TEACHERS' TEACHING STYLE IN TEACHING READING COMPREHENSION USING CONCEPT MAPPING STRATEGY AT SMAS IN MEUREUDU

THESIS

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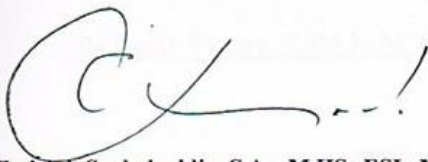
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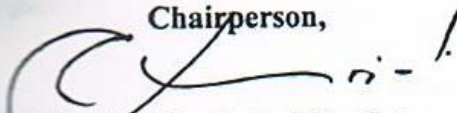on Teacher Education

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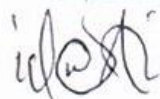
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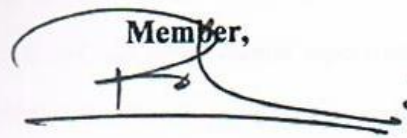
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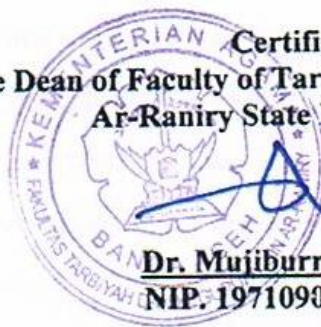Chairul Iqbal Azis, S.Pd

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Saya yang membuat surat pernyataan,

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled "**Teachers' Teaching Style in Teaching Reading Comprehension Using Concept Mapping Strategy at SMAs in MEUREUDU**". Greeting and praying are also presented to Prophet Muhammad shallallahu 'alaihi wa sallam who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

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Finally, I wish this thesis can give valuable and useful information for the reader. For every critic and suggestions, I sincerely appreciate it and will accept all of it.

Banda Aceh, January 11th 2018

The researcher

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ABSTRACT

Name	:	Nia Zahara
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Keywords	:	Teaching style; Teachers; Concept Mapping

Abstract :
The objective of this study is to see the Teacher Teaching Style in Teaching Reading Comprehension by Using Concept mapping Strategy at two SMAs in MEUREUDU. This study was conducted in two schools namely at SMA 1 MEUREUDU and SMA 2 MEUREUDU. And, this research used Observation sheet and interview guide to analyze the teachers' teaching style in teaching reading comprehension by applying the concept mapping. The teaching style both of schools exactly has the differences which the teacher of SMA 1 MEUREUDU used projector and paper as media instruction and created work in group for students. While the teacher of SMA 2 MEUREUDU used paper as a medium construction by grouping the students in pairs. The findings of this study showed that the strategies used by the teachers both of schools can improve reading skills of student through concept mapping strategy based on the teaching style both of teachers. The success is indicated by the students' improvement in reading scores and in the improvement of joyful learning interaction. The students enjoyed learning reading using concept mapping and found the concept mapping as helpful way to expand their comprehension, and the results showed that concept mapping strategy has a positive effect on reading comprehension in students. All the students got above the passing score 60. To conclude, the concept mapping can improve students' comprehension in reading skill. Therefore, it can be solution for those who get difficulties in dealing with reading skill.

CHAPTER I

INTRODUCTION

This chapter states the background of study, previous studies, research question, research objective, research significance, research scope, and terminology.

A. Background of Study

In this era, English becomes the most required language used by people around the world. According to Ramelan (1994) Indonesian government chooses English language as the first foreign language to be taught in school, because English language is an international language and it also has become essential part nowadays. Language is the most important aspect in human interaction. People use English to express their felling and ideas to others. Chair stated (2003) that language is a symbolic system used to convey thought from one person to another. In this world, there are many differences language in each country. Therefore, English language becomes as an international language to unite many different languages into one communication.

There are some skills that should be developed in learning English, namely, listening, speaking, reading and writing. Speaking and writing are active skills, because they produce word and text. Reading and listening are passive skills because they only gain the product of speaking and writing. The purpose of English is not only for saying out word but also comprehending the meaning of the message from the written text. When the readers read, they do not only comprehend the material well but also they must know the reading context properly.

Reading is the one of four language skills master that also considered as a way to acquire knowledge. According to Charlton (2005. P. 19), "reading is meaning-making and problem solving activity that increases in power and flexibility the more practiced." Richard (2001. P. 37) stated "It seems only logical that a text about the teaching of reading that would be begun with a definition of what reading is.

Reading is one of compulsory course programs in senior high school. Because reading is the important thing for a variety of reasons, one of them is to know the information from the other country. Keiko (1999. P. 42) stated that reading comprehension means to comprehend or understand the idea of an author in written subject. It is an interactive tool between reader and text. It requires sufficient knowledge of language and sufficient knowledge of the world towards given topic. When readers have sufficient knowledge of a given text and language, they may discover their own strategies to understand the meaning of text.

Nowadays, many students are not able to comprehend the meaning of reading (random information by opinion senior high school student in 2017). Exactly, senior high school students, they were still confused when they read the text of reading. Many students in senior high school do not find the main idea in reading comprehension. One of reasons is the lack of vocabulary and understanding about reading. So that way, they do not understand what the reading say to them. Actually, there are three ways to develop reading comprehend in senior high school. The first is setting a purpose by asking "Why?"

and "What?". The second is creating mind maps of major concepts. The third is capturing your reactions by using the "McDowell Grid".

SMA NEGERI 1 MEUREUDU and SMA NEGERI 2 MEUREUDU are the senior high schools in Meureudu city and a formal education that also teaches English especially reading skills. The schools also use K13 curriculum in process teaching learning. Based on the researcher primary research by asking the teacher at SMA 1 MEUREUDU and SMA 2 MEUREUDU in teaching reading usually the teacher used three phases' techniques. Firstly, the teacher gave and explained a text. After giving the text, they read each paragraph one by one and then the students find the difficult words in the text to comprehend. They were also allowed to open their dictionary if it was needed. And the last, students answered the task.

Ideally the student should understand the text well. Although the student had been taught reading by using the way above, but students are still difficult to comprehend the text. However after primary research at SMA 1 Meureudu and SMA 2 Meureudu, it can be shown in the following problems:

1. Some of the students have low vocabulary in reading text.

2. Some of the students are unable to identify main idea in the text

3. Some of the students are unable to identify specific information in the text

4. Some of the students are unable to comprehend the meaning in the text

5. Some of the students are unable to identify the language features in the text.

Based on the problems above the researcher are interested in ways of concept mapping, according to researcher, concept mapping is the effective way to increase reading comprehension for senior high student. The arguments for concept mapping include the importance of connecting new information to prior knowledge and experience (Novak &Gowin, 1984; Cromley&Azevedo, 2007; Jonassen, et al., 1999; O'Donnell, et al., 2002). So that way, the writer have been taken this case as her analysis research entitled **"teachers' teaching style in teaching reading comprehension using concept mapping strategy at SMAs in MEUREUDU"**.

