



**IMPROVING THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING SEMANTIC MAPPING
TECHNIQUE**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2020



**Improving The Eighth Grade Students' Reading Comprehension
Achievement by Using Semantic Mapping Technique**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Language Study Program, Language and Arts Department,
The Faculty of Teacher Training and Education,
Jember University

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MOTTO

“Reading is essential for those who seek to rise above the ordinary.”

(Jim Rohn)



DEDICATION

This thesis is proudly dedicated to the following people:

1. My beloved parents, Haris Mahasibi (alm) and Suwarningsih.
2. My beloved sisters, Ulfia Dwi Novita and Andini Zahrotul F.



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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Jember, April 2020

The writer

SUPERVISORS' APPROVAL

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Secondly, in relation to the completion of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

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2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Department Program.
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, April 2020

The Writer

TABLE OF CONTENTS

MOTTO	ii
DEDICATION	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANS' APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
CHAPTER I. INTRODUCTION	1
1.1 Research Background	1
1.2 Research Questions	3
1.3 Research Objectives	4
1.4 Research Contribution	4
1.4.1. Empirical Contribution	4
1.4.2. Practical Contribution.....	4
CHAPTER II. RELATED LITERATURE REVIEW	5
2.1 Semantic Mapping Technique	5
2.2 Reading Comprehension	9
2.3 The Advantages and The Disadvantages of Semantic Mapping	10
2.4 Reading Comprehension Achievement	10
2.5 The Steps of Teaching Reading by Using Semantic Mapping	14
2.6 Previous Research Review	16
CHAPTER III. RESEARCH METHODS	19
3.1 Research Design	19
3.2 Research Context	21
3.3 Research Participants	21
3.4 Data Collection Methods	22
3.4.1. Reading Comprehension Achievement Test	22
3.4.2. Observation.....	22

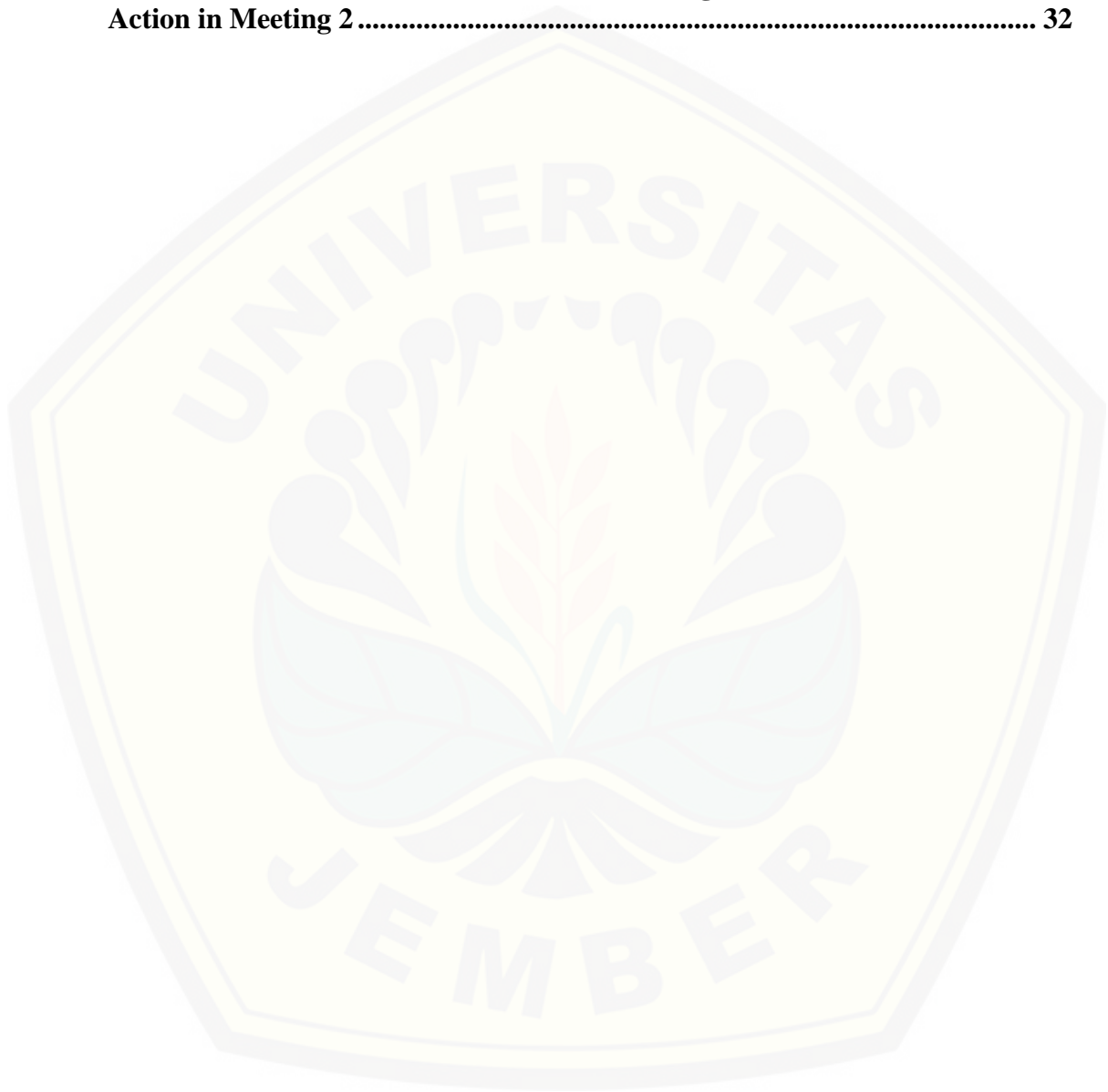
3.5 Data Analysis	23
3.5.1. Process Evaluation.....	24
3.5.2. Product Evaluation	24
CHAPTER III. FINDINGS AND DISCUSSION	25
4.1 The Result of the Action in Cycle 1	25
4.1.1 The Implementation of the Action in Cycle 1	25
4.1.2 The Result of the Observation in Cycle 1	27
4.1.3 The Result of the Reading Comprehension Test in Cycle 1.....	30
4.1.4 The Result of Reflection in Cycle 1	31
4.2 The Discussion	33
CHAPTER V. CONCLUSIONS AND SUGGESTIONS	35
5.1 Conclusion	35
5.2 Suggestions	35
5.2.1 The English Teacher	35
5.2.2 The Students	36
5.2.3 Future Researchers	36
REFERENCES	37

LIST OF APPENDICES

APPENDIX 1	40
APPENDIX 2	42
APPENDIX 3	44
APPENDIX 4	45
APPENDIX 5	46
APPENDIX 6	48
APPENDIX 7	58
APPENDIX 8	68
APPENDIX 9	73
APPENDIX 10	74
APPENDIX 11	74
APPENDIX 12	74
APPENDIX 13	89

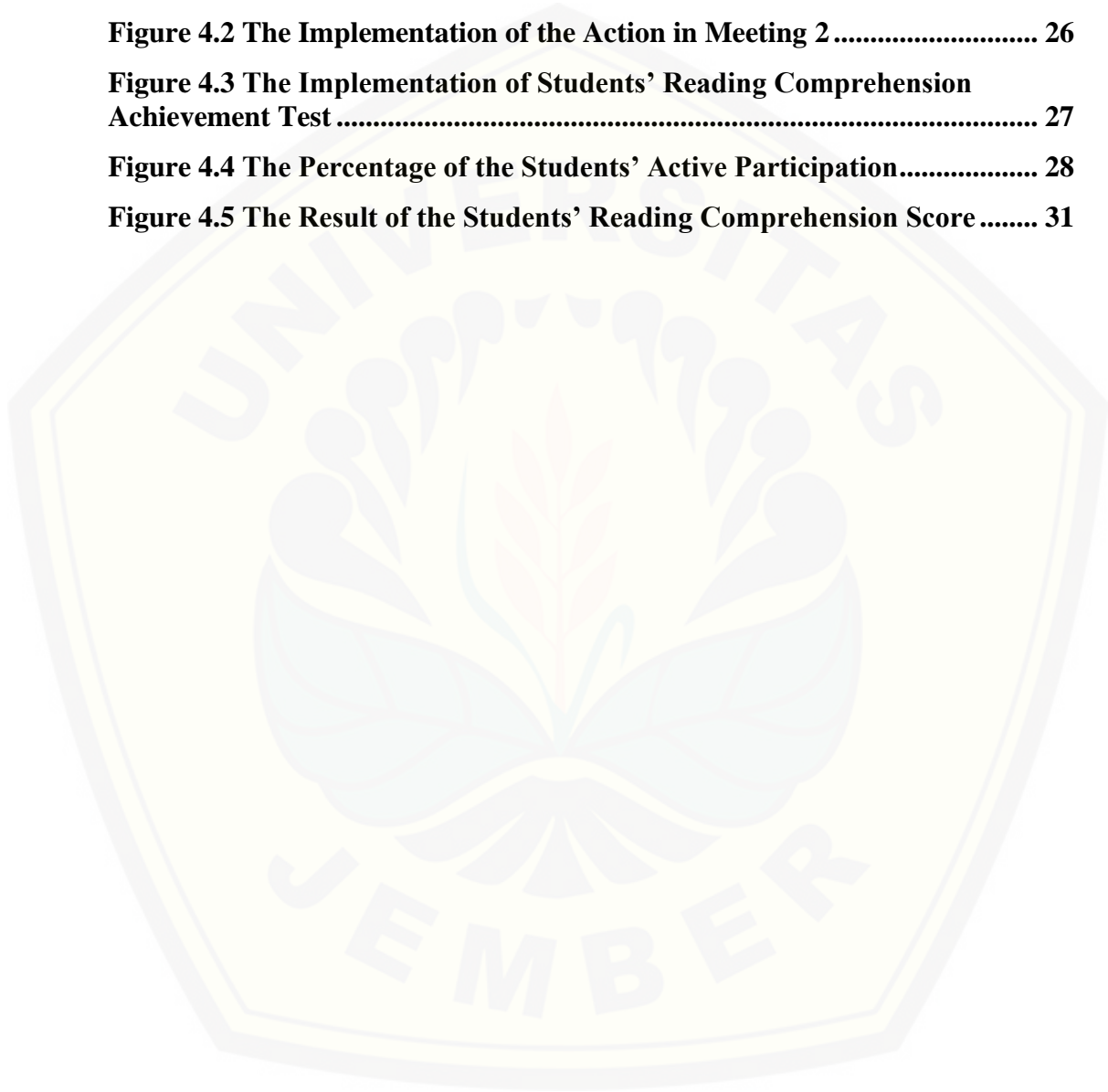
LIST OF TABLES

Table 3.1 The Form of Students' Observation Checklist	24
Table 4.1 The Percentages of Students' Participation	30
Table 4.2 The Problems of the Action in Meeting 1 and the Revisions of the Action in Meeting 2	32



LIST OF FIGURES

Figure 2.1. An example of Vacca and Vacca’s Semantic Mapping	7
Figure 3.1 The cyclical form of Classroom Action Research	20
Figure 4.1 The Implementation of the Action in Meeting 1	25
Figure 4.2 The Implementation of the Action in Meeting 2	26
Figure 4.3 The Implementation of Students’ Reading Comprehension Achievement Test	27
Figure 4.4 The Percentage of the Students’ Active Participation.....	28
Figure 4.5 The Result of the Students’ Reading Comprehension Score	31



SUMMARY

Improving The Eighth Grade Students' Reading Comprehension Achievement by Using Semantic Mapping Technique; Maulinda Yuliani; 150210401037; 2020; 90 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember.

Reading is one of the language skills that must be taught to English language learners. Through reading, readers can gain many kinds of information. It can be said that reading is the process of understanding or comprehending information from the text. Since English is a foreign language (EFL) especially for Indonesian students, reading is a very important skill to master. However, many students still get difficulties to comprehend the texts that they read. One of the problems is because they still find many unfamiliar words in the text. Due to those conditions, the use of the appropriate technique is expected to help students in teaching reading comprehension. By using Semantic Mapping technique, it could help students to explain how to categorize the word meanings. Semantic Mapping technique also helps students develop their reading comprehension by connecting words/phrases and also concepts to make it related to one another. Thus, in this research, the researcher used Semantic Mapping Technique to teach reading comprehension in the classroom. This research was a classroom action research that focused on the implementation of Semantic Mapping technique to solve the students' problem dealing with the reading comprehension of the eighth-grade students at SMPN 8 Jember. This school was purposively chosen because the eighth-grade students had a common problem in reading comprehension. The students were found to have difficulty in understanding the material of reading comprehension.

This classroom action research was conducted in one cycle which consisted of three meetings. The first and the second meetings were done for implementing the action and the third meeting was done to administer the test. The success of this research was seen by the improvement of the students' reading comprehension

scores and also the students' active participation during the teaching and learning process. The result of the observation in Cycle 1 showed that the students' active participation increased from 68.75% in Meeting 1 to 81.25% in Meeting 2. Then, the students' average score in reading also showed a significant improvement. Before the students were taught by using Semantic Mapping technique, only 15.62% of them could achieve score ≥ 75 in their reading comprehension test. After the researcher implemented Semantic Mapping technique, the students who attain score ≥ 75 in their reading comprehension test improved to 75%. This research was conducted in one cycle. It was because the target of this research was already achieved in the first cycle, therefore, Cycle 2 was not conducted.

Based on the results of the observation and reading comprehension test, it can be concluded that the implementation of Semantic Mapping technique could improve the eighth-grade students' achievement in reading comprehension of descriptive text. Thus, it is expected for the English Teachers to use the Semantic Mapping technique as an alternative technique in teaching reading comprehension. It is because Semantic Mapping is easy to implement and has various shapes such as circle, triangle, rectangle, square and other shapes that can be drawn by students to improve their active participation in the teaching and learning process. For the students, it is expected by using Semantic Mapping technique they can keep practicing reading and they can organize the ideas or information stated in the reading text. For further researchers, it is expected that the result of this research can be a reference to conduct research that has a similar problem dealing with improving the students' ability in reading comprehension by choosing a different school, different students' level or different text type of genres, such as, Descriptive Text, Narrative Text, Report Text, etc.

CHAPTER I INTRODUCTION

This chapter presents some points related to the research topic. They are research background, research questions, research objectives, and research contribution.

1.1 Research Background

Reading is one of the language skills that must be taught to English language learners. According to Biddulph (2002:3), reading is an interactive process in which readers are actively engaged with the reading texts and build their understanding of the author's message. Through reading, readers can gain many kinds of information. It can be said that reading is the process of understanding or comprehending information from the text. Since English is a foreign language (EFL) especially for Indonesian students, reading is a very important skill to master. However, many students still get difficulties to comprehend the texts that they read. One of the problems is because they still find many unfamiliar words in the text.

Furthermore, the prior knowledge of the students can also become the problem of the students' reading comprehension. This is because prior knowledge plays a crucial role in text comprehension, particularly with scientific texts, which often have conceptual gaps (e.g., Goldman & Bisanz, 2002). Therefore, a good teaching model is needed to help EFL students, especially Indonesian students to increase their ability to comprehend texts. Semantic Mapping technique is one of the teaching techniques which can be applied in teaching reading comprehension. As Vaughn & Edmonds (2006) explain that semantic mapping offers an overview of key vocabulary and concepts providing a link between what students know and what they will learn when they read. According to the previous research results conducted by Setyani (2010), the result showed that the students' active participation and their reading comprehension achievement could be improved on analytical exposition text at SMAN 1 Panggul. In the research results, it also

showed that the students were able to find easily the main ideas, supporting details, and the information by using Semantic Mapping.

Based on the preliminary study conducted by interviewing the English teacher of SMPN 8 Jember, it was found that reading comprehension became a common problem in the class. Students' problems in finding the specific and general information from the text because the students only read the text without comprehending the text well. Some of them were lack of vocabulary which made them difficult to comprehend the text. In teaching and learning activity, the English teacher taught the students by asking them to read aloud together or in turns and then asking them to answer the questions on the exercises individually. By following those steps, the students might be able to find the answer but they need more time to find the answer to other questions because they did not comprehend the text. The mean score of their reading comprehension was 68.77. It showed that the students could not achieve the minimum standard score (KKM) because the minimum standard for English is 75.

