



**IMPROVING THE VII-A GRADE STUDENTS' ACTIVE PARTICIPATION  
AND THEIR READING COMPREHENSION ACHIEVEMENT THROUGH  
SEMANTIC MAPPING TECHNIQUE AT SMPN 3 RAMBIPUJI JEMBER**

**THESIS**

**By**

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**NIM 110210401012**

**ENGLISH EDUCATION PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

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Composed to fulfill one of the requirements to obtain S1 Degree at the English  
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**DEDICATION**

This thesis is honorably dedicated to:

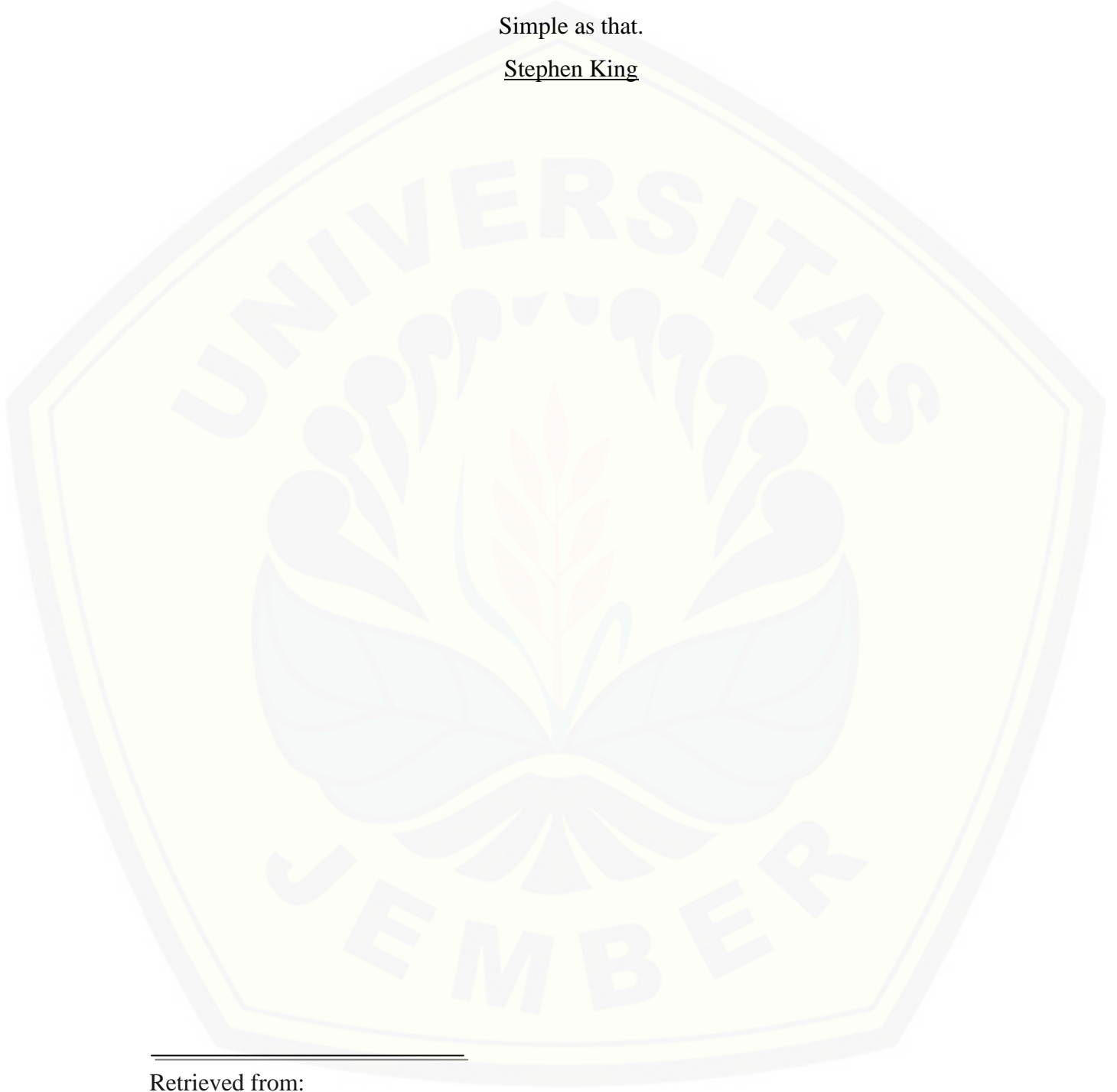
1. My beloved parents, Agus Sugiharto, Ama.Pd and Winarti, who always pray and support me in every step I take. I love you both and I thank God to have both of you in my life.
2. My adorable sister and brother, Dinda Bestaria and Andre Chemantin. I feel so blessed to have both of you. Thank you for lighting up my life.

**MOTTO**

If you don't have time to read, you don't have the time (or the tools) to write.

Simple as that.

Stephen King



---

Retrieved from:

<http://www.goodreads.com/quotes/tag/reading> [22nd of June, 2015]

**STATEMENT OF THESIS AUTHENTICITY**

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

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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**IMPROVING THE VII-A GRADE STUDENTS' ACTIVE PARTICIPATION  
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I believe that this thesis might still have some weaknesses. Therefore, any constructive suggestions or criticisms will be wisely appreciated and welcomed.

Jember, August 19<sup>th</sup> 2015

The Writer



## SUMMARY

**Improving the VII-A Grade Students' Active Participation and Their Reading Comprehension Achievement through Semantic Mapping Technique at SMPN 3 Rambipuji Jember;** Rhisma Antika, 110210401012; 2011; 64 pages; English Language Education Study Program Language and Arts Department The Faculty of Teacher Training and Education, Jember University.

Reading is an interactive process in which reader actively engage with texts, building their own understanding of the author's message (Biddulph, 2002:3) as cited in Boonde (2010:11). Through reading, readers can gain many things including information. It can be said that reading is the process of understanding or comprehending any information from the text to gain an idea or a message. Based on the interview in the preliminary study, it was revealed that the grade VII-A students still faced problems in comprehending word, sentence, paragraph and text. As a result, they were not always able to comprehend the meaning of the reading text well. The average score of the VII-A grade students reading comprehension achievement was still 61, while the passing grade score for the English subject in that school was 70. Additionally, the students' active participation had not always been analyzed and documented by the English teacher.

After identifying the class situation, the English teacher and the researcher agreed that Semantic Mapping technique was selected to solve the main problem faced by the students. McNeil (1992:34) says that Semantic Mapping is one of the effective teaching devices for activating appropriate background knowledge. In addition, Schieffer (2006:1) assumes that "Semantic Maps graphically represent the spheres of meaning surrounding concepts and the central terms used to describe a practical problem in an organizational context". Those were the main reasons why Semantic Mapping technique was trusted to improve the students' active participation in the reading class and their reading comprehension achievement.

This classroom action research was intended to improve the VII-A grade students active participation and their reading comprehension achievement through Semantic Mapping technique at SMPN 3 Rambipuji Jember in the

2014/2015 academic year. This research had been conducted in two cycles. Each cycle consisted of two meetings and one reading comprehension test. The researcher did the action collaboratively with the English teacher. The success criteria used to evaluate the action were; 1) At least 75% of the students of the research can reach the score of 70 or higher on reading test, 2) At least 75% of the students are active during teaching and learning process.

Based on the observation in Cycle 1, there were 42,64% of the students who were active during the teaching reading process by using Semantic Mapping technique. It means that the research target of active participation had not been achieved yet. Therefore, the action was continued to the second cycle. Then, Cycle 2 showed that the percentage average result of students' active participation was 81,49%. It can be verified that the percentage of the students' active participation could be improved by using Semantic Mapping technique gradually.

In addition, according to the reading test results, the data gathered in the preliminary study showed that 20% of the students (7 students out of 35 students) got score 70 or higher. After the implementation of the action in Cycle 1, there were 15 students out of 30 students or 50% who got the score  $\geq 70$ . This result had not achieved the target score criteria. Then, in the second cycle, as many as 83,33% or (25 students out of 30 students) who got the score at least 70 or higher. Finally, the result had achieved the target of the research. Thus, it can be proved that the use of Semantic Mapping technique could improve the students' reading comprehension achievement.

In this research, some factors that influenced the results of the action were found; (1) using the topic that more familiar; (2) using the variety of shapes or colors in making Semantic Mapping; (3) working in group while doing the tasks; (4) giving more explanation of creating Semantic Mapping from the beginning by writing down on the board step by step; and (5) using Indonesian and English language in balance during the teaching and learning process. Besides, Semantic Mapping technique made the students becomes active readers as they read and reread the reading text to create the map and add text to the shapes. Therefore, for those students who created the Semantic Mapping completely, showed that they got the reading test score  $\geq 70$ . Thus, using Semantic Mapping technique was

effective in reading questions like (1) identifying the synonyms and antonyms, (2) finding some sentences that expressed about the generic structure (rhetorical step), (3) identifying the main idea, supporting details, and topic, (4) identifying the purpose of the text, and (5) making conclusion of the reading text.

Considering the results of observation and reading test above, it is suggested to the English teacher to use Semantic Mapping technique in improving the students' active participation in the process of teaching and learning and their reading comprehension achievement.



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## CHAPTER I. INTRODUCTION

In English Language Teaching (henceforth:ELT), reading is important for students to gain new knowledge from the literature they have read. However, students who learn English as a foreign language still face difficulties in comprehending the meaning of what they have read. Teacher's role becomes important in choosing an appropriate technique to overcome the students' problems. This research is focused on how the students comprehend reading material which is done by using Semantic Mapping technique at SMPN 3 Rambipuji Jember.

This chapter presents some issues underpinned the topic of the research, discusses some topics related to the reasons of selecting reading skill and Semantic Mapping as the technique. They are the background of the research, the problems of the research, the objectives of the research, and the significance of the research. The points are presented in the following section respectively.

### **1.1 Background of the Research**

English has become a world language because the diffusion of English is very wide outside the British Isles (Barber, 2011:240), that is why English is not only the language of British Country but also an International language and a global language (Seidlhofer, 2003; Crystal, 2003). Moreover, Afsaneh (2005:1) also affirms that English is now the dominated language of information in the world. As the evidence, wherever you go in foreign countries, you will easily find statements, signs, and advertisements written in English. The same thing happens in the airports, information is provided in English along with the national language of the country itself. Therefore, mastering English well will help people get information easily.

In the field of education, the curriculum taught by schools has the English language as their primary medium of instruction to familiarized students with the language. Every single country has adopted English to their academics (Dawobus, 2012:1). The occurrence also happens in the field of education in Indonesia, English

has been regarded as one of the compulsory subjects which has been taught from junior high school up to university level. In junior and senior high schools, English subject is included in National Examination test. School-Based Curriculum (*KTSP*) has developed the outline of English teaching. It is stated that there are four English skills are needed to be learnt by students in junior high school level, namely listening, speaking, reading, and writing. (*Kementerian Pendidikan dan Kebudayaan, 2006:7*)

Then, the above four English skills are divided into two, they are receptive and productive skills. The receptive skills include listening and reading while the productive ones are speaking and writing (Al-Jawi, 2010:2). Reading, as one of the receptive skills is considered important to be learnt because reading is still the most important task of the schools (Yusuf & Amanda, 2008:1). In addition, according to Grellet (1996:8), reading is the basic skill in learning English because every teaching learning activity in English class involves reading activity. Reading is the first important element that can support the process of mastering the other skills and improving knowledge (Hanafi, 2005:270). Therefore, through mastering reading skill well, we can understand all of the reading pieces, encyclopedia, reading popular sciences which are written in English.

The reading term itself; according to some experts, have some definitions. Reading can be seen as an interactive process between a reader and the ideas presented by the writer which leads the reader to comprehend the text by using his/her knowledge (Alyousef, 2005; Bos & Vaughn, 1991). According to Biddulph (2002:3) as cited in Boonde (2010:11), reading is an interactive process in which reader actively engage with texts, building their own understanding of the author's message. Through reading, readers can gain many things including information. It can be said that reading is the process of understanding or comprehending any information from the text to gain an idea or a message.

When the students are doing reading activity, they are expected to comprehend its content. Comprehension means interacting and constructing meaning with text (Hennings, 1997; Fairbairn & Winch, 1998). When the students are reading, they do not only read the text but also do an active process that is a thinking process



by comprehending all the words, phrases, sentences, and paragraphs in order to know the meaning of the text. Hennings (1997:269) further says that comprehension requires a thorough understanding of word, sentence and paragraph meanings. In addition, Wood (1996:203) having an argument that the readers will find the meaning and think about what they have read easier, if they locate and understand the ideas. In brief, when we read we have to be able to comprehend.

Prior to conducting the present research, the researcher did a preliminary study on January, 18<sup>th</sup> 2015 by interviewing the English teacher of VII-A grade in SMPN 3 Rambipuji Jember. This preliminary study was intended to get first-hand information of the English teaching and learning process at that school in the 2014/2015 academic year. Based on the interview, it was revealed that the grade VII-A students still faced problems in comprehending word, sentence, paragraph and text. As a result, they were not always able to comprehend the meaning of the reading text well. The result of the preliminary study showed that only 7 students (20,58% of the students) who got score 70 or higher. While 28 students (80% of the students) got the reading score less than 70. The average score of the grade VII-A students reading comprehension achievement was still 61, while the passing grade score for the English subject in that school was 70. The students' active participation had not always been analyzed and documented by the English teacher. Therefore this study included observation checklist in order to record the students' active participation during the teaching learning process to find what activities that contributed to the successful application of this technique in the teaching of reading.

Besides interviewing the English teacher, a classroom observation was also conducted in the preliminary study on January, 18<sup>th</sup> 2015 to get the class situation during the teaching learning process and to confirm about English teacher's information. Based on the classroom observation in class VII-A, it was noted that there was almost no chance for the students to activate their background knowledge, to make prediction about the content of the text before interacting with the new text. Gillet & Temple (1990:261) argue that when the readers can somehow relate what they read to their prior knowledge, they will understand and remember it clearer. In



the process of teaching reading, the teacher directly asked them to read the text loudly, discussed the vocabulary in the reading material and assigned them to do the task by answering the questions given. Considering to the information, it was identified that the students of VII-A still faced some problems dealing with comprehending word, sentence, and paragraph of the reading text. Those things happened because they were not able to organize the information well, lack of background knowledge, and lack of vocabulary.

After identifying the problems, the English teacher and the researcher had discussed what appropriate technique would be used to increase the students' active participation and their reading comprehension achievement. Thus, it was agreed that Semantic Mapping technique was selected to solve the reading problems.

Holley & Danesereau (1984) in Chiang (2005:14) defines Semantic Mapping as a schematic device which enables students to integrate background knowledge, experiences, and new information into a coherent and complete picture. In addition, Schieffer (2006:1) also defines that "Semantic Maps graphically represent the spheres of meaning surrounding concepts and the central terms used to describe a practical problem in an organizational context". In other words, the ideas are displayed surrounding the central concept that is related each other.

The evidence of the usefulness of Semantic Mapping technique has been documented in research. Setyani (2010) conducted a study on the use of Semantic Mapping technique to improve the students' active participation and their reading comprehension achievement on analytical exposition text through classroom action research at SMAN 1 Panggul Trenggalek in the 2009/2010 academic year. This research was done in two cycles. In the first cycle, the students who were active were 65,85 % and the mean score of the students was 65,5. Meanwhile, in the second cycle, the students who were active were 78 % and the mean score was 70. The result indicated that Semantic Mapping technique could improve the students' active participation and their reading mean score. In the process, it can be seen that the students were able to find main ideas, supporting details, and information from the Semantic Mapping they had made because Semantic Mapping itself helped them to

organize the information of the text well. Besides that, Semantic Mapping technique influenced the class atmosphere as the students become more active and motivated in joining the reading activity.

In addition, Muhtar (2010) from Sebelas Maret University also used Semantic Mapping technique in his research to improve students' narrative reading comprehension at SMPN 1 Sine in the 2009/2010 academic year. The conclusion indicated that the students' mean score increased from 55,89 in the pre-test to 63,16 in cycle 1 and 75.05 in cycle 2. It can be concluded that, teaching reading through Semantic Mapping technique made the students easier to understand the content of the text because as they created a Semantic Mapping they can categorize the information in a cluster. Moreover, Semantic Mapping technique could improve the class situation; the class became more enjoyable and fun because some of the students like to do the reading activity in a visual way by applying the Semantic Mapping.

Another study was conducted by Sam & Rajan (2013), entitled using Graphic Organizer to improve reading comprehension skill for the middle school ESL students. Graphic Organizer is the different term of Semantic Mapping. From this study, it can be concluded that Graphic Organizer helps readers in identifying the required information from the material, classifying or arranging them in templates which are creatively constructed by the readers themselves and they also guide readers in drafting similar information in a different context.

The similarities of this research with the research findings mentioned were the use of Semantic Mapping technique in reading comprehension achievement. Meanwhile, the differences were the type of the text and the research participants. Setyani (2010) used analytical exposition text and Muhtar (2010) used narrative text, but this research used descriptive text. Setyani (2010) chose the eleventh grade senior high school students, Sam & Rajan (2013) used middle school ESL students but this research used the seventh grade junior high school students.

Regarding the previous research findings, it can be concluded that Semantic Mapping is a technique that works well in improving reading comprehension achievement. Additionally, the class atmosphere was influenced as the students

become more active and motivated in joining the reading activity. Thus, Semantic Mapping is an appropriate technique to be taught in helping students do reading comprehension.

Based on the problems faced by the students of SMPN 3 Rambipuji Jember, and regarding the previous research findings and the theory about Semantic Mapping technique, a classroom action research was conducted to know whether Semantic Mapping technique was also successful in improving the students' active participation and their reading comprehension achievement in this present research. Therefore, the researcher conducted a research entitled "*Improving the VII-A Grade Students' Active Participation and Their Reading Comprehension Achievement through Semantic Mapping Technique at SMPN 3 Rambipuji Jember*".

### **1.2 Problems of the Research**

Based on the research background and rationale, the problems of the research are formulated as follows:

1. Can the use of Semantic Mapping technique improve the VII-A grade students' active participation in the reading class at SMPN 3 Rambipuji Jember?
2. Can the use of Semantic Mapping technique improve the VII-A grade students' reading comprehension achievement at SMPN 3 Rambipuji Jember?

### **1.3 Objectives of the Research**

According to the problems of the research, the objectives of the research are:

1. To improve the VII-A grade students' active participation in the reading class through Semantic Mapping technique at SMPN 3 Rambipuji Jember
2. To improve the VII-A grade students' reading comprehension achievement through Semantic Mapping technique at SMPN 3 Rambipuji Jember

## **1.4 Significance of the Research**

The results of this classroom action research are expected to give contribution to the English teacher, the VII-A grade students of SMPN 3 Rambipuji Jember, and the future researchers.

### **1.4.1 The English teacher**

It is hoped that the results of this research can be used as an input for the English teacher in the process of teaching reading. The teacher can apply Semantic Mapping as an alternative technique in teaching English to increase the quality of teaching reading and make the process of teaching reading run more interestingly, which may increase the students' active participation and their reading comprehension achievement.