B. Previous Studies

There are some previous research studies that have been conducted. A research conducted by Romli (2014) was qualitative research that analyzes the teacher using concept mapping strategy by using observation, interview, and questionnaires. The research took place MTS Tarbiyatul Falah Bogor which was located at Cibadak Suka makmur Bogor. The observation used to monitor and record the data of teacher's and students' performance during teaching learning in the class. The interview was used also to get data needed. It was conducted to the English teacher and students of MTS Tarbiyatul Falah. The questionnaire was used to get the larger sample, because questionnaire is typically more efficient, practical and allows. However, the result from this research was the students' improvement of reading comprehension can be clearly, they can comprehend what the meaning of reading using concept mapping.

Kinchin and Hay (2000), they research took place in University of Surrey. This research used qualitative approach for analyzing students using concept map. The teacher used the collaborative group to make students more active, because in group they can change their mind in concept mapping. The result from this research is the student can understand clearly about reading texts using concept mapping, and this studies investigated the utility of the scheme described here by looking at the suggested influence on collaborative groups and possible progression routes from one type of map to another.

Kalhor (2016), the research took place in counseling center of education office of Syahriyar in Iran. This study was used quasi-experimental with t-test and post test. This research showed the impact of concept mapping on deep and meaningful learning of the English language, achieving higher cognitive levels, activation of learner in the learning process; it is suggested that learners apply the concept map to deepen and strengthen their learning and teachers improve students' learning and academic achievement using concept map as a teaching strategy, learning task and assessment tool.

The difference in this research is this research focuses on the teacher style but the research in previous study using concept mapping to improve reading skill of student. The aims of this study is to see the teacher teaching style in teaching reading comprehension by using concept mapping strategy.

C. Research Question

According to the statement above, the research question is formulated as follows: **How are Teacher teaching styles in teaching reading comprehension using concept mapping strategy at SMAs in Meureudu?**

D. Research Objective

Based on the research objective the researcher wants to find out Teachers' teaching style in teaching reading comprehension using concept mapping strategy at two SMAs in Meureudu.

E. Research Significance

This study was expected to give valuable input for the teachers in teaching reading skill in the class by using concept mapping strategy. It also improves the knowledge and experience for other researchers and readers towards the using of concept mapping strategy in improving students' reading comprehension skill.

F. Research Scope

This study focused on the analysis of teacher teaching style using concept mapping strategy and concerned on the application of the strategy in reading comprehension at SMA NEGERI 1 MEUREUDU and SMA NEGERI 2 MEUREUDU.

G. Terminology

1. Concept Mapping

Concept mapping is an illustration to identify how to connect between one concept and another concept. A concept map is a graphic tool for organizing and representing knowledge. It is used to classify information into a graphic form, create a visual representation of the concepts within the text, highlight the relationships between them and the text structure (Strum & Rankin – Erickson, 2002).

A concept map is a powerful tool in facilitating meaningful learning (Novak & Cañas, 2006, Cañas et al, 2003, Irvine, 1995) and due to present a pattern and a framework to create and organize the knowledge, that not only permit utilization of the knowledge in new contexts, but also the retention of the knowledge for long periods of time (Novak & Wandersee, 1991).

Individuals, whose native language is not English, require techniques to learn better, retain longer and apply the language in new situations. Furthermore, the teachers are seeking educational methods that help the students to be activated in learning process and their achievement. Among effective factors on learning and teaching language, teaching-learning strategies have important role in learning in which concept mapping is the focus of attention.

2. Teacher Style

Teacher styles are the styles of teacher in teaching learning. As a teacher, in the educational process, plan, organize and control the student's activity and consequently appear in the position of the leader stated Paun (1999). Teaching behaviors reflect the beliefs and values that teachers hold about the learner's role in the exchange (Heimlich & Norland 2002).

As a language teacher we must have style in teaching learning. According to Diane & Freman in their book there are have eight techniques how to teaching English in the classroom, there are explained as follow:

1. The Grammar-Translation Method
2. The Direct Method
3. The Audio –Lingual Method

4. The Silent Way

5. Suggestopedia

6. Community Language Learning

7. The Total Physical Response Method

8. The Communicative Approach

CHAPTER II

LITERATURE REVIEW

This chapter states understanding of reading comprehension, levels of reading comprehension, definition of concept mapping strategy, basic principles of concept mapping, types of concept mapping and benefits of using concept mapping

A. Understanding of Reading Comprehension

Reading is an activity with an objective. A person may read in order to get some information, enjoyment or to enhance knowledge of the language being read. Reading is also one of the most important skills in learning and teaching English. It is due to most of information is written in English.

According to Farrell (2009), reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language and the context of reading situation. Nunan (2003) said that reading is a fluent process of readers combining information from a text and their own background knowledge. It can be said that reading process urges the reader to be actively engage with the text. The reader needs to encode and collaborates the meaning of the text and information of the texts based on their experiences and background knowledge.

In fact, reading actually cannot be separated from comprehension because the main goal of reading is comprehension. According to Lipka and Linda (2011), comprehension means to understand the information that words and sentences are communicating. That is why, the reader are required to comprehend the text in

reading in order to understand information that the author conveys through the text such as idea, topic, and so on.

Furthermore, the writer provided some definition of reading comprehension from the experts as follow; RAND Reading Study Group's report (2002) defines reading comprehension is activity to understand written ideas through recognition of written material, interpretation of meaning and interaction with exiting or background knowledge. Klingner et al (2007, p. 9) states that reading comprehension is a multi component, high complex process that involves many interaction between readers and what they bring to the text as well as variables related to the text itself. To sum up, the most important aim in reading comprehension is to understand the information, and then the readers are required to express the text in their own perspective based on their own background knowledge. It also has the meaning as static activity and more dynamic process in which the readers create or design the meaning based on information that they gather from texts. That is why reading comprehension is obviously necessary skill that is requires the readers to become more active.

