IMPROVING STUDENTS ABILITY READING BY USING MIND MAP TECHNIQUE
AT THE JUNIOR HIGH SCHOOL 41 REJANG LEBONG
THE ACADEMIC YEARS 2019/2020

THESIS

This Thesis is Submitted to Fulfill the Requirement
for 'sarjana' Degree in English Language Education

By :

APRIADI
NIM. 13552018

English Tadris Study Program
Faculty of Teacher Training and Education
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2020

Hal   : **Proposing of Thesis Title**

Kepada

Yth Bapak Ketua Jurusan Tarbiyah IAIN Curup

Di –

    Curup

Assalamu`alaikum wr.wb

    Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Apriadi, 13552018** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **"Improving Students Ability Reading Comprehension By Using Mind Map Technique At The Junior High School 41 Rejang Lebong The Academic Years 2019/2020"** Sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

    Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu

diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

	Curup, 2020
Advisor	Co-Advisor
Jumatul Hidayah, M. Pd	**Paidi Gusmuliana, M. Pd**
NIP. 19780224 200212 2 002	**NIP. 19840817 201503 1 004**

STATEMENT OF OWNERSHIP

The writer who sign below:

Name	:	Apriadi
NIM	:	13552018
Fakultas	:	Tarbiyah
Prodi	:	TBI (Tadris Bahasa Inggris)

State the thesis under the **Improving Students Ability Reading Comprehension By Using Mind Map Technique At The Junior High School 41 Rejang Lebong The Academic Years 2019/2020**. This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or the other criticism from IAIN suitable with its regulation.

Curup,   2020

Researcher

Apriadi
NIM. 13552018

APPROVAL

Nomor: 291 /In.34/I/FT/PP.00.9/04/2021

Name	:	Apriadi
NIM	:	13552018
Departement	:	English Study Program
Title	:	Improving Student`S Ability Reading Comprehension by Using Mind Maping Technique At Junior High School 41 Rejang Lebong The Academic Year 2019/2020

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date	:	Thursday, March 4th 2021
Time	:	08.00 – 09.30 p.m.
At	:	Room 2 Munaqosah IAIN CURUP

Has been received to fulfill a partical requirements for the degree of strata I in English Study Program of Education Tarbiyah Faculty IAIN Curup

Curup, April 2021

TIM PENGUJI

Head

Secretary

Jumatul Hidayah, M. Pd
NIP. 19780224 200212 2 002

Paidi Gusmuliana, M. Pd
NIP. 19840817 201503 1 004

Examiner I

Examiner II

Hadi Suhermanto, M. Pd
NIP. 19741113 199903 1 003

Sarwo Edy, M.Pd
NIDN. 20011038702

Dean

Dr. H. Ifnaldi, M. Pd
NIP. 19650627 200003 1 002

MOTO

BELIEVE BE YOUR SAVE AND DO THE BEST

certainly, all be could if any if we sure cause ability human different

DEDICATON

- ❖ The first and more important for all praises thanks to Allah SWT the most gracious, the most merciful, my life my die, my religion, and my everything that was done by me just for you the lord of "Aamiin"
- ❖ My beloved parents, Mom haribon and Dad (were died) M.Yunus thanks a million for everythings, for love, you'r support and for always stay beside me. I really love both of you mam dad.
- ❖ My Lovely brothers and Sisters (elva susanti, wira adiyatma, S.Pd) who always be my moodbooster and moodbreaker in my life. Thanks for colouring my beautiful life.
- ❖ My Big Family Antau's always support me to finished my thesis
- ❖ Thanks my lectures of English Tadris Study Programe in IAIN Curup for support, sugestion and advices.
- ❖ All of my best friends in PBI D class and all of class in English tadris study program.
- ❖ My lovely friends always give me Suggestion to finishing this thesis.
- ❖ My Almamater "IAIN CURUP" that I'm so proud

ACKNOWLEDGEMENT

بِسْمِٱللَّهِٱلرَّحْمَٰنِٱلرَّحِيم

Assallamu'alaikum Warrahmatullah Wabarokatuh

Alhamdulillahhirobbil'alamin the greatest gratitude is to Almaighty Allah SWT, for the guidance, blessing so the researcher was able to finish this thesis entitled "**Improving Students Ability Reading Comprehension By Using Mind Map Technique At The Junior High School 41 Rejang Lebong The Academic Years 2019/2020**" And also Praying and greeting to Prophet Muhammad SAW and all of his family and buddy who has brought us from ignorance into intelligence as we all feel in this moment. The researcher is then deeply indebted to these people and would like to express her sincere thanks to the followings:

1. Allah SWT who always bless me in every steps.

2. Mr. Dr. Rahmat Hidayat, M.Ag., M.Pd., as the head of IAIN Curup.

3. Mr.Dr. H. Ifnaldi.M.Pd , as the head of Tarbiyah in IAIN Curup.

4. Mrs. Jummatul Hidayah, M.Pd., as the head of English *Tadris* Study Program of IAIN Curup.

5. Mrs. Jumatul Hidayah, M.Pd., as my advisor. And Mr. Paidi Gusmuliana, M. Pd

6. my co-advisor of this thesis, who given support, advice and suggestion for the researcher in process of writing this thesis.

7. Mrs.Delly Susanti,S.Pd.i helped me to Examiner.

8. All of my lecturers in English Study program who have taught and given me many things and knowledge in this college. Thanks a lot for everything.

9. My beloved parents who love me very much, who given everythingfor me, and always be here beside me to finish my study.

10. My big family always gived me motivation

11. All of My friend in IAIN Curup Especially for TBI

Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Wassallamu'alaikum Warahmatullah Wabarokatuh

Curup,   April 2020
Reseacher

Apriadi
NIM. 13552018

PREFACE

All praises to Allah SWT so that the researcher finally has finished her thesis entitled by "**Improving Students Ability Reading Comprehension By Using Mind Map Technique At The Junior High School 41 Rejang Lebong The Academic Years 2019/2020**" .

This thesis submitted as a part of thecompletion for undergraduate degree of Strata 1 (S1) in English Tadris Study Program of IAIN Curup. The researcher realized that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being better in the future. The researcher hopes this thesis willbe useful to those who interested in this field of study.

Curup,　Agustus 2019

Writer

Apriadi
NIM. 13552018

ABSTRACT
Apriadi, 2020. Improving Students Ability Reading Comprehension By Using Mind Map Technique At The Junior High School 41 Rejang Lebong The Academic Years 2019/2020

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Paidi Gusmuliana, M. Pd

This reseacrh focuses on the mind map techninique strategy. That used by tour guidl in learning english and the problem they faced in learning the language also how they overcome it.

The researcher choose recount study as the kind of the reseach and presented the resul in classroom action research. The subject of this researchwas five members of wild sumatra tour.the participant were choosen because of their available as the tour guides in rejang lebong regency. In collecting data the researcher used mind map techniques the instrument were interview to the researcher completing data. The datawich was found and analyzed with the following step: data managing, description, classifying, and interpreting. The resul of the research swhown of the different after use mind map technique. Then her/his problem that every learning time show result appointed. They also have their own unique way. Such as read all about the text in english them could be.

KEYWORD: TOUR GUIDE , READING SKILL.

LIST OF CONTENT

CHAPTER 5: CONCLUSION AND SUGGESTION

CHAPTER I

INTRODUCTION

A. Background of the Research

Since English is the most commonly used language in international communication, it is the most important language to learn[1]. Because of such a reason, people who do not speak English as their first language must learn English in order to compete in this global competition. Those who learn a foreign language believe that doing so will improve their ability to understand others and encourage a deeper understanding of language structures and their relationship to thought[2].

Every country in the world has English classes. English is taught in Indonesia from junior high school onwards, and in some areas, it is even taught in primary schools. Listening, speaking, reading, and writing are the four language skills that make up English. The goal of the English subject in junior high school, according to K-13 Curriculum, is to: The ability to understand and/or produce spoken and/or written texts, which is realized in four skills, is referred to as expression ability. To reach the level of functional literacy, they combine listening, speaking, reading, and writing.

Reading comprehension among junior high school students is still far from satisfactory, despite the fact that reading skill is given more emphasis in the curriculum. They continue to have difficulty understanding texts and are unmotivated to complete reading assignments. It can be demonstrated that only a small percentage of students receive good grades on their final examination. It is reasonable to conclude that the reading teaching and learning process has failed. This case has been proven by the preliminary study that the researcher conducted in junior high school 41 Rejang Lebong. As identified, 1) most of the students are lazy to reading the text; 2) most of the students feel bored when studied English; 3) most of the students still have less

[1] Fan (Gabriel) Fang, *Re-Positioning Accent Attitude in the Global Englishes Paradigm* (New York: Routlage Taylor and Francis Group, 2020).

[2] Rezvan Kavani and Alireza Amjadiparvar, 'The Effect of Strategy-Based Instruction on Motivation, Self-Regulated Learning, and Reading Comprehension Ability of Iranian EFL Learning', ed. by Xiaofei Lu, *Cogent Education*, 5.1 (2018), 1556196 <https://doi.org/10.1080/2331186X.2018.1556196>.

interest, especially in reading the text; 4) the teacher still applies a traditional strategy; and 5) most of the students have low ability in reading comprehension.

A number of important factors are involved in the teaching process that contribute to success. The importance of the teacher's role in guiding students toward good reading skills cannot be overstated. The teacher is expected to be able to devise a method for making it easier for students to read and comprehend English texts.

Reading ability is important for students to understand textbooks and references written in English, and if they continue their education to senior high school and university, they should not have any difficulties understanding books written in English. To put it another way, if one wants to be successful in life and in school, he should be able to read comprehension well enough to gain knowledge and information from a variety of written texts.

What happens in reality, however, is very different from what is expected. Even though they have studied English since the first year of junior high school, students find it difficult to comprehend English texts in magazines, newspapers, textbooks, research reports, maps, directories, and announcements.

In the English teaching and learning process, it has been discovered that the technique used in teaching reading is the traditional one, which only focuses on cognitive aspects such as translation and vocabulary, without taking affective and psychomotor factors into account. Students' motivation and participation in the teaching and learning process will be harmed as a result of this. It is the cause of the students' poor reading comprehension abilities. In light of this, it is necessary to employ appropriate reading teaching techniques in order to improve students' reading comprehension abilities.

One of the effective techniques offered by English reading experts is mind mapping. It was popularized by Tony Buzan, who has written extensively on maximizing ones' mental abilities, growing memory, and accelerating learning. Mind mapping, according to Murley, is a nonlinear visual outline of complex knowledge

that can help with imagination, planning, efficiency, and memory[3]. Mind maps graphically represent ideas in a relational sense, with the main topic in the middle, major subtopics on branches radiating from the main topic, and sub-subtopics surrounding each subtopic, and so on. According to Buzan, mind mapping is an innovative thought technique that reflects the brain's way of working. It allows the brain to use all of its images and associations in a radial and internal pattern. It is the easiest way to position information which goes out from the brain[4].

In this study the researcher is driven to make use of mind mapping as a technique in efforts to improve students' reading comprehension at junior high school 41 Rejang Lebong. It is expected that the mind mapping technique can solve students' problems regarding love reading abilities. In such a way, this study is officially titled "Improving Students' Reading Comprehension by Using Mind Mapping Technique". According to the foregoing title, this study is conducted by adopting a classroom action research method.

B. Research Questions

Relevant to the reseach background above, the following research questions are formulated:

1. How is the implementation of mind mapping technique in efforts to improve students' English reading comprehension at junior high school 41 Rejang Lebong?
2. To what extent can the mind mapping technique improve students' English reading comprehension at junior high school 41 Rejang Lebong?

C. Objectives of the Research

In line with research questions presented in the previous section, the objectives of this research is therefore as follows: The first is to describe the implementation of mind mapping technique in efforts to improve students' English reading

---

[3] Diane. Murley, 'Mind Mapping Complex Information', 2007 <http:. http://ezinearticles.com/?Mind-Mapping-YournalEntries&id=18741>., P. 175

[4] Tony. Buzan, *Mind Map: Buku Pintar* (Jakarta: PT Gramedia Pustaka Utama.: PT Gramedia Pustaka Utama, 2005). P. 103

comprehension at junior high school 41 Rejang Lebong. The second is to find out the extent to which the mind mapping technique can improve students' English reading comprehension at junior high school 41 Rejang Lebong.

D. Limitation of the Problem

This research is delimited to two scopes. The first scope refers to the description of the implementation of mind-mapping technique in efforts to improve English students' reading comprehension. The second scope refers to scrutinizing the degree to which the mind-mapping technique can improve English students' reading comprehension. Also, this research is spatially delimited to the study field, namely junior high school 41 Rejang Lebong.

E. Significance of the Research

As shown below, this research is expected to have some benefits in the English teaching and learning process.

1. To the students

   The researcher hopes that this study will encourage students to learn English by using mind mapping in the classroom to help them develop their reading comprehension.

2. To English teachers

   The researcher hopes that the findings of the study would be useful to English teachers who are interested in using mind mapping as an alternative reading method in the classroom.

3. To other researchers

   The researcher hopes that this study will provide useful information to other researchers who want to investigate the use of mind mapping as an alternative reading technique in the classroom.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definitions of Reading

Reading can be described in a variety of ways. Reading is often regarded as a passive skill, according to Nunan, it entails deciphering ideas produced by others and conveyed through language. It also includes the processing of written language and extremely complex cognitive processing operations[5]. Otto, Rude, and Spiegel, on the other hand, describe reading as a process of obtaining meaning. It means that reading is not only saying the sentences, but also involves the sense getting part of

---

[5] David. Nunan, *Second Language Teaching and Learning* (Massachusetts: Heinle and Heinle publishers, 1999). P. 249

reading. This aspect of reading is used as a criterion for determining whether or not a person has read successfully[6].

Meanwhile, Ehsan Namaziandost, Fariba Rahimi Esfahani, and Sheida Ahmadi notes that reading is a method of extracting meaning from written text. Readers use their understanding of the writing system, vocabulary, and the ability to deduce meaning from a document[7]. Reading, according to the description, entails a collection of procedures for extracting meaning from written text. When people read a letter, they think about it and try to make sense of it. The sense is in the mind of the reader. It make possible for the reader to have different meaning with other readers even they may learn new meaning from the text.

Reading as a language process, reading as a cognitive process, reading as a psychological or affective process, and reading as a physiological process are all identified by as four dimensions of the reading process. First, readings as a language indicate that language is so important to reading performance because it allows people to connect. Reading is essentially a form of communication between a writer and a reader, and one must be a proficient language user in order to do so. Second, reading as a cognitive process proposes that cognition, or the essence of knowing and intellectual growth, is essential in the reading process. The development of readers' concepts is enabled by cognition. Literacy introduction necessitates the development of concepts. Third, think about the psychological or affective process, which includes certain variables that influence the reading process. Reading as a physiological process, on the other hand, implies that good health, visual activity, auditory activity, and neurological functioning are all essential for reading. The printed and oral stimuli are carried on by these psychological factors through a visual, concrete, or auditory process.

---

[6] Wayne Otto, Robert Rude, and Dixie Lee Spiegel, *How to Teach Reading* (New York: Addition-Wesley Publishing Company, Inc, 1997).

[7] Ehsan Namaziandost, Fariba Rahimi Esfahani, and Sheida Ahmadi, 'Varying Levels of Difficulty in L2 Reading Materials in the EFL Classroom: Impact on Comprehension and Motivation', *Cogent Education*, 2019, 1–9 <https://doi.org/10.1080/2331186X.2019.1615740>.

Aldeson proposes another idea, claiming that reading includes social contexts. Reading, he says, is not an isolated practice that occurs in a vacuum. Reading is typically done for some reason, in a social sense, and the social context itself leads to a reader"s notions of what it means to read or as recent thinkers prefer to put it, to be literate[8]. Reading, according to Celce – Murcia is an interactive, socio cognitive process. It includes a text, a reader, and a social context through which the activity of reading takes place. "When a person reads, he or she constructs meaning through a transaction with written text that has been generated by symbols that reflect language," she says[9]. The transaction involves the reader"s acting on reading the text. The interpretation is informed by the readers" past experiences, language history, and cultural framework, as well as the reader"s reason for reading. However, the expectation and aim of reading is to make sense, to comprehend what is read.

Reading is a complex process that includes a passive and active process, a meaning-finding process, an interactive process, a language process, a cognitive process, a psychological process, a sociocultural process, and synthesizing and evaluating knowledge, according to the theories discussed above.

2. Reading Comprehension

Before determining what reading comprehension is, it's important to understand what reading is. The definitions of reading given below are based on the opinions of some linguists. Reading is described by Williams as "a process of looking at and understanding what has been written; the reader does not necessarily need to look at all in a given piece of writing." The reader is not merely a passive entity, fed with letters, words and \ssentences, but is actively working on the text, and is able to arrive at comprehension without looking at every letter and phrase. Reading as interpreting entails responding to a written text as a piece of

---

[8] J. Charles Alderson, *Success in English Teaching* (New York, United States of America: Oxford University Press, 2000). P. 25

[9] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language (Third Ed.)* (Boston: Heinle and Heinle Thomson Learning. Inc, 2001). P. 154

communication; in other words, we presume the writer's communicative intent, which the reader is attempting to understand[10].