### **1.4.2 The VII-A Grade Students of SMPN 3 Rambipuji Jember**

The results of this research are expected to be useful to improve the students' active participation and their reading comprehension achievement. The students will have an alternative way in doing reading comprehension which is done through selecting key content or ideas from the passage and representing it in some sorts of visual display such as boxes, circles, connecting lines, or arrows.

### **1.4.3 The Future Researchers**

The outcomes of this research are expected to give benefit for future researchers; they can be used as information and reference to conduct further research about Semantic Mapping technique in teaching reading. The future researchers can apply different research design such as experimental research or case study research or they may apply other techniques or to other level of students. The problems and factors are not unsolved in this present research hopefully can be investigated by other researchers later on.



## **CHAPTER II. REVIEW OF RELATED LITERATURE**

This chapter presents the discussion about theory underlying the use of Semantic Mapping technique to improve the VII-A grade students' active participation and their reading comprehension achievement. There are 10 points explained in this chapter consisting of reading comprehension achievement in English Language Teaching, the concept of Semantic Mapping technique, the types of Semantic Mapping technique, the classroom application of Semantic Mapping technique in teaching reading comprehension, the advantages and the disadvantages of using Semantic Mapping technique in teaching reading, the concept of descriptive text, relevant research findings, the recent condition of the teaching of reading at SMPN 3 Rambipuji Jember, students' participation and the research hypotheses. Each point is presented in the following sections respectively.

### **2.1 Reading Comprehension Achievement in English Language Teaching**

Reading means the process of understanding and comprehending the text. "Learning to read must involve learning to access meaning through printed words" (Beard & Oakhill, 1999:110). In line with the idea, Grellet (1981:7) defines that reading is a process of guessing text meaning constantly. It means that when readers read a text, they surely experience the process of reading in order to guess the whole meaning. Further Grellet (1981:7) says that from the very beginning, readers study the layout of a text; such as the title, length, pictures, and type of the text. Afterwards, they have to make hypothesis about the contents and function of the text according to what they know. Then, readers make revision and further prediction about the guesses, and they do second reading for more detail. This process makes readers achieve a global approach to the text.

Gillet & Temple (1990:6) assert that "reading improves with lots of practice". Reading sometimes compared to walking. You do it automatically, without thinking

about it. In other words, reading is a kind of activity which is done regularly. Thus, we easily comprehend or understand what we do if we do it a lot. For instance, elementary students pick up a great deal of knowledge of the world through reading texts because texts tell about the world. If they read more often, of course the process of reading activity will continue with greater understanding. As what Gillet & Temple (1990:5) further say that everyone who read frequently with more satisfaction become more knowledgeable.

Reading requires not only using accurate reading skills, but also to be able to comprehend easily and automatically (Lyon, 2001 as cited in Salameh, 2009). It means that, readers should have comprehension skill in reading the text because as what Bos & Vaughn (1991:144) point out that comprehension is the main purpose of reading. Without doing comprehension, the readers can not acquire the information, understand the meaning and communicate the text successfully. Besides that, the readers need to use knowledge they already had in comprehending the text. Supported by Gillet & Temple (1990:260), 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 prior knowledge. In brief, comprehend the text by relating prior knowledge is a must for readers.

Reading comprehension relates to the action of composing meaning from a variety of text format. In this case, students are expected not only to know and to be familiar with the text but also to comprehend the text itself. Pang *et. al.* (2003:14) support that comprehension is active thinking and reasoning process. The reader will actively engage with the text to construct meaning and to activate their prior knowledge. In Lenz's opinion (2005:1) reading comprehension as the process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. It means that the students' understanding about the text they read will be mostly depending on their prior knowledge.



According to Madsen (1983:79) there are four kinds of reading comprehension that have to be mastered by students. They are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The following section discusses about each comprehension in detail.

### 2.1.1 Word Comprehension

Word is the basic component in a text, as Spencer & Hay (1998:223) as quoted in Alyousef (2005:145) say that word recognition is a fundamental component in reading mastery. Farbairn & Winch (1996:9) argue that 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 word used to construct sentences is the best way to begin practicing for a reading comprehension test. In word comprehension questions, you are expected to find synonyms (words that mean the same thing) or antonyms (words that mean the opposite). Using a dictionary is the best way to define a word. However, if you are in a testing situation, you are not allowed to use it. That is why, in order to understand a reading text successfully, students must know the meaning of the words stated in the text. Here is the example of word comprehension in a question:

Ayu Okvitawanli

The girl's name is Ayu Okvitawanli. Now, she is 13 years old and she is in the first year of SMP Penabur, Jakarta. She becomes one of the people recorded in MURI (Museum Rekor Indonesia). Do you know why? Yes, she is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius itu?* This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are Science, Math, and English. Her favorite writers are N.H Dini, J.K. Rowling, and the queen of detective stories: Agatha Christie.

(Mandiri: *Practice Your English Competence* for VII grade

SMP, Erlangga, written by Nur Zaida, 2009:57)

Question:

1. Which of the followings is the closest in meaning to the word “mysterious” in line 5?
  - a. secretive
  - b. strange
  - c. enigmatic
  - d. furtive

Answer: b. strange (the word “strange” has the closest meaning with the word “mysterious”, on the contrary the word “secretive”, “enigmatic” and “furtive” have different meaning)

### 2.1.2 Sentence Comprehension

According to Oxford Dictionaries (2014), sentence is a group of words that makes complete sense, contains a main verb, and begins with a capital letter. Sentence comprehension means the understanding of what the sentence tells about, not only the understanding of word by word, but also the whole words to express a complete thought. As what Grellet, (1996:15) says that it is better for readers to understand the meaning of a group of words constructed in sentences than to understand the meaning of word by word. Here is an example of sentence comprehension in the question:

Ayu Okvitawanli

The girl’s name is Ayu Okvitawanli. Now, she is 13 years old and she is in the first year of SMP Penabur, Jakarta. She becomes one of the people recorded in MURI (Museum Rekor Indonesia). Do you know why? Yes, she is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius itu?* This novel tells about mysterious murders.

Line 4

Ayu enjoys studying and reading very much. Her favorite subjects are Science, Math, and English. Her favorite writers are N.H Dini, J.K. Rowling, and the queen of detective stories: Agatha Christie.

*(Mandiri: Practice Your English Competence for VII grade*

SMP, Erlangga, written by Nur Zaida, 2009:57)

Question:

1. Why is Ayu recorded in MURI? Because ....
  - a. she is the youngest novelist in Indonesia.
  - b. she is a student of SMP Penabur.
  - c. she is a fan of N.H Dini.
  - d. she likes Science.

Answer: a. she is the youngest novelist in Indonesia. (It is stated in line 3 of paragraph 1 that Ayu becomes one of the people recorded in MURI because she is the youngest novelist in Indonesia)

### 2.1.3 Paragraph Comprehension

Students will understand the overall fact, feeling, or thought a writer wants to convey about his or her text when they comprehend paragraph by paragraph of the text itself (Chesla E., 2001; Wood, 1991). A paragraph is a group of related sentences which develop a main idea with a single or specific topic (Mc. Whorter, 2012; Wong, 1998). According to learning express (2006:15) finding the main idea of a written piece is one of the most important aspects of good reading comprehension. Thus, to find a main idea of a paragraph, the readers must be able to identify the topic of the paragraph and state the main point made by the writer; investigate the supporting details which explain or support the main idea and make a conclusion to restates the main idea. Here is the example of paragraph comprehension:

Ayu Okvitawanli

The girl's name is Ayu Okvitawanli. Now, she is 13 years old and she is in the first year of SMP Penabur, Jakarta. She becomes one of the people recorded in MURI (*Museum Rekor Indonesia*). Do you know why? Yes, she is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius itu?* This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are Science, Math, and English. Her favorite writers are N.H Dini, J.K. Rowling, and the queen of detective stories: Agatha Christie.

(Mandiri: *Practice Your English Competence* for VII grade

SMP, Erlangga, written by Nur Zaida, 2009:57)

Question:

1. What is the main idea of the first paragraph?
  - a. The girl's name is Ayu Okvitawanli.
  - b. Mysterious murders.
  - c. The youngest novelist in Indonesia.
  - d. Mysterious novel.

Answer: c. The youngest novelist in Indonesia. (The point of the first paragraph makes about a topic)

Additionally, a paragraph has 3 structures; they are a topic sentence, supporting details, and a concluding or transitional sentence (McWorther, 2010; Wingersky *et. al*, 1999). The explanations of them in brief are presented in the following parts.

#### 2.1.3.1 A Topic Sentence

The main idea of a paragraph usually presented in a sentence, and that sentence is known as a topic sentence which the most general statement in the paragraph. As what (Wong, 1998:366) assumes that topic sentence is the sentence in a paragraph that states the main idea. McWorther (2010:140) says that a topic sentence should make clear what the paragraph is about (its topic) and make a point about the topic. At last, although a topic sentence can be located anywhere in a paragraph, it is usually in the first or the last (McWorther, 2012:151). Here is the example of topic sentence in the question:

Ayu Okvitawanli

The girl's name is Ayu Okvitawanli. Now, she is 13 years old and she is in the first year of SMP Penabur, Jakarta. She becomes one of the people recorded in MURI (*Museum Rekor Indonesia*). Do you know why? Yes, she is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius itu?* This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are Science, Math, and English. Her favorite writers are N.H Dini, J.K. Rowling, and the queen of detective stories: Agatha Christie.

(Mandiri: *Practice Your English Competence* for VII grade  
SMP, Erlangga, written by Nur Zaida, 2009:57)



Question:

1. What is the topic sentence of the first paragraph?
  - a. This novel tells about mysterious murders.
  - b. Ayu is the youngest novelist in Indonesia.
  - c. The girl's name is Ayu Okvitawanli.
  - d. One of the people recorded in MURI.

Answer: b. Ayu is the youngest novelist in Indonesia. (The sentence that states the paragraph's main idea)

### 2.1.3.2 Supporting Details

The sentences that explain and support the topic sentence are called supporting details. These details may be facts, evidence, reasons, statistics, personal experience, definitions and examples (McWorther, 2012; Wong, 1998). In addition, it necessary to provide concrete details that work together to support the topic sentence.

Here is the example of supporting details in the question:

Ayu Okvitawanli

The girl's name is Ayu Okvitawanli. Now, she is 13 years old and she is in the first year of SMP Penabur, Jakarta. She becomes one of the people recorded in MURI (*Museum Rekor Indonesia*). Do you know why? Yes, she is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius itu?* This novel tells about mysterious murders.

Line 4

Ayu enjoys studying and reading very much. Her favorite subjects are Science, Math, and English. Her favorite writers are N.H Dini, J.K. Rowling, and the queen of detective stories: Agatha Christie.

(Mandiri: *Practice Your English Competence* for VII grade  
SMP, Erlangga, written by Nur Zaida, 2009:57)

Question:

1. What subjects does Ayu like?
  - a. Math
  - b. English and Science
  - c. Math and English
  - d. English, Math and Science

Answer: d. English, Math and Science (These subjects explain about Ayu's favorite subjects as stated in the seventh line of the second paragraph)

### 2.1.3.3 A Concluding or Transitional Sentence

McWorther (2010:140) states that a concluding or transitional sentence explains the paragraph to a close or it may leads to the next paragraph. Wong (1998:366) says that the last sentence in a paragraph which restates or summarizes the main idea of the paragraph, called concluding sentence. Here is the example of concluding sentence in the question:

Ayu Okvitawanli

The girl's name is Ayu Okvitawanli. Now, she is 13 years old and she is in the first year of SMP Penabur, Jakarta. She becomes one of the people recorded in MURI (*Museum Rekor Indonesia*). Do you know why? Yes, she is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius itu?* This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are Science, Math, and English. Her favorite writers are N.H Dini, J.K. Rowling, and the queen of detective stories: Agatha Christie.

(Mandiri: *Practice Your English Competence* for VII grade

SMP, Erlangga, written by Nur Zaida, 2009:57)

Question:

1. What does the second paragraph mainly discuss?
  - a. The youngest novelist in Indonesia.
  - b. Ayu's favorite subjects and writers.
  - c. Mysterious murders.
  - d. One of the people recorded in MURI.

Answer: b. Ayu's favorite subjects and writers. (drawing a conclusion about the second paragraph mainly discuss)

### 2.1.4 Text Comprehension

To get better understanding in reading comprehension, the three elements of the text should be comprehended by the students, namely words, sentences, paragraphs and others smaller units (Mc. Whorter, 2010:131). The indicators of text comprehension are finding the purpose of the text and making a conclusion of the text. Here is an example of text comprehension in the question:



## Ayu Okvitawanli

The girl's name is Ayu Okvitawanli. Now, she is 13 years old and she is in the first year of SMP Penabur, Jakarta. She becomes one of the people recorded in MURI (*Museum Rekor Indonesia*). Do you know why? Yes, she is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Misterius itu?* This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are Science, Math, and English. Her favorite writers are N.H Dini, J.K. Rowling, and the queen of detective stories: Agatha Christie.

(Mandiri: *Practice Your English Competence* for VII grade SMP, Erlangga, written by Nur Zaida, 2009:57)

Question:

1. What is the purpose of the text?
  - a. To present Ayu Okvitawanli.
  - b. To persuade the reader about the novel.
  - c. To describe Ayu Okvitawanli completely.
  - d. To inform the reader about MURI (*Museum Rekor Indonesia*)

Answer: c. To describe Ayu Okvitawanli completely. (to describe a particular person completely)

The result of students' ability in reading comprehension is called students' reading comprehension achievement. The students' reading comprehension achievement can be acquired by administering a reading comprehension test after conducting the process of teaching reading in the class. Achievement is related to a test that is done to discover how many materials the students have already achieved after joining certain course or study (Hughes, 2003:12). So in this research, reading comprehension achievement means the result of reading test in the form of scores achieved by the students. The test itself will be given after they had been already taught about reading through Semantic Mapping technique.

## 2.2 The Concept of Semantic Mapping Technique

There are a lot of names of Semantic Mapping technique that refer to the same concept and have the same meaning. Some experts define it in some different ways. Basically, the experts' definitions have the same point.

Sinatra *et. al.* (1984); Hennings (1997) call Semantic Mapping as semantic map, webs, or networks. Langan (2011), Cryer (1996) name this concept as clustering, mind mapping or diagramming. Gillet & Temple (1990:262) prefer to call this concept as webbing. Harmer (2004:89) uses the term spider gram or mind map. Strangman (2003) labeled this concept as graphic organizer. At last, Carrel *et. al.*, (1988:250) prefer to name Semantic Mapping as text mapping. Based on the explanations above, it can be assumed that Semantic Mapping is similar with Semantic Map, Webs, Networks, Diagramming, Webbing, Spider Gram, Mind Map, Graphic Organizer, Clustering and Text Mapping. This research used the term Semantic Mapping technique proposed by some experts above.

The definition of Semantic Mapping technique itself, according to Sinatra *et. al.* (1984:4) is a graphic arrangement showing how the major and minor ideas are related in a text. The map consists of nodes; it can be drawn in circles, rectangles, or squares. The nodes are containing keywords or phrases, with connecting links in the form of lines or arrows which drawn between the nodes. In addition, Hennings (1997:279) explains that Semantic Mapping is a network of interrelated words or phrases which are connected to a central topic hub and to one another that highlights relationships with a body of information.

Gillet & Temple (1990); Harmer (2004) describe that Semantic Mapping is a way to help the students to recall prior knowledge by generating idea or model. Besides that, Langan (2011) define that Semantic Mapping is a technique that can be used to help readers who like to do their thinking activity in a visual way which allows the readers to sketch ideas loosely and see the relationships between sub points and components of ideas graphically. Moreover, Semantic Mapping is an effective technique because it easily makes the readers to gather information and organized the thoughts, so it will help them to see how the ideas fit together (McWorther, 2010:87). In addition, according to Barron (1979) as stated in Sam and

in Sam and Rajan (2013:157) says that by designing Semantic Mapping, the students will motivate themselves in the process of reading comprehension. It likely happens because Semantic Mapping is an effective technique, by which students enhance their understanding of key words by graphically mapping them.

Considering the definitions, it can be concluded that Semantic Mapping is a visual diagram used to record and organize information of the text in order to make students easily identify the components of issues in the text and help them to link ideas graphically. Their ideas and thoughts can be noted in a simply way using nodes (circles or squares) and connecting links to show how main idea and subordinate ideas are related to one another.

### 2.3. The Types of Semantic Mapping Technique

Semantic Mapping has many types in organizing the information. The way how to determine the type of Semantic Mapping will be used is based on the text type that the students faced (Hennings, 1997:342).

According to Vacca and Vacca (1991:270) there are three components of Semantic Mapping technique:

1. Core question or concept: this is a key word or phrase that is the main focus of the map.
2. Strands : subordinate ideas that help explain or clarify the main concept. These can be generated by the students.
3. Supports : details, inferences and generalization that are related to each strand. Supports clarify the strands and distinguish one strand from another.