According to Sheng (2008), reading comprehension is a process of negotiating understanding among the reader and the writer, thought the word, sentences, paragraphs, and tries to understand the writer's inner feelings. Further to above explanation, Elizabeth (2003, p. 14) states reading comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Hence, in reading comprehension, the reader needs to include all the capacities, abilities, knowledge, and experience

so that the readers bring to the act of reading in order to expand their comprehension.

a. Levels of Reading Comprehension

Berry (2005) divided level of reading comprehension into three categories namely literal comprehension, interpretive comprehension and applied comprehension. The level of reading comprehension has essential roles in constructing tasks to the students in reading class so that ease the teacher in helping students understanding. The levels of comprehensions are explained as follows;

1. Literal Comprehension

In addition, Berry (2005) also defined that Literal comprehension is the basic level in which the readers develop knowledge about the text. In this level, the readers try to understand the written meaning in the text. It includes understanding main ideas and details information, understanding a sequence of events, recognizing of cause and effect relationships, and understanding of organizing patterns used in various types of reading text.

2. Interpretive Comprehension

In this case, the levels of comprehensions also consist of interpretive comprehension stated by Berry (2005) which interpretive comprehension is the readers' experiences that rethink past knowledge for new information. In this level, the readers have to draw conclusion about what the author has stated. It consists of three skills namely inferring meaning, previewing, and summarizing. These skills have the functions to

make the readers believe the information of the text to be true as a result of reading the text.

3. **Applied Comprehension**

Berry (2005) gave the definition of applied comprehension as following applied comprehension is a level in which the readers understand unstated relationship between information in the text and information from the readers' prior knowledge. It required the readers to combine ideas, get interpreter and evaluate information, and also to identify tone and voice.

Meanwhile, Bureros (2014) categorizes reading comprehension into two levels; they are lexical comprehension and affective comprehension. These levels of comprehensions focus on understanding vocabulary and its language such as sentences, figurative languages, imagination and so forth. For the detail explanations about level of comprehension, according to Bureros that can be seen as following explanation:

a. **Lexical Comprehension**

Lexical comprehension is a level of understanding vocabulary in a text. If an unfamiliar word is used, it is generally explained within the same sentences. Words with multiple meanings may also make it difficult for less experienced readers to truly understand what is meant. Therefore, the readers are required to use as simply as definition of word in order to make their understanding about the information of the text. The readers can guess the meaning by connecting the sentence around the words.

b. Affective Comprehension

Affective comprehension is the readers' reaction to what they read. It involves of figurative language, imagination, feeling/emotions and aesthetic awareness. In affective comprehension, the reader also uses their imagination and emotional to obtain a new ideas exceed what the author presented.

B. Teaching Style

Larsen & Freeman (1986) divided style in teaching learning into eight styles. There is the Grammar-Translation Method, The Direct Method, The Audio –Lingual Method, The Silent Way, Suggestopedia, Community Language Learning, The Total Physical Response Method, The Communicative Approach. The styles of teaching learning are explained as follow based on Larsen & Freeman (1986):

1. The Grammar-Translation Method

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teacher for many years, at one time it was called Classical Method since it first used in the teaching of the classical languages, Latin and Greek. Earlier in this century, this method was used the purpose of helping student read and appreciate foreign language literature. The student would become more familiar with grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help student grow intellectually, it was

recognized that student would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

2. The Direct Method

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction become learning how to use a foreign language to communicate. The Direct Method has one very basic rule, no translation is allowed. In fact, the Direct Method receives its names from the meaning is to be connected directly with the target language, without going through the process of translating into the students' native language.

The following expanded review of techniques provides you with some details which help to do this method; Reading aloud, question and answer exercise, getting students to self-correct, conversation practice, fill in the-blank exercise, dictation, map drawing and paragraph writing.

3. The Audio Lingual Method

The Audio Lingual Method was developed in the United states during World War II. At the time there was a need for people to learn foreign languages rapidly for military purposes. As we have seen, the Grammar-Translation Method did not prepare people to use the target language. While communication in the target language was the goal of Direct Method, there were at the time exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and

behavioral psychology. These ideas led to development of the Audio Lingual Method. Some of the principles are similar to those of the Direct Method, but many are different, having been based upon conception of language and learning from the two disciplines.

4. The Silent Way

In this way the teacher teaching learning without say anything. Silent Way is used with advanced students. For these students the same principles apply, and the same charts are used. In addition, there are pictures for topical vocabularies, books for American cultural settings, and an introduction to literature. Proponents of the Silent Way claim its principles are far-reaching, affecting not only education, but the way one perceives the living of life itself. Nevertheless, there clearly are implications for language teaching.

5. Suggestopedia

Suggestopedia the application of the study of suggestion to pedagogy, has been developed to help student eliminate the feeling that they cannot be successful and, thus, to help them overcome to barriers to learning. Suggestopedia's principles have the following techniques to apply in the classroom, there are some elements could usefully adapt to teaching style; classroom set-up, peripheral learning, positive suggestion, visualization, choose a new identify, role play, first concert, second concert, primary activation, secondary activation.

6. Community Language Learning

The community language learning method takes its principle from the more general Counseling-Learning approach developed by Charles A.Curran. Curran studied adult learning for many years. He discovered that adult often feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fear that they will appear foolish. Curran believed that a way deal with the fears of students is for teacher become "language counselors." A language counselor does not mean someone trained in psychology. It means someone who is a skillful under stander of the struggle students face as they attempt to internalize another language. the teacher who can "understand" can indicate his acceptance of the student.

The following techniques to do this method are tape recording student conversation, transcription, reflection on experience, reflective listening, human computer, and small group tasks.

7. The Total Physical Response Method

The major technique of Total Physical Response Method is use commands to direct behavior. Asher acknowledges that, although this technique is powerful, a variety of activities is preferred for maintaining student interest. A detailed description of using command is provided below.

a. Using commands to Direct Behavior

The commands are given to get students to perform an action. The action makes the meaning of the command clear.

b. Role Reversal

Students command their teacher and classmates to perform some action. Asher says that students will want to speak after ten to twenty hour of instruction, although some students may take longer. Students should not be engcoraged to speak until they are ready.

c. Action Sequence

The teacher gives three connected commands. For example, the teacher told the students to point to the door, walk to the door, and touch the door. As the students learn more and more of the target language, a longer series of the connected commands can be given, which together comprise a whole procedure.

8. The Communicative Approach

Perhaps the greatest contribution of the Communicative Approach is asking teacher to look closely at what is involved in communication. If teacher intend student to use the target language, then they must truly understand all that being communicatively competent entails. There are the techniques of Communicative Approach, authentic materials, scrambled sentences, language games, picture strips story, and role play.