Reading, according to Davies, is a private activity that includes a reader attempting to follow and respond to a message from a writer who is far away in space and time[11]. Reading is the ability to extract visual information from the page and comprehend the meaning of the text. Reading can be described as the capacity of a cognitive process to interpret, comprehend, react, and understand the content, message, and meaning of written text in order to fulfill the reader's intent, based on the definitions above[12].

Reading and comprehension are intertwined. Reading entails the activity of comprehending the text and the details contained therein. Reading cannot be isolated from understanding in order to understand or derive meaning from text. According to Burns, all readers' goal is (or should be) to comprehend what they read[13]. According to some experts, reading comprehension is described as follows:

Reading comprehension is a thinking process through which a reader becomes conscious of a concept, understands it in terms of their own experiential context, and interprets it in terms of their own needs and intentions[14]. Reading comprehension is not a talent or ability that can be mastered once and for all at any level of education. It's a long-term process that starts in early childhood and lasts as long as anyone reads for facts[15].

Reading comprehension is a cognitive process in which a student selects facts, information, or ideas from printed materials, determines the meanings the author intended to convey, determines how they relate to previous knowledge he

[10] Haleh Mojarrabi Tabrizi and others, 'The Effect of Soft vs. Hard Scaffolding on Reading Comprehension Skill of EFL Learners in Different Experimental Conditions', *Cogent Education*, 6.1 (2019) <https://doi.org/10.1080/2331186X.2019.1631562>.

[11] Paul. Davies, *Success in English Teaching* (New York: Oxford University Press, 2002). P. 1

[12] Vahid Aryadoust and Purya Baghaei, 'Does EFL Readers' Lexical and Grammatical Knowledge Predict Their Reading Ability? Insights From a Perceptron Artificial Neural Network Study', *Educational Assessment*, 21.2 (2016), 135–56 <https://doi.org/10.1080/10627197.2016.1166343>.

[13] A. Burns, *Collaborative Action Research for English Language Teachers* (Cambridge: Cambridge University Press, 1999). P. 148

[14] Kavani and Amjadiparvar.

[15] Jenny S.L. Chung, 'Signals and Reading Comprehension - Theory and Practice', *System*, 28.2 (2000), 247–59 <https://doi.org/10.1016/S0346-251X(00)00010-5>.

has acquired, and judges their appropriateness and worth for meeting his own needs and objectives[16].

Reading with comprehension is the comprehension, evaluation, and application of knowledge and ideas through a reader-author relationship[17]. Reading with comprehension is meant constructing meaning from what is being perceived in writing[18].

Reading comprehension, according to the definitions above, is a thought process that involves learning, analyzing, using, determining, and assessing knowledge and ideas in order to create meaning from what is perceived in writing and what the author intended to convey.

3. Factors Affecting Reading Comprehension

Reading comprehension is influenced by a variety of factors. Some experts suggest different views about it. There are both internal and external influences. Linguistic and nonlinguistic influences make up internal factors. Miscue analysis (the analysis of mistakes or unintended responses in children learning to read their mother tongue) of reading errors is one of the linguistic factors. The ability to understand the meaning of words is referred to as semantic skills. The ability to understand the structure of a sentence is referred to as syntactic skills. A miscue analysis is an unexpected answer to language to language the reader‟s pronunciation to be at odds with the writer‟s words. In miscue of oral reading, inaccurate is analyzed to the reader‟s use of syntactic and semantic content. Meanwhile, intellectual, educational context, previous experiences with reading, reader motivation, and schemata (their understanding of and beliefs about

[16] Devora Hellerstein-Yehezkel, 'The Path to Reading Comprehension through Intercultural Competence in the Multicultural EFL Classroom*', *Language and Intercultural Communication*, 17.3 (2017), 323–43 <https://doi.org/10.1080/14708477.2016.1261875>.

[17] Kate Cain, Jane Oakhill, and Peter Bryant, 'Children ' s Reading Comprehension Ability : Concurrent Prediction by Working Memory , Verbal Ability , and Component Skills', 96.1 (2004), 31–42 <https://doi.org/10.1037/0022-0663.96.1.31>.

[18] Dongbo Zhang, 'Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study', *Modern Language Journal*, 96.4 (2012), 558–75 <https://doi.org/10.1111/j.1540-4781.2012.01398.x>.

circumstances, as well as behavior based on their experiences) are non-linguistic variables[19].

Reading comprehension is often influenced by external influences. External factors influencing reading comprehension can be found at home, in the classroom, and in the community[20]. Opportunities to practice reading for various reasons, a large number of texts to a variety of reading materials, characteristics of the texts being read, subject suitability to individual reader's interest, and the socio-cultural context in which reading takes place are all external factors.

B. Teaching Reading in English as a foreign language

Teaching, according to Brown, is "guiding and encouraging learning, allowing the learner to learn, and establishing the conditions for learning."[21] Teaching reading entails guiding and facilitating learning to read, as well as providing opportunities for learners to learn to read. The teacher's philosophy of education, teaching style, tactics, strategies, and classroom procedures will all be influenced by her knowledge of how the learner learns.

1. The teaching reading components

a. The students

Modern education places the learners at the centre of the learning teaching method. For one, it is the learners that are supposed to learn. The characteristics of the learner must be treated as essential phenomena before, during, and after teaching. On the basis of these learning characteristics, some judgment about the teaching-learning process is taken.

Sugeng defines three types of learner characteristics: academic, social, and situational[22]. The number of students, academic record, grade point average, level of intelligence, aptitude, study habits, freedom, background of the subject

---

[19] Celce-Murcia. Op. Cit. P. 56
[20] Aryadoust and Baghaei.
[21] Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd Ed* (San Francisco: USA, 2001).
[22] B. Sugeng, *Instructional Technology* (Yogyakarta: IKIP Yogyakarta, 1997). P. 27-33

motivation, and cultural inspiration are the first academic factors that affect students' learning. Second, social factors include age, maturity, attention span, physical and emotional disabilities, student relationships, and socioeconomic status. And the last is situational variables. They are biochemical and physical influences. Functional factors are related to the building, equipment, and services that students use at home and at school, while physiological factors are related to the students' physical status. To teach reading effectively and efficiently, a successful teacher must first understand the characteristics of the students.

They are several points for students to read effectively, according to Mikulecky. Below is a list of them.

1) Creating new schemata about what reading is and how to do it well in English.

2) Getting out of the habit of reading every single word

3) Learning how to best use top-down processing by tapping into their prior experience.

4) Learning some of the skills that fluent English readers use unconsciously to improve their bottom-up processing capacity.

5) Learning to read faster, and

6) Acquiring certain reading skills that will improve the interaction between top down and bottom up processing modes.

7) Learning to enjoy reading in English.[23]

b. The teacher

The teacher's position, according to Mikulecky (1990: 31), is that of a model interpreter and thinker. Since interpreting a text necessitates interpretation, and since so much of that interpretation is cultural, it is important for the teacher to model native speaker comprehension in class and during individual conferences

---

[23] Beatrice S. Mikulecky, *A Short Course in Teaching Reading Skills* (New York: Addison Wesley Publishing Company, 1990). P. 10

with students. Since reading is a problem-solving practice, the teacher will set an example by speaking aloud while she develops new reading techniques and skills.

He also claims that the instructor is the most important factor in a reading class because his or her attitude has an impact on the students' success. The instructor should create a stress-free environment for her students, allowing them to experiment with different reading styles, techniques, and pressure in the form of persuasion and timing.

c. Materials

Sugeng suggests four content selection criteria. Significance, validity, social importance, and learnability are the four parameters[24]. A significant piece of content is one that meets the needs of the learner. Learners' curiosity and encouragement are also boosted by significant material. Material is true if it conveys the information that it is intended to convey. Accuracy, validity, and correctness are three requirements for legitimate content. The material is said to have social issues that the students' society faces. The learn skill of a content refers to how well it encourages learning or how convenient it is for students to deal with it.

Mikulecky divides materials into categories based on the purpose of reading. Students should read self-selected books for leisure reading. Scanning practice can be done with a variety of texts, but recent, interesting materials, such as newspaper advertisements, magazine papers, and catalogs, are ideal[25]. It should not be too difficult for students to read rate improvement content.

d. Methods and techniques teaching reading

1) Methods

---

[24] Sugeng. Op. Cit. P. 78-84
[25] Mikulecky. Op. Cit. P. 13-29

According to Mikulecky, students need opportunities to build a sense of self as English readers in skill-focused lessons. Teaching them to track their own progress by using a range of record-keeping methods such as graphs, maps, and lists of books read are some of the ways to do so[26]. These devices may also be used to motivate students, and looking back on their achievements and efforts typically gives them a sense of accomplishment.

He also offers some suggestions for how to teach vocabulary. These approaches are interactive meaning methods and nonsense words methods. There are also other methods for developing word definitions in context. They're supposed to get students involved in a concrete activity and give them a sentence completion exercise.

2) Techniques

Brown suggests some bottom-up and top-down reading teaching techniques[27]. The following is a summary of them.

a) Determining the aim of reading.

Make sure that the students understand why they are reading something while the instructor teaches reading technique.

b) Graphemic rules and patterns are used to aid in bottom-up decoding.

Oral reading is stressed in the early stages of reading instruction. As a result, an explanation of orthographic rules is required.

c) Using effective reading strategies for fast comprehension (intermediate to advance level).

In the beginning stages, this technique cannot be implemented because the students are still struggling with the control of restricted vocabulary and grammatical patterns.

d) Scan the text for the main concept.

---

[26] Ibid. 29
[27] Brown. Op. Cit. P. 306-311

Skimming is a technique for quickly gathering the most crucial information. It is not necessary to understand each word in skimming. This strategy is used to predict the intent of the passage, the main topic or message and supporting information. The instructor can ask the students to skim the passage after they look a few pages of materials.

e) Looking for relevant details in the document.

Scanning is the process of rapidly scanning a text for a specific piece or pieces of information. Students may be asked to search for names or dates, find a description of a key term, or list a certain number of supporting information as part of a scanning exercise.

f) Using clustering or semantic visualization.

Students may use semantic mapping or grouping ideas into coherent clusters to help bring order to the chaos.

g) Making educated guesses when you're not sure.

The instructor will assist students in being accurate guessers by motivating them to use appropriate applying compensation techniques, in which they intelligently attempt to fill holes in their competence by using any available clues.

h) Vocabulary analysis

When students use the guessing method and don't remember a word right away, there are a variety of strategies to practice. The following is a summary of them.

(1) Searching for prefixes that could lead to a solution.

(2) Searching for suffixes that may suggest what part of speech is being used.

(3) Searching for roots with which you are acquainted.

(4) Obtaining signal knowledge by looking for grammatical contexts.

(5) Searching for clues in the semantic sense (topic).

I) Recognizing the difference between literal and implied context

This necessitates the use of advanced top-down processing abilities. syntactic surface structure makes particular demands on readers. The majority of the time, implied meaning has to be deduced from pragmatic data.

J) Using discourse indicators to help you process relationships.

In English, several discourse markers indicate the relationship between ideas expressed in words, clauses, and sentences. Learners' reading performance can be significantly improved if they have a good understanding of such manufacturers. He also claims that the instructor must take the values into account. as follows

(1) Ensuring that teachers do not overlook the value of basic reading skills instruction.

(2) Employing inherently motivational methods.

(3) When selecting texts, strike a balance between authenticity and readability.

(4) Promoting the growth of reading strategies.

(5) Using both bottom-up and top-down approaches.

(6) Continue with the " SQ3R" series.

(7) Subdividing the strategies into phrases for before, during, and after reading

(8) Including an evaluative component in the techniques.

Mikulecky describes how to teach students how to increase their reading rate. Those strategies are placement at acceptable levels and coaching[28]. The students must be able to comprehend their rate building materials in the first techniques. Assigning passages that are too complicated is nonsense. SRA (Student Reading Aloud) rate builders come with a placement test, making it simple to position students in the appropriate level. The instructor serves as the mentor in the second technique. In these, there are several strategies. They begin

---

[28] Mikulecky. Op. Cit. P. 60-61

by setting targets, previewing, swinging two bats, pacing exercises, and keeping track of their progress.

2. The Definitions of Mind Mapping

The researchers of learning developed many related techniques in the 1960s, including mind mapping. Tony Buzan popularized it, and he has written extensively on how to improve one's mental skills, memory, and learning speed.

A strategy for dealing with abstract knowledge is mind mapping. Mind mapping, according to Murley, is a nonlinear visual outline of complex knowledge that can help with imagination, planning, efficiency, and memory[29]. Mind maps graphically represent ideas in a relational context, with the main topic in the center, major subtopics on branches radiating from the main topic, and sub-subtopics surrounding each subtopic, and so on.

According to Buzan mind mapping is an innovative thought technique that reflects the brain's way of working. It allows the brain to use all of its images and associations in a radial and internal pattern. It's the simplest way to organize knowledge that comes from the brain. Mind mapping is a method of writing that is both creative and effective. It will literally map out our thoughts[30].

According to the preceding sentence, mind mapping is an innovative thought technique that represents the brain's natural function. According to the findings, the brain does not save information in a row of nerve cells, but rather sends it to nerve cells with several branches. Those appear to be tree branches at first glance. Thus, if information is processed in the same way as our brain does, the information will be effectively saved, and the learning process will run smoothly. Furthermore, images and associations are the most effective ways for our brain to remember something.

---

[29] Murley. Op. Cit. P. 175
[30] Buzan. Op. Cit. P. 173

Sugiyanto goes on to say that the brain stores information in the form of images, symbols, shapes, music, and emotion[31]. Like a tree with its leaves and twigs, the brain stores information in patterns and associations. The brain does not save details in a row of sentences word-by-word or column-by-column as we do in spoken language. To remember what we've learned in a short amount of time, we should use mind mapping to mimic the way our brain works. As a result, the process of providing and comprehending learning content in the mapping concept is similar to natural thinking.

According to Michalko in Buzan, mind mapping is a completely different way of thinking about the brain than linear thinking. Mind mapping reaches out in all directions and captures a wide range of ideas from various perspectives[32]. Mind mapping, according to Wycoff, is an important skill in the creative thinking process. Mind mapping is similar to outlining, but it is more physically appealing and involves all hemispheres of the brain[33].

The mind map is a strong graphic technique that gives you a universal key to unlocking your brain's potential. It combines all of the cortical skills (words, images, numbers, logic, rhythm, color, and spatial awareness) in a single, highly effective way. It's a picture-centered diagram that depicts semantics or other relations between bits of data. By presenting these relations in radial, non-linear graphical fashion, it facilitates a brainstorming approach to any given organizational mission, removing the hurdle of initially creating an intrinsically acceptable or applicable conceptual structure to operate within. The uniform graphic formulation of the semantic structure of information on the method of gathering knowledge (http://en.wikipedia.org/wiki/Mind map) can help memory recall.

[31] Sugiyanto., *Model-Model Pembelajaran Inovatif* (Surakarta: Panitia Sertifikasi Guru Rayon 13: Panitia Sertifikasi Guru Rayon 13, 2007). P. 41

[32] Buzan. Op. Cit. P. 20

[33] Joyce. Wycoff, *Menjadi Super Kreatif Melalui Metode Pemetaan Pikiran* (Bandung: Kaifa, 2003). P. 64

According to the definitions above, mind mapping is a nonlinear visual outline that represents natural brain function as a tool for imagination, organization, efficiency, and memory.

a) The Procedures of Mind Mapping

Mind mapping is the process of writing down a core concept and then brainstorming new and similar concepts that radiate out from it. By concentrating on key ideas written down in one's own words, and then searching for branches out and links between the ideas, one can map knowledge that will aid in understanding and remembering new information. To create a mind map, you'll need unlined paper, a pencil, a color pen, your brain, and your imagination. According to Buzan, there are seven stages to creating a mind map.

a) Placing the key concept in the middle of the page.

b) The core concept is represented by an image or photograph.

c) Making use of color.

d) Join the main branches to the center picture, then join the second and third branches to the first and second, and so on.

e) Use a curve line connector rather than a straight line.

f) For each line, use only one key word.

g) Using a photograph[34].

b) The Benefits of Mind Mapping

According to Murley, mind mapping has many benefits over conventional outlines. Since it promotes ingenuity, mind mapping is more versatile than outlining[35]. Memory preservation can be improved by displaying all relevant topics on the same mind map with links indicated by pictures, symbols, and

---

[34] Buzan. Op. Cit. P. 15
[35] Murley. Op. Cit. P. 176

colors. The radiating nature retains the main subject or concept in the center while keeping all of the major sub-topics close by. Sub-topics, likewise, remain true to their main topics. This layout holds the larger picture in view while still making relationships and interactions more visible. It aids writers in staying focused on the big picture while retrieving and arranging vast volumes of data into a logical structure.

Furthermore, mind mapping will assist teachers in accommodating various learning styles. It is beneficial for strong visual learners who absorb knowledge better when viewed by diagrams or other visual aids rather than written text. Right-hemisphere-dominant students who have trouble planning, getting lost in data, or distinguishing between key ideas and tangential knowledge benefit from visual presentations of complex information. It also aids students in seeing correlations between prior knowledge and new information, allowing them to apply what they've learned in new situations.