Based on the observation of the teaching and learning process in VIII-C, most students were not actively participating in the teaching and learning process. It could be seen when the teacher asked them to do exercises, they did not show their enthusiasm and interest in reading comprehension during the teaching and learning process.

To overcome the problem, the researcher implemented one of the reading techniques to improve the students' reading comprehension achievement and their active participation. Zaid (1995) mentions semantic mapping is a visual representation of knowledge, a picture of a conceptual relationship. Besides, Semantic mapping is one way to explain how to categorize word meanings. Semantic mapping also helps the students develop their prior knowledge by seeing the relationship in a given topic. It means that Semantic Mapping is a technique to increase students' reading comprehension achievement by connecting words or phrases and also concepts to make it relates to one another to comprehend a reading text.

This research is in line with the previous research conducted by Krisnawati (2014) at SMP Negeri 1 Jetis entitled *Using Semantic Mapping to Improve 7th Grade Students' Reading Comprehension Achievement*. The results showed that the students' mean score increased to 74.73 in the post-test of Cycle I and reached 81.93 in the post-test of Cycle II. Another study was conducted by Puspa & Syahrial (2016) entitled *Improving Reading Comprehension through Semantic Mapping Strategy for Indonesian Senior High School Students*. The results of the observation checklist and field note showed that both students' reading comprehension and students' participation during the reading class were improved. The students who passed the test improved from 43.75% at the baseline to 87.5% at the end of cycle II.

This classroom action research focused on how Semantic Mapping technique could improve the students' problem dealing with reading comprehension. Descriptive texts were chosen to be taught because it is stated in the 2013 Curriculum (K13) and it is one of the text genres for the eighth-grade students. Furthermore, descriptive text is appropriate for Semantic Mapping technique because the students can describe and map a particular person, a place, or a thing by using a semantic map.

Therefore, the researcher conducted research entitled *Improving The Eighth Grade Students' Reading Comprehension Achievement by Using Semantic Mapping Technique*.

1.2 Research Questions

Based on the research background above, the questions of the research were formulated as follows.

1. Can the use of Semantic Mapping technique improve VIII-C students' active participation in the teaching and learning process of reading comprehension at SMPN 8 Jember?
2. Can the use of Semantic Mapping technique improve VIII-C students' reading comprehension achievement at SMPN 8 Jember?

1.3. Research Objectives

According to the research questions, the objectives of the research were as follows.

1. To improve VIII-C students' active participation in the teaching and learning process of reading comprehension by using Semantic Mapping technique at SMPN 8 Jember.
2. To improve VIII-C students' reading comprehension achievement by using Semantic Mapping technique at SMPN 8 Jember.

1.4. Research Contribution

1.4.1. Empirical Contribution

This research can be useful for future researchers who have the same topics or interest to conduct similar research and find some references to help them complete their research by using Semantic Mapping technique.

1.4.2. Practical Contribution

This research is helping to improve students' reading comprehension achievement and their participation during reading activity. By implementing Semantic Mapping technique, the students have experience dealing with easily comprehending the text.

Besides, the results of this research may inform teachers about alternative techniques to improve students' reading comprehension achievement and participation in the teaching and learning process of reading comprehension.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter presents some theories related to the research problems. They are Semantic Mapping technique, reading comprehension, the advantages of Semantic Mapping, reading comprehension achievement, the steps of teaching reading by using Semantic Mapping, and previous research review.

2.1 Semantic Mapping Technique

According to Gibbons (2002:149), semantic mapping is one way of collecting and organizing information using brainstorming whereby the students recall what they have already known about a topic, find words or concepts related to the topic and display the relationships of the words using a mental map. Semantic Mapping was originally developed by Johnson and Pearson in 1976, which was first applied to teach vocabulary to children in their L1. Vaughn & Edmonds (2006) explain that semantic mapping offers an overview of key vocabulary and concepts providing a link between what students know and what they will learn when they read. To Brown (2001) the term was defined as "grouping ideas into meaningful clusters" which was represented as a kind of strategy in improving reading comprehension that can be worked through by the learners either individually or in a group. Graney (1992:164) also defines semantic mappings as diagrams that can be used to represent words, ideas, or other items linked to and arranged around a central keyword or idea from the text and to depict relationships between the different components of an idea to the main idea, i.e. the relationships of the parts to the whole. Moreover, semantic mapping is a kind of training strategy that can be implemented to improve reading skills (Schmitt, 2002).

Based on those definitions from the experts, it can be concluded that Semantic Mapping (graphic organizer) is a map of words that help struggling readers or students to identify, understand, and recall the meanings of words they read in the text. Students' ideas and thoughts will be drawn by using circles or squares and connecting links to show how main ideas and subordinate ideas are related to one another.

According to Vacca & Vacca (2006:270), there are three components of Semantic Mapping Technique; (1) Core question or concept: this is the keyword or phrase which becomes the main focus of the map; (2) Strands: subordinate ideas that help explain or clarify the main concept and these can be generated by the students; (3) Supports: details, inferences, and generalization that are related to each strand, then supports to clarify the strands and distinguish one strand from another. The form of Semantic Mapping above can be illustrated as follows.

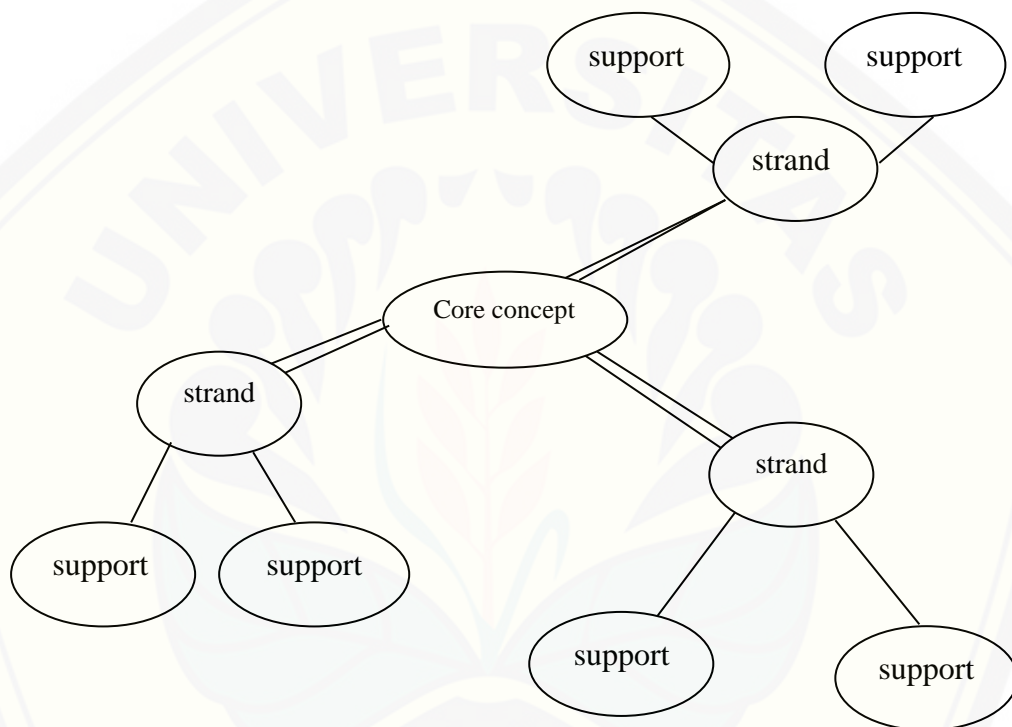
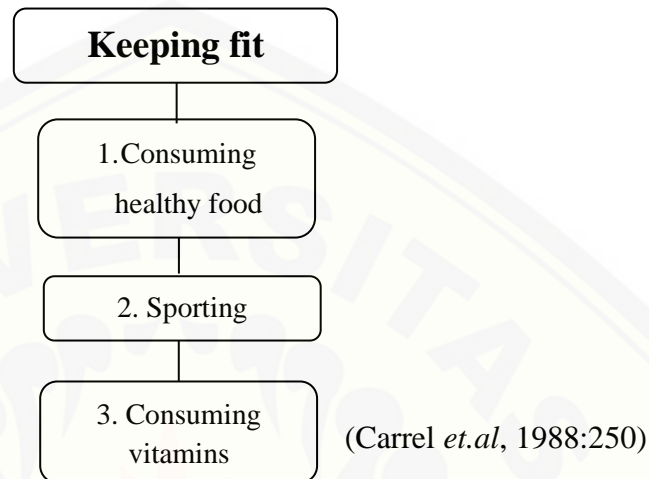


Figure 2.1. An example of Vacca and Vacca's Semantic Mapping

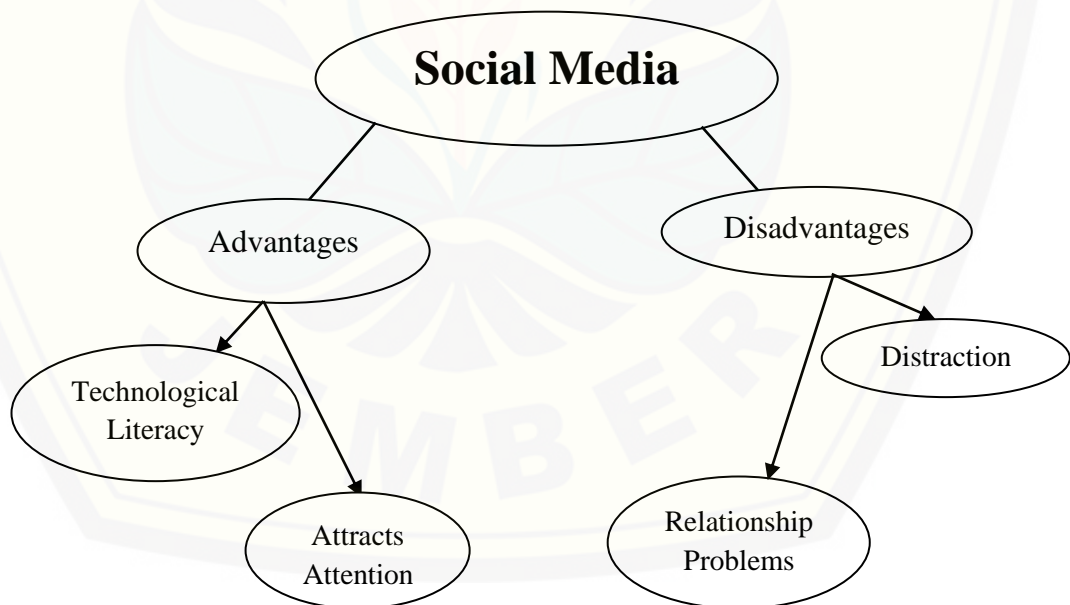
In teaching reading by using Semantic Mapping technique, the application deals with the step of how to create or make a Semantic Mapping. The first simple step as Smith & Johnson (1980); McWhorter (2010); Langan (2013) say that to make Semantic Mapping, the students can start by writing the keyword in the center of the blank sheet of paper and circling it. Then, as subordinate ideas come, the students put them in boxes or circles around the subject and draw lines to connect them to the keyword. After that, the minor ideas or details are put in boxes or circles and connecting lines are used to show how they relate as well.

Carrel, *et.al* (1988:250) show that Semantic Mapping technique has four organizational patterns as follows.

1. Time Order; this pattern is used to organize the information in a chronology or time sequence.

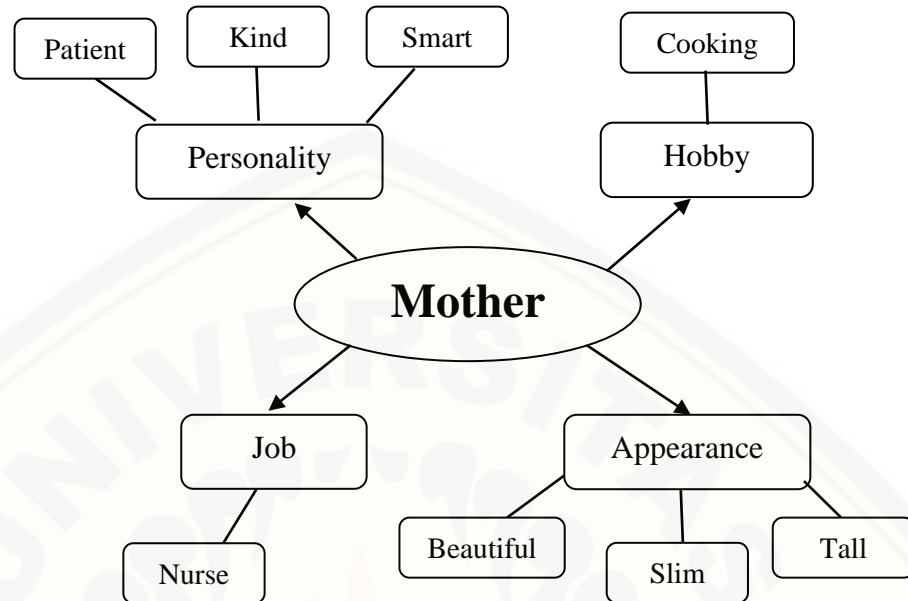


2. Comparison/Contrast; this type is organized to show the similarities, differences, advantages, and disadvantages.



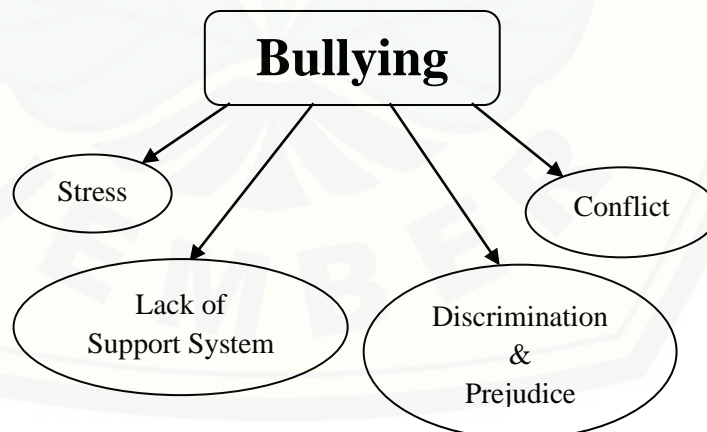
(Carrel *et.al*, 1988:250)

3. Collection of Description; the information in this type is organized by a simple list of facts or ideas related to the topic.



(Carrel *et.al*, 1988:250)

4. Cause and Effect; this type is organized by showing the causes of an event or situation, the effects of some events or situations, or both causes and effects.



(Carrel *et.al*, 1988:250)

Based on the patterns above, the researcher used the Collection of Description pattern. The type is related to the topic of Descriptive text stated in the 2013 Curriculum that it is one of the genres needed to be taught to the eighth-grade

students. Also, Larson & Longacre (1984) state that a descriptive text is a text which describes the characteristics of something. It can be defined as a kind of text that describes a particular person, place, or thing.

2.2 Reading Comprehension

Reading is a process carried out and used by a reader to acquire a message which is conveyed by a writer through words that could be seen and known by the reader (Tarigan, 2008:7). Moreover, according to Harmer (2007:99), reading is useful for language acquisition. Provided that students less or more understanding with what they read, the more they read, the better they get it. Thus, it can be said that reading is one of the important English skills to be mastered.

Reading is inseparable from comprehension. Bos & Vaughn (1991:144) state that comprehension is the main purpose of reading. By doing comprehension, the readers can acquire the information, understand the meaning, and communicate the text effectively. Furthermore, readers need to use the knowledge they have already had to comprehend the text. Gillet & Temple (1990:260) point out that comprehension is the way how readers receive and process new information and relate what is new to what is already known, or we call it previous knowledge. Current research on reading comprehension proposes that prior knowledge is the strongest reading comprehension predictor (Alexander & Jetton, 2000).