C. Concept Mapping

Concept mapping is a strategy that eases the students in finding information in reading texts. It also helps the students in understanding main idea of the text by connecting their previous or experience with the concept of the text. For the detail definition about concept mapping strategy, it describes as follows:

1. **Definition of Concept Mapping Strategy**

Concept mapping is an education strategy that uses diagram to demonstrate the relation of one concept or situation, by linking a central concept to another one (Novak, 2008). Concept mapping is firstly suggested by Joseph Novak in the early 1970s. It is a schematic diagram to illustrate a conceptual understanding. It is not only the illustration of important concept; however, it is also the connection between the concepts.

Moreira & Moreira (2011) used concept maps as an instructional tool to foster the construction of knowledge in Foreign Language Education classes. The findings of the study showed that using concept map can help students build up self-confidence on their ability to use newly acquired/learned concepts in new contexts. Liu & Chen (2010) investigated the Effects of a computer-assisted concept mapping learning strategy on EFL college students' English reading comprehension. The results suggested that concept-mapping strategy not only causes reading comprehension improvement, but also improves other reading strategies using.

Dias (2010) used concept maps to enhance Bachelor students' English reading comprehension as L2 in Brazil. The findings showed that the construction of meaning by the creation of concept maps can be an effective reading strategy in English as an L2. Moreover, the students not only learnt how to create map by using the software Cmap Tools (Cañas *et*

al., 2004), but they also could empower in the development of their autonomy concerning ways to organize knowledge acquired from texts.

Lee and Cho (2010) in a study on Korean students titled "Concept mapping strategy to facilitate foreign language writing: a Korean application'' concluded that concept mapping was beneficial in improving Korean students writing skill in general, and in improving the organization, language use, and vocabulary in writing in particular. In a study by Chularut & DeBacker (2004), the influence of concept mapping on achievement, self-regulation, and self-efficacy in students of English as a second language were investigated. The subjects of the study were college and high school students who were studying English in private English centers. The findings of the study showed that a group of students who used concept mapping, achieved higher scores in their self-efficacy and self-regulation in comparison to control group.

According to Mansoor and Rahimi (2011, p. 1), concept mapping is a graphic representation or picture of one's thought, idea, and attitudes toward a key concept. Pannen (2001, p. 119) stated that *"concept mapping is the strategy used by teachers to help students to organize material based on meaning and connection between its components".* Further, Teresa and Jorge (2006, p. 13) also states that *concept mapping is a graphic organizer which uses schematic representation to hierarchically organizer a set of concept connection by words in order to build meaningful statements.* Based on the statement above, it can be said that concept mapping is an

illustration to connect the relationships between concept and ideas. Concept mapping is a kind of graphic organizer that is used to help students to arrange and describe knowledge of a subject. Concept mapping begins with main idea (concept), and then it can be broken down into specific topics. It is undeniable that concept mapping is an alternative way of visual organizer to make students easy to understand the central concept better like generating ideas, structure thought and so on.

From all expert' statements of concept mapping above, it can be said that concept mapping is a visual organizer that can develop students' understanding of a new concept by using a graphic organizer to think about the concept in several ways. Concept mapping can be considered a structure strategy for organizing the ideas of a group or organization, to bring together various group stakeholders and help them rapidly form a common framework that can be used for planning evaluation, or both.

2. **Basic Principles of Concept Mapping**

Novak (2008, p. 13) believes that *"a concept mapping can start, especially when used in language learning, with one or two words or concept or proposition. Propositions contain two or more concepts connected using linking words or phrases to form a meaningful statement".* Concept mapping's knowledge is mostly semantic states Asan (2007), therefore it ideally needs to be organized and presented hierarchically from the most general concept to the most specific one. See the figure below:
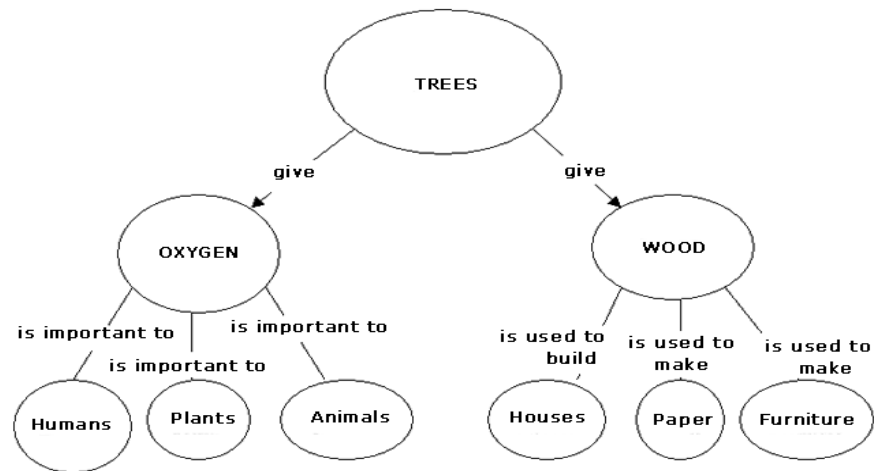
A concept mapping organized hierarchically (Asan, 2007)

From the figure above, it can be seen that both simple and more complex concept maps consist of two things: concept and the relationships among them. Concepts are usually described as labeled circles or boxes, which are called "nodes". Yet, the relationship of lines or arrows that connecting the concepts are showed. Hertley et.al (2005, p. 10) also mention clearly the main principles of concept mapping as follow:

1. Key idea is presented in a hierarchy, which moves from the most general ideas to the most specific.

2. Key ideas are additionally arranged in domains or cluster, which visually define their association and related boundaries.

3. The nature or interrelationships between the key ideas is identified through the use of relationship lines. These lines are annotated to clearly indicate the nature of these relationships within discrete section of map and between the different domains.

4. The lowest point of hierarchical representation of ideas is illustrated by use of relevant examples.

It means that concept mapping should be organized in a hierarchical way; that is, the more general, more inclusive concept should be at the top of the map, with progressively more specific, less inclusive concept arranged below them. As concepts are connected through links, they form the statements that refer to as propositions. The following table points towards types of concept mapping that is adopted from Ian M. Kinchin and David B. Hay (2000, p. 48).