The form of Semantic Mapping above can be illustrated as follows:

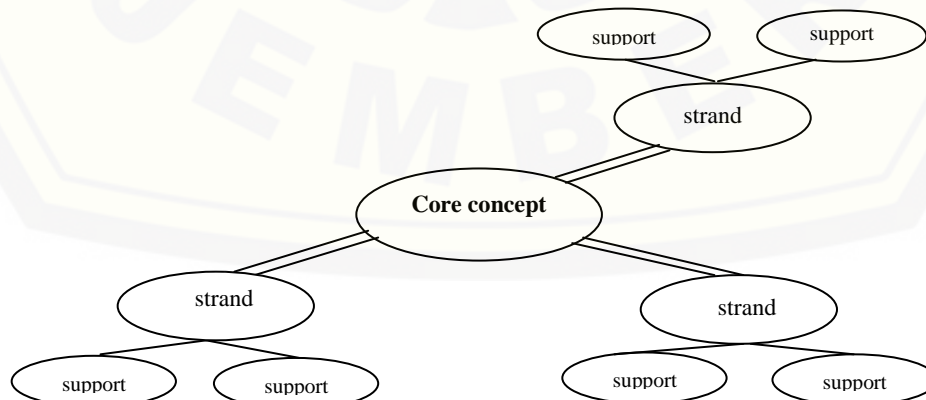
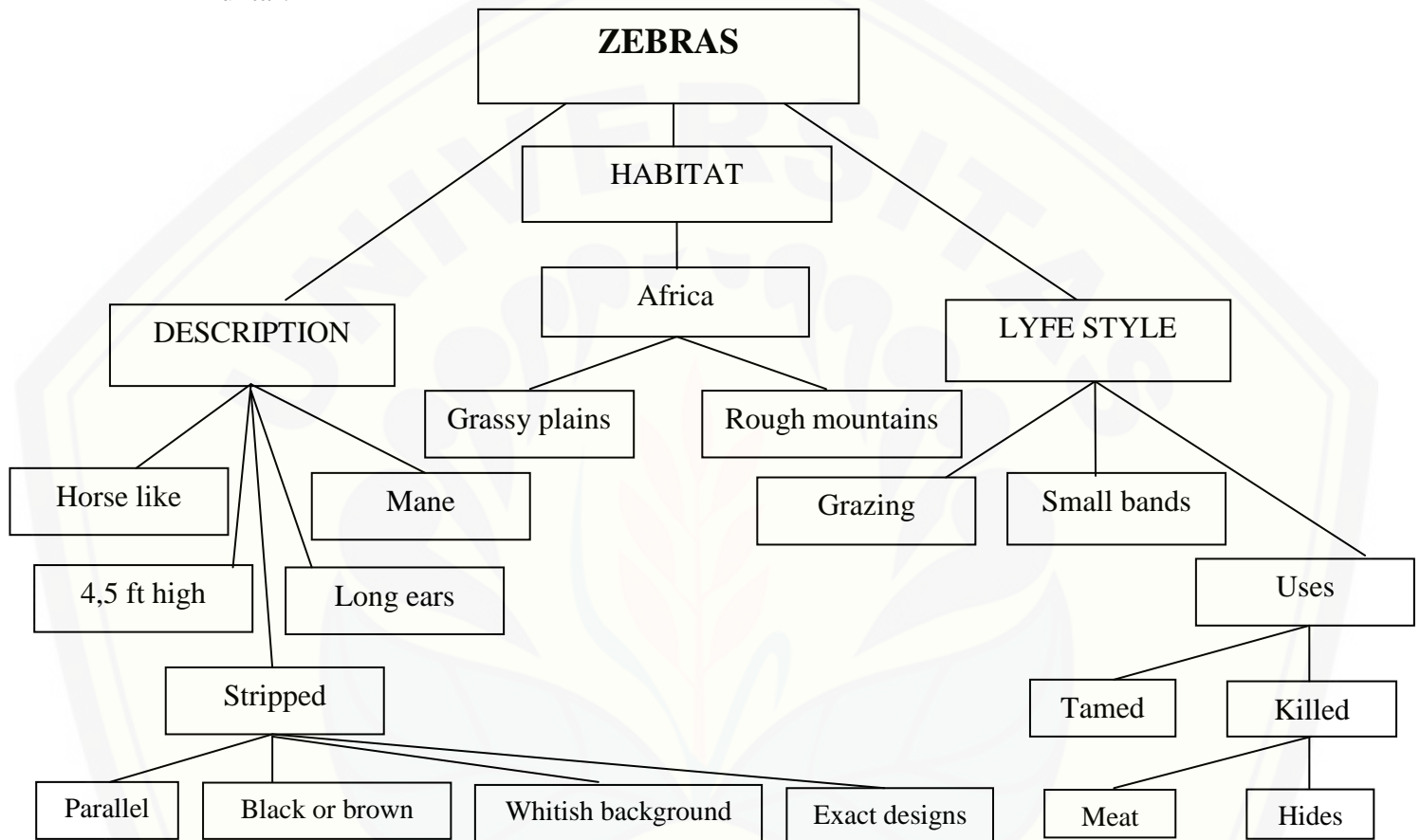


Figure 2.1. An example of Vacca and Vacca's Semantic Mapping

(Vacca & Vacca, 1991:270)

Furthermore, Sinatra (1986:5) as cited in Muhtar (2010:18) describes the narrative sequential; format arranges information in several parallel hierarchical strands. The following one is the example of Sinatra's Semantic Mapping as cited in Muhtar:



(Sinatra's Semantic Mapping (1986:5) as cited in Muhtar, 2010:17)

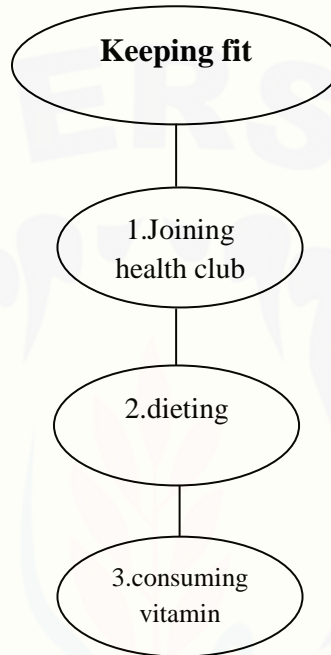
Figure 2.2. An example of Sinatra's Semantic Mapping

From figure 2.2 above, the main topic is written in the top with the biggest size. The details or the sub topics are located under the main topic and the size is smaller than the topic. Then, the sub sub topics are noted below the sub topics and the size is smaller than the sub topics, and so on. Thus, the students start to draw the squares from the biggest one until the smaller one.



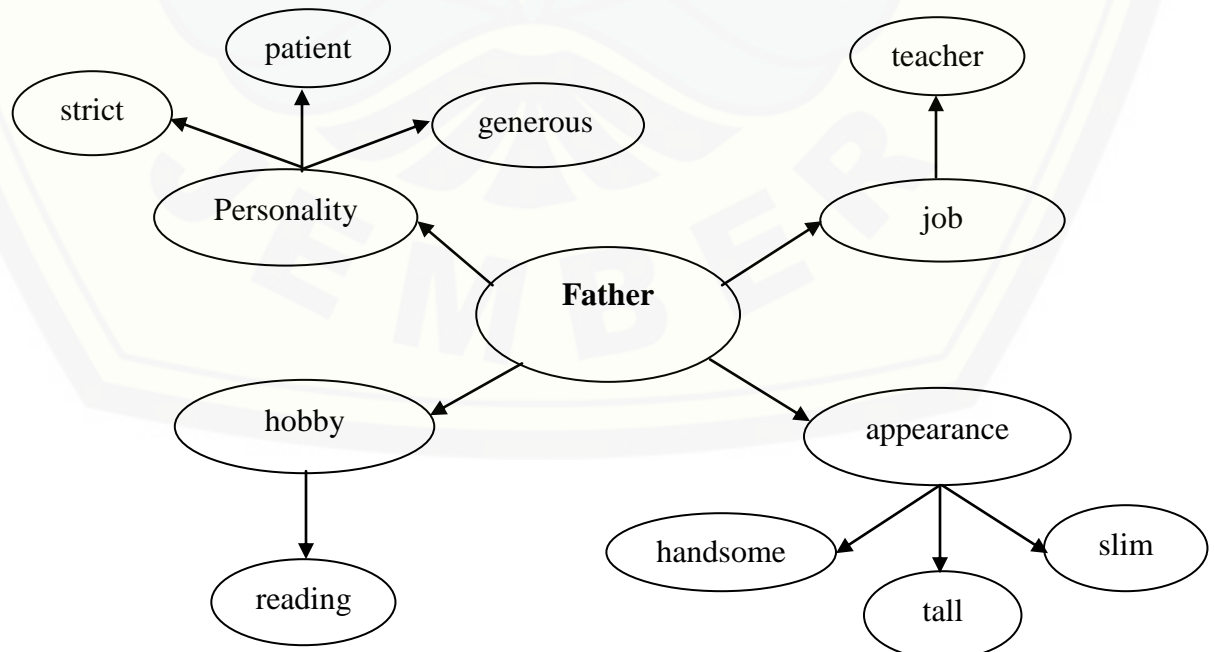
In addition, Carrel *et.al* (1988:250) point out that Semantic Mapping technique has four organizational patterns. The explanations and the forms are illustrated as follows:

1. Time order; this type is used to organize information in a chronology or time sequence.



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

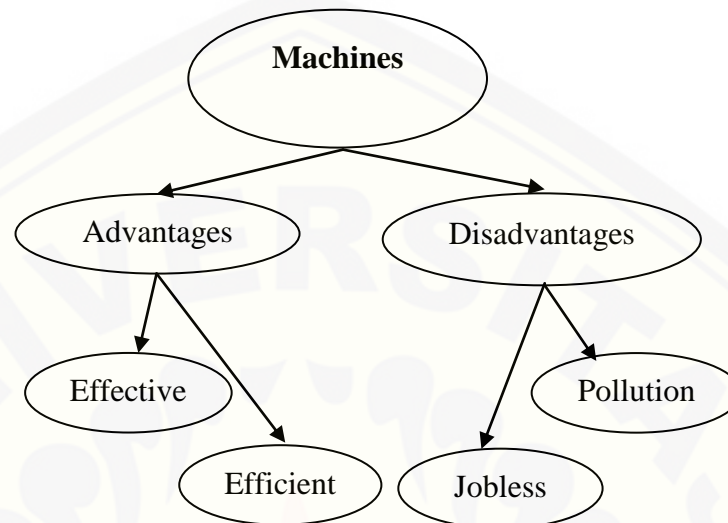
2. Collection of description; in this style, the information is organized by a simple listing of fact or ideas relates to the same topic.



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

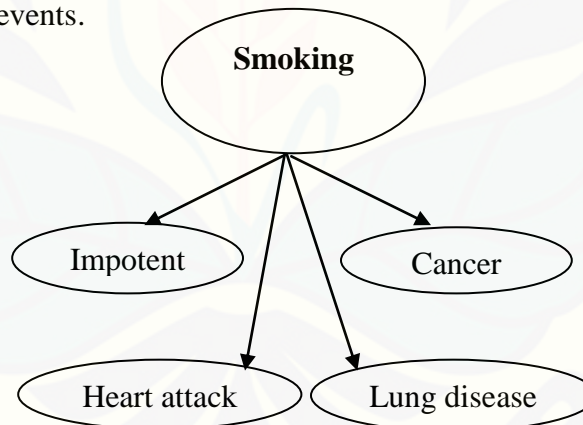


3. Comparison / Contrast; this type showed that the information is organized to differentiate similarities, differences, advantages, or disadvantages.



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

4. Cause / Effect; in this form, the information is organized to show the cause and the effect of some events.



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

*Figure 2.3 The examples of Carrel's Semantic Mapping*

Regarding to the four types of Semantic Mapping, it can be seen that the forms are determined by the text being read. Therefore, this research used Semantic Mapping from (Carrel *et.al*, 1988:250) that was collection of description because the text type used in this research was descriptive text.

## **2.4 The Classroom Application of Semantic Mapping Technique in Teaching Reading Comprehension**

The application of Semantic Mapping technique in teaching reading deals with the step of how to make or create a Semantic Mapping. Begin with the simpler one, Smith & Johnson (1980); McWhorter (2010); Langan (2013) say that to make Semantic Mapping the students started by stating the keyword in the center of 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 each other 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.

Besides that, Gillet & Temple (1990:262) describe in more complete matter that Semantic Mapping can be applied as follows:

1. Writing a topic on the board in order to recall prior knowledge.
2. Asked the students to offer terms or phrases that may be related.
3. Helping the students to list students' ideas into some categories then drawing lines to connect among terms or phrases.
4. While the students read the text given by the teacher, terms and relationship are noted and the semantic map may be revised to reflect new information required.
5. After the reading activity is done, the students reinspect the semantic map, adding the appropriate information which had not mentioned before.

This research used the step how to create the Semantic Mapping which was proposed by some experts above, they are Smith & Johnson (1980); McWhorter (2010); and Langan (2013). However, this research allowed the students to sketch the ideas loosely. It means that, the circles can be drawn from the biggest one until the smallest one to know the difference between the main idea, subordinate ideas and details. They can also sketch the Semantic Mapping by drawing a circle for main idea, rectangles for subordinate ideas and squares for details. Thus, the Semantic Mapping can be drawn as creatively as possible.

Zaid (1995) as cited in Salameh (2009:5) explains that there are three phases in a class where the Semantic Mapping may be used in reading comprehension. The first is as a pre-reading strategy, the function is to activate the students' prior knowledge or to assess the students' readiness in facing a new topic. The second is as a whilst-reading strategy, the function is to allow the students to record what they are learning during the assignments of Semantic Mapping and descriptive text. The third is as a post-reading strategy, the function is to allow them to integrate what they have studied. All of the students decide the final shape of the map.

Based on the experts' explanations, the researcher modified how the Semantic Mapping was used in this study. The procedure consisted of 3 general activities. They were pre-reading activities, whilst-reading activities and post-reading activities. Here are the procedures of teaching reading by using Semantic Mapping technique:

a. Pre-reading activities

1. The teacher showed the example and explained the theory of descriptive text
2. The teacher showed the example and explained how to use Semantic Mapping technique.
3. The teacher distributed the reading text and asked the students to read it silently.

b. Whilst reading activities

4. The teacher asked the students to find the meaning of unfamiliar words.
5. The teacher wrote down the topic on the board, and drew a circle around it.
6. The teacher guided the students by giving leading questions to think about the information or the ideas related to the text in order to recall prior knowledge.
7. The teacher helped the students to list the students' ideas into some categories.
8. The teacher asked the students to create the Semantic Mapping from the information that had been categorized in group.
9. The teacher asked the students to complete the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

10. After the students finished in completing the Semantic Mapping, the teacher asked the students to do the reading exercise.

c. Post-reading activities

11. The teacher and the students discussed the Semantic Mapping that they had made.

12. The teacher and the students checked the answer of the reading exercise together.

In summary, the procedures above were used to construct the lesson plans to guide the teaching learning process.

## **2.5 The Advantages and Disadvantages of Using Semantic Mapping Technique in Teaching Reading**

The use of Semantic Mapping in teaching reading comprehension achievement can give some advantages. However, this technique also creates a disadvantage for the students. Both advantages and disadvantages will be described below.

### **2.5.1 The Advantages of Using Semantic Mapping Technique**

(Gillet & Temple, 1990; Bos & Vaughn, 1991) state that Semantic Mapping has functions 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.

In conclusion, it is clear that the use of Semantic Mapping technique in teaching reading activities brings several advantages which lead the students to achieve their reading comprehension ability.



### 2.5.2 The Disadvantage of Using Semantic Mapping Technique

The primary disadvantage of using Semantic Mapping is creating an answer key for Semantic Mapping to be time-consuming. This problem can be reduced by giving a big picture of Semantic Mapping on the blackboard, and then the students can revise the information from the reading text, so all of the students can get feedback.

Based on the above information, to inhibit the negative impact on the students' comprehension in reading a text, the teacher can give a big picture of Semantic Mapping to minimize the time. Additionally, the researcher anticipated the disadvantages from occurring by giving explanation and example of creating the Semantic Mapping together first, finding the main point and sub points.

## 2.6 The Concept of Descriptive Text

According to the 2006 Curriculum (*KTSP*), the VII-A grade students in junior high school have to learn some genre text types such as *descriptive* and *procedure*. This research focuses on reading descriptive text for the 7<sup>th</sup> grade students of junior high school.

According to Larson & Longacre (1984) descriptive text is a text which describes the characteristics of something. It also can be defined as a kind of text that describes a particular person, place or thing. The function is to describe a particular person completely. The language features of descriptive text: using simple present tense, using adjective and using adverb. Besides that, a descriptive text also has generic structure; 1) Identification, the function is to identify phenomenon to be described; 2) Description, the function is to describe the parts, qualities and characteristics.



The following is the example of descriptive text:

### My New Backpack

I have a new backpack. Its color is soft green. I always bring it whenever I go to school. It is made of strong fabric.

Identification

Line 5 My backpack has several different parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket at the left side of the backpack. I keep a bottle of plain water in this pocket.

Description

*(Mandiri: Practice Your English Competence for VII Grade SMP, Erlangga, written by Nur Zaida, 2009:57)*

Regarding the explanation of descriptive text, conclusions can be summarized for this research. A descriptive text is a text which says a person is like, for the purpose is to describe a particular person completely. The generic structures of descriptive text consist of identification and description. The language features of descriptive text are using simple present tense, using adjective and using adverb.

## 2.7 Relevant Research Findings

There are some relevant research findings related to the use of Semantic Mapping technique on reading skill. Novitasari (2011) conducted a study on the Semantic Mapping as metacognitive strategy training in reading comprehension through classroom action research at SMPN 2 Genteng in the 2010/2011 academic year. This research was done in two cycles. The result indicated that Semantic Mapping could improve the result of reading test and the active participation of the students. On the first cycle, the result showed that the mean score of the reading test of the students was 67.6 and the students who were active on the teaching process were 63.9%. On the second cycle, the mean score of the reading test of the students were 74.3 and the students who were actively participated during the teaching process were 83.3%. Thus, the use of Semantic Mapping Technique was able not only increased the reading comprehension achievement as many as 6,7, but also the

students' active participation improved as many as 19,4 %. The result showed that the students' were active and motivated in joining the class as they work in group because this technique made the students organized the information in cluster, so that they could understand well the concept stated in the text.

Further, another study of using Semantic Mapping technique also has been conducted by Mozayan *et.al* (2012). They applied the role of Semantic Mapping as a while-reading activity in improving reading comprehension ability of the Iranian University Students. It showed that the students enjoyed better in doing reading comprehension achievement by using Semantic Mapping technique because they easier found the whole meaning of the reading text. The result of the interview also proved that the students were satisfied with the semantic maps they produced because Semantic Mapping activities allowed them to sketch ideas loosely.

The similarity of this research with the research findings above is the use of Semantic Mapping technique in reading comprehension achievement. Meanwhile, the differences are; the research participants of this research were the students of junior high school in the VII-A grade. However, Novitasari (2010) chose the students of junior high school in the eighth grade, and Mozayan *et.al* (2012) chose Iranian University Students.

In conclusion, the previous studies revealed almost the same findings; they showed that the effects of using the Semantic Mapping do not only improve the students' reading comprehension achievement and their active participation, but also proved that Semantic Mapping is effective to be used to teach reading comprehension.

## **2.8 The Recent Condition of the Teaching of Reading at SMPN 3 Rambipuji Jember**

Based on the interview with the English teacher, the English subject was taught twice in a week at SMPN 3 Rambipuji Jember. The school still applied 2006 Curriculum (*KTSP*). The teacher taught the students using text books published by

*Erlangga* and *Tiga Serangkai*, while each student was provided with a student's worksheet or *LKS (Lembar Kerja Siswa)* entitled *Pakar* published by AVIVA and an English book entitled *English in Focus* in 2008 published by *Pusat Perbukuan, Departemen Pendidikan Nasional* and written by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma.

In teaching reading comprehension, the English teacher asked the students to read the text loudly, it means that he used reading aloud technique. In set induction, some leading questions dealing with the topic that would be learnt were asked by the English teacher to the students. In the main activities, he randomly asked the students to read the text loudly and after that find the meaning of unfamiliar words, then discuss the reading text in pair. Afterwards, the reading tasks were asked to do. He usually gave some correction and score to the students' work. In closure, homework was given to the students.

### **2.9 Students' Participation**

This research is using Semantic Mapping technique to improve the students' participation. When the students have good participation in the classroom by showing their active performance, it means that they are interested in the lesson being taught. Therefore, their motivation will be increased to learn more about the lesson and their reading comprehension achievement will be improved.

The students' active participation was observed by using the observation checklist that covered 6 indicators as follows:

1. Answering the teacher's questions orally.
2. Asking the questions to the teacher orally.
3. Finding the meaning of unfamiliar words.
4. Categorizing the information (subordinate ideas and details) from the reading text.
5. Creating a Semantic Mapping based on the information that had been categorized in group.