According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material. This statement is supported by Harris and Sipay (1980:179), who say that reading comprehension is taught to be a set of generalized knowledge acquisition skill that permits people to acquire and exhibit information gained as a consequence of reading printed language. There is even a sense that views reading as a process of giving meaning to visual symbols (Oka, 1983:11 in Jaenal 2010). Briefly, reading comprehension is a process in which information from the text and the reader's knowledge possession act together to construct the meaning from the text.

2.3 The Advantages and Disadvantages of Semantic Mapping

According to Gillet & Temple (1990), there are four advantages of using Semantic Mapping as follows.

1. To access and activate background knowledge.
2. As a visual representation for the students' current understanding of the concepts.
3. As a blueprint for teaching.
4. To guide the teacher and the students in organizing information.

According to Heimlich and Pittelman (1986), other advantages of semantic mapping are motivating students of all grades, integrating thinking with reading, integrating assessment with teaching, and making judgments concerning the appropriate instruction needed.

Based on those advantages above, it can be said that Semantic Mapping is very helpful for the students to visualize how the word meanings can be categorized. Semantic Mapping is also necessary to gain the students' creativity to create semantic mapping by themselves.

Besides having some advantages, Semantic Mapping technique also has a disadvantage in which Semantic mapping is time-consuming. Sometimes, creating Semantic Mapping can take a lot of time. To overcome the problem, the researcher provided the outline of Semantic Mapping to make students' Semantic Mapping look neat.

2.4 Reading Comprehension Achievement

Reading comprehension means understanding what we have read. Comprehension involves understanding the vocabulary seeing the relationship between words and concepts, organizing ideas, recognizing authors' purpose, making a judgment, and evaluating. Snow and Sweet (2003, p.1) describe reading comprehension as the process of simultaneously extracting and constructing meaning. Reading comprehension achievement deals with the students' test scores achieved on their reading comprehension test.

Reading comprehension achievement covers several aspects that have to be mastered by students. Those are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension, (Madsen, 1983:79).

1. Word comprehension

The meaning of the words in a text is necessary to understand. According to Farbairn & Winch (1996:9) when the readers do not understand the meaning of all the words provided in a sentence, it means that they do not always thoroughly understand what they read. Understanding the words in a sentence is the best way to begin practicing for a reading comprehension test. The students are expected to find synonyms (the same meaning of words) or antonyms (the opposite meaning of words) in word comprehension questions. That is why to understand a reading text successfully students must know the meaning of the words which is stated in a text. This is one of the examples of word comprehension as follows:

Barack Obama

Barack Obama was born on August 4, 1961, in Honolulu–Hawaii. Before starting the political career, Obama was working as a Civil Attorney, later he became a senator and the current University of Illinois. Obama is the first Africa-American elected President of the United States. He is the first black man who becomes the president of the United States.

Line 4

He is known as a smart and wise man. All people adore him because of his spirit and his world peace action. He is tall and thin. He has dark skin, curly hair, a pointed nose, and an oval face. He is also a loving husband and a good father for his family.

(Bahasa Inggris SMP/MTS kelas VIII, CV Aviva, written by Wijiati, 2015:76)

Question:

- 1) Which one of the following words has the opposite meaning with the word “pointed” (line 3 paragraph 2)?
 - a. flat
 - b. short
 - c. sharp
 - d. handsome

Answer: a. flat (the word “flat” is the antonym of "pointed")

Therefore, word comprehension refers to how students can understand and catch the meaning of the word.

2. Sentence Comprehension

Comprehending sentence means an understanding of what the sentence tells about and how the students can get the information of the text by connecting one word to another. As Grellet (1996:15) says that it is very important to conceive a sentence at least from a simple sentence that consists of a subject and a verb. It can be said that involving the students' logical thinking in analyzing the sentence is necessary to be done to comprehend the sentence. Here is the example of sentence comprehension.

Barack Obama

Barack Obama was born on August 4, 1961, in Honolulu–Hawaii. Before starting the political career, Obama was working as a Civil Attorney, later he became a senator and the current University of Illinois. Obama is the first Africa-American elected President of the United States. He is the first black man who becomes the president of the United States.

Line 4

He is known as a smart and wise man. All people adore him because of his spirit and his world peace action. He is tall and thin. He has dark skin, curly hair, a pointed nose, and an oval face. He is also a loving husband and a good father for his family.

(Bahasa Inggris SMP/MTS kelas VIII, CV Aviva, written by Wijati, 2015:76)

Question:

- 1) Why did Obama become the president of the United States? Because.....
 - a. He is a black man
 - b. He is tall and thin
 - c. He loves his family
 - d. He is an adorable man

Answer: d. He is an adorable man. (It is stated in the first line of paragraph 2 that Obama is smart and a wise and all people adore him.)

3. Paragraph Comprehension

According to McWhorter (2012) and Wong (1998), a paragraph is a group of related sentences that develop the main idea with a single or specific topic. It means that paragraph consists of some sentences that have one main topic in a text. Lunsford & O'Brien (2013:75) define a paragraph as a series of sentences that must have one focus as the controlling idea. Therefore, the information of each sentence must be connected to the idea. So, it is necessary to the students to

comprehend paragraph well to identify the topic and investigate the supporting details of the text. Here is the example of paragraph comprehension:

Barack Obama

Line 4

Barack Obama was born on August 4, 1961, in Honolulu–Hawaii. Before starting the political career, Obama was working as a Civil Attorney, later he became a senator and the current University of Illinois. Obama is the first Africa-American elected President of the United States. He is the first black man who becomes the president of the United States.

He is known as a smart and wise man. All people adore him because of his spirit and his world peace action. He is tall and thin. He has dark skin, curly hair, a pointed nose, and an oval face. He is also a loving husband and a good father for his family.

(Bahasa Inggris SMP/MTS kelas VIII, CV Aviva, written by Wijati, 2015:76)

Question:

- 1) What is the main idea of the first paragraph?
 - a. Obama’s political career
 - b. The first black man of the United States president
 - c. A man named Barack Obama
 - d. A wise man

Answer: b. The first black man of the United States president. (The point of the first paragraph builds a topic).

4. Text Comprehension

To get better understanding in reading comprehension, the three components of the text should be comprehended by the students. They are words, sentences, and paragraphs (McWhorter, 2010:131). It means that comprehending the text is necessary besides comprehending words, sentences, and paragraphs. Grellet (1996:15) states that a text is not made up of independent sentences or clauses, but it is related ideas throughout the passage. Here is the example of text comprehension question:

Barack Obama

Line 4

Barack Obama was born on August 4, 1961, in Honolulu–Hawaii. Before starting the political career, Obama was working as a Civil Attorney, later he became a senator and the current University of Illinois. Obama is the first Africa-American elected President of the United States. He is the first black man who becomes the president of the United States.

He is known as a smart and wise man. All people adore him because of his spirit and his world peace action. He is tall and thin.

He has dark skin, curly hair, a pointed nose, and an oval face. He is also a loving husband and a good father for his family.

(Bahasa Inggris SMP/MTS kelas VIII, CV Aviva,
written by Wijati, 2015:76)

Question:

- 1) What is the purpose of the text above?
 - a. To persuade the readers to choose him in his election
 - b. To entertain the readers about the story of Barack Obama
 - c. To describe about Barack Obama
 - d. To report the life of the president of the United States

Answer: c. To describe about Barack Obama. (The purpose of a descriptive text is to describe a particular person, place, or thing).

2.5 The Steps of Teaching Reading by Using Semantic Mapping

Zaid (1995) states that there are five steps of Semantic Mapping technique that could be implemented in the classroom as follows.

- a. *Introducing the topic*: The teacher studies a unit in the syllabus and determines whether semantic mapping can be useful. Then, the teacher tells about the topic of the unit by drawing a large oval on the board. Heimlich and Pittelman (1986) state that some teachers display a picture relating to the topic to stimulate students' thoughts and get the brainstorming procedure going.
- b. *Brainstorming*: The teacher asks students to think of ideas that might be related to the topic introduced. This brainstorming phase allows students to make use of their prior knowledge or experiences, attempting to explain how people integrate new information with their existing knowledge or framework (Alverman & Swafford, 1998; Kalgern, 1992).
- c. *Categorization*: The teacher does his best to encourage students to see relationships among their suggestions in order to form what Antonacci (1991, p. 174) calls "category clusters". Zaid (1995) points out that the teacher can use different colored markers and records the words in a circle or connects them to the central circle. WH- questions, (who, what, when, where, why) can be used to encourage them to be involved in this process.

- d. *Personalizing the map*: It is the major activity which the students start to read the text. Through reading, they will decide to add or eliminate from the information that they have written in pre-reading activity. The students try to include all information from the text.
- e. *Post-assignment*: The last part of the class period is used to record students' suggestions from their personal maps on the pre-assignment, a chalkboard version of the map. The discussion will probably be the center on the total information acquired from the reading and how the original map has been modified. It means that this phase is the last phase of conducting Semantic Mapping to comprehend students' reading ability. Thus, teacher will gain students' product and record their scores to know how they understand this technique well.

In this research, the researcher tried to modify how Semantic Mapping was used at SMPN 8 Jember in which 2013 Curriculum (K13) has been used in that school. The 2013 Curriculum suggests that teaching reading must follow Scientific Approach which covers; *Observing, Questioning, Collecting information, Associating, and Communicating*. In addition, Semantic Mapping technique was applied as suggested by Zaid (1995) using steps of as follows.

Main Activity	
Observing (Introducing the topic)	Asking the students to read the descriptive text after getting the reading texts by the teacher.
Questioning (Brainstorming)	Guiding the students to ask in relation with the generic structure, the language features, and the social function of descriptive text based on the text given.
Collecting Information (Categorization)	1. Showing the example of Semantic Mapping.
	2. Explaining and practicing how to use Semantic Mapping technique to the students.
	3. Asking the students to state their opinion about the text and draw the topic in a

	circle.
	4. Asking and guiding the students to state about the ideas and list them into categories related with the topic.
(Personalizing the map)	5. Asking the students to fill and organize the outlines of Semantic Mapping.
(Post Assignment)	6. Asking the students to do exercise in pairs.
	7. Discussing together about Semantic Mapping that the students had made.
Associating	1. Checking the answers of reading exercises together.
	2. Giving feedback to the students.
Communicating	Asking the students to discuss about the topic that they have already learned.

2.6 Previous Research Review

There were several previous researches about the use of Semantic Mapping that had been conducted. The first research dealing with the implementation of Semantic Mapping to improve students' reading comprehension achievement was a classroom action research conducted by Krisnawati (2014) in SMP Negeri 1 Jetis entitled "Using Semantic Mapping to Improve 7th Grade Students' Reading Comprehension". It was conducted at VII-E. The data of the study were collected by using an achievement test, field notes, interview transcripts and photographs. The research findings showed that the use of semantic mapping in teaching reading comprehension was appropriate to improve the students' reading comprehension ability. The students' mean score increased from 63.00 in the pre-test to 74.73 in the post-test of Cycle I and reached 81.93 in the post-test of Cycle II. It showed that Semantic Mapping technique was able to improve students' reading ability and they became more enthusiastic in reading texts.

Another research was conducted by Avrianti (2015) entitled "Improving Student's Reading Comprehension by Using Semantic Mapping in Pre-reading to the Tenth Grade Students". She conducted a Classroom Action Research in two cycles. The finding showed that students' reading comprehension of the tenth grade had improved. the students' mean score in Cycle I was 64.52. From the

mean score of 64.52 in Cycle 1 to the mean score of 74.84 in Cycle 2. It could be said that Semantic Mapping was a good technique which could be applied by the teacher in the classroom to improve the students' reading comprehension.

The next was a research entitled Improving Reading Comprehension Achievement through Semantic Mapping Strategy for Indonesian Senior High School Students conducted by Puspa (2016). The research findings clearly demonstrated that semantic mapping served as a useful graphic strategy to improve students' reading comprehension. The improvement of the students' reading comprehension was shown by the number of the students who passed the test improved from 43.75% at the baseline to 87.5% at the end of cycle II.

The last previous research was conducted by Akhadiyah (2015) entitled The Use of Semantic Mapping and Thinking Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text. The result of the research showed that the use of Semantic Mapping and Thinking Aloud Strategy could improve students' reading comprehension achievement in narrative text. The mean score improved from 63 in cycle I to 83 in cycle II. In addition, the students were enthusiastic in joining the teaching learning process of reading comprehension. It can be seen from the observation results. There was improvement from 50% of the students participated actively in the pre-cycle to 52% in the first cycle and 80% in the second cycle.

Based on the previous studies above, it could be reported that applying Semantic Mapping technique in teaching reading comprehension gave a positive effect on the students' reading comprehension achievement. In addition, Semantic Mapping was able to improve students' reading comprehension achievement.

There were some differences between the previous studies above with the present research that was conducted. The previous researches involved Senior High School students and the seventh-grade students of Junior High School. Meanwhile, this research chose the eighth-grade students of Junior High School because the seventh-grade students are the transition of elementary to junior high school and they were still adapting to the existing level of English, while at the level of previous research they were already getting used to the lesson. For the

text genres, the previous researches used expository and narrative texts. While this research used descriptive text as Wardiman *et al* (2008) explain that descriptive text gives a description of something in particular in order to help the readers perceive it through words. Then, the pattern of Semantic Mapping of descriptive text was the commonly used from Carrel, *et.al* (1988) and showed that the information is organized by a simple list of facts or ideas related with the topic.



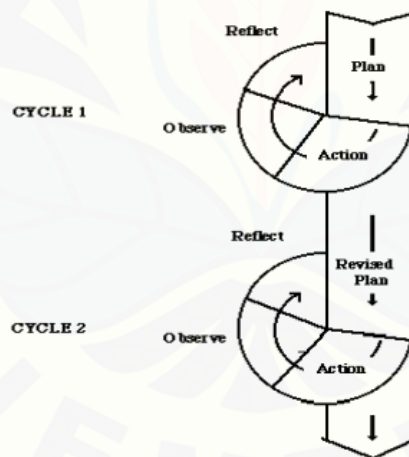
CHAPTER III. RESEARCH METHODS

This chapter presents the research method applied in this research. It involves the research design, the research context, the research participants, the data collection methods, and the data analysis method.

3.1 Research Design

The design of this research was a Classroom Action Research. The objective of this research was to improve the eighth-grade students' reading comprehension achievement by using Semantic Mapping technique at SMPN 8 Jember.

According to Kemmis & McTaggart (1988), classroom action research uses the cycle model which consists of planning, acting, observing, and reflecting of the action. The design of the classroom action research can be seen in the flow chart below:



(Kemmis & Taggart, 1988:19)

Figure 3.1 The cyclical form of Classroom Action Research

The procedure of this research used the cycle model which covered four stages in each cycle. Each stage of the cycle is explained in the following parts.

1. Planning

Planning was the first stage of the action. In this stage, the lesson plans and the materials had been prepared by the researcher collaboratively with the English teacher. The activities done in the planning stage were as follows.

- a. Constructing the teaching materials of Descriptive text.
- b. Constructing the lesson plans for the first cycle.
- c. Preparing the materials and student's worksheets dealing with reading exercises.
- d. Preparing the observation checklist which contains the indicators of the students' active participation.
- e. Administering the students' reading comprehension test.
- f. Determining the criteria of success of the action.

2. Acting

In the acting stage, the researcher applied the lesson plans constructed collaboratively with the English teacher. It was applied according to the syllabus of the English subject of the eighth-grade students of SMPN 8 Jember. In this action, the researcher taught reading comprehension with a descriptive text by using Semantic Mapping technique to improve the students' reading comprehension achievement. This research was done in 1 Cycle. Cycle 1 was done in three meetings. The first and the second meetings used to implement the action and the third meeting was used for administering the reading comprehension test.

3. Observing

In the classroom observation stage, it was intended to gather the data about the whole process during the teaching and learning process of reading comprehension by using Semantic Mapping in the classroom. The researcher conducted an observation to collect data related to the students' participation in the teaching-learning process based on the indicators stated in the observation checklist.

4. Reflecting

The aim of this stage was done to know whether the result of the teaching and learning process achieved the criteria or not. After analyzing the data from classroom observation and the reading comprehension test, the reflection was done by the researcher and the English teacher. This research was conducted in one cycle since the target of this research was already achieved, the action was stopped in Cycle 1.