Table 2.1. Types of concept mapping

No	Map style	Spoke	Chain	Net
1	**Hierarchy**	One level only	Many level but often incorrect	Several justifiable level
2	**Processes**	Simple association with no understanding of process or interaction	Shown as a temporal sequence with no complex interaction or feedback	Described as a complex interaction at different conceptual levels
3	**Complexity**	So little integration that concept can be added without consequences for 'map integrity'	Map integrity cannot cope with additions, particularly near the beginning of the sequence	Map integrity is high. Adding one or more concepts has minor consequence as 'other route' through the map are available.
4	**Conceptual**	Show little or no 'word view'.	Integrated into the narrow 'word view', suggesting or isolated conceptual understanding. Loss of a link and can lose the meaning of the whole chain	Can support reorganization emphasized different components to appreciate a 'larger word view' or to compensate for a 'missing link
5	**development**	Addition or loss of a link has little effect or overview		
6	**Represent**	National curriculum structure	Lesson sequence	Meaningful learning

3. Benefits of Using Concept Mapping

Concept mapping can help students organizing their ideas in well order way to get from where they are to the final objective. Concept mapping also help student to improve their reading skill in different genres. Birbili (2006, p. 2) said that "*concept mapping strategy helps student not only to read or comprehension more easily or complex relationship but also to generate ideas, structure their thoughts, and inferring how make visible, in an easy-to-read way, what they know*". Zeilik (2009) argued that concept mapping is an alternative way to develop students' reading comprehension since there is conceptual hierarchy of precedence in concept maps. He also describes the benefits of concept mapping in several purposes for learners:

1. Helping students brainstorm and generate new ideas.

2. Encouraging students to discover new concepts and the propositions that connect them.

3. Allowing students to more clearly communicate ideas, thoughts and information.

4. Helping students integrate new concepts with older concepts.

5. Enabling students to gain enhanced knowledge of any topic and evaluate the information.

From the benefits above, the writer believes that concept mapping is more relevant in educational program in order to achieve such an ideal learning organized and meaningful, to develop students-centered. In

addition, teacher can explore ways to utilize concept maps more effectively to facilitate student learning, especially in reading comprehension.

D. Teaching Reading Comprehension Using Concept Mapping

Concept mapping is one of strategy used by the writer in teaching reading comprehension. In this case, analytical exposition is as one of English texts that is chosen and to be taught in reading class. Novak and Cañas (2007, p. 32) introduced some steps teaching reading comprehension by using concept mapping strategy as follow:

1. The teacher gives the reading material and allow them look at concept or main idea, topic, or issue to focus on the material given. Then, they determine the key concepts that connect and relate to main idea. The aim of this activity is to enable students to comprehend the text fast and well. (Step 1)

2. The teacher creates individual map first. Then, the teacher asks the students to create their own individual map. This independent reflection steps is crucial; it will assist the students to understand the concept map. This activity is believed that can ease the students in guessing the meaning of text, related to their experience, and knowledge. These can help them in finding the literal information of the text. (Step 2)

3. The teacher asks the students to review in small group. After finishing their individual concept map, organize small group discussion. Its goal can

help students in summarizing the information presented. It also gives feedback of the discussion conducted among them. (Step 3)

4. The teacher asks each group to present their important propositions in front of the class. By doing this, they get a chance to give feedback to other group. It is beneficial for the students to organize their understanding and correct other comprehension toward the text. It implicates to their comprehension to the text by carrying out discussion and peer correction. (Step 4)

Using concept mapping will show what the students are thinking, and also will help teacher generate idea to improve the students' understanding. Therefore, concept mapping can be used as a strategy in teaching and learning process. This strategy is one of best method to improve reading skill.

CHAPTER III

RESEARCH DESIGN

In chapter three, the researcher discusses about research methods, research location, source and kinds of data, research subject and object, research instrument, technique of data collection and technique of data analysis.

A. Methodology

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. According to Cohen, Manion & Morrison (2007), method is approach used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

This research, the researcher used qualitative approach to analyzed data. The focus of qualitative research tends to be on understanding the meaning imbedded in participant experiences through an open-ended, unstructured and subjective approach (Lincoln & Guba, 1985). The research was conducted toward teachers of SMA's in MEUREUDU, SMA 1 MEUREUDU and SMA 2 MEUREUDU.

B. Population and Sample

According to Barker, Pistrang & Elliot (2002:179), population is the defined group from which the participants in the study are to be selected. Sample is the subset of the target population consisting of those participants who actually take part in the study.

The populations of this research are SMA 1 MEUREUDU and SMA 2 MEUREUDU. The sample of this research was the English teacher of SMA 1 MEUREUDU and SMA 2 MEUREUDU. .

C. Technique of Data Collection

    1. Interview

Interview is a data collection technique by way of interviewing selecting individual as a respondent. Furthermore, it is the direct face to face attempt to obtain reliable and valid measure in the form of verbal responses from one or more respondent. According to Bungin (2007), in depth-interview is a process to obtain information for the purpose of the research by face to face questioning between the interviewer and informant or interview, with or without the use of an interview guide. This is a good way since the interview can express their opinion and perspective freely.

    2. Observation

Another data collection is observation. According to Bungin (2007), observation is a data collection technique use to collect research through observation on sensing. In this case, the observation conducted by observing teacher's behavior during teaching and learning using concept map in reading comprehension.

D. Technique of Data analysis

Data analysis is the systematic process which has done to help the writers build their own understanding towards the materials: the interview transcripts, field notes and other instruments stated by Bogdan & Biklen,(1998). In analyzing the data, the writer used several steps as suggested about interview and observation. As a first step researchers will make observations first, and after that researchers will conduct an interview with the teacher as a participant in this research. The researcher used in dept interview as the method of collecting data.

E. The Brief Description of Research Location

a. School

This research was conducted in SMA 1 Meureudu and SMA 2 Meureudu. Normally there were approximately 30 students in each class. Both of schools are equipped with some school facilities such as classroom, library, computer laboratory, and basketball court. The school started at 7.45 a.m. and finished at 13.45 p.m. daily. The English subject allocated for two meetings per week. The researcher chose both of school to conduct the study because there are many students of schools who still faced some difficulties in improving reading skill. Thus, the researcher hoped that the use of concept mapping strategy by English teacher in those schools can improve the student to comprehend reading comprehension. But here, the researcher only saw the strategy of concept mapping by the English teacher.