6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

### **2.10 The Research Hypotheses**

The action hypotheses of this classroom action research are formulated based on the review of the theory and the research objective as follows:

1. The use of Semantic Mapping technique can improve the VII-A grade students' active participation in the reading class at SMPN 3 Rambipuji Jember.
2. The use of Semantic Mapping technique can improve the VII-A grade students' reading comprehension achievement at SMPN 3 Rambipuji Jember.



## CHAPTER III. RESEARCH METHODS

This chapter presents the research methods applied in this research. They cover research design, operational definition of variables, area determination method, research participant determination method, data collection methods, research procedure and data analysis methods. The detail description of each issue is presented below respectively.

### 3.1 Research Design

The design of this research is Classroom Action Research. This research was intended to implement an action of using Semantic Mapping technique to improve the VII-A grade students' reading comprehension achievement at SMPN 3 Rambipuji Jember. The goal of this research is to improve practices immediately within one or a few classroom (McMillan, 1992:12). Therefore, the classroom action research with the cyclical model was applied in this research.

Dealing with the action research, Kemmis & Taggart (1988:42) give the following definition:

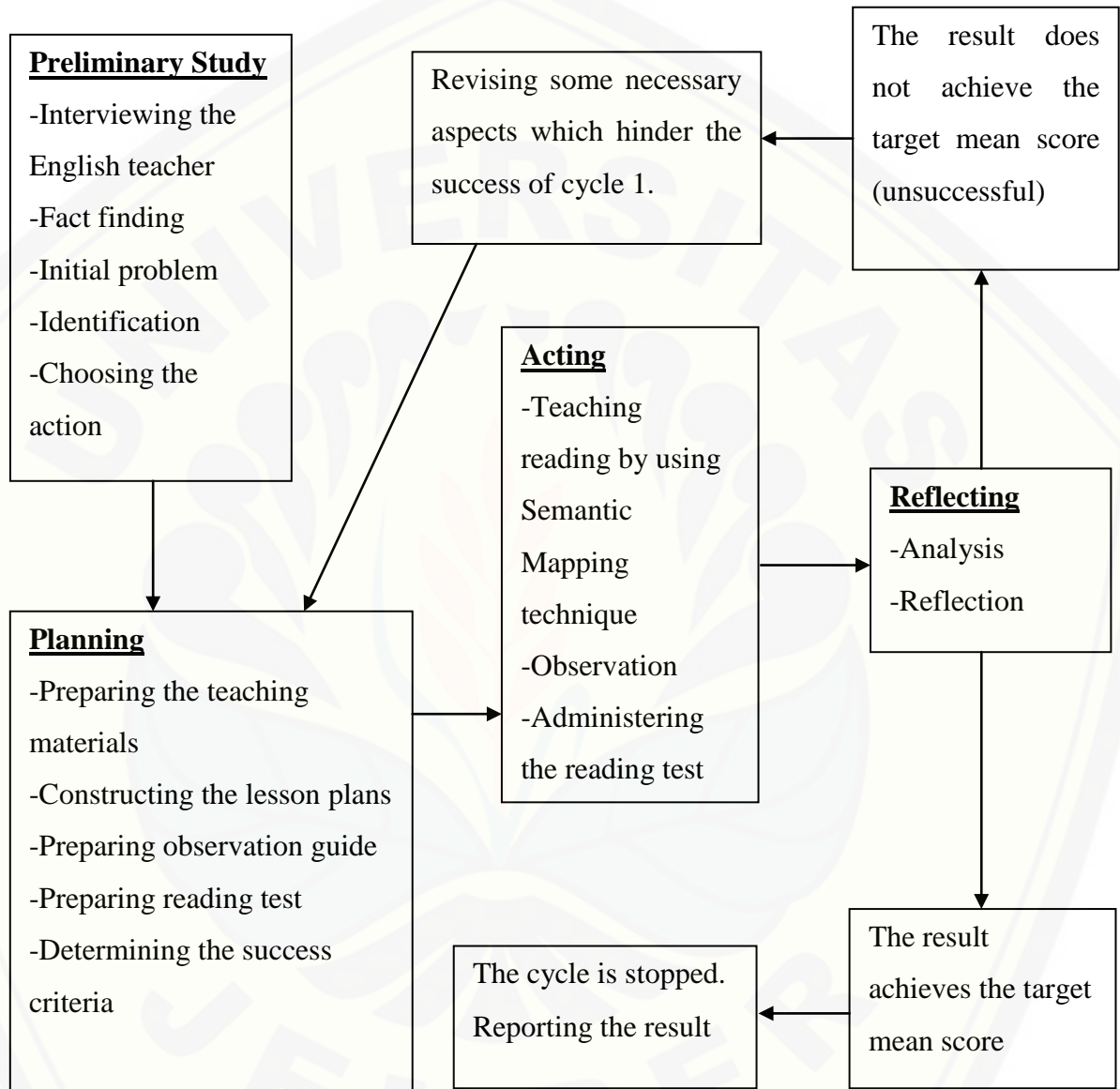
“A classroom action research is a form of self reflective enquiry undertaken by participants in social, including educational situations, in order to improve the rationally and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out.”

In addition, McMillan (1992:12) explains that a classroom action research is a type of applied research that its purpose is to solve a specific classroom problem or make decision at a single local site. It can be said that, a classroom action research is intended to solve problems encountered by the students in reading activity and to improve the quality of the students' reading comprehension achievement.

The research was done collaboratively with the English teacher. The teacher and the researcher took turn to do the action and observation. For example in finding and defining the research problem, preparing the action, carrying out the action of the research, class observation and doing reflection. This classroom action research was



conducted in two cycles in which each cycle covered four stages activities, namely the preparation of the action, the implementation of the action, class observation and evaluation, and the last is the reflection of the action. The design of classroom action research is illustrated in the following diagram.



(Lewin, in Elliot, 1993:70)

Figure 3.1 The Design of Classroom Action Research

The following procedures are the activities of the preliminary study:

1. Interviewing the English teacher of VII-A grade at SMPN 3 Rambipuji Jember.
2. Observing the reading class.
3. Finding out the students' score of reading test conducted by the English teacher.
4. Discussing the action to apply.

While, the activities of the research uses the following procedures:

1. Finding out the class as the research subject which has the difficulties in reading comprehension from documents and considering the information from the English teacher.
2. Planning the action, constructing the lesson plans for the first cycle (meeting I and meeting II).
3. Implementing the first cycle done by the researcher.
4. Observing the classroom while implementing the first cycle done by the English teacher.
5. Constructing the reading test items.
6. Administering a reading comprehension test to the research participants after the action was conducted in the first cycle.
7. Analyzing the results of reading comprehension test quantitatively.
8. Reflecting the results of the observation and reading comprehension test. If the result of the first cycle achieved the research target, the action would be stopped or continued to the second cycle to know the consistency of the result. If the result of the first cycle did not achieve the research target, the action would be continued to the next cycle.
9. Constructing the lesson plans for the second cycle by revising some weak points occurred in the lesson plans of the first cycle.
10. Implementing the second action cycle done by the English teacher.
11. Observing the classroom while implementing the second cycle done by the researcher
12. Constructing the reading test items.

13. Administering a reading comprehension test to the research participants after the action in the second cycle done.
14. Analyzing the results of reading comprehension test quantitatively.
15. Reflecting the results of the observation and reading comprehension test in the second cycle.
16. Drawing conclusions to answer the research problems.

### **3.2 Area Determination Method**

This research used purposive sampling method to determine the research area. Fraenkel & Wallen (2000); McMillan (1992) state that purposive sampling method is a method employed in choosing a research area based on certain purpose or reason. SMPN 3 Rambipuji Jember was chosen purposively as the research area due to some reasons. First, the VII-A grade students still faced problems with reading comprehension which were found during the class observation. Second, the English teacher agreed to conduct a classroom action research collaboratively to solve the students' reading comprehension problems. Third, the Headmaster of SMPN 3 Rambipuji Jember granted permission to conduct this classroom action research. Lastly, research on such topic has never been undertaken in the school.

### **3.3 Research Participant Determination Method**

The research participants of this research were the VII-A grade students of SMPN 3 Rambipuji Jember in the 2014/2015 academic year. There are 3 existing classes of the VII-A grade students namely VII-A, VII-B, VII-C. Purposive sampling method is used in this research (Fraenkel & Wallen, 2000; McMillan, 1992). The researcher selected a class that based on the preliminary study which could provide the research data. In this research, class VII-A was chosen because it had the lowest mean scores of reading comprehension test (61) which was under the mastery score level required in that school (70). Besides, VII-A, VII-B, VII-C were taught the same materials by the same English teacher (see Appendix D, page 73).

### **3.4 Operational Definition of Variables**

Operational definitions of variables are intended to avoid misunderstanding of the concept used in this research. The variables which are necessarily to be defined are as follows:

#### **3.4.1 Semantic Mapping Technique**

Semantic Mapping refers to a technique that can be used to help the students to discover an overview of the whole information of reading text including the main ideas and the subordinate ideas or details by using some circles or boxes, arrows and lines in the form of diagram. The map that is used in this research is collection of description suggested from Carrel *et. al*, in 1988 that aims to enhance the students' ability in comprehending the descriptive text.

#### **3.4.2 Reading Comprehension Achievement**

Reading comprehension achievement deals with the students' test score achieved on reading comprehension test. It refers to how successful the students do reading comprehension achievement test covering word, sentence, paragraph and text comprehension as the materials after they were taught reading comprehension by using Semantic Mapping technique.

### **3.5 Data Collection Methods**

The data in this classroom action research covered primary data and supporting data. The methods that were used in collecting the primary data were observation and reading comprehension test, while the supporting data was gathered through an interview and documentation. Furthermore, the explanation of them will be clarified in these following sections.

#### **3.5.1. Observation**

In this classroom action research, observation was used in each meeting of each cycle. The goal is to record the class situation during the teaching learning

process of reading comprehension by using Semantic Mapping technique. Fraenkel & Wallen (2000:234) suggest that the best way for doing observation is by using observation instrument. In this research, the instrument that was used was observation checklist. Arikunto (2010:195) says that checklist is a list that the researcher just adds a tick symbol (√) on the column. The observation checklist was used in order to record the students' participation, whether they were active or passive in joining the teaching learning process. There would be 6 indicators in observation checklist. The students would be categorized as active if they could achieve at least 5 indicators in which indicator 3, 4, 5, 6 were obligatory. If they only achieved less than five indicators and did not achieve indicator 3, 4, 5, 6, they would be categorized as passive. Here is the form of observation checklist.

Table 3.1 The Form of Observation Checklist

Ss' number	Indicators						Total	Result	
	1	2	3	4	5	6		Active	Passive
1		√	√	√		√	4		√
2	√		√	√	√	√	5	√	
<b>Total</b>									
<b>Percentage %</b>									

Indicators:

The students' activities are:

1. Answering the teacher's questions orally.
2. Asking the questions to the teacher orally.
3. Finding the meaning of unfamiliar words.
4. Categorizing the information (subordinate ideas and details) from the reading text.
5. Creating a Semantic Mapping based on the information that had been categorized in group.
6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.



### 3.5.2 Reading Comprehension Test

A test is a method of measuring a person's ability, knowledge or performance in a given domain (Brown, 2003:3). Based on some experts' idea, Hughes (2003:26) states that good tests should have validity and reliability. A test is said to be valid if it measures accurately what is intended to be measured and nothing else (Heaton, 1990; Hughes, 2003). In line with this, Ground in Brown (2003:22) states that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. The content validity was used in this research because the content constitutes a representative sample of the language skills, structures, etc. with which is meant to be concerned (Hughes, 2003:26). Content validity is stated in the basic competence of the syllabus. In the basic competence, the researcher created reading tests in order to measure such aspects about word, sentence, paragraph and text comprehension. Additionally, the rhetorical step deals with the generic structures of a descriptive text. Based on the explanations above, it can be summarized that a good test has to be able to measure the ability well.

Meanwhile, another aspect that had to be considered is reliability. A test is considered reliable if it gives consistent result whether the same test is administrated at different time. According to Heaton (1990) and Brown (2003), a test must be consistent and dependable in its measurements in order to be reliable. Furthermore, Frankel, *et. al.* (2012:154) say that reliability refers to the consistency of scorers or answers from one administration of an instrument to another, and from one sets of items to another. Thus, a test can be said reliable if it can give a consistent result or score.

Further, Hughes (2003:11) confirms that there are two kinds of test based on the person who construct it, standardized test and teacher-made test. In applying the achievement test, this research used teacher-made test in the form of objective test, in this case was multiple choice. The researcher constructed the test by consulting to the English teacher in order to know the suitability of the test material with the students' comprehension level. Multiple choice items were used because it has some

advantages. First, the scoring is rapid and economical. Second, the students have only to make a mark on the paper (Hughes, 1996:76). Third, multiple choice is the most suitable instruments for testing reading comprehension (Heaton, 1991:118). From the statements above, it can be concluded that the objective score in the form of multiple choice is easy to score and has high reliability.

The measurement of the students' reading comprehension achievement in finding the information of the reading text covering word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The total number of the test item in this research was 20 items. Five items belonged to word comprehension; five items belonged to sentence comprehension; then, six items were categorized as paragraph comprehension; and the last four items belonged to text comprehension. Each correct item was scored 5 points, so the maximum score of the test was 100 points. The time allocation for reading comprehension test was 60 minutes. In order to judge whether or not a test had content validity, a specification of the skills or structures that it was meant to cover every question were needed and it will be included below.

Table 3.2 Table of Test Specification

No.	Types of Comprehension	Number of Items
1.	Word Comprehension	1, 2, 3, 11, 12
2.	Sentence Comprehension	4, 5, 13, 14, 15
3.	Paragraph Comprehension	6, 7, 8, 16, 17, 18
4.	Text Comprehension	9, 10, 19, 20

### 3.5.3 Interview

Interview is a dialogue between an interview and the interviewee in which questions are asked orally and the subject's responses are recorded in order to get the information that supports the primary data (McMillan, 1992:132). As what Cohen, *et al.* (2007:450) say that "interview is an important way for researcher to check the accuracy of-to verify or refute the impressions he or she has gained through

observation”. It can be concluded that interview is a data collection method applied by asking question between two people to get the information that supports the data.

Further, McMillan (1992:133) classifies interview into four types. They are structured and semi structured, informal and retrospective. Structured and semi structured interviews are verbal questionnaires. They consist of a series questions designed to elicit specific answers from respondents. It is often used to get the information that can be compared and contrasted. Informal interviews are much less formal than structured or semi structured interviews. They tend to resemble casual conversations, pursuing the interests of both the researcher and the respondents. The last type is retrospective interviews. It can be structured, semi structured or informal. A researcher who conducts a retrospective interview tries to get a respondent to recall and then reconstruct from memory something that has happened in the past.

In this research, the researcher used semi structured interview to get some specific answers from the VII-A grade English teacher of SMPN 3 Rambipuji Jember by using the questions that had been designed in the form of interview guide (see Appendix B, page 70).

#### **3.5.4 Documentation**

According to [Arikunto \(2010:274\)](#), documentation can be in the form of books, magazines, diaries, etc. In this research, documents were used to get the supporting data about the syllabus and the students’ scores in reading comprehension test. It can be said that documentation is any written sources that supports the primary data. Just for sure that the documents were not to be analyzed, but it was used as a basis for comparing the score of the test in this research conducted by the researcher with the previous score obtained from the test conducted by the English teacher.

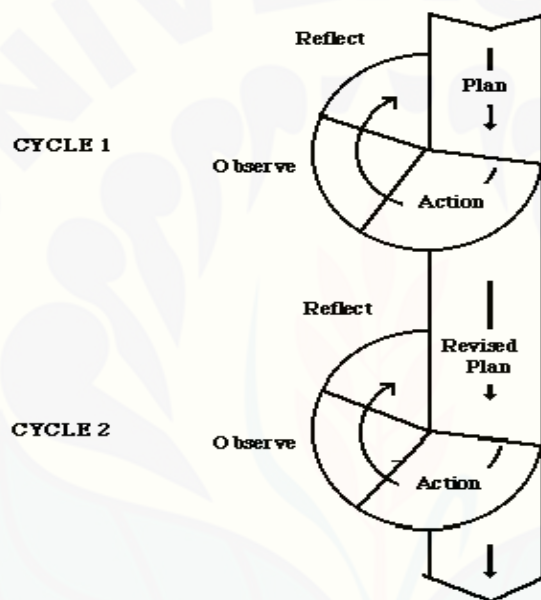
#### **3.6 Research Procedure**

This sub topic explains about the research procedure in this Classroom Action Research. It covers general description of the research procedure and details of the research procedure. The following are the explanations of them respectively:

### 3.6.1 The General Description of the Research Procedure

The cyclical form were used in this research. Each cycle covered four stages. The cycles were done until the expected result was obtained. They are described as follows:

1. Planning the action
2. Implementing the action
3. Class observation and evaluation
4. Reflection the action



*(Kemmis and McTaggart in Hopkins, 2008:51)*

Figure 3.2 The cyclical form of Classroom Action Research

### 3.6.2 The Details of the Research Procedure

This sub sub topic explains about the details of the research procedure. They are planning of the action, implementing of the action, class observation and evaluation, and reflection of the action. A brief explanation about them will be shown in the next page.



### **3.6.2.1 The Planning of the Action**

The planning or the preparation was the first stage. In this stage, the materials, lesson plans, etc, were prepared by the researcher collaboratively with the English teacher. These were some activities done in the planning stage:

1. Choosing the topic and the appropriate material for teaching reading comprehension of descriptive text,
2. Constructing the lesson plans for the first cycle,
3. Preparing the materials and the worksheets dealing with the reading exercise,
4. Preparing the observation checklist containing the indicators of active participation that the students have to perform,
5. Preparing the reading comprehension test,
6. Determining the criteria of success of the action.

### **3.6.2.2 The Implementation of the Action**

In the implementation stage, the researcher applied the lesson plans that the researcher had constructed with the English teacher. It was applied according to the syllabus of English subject of the VII-A grade students of SMPN 3 Rambipuji Jember.

In this stage, the lesson plans in the first and second cycle were implemented. The researcher explained the students about the theory of descriptive text, the steps in creating Semantic Mapping technique and did the tasks. At last, the students did the reading comprehension test about descriptive text in each meeting.

### **3.6.2.3 Classroom Observation and Evaluation**

In the classroom observation stage, the observation checklist which consisted of some indicators of students' active participation was used to record the activities.

In the evaluation stage, the researchers evaluated the use of Semantic Mapping technique covering the process and the product of teaching learning activity. In the process of teaching learning activity, the researchers evaluated the students' active participation based on the indicators of observation checklist. Meanwhile, in



the product of teaching learning activity, the results of reading test were evaluated analytically.

#### **3.6.2.4 The Reflection of the Action**

Reflection of the action aims to reflect whether the action in the first cycle is successful or not. The researcher and the English teacher did the reflection after having analyzed the data from classroom observation and the reading test. It was done to find the weak point and the positive point of the action in the first cycle collaboratively. Then, the result of reflection was used to revise the lesson plans of the previous cycle.