Mind mapping has four advantages, according to DePorter and Hernacki. These can be included in the list below.

a) It is adaptable

If there is a missing concept, it can be inserted anywhere in the mind diagram.

b) It draws attention to itself

We don't pay attention to every word while mind mapping. Only words that become ideas are mentioned. As a result, we will focus more on concepts.

c) It improves comprehension

Mind mapping will increase understanding and generate useful information to be remembered later.

d) It's enjoyable

The imagination and ingenuity are not limited by mind mapping. As a result, mind mapping has become one of the most entertaining reading techniques[36].

C. CONCEPTUAL FRAMEWORK

Reading is one of the skills that must be learned in order to achieve functional literacy. As we discussed above, the students get several difficulties in comprehending the text and have low motivation in doing reading assignment. It can be shown that only a small percentage of students receive good grades on their final exams and do not participate actively in the teaching and learning process. Some variables are to blame for these issues. One of the factors contributing to this issue is the English teacher's use of technique in the teaching and learning process. The teaching method has a significant impact on the English teaching and learning reading process. The use of an appropriate teaching technique is critical in determining the teaching and learning process's success.

In the English teaching and learning process, including reading, mind mapping is an effective teaching technique. Mind mapping encourages students' participation in the learning process, which benefits them by encouraging creativity, assisting them in focusing on the big picture while retrieving and organizing large amounts of information into a coherent composition, and assisting them in seeing connections between prior knowledge and new information. Besides mind mapping also helps the instructor accommodate various learning styles and facilitates students" participation during learning process.

In this case, mind mapping can help students understand the text more quickly. It was demonstrated by the students' improved ability to answer the question, as mind mapping was a unique reading technique. Mind mapping was thought to be unique in the way it presented an idea and some features such as image, key word, and color to provide unusual ways of outlining in reading and to improve memory retention,

---

[36] Bobbi De Porter and Mike Hernacki, *Unleashing the Genius in You* (New York: Dell Publishing, 1992). P. 176

according to the students. Because mind mapping is a visual outline that reflects the natural work of how the brain stores information, it improves students' memory about the ideas they want to express. Students' understanding is improved by using mind maps. When students are asked to build a mind map, they are able to simply and creatively describe what they have learned or what knowledge they have received.

Since understanding the text necessitates the students' imagination. Students can use mind mapping to improve memory retention and see connections between prior knowledge and new information, allowing them to transfer what they've learned to new situations. Students' reading comprehension can be improved by using mind mapping in action research at junior high school 41 Rejang Lebong.

<div align="center">

CHAPTER III

RESEARCH METHOD

</div>

A. Type of Research

The research is action research. Action research, according to Gregory[37]; Kemmis and McTaggart[38], is a teacher-initiated classroom investigation that aims to improve the teacher's understanding of classroom teaching and learning and bring about change in classroom practice. Action study is the systematic collection of data with the aim of bringing about social change. Action analysis, according to Burns, is the application of fact-finding to realistic problem-solving in a social situation with the aim of enhancing the level of action within it, involving the cooperation and co-operation of researchers, practitioners, and laypeople[39]. Based on the definitions of action research above, it can be established that action research is a systematic collection of knowledge to find a problem solving to bring about change for improving the quality of action.

Action study has the following characteristics: 1. The research focuses on a social situation; 2. In the situation, participants collaborate with one another and with outsiders to decide on a research focus and collect and analyze data; 3. The data collection and analysis process leads to the construction of theories and knowledge; 4. The theories and knowledge are tested by feeding them back into changes in practice; 5. To evaluate these changes in practice, participants collaborate with one another and with outsiders to decide on a research focus and collect and analyze data; 6. These ideas and knowledge are opened up to broader examination and made available for others to use as relevant to their situation at some point through publishing. This breaks the cyclical phase of study and action, but it is useful in getting the research to a conclusion, if only for a short time.

[37] Mankiw N. Gregory, 'The Macroeconomist as Scientist and Engineer', *The Journal of Economic Perspectives*, 20.4 (2006), 29–46.

[38] Stephen Kemmis and Robin McTaggart, *The Action Research Planner* (Victoria, Australia: Deakin University Press, 1988).

[39] Burns.

Burns proposes a set of general characteristics that define action research[40]. They are, first and foremost, contextual, small-scale, and localized action analysis. It identifies and investigates issues within a given situation. Second, it is evaluative and reflective as it helps to bring about transformation and progress in practice. Fourth, it is participative because it allows teams of universities, professionals, and researchers to collaborate on results. Fifth, improvements in practice are focused on the gathering of data or knowledge, which acts as a catalyst for change.

Action research, according to Kemmis and McTaggart, is a dynamic and complementary process that includes four essential "moments": planning, action, observation, and reflection[41].

B. Subject and Object of the Research

The subject of this action research was the second grade students of SMPN 41 Rejang Lebong in the first semester in the academic year of 2019/2020. The object of the research was the English teaching and learning process in class VIII of SMPN 41 Rejang Lebong, in the first semester in the academic year of 2019/2020. The objective of the research is to improve students' reading comprehension ability through mind mapping in second year of SMPN 41 Rejang Lebong.

C. Time of the Research

The research was conducted in the first semester of academic year of 2019/2020. It was done from August to September. The English teaching and learning process was conducted twice a week.

D. Data Collection Technique

The data were collected by observations, interviews, and reading test. To help the researcher, the classroom teacher made observations to get the data from the teaching-learning process conducted by the researcher. Then the result was made in the form of field notes. In order to complete the data, the researcher interviewed the

---

[40] Burns. Op. Cit. P. 30
[41] Kemmis and McTaggart.

students and the English teacher. The data from the interviews were made in the form of interview transcripts.

1. Observation

Observation was made to get information related to the teaching and learning process. The classrooom teacher helped the researcher to observe the researher's ways in teaching and observe problem faced by students in reading comprehension. In this case, the researcher made field note for the teacher observer. The observation described what happens in the classroom. The role of the classroom teacher was as the researcher's collaborator .

2. Interview

Interview was done to get the data about teacher's and students' opinion while and after teaching and learning process. It was planned but unstructured. It means that the researcher asked some questions to the students and the teacher gave opportunities to them to say everything related to teaching and learning process of reading. The researcher interviewed the English teacher and some students of second grade in SMPN 41 Rejang Lebong. This was done after the actions had been implemented.

3. Reading test

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

F. Analysis of the Data

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

form of description. The description included the situation in teaching and learning process.

G. Procedure of the Research Study

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

1. Determining the thematic concern on the reconnaissance

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

2. Planning

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

a. The researcher asked the students to make a group consist of four students.

b. The researcher explained the nature of mind mapping, the use of mind mapping, and stage in creating mind mapping.

c. The researcher asked the students to create mind mapping first in every reading.

3. Implementation

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

4. Reflection

In the reflection, the researcher discussed and evaluated the implementation of the action. All of the members were involved in discussing of dealing with the effectiveness of the action as well as the problems occurred in the classroom during the implementation of the action. The evaluation was used to write the report of the research and show the effects of the actions on the reading comprehension process. The unsuccessful action was modified with suitable ones but the successful action used again in the next action.

H. Data Validity

The democratic, result, method, catalytic, and dialogic validity of the data is defined by fulfilling the democratic, outcome, process, catalytic, and dialogic validity[42]. The following are the details.

1. The legitimacy of democracy. In this study, the English teacher and students are given the opportunity to share their thoughts, feedback, and criticisms about the research's implementation. After the action, the instructor and students are asked about their thoughts, suggestions, criticisms, and remarks. Their views are used to improve the next action plan.

2. The outcome validity of an action is determined by looking at the outcome of the action. The researcher will be success and failure of the operation and even the issues will be found in the action. The action would be deemed satisfactory if the student's performance increase and the students' attitude change to be better.

3. Process validity refers to the trustworthiness of the research's behavior. The researcher gathered data by observing and taking notes during the study runs in order to determine the method validity. Any changes in the teaching and learning process in the classroom were noted by the researcher.

4. Catalytic validity is determined by allowing the teacher and students to gain a better understanding of how the social realities of the context are changing.

---

[42] Burns. Op. Cit. P. 161-162

5. Dialogic validity is achieved by a discussion between the researcher, the English teacher, and the students in order to enhance the next action. The dialogic validity is used to determine the research's success and weaknesses. The instructor and the students provide feedback and criticism on the researcher's behavior.

Burns proposes four triangulation methods to determine trustworthiness, as seen below[43].

a. Time triangulation: data is collected at a single point in time or over time to determine which variables are involved in the change process.

b. Space triangulation: data is gathered from various subgroups of people in order to avoid the limitations of studies performed on a single population.

c. Investigator triangulation: in the same study environment, more than one observer is used to avoid observer bias and provide checks on the observations' reliability.

d. Theoretical triangulation: data are analyzed from more than one perspective.

To get the trustworthiness, the researcher will use the triangulation technique in which the researcher gathered knowledge from several different sources, and trough different techniques. By providing genuine data, such as field notes, interview transcripts, examples of media used, and photographs, the data's reliability is established.

---

[43] Burns. Op. Cit. P. 163

CHAPTER IV

FINDINGS AND INTERPRETATION

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

A. The Research Process

This study is an action research project aimed at improving students' reading comprehension skills through mind mapping. The measures of action analysis used by the researcher are depicted in the diagram below, as provided by Kemmis[44]. Each cycle has four phases, as shown below.

Descripstions:

0) Reconnaissance

1) Planning I

2) Action I and observation I

3) Rreflection. I

4) Replanning

5) Actian II and observation II

6) Reflection II

---

[44] Kemmis and McTaggart.

B. The research finding

1. Reconnaissance

a. Identification of the field problems

To identify the problems that occurred in English teaching and learning process of the second grade in SMPN 4I Rejang Lebong, the researcher did some observations. The researcher did the observations on reading lesson in VIII class which were conducted on August 7th, 2019. The results of the observations were recorded and presented in the form of vignette. The situations of the reading lesson can be seen in the vignette below.

R arrived in the school at 11 o'clock. R was invited by ET to come in her room. R sat beside ET. Then, R and ET talked about English teaching and learning that day. English was the last lesson in class VIII, the lesson started at 12 o'clock.

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

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

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

Note: ET = English teacher, R = Researcher, SS = students, S = student

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

1) The students were not interested in the materials.

2) The students paid little attention toward their teacher explanation during the teaching learning activity.

3) The teaching method and technique in delivering materials was monotonous.

4) The materials were only taken from the student worksheet.

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

6) The students cannot comprehend the text.

7) There was no focused skill in the teaching and learning process on reading comprehension.

b. Selection of the Problem in Terms of the Urgency

Selecting the problems based on the urgency level was done after all field problems were identified. The research members worked collaboratively in categorizing the problems identified. They selected all problems and chose the most important problems that influence on reading lesson. It was very important because it affected students' learning process in reading comprehension. So the problem should be solved soon. The most urgent problems were as follows.

1) The students were not interested in the materials.

2) The students paid little attention toward their teacher explanation during the teaching learning activity.

3) The teaching method and technique in delivering materials was monotonous.

4) The students could not comprehend the text.

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

6) There was no focused skill in the teaching and learning process on reading comprehension.

c. **Selection on the Problems Based on the Feasibility**

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

1) The students were not interested in the materials.

2) The teaching method and technique in delivering materials was monotonous.

3) The students cannot comprehend the text.

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

d. **Pre – Requisite Analysis**

After selecting six feasible problems to be solved, the researcher and the English teacher worked collaboratively to analyze those problems. They conducted pre – requisite analysis to find relation of the cause and effect among the selected problems. Firstly, the researcher made the pre – requisite analysis,

and then the researcher discussed it with the English teacher in order to get the English teacher opinion, comment, and argument about it.

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

2. **The Report of Cycle I**

   a. **Planning**

   Because there was some weakness of teaching technique used by English teacher, the researcher and the English teacher decided to use mind mapping. It was combined by other actions. They were using interesting reading task and making groups to discuss and share the students' opinion. The researcher had made planning before she held the action. The researcher prepared teaching aids and mind mapping materials which would be implemented in reading teaching and learning process. Mind mapping was implemented to help the students comprehend reading text easily and increase their reading comprehension ability. There were some activities in teaching and learning process using mind mapping. They were the researcher given illustration of mind mapping, the researcher explained the nature of mind mapping, the researcher showed the

example of mind mapping in the whiteboard, and the researcher explained the procedure of mind mapping. The researcher implemented interesting reading tasks to support the using of mind mapping in the teaching and learning process. The topic and text type were different in every meeting. This was used to attract the students so that they were interested in. The researcher was encouraged to apply different ways. The students read the text, created mind mapping and then answer the questions. The written tasks were used as the instrument for assessment. Group work was made in every meeting of this cycle. The researcher used this activity to make the students easier to create mind mapping. The students learnt well when they were involved actively in the process. The students worked in small groups tended to learn more of what was taught and retain. It was longer than when the same content was presented in other instructional formats. The students who worked in collaborative groups also appeared more satisfied with their classes. In this case, the researcher and the English teacher agreed that the groups were arranged according to their seat because they thought that it would make the researcher easy in organizing the groups. Besides, it would not also waste the time.

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

1) **Warming up and presentation**

   a) The researcher greeted the students and checked the students'attendance.

   b) The researcher discussed things which were related to the text which would be discussed.

   c) The researcher discussed and asked simple question related to text type.

   d) The researcher introduced mind mapping.

2) **Practice**

   a) The students read aloud the text given by the researcher.

b) The researcher and the students discuss the kinds of text type (generic structure and language features).

c) The researcher asked the students to identify the main idea and topic sentences the text given.

d) The researcher asked the students to make groups.

e) The researcher asked the students to create mind mapping.

f) The researcher and the students discussed the text and students' difficulties.

g) The researcher gave exercises.

3) Closing

a) The researcher and the students reviewed the materials having been learnt.

b) The researcher asked the students about the difficulties in the teaching and learning process.

b. Action and Observation

This cycle was done six meetings namely on August 18th, 19th, 21st, 25th, and 26th, 2019. Mind mapping in reading comprehension was applied in each meeting. The researcher did some activities namely using interesting reading tasks, and making group works to discuss and share the students' opinion in order to help the students comprehend text easily. This was one of the examples of teaching and learning process. To describe the whole of teaching and learning process that happened the researcher wrote it into the vignette below.

> Date: August 18th, 2010
> Place: IIE class
> R arrived the class at 08.20. He started the lesson by greeting "Assalamualaikum Warahmatullahi Wabarakatu. SS answered his greeting "Wa'alaikumsalam Warahmatullahi Wabarakatu." After greeting SS, R called the students' name one by one to check the students' attendance. Before giving the text, R asked Ss to discuss things related to the text. For example, he asked about their holiday. Some Ss answered that they had some experiences in the holiday. After that R asked Ss simple question related to text type. After that R introduced mind mapping. He explained about mind mapping, how to create it, and the function of the purpose of

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

R   : My Holiday in Flores termasuk text jenis apa? (What kind of text is the text My Holiday in Flores?)
S1   : recount. (It's a recount text.)
R   : ko' tahu? Buktinya apa dek? (Can you prove to me?)
S1   : hmmm…apa ya? Nggak tahu Mr. (What is it? I forget.)
          R   : lo ko' nggak tahu? kan tadi baru dijelasin lho dek. (Why didn't you know? I have just explained.)
Ss   : ………………(diam semua) (They were silent.)

R asked Ss to make groups to discuss and share their opinion how to create mind mapping besides he asked them to create it. After that R and Ss discussed the text and their difficulties in creating mind mapping and then for the production the researcher gave exercise to decide to the text. To do closing, R and Ss reviewed the materials having been learnt and asked Ss about the difficulties in the teaching and learning process.

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

The teaching material was designed by the researcher divided into teacher's material and the student's material. A teacher's material was used by the researcher to teach reading through mind mapping, and students' materials which were distributed to the students. This material consisted of the some materials as the teacher's material.The researcher made some preparations to conduct the research. The researcher prepared the material, lesson plans as the teacher's guidance in the teaching process, students' worksheets consisting of some tasks, and teaching aids to support teaching and learning process. In the first cycle, the researcher planned to introduce a mind mapping technique and implemented it to students in the teaching and learning process of reading. The researcher asked the students to create the mind map first in their every reading task. In this cycle, the researcher used recount and descriptive text as text types with a different topic in every meeting to improve the students' motivation and avoid students' boredom in reading. The researcher taught in the first cycle were My Holiday in Flores in the first meeting, Sydney Opera House in the second

meeting, and Keukenhof Flower Park in the third meeting. Students' worksheet and teaching aids were also equipped to support in the teaching and learning process.

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

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

Knowing that no students were able to answer the researchers' question correctly; the researcher continued the lesson by giving illustrations of the mind mapping. The researcher used the figure of roundabout with many directions of root and branches as the example. Afterwards, the researcher explained the nature of the mind mapping, the researcher informed what mind mapping was by giving definitions of the mind mapping first. Then, the researcher wrote the example of the mind mapping in the whiteboard. Furthermore, the researcher distributed the examples of the mind mapping sheet to each student. After all students had gotten the copies, the researcher asked the students about the things which they could find in mind mapping. The researcher emphasized students' answers of the aspect in mind mapping. She explained the procedure of mind mapping.