In order to support the teaching and learning process, the school has some facilities that can be seen as follow:

Table 3.1 The facilities of SMA 1 MEUREUDU

No.	Facility	Quantity
1.	Classroom	29
2.	Headmaster Room	1
3.	Teacher Room	1
4.	Science Laboratory	1
6.	Multimedia Room	1
No.	Facility	Quantity
7.	Language Laboratory	1
8.	Library	1
9.	Basketball Court	1
10.	Volleyball Court	1
11	Table Tennis	2
12	Canteen	2
13.	Clinic	2
14.	Mosque/Mushalla	1
15.	Security Post	1

Table 3.2 The facilities of SMA 2 MEUREUDU

No.	Facility	Quantity
1.	Classroom	22
2.	Headmaster Room	1
3.	Teacher Room	1
4.	Science Laboratory	1
6.	Multimedia Room	1
No.	Facility	Quantity
7.	Language Laboratory	1
8.	Library	1

9.	Basketball Court	1
10.	Volleyball Court	1
11	Table Tennis	2
12	Canteen	2
13.	Clinic	2
14.	Mosque/Mushalla	1
15.	Security Post	1

Both of school has good facilities to support teaching learning in school. The facilities in both of school are all in a good condition and feasible to use, such as classroom, library, language lab and others. It can be stated that the facilities are strongly support the students' learning process as expected. It proved by many books are available in library especially English book. Classroom, language lab and multimedia room are also a proof that this school pays more attention in language learning.

b. The teacher

The teacher of SMA 1 Meureudu that had been chosen by the researcher is Mrs, Rosmanidar, S.Pd.I, she was graduated from UIN Ar.-raniry university. And the teacher of SMA 2 Meureudu that had been chosen by the researcher is Miss Salbiah, S.Pd, she was graduated from The Jabal Ghafur University. Both of teachers have a good knowledge about concept mapping. They understand what concept mapping is and how to apply in the class. So, it can help my research, because they know how to teach concept mapping in the class for student.

CHAPTER IV

DATA ANALYSIS AND DISSCUSSION

As noted in previous chapter, in this chapter, the researcher presents the results of the instrument used in this research together with analysis. The following explanations are on observation analysis, and interview.

A. Observation Analysis

The first step that has been done by the researcher was observation. The researcher observed teacher teaching style, facilities, student's attitude, student's enthusiasms and student participation in learning reading comprehension. Therefore, the writer would like to describe the observation analysis of teacher teaching style, facilities, student's attitude, student's enthusiasms and student participation in SMA 1 Meureudu and SMA 2 Meureudu.

The first observation, it has been done in SMA 1 Meureudu. The school is located in Jalan Iskandar muda, Meureudu. Now, the school is led by Drs. Yusry. To support the learning process, teacher teaching style and student's activity, this school is endorsed by number of facilities such as the classroom, laboratories, library, computer library, multimedia room, basketball court, canteen and also mosque. Furthermore, the researcher found that the students of SMA 1 Meureudu have positive attitude in learning process. The researcher observed the class for one meeting. Based on the observation, there were a few students who participate in the class actively. Most of student seemed to be passive, only certain students who often shared their opinion during learning process. Ever, when the teacher asked their opinion, some students remain in silent. Regarding the observation, the

teacher has taught the class very well. She also had interesting and update topic to discuss and using the method of concept mapping. The class management was also very good.

The researcher found that student in every class read many books in 15 minutes before the teaching learning process begin. This activity is called Literacy. The researcher took the class of XII IPA 1 to do the research. In preparation of instrument observation the teacher has done teaching learning process based on the lesson plan. The teacher reviewed the past material and then continues the next material. The teachers used the projector and paper as a Media to support process teaching learning. She gave the picture of president of Turkey, Erdogan, and the teacher asks the student to describe the president of Turkey. The students smoothly mentioned the characteristic of the president of Turkey. After that the teacher gave the picture that was Afgan and the teacher also gave article of Afgan. He is the solo singer in Indonesia and very popular. Every student knows him. And the students try to describe the characteristic of Afgan. The teacher prepared students' condition physically or mentality, because this school literacy before studying, that can add the insight the student and they can open their mind to increase their knowledge.

Teacher's way in the presentation or delivering material in teaching learning process is quite, she uses mix language to make the student understand what she said. The teacher gave the example using concept mapping in reading comprehension based on the students' answers about the characteristic of Afgan. Almost all of students understood how to use concept mapping in reading

comprehension. The teacher divided the student into   seven groups. After the teacher divided the groups and gave the example step how to using concept mapping, the teacher gave the exercise. Teacher gave picture and reading article to connection with concept mapping. The reading article was descriptive text.

In the group the student shared anything they know about the picture and the reading article. The students would share their opinion to other and received the other opinion. It could make the students to be more active and comprehend about the exercise. When the students did the exercise, the teacher asked the question to the student about the exercise or asked any other question. A few students asked the question to the teacher and the teacher answered clearly. The table below is a data display compiled from the classroom observation of SMA Negeri 1 Meureudu.

Table 4.1

Observation result of SMA Negeri 1 Meureudu

A. **Preparation**

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teacher prepared lesson plan	✓		The teacher prepared class based on lesson plan
2	The goal of teaching in the lesson plan was clear	✓		Teaching learning is clear and smooth. The student understand about the material
3	Teacher prepared teaching media	✓		The teacher use laptop and projector as a media
4	Teacher prepared setting of the class room for teaching	✓		Teacher setting classroom before doing teaching learning
5	Teacher prepared the students' condition physically or mentality	✓		This school using literacy before studying, student read anything book since 15 minutes, this is as a warming up before studying

B. Presentation/ Delivering Materi

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teacher told the target of teaching which should be achieved		✓	Teacher do not told the target of teaching to student, but the target is achieved
2	Teacher motivated students, took student's attention to join teaching process well	✓		Teacher motivate student using picture of president's turkey (Erdogan) and Afgan, so student interest to pay attention and study more active
3	Teacher explained the lesson using certain technique to make it clearer and easier to understand	✓		Teacher explains the material is good and clear. Teacher using concept mapping as a method to make easier to comprehend reading. teacher teach based on the step how to using concept mapping
4	Teaching process was based on logical steps	✓		Yes, teaching learning based on the steps of concept mapping strategy
5	While teaching learning process, the teacher made time to ask some question to the students	✓		While teaching learning teacher ask some question based on the material
6	The teacher answered student's question clearly	✓		The teacher answer the question of student clearly
7	Teacher asked the students to conclude lesson in the end of the class	✓		The teacher ask the student to conclude the material in the end of class

C. Teaching Method

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teaching was done valiantly as long as the time location possible, not classical and boring	✓		the class is not boring, because student work in group and teacher using good media
2	Material was based	✓		Yes of course, material based on

	on the purposed of the teaching		the purpose of teaching
3	During teaching learning process, teacher gave the student reinforcement positively	✓	Sometime, during teaching learning, teacher gave the reinforcement positively to student
4	Illustration and example ware chosen carefully, so those could be effective and easy to understand	✓	Student easy to understand what the teacher explains to student, and they respond the teacher using English language.