### **3.7 Data Analysis Methods**

The collected data from observation in each cycle was analyzed statistically. They were described based on the facts of the students' participation when the teaching learning process was going on. While, the data from the students' reading comprehension test in each cycle was computed quantitatively. After that, the results of this data were analyzed qualitatively to answer the research problems.

The results of the observation were analyzed statistically using the percentage formula. The quantitative formulation for analyzing the students' active participation in the reading class in the form of scores was as follows:

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

Notes:

E = The percentage of students who actively participated in the TLP

n = The total number of students who were categorized as the active students

N = The total number of students in the reading class

(Ali, 1993:186)

The results of the analysis were continued by applying the following formula to find the percentage of the students who got at least  $\geq 70$ .

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

Notes:

E = The percentage of total number of students who get  $\geq 70$

n = The total number of students who get  $\geq 70$

N = The total number of students doing the test

(Ali, 1993:186)

### 3.8 The Criteria of Success of the Action

The success of this research depends on the result of the students' active participation and reading comprehension test achievement. The researcher had asked advice from the English teacher to determine (70 is the required score of English subject in the criteria of the school). Therefore, the criteria of success of the action in product evaluation and process evaluation are as follows:

a. Product evaluation

At least 75% of the students in the research can reach the score of 70 or higher in reading test.

b. Process evaluation

At least 75% of the students are active during the teaching and learning process.

**CHAPTER IV. RESEARCH RESULTS AND DISCUSSION**

This chapter describes about the results of the implementation of the action in the first and the second cycle. Each cycle consists of the planning of the action, the implementation of the action, the result of the observation, the result of the reading test, and the reflection of the action. Each activity is highlighted in detail below.

**4.1 The Result of the Action in the First Cycle**

This research was intended to implement an action of using Semantic Mapping technique to improve the VII-A grade students’ reading comprehension achievement and active involvement in the class at SMPN 3 Rambipuji Jember. The action of the first cycle was conducted in two meetings and ended by administering a reading test. The schedule of administering the action is presented in Table 4.1 below:

Table 4.1 The Schedule of Conducting the Action in Cycle 1

No.	Activities in Cycle 1	Date
1.	Meeting 1	April, 20 <sup>th</sup> 2015
2.	Meeting 2	April, 22 <sup>nd</sup> 2015
3.	Reading test	April, 27 <sup>th</sup> 2015

The activities in the first cycle covered the planning of the action, the implementation of the action, the observation and evaluation, and the reflection of the action. The following is the explanation of activities in detail.

**4.1.1 The Planning of the Action in the First Cycle**

The planning of the action included any activities the researcher did to prepare the materials and the instruments for the first cycle. Two lesson plans for two meetings and one reading test were constructed and consulted to the English teacher as the collaborator, as well as the research consultants. The time allocation for the lesson plan in each meeting was 2 x 40 minutes. The time allocation for the reading test was 60 minutes. The reading material taught in the first meeting was a

descriptive text entitled “Rowan Atkinson” that was taken from *English on Target* published by *Erlangga*. While, a descriptive text entitled “Jokowi” that was taken from the internet (sekolahoke.com) was the reading material taught in the second meeting.

#### **4.1.2 The Implementation of the Action in the First Cycle**

The implementation of the action in the first cycle was conducted based on the lesson plans. Below is the explanation of each meeting.

##### *a. First Meeting*

The lesson plan for the first meeting was enclosed in Appendix F (page 79). The doer of the action was the researcher and the observer of the action was the English teacher. There were 35 students in the class VII-A, one of them had been dropped out from the school, so the participants were 34 students.

In the teaching and learning process, the first session was set induction activities or pre-instructional activities. The next session was the main activities which were divided into three phases. The first phase was pre-reading phase. In this phase, the theory of descriptive text and the way how to create Semantic Mapping were explained. While the teaching and learning was in progress, the teacher once in a while gave a chance for the students to ask some questions to check whether or not they had understood the explanation. In fact, the students needed more and more explanation about the Semantic Mapping because it was a new technique for them. After the teacher re-explained about Semantic Mapping, most of them asked about the meaning of some unfamiliar words mentioned in map as the example. Then, the reading text was distributed and the students were asked to read it silently. Unfortunately, the students did not read the text concurrently; some of them complained about the topic why should be Rowan Atkinson. They seemed that Rowan Atkinson were not really familiar for them.

The second phase was whilst-reading phase. This research was intended to improve the students’ reading comprehension achievement through Semantic Mapping technique. Therefore, the teacher gave four tasks dealing with the descriptive text and the Semantic Mapping technique that had been explained. The entire tasks were given in the whilst-reading phase. The first task was about



finding the meaning of unfamiliar words. Most of the students did the Task 1 by using dictionary or sometimes asking the teacher if they could not find the word meaning in the dictionary. After that, the teacher wrote down the topic on the board and drew a circle around it. Leading questions were given to the students to think about the information or the ideas related to the text in order to recall their prior knowledge. Some of the students answered the teacher's leading questions. Then, she helped the students to enlist their answer into some categories (sub topics and details) on the black board. Afterwards, Task 2 was asked to do (creating a Semantic Mapping based on the information that had been identified and categorized in the list, individually). They did it like what the teacher gave as an example. In doing Task 3 (completing the Semantic Mapping by adding appropriate information based on the text individually), some students looked confused to do it and even copied it from their desk-mate (see Appendix R, page 145 and 146). It was likely happen because it was their first time to work with Semantic Mapping, so they were not confident how to create it. After that, the reading exercise was distributed and the students were asked to do it individually.

In post-reading phase, the Semantic Mapping that had been made and the answer of the reading exercise were discussed and checked together. The teacher gave the correct answer of Semantic Mapping by showing it using power point slide. Some students corrected their Semantic Mapping by making some correction in their note.

The last session of the teaching and learning process in the first meeting of the first cycle was closure or post activities. It was done by the teacher before parting the students. The teacher's role in this session was to guide the students to make conclusion about the materials that had been discussed and learned. In fact, the researcher had less time in closure because the time was spent more in the main activities mainly to explain and re-explain about how to work with the Semantic Mapping.



### *b. Second Meeting*

The topic of the second meeting was the more familiar “Jokowi” in which 34 students of VII-A grade attended the class at that time. The researcher did the action collaboratively with the English teacher in this meeting. However, there was an exchange between them; the English teacher as the teacher who was responsible to teach the students and the researcher as the observer who observed the students’ participation during the teaching learning process.

In the second meeting, basically, the implementation of the action was quite the same with the previous meeting and based on the lesson plan II (see Appendix G, page 92). The activities in the second meeting covered three sessions as they was in the first meeting because every teaching and learning activities always have three sessions. They are set induction or pre-instructional activities, main activities, and post or closure activities.

The second meeting was done by reviewing the descriptive text at a glance and giving the example of creating the Semantic Mapping by using various shapes (based on the students’ creativity) in power point slide; for example a star for the main point, rectangles for sub points and oval for details (see page 99). Therefore, in doing Task 3; the students were instructed to use various shapes in order to avoid students’ problem in understanding the Semantic Mapping because the result of the students’ Semantic Mapping in the first meeting showed that they drew circles only which made them confused to identify the sub topics and details (see Appendix S, page 146 and 147).

#### **4.1.3 The Result of the Observation in the First Cycle**

The classroom observation in the first cycle was conducted when the teaching learning process of reading was in progress, be it in the first meeting and the second meeting. As stated previously, the indicators that were observed : (1) Answering the teacher’s questions orally, (2) Asking the questions to the teacher orally, (3) Finding the meaning of unfamiliar words, (4) Categorizing the information (subordinate ideas and details) from the reading text, (5) Creating a Semantic Mapping based on the information that had been categorized, individually and in group, (6) Completing the Semantic Mapping (individually

and in group) by adding the appropriate information which had not been mentioned before. Below is the average result of classroom observation in the first and the second meeting of the first cycle as both of them were enclosed in Appendix L (page 139) and Appendix M (page 140):

Table 4.3 The Average Result of the Students' Participation in the First Cycle

No	Meeting	Number of Students	Percentage (%)	Category	Number of Students	Percentage (%)	Category
1.	1	9	26.47%	Active	25	73.52%	Passive
2.	2	20	58.82%	Active	14	41.17%	Passive
<b>The average</b>			42.64%	Active	<b>The average</b>	57.34%	passive

Based on Table 4.2, the result shows that there were only 9 students out of 34 students or 26.47% who participated actively in the teaching learning process in meeting 1 of Cycle 1. In meeting 2 of Cycle 1, there were 20 students out of 34 students or 58.82% who were active in the process of teaching and learning. Thus, the average percentage of the students' active participation in the first cycle was 42.64%. On the other hand, as many as 25 students out of 34 students (73.52%) who were categorized as passive participants during the teaching and learning process in meeting 1 of Cycle 1. In meeting 2 of Cycle 2, as many as 14 students out of 34 students or 41.17% who were passive while teaching and learning was in progress. Therefore, the average percentage of the students who were passive in the first cycle was 57.34%. The conclusion can be drawn that the result of observation had not achieved the research target that was 75% of the students participated actively in the teaching learning process. Therefore, some aspects should be revised to improve the students' active participation and to achieve the target of the research.

For more detailed information, the result of what the teacher and the students did during the teaching and learning process in meeting 1 and meeting 2 of Cycle 1 will be explained below:

*a. First meeting*

In the first meeting, when the teacher asked some questions dealing with the reading text, they answered whatever they know because of an unfamiliar topic. One of the questions was like what the physical appearances of Rowan

Atkinson is. In addition, some students asked the teacher to translate their answers into English. It was only common that sometimes Indonesian words and Javanese words were used by the students to ask the questions to the teacher. The questions that were asked were mostly about the meaning of unfamiliar words. Moreover, the students asked the teacher to use Indonesian and English language in balance to avoid their confusion in understanding the explanation.

In the class, all of the students were ready with their dictionaries and tried to find the meaning of unfamiliar words as the indicator 3. In categorizing the subordinate ideas and details, some leading questions were asked and the students' answers were listed on the blackboard. After some of the subordinate ideas and the details were listed, the teacher wrote down one of the list into the map and then the students said that they had understood how to create the Semantic Mapping. Unfortunately, the result of the students' Semantic Mapping was not really good because most of the words were not well organized, so it was confusing to read their ideas (see Appendix T, page 148). Therefore, when the teacher asked about the content of the map, like subordinate ideas and details, they were not able to answer them correctly. They said that they were confused to see their own map. Moreover, the result of the students' reading exercise in the first meeting of the first cycle showed that they got  $\leq 70$ . In order to deal with it, the English teacher and the researcher did something different with the Semantic Mapping (using various shapes) in the next meeting and explained more, hopefully to increase the students' understanding about it.

#### *b. Second Meeting*

The second meeting was done by reviewing a bit about descriptive text and focusing more on the Semantic Mapping. The students tended to be more active in answering the teacher's questions and asking the questions. Some questions that were asked were varied; one of them was the difference between the phrase "facial features" and "physical appearances". Besides, they did not complain anymore about the topic because the second meeting's topic was quite familiar for them. In doing Task 2 and Task 3 (creating and completing the Semantic Mapping), they were asked to work in group. They discussed together

with their mates and tried to categorize the information, drew the shapes in their worksheet, and asked the teacher when they found difficulties, so working in group made them not copied their mates' work anymore. However, there were some students who were still passive; they did not share his/her suggestion or ideas to do the task with their members in group, or even sleeping in the class (student number 1 and 4). Moreover, one of the results of the students' Semantic Mapping still needed some revision; it used various shapes in the entire strands (see Appendix U, page 149). The group who made this Semantic Mapping consists of high achievers and their Semantic Mapping was correctly made, but it was a bit confusing to read as it does not follow certain pattern. At last, the teacher could manage the time effectively in this meeting as the students were familiar with Semantic Mapping, so they were able to do the tasks on time.

Based on the information of meeting 1 and meeting 2 above, some problems were found. For that reason, revisions of the next action should be done to overcome the problems.

#### **4.1.4 The Result of the Reading Test in the First Cycle**

The teacher administered the reading test to know the students' achievement in reading after the students got the action. The students were asked to answer the questions by circling a, b, c, or d as the best answer of the options given. The form of the reading test in Cycle 1 was enclosed in Appendix H (page 103).

The success criteria of the students' reading comprehension achievement test was 75% of the students got the score 70 or higher. The scores of the students' reading comprehension achievement test were enclosed in Appendix P (page 143). Based on that data; there were 15 students out of 30 students or 50% of the students who got 70 or higher in the reading test. Therefore, the students who got less than 70 were 15 students or 50%. The result indicated that the targeted score was not achieved. Thus, the action was proceeded to the cycle 2.

#### **4.1.5 The Reflection of the Action in the First Cycle**

The reflection was done after obtaining the results of the observation and the reading test in the first cycle. It gave information whether or not the action



given was successful by analyzing the positive point and the weak point in the first cycle. The result of the classroom observation in the first meeting of the first cycle revealed that as many as 26.47% of the students (9 students out of 34 students) were actively participated during the teaching and learning process through Semantic Mapping technique. While, in the second meeting, there were 58.82% or 20 students out of 34 students which were categorized as active participants. Therefore, the average percentage result of the students' of VII-A grade who actively participated in the first and second meeting of the first cycle was 42.64%. Thus, the success criteria of the research had not been achieved yet.

Moreover, the result of reading test in the first cycle showed that as many as 15 students out of 30 students or 50% got the score 70 or higher, but 15 students still could not achieve the success criteria of the research because their score under 70.

There were some positive points of the action which made the students become more active during the teaching and learning process of reading. According to the English teacher, the positive points of the action in the first cycle were, firstly, the materials chosen by the researcher. The researcher purposefully chose the topic "Rowan Atkinson" in the first meeting and "Jokowi" in the second meeting. That is why; in the second meeting, the students looked more active in answering the teacher's questions and asking questions to the teacher because the topic in the second meeting was more familiar than that of the first meeting. Therefore, the students' attention and active performance could be attracted during the teaching and learning process. From this result, the researcher knew that choosing the material is important. Although Rowan Atkinson is a famous comedian and film star (He stared "Mr. Bean"), but most of the students had never watched the film. Conversely, "Jokowi" was more popular to them which made them easier to do the tasks.

Secondly, using the variety of shapes in the second meeting rather than using one shape (circle) in the first meeting. In meeting 2, the shapes used in Semantic Mapping were varied and it based on the students creativity. It was aimed to help them in recognizing the different types of information. It likely happened because some students were misunderstanding and difficult to



differentiate between subordinate ideas and details in the first meeting. The result was when the teacher asked the students about the details of the Semantic Map, most of them were unable to answer it.

Thirdly, change the activity from individual work in the first meeting into group work in the second meeting. The students who originally worked the Semantic Mapping individually in the first meeting showed low quality of Semantic Mapping or else they copied their friends work as they seemed not confident with their result. Therefore, in the second meeting, the students were asked to work with their members in group while constructing and completing the Semantic Mapping. Therefore, the students could not copy the map because they could share the ideas together.

On the contrary, some problems in Cycle 1 that influenced the results of students' active participation and reading comprehension achievement test were found. The revisions of those problems were done for the better results in Cycle 2. The problems and solutions were showed in the following table.

Table 4.4 The Problems that Influenced the Action in Cycle 1 and the Revisions of the Action in Cycle 2

No.	Problems in Cycle 1	Revisions in Cycle 2
1.	The teacher used English more often during the teaching learning process of reading. Therefore, some students seemed confuse and did not really understand about the researcher's explanation and the instructions to do the tasks.	Using bilingual language while explaining the materials and the instructions to do the tasks. Thus, the uses of Indonesian and English in class were balance and the students' confusion could be avoided.
2.	The students' Semantic Mapping still needed some revisions because the teacher gave the example how to create it by using Power Point slide.	Giving more explanation about how to create Semantic Mapping from the beginning by writing down in the blackboard step by step and make ure students could see the Semantic Mapping's progress.
3.	The topic was not familiar to the students (Rowan Atkinson, Taylor Swift and Michael Jordan).	Choosing the topics that were more popular to the students.

The weak points in the first cycle were used to revise the process of teaching and learning activity because both the result of observation and reading

test could not achieved the research target score. Therefore, Cycle 2 was done in the hope to give better results.

#### 4.2 The Result of the Action in the Second Cycle

The same as the first cycle, the second cycle was conducted in two meetings and ended by administering a reading test. The schedule of administering the action is presented in the following table:

Table 4.5 The Schedule of Conducting the Action in Cycle 2

No.	Activities in Cycle 2	Date
1.	Meeting 1	April 29 <sup>th</sup> , 2015
2.	Meeting 2	May 11 <sup>th</sup> , 2015
3.	Reading test	May 13 <sup>th</sup> , 2015

Further, the stages activities in the second cycle were similar with the previous cycle, such as the planning of the action, the implementation of the action, classroom observation and evaluation, and the reflection of the action. Those activities will be explained in the followings.

##### 4.2.1 The Planning of the Action in the Second Cycle

As in the first cycle, in the second cycle two lesson plans for two meetings and one reading test were constructed. The instruments for the second cycle consisted of two lesson plans for two meetings and one reading test. The time allocation for the lesson plan in each meeting was 2x40 minutes and for the reading test was 60 minutes. The lesson plans were consulted to the English teacher in order to know whether or not they were appropriate to be implemented in the teaching and learning process of reading. In addition, the topics used were more common for the students in this cycle. The title of the reading text in meeting 1 was “Justin Bieber” and in meeting 2 was “Sule” which both of them were taken from the internet (sekolahoke.com).

##### 4.2.2 The Implementation of the Action in the Second Cycle

The implementation of the action in the second cycle was conducted based on the lesson plans. The lesson plan for the first meeting in the second cycle was

enclosed in Appendix I (page 110). The teacher who taught the students was the researcher and the observer who observed the students' participation during the teaching and learning process was the English teacher. There were 35 students in the class VII-A, but one of them had been dropped out from the school and three of them were sick (students with number 8, 11, 34). Therefore, four students did not attend the class; it means that the total participants were 31 students.

The topic in the second meeting was "Sule" and the lesson plan was enclosed in Appendix J (page 121). The teacher who taught the students was the English teacher and the researcher as the observer who observed the students' participation. There were 34 students of VII-A grade who attended the class at that time.

Revising some necessary aspects which hinder the success of Cycle 1 had been done by the researcher and the English teacher in Cycle 2. They used Indonesian and English language in balance. The difficulties to differentiate between sub topics and details of the Semantic Mapping could be avoided by giving more explanation about them and using variation of shapes. The variation helped the students in recognizing the different type of information. Besides, the students were asked to work in group while constructing the Semantic Mapping to avoid them in cheating or copying their desk-mate work. The researcher and the English teacher gave the example by writing down in the black board step by step instead of using Power Point slide, so the students would more understand in creating the Semantic Mapping. Additionally, they chose more popular topics to attract the students' active performance. In summary, some revisions above were successful to make the students more understand about the lesson and create the Semantic Mapping correctly and enthusiastically.