The researcher told that the topic used today was My Holiday in Flores. She created mind mapping of the text in the whiteboard. The researcher

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

S1: *Mr, untuk paragraph berikutnya itu di kasih warna yang beda ya?* (Mr, is it different colour in each paragraph?)
R   : Iya, tiap paragraph warna – warnanya berbeda.(Yes,   it   is. It has different colour)
S2   : ***Kalau* interesting, fun, and tired *itu termasuk apa*   Mr? (What categorical are interesting, fun, and   tired?)**
R   : ***Itu di katagorikan sebagai* feel. (They are categorized into feel.)**

After creating mind mapping, the researcher gave tasks as for production activity tasks. Those tasks were used as the final assessment after the students involved in the teaching and learning process using mind mapping. The students' mean score was 5.07. They still had some difficulties so the result of final assessment was not satisfied. In the next meeting, the researcher used the topic Sydney Opera. She distributed copied texts to all students. Then she asked the students to discuss the text and to create mind mapping based on given text. The researcher controlled the students' work and guided the students to create it. Some students asked theirdifficulties to create mind mapping. After creating mind mapping, the researcher gave students written tasks as the production tasks. The tasks which were given in this meeting were same as the tasks given in the first meeting. The researcher took the score as the assessment. Mean score of students' reading tasks on the second meeting was 5.23. It means that the students' ability in reading improves but it was not significantly. In the last

meeting, the researcher gave of the text entitled Keukenhof Flower. She distributed copied texs to all the students. Then the researcher asked the students to discuss the text and to create mind mapping based on text given. She checked students' work and guided the students to create it. Some students asked their difficulties. After that, the researcher gave the tasks as production tasks. She took the score as the final assessment. The students' mean score was 7.13. From the result above, there was an improvement on the students' mean score and the positive students' response toward reading teaching and learning process. They paid attention more and involved actively in the teaching and learning process. Although there was an improvement in the student's reading the teaching and learning process, the students seem still confused of the text types, language features and generic structure.

c) Using interesting reading task

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

task. In the second meeting, before giving the text, she gave the students questions spontaneously. She ask the students the art place in Australia. The students responded the questions actively. She gave the tasks about Sydney Opera House. It was a descriptive text. Then, the students read aloud the text given by the researcher. The next activity, she asked the students to identify the language features, generic structures, main ideas, and topic sentences in the text. After discussing the text and giving simple exercises, the researcher gave the students written tasks as the production activity of tasks. The result in the second meeting, the students could not answer the questions well. The kinds of tasks which were given in this meeting were as same as the tasks given in the first meeting. In the last meeting, the researcher gave questions spontaneously. The researcher asked the students a park, after that the researcher gave the tasks about Keukenhof Flower Park. It was a descriptive text. Then, the students read aloud and comprehended the text given by the researcher. The next activity, she asked the students to discuss the language features, generic structures, main ideas and topic sentences in the text. From the result in the last meeting, there was an improvement on the students' mean score. Although there was an improvement in the students' reading comprehension, the students were still confused of the kind of the text types, language features, generic structures, main ideas, and topic sentences in the text. The students also had difficulty in comprehending text as they could not answer questions.

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

Making group works to discuss and share the students' opinion could help them in order to maximize their work in creating mind mapping in the first time. Before the creating of mind mapping was started, the researcher had applied group works in the class in every meeting. The researcher asked students to make a group of four. This made students enthusiastic. In every meeting, the group work was based on the seat. The students did not take a long time to make

groups but when they turned their back sit, the class became a little bit noisy. Making group was done in order to help them to create mind mapping. If a student did not know how to create a mind mapping and how to determine keyword and vocabulary, she or he could ask her or his group. The students also asked their friends when they found difficulties in creating mind mapping. In addition, the students could cooperate well. However, they seemed confused how to create mind mapping and how to determine keyword and vocabulary. It reduced their motivation in joining the class.

c. Reflection of Cycle I

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

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

S1   : **Mr, amazing journey** *itu artinya apa*? (What is the meaning amazing?)
R   : B*awa kamus nggak kamu? Kalau bawa coba dicari di situ*? (Do you bring a dictionary?)
S1   : *Enggak bawa* Mr. (No, I don't.)
R   : Amazing journey *itu artinya perjalanan yang manajubkan*. (Amazing journey mean *perjalanan yang manajubkan*)
S2   : ***Kalau* interesting, fun, and tired *itu termasuk apa* Mr**? (How about interesting, fun, and tired?)
R   : *Itu di katagorikan sebagai* feel. (They are categorized into feel.)

The positive responses were also shown by the students. They said that they were interested the use of mind mapping because it could

help students comprehend reading easily. They could comprehend text easily; it was shown by improvement of the students' ability to answer the given question. These could be seen in the interview transcripts below.

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

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

2) Using interesting reading task In every meeting, there was an improvement on the students' mean score. Although there was improvement in the student's reading comprehension, the students were still confused of the text type, language features and generic structures. These could be seen in the interview transcript below.

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

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

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

These were shown in the interview transcript below.

R   : *Tadi belajar kelompok suka nggak dek?* (Do you like work in group?)

S   : Suka soale bisa tanya – tanya temen nek belum dong kaya' keywordte dan kata – kata yang sulit. (Yes, I do. I can ask to my friends if I do not know the keyword or get difficult word.)

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

d. Finding of Cycle I

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

1. Using mind mapping in reading class made the students comprehend text easily. It was showed by improvement of the students' ability to answer the question given.

2. Giving explanation by giving questions need to be used continuously because it could make the students try to find out the answers. It also did not make the students bored.

3. Asking the students to identify the language features and generic structures of the recount and descriptive texts gave positive results but the students had difficulties in identifying them.

4. Using of interesting reading tasks was quite effective to make the students able to answer the questions well. Giving interesting reading tasks but did not combine with attractive and interesting technique could not make the teaching and learning process of reading comprehension run well.

5. Use of interesting reading texts to give variation in reading texts was effective. The students become more interested and like to read an English reading text.

6. Making group works was effective. It could help the students find solution in comprehending the text.

3. The Report of Cycle II

a. Planning

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

Based on the reflections of cycle 1, there would be some plans in cycle 2. In planning actions, the research members discussed the next action together. Several actions were implemented in cycle 2. They were using mind mapping in reading class, using pictures to support the materials, and discussing the language features of the texts. In relation with the use of mind mapping in this activity, the researcher would still use the similar activity in cycle 1. The researcher planned to review and re-emphasize the nature of mind mapping in

the case of its function and how to create it. She would ask the students to make a simple mind mapping. Pictures were applied in every meeting. In this activity the researcher would use the picture as predictions in the texts. She would ask questions related to the picture about the students knowledge and experiences, the type, and contents of the texts. In the activity discussing the language features of the texts, the researcher and the students would discuss together the language features and generic structures in the texts to clarify explanation.

b. Action and Observation

In this cycle, the researcher expected that there were some improvements of the results that had been reached in cycle 1. There were 3 meetings in this cycle. They were conducted on September 22nd, 23rd, and 25th 2010. In this cycle the researcher used mind mapping in reading class, used picture to support the materials, and discussed the language features of the texts. The explanations of each action were as follows.

1) Using mind mapping

In this cycle, the students created mind mapping which was done individually. The researcher aimed to hold a short training in creating mind mapping and developing ideas based on their own mind mapping. It was found that creating mind mapping took a long time. Dealing with this problem, the researcher planned to review and re-emphasize the nature of mind mapping in case of its function and how to create it. Time limit in creating mind mapping was given in order to avoid wasting time.The researcher gave a different topic in every meeting to avoid students' boredom in reading. The topics which were given by the researcher in the second cycle were My Holiday in the first meeting, Travel on the Plane for the First Time in the second meeting, and Grand Omega in the last meeting.

In the first meeting, the researcher set the time limit and then the researcher distributed blank papers for creating mind mapping to the students and the researcher instructed to make a simple mind mapping that did not take

a long time to create. The researcher moved around the class to check the students' work. Some students sketched their mind mapping first by using pencils. Nevertheless, almost of them jotted down their ideas directly by using color pencil, crayon, etc.

The students colored their mind mapping in simple way. Some students did not color their mind map because of their own consideration. After creating the mind mapping, the researcher gave tasks as production tasks. Those tasks were used as the final assessment after she explained the material in every activity. Then, the researcher gave the copy of text entitled My Holiday. She asked the students to comprehend the text using mind mapping. After that, she gave tasks as production activity and she checked the students' work and guided the students to create it. The result in the first meeting was improvement of the students reading comprehension ability. It showed that mean of their score was 6.86. It means that the students were able to do the work well. In the second meeting, the researcher gave exercises using the topic Travel on the Plane for the First Time. She distributed copied texts to all students.

Then she asked the students to create mind mapping based on the text. The researcher checked the students' work and guided the students to create it. After creating mind mapping, the researcher gave students written tasks as the production activity of tasks. Those tasks were used as the final assessment after the students got involved in the teaching and learning process using mind mapping. In this meeting, the students were able to comprehend the text because most of the students got good mark. It showed that the mean of their score was 70. Although there were few students still got bad mark but in general they got good result.

The last meeting, the researcher gave exercises using the topic Grand Omega. She distributed copied texts to all the students. Then she asked the students to create mind mapping based on the text. The researcher checked

the students' work and guided the students to create it. After creating mind mapping, the researcher gave students written tasks as the production activity of tasks. Those tasks were used as the final assessment after the students were involved in teaching and learning process using mind mapping. In this meeting, the students were good in reading ability because the score was 7.86. There was an improvement in the teaching and learning process of reading comprehension. Besides that, there were changes in students' attitude in the teaching and learning process. They were more active; it is shown in their involvement the doing the activities.

2) Using picture to support the reading materials

The researcher gave some questions related to the students' knowledge and experiences, the pictures, and the titles of the texts. After getting the texts, the students had to observe the pictures. Then, the researcher asked them about the pictures and asked the students to predict about the words that would be met in the texts and the types of the texts. The students were not allowed read the texts. The researcher guided the students to answer these questions. Meanwhile, the students were expected to find the general information and specific information the while reading phase. While the students were reading the text, the researcher asked them to predict the meanings of unfamiliar words in the texts. The researcher suggested the students to consider the words' part of speech in the sentences, and try to predict their meanings. In doing the task, they were allowed to look at the dictionary. The next phase, the students were given tasks to be done individually. They had to do an open ended test after reading the text entitled My Holiday by arranging these jumbled paragraphs into the right structures of recount text, analyzing of the text entitled Travel on the Plane for the First Time, and doing a true/ false test for the text entitled Grand Omega. The students answered the researcher's questions actively when they were given

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

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

3) Discussing the Language Features of the Texts

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

In the first meeting, the researcher gave tasks a recount texts entitle My Holiday, and then the researcher explained again to remind the language features of the recount texts. Thus, the researcher and the students would discuss the text using mind mapping to find out the main idea of the text together. Then, they discussed the language features of the recount texts to clear the explanation. After explaining the text and giving simple practice, the researcher gave the students written tasks as the production tasks and the

researcher took the score as the final assessment. The tests were given to know the students' progression in reading comprehension.

In the second meeting, the activity was almost similar to the activity in the first meeting. The researcher distributed the recount texts entitled Travel on the Plane for the First Time to be analyzed in their generic structures and language features. In identifying the language features of the texts, the students had to findthe personal participant, chronological connection, linking verb, adjective, action verb, and simple past tense. After explaining the materials, the researcher gave tasks as production tasks. The researcher took the score as the final assessment. The tests were given to know the students' progression in reading comprehension. In the last meeting, the researcher and the students discussed the generic structures and language features of descriptive texts entitled Grand Omega. The researcher distributed the material and asked the students to analyze the generic structures and language features of the text. In discussing the language features of the texts, the students had to find simple present tense, adjective, thinking verbs, and feeling verbs. For the production, the researcher gave a written task. Those tasks were used as the final assessment after the researcher explained the material. Most students were able to do the work well and got good marks.

c. Reflection of Cycle II

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The researcher asked advantages and disadvantages to the students. It was shown from the interview between the researcher and the student below. The statement above was also supported by the student opinion. It was indicated in interview 30. Beside doing reflection, the researcher also set a post test. This was done to know whether all actions were successful in improving the students' reading comprehension or not. The test was done after all the actions were done in both cycles. The students' mean score was 6.14 and it showed that the students' ability in reading was good.

d. Finding of Cycle 2

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

R: *Susah dan kurang manfaatnya* mind map *yang kalian rasa apa?* (What do you think about the advantages and disadvantages of mind mapping?)

S3: *Buatnya bagus* Mr. ***Tapi kadang kita masih tetep aja susah nyari***

inspirasi. Ini Mr, *lama buatnya.* (It is good but sometimes we are still difficult to get inspiration. It needs long time to make mind mapping)

R: *Susah dan kurang manfaatnya* mind map *yang kalian rasa apa?* (What do you think about the advantages and disadvantages of mind mapping?)

S4:   Mr..Mr… *nek menurutku **mind map tu bagus ki. Emang lama sich tapi aku seneng ko*** Mr. (Mr, I think mind mapping is very good enough. It takes long time but I feel fun.)

1. Mind mapping improves the students' vocabulary mastery. It was the reason why the natural and spontaneous vocabulary was given among the students. Asking and informing the new vocabularies occurred almost in every meeting. It would increase the students' vocabulary mastery

2. Mind mapping enhances students' memory about the ideas they want to express because mind mapping was visual outline that reflected the natural work of how the brain stores the information. The employment of image, symbol, color, and other graphic devices to stimulate the idea and give impression made mind map be able to generate original ideas and easy to recall. states that displaying all related topics on the same mind map and connections indicated by images, symbols, colors, will improve memory retention[45].

3. Mind mapping increases the students' understanding. Asking students to create mind map enables them to identify clearly and creatively what they have learned or what information they get. When mind mapping was implemented, the students admitted that by drawing mind map they are demanded to know more about what the student was getting about and then jotting down the ideas in the mind map.

4. Using picture to support the reading materials was appropriate with the plan. The students were not bored to read the English texts, the picture was

---
[45] Murley (2007: 176)

important to get a sense of the contents of the texts. Finally they could identify the types of the texts.

5. Using of good pictures could attract the students' attention and overcome their boredom.

6. Discussing the language features of the texts could improve students' vocabulary and they could identify the type of the text.

C. The General Findings of the Research

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

1. Mind mapping is a unique reading technique. The students perceived that mind mapping is unique in the way it presented an idea and some features such as image, key word, and color in order to provide unusual ways of outlining in reading and it would improve memory retention.

2. Using of interesting texts to give variation in reading texts is effective. The students became more interesting and liked reading English reading texts.

3. Group working is very effective in the reading activities because it could make the teaching and learning process of reading comprehension run well.

4. Using of pictures to support materials is effective to train the students to predict the contents of the texts, and finally they could identify the types of the texts. And then the use of good pictures could attract the students' attention and overcome their boredom.

5. Discussing the language features of a recount and descriptive texts clearly.

6. Resulting of the pre test and post test shows that students' reading comprehension mark improves by the time of this action research. The students could reach 8.25 as the highs score and 4.50 as the lowest score test. Meanwhile the students' mean score was 6.14, by comparing the result of the data of the pre test and post test. It could be seen that the students' individual achievement

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

The teaching method and technique in delivering materials was monotonous. The students were interested to use mind mapping. The students participated actively in the teaching and learning process of reading.The students were not interested in the materials. The students were enthusiastic in the teaching and learning process of reading. The students enjoyed reading and became more interested in reading.The students cannot comprehend the text. The students could comprehend the reading texts easily. The students could answer questions well. The students had difficulty in identifying the language features. The students could find the language features in recount and descriptive text. The students could identify the language features in recount and descriptive text more easily. The students' score average of pre-test is 5.44.

The student's comprehension improved in the daily meeting. The students' score average improved. The average of the post test is 6.14.

CHAPTER V

CONCLUSIONSAND SUGGESTIONS

A. Conclusions

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

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

Some problems are founded in the process of implementing mind mapping in this research such as student's difficulties to create mind mapping, the lack of vocabulary, and confused to decide text type, the language feature and the generic structure. But, all of the problems can finally be solved throughout this research. As a result, the process of improving students' reading comprehension ability through mind mapping can be conducted. The results of this research show that mind mapping is successful to improve the students' reading comprehension. Through those activities, the students are able to comprehend the reading text and they can improve their vocabulary mastery.

B. Suggestions

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

1. To the Students

   Mind mapping is useful to improve students' reading comprehension ability in activities of learning. However, the students are suggested to encourage their creativity in order to achieve the better result of learning. The students are expected to pay attention to teachers' guidance and involve actively in teaching and learning process.