Based on the table 4.1, it showed that the teaching learning target of English teacher of SMA Negeri 1 Meureudu, in the classroom was achieved. The teacher was successful to made students understood or comprehend how to use concept mapping in the reading comprehension. Finally, the students finished the exercise to make concept mapping based on the reading and picture. This method almost same with the community language learning, because student of SMA 1 Meureudu do the exercise work in group.

The second observation, the researcher took place in SMA 2 Meureudu, The school is located in Medan Banda Aceh. Now, the school is led by M. Lidan Daud, S.Pd. To support the learning process, teacher teaching style and student's activity, this school is endorsed by number of facilities such as the classroom, laboratories, library, computer library, multimedia room, basketball court, canteen and also mosque. The researcher found the student has the positive attitude, but the number of students was smaller than SMA Negeri 1 Meureudu. Even though, SMA Negeri 2 Meureudu is a good school in Meureudu.

The researcher observed the class for one meeting. Based on the observation, there were a few students who participated in the class actively. Most of student seemed to be passive, only certain students who often shared their opinion during learning process. Before doing teaching learning process, the class was messy, it showed the student were not ready to study. Based the preparation of instrument observation the teacher setting the class or prepared the class for teaching learning. After that student pray before studying in the class. That was one step of lesson plan. The class is one of the best classes in SMA 2 Meureudu. The research conducted the class of 1 IPA 1.

Teacher teaching based on the lesson plan and teacher a little bit reviewed about the past material. Some students can answer about that question, and a few student just silent when teacher ask about the past material. The teacher reviewed again to remember about the past material. Teacher of SMA 2 Meureudu taught concept mapping in narrative text but teacher of SMA 1 Meureudu taught concept mapping in descriptive text, it was different but has the same goal in process teaching learning.

Teacher gave the explanation about the material, the teacher explained anything about narrative text to student. The teacher used the paper to support teaching learning. That was as a media in the process teaching learning. The researchers saw when teacher explained the material some student talk, they did not pay attention to teacher explanation. Then, teacher gave expostulation to them. Teacher continued conveying the material, and then the teacher taught how to use concept mapping in narrative text. The teacher uses the *Malin Kundang* as an

example to use concept mapping. Student were easy to understand when they saw the tress of concept mapping, because the student known about that history before. So student can make the concept mapping in narrative text.

Almost the students understood about the material. And then the teacher gave the exercise to student to do concept mapping in narrative text. The teacher did not divide student into the group, but student worked in peer. They could share what they knew about the material in peer. According the teacher, if she divided them into the group, they did not work but just talking too much. So that's why teacher did not divide student into the group. When the students did the exercise, the teacher asked the question to the student about the exercise or said any question. A few students asked the question to the teacher and the teacher answered clearly. And the table below is a data display compiled from the classroom observation of SMA Negeri 2 Meureudu.

Table 4.2

Observation result of SMA Negeri 2 Meureudu

A. **Preparation**

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teacher prepared lesson plan	✓		Teacher teaching based on lesson plan
2	The goal of teaching in the lesson plan was clear	✓		The goal of teaching based on the lesson plan, it was smoothly and clearly
3	Teacher prepared teaching media	✓		The teacher use paper as a media
4	Teacher prepared setting of the class room for teaching	✓		Teacher setting classroom before teaching learning
5	Teacher prepared the students' condition physically or mentality	✓		Teacher prepared student condition, with ask the question"are you ready to study?"

B. Presentation/ Delivering Materi

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teacher told the target of teaching which should be achieved		✓	Teacher does not told the target of teaching to student, but the target is achieved
2	Teacher motivated students, took student's attention to join teaching process well	✓		Teacher motivate student to pay attention to study. That is to support teaching process well
3	Teacher explained the lesson using certain technique to make it clearer and easier to understand	✓		Teacher explained the material is good and clear. Teacher using concept mapping as a method to make easier to comprehend reading. teacher teach based on the step how to using concept mapping
4	Teaching process was based on logical steps	✓		The process teaching learning based on steps of the strategy concept mapping
5	While teaching learning process, the teacher made time to ask some question to the students	✓		In teaching learning process teacher ask some question to student
6	The teacher answered student's question clearly	✓		The teacher answer the question of student clearly
7	Teacher asked the students to conclude lesson in the end of the class	✓		The teacher ask the student to conclude the material in the end of class

C. Teaching Method

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teaching was done valiantly as long as the time location possible, not classical and boring	✓		the class is not boring, but some student in the class talk too much
2	Material was based on the purposed of	✓		Material was based on the purposed

	the teaching		
3	During teaching learning process, teacher gave the student reinforcement positively	✓	Yes, the teacher gives student reinforcement, for example the teacher ask one to one of student in the class
4	Illustration and example ware chosen carefully, so those could be effective and easy to understand	✓	Student easy to understand what the teacher explains to student, and they respond the teacher using Indonesian language

Based on the table of 4.2, it shown the English teacher of SMA Negeri 1 Meureudu, target of teaching learning in the classroom was achieved. The teacher succeed to made students understand or comprehend how to use concept mapping in the reading comprehension. Finally, the students finished the exercise to make concept mapping based on the reading about the legend of Minos, King of Crete. This method almost same with the communicative approach, because the teacher divided student one group of two student.

Both of teachers had the different way to apply the concept mapping in reading comprehension. Teacher of SMA 1 MEUREUDU used concept mapping in descriptive text and student worked in group, and also the teacher used the projector and paper as a media to support process teaching learning in classroom. Teacher of SMA 2 MEUREUDU used concept mapping in narrative text and student work in peer, but the teacher just used the paper as a media.

B. Interview Analysis

To make sure the data to be valid, the researcher used the interview to support the data collection in this research. The result both of schools exactly had

differences result. The first results from English teacher from SMA Negeri 1 Meureudu.

Table 4.3
Interview result of SMA Negeri 1 Meureudu

No	List of interview	Answer of interview
1	How do you teach to using concept mapping in reading comprehension?	I teach concept mapping based on step, to make student interest I using picture to support strategy concept mapping.
2	**How will you prepare students for teaching reading comprehension using concept mapping?**	The first one I prepared the material to teaching learning, the second I use the media to support teaching learning in the class room, the third I divided student into the group, student can work together and share anything in the group.
3	**How do you make sure you meet the needs of a student with concept mapping?**	This strategy so important to make student understand about reading, because concept mapping one of strategy to improve reading comprehension. So student needs this strategy.
4	**After using concept mapping, student can improve reading skill or not?**	Yes, after using concept mapping I as a teacher, I see score of student high, it is mean improve.
5	What are your thoughts on teaching learning using concept mapping to student in group work?	I think if student work in group, they can share with another friend, and can ask if they not understand. So, work in group more effective in this strategy.
6	Do you fell difficult when you teaching reading comprehension using concept mapping?	Of course not, using strategy concept mapping easier to make student understand to comprehend the reading.