#### **4.2.3 The Result of the Observation in the Second Cycle**

The classroom observation in the second cycle was conducted on April 29<sup>th</sup>, 2015 for the first meeting which was done by the English teacher and on May 11<sup>th</sup>, 2015 for the second meeting which was done by the researcher.

The result of classroom observation in meeting 1 and meeting 2 were enclosed in Appendix N (page 141) and Appendix O (page 142) and it will be presented in the following table:

Table 4.7 The Average Result of the Students' Participation in the Second Cycle

No	Meeting	Number of Students	Percentage (%)	Category	Number of Students	Percentage (%)	Category
1.	1	25	80.64%	Active	6	19.35%	Passive
2.	2	28	82.35%	Active	6	9.37%	Passive
<b>The average</b>			81.49%	Active	<b>The average</b>	14.36%	Passive

According to Table 4.7, the result showed that there were 25 students out of 31 students or 80.64% who participated actively in the teaching learning process in the first meeting of the second cycle. In meeting 2 of cycle 2, as many as 28 students out of 34 students or 82.35% who were active in the process of teaching and learning. Thus, the average percentage of the students' active participation in the second cycle was 81.49%. On the contrary, as many as 6 students out of 31 students (19.35%) who were categorized as passive participants during the teaching and learning process in meeting 1 of Cycle 2. In meeting 2 of Cycle 2, there were 14 students out of 34 students or 9.37% who were passive while teaching and learning was in progress. Therefore, the average percentage of the students who were passive in the second cycle was 14.36%. From the first meeting and the second meeting of the second cycle, the conclusion can be drawn that the result of classroom observation was successful in achieving the target of the research that was 75 % of the students participated actively in the teaching learning process. Finally, the students' active participation in the process of teaching and learning could be improved by applying Semantic Mapping technique in Cycle 2.

For more detailed information, the result of classroom observation which made the average percentage was successfully increased will be explained in the followings:

a. *First meeting*

The revisions of some problematic aspects in the first cycle were made and the result in meeting 1 of Cycle 2 proved that the students were active and



enthusiastic in joining the activities of the lesson. First, most of them paid attention by listening to the teacher's explanations. Second, the teacher's questions about the reading text were easily answered, for instance when the teacher asked about the topic of the text, the generic structure, the main ideas of the first paragraph, and so on, they were able to answer them correctly. Moreover, subordinate ideas and details of the map were able to be differentiated and the text was analyzed faster than before. Third, most of them were actively involved in creating and completing the Semantic Mapping activity in group. It seemed that they were already familiar with the Semantic Mapping. Thus, the map could be constructed quickly. The result of the students' Semantic Mapping in the first meeting was categorized as good; it means that they followed what the teacher instructed them to. Most of the group members were showed their participation in making the map. Resulting in the Semantic Mapping they had made, they took turns to create it (see Appendix V, page 150). However, one of the groups created the Semantic Mapping differently; they tended to color their map instead of using various shapes (see Appendix W, page 151). It was a good thought to do, creating the map as creatively as possible could be done as long as they could categorize the information well and understand the content of the map. In general, it can be said that the teaching learning process ran well in this meeting.

#### *a. Second Meeting*

In the second meeting, the teaching and learning process became more effective than before. The students tended to be more active and enthusiastic. The evidence was, firstly, Task 1 was easily able to be done because the students were already familiar with the vocabulary mentioned in the text and the dictionaries were always ready to be used with them. Secondly, the reading text was able to be analyzed well and organized completely by the students. Therefore, they were able to identify topic, subtopics, details and sub details (see Appendix X, page 152). Thirdly, the researcher and the English teacher saw that there was a good cooperation in each group; they helped each other to create the Semantic Mapping with their members in group. It can be concluded that in the second meeting of the second cycle, there was a significant improvement in the process of teaching



reading comprehension. Finally, it can be said that the teaching learning process ran better in this meeting.

Regarding the results of meeting 1 and meeting 2 above, it can be concluded that Semantic Mapping technique made the students become active readers as they read and reread the reading text to create the map and fill up the text to the shapes. Besides, for the students who like to do their thinking activity in a visual way, they successfully created the map as creatively as possible by using the variation of shapes and coloring it.

#### **4.2.4 The Result of the Reading Test in the Second Cycle**

The reading test for Cycle 2 was administered in the third meeting on May 13<sup>th</sup>, 2015. The time allocation to do the reading test was 60 minutes. The form of the reading test in the second cycle was enclosed in Appendix K (page 132).

The result of reading comprehension achievement test by using Semantic Mapping technique of the second cycle was enclosed in Appendix Q (page 144). Considering the data, it was found that the percentage of the students' reading test in the second cycle was higher than the percentage in the first cycle. In this cycle, there were 83.33% (25 students out of 30 students) having reading comprehension score  $\geq 70$ . Then, there were 5 students out of 30 students or 16.66% who got below the standard score ( $\geq 70$ ). From the result of the reading test in the second cycle, it can be interpreted that the students of VII-A grade as the participants of the research had achieved the target score as the successful criteria of the research. It means that the action of teaching reading by using Semantic Mapping technique could improve the students reading comprehension achievement.

#### **4.2.5 The Reflection of the Action in the Second Cycle**

Reflection of the action in the second cycle was carried out after the action was implemented and the reading test was administered. The result of the observation and the reading test indicated that the Semantic Mapping technique was able to improve the students' active participation and their reading comprehension achievement.

In the second cycle, the result of classroom observation showed that 80.64% of the students were active in the first meeting. In the second meeting, 82.35% of the students were categorized as active participants during the teaching and learning process. Therefore, the average percentage of the students who were actively participated in the teaching and learning process in the second cycle was 81.49%. It can be concluded that the result of classroom observation had achieved the target of the research. Additionally, the result of reading test showed that as many as 25 students or 83.33% who achieved the reading test targeted score that was 70 or higher. This result indicated that the action in the second cycle had been successful in achieving the target of the research. Finally, the cycle was stopped.

### 4.3 Discussion

Based on the results of the implementation of the action, in general, the students' active participation can be described as follows: after giving the action in the first cycle, the students' active participation average result was 42.64%. It indicated that the result had not achieved the target criteria of the research. The next, in the second cycle, the students' active participation average score was 81.49%. This result proved that the action in the second cycle were successful due to an achievement research target criteria. Thus, the students' active participation could be improved by using Semantic Mapping technique.

The result of students' reading comprehension achievement was improved after applying the Semantic Mapping technique. In the preliminary study, the data showed that as many as 20% of the students (7 students out of 35 students) got score 70 or higher. After the implementation of the action in the first cycle, there were 50% or 15 students out of 30 students who got the score 70 or higher. This result indicated that it had not achieved the research target score criteria. Then, in Cycle 2, there were 25 students out of 30 students or 83.33% who got the score  $\geq 70$ . It means that the result in Cycle 2 had reached the research target because the researcher had revised several aspects in the process of teaching reading and lastly the better result was gained. Referring to the results above, it can be said that the use of the Semantic Mapping technique could improve the students' reading comprehension achievement.

Considering the result of classroom observation, it can be said that the use of Semantic Mapping technique could motivate the students' active performance and interest in the process of teaching and learning. The finding was in line with McNeil's (1992:34) argument that "Semantic Mapping is one of the effective teaching devices for activating appropriate background knowledge". In Cycle 2, when the students did Task 2 and Task 3 which were creating and completing the Semantic Mapping, the students were continuously asking for suggestion and/or guidance from the teacher. During this activity, they got more information as they actively recall their prior knowledge in order to finish their Semantic Mapping. In addition, the familiarity of the topic had a great effect on the students' Semantic Mapping. The more familiar the topic is, the better Semantic Mapping was made. It might happen because their background knowledge helped them complete the Semantic Mapping.

The teachers' decision to use various shapes or various colors in making the Semantic Mapping made the students were not only able to recognize the different types of information but also build their thinking ability in a visual way (see Appendix Y, page 153). The finding was in line with Langan's (2011) arguments that Semantic Mapping is a technique that can be used to help readers to build their thinking activity in a visual way which allows the readers to sketch ideas loosely and see the relationships between sub points and components of ideas graphically.

Besides, according to Barron (1979) as stated in Sam and Rajan (2013:157) by designing Semantic Mapping, the students will motivate themselves in the process of reading comprehension as they come out with their own Semantic Mapping, so their thinking skills will be developed. Additionally, Semantic Mapping technique made the students becomes active readers as they read and reread the reading text to create the map and add text to the shapes. The evidence was the students were able to fill in the information correctly to the shapes they had created as Task 2 and Task 3, because they knew which were the topic, subtopics, and the details. They also demonstrated their confidence in completing the Semantic Mapping, so the results of their Semantic Mapping were categorized as good, besides they worked faster in Cycle 2 as compared to Cycle

1. Thus, the use of Semantic Mapping technique made the VII-A grade students became active participants during the lesson in the reading class.

Regarding the result of reading comprehension achievement, it was indicated that Semantic Mapping technique was successful in improving the VII-A grade students' reading test. This occurrence can be proved by those students who created the Semantic Mapping completely in the second cycle (see Appendix V, W, X, Y; page 150, 151, 152, 153), showed that they got the reading test score  $\geq 70$  (see Appendix Q, page 144). It means that the students' problem in comprehending reading aspects such as word, sentence, paragraph and text comprehension could be solved through creating Semantic Mapping in Task 2 and Task 3. It happened because Semantic Mapping worked well in organizing the information of the reading text. As McWorther (2010:122) says that Semantic Mapping is an effective technique because it easily allows the readers to gather information and organize the thoughts and it will help them to see how the ideas fit together. To organize the information, the students should follow the certain pattern that was using the variety of shapes or colors in order to make them easily found the differences between topic, subtopics and details. Moreover, in Cycle 2, the students had improved in some types of questions compared to Cycle 1. Therefore, using Semantic Mapping was effective in reading questions like (1) identifying the synonyms and antonyms, (2) finding some sentences that expressed about the generic structure (rhetorical step), (3) identifying the main idea, supporting details, and topic, (4) identifying the purpose of the text, and (5) making conclusion of the reading text.

Based on the affective aspects, the researcher and the English teacher had drawn some results that will be explained in the followings:

- a) The students were enthusiasm in joining the English lesson. It can be seen from their conduct and response in the process of teaching and learning. They were not crowded anymore and tended to listen to the teacher's explanation. The teacher's questions were answered as good as possible by using Indonesian and English language. It indicated that their self-confidence increased. This condition was able to make them have the courage to explore and express their ideas.



- b) The students could identify the information of a descriptive text covering word, sentence, paragraph and text better and quicker in the second cycle rather than that in the first cycle. It means that the students' understanding of the reading text was good. Therefore, the students' reading test score improved.
- c) The students became more active while working in group. This occurrence was proved by the students' behavior as long as they joined the English lesson. For example, they were having a discussion about the tasks while working with their members in group; the ideas, information and knowledge were shared together. Additionally, group activities made the students were reinforced by their peer's feedback and possibly for correcting each other of what they gathered from the reading; and gave them opportunity to find ideas in a larger range, more complete and faster than an individual can do.

This research findings supported the result of classroom action research undertaken by Setyani (2010) which showed that the use of Semantic Mapping technique could make the students easily find main ideas, supporting details and information from the Semantic Mapping they had made because it helped them to organize the information well. Additionally, the class atmosphere was more relax as the students became more active and motivated in joining the reading activity. Another study conducted by Supriadi (2010) at SMPN 1 Panti Jember, proved similar results. According to his study the students mostly worked together in making Semantic Mapping with their group members. The teacher's questions about the lesson were correctly answered after having the discussion with their peers. Thus, the students were more active in discussion, resulting in their ability to answer the questions based on the text, and more importantly they became active readers.

Semantic Mapping was the first technique applied in the VII-A grade reading class. Some revisions were made by the teachers to make the students more understood and achieved the target score successfully. Instead of avoiding the students to copy their mates' Semantic Map, group activity made the students having the chance to share the ideas and then the teaching and learning process was done effectively. By using the variety of shapes in Cycle 2, the students were

not only able to recognize the different types of information (topic, subtopics, and details), but also got the reading test score 70 or higher. By considering the problems in conducting this research, some suggestions were drawn to be noticed by the researchers who want to conduct the same research. First, make sure that the topics are familiar to the students. Second, the teacher has to give the example to create the Semantic Mapping as clearly as possible, such as by using various shapes to differentiate topic, subtopics and details. Third, ask the students to work in group while creating the map. Last, the way how to create the Semantic Mapping should be explained by directly showing the way how it is created from the beginning and make sure students could see how the Semantic Mapping's progress.

By considering the result of the first cycle and the second cycle, the conclusion of this research was the use of the Semantic Mapping technique was able to improve the VII-A grade students' active participation and their reading comprehension achievement. The results verified the action hypotheses saying that:

1. The use of Semantic Mapping technique can improve the VII-A students' active participation in the reading class at SMPN 3 Rambipuji Jember.
2. The use of Semantic Mapping technique can improve the VII-A students' reading comprehension achievement at SMPN 3 Rambipuji Jember.

## CHAPTER V. CONCLUSIONS AND SUGGESTIONS

Based on the analysis of the data and the discussion of the research results, the conclusion can be drawn and some suggestions can be useful for the involved people. This chapter presents the conclusion and suggestion that are explained in these following sections.

### 5.1 Conclusion

Based on the results of the data analysis, the conclusions were drawn as follows:

1. The use of Semantic Mapping technique could improve the VII-A grade students' active participation in the classroom during the teaching learning process of reading descriptive text comprehension at SMPN 3 Rambipuji Jember in the 2014/2015 academic year. The improvement could be seen from the results of observation in the first cycle which showed that as many as 42.64% of the students who actively participated in the class during the teaching learning process, while there were 81.49% students who actively took apart in the process of teaching and learning of the second cycle. Thus, the use of Semantic Mapping technique was able to increase the students' active participation in the reading class as many as 38.85%.
2. The use of Semantic Mapping technique could improve the VII-A grade students' reading comprehension achievement at SMPN 3 Rambipuji Jember in the 2014/2015 academic year. The improvement could be seen from the results of reading test in each cycle which was compared with the students' reading score before the action was implemented. The percentage of the students' reading test results improved from 20.58% to 50% in Cycle 1 and from 50% to 83.33% in Cycle 2.

Regarding the discussion of the research results, the conclusions were drawn in the followings:

1. Semantic Mapping technique works well to activate appropriate background knowledge during the teaching and learning process.

2. The familiarity of the topic had a great effect on the results of the students' Semantic Mapping.
3. The use of various shape or various color in making the Semantic Mapping made the students were not only able to recognize the different types of information (topic, subtopics, and details) and build their thinking ability in a visual way, but also got the reading test score 70 or higher.
4. Semantic Mapping technique made the students becomes active readers as they read and reread the reading text to create the map and add text to the shapes.
5. The students had improved in some types of questions. Therefore, using Semantic Mapping is effective in reading questions like (1) identifying the synonyms and antonyms, (2) finding some sentences that expressed about the generic structure (rhetorical step), (3) identifying the main idea, supporting details, and topic, (4) identifying the purpose of the text (rhetorical step), and (5) making conclusion of the reading text.
6. Group activity made the students having the chance to share the ideas and avoiding them copy their mates' Semantic Map, so the teaching and learning process was done effectively.

The results above proved that the use of Semantic Mapping technique could improve the students' reading comprehension achievement and make the students actively participated in the teaching learning process of reading.

## **5.2 Suggestions**

Considering the results of the implementation of Semantic Mapping technique in teaching reading that successfully improve the VII-A grade students' active participation and their reading comprehension achievement, some suggestions are proposed to the following people.

### **5.2.1 The English Teacher**

It is suggested that the English teacher uses the Semantic Mapping as an alternative technique in teaching reading comprehension to improve the students' reading comprehension achievement and to attract the students' active



performance as they read and reread the reading text in order to fill up text to the map.

### **5.2.2 The VII-A students at SMPN 3 Rambipuji Jember**

The students are suggested to keep practicing reading by using Semantic Mapping technique as the technique since it is able to be used as a guide to make the students can organized the ideas or information stated in the reading text. Thus, they can understand the English text better, resulting in better comprehending the information.

### **5.2.3 The Future Researchers**

The future researchers who have similar problem in teaching reading are encouraged to use this research result as information and a reference to conduct further research in the similar area of study and/or to other level of students. It is suggested that the future researchers to also apply the Semantic Mapping technique in teaching reading not only for teaching a descriptive text, but also other types of text, for instance narrative and analytical exposition text, because both of them have hierarchical strands that can be categorized. For example: Improving the Eighth Grade Students' Reading Comprehension Achievement of Narrative Text by Using Semantic Mapping Technique. Besides, they can carry out an experimental study on the same skill in order to verify the present results.