2. To the English Teacher

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

3. To Other Researchers

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

REFERENCES

Alderson, J. Charles, *Success in English Teaching* (New York, United States of America: Oxford University Press, 2000)

Aryadoust, Vahid, and Purya Baghaei, 'Does EFL Readers' Lexical and Grammatical Knowledge Predict Their Reading Ability? Insights From a Perceptron Artificial Neural Network Study', *Educational Assessment*, 21.2 (2016), 135–56 <https://doi.org/10.1080/10627197.2016.1166343>

Brown, Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd Ed* (San Francisco: USA, 2001)

Burns, A., *Collaborative Action Research for English Language Teachers* (Cambridge: Cambridge University Press, 1999)

Buzan, Tony., *Mind Map: Buku Pintar* (Jakarta: PT Gramedia Pustaka Utama.: PT Gramedia Pustaka Utama, 2005)

Cain, Kate, Jane Oakhill, and Peter Bryant, 'Children ' s Reading Comprehension Ability : Concurrent Prediction by Working Memory , Verbal Ability , and Component Skills', 96.1 (2004), 31–42 <https://doi.org/10.1037/0022-

0663.96.1.31>

Celce-Murcia, Marianne, *Teaching English as a Second or Foreign Language (Third Ed.)* (Boston: Heinle and Heinle Thomson Learning. Inc, 2001)

Chung, Jenny S.L., 'Signals and Reading Comprehension - Theory and Practice', *System*, 28.2 (2000), 247–59 <https://doi.org/10.1016/S0346-251X(00)00010-5>

Davies, Paul., *Success in English Teaching* (New York: Oxford University Press, 2002)

Fang, Fan (Gabriel), *Re-Positioning Accent Attitude in the Global Englishes Paradigm* (New York: Routlage Taylor and Francis Group, 2020)

Gregory, Mankiw N., 'The Macroeconomist as Scientist and Engineer', *The Journal of Economic Perspectives*, 20.4 (2006), 29–46

Hellerstein-Yehezkel, Devora, 'The Path to Reading Comprehension through Intercultural Competence in the Multicultural EFL Classroom*', *Language and Intercultural Communication*, 17.3 (2017), 323–43 <https://doi.org/10.1080/14708477.2016.1261875>

Kavani, Rezvan, and Alireza Amjadiparvar, 'The Effect of Strategy-Based Instruction on Motivation, Self-Regulated Learning, and Reading Comprehension Ability of Iranian EFL Learning', ed. by Xiaofei Lu, *Cogent Education*, 5.1 (2018), 1556196 <https://doi.org/10.1080/2331186X.2018.1556196>

Kemmis, Stephen, and Robin McTaggart, *The Action Research Planner* (Victoria, Australia: Deakin University Press, 1988)

Mikulecky, Beatrice S., *A Short Course in Teaching Reading Skills* (New York: Addison Wesley Publishing Company, 1990)

Mojarrabi Tabrizi, Haleh, Biook Behnam, Mahnaz Saeidi, and Xiaofei Lu, 'The Effect of Soft vs. Hard Scaffolding on Reading Comprehension Skill of EFL Learners in Different Experimental Conditions', *Cogent Education*, 6.1 (2019) <https://doi.org/10.1080/2331186X.2019.1631562>

Murley, Diane., 'Mind Mapping Complex Information', 2007 <http:. http://ezinearticles.com/?Mind-Mapping-YournalEntries&id=18741>

Namaziandost, Ehsan, Fariba Rahimi Esfahani, and Sheida Ahmadi, 'Varying Levels of

Difficulty in L2 Reading Materials in the EFL Classroom: Impact on Comprehension and Motivation', *Cogent Education*, 2019, 1–9 <https://doi.org/10.1080/2331186X.2019.1615740>

Nunan, David., *Second Language Teaching and Learning* (Massachusetts: Heinle and Heinle publishers, 1999)

Otto, Wayne, Robert Rude, and Dixie Lee Spiegel, *How to Teach Reading* (New York: Addition-Wesley Publishing Company, Inc, 1997)

De Porter, Bobbi, and Mike Hernacki, *Unleashing the Genius in You* (New York: Dell Publishing, 1992)

Sugeng, B., *Instructional Technology* (Yogyakarta: IKIP Yogyakarta, 1997)

Sugiyanto., *Model-Model Pembelajaran Inovatif* (Surakarta: Panitia Sertifikasi Guru Rayon 13: Panitia Sertifikasi Guru Rayon 13, 2007)

Wycoff, Joyce., *Menjadi Super Kreatif Melalui Metode Pemetaan Pikiran* (Bandung: Kaifa, 2003)

Zhang, Dongbo, 'Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study', *Modern Language Journal*, 96.4 (2012), 558–75 <https://doi.org/10.1111/j.1540-4781.2012.01398.x>

Appendix A

FIELD NOTE I
August 6th 2019
Ruang Kepala Skolah
R: Researcher
KS: Kepala Sekolah ET:
English Teaching

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

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

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

FIELD NOTE II
August 7th 2019
Kelas VIII E
R: Researcher
ET: English Teacher
S: student
SS: students

1. Saat itu R sudah tiba di sekolah jam 11:00. Sesampainya di sana, R langsung dipanggil oleh ET untuk masuk keruangannya, R duduk di sebelah ET. Kemudian R dan ET berbincang – bincang sejenak mengenai cara mengajar dan mengenai pelajaran yang akan disampaikan hari ini oleh ET.

2. Pada saat itu pelajaran bahasa Inggris merupakan mata pelajaran pada jam terakhir dikelas VIII E. Pelajaran dimulai jam 12:00. Saat itu bahasa Inggris 2 jam pelajaran.

3. Kemudian bel tanda masuk berbunyi, ET pun mengajak R untuk masuk ke kelas, kemudian R pun mengikuti ET ke kelas untuk melakukan observasi kelas

4. Setiba di kelas ET menyuruh SS untuk duduk ditempatnya masing – masing, namun masih terlihat beberapa bangku yang kosong. Ternyata mereka masih ada diluar kelas ngobrol dengan temannya. ET harus mengulangi perintahnya beberapa kali karena pada saat itu para SS masih sibuk dengan kegiatannya masing masing.

5. Setelah suasana kelas terkendali, ET membuka pelajaran dengan salam dan absen. ET memulai mengenalkan R pada para murid. ET berkata pada SS bahwa R akan mengajar untuk beberapa pertemuan. Kelas pun mulai ramai lagi. R menunggu suasana tenang kembali baru R memperkenalkan diri.

6. ET kemudian menyuruh S untuk mencarikan bangku kosong untuk R. kemudian R duduk di belakang sendiri untuk observasi.

7. Setelah itu pelajaran dimulai dengan topik "simple present tenses". ET menuliskan rumus dari rumus tenses tersebut dan menjelaskan kepada SS. kemudian ET memberikan contoh kalimat

8. Setelah itu ET membuat contoh soal. Topik di ambil dari sebuah LKS. Suasana terasa gaduh lagi pada saat para SS mengeluarkan LKS dari tas mereka. ET menyuruh SS untuk membuka LKS hal sekian kemudian ET menyuruh mengerjakan soal – soal yang ada di LKS. ET memberi waktu kepada SS untuk mengerjakan soal tersebut, kemudian menyuruh SS untuk maju kedepan untuk mengerjakan soal yang mereka kerjakan.

9. ET menunjuk salah satu S untuk maju kedepan untuk mengerjakan soal. Kemudian ET mengoreksi pekerjaan S yang baru mengerjakan soal yang di depan tadi. SS yang dibelakang mulai ribut, ngobrol sendiri ketika mereka tidak di tunjuk oleh ET untuk maju kedepan. ET menyuruh SS yang lain untuk memperhatikan kedepan.

10. ET kemudian melanjutkan lagi untuk menyuruh S lain untuk maju kedepan untuk mengerjakan soal selanjutnya.

11. Tidak lama kemudian terdengar bunyi bel pulang dan suasana kelas menjadi ramai kembali. ET menunggu suasana tenang , kepada SS untuk mempelajari kembali pelajaran yang sudah di pelajari hari ini.

12. Setealah itu ET menutup pelajaran dengan salam perpisahan. ET dan R kembali ke kantor. R memohon pamit untuk pulang.

FIELD NOTE III
August 14th 2019
Kelas VIII E
R: researcher
ET: English Teacher
S: student
SS: students

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

FIELD NOTE IV (cycle I)
August 18th 2019
Kelas VIII E

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

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

Setelah itu R memperkenalkan mind mapping kepada SS dengan caramempresentasikan dan membuat mind mapping berdasarkan bacaan tersebut.
R: kalian pernah mendengar tentang tehnik mind mapping belum?SS: belum miss.
S1: peta pikiran ya miss?
R: ya benar, tau itu apa?
S2: nggak miss, Cuma mengartikan aja ko', bener kan miss?
R: that's right

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

4. Kemudian R memulai pelajaran saat itu tentang teks recount yang berjudul "myholiday in Flores". R mengajukan beberapa pertanyaan sebagai warming up.
   Researcher: apakah kalian pernah berlibur?
   Students: yes miss
   Researcher: berlibur dimana? Dan melakukan aktifitas apa saja?
   Student 1: banyak tempat yang pernah saya dikunjungi miss dan aktifitase tergantungsama tempatnya dong miss
   Researcher : tolong sebutkan salah satu tempat dan aktifitasnya?
   Student 2: ke Tawangmangu Miss, di sana saya lihat air terjun dan main – main air sama temen –temen".

5. Setelah itu R bertanya kepada SS tentang language feature and generic structure yang ada di dalam bacaan tapi S kurang berminat. Mereka menjawab setiap pertanyaan dengan bingung. Setiap diberi pertanyaan S diam. R mencoba mengulang pertanyaan dan menjelaskan dengan hati – hati agar siswa paham dan bisa .
6. Setelah itu R menyuruh S untuk membaca bacaan dengan cara menunjuk salah satu S secara bergilir setelah membaca tiap paragraf selesai. Setelah itu R bertanya kepada SS tentang generic structure dan language feature yang terdapat di dalam bacaan tersebut.
7. Kemudian R menyuruh SS untuk membuat kelompok, tiap kelompok 4 orang. Kemudian R membagikan lembar mind mapping dan menyuruh SS unuk mengerjakan dengan kelompok mereka masing –masing.
8. R berkeliling untuk meninjau dan memandu kerja tiap kelompok dalam membuat mind mapping.
   Student 1: Miss ini judulnya di taruh sini boleh nggak Miss?
   Researcher: boleh, ditaruh mana saja bebas.
   Student 1: kalau kotak pertama diisi tentang place bagaimana Miss?
   Researcher: di baca dulu paragrafnya, lalu baru menetukan kata kuncinya.Student 1: ow……… gitu tho miss!
   Researcher: nah ketahuan, tadi nggak nyimak penjelasan saya pasti?Student 1: he……. iya Miss.
   Student 2: Miss, ini garisnya kalau dibuat nggak lurus gimana Miss?
   Researcher: malah bagus, di buat fariasi saja.
   Student 3: kalau warnanya tiap kotak beda gimana miss?

Researcher: ya nggak apa –apa itu, yang penting tiap cabang dibuat beda warnanya.Student 3: ok Miss.
Student 4: Miss, ini membuat mind mapping dulu atau membaca dulu?Researcher: kalian membaca dulu baru membuat mind mappingnya.
Student 4: hmmmm…. Iya Miss.
Student 5: Miss, kalau gambar mind mapping di kertas laen dulu gimana Miss?Researcher: nggak apa – apa tapi nanti disalin di worksheet ya?
Student 5: iya Miss.
Student 6: Miss, kalau dikasih symbol – symbol atau gambar – gambar gimana Miss?
Researcher: bagus – bagus jadi lebih kreatif.
Student 7: Miss, ini kerjaan kita gimana hasilnya?
Researcher: bagus dan kreatif.

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

FIELD NOTE V
August 19th 2019
Kelas VIII E

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

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

FIELD NOTE VI
August 21th 2019
Kelas VIII E

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

Student 1: Miss, kalau buate kaya kemarin gimana Miss?
Researcher: iya bisa tapi dengan judul yang beda lho?
Student 1: ok Miss.
S2: Miss, kalau didekat judul di kasih gambar burung bagaimana Miss?
R: bagus tapi ditambahin sama gambar – gambar yang lain ya biar tidak monoton mind mappingnya?
S2: iya Miss.
S3: kalau di satu paragraf keywordnya lebih dari satu gimana Miss?
R: boleh tapi harus sesuai dengan isi paragraph.

S3: iya Miss.
S4: keyword ini kalau disisipin ke tengah gimana Miss?
R: nggak apa – apa asalkan biar lebih dimengerti dikasih nomor saja.
S4: berarti nggak apa – apa Miss?
R: he'emmm.
S5: Miss, kalau nulisnya pakai warna sekalian gimana Miss?
R: bisa – bisa, bagus itu.
S6: ini cabangnya dibanyakin nggak apa- apakan Miss?
R: nggak apa – apa yang penting masih berkaitan tentang isinya.
S7: Miss, kalau cabangnya cuma segini nggak apa – apakan Miss?
R: nggak apa – apa dengan catatan kalian sudah paham tentang isi
bacaan.S7: iya Miss.

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

FIELD NOTE VII
August 25th 2019
Kelas VIII E

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

tiap paragraf selesai. Setelah itu R bertanya kepada SS tentang generic structure dan language feature yang terdapat di dalam bacaan tersebut.

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

    S1: Miss, ini membuat mind mapping kaya kemarin?

    R: iya, bisakan membuat sendiri?

    S1: iya Miss.

    S2: Miss, aku cuma bawa spidol 6 ki nggak apa – apa Miss?

    R: nggak apa – apa, yang penting tiap paragraf nanti di bedakan warnanya ya?S2: iya Miss.

    S3: Miss, kalau gambarnya dj kreasikan gimana Miss?

    R: bagus.

    S4: mbak, ko keywordnya apa?

    R: hayo keywordnya apa? Sudah di baca belum?

    S4: belum e mbak.

    R: di baca dulu nantikan bisa tahu keywordnya.

    S4: ok, tak moco dhisik neknu mbak.

7. Waktu menunjukkan jam 9, R meminta SS untuk mengumpulkan gambar mind mapping tapi ada beberapa S yang belum selesai "sik – sik mbak aku rung dadi cabange" Sehingga R memberi perpanjangan waktu selama 10 menit untuk menyelesaikan gambar mereka.

8. Di akhir pelajaran R meminta pendapat siswa tentang mind mapping, yang dikerjakansecara individu salah satu menyahut, "agak ribet mbak nek mebuat sendiri ki, enak bareng – bareng mbak. Tapi ada siswa yg menyahut "enak dewe – dewe ding Miss, nggak ribet malah tenang ngerjain sendiri gambarnya Miss" R juga sharing tentang kesulitan – kesulitan SS dalam menetukan keyword, vocabulary dan menggambar.

9. Tepat pukul 09.20 bel berbunyi, R mengingatkan untuk membaca lagi teks bacaannyakarena teks itu untuk mengerjakan soal. Setelah itu R menutup pelajaran dan mengucapkan farewell, "Thanks for your attention, see you next week bye."

FIELD NOTE VIII
August 26th 2019
Kelas VIII E

1. ET masuk ke kelas pukul 9.45 diikuti oleh R dan ET masuk kelas Kemudian ET mempersilahkan R untuk mulai melakukan treatment dan ET langsung berjalan menuju kursi paling belakang.

2. R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melajutkan untuk mengabsen SS.

3. R mereview pelajaran kemarin kemudian R membagikan soal yang berkaitan tentang teks dan mind mapping kemarin. R memberi waktu 15 menit untuk mengerjakan soal tersebut.

4. SS membaca teks yang diberikan kemarin dan mengamati hasil dari mind mapping yang telah dibuat. Setelah itu SS mulai mengerjakan soal – soal tersebut dengan tenang. Kemudian R meminta SS untuk mengumpulkan lembar jawab mereka ke depan dan suasana mulai gaduh.

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

FIELD NOTE IX (cycle 2)
August 28th 2019
Kelas VIII E

1. ET masuk ke kelas pukul 10.20 diikuti oleh R dan ET masuk kelas. Kemudian ET langsung mempersilahkan R untuk mulai melakuakan treatment dan ET berjalan menuju kursi paling belakang.
2. Setelah kelas siap, R mulai membuka pelajaran dengan greeting yang dijawab oleh semua SS. Kemudian R melajutkan untuk mengabsen SS.
3. Kemudian R membagikan 2 teks yaitu recount yang berjudul "My Holliday in Flores" dan descriptive yang berjudul "Keukenhof Flower Park". R menyuruh SS untuk membaca dan memahami bacaan setelah itu menganalisis bersama – sama.
R: diantara 2 teks ini mana yang termasuk teks recount?S1: yang ini bu sing judule My Holiday in Flores.
R: ko' tahu? Buktinya apa?
S1: hmmmmmmm…. ada V2 kaya' went, started hmmm… opo meneh yo?
R: yes that's right. what else? Anybody knows?
S2: anu bu visited.
R: ya betul. Nah sekarang yang termasuk adj verb apa saja?S3: beuty pada paragraph 1 kalimat terakhir bu.
R: ya betul, ada yang tahu lagi nggak yang termasuk adj verb?
S1: fun kaleh memorable di paragraph terakir kalimat ke 4 bu. Lovely pada paragraph2 kalimat ke 5 terus cold bu pada paragraph terakhir juga tapi di kalimat ke 3.
R: that's right. Hmmm… sekarang yang termasuk action verb?
S4: visit pada paragraph 1, meet n lovely ada pada paragraph 2, terus see di paragraph 3 kaya'e sing terakhir go di paragraph 4.
R: good job. And then yang termasuk linking verb?
SS: was and were
R: he….. good. Sekarang kita membahas tentang teks descriptive. Ada yang tahu nggak teks descriptive itu menjelaskan tentang apa?
S5: tentang mendiskripsikan benda, tempat and orang miss.
R: yup betul. Terus yang menandakan ini teks descriptive apa? Ada yang tahu?
S6: anu miss ada passive voice simple present tense.
R: rumusnya apa dan di mana letaknya?
S6: hmmm… rumusnya S + be + V3. Contohnya pada paragraph 1 itu ada miss, di kalimat 1 dan 2.
R: betul jawabanmu. Di dalam bacaan tersebut yang termasuk feeling verb apa? Adayang tahu?
S7: loves pada paragraph 2.
R: ya betul. Kalau yang termasuk adj verb?
S3: anu largest, beautiful and best.