3.2 Research Context

The research was intentionally conducted at SMPN 8 Jember due to some reasons based on the preliminary study. Firstly, the VIII-C students still got some difficulties in comprehending a reading text. It was proved by the mean score of students' reading comprehension test which was only 68.77. Meanwhile, the minimum standard score for English is 75. Secondly, the Headmaster of SMPN 8 Jember permitted the researcher to conduct this classroom action research at the school. Moreover, the English teacher agreed to conduct the research collaboratively to solve the problems of the students' reading comprehension achievement because the teacher has never applied Semantic Mapping technique during the teaching and learning process of reading comprehension. The last, the researcher had an experience of teaching at SMPN 8 Jember when she conducted teaching practicum at the school. However, in conducting the research, the researcher had limited time from the English teacher because at that time the school was busy preparing for the final examination. That is why the researcher conducted the research just around 10 days or 3 meetings for Cycle 1.

3.3 Research Participants

The participants of this research were VIII-C grade students of SMPN 8 Jember chosen purposively. According to Fraenkel and Wallen (2012:100), a purposive method is how the researcher uses personal judgement to choose samples that represent the research participants. There are seven classes of the eighth-grade students which consists of VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, and VIII-G. In this research, VIII-C grade students of SMPN 8 Jember

were chosen because they had a common problem in reading comprehension. Besides, they also had the lowest reading comprehension mean score among all the eighth-grade classes (See Appendix 4).

3.4 Data Collection Methods

In this research, there were two kinds of data collection methods used.

3.4.1. Reading Comprehension Achievement Test

An achievement test is to establish how successful individual students, groups of students, or the courses themselves in achieving the objectives (Hughes, 2003:13). The researcher carried out the achievement test to measure VIII-C grade students' reading comprehension achievement to find out how far the students' understanding and how successful they achieved the goal.

The objective test was given in the form of a multiple-choice by the researcher so that no judgment was required on the part of the scorer. As the multiple-choice items are undoubtedly one of the most used types of items in objective tests, it is very useful to consider the multiple-choice items to be used (Heaton, J.B, 1990: 27). Hughes (2003:76) also explains that the scoring of multiple-choice can be perfectly reliable. It also allows the test taker without requiring to produce written or spoken language. The other advantage of the multiple-choice test is the test taker only makes a mark on the paper. The objective test is also easier because the scoring is done by comparing the key answers with the students' answers, so it does not take much time to assess the students' work.

The total number of the test item in this research was 20 items. Dealing with scoring, each point got 5 for each correct item while the incorrect one was 0. The total items were used to measure the students' reading comprehension.

3.4.2. Observation

Creswell (2012:213) states that observation is the process of gathering information by observing people and places at a research site. The observation checklist was used to record the students' whether they were active or passive in

joining the teaching and learning process by using Semantic Mapping technique. The following table is the observation checklist for students' participation.

Table 3.1 The Form of Students' Observation Checklist

NO	STUDENTS' INITIAL NAMES	INDICATORS						A	P
		1	2	3	4	5	6		

Indicators:

1. Asking questions related to the text.
2. Answering the teacher's questions orally.
3. Making a note during the teaching and learning process.
4. Categorizing information of semantic Mapping based on the reading text.
5. Filling out the outlines of Semantic Mapping based on the text given.
6. Doing the exercises.

Notes:

The student was categorized as active (A) if he/she fulfilled at least 4 indicators and those who fulfilled less than 4 indicators were categorized as passive (P).

3.5 Data Analysis

The success of this research was determined by the result of the students' active participation and reading comprehension achievement test. The researcher analyzed and reflected the result of the action by using two types of evaluation; process evaluation and product evaluation. The process evaluation was intended to know the percentage of the students' participation, while the product evaluation was intended to measure the students' reading comprehension achievement after the action was given. Therefore, there were criteria to determine the action:

1. Process Evaluation

At least 75% of the students actively participated in the teaching and learning process could increase the use of Semantic Mapping technique.

2. Product Evaluation

At least 75% of students in the research could reach the mean score of ≥ 75 in reading comprehension test in the use of Semantic Mapping technique.

The following formula was applied in analyzing the data.

3.5.1. Process Evaluation

An observation of the VIII-C grade students' active participation was conducted in the process of evaluation. Here is the formula the researcher used in the process of evaluation analysis.

$$E = \frac{A}{N} \times 100\%$$

Notes:

E: the percentage of the students who participate actively during the teaching and learning process of reading by using Semantic Mapping

A: the number of students who participate actively

N: the total number of students in reading comprehension class

(Cohen *et al*, 2000:326)

3.5.2. Product Evaluation

The product evaluation was organized at the end of each Cycle in the form of reading comprehension achievement test. The type of question was multiple-choice which consisted of 20 questions and it covered word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Each correct answer was scored 5 while the incorrect one was scored 0. Here is the formula that was used in analyzing the product evaluation analysis.

$$M = \frac{\Sigma X}{N}$$

Notes:

M: the students' mean score

ΣX : the total score of students' reading comprehension test

N: the total number of students' doing the test

(Cohen *et al*, 2000:326)

Then, to find the percentage of the students whose get score ≥ 75 the following formula will be used.

$$S = \frac{R}{N} \times 100\%$$

Notes:

S: the percentage of the total number of students whose score is ≥ 75

R: the total number of students whose score is ≥ 75

N: the total number of students doing the test

(Purwanto, 2009:112)

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the research conclusions and suggestions.

5.1 Conclusions

Based on the results of the data analysis and the discussion from the previous chapter, it can be concluded that:

1. Semantic Mapping technique could improve the students' active participation during the teaching and learning activities at SMPN 8 Jember. The result showed that the students' active participation improved from 68.75% in Meeting 1 to 81.25% in Meeting 2.
2. Semantic Mapping technique could improve the students' reading comprehension achievement in descriptive text. It could be seen from the mean scores of the reading comprehension test conducted by the researcher. The percentage of the students' who got score 75 improved from 15.62% to 75.00% in Cycle 1.

5.2 Suggestions

Considering the results of the implementation of Semantic Mapping technique in teaching reading that successfully improved the students' active participation and students' reading comprehension achievement, some suggestions are proposed for the English teacher, the students, and the future researchers as follows.

5.2.1 The English Teacher

After analyzing the results of the reading comprehension test and the observation, it is suggested that the English teacher use Semantic Mapping technique as an alternative technique to teach reading comprehension. It is because Semantic Mapping is easy to implement and has various shapes that can be drawn to improve the students' active participation in the teaching and learning process.

5.2.2 The Students

The students are suggested to keep practicing reading by using Semantic Mapping technique as a guide that enables them to organize the ideas or information stated in the reading text. Then, the students are also suggested to be motivated and actively participated during the teaching and learning activity by using Semantic Mapping technique, especially in learning descriptive text. Thus, the students are able to understand English text better and get better comprehension by using Semantic Mapping technique.

5.2.3 Future Researchers

Future researchers are suggested to conduct relevant research dealing with the implementation of Semantic Mapping technique to improve the students' active participation and the students' reading comprehension achievement in descriptive text. Future researchers can apply a similar technique to solve problems dealing with improving the students' ability in reading comprehension by using not only Descriptive text, but also other text types, such as Narrative text, Expository text, and etc.

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APPENDICES

APPENDIX 1

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Methods
Improving Junior High School Students' Reading Comprehension Achievement by Using Semantic Mapping Technique	<p>1. Can the use of Semantic mapping technique improve the eighth-grade students' participation in the teaching and learning process at SMPN 8 Jember?</p> <p>2. Can the use of Semantic mapping technique improve the eighth-grade students' reading comprehension achievement at SMPN 8 Jember?</p>	<p><u>Independent</u> The use of Semantic Mapping technique in reading comprehension</p> <p><u>Dependent</u> a. The students' active participation in reading class</p>	<p>1. Semantic Mapping Technique in teaching reading covers: a. Introducing the topic b. Brainstorming c. Categorization d. Personalizing the map. e. Post-Assignment. (Zaid, 1995)</p> <p>2. The students' active participation in reading class consists of: a. Asking questions related to the text. b. Answering the teacher's questions orally related with the topic. c. Making a note during the teaching and learning process.</p>	<p><u>Participants</u> The eighth-grade students at SMP Negeri 8 Jember.</p> <p><u>Informants</u> The English teacher of the eighth-grade students at SMP Negeri 8 Jember.</p> <p><u>Document</u> a. The list of the initial names of the participants. b. The list of the participants' previous reading scores.</p>	<p>1. <u>Research Method</u> CAR with the cycle model. Each cycle consists of: a. The planning of the action (activity). b. The implementation of the action. c. Observation of evaluation. d. Reflection of the action. (Kemmis and McTaggart, 1988:19)</p> <p>2. <u>The Area Determination Method</u> Purposive Method.</p> <p>3. <u>Participant Determination Method</u> Purposive Method.</p> <p>4. <u>Data Collection Method</u> a. Reading Test b. Observation</p> <p>5. <u>Data Analysis Method</u> a. The data collected from reading test in each cycle</p>

		<p>b. The students' reading comprehension achievement</p>	<p>d. Categorizing information of semantic Mapping based on the reading text.</p> <p>e. Designing the Semantic Mapping based on the text given.</p> <p>f. Doing the exercises.</p> <p>3. The students' reading comprehension achievement test scores consisting of:</p> <p>a. Words comprehension</p> <p>b. Sentences comprehension</p> <p>c. Text comprehension</p> <p>d. Paragraph comprehension</p>	<p>will be analyzed by using the formula below: $E = A/N \times 100\%$</p> <p><i>Notes:</i> E: the percentage of the students who participate actively in reading activity by using Semantic Mapping technique A: the number of the students' active participation N: the total number of students in classroom (the subjects) <i>(Cohen et al, 2000:326)</i></p> <p>b. Reading comprehension test will be analyzed with this following formula to find the percentage of students' gaining the score of ≥ 75: $S = R/N \times 100\%$</p> <p><i>Notes:</i> S: the percentage of the total number of the students whose score ≥ 75 R: the total number of the students whose score ≥ 75 N: the total number of the students doing the test <i>(Purwanto, 2009:112)</i></p>
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APPENDIX 2**An Interview Guide for Preliminary Study**

This informal interview was conducted at the beginning of the study in order to know the teaching learning process and problems found in teaching reading. These following questions were used to interview the English teacher.

No	Questions	Answers
1.	What curriculum is used at SMPN 8 Jember?	We use the 2013 Curriculum.
2.	How many times has English been taught at SMPN 8 Jember?	Twice in a week.
3.	How many classes do you teach?	I teach all the eighth grades (VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G)
4.	Where do you get the reading materials when teaching reading?	I mostly get the reading materials from the textbook or internet
5.	What problem do the students face in learning reading comprehension?	They always have difficulties in comprehending the reading text, especially in understanding the unfamiliar words. But they are less motivated in opening the dictionary and finding the meanings.
6.	How do you overcome the problem in teaching and learning reading comprehension?	I begin by guiding the students to learn and find the meanings of the unfamiliar words that will be taught in the reading text through WH-questions or yes/no questions.
7.	What about the students' participation in reading class?	The students always became passive during the teaching and learning process. Only a few students seemed to be interested in learning English and actively participated.

8.	How do you teach reading comprehension in class?	Firstly, I guide the students to read the text and find some information from the text. After that, I asked them to do exercise individually.
9.	Have you ever used Semantic Mapping technique?	No, I have never used Semantic Mapping technique.
10.	Why do you never use Semantic Mapping technique?	Because, I do not know the steps to implement Semantic Mapping technique during the teaching and learning process. Meanwhile, I am afraid of spending too much time for the students to make Semantic Map.

Demographic Data

No	The Supporting Data Taken	Data Resources
1.	The students' reading comprehension test scores	School document
2.	The initial names of the research participants	School document

APPENDIX 3**The Observation Checklist for the Students' Participation**

No	Students' Initial Names	Indicators						Total	A	P
		1	2	3	4	5	6			
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
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21										
22										
23										
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25										
26										
27										
28										
29										
30										
31										
32										

Indicators:

1. Asking questions related to the text.
2. Answering the teacher's questions orally.
3. Making a note during teaching and learning process.
4. Categorizing information of semantic Mapping based on the reading text.
5. Designing the Semantic Mapping based on the text given.
6. Doing the exercises.

Notes:

The student was categorized active (A) if he/she fulfilled at least 4 indicators and those who fulfill less than 4 indicators were categorized passive (P).

APPENDIX 4**The Mean Scores of Reading Comprehension Test of the Eighth Grade Students at SMPN 8 Jember**

No	Classes	Mean Scores
1	VIII-A	76.46
2	VIII-B	75.53
3	VIII-C	68.77
4	VIII-D	71.84
5	VIII-E	78.03
6	VIII-F	71.84
7	VIII-G	73.75

APPENDIX 5

THE EIGHTH GRADE STUDENTS' READING SCORES

NO	VIII-A		VIII-B		VIII-C		VIII-D	
	STUDENTS' INITIAL NAMES	SCORES	STUDENTS' INITIAL NAMES	SCORES	STUDENTS' INITIAL NAMES	SCORES	STUDENTS' INITIAL NAMES	SCORES
1	AR	74	AIP	75	ALW	66	AHA	70
2	ADFM	77	ARK	76	AW	66	ADPG	72
3	AGNZ	74	AFS	74	AKR	71	ADS	76
4	ADJ	74	AM	74	AM	66	AUL	73
5	AYW	77	ACW	74	AH	70	ASD	73
6	APJDA	83	AJD	74	AYS	71	BRH	70
7	AR	74	AN	77	BADW	66	DMF	70
8	ACC	82	BA	77	DSH	69	DN	70
9	BBB	79	BRMD	75	DT	66	DND	70
10	DKW	74	DS	74	DTS	67	DDA	70
11	DA	74	FWA	74	DRR	66	ESR	70
12	EWA	74	GRSS	74	FA	70	FBHN	81
13	EDND	74	IFN	76	FA	66	FFR	71
14	GTW	74	IAC	74	GYP	66	II	74
15	IF	82	JFO	74	IFA	74	LDPH	71
16	MAN	75	KR	75	II	80	MAS	72
17	MAPH	89	MAH	74	JSK	76	MYL	70
18	MDEP	74	MA	75	KPJD	77	MDP	75
19	MHR	74	MNA	74	LAW	68	MFI	70
20	MDG	74	NMM	77	MIR	66	MR	71
21	MRH	79	NA	78	MRA	66	NSK	71
22	MWM	74	NH	74	MK	66	NAP	73
23	NSR	74	PA	82	MFFI	67	NFAP	70
24	NAA	83	RIS	76	MRA	67	NHH	70
25	RA	74	RAT	77	NAM	68	RI	70
26	RCDR	74	RAM	79	NR	52	RS	70
27	SM	74	SA	74	NW	82	RPCTH	70
28	SMRP	74	TM	80	PSDA	70	SAPW	70
29	SAP	81	VNH	77	R	66	SDV	70
30	SL	74	WA	75	RDPP	66	SK	73
31	UDN	77	WDPY	74	WCD	66	WSB	80
32	VNJ	77	WH	74	YOR	78	WPY	73
MEAN SCORE	2447/32 =76.46		2417/32 = 75.53		2132/32 = 68.77		2299/32 = 71.84	

NO	VIII-E		VIII-F		VIII-G	
	STUDENTS' INITIAL NAMES	SCORES	STUDENTS' INITIAL NAMES	SCORES	STUDENTS' INITIAL NAMES	SCORES
1	ABDM	76	AF	70	ADAP	72
2	ASM	75	AFZ	70	AFI	72
3	AMF	77	AH	70	AKBP	71
4	ALF	84	BA	70	ANM	75
5	APA	76	DYFP	81	ASCP	75
6	ANK	73	FA	80	APZ	73
7	ADS	78	FFMS	72	HRPPW	73
8	DAW	76	FP	84	AAL	72
9	DS	79	KDP	72	BIM	72
10	DPCN	70	MI	71	DNEP	74
11	ES	81	MANW	77	DBF	69
12	FDS	72	MCF	71	F	75
13	FRP	75	MDAP	91	FDC	72
14	FH	77	MVS	73	HDSM	72
15	IS	75	MDA	74	KHF	70
16	JF	47	MFF	77	KTA	71
17	MIH	87	MEF	70	LM	77
18	MRS	82	MF	70	MA	76
19	MEP	81	NRPK	70	MFR	70
20	MFF	78	NW	70	MDIH	74
21	MAW	78	NAN	70	MR	70
22	MRAP	81	RIB	71	MTH	71
23	NNR	82	RTSP	70	NDM	72
24	NWK	83	RNI	79	NIZ	90
25	NNS	87	RCP	90	NAF	75
26	RA	79	RADY	71	RGa	73
27	RWK	88	RAH	72	RA	71
28	RPA	80	RPH	70	REM	74
29	SWN	80	SN	73	SM	71
30	SCV	80	SRS	79	TJ	72
31	TF	80	S	72	VDP	83
32	YS	80	YAS	70	YPR	83
MEAN SCORE	2497/32 = 78.03		2299/32 = 71.84		2360/32 = 73,75	

LESSON PLAN
(CYCLE 1 MEETING 1)

School	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Language Skill	: Reading
Text Type	: Descriptive Text
Theme	: Famous Person (Justin Bieber)
Time allocation	: 2 x 40 minutes

A. Core Competence

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

B. Basic Competence and Indicators

Basic Competence		Indicators	
3.10	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1	Stating the social function of descriptive text correctly.
		3.10.2	Mentioning the generic structures of descriptive text.
		3.10.3	Stating the language features (5 adjectives and 5 nouns) of descriptive text.