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Appendix A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	CYCLE	HYPOTHESIS
Improving the VII-A Grade Students' Active Participation and Their Reading Comprehension Achievement through Semantic Mapping Technique at SMPN 3 Rambipuji Jember	<p>1. Can the use of Semantic Mapping technique improve the VII-A grade students' active participation in the reading class at SMPN 3 Rambipuji Jember?</p> <p>2. Can the use of Semantic Mapping technique improve the VII-A grade students' reading comprehension achievement</p>	<p><u>Independent variable</u> The use of Semantic Mapping technique</p> <p><u>Dependent variables</u> 1. Students' reading comprehension achievement 2. Students' active participation during the teaching and learning process</p>	<p>1. The students increasing their score after teaching reading through Semantic Mapping technique being conducted.</p> <p>2. The students' score of the test covering: a. Word comprehension b. Sentence comprehension c. Paragraph comprehension d. Text comprehension</p>	<p>1. Research participants : The VII-A grade students at SMPN 3 Rambipuji Jember.</p> <p>2. Informant: The English teacher of the VII-A grade students at SMPN 3 Rambipuji Jember.</p> <p>3. School</p>	<p><u>Research design</u> Classroom action research The stage of each cycle are: 1. Planning the action 2. Implementing the action 3. Doing observation and evaluation 4. Reflecting the action (Kemmis &amp; McTaggart in Hopkins, 2008:51)</p> <p><u>Area determination method</u> Purposive sampling method</p> <p><u>Research participants determination method</u> Purposive sampling method</p> <p><u>Data collection methods:</u> - Students' reading test</p>	<p><u>Action in Cycle 1</u> Teaching reading by using Semantic Mapping technique.</p> <p><u>Action in Cycle 2</u> Teaching reading by using Semantic Mapping technique (revising some necessary aspects in the first cycle).</p> <p>Note: Cycle 2 is conducted since the result of Cycle 1 is</p>	<p>1. The use of Semantic Mapping technique can improve the VII-A grade students' active participation in the reading class at SMPN 3 Rambipuji Jember.</p> <p>2. The use of Semantic Mapping technique can improve the VII-A grade students' reading comprehension</p>

	<p>at SMPN 3 Rambipuji Jember?</p>		<p>on</p> <p>3. The students' active participation in the teaching learning activity, covering:</p> <ol style="list-style-type: none"> <li>1. Answering the teacher's questions orally.</li> <li>2. Asking the questions to the teacher orally.</li> <li>3. Finding the meaning of unfamiliar words.</li> <li>4. Categorizing the information (subordinate ideas and details) from the</li> </ol>	<p>documents:</p> <ul style="list-style-type: none"> <li>- The syllabus</li> <li>- The students' previous reading test score obtained from reading test.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Documentation</li> </ul> <p><u>Data analysis methods</u></p> <ol style="list-style-type: none"> <li>1. The results of the students' active participation will be analyzed by using following formula :</li> </ol> $E = \frac{n}{N} \times 100 \%$ <p>Notes:</p> <p>E = the percentage of students who are actively participated in teaching learning process</p> <p>n = the total number of students who are actively participated in teaching learning process.</p> <p>N = the total number of students in the reading class</p> <p>(Ali, 1993:186)</p>	<p>not achieve the research target.</p>	<p>on achievement at SMPN 3 Rambipuji Jember.</p>
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			<p>reading text.</p> <p>5. Creating a Semantic Mapping based on the information that have been categorized in group.</p> <p>6. Completing the Semantic Mapping in group by adding the appropriate information which had not mentioned before.</p> <p>7. Doing the reading exercise correctly.</p>		<p>2. The results of the reading test will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100 \%$ <p>Notes:                  E = The percentage of total number of students who got <math>\geq 70</math>                  n = The total number of students who got <math>\geq 70</math>                  N= The total number of students doing the test                  (Ali, 1993:186)</p>		
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**Appendix B**

**A. Interview Guide**

<b>Questions from researcher</b>	<b>Answers from the English teacher</b>
1. How many classes are there of grade 7 in your school?	1. 3 classes
2. What curriculum do you use in the class?	2. Institutional Based Curriculum ( <i>KTSP</i> )
3. What kind of English books do you use in the class?	3. <i>LKS</i> entitled <i>Pakar</i> published by AVIVA and English book entitled English in Focus published by <i>Pusat Perbukuan, Departemen Pendidikan Nasional</i>
4. How do you teach the students in reading class?	4. I teach the students by asking them to read the text loudly.
5. What technique do you use in teaching reading?	5. I use reading aloud technique.
6. Where do you get the reading materials when teaching reading?	6. I usually get the reading materials from the textbook or internet.
7. How do you choose the topic when teaching reading?	7. I choose the topic by looking at the syllabus of the school.
8. Can you explain the way how you teach the students in reading class?	8. In set induction, I ask some leading questions dealing with the reading text that will be learnt. In main activities, I randomly ask the students to read the text loudly and after that I ask them to work in pair to discuss the reading text. Then, I ask them to do the reading exercise and submit it. In closure I give homework to the students.
9. Is there any class that has problems in reading comprehension? Which class? How many students that have the problems?	9. Yes, there is. 7-A. Most of the students in this class. It can be seen from the reading score of 7-A. There are 28 students from 35 students that have problems with the reading comprehension.
10. What kind of difficulties is faced by the students when reading the reading text?	10. Comprehending the reading text, finding the specific and general information of the text, vocabulary, background knowledge and pronunciation.

11. How do you overcome the students' problems in reading?	11. By using dictionary to find out the meaning of unfamiliar words, asking some questions related to the text.
12. Have you ever used Semantic Mapping technique in teaching reading of a descriptive text?	12. No, I have not.
13. Have you ever teach descriptive text to the students?	13. Yes, I have.
14. What is the passing grade score for the English subject in that school?	14. 70
15. What is the average score of grade VII-A students reading comprehension achievement?	15. 61
16. How many percent is the standard percentage in that school categorized success during class observation?	16. 75 %
17. How many percent is the students' active participation in the reading class?	17. I am not always analyze the students' active participation, so I do not have any document about the students' active participation.

**B. The Documentation Guide**

<b>The supporting Data Required</b>	<b>Resources</b>
1. The names' of research subject	1. School Document
2. The score of students' reading comprehension test	2. School Document
3. The syllabus	3. School Document

Appendix C

The Observation Checklist for the Students' Participation

Ss' number	Indicators						Total	Result	
	1	2	3	4	5	6		Active	Passive
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
<b>Total</b>									
<b>Percentage %</b>									

**Indicators:**

The students' activities are:

1. Answering the teacher's questions orally.
2. Asking the questions to the teacher orally.
3. Finding the meaning of unfamiliar words.
4. Categorizing the information (subordinate ideas and details) from the reading text.
5. Creating a Semantic Mapping based on the information that has been categorized in group.
6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

Appendix D

**THE PREVIOUS SCORE OF READING COMPREHENSION TEST  
ADMINISTERED BY THE ENGLISH TEACHER**

**KELAS 7-A**

NO	NIS	NAMA	L /P	NILAI TUGAS				NILAI KD			
				1	2	3	4	R	L	S	W
1	776	APES						65			
2	777	AS						50			
3	778	A						65			
4	779	AA						45			
5	780	AWP						50			
6	781	AFN						65			
7	782	CDR						60			
8	783	DYP						50			
9	784	DPL						70			
10	785	DP						65			
11	786	DIM						70			
12	787	DY						70			
13	788	F						65			
14	789	IIH						60			
15	790	IA						50			
16	791	IP						55			
17	792	IS						65			
18	793	LN						55			
19	794	MDA						90			
20	795	MZH						70			
21	796	MAK						50			
22	797	MWNA						50			
23	798	MS						60			
24	799	MSH						55			
25	800	NA						85			
26	801	NNS						60			
27	802	OD						60			
28	803	OPL						60			
29	804	RY						60			
30	805	SI						65			
31	806	SEW						60			
32	807	SDB						50			
33	808	SR						60			
34	809	SAP						65			
35	810	YRK						70			
<b>AVERAGE SCORE</b>								<b>61</b>			



**KELAS 7-B**

NO	NIS	NAMA	L /P	NILAI TUGAS				NILAI KD			
				1	2	3	4	R	L	S	W
1	812	ADJ	L					65			
2	813	ADS	L					75			
3	814	AI	L					70			
4	815	AN	P					75			
5	816	DS	L					60			
6	817	ES	P					60			
7	818	FW	P					45			
8	819	HSS	L					75			
9	820	JS	L					55			
10	821	KH	P					70			
11	822	LA	P					75			
12	823	MNI	L					60			
13	824	MRJ	L					75			
14	825	MAM	L					55			
15	826	MIE	L					85			
16	827	NNS	P					55			
17	828	NE	L					75			
18	829	NA	P					60			
19	830	PS	L					65			
20	831	PM	P					75			
21	832	PFF	P					65			
22	833	RAP	L					55			
23	834	RA	L					40			
24	835	SK	P					60			
25	836	SL	P					70			
26	837	SM	P					70			
27	838	VS	L					60			
28	839	W	L					55			
29	840	WPW	P					70			
30	841	WH	P					50			
31	842	YK	P					55			
32	843	YR	P					75			
33	844	Y	P					80			
34	845	ZW	P					70			
<b>AVERAGE SCORE</b>								<b>64</b>			

**KELAS 7-C**

NO	NIS	NAMA	L /P	NILAI TUGAS				NILAI KD			
				1	2	3	4	R	L	S	W
1	846	AYP	L					65			
2	847	AF	P					70			
3	848	ANP	P					70			
4	849	AIL	P					65			
5	850	BHS	L					65			
6	851	DP	L					70			
7	852	EN	P					75			
8	853	ESM	P					70			
9	854	FR	L					55			
10	855	HH	P					60			
11	856	IS	P					80			
12	857	IR	L					55			
13	858	ISM	L					50			
14	859	IWS	L					65			
15	861	MAC	L					55			
16	862	MRW	L					65			
17	863	NS	L					60			
18	864	PU	L					65			
19	865	PES	P					75			
20	866	PAP	P					80			
21	867	RL	P					85			
22	868	RI	L					75			
23	869	RR	P					70			
24	870	RF	L					85			
25	871	RM	P					65			
26	872	SP	P					60			
27	873	S	L					45			
28	874	SH	L					50			
29	875	SUR	L					65			
30	876	TJ	P					55			
31	877	UH	P					70			
32	878	WIDI	P					65			
33	879	YS	P					55			
34	880	ZNH	P					60			
<b>AVERAGE SCORE</b>								<b>65</b>			

The Headmaster of SMPN 3 Rambipuji

The English Teacher

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		individual - Membaca nyaring bergiliran	informasi dalam teks fungsional pendek ➤ Membaca nyaring teks fungsional pendek.					
11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/procedure</i>	Teks monolog berbentuk <i>descriptive/procedure</i>  Kosakata terkait tema / jenis teks.  Ciri kebahasaan teks: - <i>procedure</i> - <i>descriptive</i>	1. Mendengarkan dan merespon <i>introduction</i> tentang teks deskriptif/prosedur dengan topik materi yang akan dibaca. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks deskriptif/prosedur yang akan dibaca 3. Memperhatikan penjelasan tentang langkah retorika teks deskriptif/prosedur 4. Mengidentifikasi langkah retorika dalam kerja kelompok 5. Mengidentifikasi berbagai informasi dalam kerja kelompok	➤ Mengidentifikasi berbagai informasi dalam teks <i>descriptive</i> dan <i>procedure</i> ➤ Mengidentifikasi langkah retorika dalam teks <i>descriptive</i> dan <i>procedure</i> ➤ Mengidentifikasi fungsi komunikatif teks deskriptif / <i>procedure</i> . ➤ Mengidentifikasi langkah retorika teks deskriptif /	Tes lisan  Tes tulis	Daftar pertanyaan  Uraian	<i>Read the text carefully and then answer the following questions briefly!</i>  <i>Answer the questions based on the text.</i>	4x40 menit	Buku teks Yang relevan  Teks otentik  Alat peraga



		6. Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri	<p>prosedur</p> <ul style="list-style-type: none"> <li>➤ Menyebutkan ciri kebahasaan teks descriptive / procedure</li> </ul>					
11.3 membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk <i>descriptive/procedure</i> dengan ucapan, tekanan dan intonasi yang berterima	<p><i>Teks descriptive/procedure</i></p> <p><i>Pronunciation</i></p> <p><i>Intonation</i></p> <p><i>punctuation</i></p>	<ul style="list-style-type: none"> <li>• Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring teks <i>descriptive/procedure</i> tentang pentingnya <i>pronunciation, intonation, punctuation</i>, kualitas suara</li> <li>• Mendengarkan model membaca nyaring teks <i>descriptive/procedure</i></li> <li>• Menirukan membaca nyaring dengan intonasi dan jeda sesuai model</li> <li>• Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar</li> </ul>	<ul style="list-style-type: none"> <li>➤ Melafalkan kata, frasa dan kalimat dengan baik dan benar</li> <li>➤ Membaca kata frasa dan kalimat dengan intonasi yang benar</li> <li>➤ Membaca nyaring teks <i>descriptive/procedure</i> dengan baik dan benar.</li> </ul>	Tes unjuk kerja	<p>Melafalkan</p> <p>Intonasi</p> <p>Membaca nyaring</p>	<p><i>Pronounce the following words or phrases correctly!</i></p> <p><i>Read the following sentences by applying correct intonation!</i></p> <p><i>Read the following text loudly!</i></p>	2x40 menit	<p>Buku teks</p> <p>Teks otentik</p>

Appendix F

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

Subject	: English
School	: Junior High School
Level / Semester	: VII / 2
Language Skill	: Reading
Text Type	: Descriptive Text
Theme	: Famous Person
Topic	: Rowan Atkinson
Time Allocation	: 2 X 40 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

**II. Basic Competence**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

**III. Indicators**

**Cognitive**

**a. Product**

11.2.1 Identifying the information of a descriptive text covering word, sentence, paragraph and text by circling the best answer of the options given correctly.

**b. Process**

- 11.2.2 Finding the meaning of unfamiliar words.
- 11.2.3 Categorizing the information (subordinate ideas and details) from the reading text.
- 11.2.4 Creating a Semantic Mapping based on the information that has been categorized individually.
- 11.2.5 Completing the Semantic Mapping individually by adding the appropriate information which had not been mentioned before.

**Affective**

- 11.2.6 Showing enthusiasm in teaching and learning process.
- 11.2.7 Showing confidence in asking the questions and answering the questions given by the teacher.
- 11.2.8 Showing hard effort in creating and completing the Semantic Mapping.
- 11.2.9 Showing responsibility while doing the reading exercise.

**IV. Learning Objective****Cognitive****a. Product**

- 11.2.1 Students are able to identify the information of a descriptive text covering word, sentence, paragraph and text by circling the best answer of the options given correctly.

**b. Process**

- 11.2.2 Students are able to find the meaning of unfamiliar words.
- 11.2.3 Students are able to categorize the information (subordinate ideas and details) from the reading text.
- 11.2.4 Students are able to create a Semantic Mapping based on the information that has been categorized individually.
- 11.2.5 Students are able to complete the Semantic Mapping individually by adding the appropriate information which had not been mentioned before.

**Affective**

11.2.6 Students are able to show enthusiasm in teaching and learning process.

11.2.7 Students are able to show confidence in asking the questions and answering the questions given by the teacher.

11.2.8 Students are able to show hard effort in creating and completing the Semantic Mapping.

11.2.9 Students are able to show responsibility while doing the reading exercise given.

**V. Material**

1. The definition of descriptive text
2. The example of descriptive text
3. The example of Semantic Mapping
4. The step how to create the Semantic Mapping
5. The reading exercise

**VI. Method and Technique**

Method : Individual work

Technique : Semantic Mapping technique

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Student's Activities	Time Allocation
1.	<b>Pre – Instructional Activities</b> <ul style="list-style-type: none"> <li>➤ Introduction               <ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> </ol> </li> <li>➤ Motivation               <ol style="list-style-type: none"> <li>3. Motivating the students by giving some clues related to the topic will be learned.</li> <li>4. Showing the picture as the answer of the clues.</li> </ol> </li> <li>➤ Stating the objectives               <ol style="list-style-type: none"> <li>5. Stating the objectives of the lesson.</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. Responding</li> <li>2. Responding</li> <li>3. Answering the clues given by the teacher</li> <li>4. Looking at the picture</li> <li>5. Listening to the teacher</li> </ol>	10'



2	<p><b>Main Activities</b></p> <p><b>Pre-reading</b></p> <p>6. Showing the example of descriptive text entitled “Rowan Atkinson”.</p> <p>7. Explaining the theory of descriptive text, including the definition, the social function, the generic structures and the language features.</p> <p>8. Introducing Semantic Mapping technique to the students by giving an example and explaining how to use it.</p> <p>9. Distributing the reading text entitled “Rowan Atkinson” to the students.</p> <p><b>Whilst Reading</b></p> <p>10. Asking the students to read the text silently and find the meaning of unfamiliar words.</p> <p>11. Writing down the topic (Rowan Atkinson) on the board and draw a circle around it.</p> <p>12. Giving leading questions to the students to think about the ideas and information that stated in the text.</p> <p>13. Asking the students to list the information (subordinate ideas and details) from the reading text into some categories.</p> <p>14. Asking the students to create a Semantic Mapping based on the information that has been categorized individually.</p> <p>15. Asking the students to complete the Semantic Mapping individually by adding the appropriate information which had not been mentioned before.</p> <p>16. Asking the students to do the reading exercise individually.</p>	<p>6. Looking at the example</p> <p>7. Listening to the teacher’s explanation</p> <p>8. Listening to the teacher’s explanation</p> <p>9. Receiving the reading text</p> <p>10. Reading the text and finding the meaning of unfamiliar words</p> <p>11. Looking at the topic written in the board</p> <p>12. Listening to the teacher’s leading questions.</p> <p>13. Categorizing the information</p> <p>14. Creating a Semantic Mapping</p> <p>15. Completing the Semantic Mapping individually</p> <p>16. Doing the reading exercise individually</p>	60’
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	<b>Post reading</b> 17. Checking the answer of the reading exercise and Semantic Mapping together.	17. Checking the answer together.	
<b>3</b>	<b>Post Activities</b> ➤ Closure 18. Guiding the students to draw a conclusion about the materials that have been learned. 19. Parting the students.	18. Drawing a conclusion about the materials has been learned. 19. Responding	10'

### VIII. Media and Sources

#### Media:

1. LCD Projector
2. Microsoft Power Point
3. White board

#### Sources:

1. Anonymous.2012.*Descriptive text*.<http://www.englishindo.com/2012/07/descriptive-text.html>. Accessed on January 15<sup>th</sup> 2015
2. *MANDIRI English SMP: English on Target*, based on *Kurikulum 2013*, Erlangga-Publisher, 2014:78
3. Anonymous.2015.[http://www.wowkeren.com/seleb/rowan\\_atkinson/profil.html](http://www.wowkeren.com/seleb/rowan_atkinson/profil.html). Accessed on January 15<sup>th</sup> 2015

### IX. Assessment

#### 1. Process Assessment

Process assessment will be conducted during the teaching learning process of the reading comprehension.

- Instrument : observation checklist
- The indicators evaluated are as follows:
  1. Answering the teacher's questions orally.

2. Asking the questions to the teacher orally.
3. Finding the meaning of unfamiliar words.
4. Categorizing the information (subordinate ideas and details) from the reading text.
5. Creating a Semantic Mapping based on the information that has been categorized individually.
6. Completing the Semantic Mapping individually by adding the appropriate information which had not been mentioned before.

#### **The Observation Checklist of Students Active Participation**

Number	Names	Indicators						Active	Passive
		1	2	3	4	5	6		

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

#### **2. Product Assessment**

Product Assessment will be conducted at the end of the cycle. It covers the students' correct answer in doing the test in the class.

Jember, April, 20<sup>th</sup> 2015

The English Teacher

The Trainee Teacher,

Drs. Suparno

Rhisma Antika

NIP. 19650910 199003 1 015

NIM. 110210401012

**A. Pre instructional activities**

**1. Giving clues :**

- 1) I am a man.
- 2) I am a famous comedian in Britain.
- 3) One of my television programs is Mr. Bean.
- 4) Who am I?

**2. Showing a picture as the answer of the clues**



**3. Stating the objectives**

After joining the lesson today, you are expected to be able to:

- 1) Create and complete a Semantic Mapping about Rowan Atkinson based on the reading text given.
- 2) Identify the information of a descriptive text, covering word, sentence, paragraph and text.



## Teaching Materials

### B. Main Activities

#### 4. The Theory of Descriptive Text

- 1) Descriptive text : a text that says a person is like, for example is Rowan Atkinson.
- 2) Social function : to describe a particular person completely.
- 3) The Generic Structure of Descriptive Text :  
Identification : identifying the person to be described.  
Description : describing a person in facial features, physical appearance, personality, etc.
- 4) Language Features :  
Using simple present tense  
Using adjective  
Using adverb

#### 5. The Example of Descriptive Text:

##### Rowan Atkinson

Rowan Atkinson is an English comedian, actor and writer. He is famous for his title roles in the British television comedies: Black Adder, The Thin Blue Line and Mr. Bean. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He is 183 cm tall. He has fair black short hair. Some people considered Atkinson as the man with the rubber face. In fact, he has funny face with unique smile. He has a pointed nose, black eyes and thick eyebrows. His moustache and sideburns are usually well-shaved. He usually wears a men's suit with shirt, tie, trousers and a pair of shiny shoes in his performance.