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

S8: near ja miss yang aku tahu.

R: betul.

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

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

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

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

tense?S2: S + V2

R: yup betul. Kalau yang termasuk linking verb?

SS: was and were

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

saja?S3: get.

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

S4: then pada paragraph 2.

R: good.

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

S1: mbak, ini buat kaya kemarin lagi ya?

R: iya, masih ingatkan caranya buat?

S1: iya.

R: mending gambar ini di taruh disamping tulisan dek.

S2: tapi dah telajur ki mbak.

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

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

R: nggak apa – apa.

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

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

6. Waktu menunjukkan jam 11, R meminta SS untuk mengumpulkan gambar mind mapping tapi masih ada beberapa kelompok yang belum selesai "Mbak bentar, disik mbak belum jadi tinggal kasih nama ja" Sehingga R memberi perpanjangan waktu selama 5 menit untuk menyelesaikan gambar dan meneliti hasil pekerjaan mereka.

7. Di akhir pelajaran R meminta pendapat SS tentang mind mapping. R juga sharing tentang kesulitan – kesulitan yang masih dihadapi SS dalam membuat mind mapping.

8. Tepat pukul 11.10 bel berbunyi, R mengingatkan untuk membaca lagi teks bacaannya karena teks itu untuk mengerjakan soal. Setelah itu R menutup pelajaran dan mengucapkan farewell, "Thanks for your attention, see you and good bye."

FIELD NOTE X
September 1st 2019
Kelas VIII E

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

Appendix B

Interview Transcripts

Interview 1

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

Interview 2

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

R   : Ow…membaca baru menerangkan. Bu Yuni pernah menggunakan mind mapping belum dek?

S   : Belum.

R   : Ya besok belajar mind mapping bareng – bareng ya dek.

Interview 3

R   : Namanya siapa dek?

S : Doni

R   : Suka membaca nggak dek?

S   : Yo agak – agak bu

R   : Yang susah dalam reading itu apa? Apa artine atau nggak tahu isi bacaannya?

S   : Yo kabeh

Interview 4

ET   : Bagaimana mbak tadi?

R : Iya tadi sudah interview sedikit dengan SS. Saya juga sudah mengumpulkan berbagai masalah yang mempengaruhi reading comprehension SS.

ET   : Baik, coba saya lihat.

R   : Menurut saya SS masih malas untuk membaca ya bu?

ET   : Iya, memang begitu, mbak. Kira – kira nanti teknik mbak mau pakai apa?

R   : Rencana saya akan menggunakan mind mapping untuk sebagai teknik saya dalam mengajar reading, bu.

ET   : Bagus mbak, nanti mbak mau penelitian kapan?

R   : Mungkin minggu depan bu, tapi sebelum saya melakukan penelitian saya mau mengadakan pre-test untuk mengetahui kemampuan siswa dalam reading bu..

ET   : Ok mbak. Nanti hubungi saya saja kalau ada apa – apa.

R   ; Baik bu. Terima kasih. Mungkin sampai di sini dulu bu untuk hari ini. Saya mohon pamit.

ET   : Iya mbak, sama – sama, mari.

Interview 5

ET   : Bagaimana mbak tesnya tadi?

R   : Belum tahu hasilnya bu soalnya belum saya koreksi. Mungkin nanti jadinya besok bu hasilnya.

ET   : Ya begitulah mbak keadaan siswa.

R   : Saya juga belum tahu hasilnya, kalau nilainya tidak memuaskan ya maklum sajs.

ET   : Betul mbak. Besok terserah mbak aja bagaimana mengajarnya.

R   : Iya bu, terima kasih. Kalau begitu saya mohon pamit.

ET   : Sama – sama mbak.

Interview 6

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

Interview 7

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

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

Interview 8
R : Namanya siapa dek?
S : Alfin Wibowo
R : Suka membaca nggak dek?
S : Suka
R : Susah nggak dek nentuin text type seperti recount dan descriptive?
S : Sedikit susah
R : Sedikit susah? La kenapa ko' susah?
S : Mikir dulu
R : La sebelume apa belum diajari?
S : Belum
R : Bu Yuni pernah pakai tehnik – tehnik nggak dek waktu ngajar?
S : Belum
R : La cara ngajare bu Yuni bagaimana? Apa membaca dulu baru di terjemakan?
S : Iya
R :Lebih paham memakai 1 bahasa atau 2 bahasa?
S : 1 bahasa
R : Bahasa inggris saja berarti?
S : 2 bahasa deng
R : Nah sesudah saya nerangin mind mapping seneng nggak dek?
S : Suka
R : Seneng apa?
S : Senenge iso bahasa Inggris
R : Gambar – gambar dan warna warninya gitu dek?
S : Iyo seneng podo wae.
R : Dalam reading kalau diterapkan ke mind mapping apakah lebih gampangdek dalam memahaminya? Lebih gampang atau lebih susah?
S : Lebih gampang
R : Gampangnya gimana? Dapat infonya?
S : Enggeh, apalagi tadi kerjanya dalam kelompok mbak jadi saya bias tanya sama mereka kalau belum dong.

Interview 9
R : Namanya siapa dek?
S : Ari
R : Suka membaca nggak dek dalam bahasa Inggris?
S : Iya
R : Setelah saya ngajarin mind mapping mudeng nggak dek?

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

Interview 10
R   : Namanya siapa dek?
S   : Welly
R   : Suka baca nggak dek?
S   : Seneng
R   : Setelah pakai mind mapping seneng nggak dek?
S   : Seneng

Interview 11
R   : Maaf ya, mo tanya-tanya sebentar. kesulitan reading apa?
S   : Maksudnnya?
R   : Masalah reading tentang text types seperti recount dan descriptive adakesulitan nggak?
S   : Oh….ada. Sulit membedakan text apa text apa gitu….
R   : Lainnya?
S   : Ya njawab pertanyaannya itu.
R   : Kalau dapat bacaan, sebelum njawab pertanyaan kamu harusmentranslate semua teksnya dulu?
S   : Iya. Biar tahu isinya terus bisa njawab.
R   : Memangnya gurumu ngajarnya gitu?
S   : Iya.

Interview 12
R   : Kesulitan kamu saat apa saat pelajaran reading?
S   : Sulit paham bacaaannya mbak. Biasanya vocabnya ada yang nggak tahu,R : Kalau ada yang nggak tahu artinya kamu lihat kamus nggak?
S   : Kadang-kadang iya, kadang-kadang enggak…
R   : Kalau enggak tahu gimana?
S   : Tanya temen….
R   : Kamu jarang bawa kamus ya?

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

Interview 13
R   : Namanya siapa dek?
S   : Wisnu
R   : Seneng reading nggak dek?
S   : Reading niku nopo bu?
R   : Membaca. membaca dalam bahasa Inggris. Seneng nggak?
S   : Mboten
R   : La kenapa?
S   : Susah
R   : Susahnya kenapa? Nggak paham artinya atau apa?
S   : Ya pokoknya susah
R   : La waktu gunain mind mapping seneng nggak dek?
S   : Seneng
R   : Senenge kenapa? Apa karna ada warna warninya dan gambar – gambare?
S   : Enten warnane
R   : Kalau memakai mind mapping bias tahu info bacaane nggak dek? Atau seneng baca saja?
S   : Baca saja
R   : Berarti mind mapping susah?
S   : Susah
R   : Susahnya waktu ngapain/ apa mengklarifikasikan tiap paragraph?
S   : Iya waktu mengklarifikasikan tiap paragraf

Interview 14
R   : Namanya siapa dek?
S   : Winda
R   : Seneng pelajaran reading nggak dek?
S   : Seneng
R   : Paling susah dalam reading apa dek? Apa dalam mengartikan bacaan?
S   : Mengartikan
R   : Waktu gunain mind mapping seneng nggak dek?

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

Interview 15
R : Bagaimana menurut ibu pengenalan mind mappingnya?
ET : Lumayan ko mbak. Mereka kelihatan seneng dan menyimak dengan baik. Cuma mereka belum begitu akrab dengan mind mapping.
R : Bener juga bu, tapi tidak ada salahnya kalau kita memperkenalkan tehnik mind mapping kepada mereka.
ET : Iya juga mbak.
R : Menurut ibu bagaimana cara saya mengajar reading comprehension tadi?
ET : Bagus mbak, cara menerangkan tentang text typenya juga sudah membuat anak – anak paham tentang text type. Walaupun masih ada sebagian anak yang masih belum bisa.
R : Baik bu, besok akan saya bahas lagi supaya anak – anak bisa lebih paham lagi. Saya mohon pamit bu.
ET : iya mbak.

Interview 16
R : Ngobrol bentar boleh tidak dik?
S : Boleh mbak.
R : Rumahnya jauh tidak?
S : Lumayan sih mbak.
R : Namanya siapa dik?
S : Ratih.
R : Gimana setelah saya ajar tentang mind mapping dan materi yang sudahsaya berikan seneng tidak dik?
S : Seneng mbak.
R : Senengnya kenapa dik?
S : Mbak ngajare enak dan materi yang dikasih berfariatif jadi nggak bosendi kelas.
R : Jadi tahu macam - macam text dan bias bedainnya?
S : Lumayan mbak.

Interview 17
R : Dik, bagaimana tadi pelajarannya?
S : Lumayan menyenangkan mbak.
R : Suka tidak dengan materi dan technik yang saya gunakan tadi?
S : Seneng mbak.

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

Interview 18

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

Interview 19

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

Interview 20

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

Interview 21

R : Menurut kamu pertanyaan – pertanyaan yang ini membantu kamu tahu isiteksnya nggak?

S : Iya.

R : Membantu gimana?

S : Emm….Kebanyakan pertanyaan –pertanyaan di sini tu ada dalam teks.

R : Jadi bisa memprediksi isi teks dari gambar dan judul?

S : Iya.

R : Kalau vocabulary nya sendiri terlalu sulit nggak?

S : Ya…lumayan.

R : Lumayan sulit apa mudah?

S : Lumayan mudah.

R : Ok, kalau dari topiknya, menarik nggak?

S : Menarik.

R : Tadi kan nggak boleh buka kamus to pas mengerjakan soal. Cara kamu memprediksi kata-kata sulit gimana?

S : Emm….ya dilihat dulu fungsi dalam kalimatnya, terus dikira-kira artinya berdasarkan kalimat-kalimat sebelumnya.

R : Lebih cepat nggak kaya gitu?

S : Nggak efektif sih kalau setiap kali ada kata – kata sulit harus membuka kamus. Tapi sewaktu mencocokkan disuruh mbuka kamus itu penting, jaditahu pastinya.

R : jadi kamu udah bisa kan?

S : Sudah.

Interview 22

R : Menurut kamu, pertanyaan- pertanyaan yang awal- awal ini bergunanggak?

S : Berguna.

R : Bergunanya gimana?

S : Ya….di pertanyaan dijelaskan secara umum, terus di teks dijelaskan secara lebih rinci lagi. Jadi membantu pemahaman.

R : Kalau menurut topiknya, teks ini menarik nggak?

S : Menarik.

R : Kenapa?

S : Pokoknya menarik.

R : Ada kesulitan memahami teks?

S : Ada, kosa katanya.

R : Lha tadi kan diminta memprediksi arti kata-kata sulit kalau menemui?

S : Iya.

R : Kamu membuka kamus nggak?

S : Enggak….

R : Terus cara memprediksinya gimana?

S : Tadi disuruh melihat fungsinya dalam kalimat, terus dikira-kira berdasarkan kalimat - kalimat sebelumnya.

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

Interview 22
R : Menurut ibu bagaiman penggunaan picture dalam pembelajaran reading di cycle 2?
ET : Bagus mbak. Semua siswa terfokus pada bacaan dan judul. Walaupun masih ada satu atau dua siswa yang ramai sendiri. Dengan adanya gambar meraka bisa menebak – nebak isi bacaannya dan mengira – ira arti kata yang menurut mereka sulit. Dan mereka sebagian sudah bisa menentukan jenis teks bacaan
R : kalau untuk comprehension siswa sendiri menurut ibu bagaimana?
ET : Sepertinya siswa juga sudah dapat memahami isi bacaan. Buktinya bisa dilihat dari ada peningkatan nilai – nilai mereka.
R ; Jadi untuk permulaan cycle 2 sudah bagus ya bu?
ET : Iya mbak.
R : Untuk pertemua – pertemuan berikunya saya tetap menggunakan tehnik awal bu yaitu menggunakan mind mapping tapi di cycle ini saya Cuma menambahi gambar – gambar di dalam text dan diskusi bersama untuk membahas lebih tentang text type.
ET : Bagus itu mbak.
R : Baik bu terima kasih atas masukannya.

Interview 23

R   : Gurumu mengajar reading gimana caranya?

S   : Biasanya diberikan bacaan terus disuruh menerjemahkan…

R   : Gurumu mengajarkan ciri-ciri text recount apa descriptive gitu nggak?

S   : Iya.

R   : Kalian diberikan teks terus disuruh menganalisis generic structure danlanguage featurenya?

S   : Enggak….Ya ciri-ciri teks descriptive itu apa. Terus ada bacaan recount disuruh menerjemahkan.

R   : Kalau menerjemahkan itu kesulitan apa?

S   : Vocab ma structurenya.

R   : Kalau kesulitan vocab kamu buka kamus ya?

S   : Iya. Disuruh meneremahkan semua ko teksnya.R   : Disuruh negerjain soal-soal nggak?

S   : Iya. Habis menerjemahkan.

Interview 24

R   : Kamu sudah paham belum ciri-ciri recount?

S   : Sudah.

R   : Tadi mbak menyuruh kamu mencari language features, generic structurediteksnya to.Pendapat kamu gimana?

S   : E….bagus. Kita jadi tahu ciri-ciri teks recount seperti apa.

R   : Kamu punya kesulitan?

S   : Belum. Tadi teksnya dibahas bareng.

R   : Kamu sudah bisa memprediksi gambar dan judul untuk tahu teksnya?

S   : Iya, lumayan. Sudah sering diajarkan.

R   : Kalau menebak arti kata-kata sulit?

S   : Kalau menebak dulu baru kemudian melihat kamus jadi lebih cepat. Melatih memprediksi. Sewaktu tes juga itu bisa diterapkan.

R   : Kalau generic structurenya?

S   : Iya, paham.

R   : Berarti bisa ya, mencari text recount di text lain sendiri?

S   : Bisa. Sudah ada draftnya, tinggal nambah-nambahi sedikit terus ditranslate.

Interview 25

R   : Menurut kamu, pertanyaan – pertnyaan mbak tadi membantu kamu memprediksi isi teks nggak?

S   : Iya.

R   : Gimana, ceritakan!

S   : Ya pertanyaan – pertanyaan tadi mengarah pada teks, jadi bisa membantu

memahami isi teks.

R : Tadi mbak meminta kalian melihat gambar dan judulnya ya, pendapatkamu gimana?

S : Dengan judul dan gambar membantu memahami isi. Judul dan gambarkan sesuai dengan teks.

R : Kalau yang memprediksi kata – kata sulit, kamu bisa?

S : Bisa. Dikira –kira dari kalimat – kalimat sebelum dan sesudahnya.

R : Ada kesulitan mengerjakan soal?

S : Ini kan intinya hampir sama to mbak sama yang kemarin – kemarin.

R : Memang. Kamu sekarang paham teks descriptive itu?

S : Semakin lama kan semakin paham mbak.

R : Sekarang?

S : Ya sedikit-sedikit.

R : Menganalisis language features dan generic structure dari teks descriptiveada kesulitan?

S : Enggak….

R : Pendapatmu gimana?

S : Yo, semakin paham generic structure dan language featuresnya.

Interview 26

R : Ada kesulitan nggak tadi?

S : Enggak. Tinggal lihat gambar kok.

R : Menurutmu pembelajaran kayak gini gimana?

S : Mengasyikkan. Soalnya nggak sulit-sulit, biasanya teksnya modelnya yang itu-itu terus….bosan…

R : Sudah bisa membedakan teks recount dengan descriptive ya?

S : Sudah.

R : Terus menurutmu pertanyaan - pertanyaan seputar gambar tadi jugabagus dong.

S : Iya. Tahu maksud gambarnya.

Interview 27

R : Sudah bisa membedakan teks recount dan descritive ya?

S : Sudah.

R : Menurut kamu teks descriptive itu gimana sih?

S : Teks descriptive itu pendeskripsian tentang sesuatu.