4.7	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.	4.7.1 4.7.2 4.7.3 4.7.4 4.7.5	Finding the synonym and antonym of words in descriptive text. Finding the specific information of descriptive text. (who, what, where, and references) Finding the main idea of each paragraph of a descriptive text. Answering task 2 by filling out the outlines of Semantic Mapping in group. Answering task 3 in the form of multiple choice individually.
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C. Learning Objectives

Students are able to:

1. State the social function of descriptive text
2. Mention the generic structures of descriptive text.
3. State the language features (5 adjectives and 5 nouns) of descriptive text.
4. Find the synonym and antonym of words in descriptive text.
5. Find the specific information (who, what, where, and references) of descriptive text.
6. Find the main idea of each paragraph of a descriptive text.
7. Answer task 2 by filling out the outlines of Semantic Mapping in group.
8. Answer task 3 in the form of multiple choice individually.

D. Learning Materials

Descriptive text: definition, the social function, the generic structures, the language features, the examples and the exercises. (See enclosure)

E. Teaching Technique & Approach

1. Approach : Scientific Approach.
2. Technique : Semantic Mapping technique.

F. Media, Instruments, and Learning Resources

1. Media : Power point presentation, LCD viewer, whiteboard, boardmarker, the outline of Semantic Mapping and students' answer sheet.
2. Learning Sources : <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>,
http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html

G. Teaching and Learning Activities

Set Induction		Time
1. Greeting the students		1'
2. Starting the lesson with praying		1'
3. Checking the students' attendance list		2'
4. Giving leading questions related to the topic		3'
5. Showing the pictures related with the topic		2'
6. Stating the learning objectives		1'
Main Activity		Time
Observing (Introducing the topic)	Asking the students to read the descriptive text after getting the text entitled <i>Justin Bieber</i> by the teacher	5'
Questioning (Brainstorming)	Guiding the students to ask questions in relation with the generic structure, the language features, and the social function of descriptive text based on the text given.	5'
Collecting Information (Categorization)	1. Showing the example of Semantic Mapping	3'
	2. Explaining and practicing how to use Semantic Mapping technique to the students	7'
	3. Asking the students to state their opinion about the text and drawing the topic in a circle.	2'
	4. Asking and guiding the students to state about the ideas and list them into categories related with the topic.	3'
(Personalizing the map)	5. Asking the students to fill and organize the outlines of Semantic Mapping.	5'
(Post Assignment)	6. Asking the students to do exercise individually.	15'

	7. Discussing together about Semantic Mapping that the students make.	5'
Associating	1. Checking the answers of reading exercises together.	3'
	2. Giving feedback to the students.	2'
Communicating	Asking the students to discuss about the topic that they have already learned.	5'
Closure		Time
	1. Giving the students chance to ask some questions	3'
	2. Guiding the students to make conclusion	3'
	3. Stating the conclusion	3'
	4. Parting the students	1'

ENCLOSURE

Instructional MaterialsAPPENDIX A

1) Pre-Instructional Activities

- a. Giving the leading question:
Who is the singer that has a nickname JB?
- b. Listening to a part of Justin's song entitled *Baby*.
- c. Showing a picture of Justin Bieber to the students:

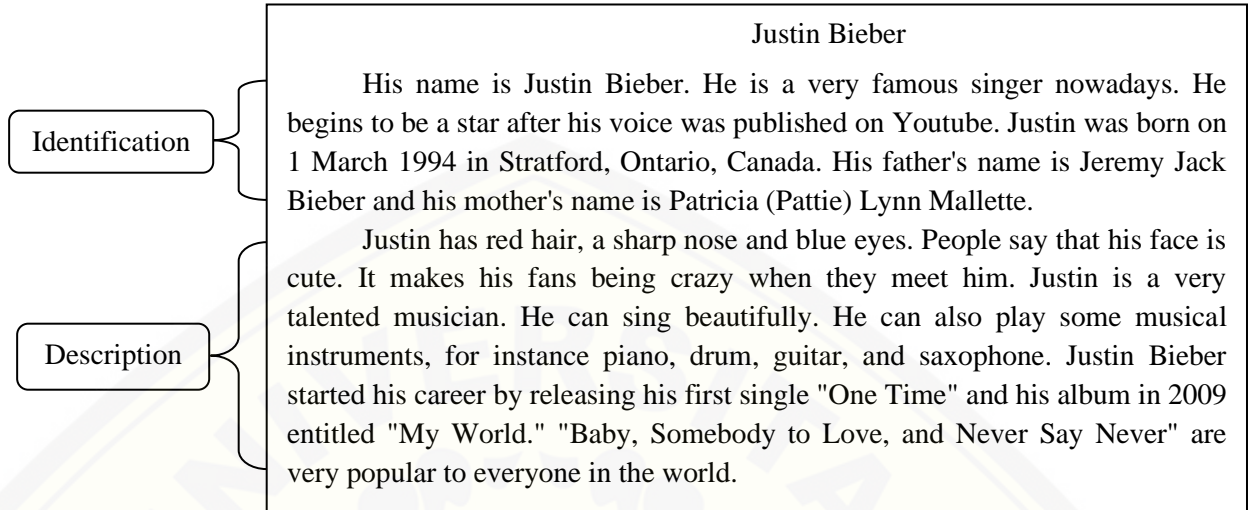


Do you know who he is?

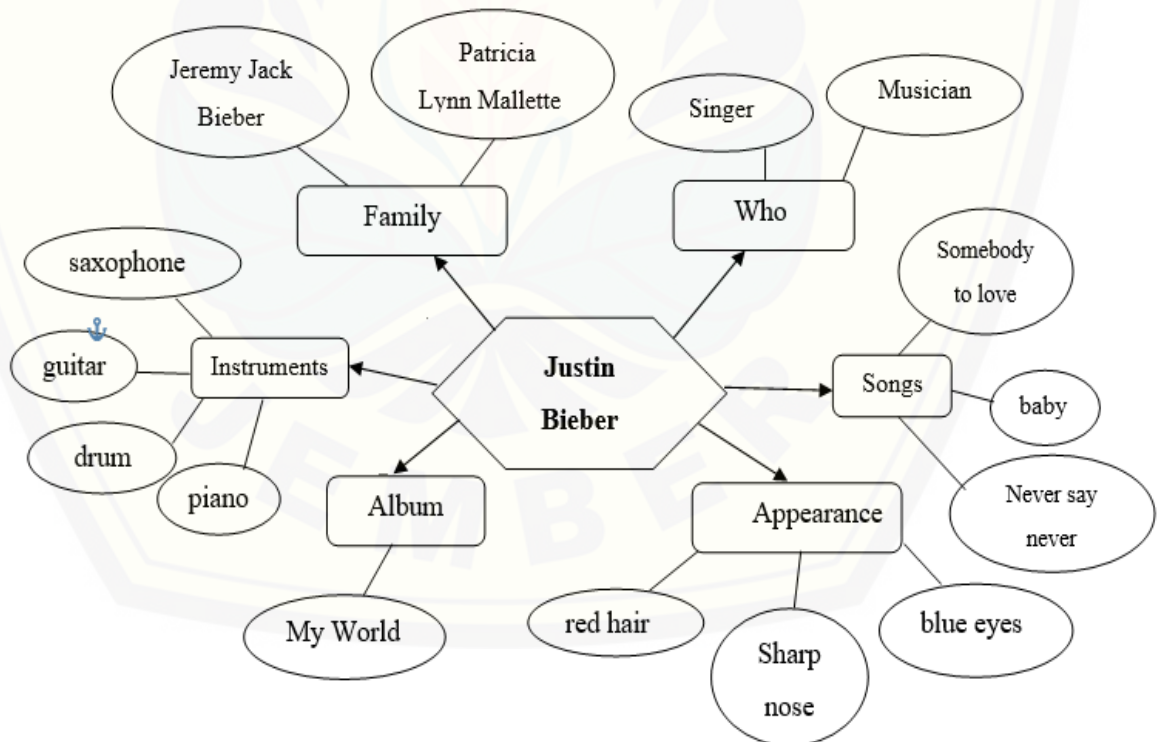
2) Main Activities

- a. Definition of Descriptive Text
Descriptive text is a text which describes a characteristic of a person, a thing, a place or an animal.
- b. The Social Function of Descriptive Text
The social function is to describe a particular person, place, things or animals.
- c. Generic Structure of Descriptive Text
 - Identification: Contains general information of a person, a thing, a place or an animal that is being described.
 - Description: Contains specific characteristic of a person, a thing, a place or an animal that is being described.
- d. Language Features
 - Specific participant: has certain object, is not common and unique (only one). For example: Justin Bieber, Mark Zuckerberg, etc.
 - The use of the adjective to clarify the noun, for example: a handsome man, a talented musician, etc.
 - The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
 - Action verb: verbs that show an activity (for example, sing, sleep, walk, etc.)

e. Example of Descriptive text



f. The Example of Semantic Mapping



APPENDIX B

1) TEACHER'S NOTES

Enlist the students' answer from the leading questions.

- Teacher's leading questions:

- Who is Justin Bieber?
- What are the titles of his songs?

No	Main idea	Subordinate ideas	Details
1.	Justin Bieber	Who	Singer
2.		The titles of the songs	Baby, Somebody to Love, Never Say Never
3.			
4.			
5.			
6.			

ANSWER KEY

- | | |
|------|------|
| 1. B | 6. D |
| 2. C | 7. D |
| 3. C | 8. C |
| 4. A | 9. C |
| 5. B | 10.D |

Table of Test Specification of Reading Comprehension Questions

Kinds of Comprehension	Number of Items
Word Comprehension	1, 2
Sentence Comprehension	3, 4, 5
Paragraph Comprehension	6, 7, 8
Text Comprehension	9, 10

2) EVALUATION SHEET

The process of evaluation will be conducted during the teaching and learning process. The observation checklist of the students' participation as follows.

NO	STUDENTS' INITIAL	INDICATORS						A	P
		1	2	3	4	5	6		
1									

The Indicators:

- Asking questions related to the text.
- Answering the teacher's questions orally.
- Making a note during the teaching and learning process.
- Categorizing information of semantic Mapping based on the reading text.
- Filling out the outlines of Semantic Mapping based on the text given.
- Doing the exercises.

Notes:

The student was categorized as active (A) if he/she fulfilled at least 4 indicators and those who fulfilled less than 4 indicators were categorized as passive (P).

- 3) The score of reading comprehension exercise will be formulated as follows.

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$



STUDENTS' WORKSHEET

Task 1. Read the text carefully and find at least 3 adjectives and nouns in the text below!

Justin Bieber

Line 4 His name is Justin Bieber. He is a very famous singer nowadays. He begins to be a star after his voice was published at Youtube. Justin was born on 1 March 1994 in Stratford, Ontario, Canada. His father's name is Jeremy Jack Bieber and his mother's name is Patricia (Pattie) Lynn Mallette.

Line 7 Justin has red hair, a sharp nose and blue eyes. People say that his face is cute. It makes his fans being crazy when they meet him. Justin is a very talented musician. He can sing beautifully. He can also play some musical instruments, for instance piano, drum, guitar, and saxophone. Justin Bieber started his career by releasing his first single "One Time" and his album in 2009 entitled "My World." "Baby, Somebody to Love, and Never Say Never" are very popular to everyone in the world.

(Adapted from http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html)

Task 2. Filling out the outlines of Semantic Mapping and add some appropriate information based on the text in group!

Name : _____ Class : _____

Task 3. Choose the correct answer by crossing (x) a, b, c, or d based on the text!

1. "He is a very *famous* singer nowadays" (first line)
 What is the antonym of the italic word?
 - a. Popular
 - b. Unknown

- c. Brilliant
 - d. glorious
2. "Justin has red hair, a *sharp* nose....." (line 5)
What is the closest meaning of the italic word?
 - a. Flat
 - b. Tall
 - c. Pointed
 - d. blunt
3. What makes his fans being crazy of him?
 - a. He is talented musician
 - b. He is an artist
 - c. He is cute
 - d. He is ugly
4. Which of the following sentences belong to description?
 - a. Justin has blue eyes
 - b. Justin can play some music instruments
 - c. Justin is a talented singer
 - d. Justin is a famous musician
5. What are the musical instruments he can play?
 - a. Drum, bass guitar, and flute
 - b. Piano, drum, guitar, and saxophone
 - c. Guitar, clarinet, and harmonica
 - d. Piano, guitar, and harp
6. Which one of the following statements is NOT TRUE in paragraph 2?
 - a. Justin has a cute face
 - b. Justin has a sharp nose, red hair and blue eyes
 - c. Justin can play some musical instruments
 - d. Justin has released his first album entitled "One Time"
7. What is the main idea of paragraph 1?
 - a. Justin Bieber is a son of Jeremy and Patricia
 - b. Justin Bieber is a popular artist
 - c. Justin Bieber lives in Canada
 - d. Justin Bieber is a very famous singer
8. What does the second paragraph mainly discuss?
 - a. Justin Bieber's family
 - b. Justin Bieber's educations
 - c. Justin Bieber's careers
 - d. Justin Bieber's physical appearance
9. What is the purpose of the text?
 - a. To inform about Justin Bieber's career and characteristics
 - b. retell about Justin Bieber's first debut
 - c. To describe about Justin Bieber completely
 - d. To inform about Justin Bieber's physical appearance
10. What does the text tell us about?
 - a. A famous British comedian
 - b. A famous actor in Canada
 - c. A favorite musician
 - d. A famous singer from Canada

**LESSON PLAN
(CYCLE 1 MEETING 2)**

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Text Type	: Descriptive Text
Theme	: Famous Person (Mark Zuckerberg)
Language skill	: Reading
Time allocation	: 2 x 40 minutes

A. Core Competence

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

B. Basic Competence and Indicators

Basic Competence		Indicators	
3.10	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1	Stating the social function of descriptive text correctly.
		3.10.2	Mentioning the generic structures of descriptive text.
		3.10.3	Stating the language features (5 adjectives and 5 nouns) of descriptive text.
4.7	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan	4.7.1	Finding the synonym and antonym of words in descriptive text.

teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.	4.7.2	Finding the specific information of descriptive text. (who, what, where, and references)
	4.7.3	Finding the main idea of each paragraph of a descriptive text.
	4.7.4	Answering task 2 by filling out the outlines of Semantic Mapping individually.
	4.7.5	Answering task 3 in the form of multiple choice individually.

