak jawabannya. “Ya benar”, jawab peneliti sambil menulis kata “disappointed” di papan tulis. “Artinya apa anak-anak?” tanya peneliti. “Kecewa pak”, jawab siswa. “Ya benar. Ada yang tahu nggak sinonim dari “disappointed”?” tanya peneliti. Suasana kelas jadi hening, sesaat peneliti menanyakan synonym dari “disappointed”. “Ada yang tahu nggak sinonimnya dari “disappointed”, peneliti menanyakan kembali. Masih saja suasana kelas hening, dan tidak ada siswa yang menjawab, “jadi sinonim dari disappointed itu bisa “sad”, “anxiety” juga bisa. Jadi “sad” itu sedih kalo “anxiety” itu gelisah atau kecewa”. Peneliti menjelaskan sambil menulis kata “sad” dan “anxiety” di papan tulis beserta artinya. Setelah itu, peneliti meminta siswa untuk menganalisis teks recount dengan Mind Map. Siswa sangat senang saat diminta menggambar Mind Map karena mereka bisa menggambar sesuai keinginan mereka berdasarkan teks recount yang diberikan. Peneliti mengelilingi kelas untuk menjaga suasana kelas kondusif dan melihat sejauh mana pemahaman mereka tentang teks recount.

Di akhir pertemuan, peneliti mengajak siswa untuk mengulas ulang apa yang telah dipelajari pada pertemuan itu. Peneliti juga mengingatkan untuk terus mempelajari apa yang sudah dijelaskan. Kemudian peneliti memberikan informasi bahwa pada pertemuan berikutnya akan diadakan tes yang kedua pada pertemuan berikutnya jadi siswa diharapkan untuk belajar yang sungguh-sungguh dirumah. Dan akhirnya peneliti menutup pelajaran dengan mengucapkan salam.

FIELD NOTE 8

Cycle 2; Meeting 3

Saturday, April 21st, 2018

VIII I

Peneliti datang ke sekolah dan bersiap masuk kelas. Ketika bel berbunyi, peneliti bersama Guru bahasa Inggris masuk kedalam kelas. Siswa sudah menempati tempat duduknya masing-masing. Ada yang menyusul karena masih di luar kelas. Peneliti mempersiapkan siswa untuk dimulainya tes pada hari itu. Sebelum membagikan soal kepada siswa, peneliti mereview kembali teks recount termasuk pengertian, tujuan, generic structure, grammar yang digunakan pada teks recount. Peneliti membagikan soal ke siswa dan meminta salah satu siswa untuk membantu peneliti membagi soal tersebut. Setelah dibagikan soal tersebut, peneliti memberika penjelasan terlebih dahulu tatacara dalam mengerjakan soal dari memberikan nama, nomor absen dan kelas pada bagian kanan atas, dilarang mencontek, membawa hanp phone dll. Setelah itu dimulailah siswa mengerjakan soal teks recount sebanyak 20 butir pilihan ganda. Siswa mengerjakan dengan serius dan suasana kelas jadi hening. Peneliti menjaga agar tidak ada siswa yang mencontek.

Jam menunjukkan pukul 11.30 WIB, yang menandakan berakhirnya ujian pada hari itu. Ada siswa yang bertanya, “pak tadi nomor 5 itu disuruh nyari reference ya?”. ”ya benar”, peneliti menanggapi. “Yes bener berarti aku”, sahut

siswa tersebut. Peneliti meninggalkan kelas dan menuju ke kantor untuk bersama dengan Bu Peni.