R : Kemarin-kemarin dari judul diminta memprediksi jenis teks bedasarkan judul. Sebenarnya apa to gunanya?

S : Ya kalau dari judulnya sudah descriptive berarti bacaannya mendescripsikan, kalau recount bacaannya menceritakan tentang tentang sesuatu yang sudah dilakukan.

R : Kalau pertanyaan-pertanyaan sebelum membaca teks, missal seputar

gambar itu menurut kamu buang-buang waktu nggak?

S   : Ya enggak….Mengarahkan untuk ke isi teksnya itu.

R   : Maksudnya?

S   : Kalau langsung ke teksnya kita sering bingung isi teksnya itu apa. Apalagi nanti langsung disuruh mengerjakan soal. Malah kemrungsung.

Interview 28

R   : Gimana, sudah bisa memprediksi jenis teks berdasarkan judul?

S   : Bisa.

R   : Untungnya apa kalau tahu jenis teks?

S   : Jadi tahu maksud penulis sehingga memudahkan paham isinya.

R   : Tadi jenis teksnya membantu kamu memahami isinya?

S   : Iya. Biar nggak keluar dari yang diinginkan penulis.

R   : Ada kesulitan lain?

S   : Sama seperti kemarin to Bu?

R   : Iya, Cuma diulang aja. Kamu ada kesulitan nggak?

S   : Mboten. He he….

R   : Kalau vocabnya sulit nggak?

S   : Enggak.

R   : Dibandingkan sama teks-teks yang dulu?

S   : Mudah yang ini.

Interview 29

R   : Susah dan kurang manfaatnya mind mapping yang kamu rasa apa?

S   : Buatnya bagus Miss. Tapi kadang kita masih tetep aja susah nyari inspirasi. Ini Miss, lama buatnya.

R   : Seneng nggak gunain mind mappingnya?

S   : Walau susah tapi tetep seneng gunainnya Miss soale aku bisa gambar –gambar gitu.

R   : Cuma seneng gambarnya aja dek? Kalau dikaitke sama reading suka tidak dek?

S   : lumayan. suka juga deng Miss.

Interview 30

R   : Susah dan kurang manfaatnya mind mapping yang kamu rasa apa?

S   : Nek menurutku mind mapping tu bagus ki. Emang lama sich tapi aku seneng ko Miss.

R   : Kalau dikaitke sama penguasaan vocab bagaimana menurutmu dek?

S   : Selama gunain mind mapping vocab q nambah Miss walaupun dikit sih.

R   : Berdampak bagus kan mind mappingnya?

S   : Iya Miss, jadi seneng aku gunainnya.

Interview 31

R : Bagaimana bu kegiatan siswa hari ini?

ET : Semua siswa berkonsentrasi dengan pekerjaan mereka masing – masing. Sudah tidak ada yang ngobrol sendiri.

R : Bagaimana dengan akademik siswa? Apakah sudah cukup memahami isi bacaan?

ET : Menurut saya sudah mbak karena wakt diberi pertanyaan mereka aktif menjawab dan rata – rata mereka benar.

R : Menurut ibu, kemampuan memahami bacaan siswa selama ini sudah meningkat belum bu?

ET : Sudah mbak. Sudah jauh lebih baik.

R : Kalau begitu saya sudah bisa mengakhiri penelitia ini belum bu?

ET : Sudah mbak.

R : Baik bu. Kalau begitu minggu depan saya bisa member post test.

ET : Silahkan mbak.

R : Terima kasih bu.

Interview 32

ET : Bagaimana nilai dari post testnya mbak?

R : Lumayan bu. Sudah menunjukkan peningkatan

ET : Boleh saya lihat?

R : Silahkan bu.

ET : Sudah bagus ini nilainya ya mbak dibandingkan dengan nilai pre test kemarin, ini sudah ada peningkatan.

R : Benar bu.

ET : Nanti saya minta transcript nilainya ya mbak. Mau saya ambil nilainya.

R : Baik bu. Mungkin besok saya antar.

ET : Baik mbak. Jangan lama – lama.

R : Baik bu, terima kasih.

ET : Sama – sama mbak.

Appendix C

The Grid for Reading Comprehension Test

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

READING TEST

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

Text 1 is for number 1- 6

> My best friend's name is Yulia. I have always thought Yulia is a beautiful girl. It reminds me of "Yulee" in Romeo and Yulee Story. Yulia is also the name of her grandmother. She is tall. She is about 156 centimeters. She has short hair and it is black. I first met her at school. She just moved to our school from Bekasi. She sat next to me and we have been friends ever since. Yulia's house is pretty close to mine so every morning we go to school together. I like her because she is very kind. She always helps me with my homework. Well, actually we kind of help each other. I remembered one time when I was sick and need to be hospitalized, she visited me almost everyday. She read me stories and brought me some notes from class.
>
> (Adapted from: *LKS Edukatif* page. 56)

1. What is the text about?
   a. Tell Yulia's experience
   b. Tell about Yulia activity
   c. Tell about Yulia holiday
   d. Descript about Yulia

2. Based on the text, Yulia is ....
   a. a beautiful girl
   b. about 165 cm
   c. a girl who lives in Bekasi
   d. a student who studies in Bekasi

3. The opposite of the word "kind" is ....
   a. good
   b. nice
   c. bad
   d. fine

4. Does Yulia live near the writer's house?

    a. Yes, she does.

    b. No, she does not.

    c. No, she didn't.

    d. Yes, she did.

5. What is described in the text above?

    a. The writer described about Romeo.

    b. The writer tells about Yulia.

    c. The writer report about Yulee and Romeo.

    d. The writer report about Yulia.

6. ... She has short hair and it is black. I first met her at school.... The sentences include ....

    a. Identification

    b. Description

    c. Introduction

    d. Explanation

Text 2 is for number 7 - 11

> I have some pets. However, my favorite pet is Timmy.
>
> Timmy is a male cat. He is very adorable with his soft strips fur. He has innocent round eyes and a sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable for his giant body. When I come home, he usually gives me a kiss.
>
> Timmy is a nice playmate. I am happy to spend my time with him. He is a good boy. It's almost impossible for me to be angry with him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly by my bed until I wake.
>
> (Adapted from: *LKS Edukratif* page.19)

7. Below are about 'Timmy', **except**....

    a. he has a beautiful sound

    b. he has soft stripes fur

    c. he likes kissing his master

    d. he never wakes up early

8. He has <u>innocent</u> round eyes and a sweet voice. The underlined word means....

   a. harmful

   b. not guilty

   c. very pleasing

   d. bright

9. Below are correct about Timmy, **except**.... I have some pets. However, my favorite pet is Timmy. The sentence is called ....

   a. Introduction

   b. Description

   c. Recount

   d. Resolution

10. Timmy is <u>adorable.</u> The underlined word means....

    a. furious

    b. fuzzy

    c. furry

    d. Charming

11. ... he waits <u>quietly</u> by my bed until I wake. The underlined word has the similar meaning as ....

    a. Loudly

    b. Silently

    c. Cruelly

    d. Quickly

Text 3 is for number 12 - 16

> The Koala is another Australian marsupial which is commonly called native bear. It has its Latin name Phasocolaretos Cinereus. It was formally abundant throughout eastern Australia, but now the number decreases because of excessive hunting.
>
> The Koala is a solitary animal, slow moving, and defenseless. It is about two feet long. It looks like a bear. It doesn't have any tail. Its grasping two feet have claws that enable it to live in the treetops. The fur is brownish gray, dense, wooly and especially long on the large ears.
>
> The Koala feeds on the young leaves and buds of eucalyptus. It usually feeds at night in eucalyptus that is found in certain coastal regions of Queensland.
>
> The Koala gives birth to a single young, which is only three quarters of an inch long at birth. The young nurses for several months in the marsupial pouch of the mother and later it clings to the mother until is about one year.
>
> (Adapted from: *LKS Edukatif* page. 54)

12. What is the Latin name of koala?
    a. Australian marsupial.
    b. Eucalyptus.
    c. Phasocolaretos Cinereus.
    d. Native bear.

13. What does the word "it" in the, second sentence of paragraph two refer to?
    a. Australian
    b. Koala
    c. Native bear
    d. Marsupial

14. Based on the text we know that ....
    a. the koala is Indonesian marsupiah animal. We can find it the zoo
    b. the koala has a long tail. It has two feet
    c. the koala is solitary animal slow moving, and defenseless
    d. the koala usually feeds in the day and night

15. What is describes in the text above?

    a. holiday

    b. zoo

    c. animal

    d. Koala

16. What is the purpose of the text above? The social function of the text above is?

    a. To describe a particular person.

    b. To describe a particular thing.

    c. To describe a particular place.

    d. To describe a particular zoo.

Text 4 is for number 17 - 21

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

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

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

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

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

17. What will happen after Rafflesia blooms?

    a. It will die

    b. It will grow well

    c. It will make new stems

    d. It will make fruit

18. Why do people call Rafflesia corpse flower? Because it ....

    a. has rotten meat

    b. is a parasitic flower

    c. it has sweet flower

    d. has unpleasant smell

19. What is main idea text about?

    a. Preservation of plan

    b. Characteristic of Raflesia

    c. Tell about Sir Stamford Raffles

    d. Tell about flower

20. What does the word "it" in the second sentence of paragraph one refer to?

    a. Rafflesia Arnoldi

    b. The world

    c. Flower

    d. Sir Stamford Raffles

21. The purpose of the text above is?

    a. Explain about Rafflesia Arnoldi

    b. Describe about Rafflesia Arnoldi

    c. Report about Rafflesia Arnoldi

    d. Tell about Rafflesia Arnoldi

Text 5 is for number 22 - 26

Octopus

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

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

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

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

(Adapted from: English Focus, page 81)

---

22. Which group of sea creatures belongs to the same family ....
    a. fish, octopus and crab
    b. crab, cuttlefish and squid
    c. squid, crab and octopus
    d. cuttlefish, octopus and squid

23. How much a fully grown octopus can weight?
    a. 45 kilograms
    b. 35 kilograms
    c. 40 kilograms.
    d. 55 kilograms.

24. Before the octopus eats its victim it ....
    a. changes the colour of its body
    b. plays with
    c. realizes a thick dark fluid
    d. squeezes it

25. The word *them* in paragraph 3 refers to the octopus's ... another?

    a. teeth

    b. lobsters

    c. enemies

    d. tentacles

26. Based on the text we can conclude that ....

    a. octopus is sea animal which uses tentacles to catch its feed

    b. octopus is a animal which cannot change the colour of each body

    c. octopus has heard body

    d. octopus can be as large as 7.5 metres

Text 6 is for number 27 - 31

Taronga Zoo

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

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

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

(Adapted from: Scaffolding, page 112)

---

27. Where is Taronga Zoo located?

    a. It is located in Sydney, Australia.

    b. It is located in New Zealand.

    c. It is located in New York.

    d. It is located in the Aboriginal.

28. Where in Taronga Zoo can you find New Zealand kiwis?

    a. In the Tropical Forest.

    b. In the south of the zoo.

    c. In the Nocturnal House.

    d. In New Zealand

29. Which of the following words is the synonym of "offers"?

    a. provide

    b. give

    c. make

    d. take

30. What do the word "they" in the last sentence of paragraph two refer to?

    a. All animals

    b. Gorilla Tropical Forest

    c. The zoo

    d. Natural habitat

31. The social function of descriptive text is ....

    a. To retell event for the purpose of informing or entertaining.

    b. To amuse entertain the readers.

    c. To describe a particular person, place or thing.

    d. To describe the way thing are.

Text 7 is for number 32 - 37

Botanical garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labeled with their popular as well as their scientific names.
 	
    In greenhouse, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.
 	
    One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13,000 species varieties of plants.
 	
                                                   (Adapted from: English Focus, page 81)

32. What are botanical gardens? They are large, landscaped parks where ... are grown.

    a. tress

    b. shrubs

    c. plants

    d. vegetables

33. What are most of the plants labeled with? All the answers are correct, except ....

    a. with their scientific names

    b. with their unfamiliar names

    c. with their popular names

    d. with their familiar names

34. Where is the botanical in West Java?

    a. Bandung Botanical Garden

    b. Lembaga Botanical Garden

    c. Sukabumi Botanical Garden

    d. Bogor Botanical Garden

35. Where is the Royal Botanic Garden at Kew?

    a. In Europe

    b. In West Europe

    c. In England

    d. In East Europe

36. The first paragraph is called ....

    a. identification

    b. orientation

    c. complication

    d. coda

37. What is the writer's purpose to write the text?

    a. The writer report about experience in Botanical Garden.

    b. The writer explains about Botanical Garden.

    c. The writer tells about experience in Botanical Garden.

    d. The writer talks about experience in Botanical Garden.

The children

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

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

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

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

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

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

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

Anne thanked them for looking after her so well.

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

---

38. Where did Anne get an x-ray photograph?
    a. In the hospital.
    b. In the x-ray department.
    c. In the ward.
    d. In the laboratory.

39. What does "it" in the first paragraph refer to? It refers to ....

    a. children

    b. ward

    c. children's ward

    d. Ann

40. The purpose of the text above is?

    a. To retell event for the purpose of informing or entertaining.

    b. To amuse entertain the readers.

    c. To describe a particular person, place or thing.

    d. To describe the way thing are.

Answer key

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

Answer sheet
of reading comprehension test

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

The course grid of cycle 1

Meeting	Topic	Standard Competence	Basic Competence	Learning Purpose	Indicator	Learning Activity	Media
I	My Holiday in Flores	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings.	• Reading aloud meaningfully acceptably of recount text with correct pronunciation, stress, and intonation related to surrounding. • Finding the information meaning of functional written texts related to surroundings.	• The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in recount text. • The students can identify the information in recount text.	• Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual recount texts. • Mentioning the rhetorical steps of recount texts. • Mentioning the purpose of communicative recount texts. • Mentioning he language features	• Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the language feature in the recount texts. • Identifying the main idea and topic sentence in recount text. • Creating mind mapping.	• A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen.

• Finding the rhetoric steps in simple short essay accurately, related to surrounding in recount text.	• The students can explain the language feature in recount text. • The students can create mind mapping. • The student can answer the questions related to the text.	of recount texts. • Implementing their understanding into mind mapping. • Answering questions related to the text.	• Answering the questions related to the text.

No	Topic	Standard Competency	Basic Competency	Indicators	Learning Objectives	Activities	Materials
II	Sydney Opera House	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings	• Reading aloud meaningfully acceptably of descriptive text with correct pronunciation, stress, and intonation related to surrounding. • Finding the information meaning of functional written texts related to surroundings. • Finding the rhetoric steps in simple short essay	• . The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in descriptive text. • The students can identify the information in descriptive text. • The students can explain the language feature in descriptive text.	• Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual descriptive texts. • Mentioning the rhetorical steps of descriptive texts. • Mentioning the purpose of communicative descriptive texts. • Mentioning he language features of descriptive texts. • Implementing their understanding into mind mapping.	• Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the language feature in the descriptive texts. • Identifying the main idea and topic sentence in descriptive text. • Creating mind mapping. • Answering the questions related to the text.	• A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen

No	Topic	Standard Competence	Basic Competence	Indicators	Learning Objectives	Activities	Media
III	Keukenhof Flower Park	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings	• Reading aloud meaningfully acceptably of descriptive text with correct pronunciation, stress, and intonation related to surrounding. • accurately, related to surrounding in descriptive text.	• The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main • The students can create mind mapping. • The student can answer the questions related to the text.	• Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual descriptive texts. • Mentioning the rhetorical steps of • Answering questions related to the text.	• Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the language feature in the descriptive	• A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen

• Finding the information meaning of functional written texts related to surroundings. • Finding the rhetoric steps in simple short essay accurately, related to surrounding in descriptive text.		
idea and topic sentence in descriptive text. • The students can identify the information in descriptive text. • The students can explain the language feature in recount text. • The students can create mind mapping. • The student can answer the questions related to the text.	descriptive texts. • Mentioning the purpose of communicative descriptive texts. • Mentioning he language features of descriptive texts. • Implementing their understanding into mind mapping. • Answering questions related to the text.	texts. • Identifying the main idea and topic sentence in descriptive text. • Creating mind mapping. • Answering the questions related to the text.

The course grid of cycle 2

Meeting	Topic	Standard Competence	Basic Competence	Learning Purpose	Indicator	Learning Activity	Media
IV	My Holiday	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings.	• Reading aloud meaningfully acceptably of recount text with correct pronunciation, stress, and intonation related to surrounding. • Finding the information meaning of functional written texts related to surroundings. • Finding the	• The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in recount text. • The students can identify the information in recount text. • The students can	• Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual inf. of recount texts. • Mentioning the rhetorical steps of recount texts. • Mentioning the purpose of communicative recount texts. • Mentioning he language features of recount texts.	• Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the language feature in the recount texts. • Identifying the main idea and topic sentence in recount text. • Creating mind mapping. • Answering the	• A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen.

rhetoric steps in simple short essay accurately, related to surrounding in recount text.	explain the language feature in recount text. • The students can create mind mapping. • The student can answer the questions related to the text.	• Implementing their understanding into mind mapping. • Answering questions related to the text.	questions related to the text.