C. Learning Objectives

Students are able to:

1. State the social function of descriptive text
2. Mention the generic structures of descriptive text.
3. State the language features (5 adjectives and 5 nouns) of descriptive text.
4. Find the synonym and antonym of words in descriptive text.
5. Find the specific information (who, what, where, and references) of descriptive text.
6. Find the main idea of each paragraph of a descriptive text.
7. Answer task 2 by filling out the outlines of Semantic Mapping individually.
8. Answer task 3 in the form of multiple choice individually.

D. Learning Materials

Descriptive text: definition, the social function, the generic structures, the language features, the examples and the exercises. (See enclosure)

E. Teaching Technique & Approach

1. Approach : Scientific Approach.
2. Technique : Semantic Mapping technique.

F. Media, Instruments, and Learning Resources

1. Media : Power point presentation, LCD viewer, whiteboard, boardmarker, the outline of Semantic Mapping and students' answer sheet.
2. Learning Sources : <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>, <https://englishcoo.com/contoh-descriptive-text-about-someone/>

G. Teaching and Learning Activities

Set Induction		Time
1. Greeting the students		1'
2. Starting the lesson with praying		1'
3. Checking the students' attendance list		2'
4. Giving leading questions related to the topic		3'
5. Showing the pictures related with the topic		2'
6. Stating the learning objectives		1'
Main Activity		Time
Observing (Introducing the topic)	Asking the students to read the descriptive text after getting the text entitled <i>Mark Zuckerberg</i> by the teacher	5'
Questioning (Brainstorming)	Guiding the students to ask in relation with the generic structure, the language features, and the social function of descriptive text based on the text given.	5'
Collecting Information (Categorization)	1. Showing the example of Semantic Mapping	3'
	2. Explaining and practicing how to use Semantic Mapping technique to the students	7'
	3. Asking the students to state their opinion about the text and drawing the topic in a circle.	2'
	4. Asking and guiding the students to state about the ideas and list them into categories related with the topic.	3'
	(Personalizing the map)	5. Asking the students to fill and organize the outlines of Semantic Mapping.

(Post Assignment)	6. Asking the students to do exercise individually.	15'
	7. Discussing together about Semantic Mapping that the students make.	5'
Associating	1. Checking the answers of reading exercises together.	3'
	2. Giving feedback to the students.	2'
Communicating	Asking the students to discuss about the topic that they have already learned.	5'
Closure		Time
	1. Giving the students chance to ask some questions	3'
	2. Guiding the students to make conclusion	3'
	3. Stating the conclusion	3'
	4. Parting the students	1'

Instructional Materials

APPENDIX A

1) Pre-Instructional Activities



The leading questions based on the picture:

1. Do you know what symbol it is?
2. Who is the founder of Facebook application?

2) Main Activities

- a. Definition of Descriptive Text
Descriptive text is a text which describes a characteristic of a person, a thing, a place or an animal.
- b. The Social Function of Descriptive Text
The social function is to describe a particular person, place, things or animals.
- c. Generic Structure of Descriptive Text
 - Identification: Contains general information of a person, a thing, a place or an animal that is being described.
 - Description: Contains specific characteristic of a person, a thing, a place or an animal that is being described.
- d. Language Features
 - Specific participant: has certain object, is not common and unique (only one). For example: Justin Bieber, Mark Zuckerberg, etc.
 - The use of the adjective to clarify the noun, for example: a handsome man, a talented musician, etc.
 - The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
 - Action verb: verbs that show an activity (for example, sing, sleep, walk, etc.)

e. Example of Descriptive text

Mark Zuckerberg

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the co-founder of Facebook, the famous social media. His name has been in the list of 100 wealthiest and most influential people in the world since 2010 by Time magazine.

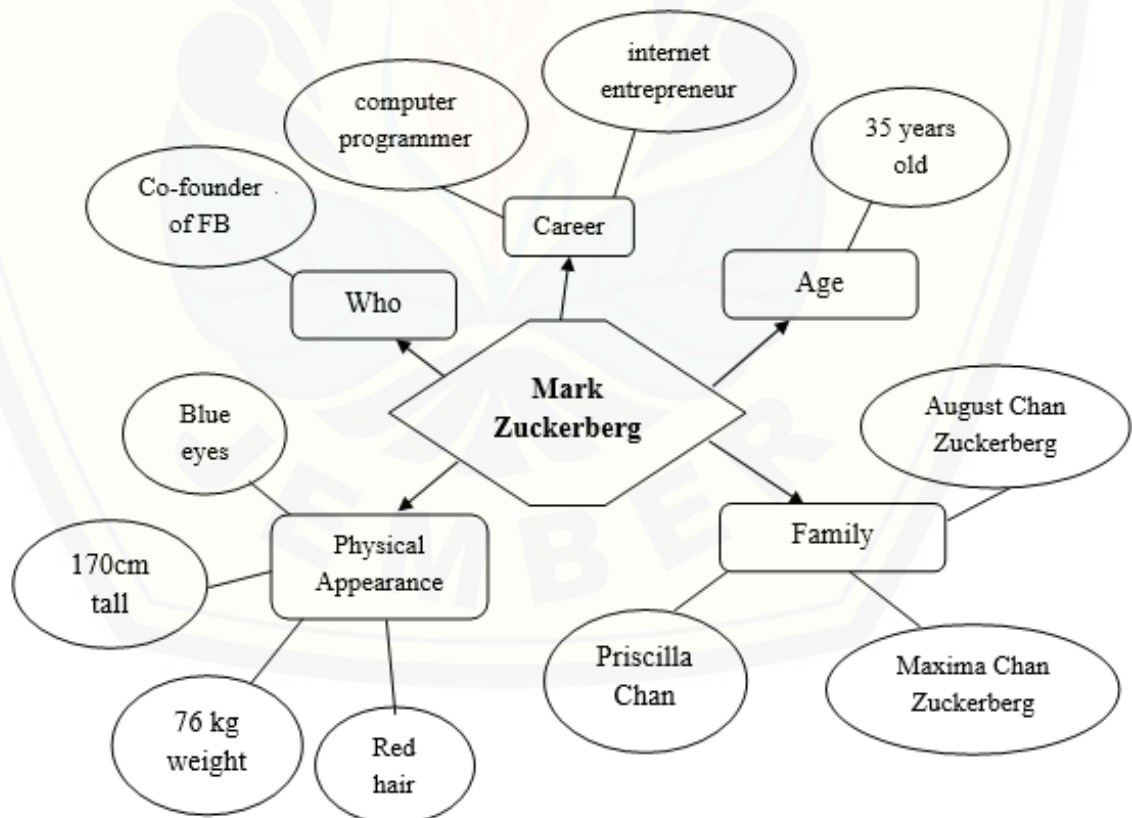
About his physical appearance, Mark's body is 170 centimeters tall with 76 kilograms weight. He has red hair and blue eyes. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 35 years old. Mark Zuckerberg has married to Priscilla Chan and they have two daughters named Maxima Chan Zuckerberg and August Chan Zuckerberg.

(Adapted from <https://englishcoo.com/contoh-descriptive-text-about-someone/>)

Identification

Description

f. The Example of Semantic Mapping



APPENDIX B

1) TEACHER'S NOTES

- Teacher's leading questions:

- Who is Mark Zuckerberg?
- What is his physical appearance?

Enlist the students' answer from the leading questions.

No	Main idea	Subordinate ideas	Details
1.	Mark Zuckerberg	Who	American programmer, internet entrepreneur, and co-founder of Facebook
2.		Physical appearance	170 centimeters tall with the weight 76 kilograms, red hair and blue eyes
3.			
4.			

ANSWER KEY

- | | |
|------|------|
| 1. C | 6. C |
| 2. A | 7. D |
| 3. D | 8. B |
| 4. B | 9. C |
| 5. D | 10.A |

Table of Test Specification of Reading Comprehension Questions

Kinds of Comprehension	Number of Items
Word Comprehension	4,7
Sentence Comprehension	2, 3, 10
Paragraph Comprehension	5, 6, 8
Text Comprehension	1, 9

2) EVALUATION SHEET

The process of evaluation will be conducted during the teaching and learning process. The observation checklist of the students' participation as follows.

NO	STUDENTS' INITIAL	INDICATORS						A	P
		1	2	3	4	5	6		
1									

The Indicators:

- Asking questions related to the text.
- Answering the teacher's questions orally.
- Making a note during the teaching and learning process.
- Categorizing information of semantic Mapping based on the reading text.

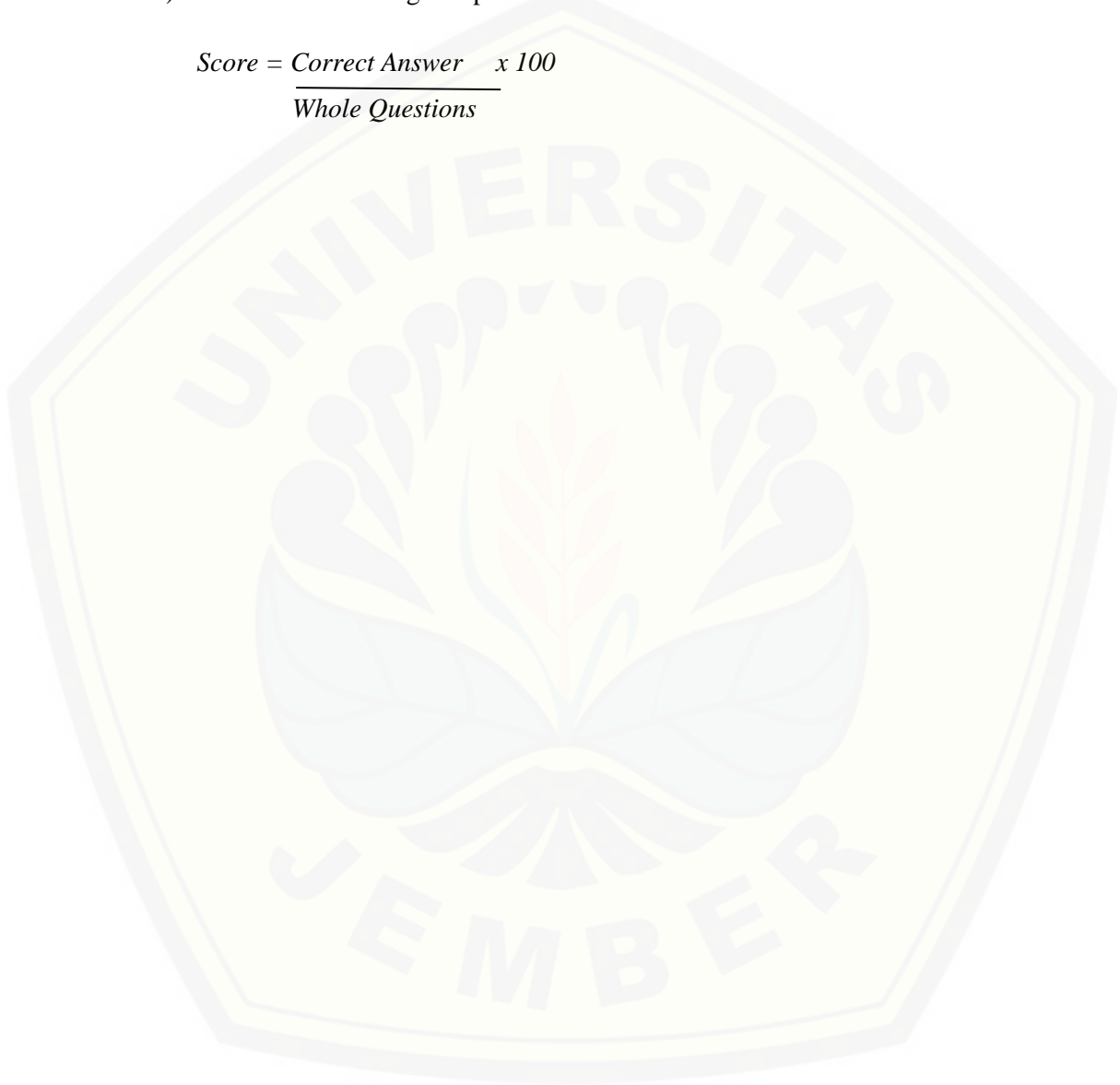
- e. Filling out the outlines of Semantic Mapping based on the text given.
- f. Doing the exercises.

Notes:

The student was categorized as active (A) if he/she fulfilled at least 4 indicators and those who fulfilled less than 4 indicators were categorized as passive (P).

- 3) The score of reading comprehension exercise will be formulated as follows.

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$



STUDENTS' WORKSHEET

Task 1. Read the text carefully and find at least 3 adjectives and nouns in the text below!

Mark Zuckerberg

Line 3 Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the co-founder of Facebook, the famous social media. His name has been in the list of 100 wealthiest and most influential people in the world since 2010 by Time magazine.

Line 7 About his physical appearance, Mark's body is 170 centimeters tall with 76 kilograms weight. He has red hair and blue eyes. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 35 years old. Mark Zuckerberg has married to Priscilla Chan and they have two daughters named Maxima Chan Zuckerberg and August Chan Zuckerberg.

(Adapted from <https://englishcoo.com/contoh-descriptive-text-about-someone/>)

Task 2. Filling out the outlines of Semantic Mapping and add some appropriate information based on the text individually!

Name : _____ Class : _____

Task 3. Choose the correct answer by crossing (x) a, b, c, or d!

1. What does the text tell us about?
 - a. It is about the famous entrepreneur
 - b. It is about the famous computer programmer
 - c. It tells us about the co-founder of Facebook

- d. It is about descriptive text
2. Which of the following sentences belong to description?
 - a. Mark is 170 centimeters tall and 76 kilograms weight
 - b. Mark has a daughter
 - c. Mark is 35 years old
 - d. Mark is an artist
3. Why did his name is in the list of 100 wealthiest people in the world?
 - a. Because, he has a big company
 - b. Because, he is a good entrepreneur
 - c. Because, he had an experience in computer programming
 - d. Because, he is the co-founder of the most used social media in the world
4. "His name was in the list of....." (line 3). What does the underline word refer to?
 - a. Priscilla Chan
 - b. Mark Zuckerberg
 - c. Maxima Chan Zuckerberg
 - d. Facebook
5. What is the main idea of the first paragraph?
 - a. Mark Zuckerberg has a wife
 - b. Mark Zuckerberg is popular entrepreneur
 - c. Mark Zuckerberg is one of the most influential people
 - d. Mark Zuckerberg is American programmer who becomes co-founder of Facebook
6. Which one of the following statements is TRUE in paragraph 2?
 - a. Mark has brown hair and blue eyes
 - b. Mark was born in Canada
 - c. Mark is a father of two daughters
 - d. Mark has Facebook company
7. ".....most influential people in the world....." (line 3). What is the antonym of the underlined word?
 - a. Powerful
 - b. Dominant
 - c. Important
 - d. Inferior
8. What does the second paragraph mainly discuss?
 - a. Mark Zuckerberg's family
 - b. Mark Zuckerberg's physical appearance
 - c. Mark Zuckerberg's educations
 - d. Mark Zuckerberg's careers
9. What is the purpose of the text?
 - a. To inform about Mark Zuckerberg's career and characteristics
 - b. To retell about Mark Zuckerberg's family
 - c. To describe about Mark Zuckerberg completely
 - d. To inform about Mark Zuckerberg's physical appearance
10. What is Mark's second daughter's name?
 - a. August Chan Zuckerberg
 - b. Priscilla Chan
 - c. Maxima Chan Zuckerberg
 - d. Mark Elliot Zuckerberg

APPENDIX 8

Reading Comprehension Test

Name :
Student's number :
Grade/Semester : VIII / 1
Language Skill : Reading
Time : 60 minutes

Text 1

Cristiano Ronaldo

His name is Cristiano Ronaldo. We can call him Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Line 4

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. His height is 185 cm. He has brown eyes and short hair. He is very handsome. Cristiano Ronaldo is a famous footballer. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People know Cristiano Ronaldo as a good football player. He can run fast and dribble well. As a striker, he becomes a goal-getter for Manchester United and Real Madrid along with his career. He can get more than 30 goals every season.