Based on table 4.3, the interview result of SMA Negeri 1 Meureudu, the researcher saw the teacher could take a charge about concept mapping strategy. The teacher also understood the steps how to teach using concept mapping strategy. This strategy could help the teacher to improve reading skill of student. The answers from the English teacher of SMA Negeri 1 Meureudu, it showed that teacher successes using concept mapping as a strategy in teaching reading comprehension.

Actually concept mapping can be used in all of types of reading, narrative, descriptive, and others. But here, the English teacher of SMA 1 Meureudu taught descriptive text using concept mapping, it helped the teacher a lot to teach learning in classroom. The student smoothly did the exercise using concept mapping. It made students more interested in study, because concept mapping did not make them bore but instead student and more active in teaching learning. So that's way concept mapping strategy can be used as a method in teaching learning in classroom.

Table 4.4
Interview result of SMA Negeri 2 Meureudu

No	List of interview	Answer of interview
1	How do you teach to using concept mapping in reading comprehension?	I teach concept mapping based on step how to use concept mapping in reading comprehension, it can make student easy or fast to understand about reading.
2	**How will you prepare students for teaching reading comprehension using concept**	The first one I prepared the material to teaching learning, the second I use the good

	mapping?	example to using concept mapping, to interest student.
3	**How do you make sure you meet the needs of a student with concept mapping?**	This strategy so important to help student to understand the reading, because many students not comprehend what reading tell. So that way this strategy so important and student need this strategy
4	**After using concept mapping, student can improve reading skill or not?**	Yes, after using concept mapping I as a teacher, I see score of student high, it is mean increase.
5	What are your thoughts on teaching learning using concept mapping to student in group work?	I think if student work in group, they not work but they talk anymore. So I not divided student into the group but work in peer.
6	Do you fell difficult when you teaching reading comprehension using concept mapping?	Of course not, using strategy concept mapping easier to make student understand to comprehend the reading.

Based on table 4.4, the interview result of SMA Negeri 2 Meureudu, the researcher saw the teacher could take a charge about concept mapping strategy. The teacher also understood the steps by using concept mapping strategy. This strategy could help the teacher to improve reading skill of student. The answered from the English teacher of SMA Negeri 2 Meureudu, it showed that teacher succeed in using concept mapping as a strategy in teaching reading comprehension. But the differences both of school the teacher of SMA 1 Meureudu was using concept mapping in descriptive text, and student worked in group, but the teacher of SMA 2 Meureudu was using concept mapping in narrative text, and student worked in peer. Nevertheless both of teachers succeed in teaching concept mapping to improve student's ability in reading comprehension based on steps how using concept mapping.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and research finding in chapter IV, it is about the teacher teaching style using concept mapping in reading comprehension in SMAs Meureudu comes to conclusions as follows :

1. Student's reading comprehension in first grade both of school can comprehend what the reading tell to them and can make how to use concept mapping in reading comprehension.

2. Student's reading comprehension after being taught by using concept mapping strategy is categorized into good level. It can be seen the mean score of students was increased.

3. Students more active because they understand what the teacher teach about the material using concept mapping.

4. The teachers were easy to explain the material because using concept mapping strategy based on the steps how to make concept mapping. Both of teachers have the different style. The teacher of SMA 1 Meureudu using projector and paper as a media, and student work in groups is almost same with community language learning method. The teacher of SMA 2 Meureudu using paper as a media and student work in pairs is almost same with the communicative approach.

So, it can be concluded that concept mapping strategy has a positive effect on students' reading comprehension of the first year at SMAs Meureudu.

B. Suggestion

Based on research findings the researcher would like to give some suggestions especially for English teacher and student both of schools.

a. **For The teacher**

1. The teachers are hoped to provide the variety suitable strategy and interesting in teaching reading comprehension. A good strategy will also influence and improve the student's comprehension about reading and interest in teaching process.

2. Since the implementation of the text mapping has proved that there is good significant effect in students' reading comprehension, hopefully teacher of English subject can use text mapping in teaching-learning process.

b. **For the student**

1. The students both of schools must to study how to use concept mapping in reading comprehension

2. The students pay careful attention to lesson being explained by the teacher.

3. The students must have self-confident

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Instrument of observation

A. Preparation

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teacher prepared lesson plan			
2	The goal of teaching in the lesson plan was clear			
3	Teacher prepared teaching media			
4	Teacher prepared setting of the class room for teaching			
5	Teacher prepared the students' condition physically or mentality			

B. Presentation/ Delivering Materi

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teacher told the target of teaching which should be achieved			
2	Teacher motivated students, took student's attention to join teaching process well			
3	Teacher explained the lesson using certain technique to make it clearer and easier to understand			
4	Teaching process was based on logical steps			
5	While teaching learning process, the teacher made time to ask some question to the students			

No	Observation Aspect	Yes	No	Researchers/observer's comment
6	The teacher answered student's question clearly			
7	Teacher asked the students to conclude lesson in the end of the class			

C. Teaching Method

No	Observation Aspect	Yes	No	Researchers/observer's comment
1	Teaching was done variantly as long as the time location possible, not classical and boring			
2	Material was based on the purposed of the teaching			
3	During teaching learning process, teacher gave the student reinforcement positively			
4	Illustration and example ware chosen carefully, so those could be effective and easy to understand			

Interview result of SMA Negeri 1 Meureudu

No	List of interview	Answer of interview
1	How do you teach to using concept mapping in reading comprehension?	
2	How will you prepare students for teaching reading comprehension using concept mapping?	.
3	How do you make sure you meet the needs of a student with concept mapping?	
4	After using concept mapping, student can improve reading skill or not?	.
5	What are your thoughts on teaching learning using concept mapping to student in group work?	
6	Do you fell difficult when you teaching reading comprehension using concept mapping?	

AUTOBIOGRAPHY

Personal Identity

Name   : Nia Zahara

Place and Date of Birth   : Meureudu, April 14th 1995

Sex   : Female

Religion   : Islam

Nationality   : Indonesian, Acehnese

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Educational Background

Kindergarten   : TK Bungoeng Seulanga (2000-2001)

Primary School   : SDN. 3 Meureudu (2001-2007)

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University   : UIN Ar-Raniry (2013-2018)

Banda Aceh 11 January 2018

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