No	Topic	Standard Competence	Basic Competence	Indicators	Learning Activities	Teaching Activities	Media
V	Travel on the Plane for the First Time	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings.	• Reading aloud meaningfully acceptably of recount text with correct pronunciation, stress, and intonation related to surrounding. • Finding the information meaning of functional written texts related to surroundings. • Finding the rhetoric steps in simple short essay	• The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can identify the main idea and topic sentence in recount text. • The students can identify the information in recount text. • The students can explain the language feature in recount text.	• Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual recount texts. • Mentioning the rhetorical steps of recount texts. • Mentioning the purpose of communicative recount texts. • Mentioning he language features of recount texts. • Implementing their understanding into mind mapping.	• Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the language feature in the recount texts. • Identifying the main idea and topic sentence in recount text. • Creating mind mapping. • Answering the questions related to the text.	• A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen.

No	Title	Standard Competency	Basic Competency	Indicators	Learning Activities		Materials
VI	Grand Omega	Understanding the meaning of simple functional written texts in the forms of descriptive and recount which are related to surroundings.	Reading aloud meaningfully acceptably of descriptive text with correct pronunciation, stress, and intonation accurately, related to surrounding in recount text.	• The students can read aloud with correct pronunciation, stress and intonation. • The students can read fluently. • The students can create mind mapping. • The student can answer the questions related to the text.	• Reading aloud meaningfully at accurately. • Finding the main ideas and topic sentences. • Finding textual descriptive texts. • Mentioning the • Answering questions related to the text.	• Discussing things which are related to the text which will be discussed. • Reading aloud. • Identifying the information and explaining of the	• A whiteboard. • Board marker. • The materials. • Worksheet. • Colour pen

related to surrounding. • Finding the information meaning of functional written texts related to surroundings. • Finding the rhetoric steps in simple short essay accurately, related to surrounding in descriptive text.	• The students can identify the main idea and topic sentence in descriptive text. • The students can identify the information in descriptive text. • The students can explain the language feature in descriptive text. • The students can create mind mapping. • The student can answer the questions related to the text.	rhetorical steps of descriptive texts. • Mentioning the purpose of communicative descriptive texts. • Mentioning he language features of descriptive texts. • Implementing their understanding into mind mapping. • Answering questions related to the text.	language feature in the descriptive texts. • Identifying the main idea and topic sentence in descriptive text. • Creating mind mapping. • Answering the questions related to the text.

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah   : SMPN 41 Rejang Lebong

Pelajaran   : Bahasa Inggris

Kelas/ semester   : VIII (delapan)/ 1

Teks   : Teks *recount*

Skill   : Membaca/ *Reading*

Alokasi waktu   : 45 x 2 menit

Standar Kompetensi

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

Kompetensi dasar

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

Indikator

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

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

■ Memahami bentuk paragraf *recount.*

■ Mengidentifikasi gagasan umum dalam teks *recount*.

■ Mengidentifikasi informasi rinci dalam teks *recount*.

■ Menuangkan info yang didapat kedalam *mind mapping*.

II. Materi Pembelajaran

■ Teks *recount* (terlampir)

III. **Metode Pembelajaran** : PPP

IV. **Langkah – langkah Pembelajaran**

A. Kegiatan Pendahuluan

■ Memberi salam kepada siswa.

■ Mengecek daftar hadir siswa.

■ Tanya jawab berbagai hal terkait kondisi siswa.

B. Kegiatan Inti

■ Guru memberi contoh teks *recount.*

■ Guru menyuruh siswa untuk membaca dan mengidentifikasi teks *recount.*

■ Guru memperkenalkan *mind mapping* untuk mempermudah siswa dalam memahami bacaan.

■ Guru memandu siswa dalam membuat *mind mapping.*

■ Guru menyuruh beberapa siswa untuk maju kedepan untuk melajutkan membuat gambar *mind mapping.*

■ Guru membagikan bacaan dan soal, lembar *mind mapping*, dan lembar jawab.

■ Guru menyuruh siswa untuk membuat kelompok (4 siswa/kelompok)

■ Guru menyuruh tiap kelompok untuk berdiskusi tentang bacaan.

■ Guru menyuruh tiap kelompok untuk membuat *mind mapping* berdasarkan info yang didapat dari bacaan.

■ Guru menunjuk beberapa kelompok untuk maju ke depan untuk menunjukkan hasil gambar *mind mapping.*

■ Guru membahas hasil gambar *mind mapping.*

■ Guru menyuruh siswa untuk mengerjakan soal secara individu.

■ Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

C. Kegiatan Penutup

■ Menanyakan kesulitan siswa selama PMB.

■ Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

    a. kertas

    b. Kata kunci

    c. Spidol/pensil warna

VI. Sumber Pembelajaran

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

VII. Penilaian

    a. Teknik : tes tertulis.

    b. Bentuk : jawaban singkat tertulis.

VIII. Pedoman Penilaian

    1. Setiap jawaban benar diberi skor   1

    2. Skor maksimal   : 1 x 5 = 5

    3. Nilai maksimal   5

    4. Nilai siswa   : skor perolehan x 1 = skor maksimal.

Read the following text. Then answer the questions.

My Holiday in Flores

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

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

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

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

1. Where did the writer go on his first day?
    a. Ende.
    b. Maumere.
    c. The mountain village.
    d. Mountain Kalimutu.

2. Where did the writer go after visiting Ende?
    a. Bajawa.
    b. Detusoko.
    c. Maumere.
    d. Mount Kelimutu.

3. What was the writer's last destination?
    a. Bajawa.
    b. Detusoko.
    c. Maumere.

  d. Mount Kelimutu.

4. Which of the following statements is false according to the text?

  a. The writer visited some schools in Maumere.

  b. After visiting Maumere, the writer went to Ende.

  c. After visiting Ende, the writer went to the mountain village.

  d. Bajawa is the writer's third destination.

5. Which of the following words is the synonym of "coast"?

  a. Shore.

  b. River.

  c. Mountain.

  d. Lake.

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah   : SMPN 41 Rejang Lebong

Pelajaran   : Bahasa Inggris

Kelas/ semester   : VIII (delapan)/ 1

Teks   : Teks *descriptive*

Skill   : Membaca/ *Reading*

Alokasi waktu   : 45 x 2 menit

Standar Kompetensi

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

Kompetensi dasar

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

Indikator

■ Mengidentifikasi gagasan umum dalam teks *descriptive*.

■ Mengidentifikasi informasi rinci dalam teks *descriptive*.

■ Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

■ Memahami bentuk paragraf *descriptive*.

■ Mengidentifikasi gagasan umum dalam teks *descriptive*.

■ Mengidentifikasi informasi rinci dalam teks *descriptive*.

■ Menuangkan pemahaman yang didapat dalam bacaan kedalam *mind mapping*.

II. Materi Pembelajaran

■ Teks *descriptive* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

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

B. Kegiatan Inti

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

C. Kegiatan Penutup

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

V. Media Pembelajaran

    d. kertas

    e. Kata kunci

    f. Spidol/pensil warna

VI. Sumber Pembelajaran

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

VII. Penilaian

    a. Teknik : tes tertulis.

    b. Bentuk : jawaban singkat tertulis.

VIII. Pedoman Penilaian

    1. Setiap jawaban benar diberi skor   2

    2. Skor maksimal   : 2 x 5 = 10

    3. Nilai maksimal   10

    4. Nilai siswa   : skor perolehan x 2 = skor maksimal.

Read the following text. Then answer the questions.

Sydney Opera House

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

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

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

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

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

Questions

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

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah   : SMPN 41 Rejang Lebong

Pelajaran   : Bahasa Inggris

Kelas/ semester   : VIII (delapan)/ 1

Teks   : Teks *descriptive*

Skill   : Membaca/ *Reading*

Alokasi waktu   : 45 x 2 menit

Standar Kompetensi

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

Kompetensi dasar

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

Indikator

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

I.   Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

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

II. Materi Pembelajaran

- Teks *descriptive* (terlampir)

III. Metode Pembelajaran   : PPP

IV. Langkah – langkah Pembelajaran

    A. Kegiatan Pendahuluan

        ■ Memberi salam kepada siswa.

        ■ Mengecek daftar hadir siswa.

        ■ Tanya jawab berbagai hal terkait kondisi siswa.

    B. Kegiatan Inti

        ■ Guru mereview pelajaran yang sudah dipelajari. ■ Guru membagikan teks *descriptive.*

        ■ Guru menyuruh siswa untuk mmbaca dan mengidentifikasi teks *descriptive.*

        ■ Guru membagikan soal, lembar *mind mapping*, dan lembar jawab.

        ■ Guru menyuruh siswa untuk membuat *mind mapping* berdasarkan infoyang didapat dari bacaan.

        ■ Guru menyuruh beberapa siswa untuk maju ke depan untuk membuat *mind mapping*.

        ■ Guru membahas hasil *mind mapping.*

        ■ Guru menyuruh siswa untuk mengerjakan soal secara individu.

        ■ Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

    C. Kegiatan Penutup

        ■ Menanyakan kesulitan siswa selama PMB.

        ■ Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

    a. kertas

    b. Kata kunci

    c. Spidol/pensil warna

VI. Sumber Pembelajaran

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

VII.   Penilaian

a.   Teknik : tes tertulis.

b.   Bentuk : jawaban singkat tertulis.

VIII. Pedoman Penilaian

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

Read the following text. Then answer the questions.

Keukenhof Flower Park

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

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

Questions

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

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah	: SMPN 41 Rejang Lebong
Pelajaran	: Bahasa Inggris
Kelas/ semester	: VIII (delapan)/ 1
Teks	: Teks *recount*
Skill	: Membaca/ *Reading*
Alokasi waktu	: 45 x 2 menit

Standar Kompetensi

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

Kompetensi dasar

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

Indikator

■ Mengidentifikasi gagasan umum dalam teks *recount*.

■ Mengidentifikasi informasi rinci dalam teks *recount*.

■ Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

■ Memahami bentuk paragraf *recount*.

■ Mengidentifikasi gagasan umum dalam teks *recount*.

■ Mengidentifikasi informasi rinci dalam teks *recount*.

■ Menuangkan info yang didapat kedalam *mind mapping*.

II. Materi Pembelajaran

■ Teks *recount* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

■ Memberi salam kepada siswa.

■ Mengecek daftar hadir siswa.

■ Tanya jawab berbagai hal terkait kondisi siswa.

B. Kegiatan Inti

■ Guru mereview pelajaran yang sudah dipelajari.

■ Guru memberikan 2 jenis teks yang berbeda kepada masing – masing siswa dan meminta siswa membedakan manakah yang termasuk teks *recount*.

■ Guru dan siswa mendiskusikan pilihan mereka dan menetukan yang termasuk dalam teks *recount*.

■ Guru membagikan bacaan dan soal, lembar *mind mapping*, dan lembar jawab.

■ Guru menyuruh siswa untuk mereview gambar dan judul dari teks bacaan.

■ Guru menyuruh siswa untuk memahani isi bacaan.

■ Guru menyuruh siswa untuk mengidentifikasi *generic structure* dan *language feature* dari teks.

■ Guru menyuruh siswa untuk membuat *mind mapping* berdasarkan info yang didapat dari bacaan.

■ Guru menyuruh siswa untuk mengerjakan soal.

■ Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

C. Kegiatan Penutup

■ Menanyakan kesulitan siswa selama PMB.

■ Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

a. kertas

b. Kata kunci

c. Spidol/pensil warna

VI. Sumber Pembelajaran

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

VII. Pedoman Penilaian

1. Setiap jawaban benar diberi skor   1

2. Skor maksimal   : 1 x 10 = 10

3. Nilai maksimal   10

4. Nilai siswa   : skor perolehan x 10 = skor maksimal.

WORKSHEET

Activity 1

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

A.

THE HAWAIIAN ISLANDS

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

They all have a tropical climate, with temperatures of about 780C (25.60C) in the winter and 850C (29.40C) in the summer.
Rain falls often, but not for long. The islands also share a natural beauty, with mountains and waterfalls, rainforests, and long beaches. Their waters are filled with colourful fish, dolphins, and giant sea turtles rainforests, and long beaches. Their waters are filled with colourful fish, dolphins, andgiant sea turtles.

B.

Going Fishing for the First Time

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

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

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

Read the following text. Then answer the questions.

My Holiday

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

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

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

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

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

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

b.
Then, we went to get a closer look at the mountain. We took pictures ofthe beautiful scenery there.

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

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

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

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah	: SMPN 41 Rejang Lebong
Pelajaran	: Bahasa Inggris
Kelas/ semester	: VIII (delapan)/ 1
Teks	: Teks *recount*
Skill	: Membaca/ *Reading*
Alokasi waktu	: 45 x 2 menit

Standar Kompetensi

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

Kompetensi dasar

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

Indikator

▪ Mengidentifikasi gagasan umum dalam teks *recount*. ▪ Mengidentifikasi informasi rinci dalam teks *recount*.

▪ Menuangkan pemahaman kedalam *mind mapping*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

▪ Memahami bentuk paragraf *recount.*

▪ Mengidentifikasi gagasan umum dalam teks *recount*.

▪ Mengidentifikasi informasi rinci dalam teks *recount*.

▪ Menuangkan info yang didapat kedalam *mind mapping*.

II. Materi Pembelajaran

▪ Teks *recount* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

   A. Kegiatan Pendahuluan

   ■ Memberi salam kepada siswa.

   ■ Mengecek daftar hadir siswa.

   ■ Tanya jawab berbagai hal terkait kondisi siswa.

   B. Kegiatan Inti

   ■ Guru mereview pelajaran yang sudah dipelajari.

   ■ Guru membagikan bacaan dan soal, lembar *maind mapping*, dan lembar jawab.

   ■ Guru menyuruh siswa untuk memahani isi bacaan bacaan.

   ■ Guru menyuruh siswa untuk membuat *mind mapping* berdasarkan info yang didapat dari bacaan.

   ■ Guru menyuruh siswa untuk mengerjakan soal.

   ■ Guru menyuruh siswa untuk mengumpulkan hasil pekerjaan.

   C. Kegiatan Penutup

   ■ Menanyakan kesulitan siswa selama PMB.

   ■ Menyimpulkan materi pembelajaran.

V. Media Pembelajaran

   a. kertas

   b. Kata kunci

   c. Spidol/pensil warna

VI. Sumber Pembelajaran

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

VII. Pedoman Penilaian

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

Read the following text. Then answer the questions.

Travel on the Plane for the First Time

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

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

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

Questions

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

(RPP)

Sekolah : SMPN 41 Rejang Lebong

Pelajaran : Bahasa Inggris

Kelas/ semester : VIII (delapan)/ 1

Teks : Teks *descriptive*

Skill : Membaca/ *Reading*

Alokasi waktu : 45 x 2 menit

Standar Kompetensi

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

Kompetensi dasar

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

Indikator

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

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

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

II. Materi Pembelajaran

- Teks *descriptive* (terlampir)

III. Metode Pembelajaran : PPP

IV. Langkah – langkah Pembelajaran

A. Kegiatan Pendahuluan

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

B. Kegiatan Inti

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

C. Kegiatan Penutup

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

V. Media Pembelajaran

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

VI. Sumber Pembelajaran

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

VII. Pedoman Penilaian

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

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

Grand Omega

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

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

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

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

Activity 1

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

Activity 2

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

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
Nomor : 120 /In.34/FT/PP.00.9/10/2019
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

Pertama	:	1.	Jumatul Hidayah, M.Pd	19780224 200212 2 002
		2.	Paidi Gusmuliana, M.Pd	19840817 201503 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   : **Ariadi**
N I M   : **13552018**
JUDUL SKRIPSI : **Improving Students Reading Skill By Using The Mind Map Technique At SMPN 41 Negeri 41 Rejang Lebong In The Academic Year 2019/2020.**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada Tanggal 31 Oktober 2019
Dekan,

KARTU KONSULTASI PEMBIMBING SKRIPSI

IAIN CURUP

NAMA : Apt-1A01

MAHASISWA

NIM : 1355 2018

PEMBIMBING I : JUMATUL HIDAYAH, M.Pd

PEMBIMBING II : PAIDI GUSMULIANA, M.Pd

JUDUL SKRIPSI : IMPROVING STUDENT'S READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMP N 41 REJANG LEBONG

Kami berpendapat bahwa skripsi ini sudah dapat dijadikan untuk ujian skripsi IAIN Curup.

Pembimbing I

Jumatul Hidayah
NIP. 197806 2342001 12008

Pembimbing II

PAIDI GUSMULIANA, M.Pd
NIP. 198409 252019051004

- Kartu konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing 1 dan pembimbing 2;

- Diajurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang disediakan;

- Agar ada waktu cukup untuk memperbaiki Skripsi sebelum di ujikan di hadapan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi.

IAIN CURUP

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.		Perbaikan Proposal Chapter I, II, III		
2.		Revisi Chapter I, II, III		
3.		Acc instrument & Penelitian		
4.		Revisi chapter IV		
5.		Revisi Chapter V		
6		Acc ujian skripsi		
7				
8				

IAIN CURUP

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.		Perbaikan proposal chapter I, II, III		
2.		Revisi Chapter I, II, III		
3.		Acc Instrumen & Penelitian		
4.		Revisi chapter IV		
5.		Revisi chapter V		
6		Acc Ujian skripsi		
7				
8				