Line 8

Line 12

(Adapted from <https://brainly.co.id/tugas/8459833>)

Answer the following questions by crossing a, b, c or d based on the texts!

1. "He is very handsome." (line 9)
What is the closest meaning of the underlined word?
 - a. bad
 - b. ugly
 - c. wicked
 - d. good-looking
2. "His **height** is 185 cm" (line 8)
What is the opposite meaning of the bold word?
 - a. Tall
 - b. Short

- c. Upper
 - d. Large
3. “.....Madridista (Real Madrid's fans) often calls *him* CR7” (line 2)
What does the word *him* refer to?
 - a. Dinis Aveiro
 - b. Hugo
 - c. Ronaldo
 - d. Liliana Catia
 4. “Cristiano Ronaldo is a *famous* footballer.” (line 9)
What is the meaning of the italic word?
 - a. Popular
 - b. Smart
 - c. Unknown
 - d. Brilliant
 5. Why does Madridista often call Ronaldo as CR7? Because.....
 - a. He is a good footballer
 - b. He is a Real Madrid player
 - c. CR means Cristiano Ronaldo and 7 is his number
 - d. Ronaldo is handsome
 6. What makes Ronaldo become a good football player?
 - a. He can run and become a goal getter
 - b. He can run fast and dribble well
 - c. He can get so many goals
 - d. He becomes a striker
 7. What is the main idea of paragraph 2?
 - a. Ronaldo is often called CR7
 - b. Ronaldo has two sisters
 - c. Ronaldo is a famous football player
 - d. Ronaldo was born in Funchal
 8. What does the second paragraph mainly discuss?
 - a. Ronaldo’s family
 - b. Ronaldo’s education
 - c. Ronaldo’s career
 - d. Ronaldo’s physical appearance
 9. What is the purpose of the text?
 - a. To describe Ronaldo's performance
 - b. To describe about Cristian Ronaldo completely
 - c. To tell about Cristian Ronaldo
 - d. To inform the most popular football player
 10. What does the text tell you about?
 - a. A popular actor in USA
 - b. A famous football player
 - c. A popular singer in USA
 - d. Ronaldo's appearance

Text 2

Tulus

Muhammad Tulus Rusydi as we called him Tulus was born in Bukit Tinggi, Sumatra Barat on August 20th, 1987. He is 32 years old. He is a singer and a songwriter from Indonesia. Besides, he is also an architect who graduated from Parahyangan Catholic University, Bandung. He started his career by singing at several jazz music community and campus events in Bandung. He has short hair and chubby cheeks. He is 186 cm tall.

Line 4

His first album was handled by a producer named Ari Renaldi. It was distributed by Demajors and released by his own recording company, Tulus Record, in September 2011. His songs, Sewindu, Teman Hidup, Kisah Sebentar, Tuan Nona Kesepian, dan Jatuh Cinta, became on the top of the chart in all radios throughout Indonesia. Rolling Stone Indonesia magazine honored Tulus as Editor's Choice: Rookie of the Year in 2013. His first album had also been in the first rank of Rolling Stone chart in January and February 2012.

Line 8

Line 12

Adapted from (<https://www.belajarbahasainggrisku.id/2015/02/3-contoh-descriptive-text-mengenai-seseorang-dalam-bahasa-inggris.html>)

11. "He has short hair and..." (line 6)
What is the opposite meaning of the underlined word?
 - a. Low
 - b. Curt
 - c. Terse
 - d. Long
12. "...the top of chart in all radios *throughout* Indonesia". (line 12)
What is the meaning of the italic word?
 - a. Along
 - b. Among
 - c. Between
 - d. Backward
13. What are the songs of Tulus?
 - a. Kisah Sebentar, Pernah Muda, Kali Kedua
 - b. Sewindu, Teman Hidup, Kisah Sebentar
 - c. Teman Hidup, Never Say Never, Kisah Cinta
 - d. Dan, Teman Bahagia, Teman Hidup
14. Which of the following sentences is NOT TRUE about Tulus?
 - a. Tulus was born in Bukit Tinggi, Sumatra Barat
 - b. Tulus has short hair and chubby cheeks
 - c. Tulus released his Tulus Record in August 2011
 - d. Tulus first album had been in the first rank of Rolling Stone chart
15. Which of the following sentences belong to identification?
 - a. He is a singer and a song writer from Indonesia

- b. He is 32 years old
 - c. He is 186 cm tall
 - d. He is also an architect
16. What is the main idea of the second paragraph?
- a. Tulus' education
 - b. Tulus' first album
 - c. Tulus' physical appearance
 - d. Tulus' career
17. Which of the following sentences is TRUE based on the first paragraph?
- a. His producer named him Ari Renaldi
 - b. He graduated from Bandung Institute of Technology
 - c. He started his career by singing at several jazz music community
 - d. He has long hair and chubby cheeks
18. What does the first paragraph tell us about?
- a. A famous singer from Indonesia
 - b. Tulus family
 - c. Tulus career and education
 - d. A description of Tulus life in Bukit Tinggi
19. What is the purpose of the text?
- a. To describe Tulus' physical appearance
 - b. To tell about Tulus' career
 - c. To describe about Tulus' life
 - d. To describe about Tulus' completely
20. What does the text tell us about?
- a. The best singer in Indonesia
 - b. A famous singer and a song writer from Indonesia
 - c. Tulus' biography
 - d. Tulus and his family

ANSWER KEY

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

Table of Test Specification of Reading Comprehension Questions

Kinds of Comprehension	Number of Items
Word Comprehension	1, 2, 3, 11, 12
Sentence Comprehension	4, 5, 13, 14, 15
Paragraph Comprehension	6, 7, 8, 16, 17, 18
Text Comprehension	9, 10, 19, 20

APPENDIX 9

The Result of The Observation in Cycle 1

No	Students' Initial Names	Meeting 1									Meeting 2										
		1	2	3	4	5	6	Total	A	P	1	2	3	4	5	6	Total	A	P		
1	ALW	-	√	-	√	√	√	4	√		√	√	-	-	√	√	4	√			
2	AW	-	-	-	-	√	√	2		√	-	-	-	√		√	2		√		
3	AKR	-	√	-	√	√	√	4	√		-	-	√	√	√	√	4	√			
4	AM	-	√	√	√	√	√	5	√		√	-	√	-	√	√	4	√			
5	AH	-	√	-	-	√	√	3		√	√	√	√	-	√	√	5	√			
6	AYS	-	√	-	√	√	√	4	√		-	√	-	√	√	√	4	√			
7	BADW	-	√	-	√	√	√	4	√		√	√	-	√	-	√	4	√			
8	DSH	√	√	√	√	√	√	6	√		√	√	√	√	√	√	6	√			
9	DT	-	-	-	-	√	√	2		√	-	-	√	-	√	√	3		√		
10	DTS	√	-	√	√	√	√	5	√		√	√	-	-	√	√	4	√			
11	DRR	-	√	√	√	√	√	5	√		√	-	-	√	√	√	4	√			
12	FA	-	-	-	√	√	√	3		√	-	-	-	-	√	√	2		√		
13	FA	-	-	-	-	√	√	2		√	-	-	√	√	√	√	4	√			
14	GYP	-	√	-	-	√	√	3		√	-	-	-	-	√	√	2		√		
15	IFA	-	√	√	-	√	√	4	√		√	√	√	√	√	√	6	√			
16	II	√	√	√	√	√	√	6	√		√	√	√	√	√	√	6	√			
17	JSK	-	√	√	-	√	√	4	√		√	-	√	√	√	√	5	√			
18	KPJD	√	√	√	-	√	√	5	√		√	-	√	√	√	√	5	√			
19	LAW	-	-	√	√	-	√	3		√	√	-	√	√	√	√	5	√			
20	MIR	-	√	-	√	√	√	4	√		-	√	-	√	√	√	4	√			
21	MRA	-	√	√	-	√	√	4	√		√	-	-	√	√	√	4	√			
22	MK	-	√	√	√	√	√	5	√		√	√	√	√	√	√	6	√			
23	MFFI	√	√	-	√	√	√	5	√		√	√	√	√	√	√	6	√			
24	MRA	-	-	-	-	√	√	2		√	-	√	√	-	√	√	4	√			
25	NAM	-	-	√	√	√	√	4	√		√	-	-	√	√	√	4	√			
26	NR	-	√	√	-	√	√	4	√		√	√	-	-	√	√	4	√			
27	NW	√	√	√	√	√	√	6	√		√	√	√	√	√	√	6	√			
28	PSDA	√	√	√	-	√	√	4	√		-	-	√	√	√	√	4	√			
29	R	-	-	√	-	√	√	3		√	-	-	√	-	√	√	3		√		
30	RDPP	-	-	-	√	√	√	3		√	√	-	-	-	√	√	3		√		
31	WCD	-	√	-	√	√	√	4	√		√	√	-	-	√	√	4	√			
32	YOR	-	√	√	√	√	√	5	√		√	√	√	-	√	√	5	√			
Total									22	10	Total									26	6
Percentage (E=A/Nx100%)									68.75%	31.25%	Percentage (E=A/Nx100%)									81.25%	18.75%

APPENDIX 10

The Scores of Students' Reading Comprehension Test

No	Students' Initial Names	Scores	Achieved	Not Achieved
1	ALW	80	√	
2	AW	65		√
3	AKR	75	√	
4	AM	60		√
5	AH	95	√	
6	AYS	75	√	
7	BADW	65		√
8	DSH	95	√	
9	DT	80	√	
10	DTS	85	√	
11	DRR	50		√
12	FA	75	√	
13	FA	80	√	
14	GYP	65		√
15	IFA	80	√	
16	II	95	√	
17	JSK	90	√	
18	KPJD	75	√	
19	LAW	85	√	
20	MIR	55		√
21	MRA	75	√	
22	MK	75	√	
23	MFFI	80	√	
24	MRA	75	√	
25	NAM	85	√	
26	NR	70		√
27	NW	95	√	
28	PSDA	80	√	
29	R	70		√
30	RDPP	80	√	
31	WCD	75	√	
32	YOR	80	√	
Total		2465	24 students	8 students
Mean score (M= $\Sigma X/N$)		77.03		
S=R/Nx100%			75%	25%

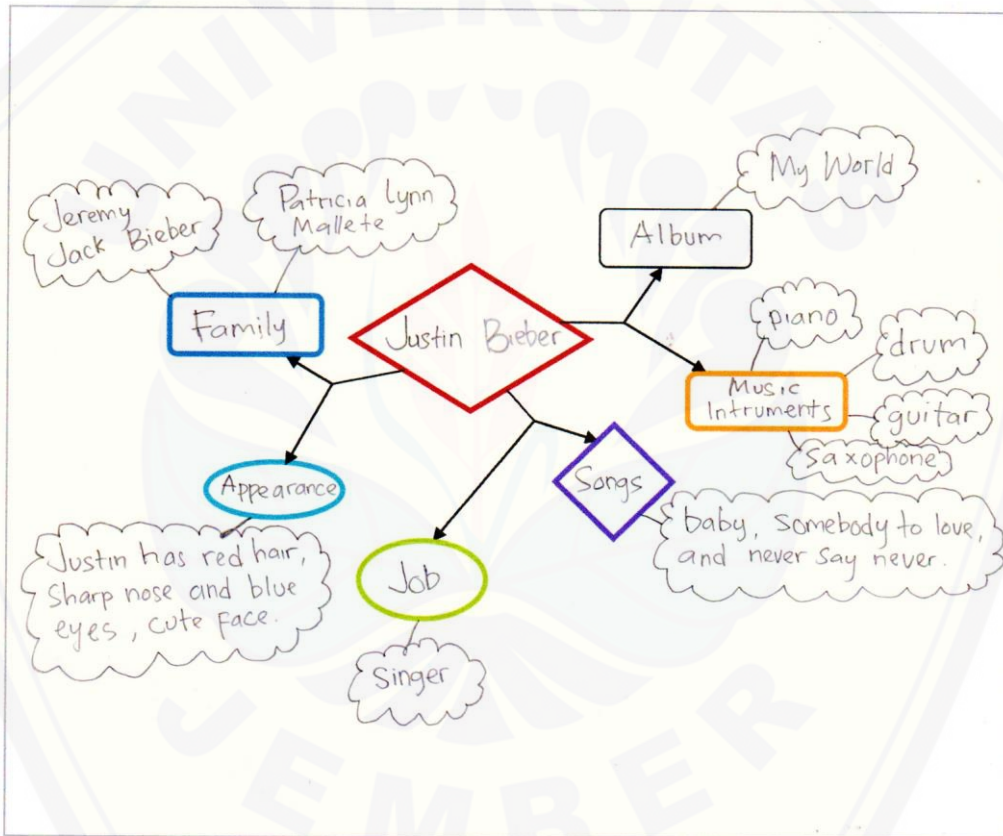
APPENDIX 11

The Sample Result of The Students' Semantic Mapping Worksheet

Name : Anisatul Fian
 Khirania
 Farel
 Rifkiy

Class : 8C

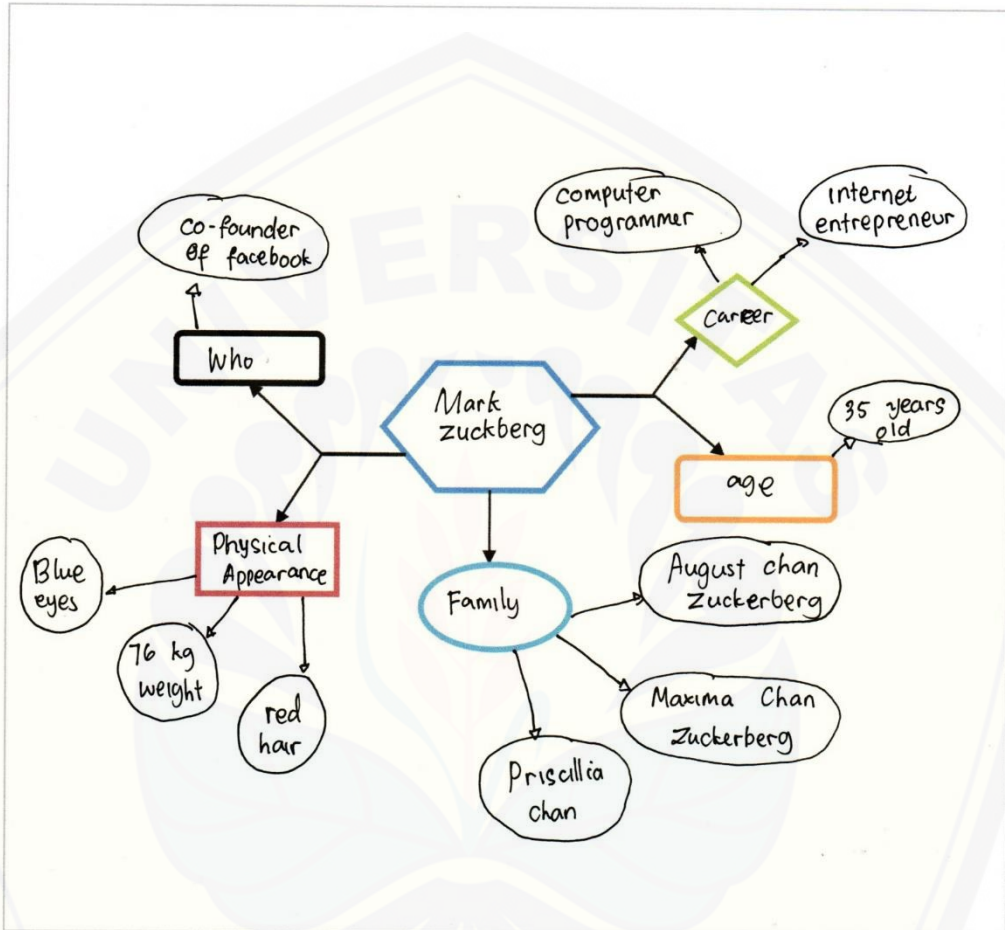
Task 2. Filling out the outlines of Semantic Mapping and add some appropriate information based on the text in group!



Name : Nur widia rahmawati
BC class

Date :

Task 2. Filling out the outlines of Semantic Mapping and add some appropriate information based on the text individually!



APPENDIX 12

The Sample Result of The Students' Reading Comprehension Scores

Reading Comprehension Test 1

Name : Nur widiarahmawati
Student's number : 27
Grade/Semester : VIII / 1
Language Skill : Reading
Time : 60 minutes

95

Text 1

Cristiano Ronaldo

His name is Cristiano Ronaldo. We can call him Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. His height is 185 cm. He has brown eyes and short hair. He is very handsome. Cristiano Ronaldo is a famous footballer. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People know Cristiano

Ronaldo as a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

Answer the following questions by crossing a, b, c or d based on the texts!

1. "He is very handsome." (line 9)
What is the closest meaning of the underlined word?
a. bad
b. ugly
c. wicked
 d. good-looking
2. "His **height** is 185 cm" (line 8)
What is the opposite meaning of the bold word?
a. Tall

- Short
c. Upper
d. Large
3. ".....Madridista (Real Madrid's fans) often calls *him* CR7" (line 2)
What does the word *him* refer to?
a. Dinis Aveiro
b. Hugo
 Ronaldo
d. Liliana Catia
4. "Cristiano Ronaldo is a *famous* footballer." (line 9)
What is the meaning of the italic word?
 Popular
b. Smart
c. Unknown
d. Brilliant
5. Why does Madridista often call Ronaldo as CR7? Because.....
a. He is a good footballer
b. He is a Real Madrid player
 CR means Cristiano Ronaldo and 7 is his number
d. Ronaldo is handsome
6. What makes Ronaldo become a good football player?
a. He can run and become a goal getter
 He can run fast and dribble well
c. He can get so many goals
d. He becomes a striker
7. What is the main idea of paragraph 2?
a. Ronaldo is often called CR7
b. Ronaldo has two sisters
 Ronaldo is a famous football player
d. Ronaldo was born in Funchal
8. What does the second paragraph mainly discuss?
a. Ronaldo's family
b. Ronaldo's education
 Ronaldo's career
d. Ronaldo's physical appearance
9. What is the purpose of the text?
a. To describe Ronaldo's performance
 To describe about Cristian Ronaldo completely
c. To tell about Cristian Ronaldo
d. To inform the most popular football player
10. What does the text tell you about?
a. A popular actor in USA

- A famous football player
- c. A popular singer in USA
- d. Ronaldo's appearance

Text 2

Tulus

Muhammad Tulus Rusydi as we called him Tulus was born in Bukit Tinggi, Sumatra Barat on August 20th, 1987. He is 32 years old. He is a singer and a song writer from Indonesia. Besides, he is also an architect who graduated from Parahyangan Catholic University, Bandung. He started his career by singing at several jazz music community and campus events in Bandung. He has short hair and chubby cheeks. He is 186 cm tall.

Line 4

Line 8

Line 12

His first album was handled by a producer named Ari Renaldi. It was distributed by Demajors and released by his own recording company, Tulus Record, in September 2011. His songs, Sewindu, Teman Hidup, Kisah Sebentar, Tuan Nona Kesepian, dan Jatuh Cinta, became on the top of chart in all radios throughout Indonesia. Rolling Stone Indonesia magazine honoured Tulus as Editor's Choice: Rookie of the Year in 2013. His first album had also been in the first rank of Rolling Stone chart in January and February 2012.

Adapted from (<https://www.belajarbahasainggrisku.id/2015/02/3-contoh-descriptive-text-mengenai-seseorang-dalam-bahasa-inggris.html>)

11. "He has short hair and..." (line 6)
What is the opposite meaning of the underlined word?
- a. Low
 - b. Curt
 - c. Terse
 - Long
12. "...the top of chart in all radios *throughout* Indonesia". (line12)
What is the meaning of the italic word?
- Along
 - b. Among
 - c. Between
 - d. Backward
13. What are the songs of Tulus?
- a. Kisah Sebentar, Pernah Muda, Kali Kedua
 - Sewindu, Teman Hidup, Kisah Sebentar

- c. Teman Hidup, Never Say Never, Kisah Cinta
d. Dan, Teman Bahagia, Teman Hidup
14. Which of the following sentences is NOT TRUE about Tulus?
a. Tulus was born in Bukit Tinggi, Sumatra Barat
b. Tulus has short hair and chubby cheeks
 c. Tulus released his Tulus Record in August 2011
d. Tulus first album had been in the first rank of Rolling Stone chart
15. Which of the following sentences belong to identification?
 a. He is a singer and a song writer from Indonesia
b. He is 32 years old
c. He is 186 cm tall
d. He is also an architect
16. What is the main idea of the second paragraph?
a. Tulus' education
b. Tulus' first album
c. Tulus' physical appearance
 d. Tulus' career
17. Which of the following sentences is TRUE based on the first paragraph?
a. His producer named him Ari Renaldi
b. He graduated from Bandung Institute of Technology
 c. He started his career by singing at several jazz music community
d. He has long hair and chubby cheeks
18. What does the first paragraph tell us about?
 a. A famous singer from Indonesia
b. Tulus family
 c. Tulus career and education
d. A description of Tulus life in Bukit Tinggi
19. What is the purpose of the text?
a. To describe Tulus' physical appearance
b. To tell about Tulus' career
c. To describe about Tulus' life
 d. To describe about Tulus' completely
20. What does the text tell us about?
a. The best singer in Indonesia
 b. A famous singer and a song writer from Indonesia
c. Tulus' biography
d. Tulus and his family

Reading Comprehension Test 1

Name : Widya clara D
Student's number : 31
Grade/Semester : VIII / 1
Language Skill : Reading
Time : 60 minutes

75

Text 1

Cristiano Ronaldo

His name is Cristiano Ronaldo. We can call him Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. His height is 185 cm. He has brown eyes and short hair. He is very handsome. Cristiano Ronaldo is a famous footballer. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People know Cristiano Ronaldo as a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

Answer the following questions by crossing a, b, c or d based on the texts!

1. "He is very handsome." (line 9)
What is the closest meaning of the underlined word?
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b. ugly
c. wicked
 d. good-looking
2. "His **height** is 185 cm" (line 8)
What is the opposite meaning of the bold word?
a. Tall

- Short
c. Upper
d. Large
3. ".....Madridista (Real Madrid's fans) often calls *him* CR7" (line 2)
What does the word *him* refer to?
a. Dinis Aveiro
b. Hugo
 Ronaldo
d. Liliana Catia
4. "Cristiano Ronaldo is a *famous* footballer." (line 9)
What is the meaning of the italic word?
 Popular
b. Smart
c. Unknown
d. Brilliant
5. Why does Madridista often call Ronaldo as CR7? Because.....
a. He is a good footballer
b. He is a Real Madrid player
 CR means Cristiano Ronaldo and 7 is his number
d. Ronaldo is handsome
6. What makes Ronaldo become a good football player?
a. He can run and become a goal getter
 He can run fast and dribble well
c. He can get so many goals
d. He becomes a striker
7. What is the main idea of paragraph 2?
 Ronaldo is often called CR7
b. Ronaldo has two sisters
 Ronaldo is a famous football player
d. Ronaldo was born in Funchal
8. What does the second paragraph mainly discuss?
a. Ronaldo's family
b. Ronaldo's education
 Ronaldo's career
d. Ronaldo's physical appearance
9. What is the purpose of the text?
a. To describe Ronaldo's performance
 To describe about Cristian Ronaldo completely
c. To tell about Cristian Ronaldo
d. To inform the most popular football player
10. What does the text tell you about?
a. A popular actor in USA

- ~~b.~~ A famous football player
 c. A popular singer in USA
 d. Ronaldo's appearance

Text 2

Tulus

Muhammad Tulus Rusydi as we called him Tulus was born in Bukit Tinggi, Sumatra Barat on August 20th, 1987. He is 32 years old. He is a singer and a song writer from Indonesia. Besides, he is also an architect who graduated from Parahyangan Catholic University, Bandung. He started his career by singing at several jazz music community and campus events in Bandung. He has short hair and chubby cheeks. He is 186 cm tall.

Line 4

Line 8 His first album was handled by a producer named Ari Renaldi. It was distributed by Demajors and released by his own recording company, Tulus Record, in September 2011. His songs, Sewindu, Teman Hidup, Kisah Sebentar, Tuan Nona Kesepian, dan Jatuh Cinta, Line12 became on the top of chart in all radios throughout Indonesia. Rolling Stone Indonesia magazine honoured Tulus as Editor's Choice: Rookie of the Year in 2013. His first album had also been in the first rank of Rolling Stone chart in January and February 2012.

Adapted from (<https://www.belajarbahasainggrisku.id/2015/02/3-contoh-descriptive-text-mengenai-seseorang-dalam-bahasa-inggris.html>)

11. "He has short hair and..." (line 6)
 What is the opposite meaning of the underlined word?
~~a.~~ Low
 b. Curt
 c. Terse
 d. Long
12. "...the top of chart in all radios *throughout* Indonesia". (line12)
 What is the meaning of the italic word?
 a. Along
 b. Among
~~c.~~ Between
 d. Backward
13. What are the songs of Tulus?
~~a.~~ Kisah Sebentar, Pernah Muda, Kali Kedua
 b. Sewindu, Teman Hidup, Kisah Sebentar

- c. Teman Hidup, Never Say Never, Kisah Cinta
d. Dan, Teman Bahagia, Teman Hidup
14. Which of the following sentences is NOT TRUE about Tulus?
a. Tulus was born in Bukit Tinggi, Sumatra Barat
 b. Tulus has short hair and chubby cheeks
 c. Tulus released his Tulus Record in August 2011
d. Tulus first album had been in the first rank of Rolling Stone chart
15. Which of the following sentences belong to identification?
 a. He is a singer and a song writer from Indonesia
b. He is 32 years old
c. He is 186 cm tall
d. He is also an architect
16. What is the main idea of the second paragraph?
a. Tulus' education
b. Tulus' first album
c. Tulus' physical appearance
 d. Tulus' career
17. Which of the following sentences is TRUE based on the first paragraph?
a. His producer named him Ari Renaldi
b. He graduated from Bandung Institute of Technology
 c. He started his career by singing at several jazz music community
d. He has long hair and chubby cheeks
18. What does the first paragraph tell us about?
 a. A famous singer from Indonesia
b. Tulus family
 c. Tulus career and education
d. A description of Tulus life in Bukit Tinggi
19. What is the purpose of the text?
a. To describe Tulus' physical appearance
b. To tell about Tulus' career
c. To describe about Tulus' life
 d. To describe about Tulus' completely
20. What does the text tell us about?
a. The best singer in Indonesia
 b. A famous singer and a song writer from Indonesia
c. Tulus' biography
d. Tulus and his family

Reading Comprehension Test 1

Name : Dimas Rizky Ramadhan
Student's number : 11
Grade/Semester : VIII / 1
Language Skill : Reading
Time : 60 minutes

50

Text 1

Cristiano Ronaldo

His name is Cristiano Ronaldo. We can call him Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Line 4

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. His height is 185 cm. He has brown eyes and short hair. He is very handsome. Cristiano Ronaldo is a famous footballer. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People know Cristiano Ronaldo as a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

Line 8

Line 12

Answer the following questions by crossing a, b, c or d based on the texts!

1. "He is very handsome." (line 9)
What is the closest meaning of the underlined word?
a. bad
b. ugly
c. wicked
 d. good-looking
2. "His **height** is 185 cm" (line 8)
What is the opposite meaning of the bold word?
a. Tall

- b. Short
 c. Upper
 Large
3. ".....Madridista (Real Madrid's fans) often calls *him* CR7" (line 2)
What does the word *him* refer to?
a. Dinis Aveiro
b. Hugo
 Ronaldo
d. Liliana Catia
4. "Cristiano Ronaldo is a *famous* footballer." (line 9)
What is the meaning of the italic word?
 Popular
b. Smart
c. Unknown
d. Brilliant
5. Why does Madridista often call Ronaldo as CR7? Because.....
a. He is a good footballer
b. He is a Real Madrid player
 CR means Cristiano Ronaldo and 7 is his number
d. Ronaldo is handsome
6. What makes Ronaldo become a good football player?
a. He can run and become a goal getter
b. He can run fast and dribble well
 He can get so many goals
 He becomes a striker
7. What is the main idea of paragraph 2?
 Ronaldo is often called CR7
b. Ronaldo has two sisters
 Ronaldo is a famous football player
d. Ronaldo was born in Funchal
8. What does the second paragraph mainly discuss?
a. Ronaldo's family
b. Ronaldo's education
 Ronaldo's career
d. Ronaldo's physical appearance
9. What is the purpose of the text?
a. To describe Ronaldo's performance
 To describe about Cristian Ronaldo completely
c. To tell about Cristian Ronaldo
d. To inform the most popular football player
10. What does the text tell you about?
a. A popular actor in USA

- A famous football player
- c. A popular singer in USA
- d. Ronaldo's appearance

Text 2

Tulus

Muhammad Tulus Rusydi as we called him Tulus was born in Bukit Tinggi, Sumatra Barat on August 20th, 1987. He is 32 years old. He is a singer and a song writer from Indonesia. Besides, he is also an architect who graduated from Parahyangan Catholic University, Bandung. He started his career by singing at several jazz music community and campus events in Bandung. He has short hair and chubby cheeks. He is 186 cm tall.

Line 4

His first album was handled by a producer named Ari Renaldi. It was distributed by Demajors and released by his own recording company, Tulus Record, in September 2011. His songs, Sewindu, Teman Hidup, Kisah Sebentar, Tuan Nona Kesepian, dan Jatuh Cinta, became on the top of chart in all radios throughout Indonesia. Rolling Stone Indonesia magazine honoured Tulus as Editor's Choice: Rookie of the Year in 2013. His first album had also been in the first rank of Rolling Stone chart in January and February 2012.

Line 8

Line12

Adapted from (<https://www.belajarbahasainggris.id/2015/02/3-contoh-descriptive-text-mengenai-seseorang-dalam-bahasa-inggris.html>)

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a. The best singer in Indonesia
 b. A famous singer and a song writer from Indonesia
 c. Tulus' biography
d. Tulus and his family

APPENDIX 13



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331)-330224, 334267, 337422, 333147 * Faksimile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor **7 1 6 2/UN25.1.5/LT/2019**
Lampiran : -
Hal : Permohonan Izin Penelitian

10 SEP 2019

Yth. Kepala
SMP Negeri 8 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Maulinda Yuliani
NIM : 150210401037
Jurusan : PBS/ Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 8 Jember dengan judul "IMPROVING THE EIGHTH GRADE STUDENTS READING COMPREHENSION ACHIEVEMENT BY USING SEMANTIC MAPPING TECHNIQUE". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.


n. Dekan
Wakil Dekan I,
Dr. Suratno, M.Si,
NIP. 456706251992031003



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 8 JEMBER

Jl. Basuki Rahmat No. 25 Jember, Telp. 0331-337868, Email. smpn8jember@yahoo.co.id



SURAT KETERANGAN PENELITIAN

Nomor: 422/131/310.01.20523896/2020

Yang bertanda tangan dibawah ini:

Nama : H. Akhmad Muhajir S.Pd., M.Si

NIP : 19620626 198412 1 005

Jabatan : Kepala Sekolah

Pangkat/Golongan : Pembina Tk.I, IV/b

Unit Kerja : SMP Negeri 8 Jember

Dengan ini menerangkan bahwa:

Nama : Maulinda Yuliani

NIM : 150210401037

Fakultas/Jurusan : FKIP/Pendidikan Bahasa Inggris Universitas Jember

Benar-benar telah selesai melaksanakan penelitian di SMP Negeri 8 Jember dengan judul *"Improving The Eighth Grade Students' Reading Comprehension Achievement by Using Semantic Mapping Technique"*, sejak tanggal 05 Oktober s/d 15 Oktober 2019.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Jember, 12 Februari 2020
Kepala SMP Negeri 8 Jember



H. Akhmad Muhajir S.Pd., M.Si
NIP. 19620626 198412 1 005