( *MANDIRI English SMP: English on Target*, based on *Kurikulum 2013*, Erlangga-Publisher, 2014:78)

## 6. The Theory of Semantic Mapping

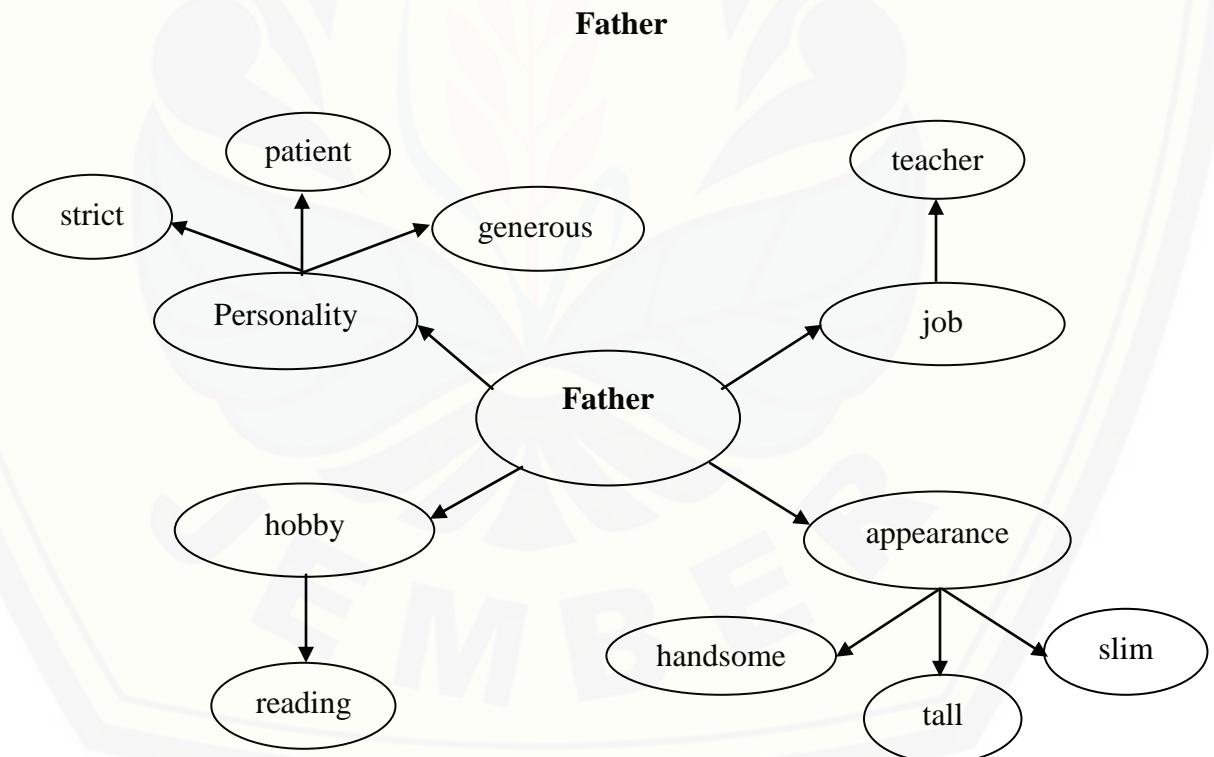
### 1) Definition

Semantic Mapping is a graphic arrangement showing how the major and minor ideas are related in a text. The map consists of nodes; it can be drawn in circles, rectangles, or squares. The nodes is containing keywords or phrases, with connecting links in the form of lines or arrows which drawn between the nodes

### 2) How to Create a Semantic Mapping

Stating the keyword in the center of blank sheet of paper and circles it. Then, as ideas and details come, the students put them in boxes or circles around the subject and draw lines to connect them to each other to the keyword. After that, the students put the minor ideas or details in smaller boxes or circles and use connecting lines to show how they relate as well.

### 3) The example of Semantic Mapping Diagram



**C. Exercises**

**Task 1. Read the text carefully and find the meaning of unfamiliar words!**

**Rowan Atkinson**

Rowan Atkinson is an English comedian, actor and writer. He is famous for his title roles in the British television comedies: Black Adder, The Thin Blue Line and Mr. Bean. Atkinson is mostly well known as Mr.

Line 4 Bean.

Rowan Atkinson is a quite thin man. He is 183 cm tall. He has fair black short hair. Some people considered Atkinson as the man with the  
Line 7 rubber face. In fact, he has funny face with unique smile. He has a pointed nose, black eyes and thick eyebrows. His moustache and sideburns are usually well-shaved. He usually wears a men's suit with shirt, tie, trousers and a pair of shiny shoes in his performance.

( *MANDIRI English SMP: English on Target*, based on *Kurikulum 2013*,  
Erlangga-Publisher, 2014:78)

**Teacher's Leading questions:**

1. Who is Rowan Atkinson?
2. What is the title of his film?

**Enlist the students' answer from the leading questions.**

No.	Main idea	Subordinate ideas	Details
1.	Rowan Atkinson	Who	An English comedian, actor and writer
2.		The Title of films	Black Adder, The Thin Blue Line and Mr. Bean

**Task 2. Create a Semantic Mapping based on the information that has been listed individually!**

**Task 3. Complete the Semantic Mapping by adding appropriate information based on the text individually!**

**Task 4. Choose the correct answer based on the text by circling (O) a, b, c, or d!**

**Example:**

1. Who is Rowan Atkinson?

- a. An English comedian  
b. A singer  
c. An English man  
d. A business man

The best answer is **a**. So, you just need to circle one option as the best answer.

**Now, answer the following questions by circling (O) a, b, c, or d as the best answer based on the text!**

1. “He is *famous* for his title roles .....” (line 2)

What word has the closest meaning to the italic word?

- a. excellent  
b. well-known  
c. brilliant  
d. perfect

2. “He has a *pointed* nose, .....” (line 7)

What is the opposite meaning of the italic word?

- a. sharp  
b. tall  
c. flat  
d. keen

3. What people usually call Rowan Atkinson as?

- a. Black Adder  
b. The Thin Blue Line  
c. Mr. Bean  
d. Rubber face

4. Which of the following sentences belong to description?

- a. Rowan Atkinson is a quite thin man.  
b. Rowan Atkinson is well known as Mr. Bean.  
c. Rowan Atkinson is an English comedian, actor and writer.  
d. Rowan Atkinson is a famous British comedian.



5. What does Rowan Atkinson usually wear in his performance?
  - a. A men's suit coat with umbrella, a hat and a pair of shiny shoes.
  - b. A men's suit with shirt, tie, trousers and a pair of shiny shoes.
  - c. A men's suit with t-shirt, tie, trousers and a pair of shiny shoes.
  - d. A men's red suit with tie and a pair of bright shoes.
6. What is the main idea of paragraph 1?
  - a. Rowan Atkinson is one of actors in British comedy.
  - b. Rowan Atkinson is popular in British television comedies.
  - c. Rowan Atkinson is known as Mr. Bean.
  - d. Rowan Atkinson is a famous English comedian, actor and writer.
7. Which of the following statements is NOT TRUE based on paragraph two?
  - a. Rowan Atkinson has funny face with unique smile.
  - b. Rowan Atkinson has fair black short hair.
  - c. Rowan Atkinson's moustache and sideburns are usually well-shaved.
  - d. Rowan Atkinson has a flat nose, brown eyes and thick eyebrows.
8. What does the second paragraph mainly discuss?
  - a. Rowan Atkinson's educations.
  - b. Rowan Atkinson's family.
  - c. Rowan Atkinson's physical appearances.
  - d. Rowan Atkinson's movies in British Television Comedies.
9. What is the purpose of the text?
  - a. To retell about Rowan Atkinson's experiences when starring comedies.
  - b. To inform about Rowan Atkinson's characteristics and career.
  - c. To describe about Rowan Atkinson completely.
  - d. To inform about Rowan Atkinson's physical appearance.
10. What does the text tell you about?
  - a. A famous British singer
  - b. A favorite actor in Britain
  - c. Rowan Atkinson's biography
  - d. A famous English comedian

**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**

No.	Types of Comprehension	Number of Items
1.	Word Comprehension	1, 2
2.	Sentence Comprehension	3, 4, 5
3.	Paragraph Comprehension	6, 7, 8
4.	Text Comprehension	9, 10

Appendix G

LESSON PLAN  
(CYCLE 1/MEETING 2)

Subject	: English
School	: Junior High School
Level / Semester	: VII / 2
Language Skill	: Reading
Text Type	: Descriptive Text
Theme	: Famous Person
Topic	: Jokowi
Time Allocation	: 2 X 40 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

**II. Basic Competence**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

**III. Indicators**

**Cognitive**

**a. Product**

11.2.1 Identifying the information of a descriptive text covering word, sentence, paragraph and text by circling the best answer of the options given correctly.

**b. Process**

- 11.2.2 Finding the meaning of unfamiliar words.
- 11.2.3 Categorizing the information (subordinate ideas and details) from the reading text.
- 11.2.4 Creating a Semantic Mapping based on the information that has been categorized in group.
- 11.2.5 Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

**Affective**

- 11.2.6 Showing enthusiasm in teaching and learning process.
- 11.2.7 Showing confidence in asking the questions and answering the questions given by the teacher.
- 11.2.8 Showing hard effort in creating and completing the Semantic Mapping.
- 11.2.9 Showing responsibility while doing the reading exercise.

**IV. Learning Objective****Cognitive****a. Product**

- 11.2.1 Students are able to identify the information of a descriptive text covering word, sentence, paragraph and text by circling the best answer of the options given correctly.

**b. Process**

- 11.2.2 Students are able to find the meaning of unfamiliar words.
- 11.2.3 Students are able to categorize the information (subordinate ideas and details) from the reading text.
- 11.2.4 Students are able to create a Semantic Mapping based on the information that has been categorized in group.
- 11.2.5 Students are able to complete the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.



**Affective**

11.2.6 Students are able to show enthusiasm in teaching and learning process.

11.2.7 Students are able to show confidence in asking the questions and answering the questions given by the teacher.

11.2.8 Students are able to show hard effort in creating and completing the Semantic Mapping.

11.2.9 Students are able to show responsibility while doing the reading exercise given.

**V. Material**

1. The definition of descriptive text
2. The example of descriptive text
3. The example of Semantic Mapping
4. The step how to create the Semantic Mapping
5. The reading exercise

**VI. Method and Technique**

Method : Group Work

Technique : Semantic Mapping technique

## VII. Teaching and Learning Activities

No	Teacher's Activities	Student's Activities	Time Allocation
1.	<p><b>Pre – Instructional Activities</b></p> <ul style="list-style-type: none"> <li>➤ Introduction               <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking the students' attendance</li> </ol> </li> <li>➤ Motivation               <ol style="list-style-type: none"> <li>3. Motivating the students by giving some clues related to the topic will be learned.</li> <li>4. Showing the picture as the answer of the clues.</li> </ol> </li> <li>➤ Stating the objectives               <ol style="list-style-type: none"> <li>5. Stating the objectives of the lesson</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. Responding</li> <li>2. Responding</li> <li>3. Answering the clues given by the teacher</li> <li>4. Looking at the picture</li> <li>5. Listening to the teacher</li> </ol>	10'
2	<p><b>Main Activities</b></p> <p><b>Pre-reading</b></p> <ol style="list-style-type: none"> <li>6. Showing the example of descriptive text entitled “Jokowi”.</li> <li>7. Reviewing the theory of descriptive text.</li> <li>8. Reviewing the Semantic Mapping technique to the students.</li> <li>9. Distributing the reading text entitled “Jokowi” to the students</li> </ol> <p><b>Whilst reading</b></p> <ol style="list-style-type: none"> <li>10. Asking the students to read the text silently and find the meaning of unfamiliar words.</li> <li>11. Writing down the topic “Jokowi” on the board and draw a circle around it.</li> <li>12. Giving leading questions to the students to think about the ideas and information that stated in the text</li> <li>13. Asking the students to list the information (subordinate ideas and details) from the reading text into some categories.</li> </ol>	<ol style="list-style-type: none"> <li>6. Looking at the example</li> <li>7. Listening to the teacher</li> <li>8. Listening to the teacher</li> <li>9. Receiving the reading text.</li> <li>10. Reading the text and finding the meaning of unfamiliar words</li> <li>11. Looking at the topic written in the board</li> <li>12. Listening to the teacher's leading questions.</li> <li>13. Categorizing the information</li> </ol>	60'

	<p>14. Asking the students to create a Semantic Mapping based on the information that has been categorized in group.</p> <p>15. Asking the students to complete the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.</p> <p>16. Asking the students to do the reading exercise in group.</p> <p><b>Post reading</b></p> <p>17. Checking the answer of the reading exercise and Semantic Mapping together.</p>	<p>14. Creating a Semantic Mapping</p> <p>15. Completing the Semantic Mapping in group</p> <p>16. Doing the reading exercise in group</p> <p>17. Checking the answer together.</p>	
<b>3</b>	<p><b>Post Activities</b></p> <p>➤ Closure</p> <p>18. Guiding the students to draw a conclusion about the materials that have been learned.</p> <p>19. Parting the students</p>	<p>18. Drawing a conclusion about the materials has been learned.</p> <p>19. Responding</p>	10'

### VIII. Media and Sources

#### Media:

1. LCD Projector
2. Microsoft Power Point
3. White board

#### Sources:

1. Anonymous.2014. <http://www.sekolahoke.com/2014/07/descriptive-text-presiden-indonesia-Joko-Widodo.html>. Accessed on January, 16<sup>th</sup> 2015
2. Anonymous.2012. <http://www.tribunnews.com/lifestyle/2012/09/23/tahukah-anda-mengapa-jokowi-kurus-ini-dia-jawabannya>. Accessed on January, 16<sup>th</sup> 2015

**IX. Assessment****1. Process Assessment**

Process assessment will be conducted during the teaching learning process of the reading comprehension.

- Instrument : observation checklist
- The indicators evaluated are as follows:
  1. Answering the teacher's questions orally.
  2. Asking the questions to the teacher orally.
  3. Finding the meaning of unfamiliar words.
  4. Categorizing the information (subordinate ideas and details) from the reading text.
  5. Creating a Semantic Mapping based on the information that has been categorized in group
  6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

**The Observation Checklist of Students Active Participation**

Number	Names	Indicators						Active	Passive
		1	2	3	4	5	6		

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

**2. Product Assessment**

Product Assessment will be conducted at the end of the cycle. It covers the students' correct answer in doing the test in the class.

Jember, April, 22<sup>th</sup> 2015

The English Teacher

The Trainee Teacher,

Drs. Suparno

Rhisma Antika

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NIM. 110210401012



### Activities in Teaching Learning Process

#### A. Pre instructional activities

##### 1. Giving clues:

- 1) Do you know the president of Indonesia now?
- 2) Do you know a word “blusukan”? Who makes this word popular?
- 3) Look at the picture. Who is he?

##### 2. Showing a picture as the answer of the clues.



##### 3. Stating the objectives

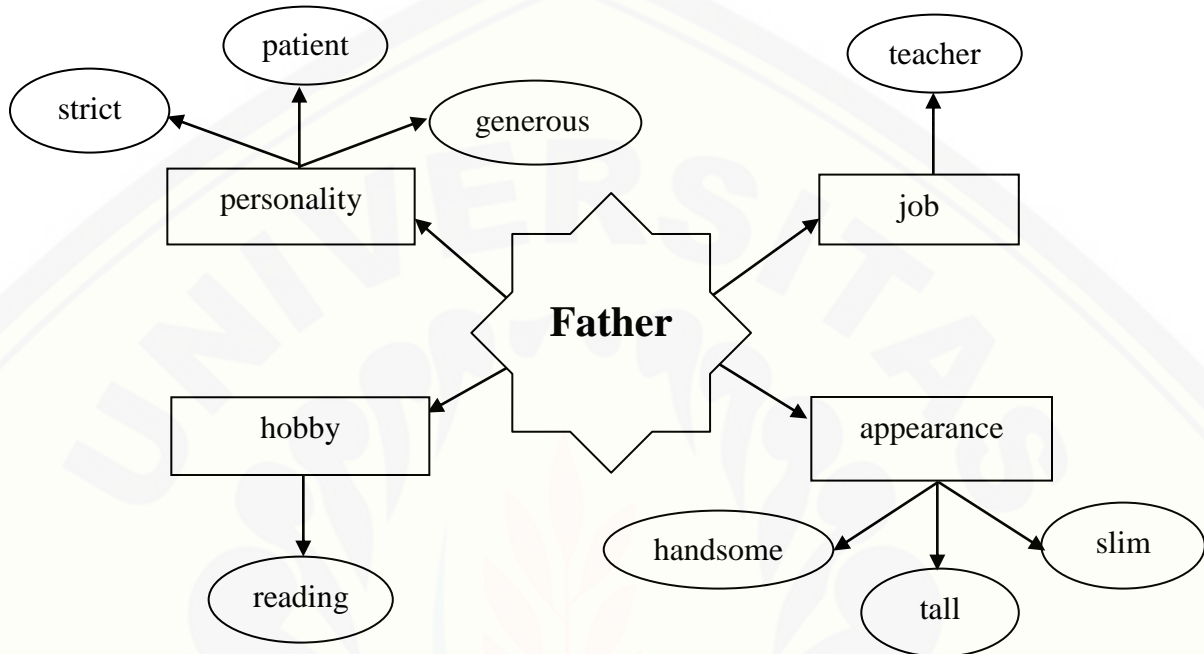
After joining the lesson today, you are expected to be able to:

- 1) Create and complete a Semantic Mapping about Jokowi based on the reading text given.
- 2) Identify the information of a descriptive text, covering word, sentence, paragraph and text.

## Teaching Materials

### B. Main Activities

The example of Semantic Mapping diagram by using various shapes.



### C. Exercise

**Task 1. Read the text carefully and find the meaning of unfamiliar words!**

#### Jokowi

Ir. H. Joko Widodo is the president of Indonesia. You can call him Jokowi. He was born in Surakarta, June 21<sup>st</sup> 1961.

Line 3           Jokowi is thin. He is 175 cm tall. He has brown skin and short hair. He looks friendly because he often keeps smiling to everybody near him. His wife's name is Iriana, and he has 3 children, they are Gibran Rakabuming

Line 6 Raka, Kahiyang Ayu and Kaesang Pangarep. Jokowi is an Indonesian politician. Before he became the governor of Jakarta, he was a mayor of Surakarta. After conducting a task as the governor of Jakarta, Jokowi

Line 9 challenges his luck to be the president of Indonesia. From now on, Jokowi becomes the president of Indonesia during the period of 2014 – 2019.

( <http://www.sekolahoke.com/2014/07/descriptive-text-presiden-indonesia-Joko-Widodo.html> )

**Teacher's Leading questions:**

1. Who is Jokowi?
2. What is his physical appearance?

**Enlist the students' answer from the leading questions.**

No.	Main idea	Subordinate ideas	Details
1.	Jokowi	Who	The president of Indonesia
2.		Physical appearance	Thin, 175 cm tall, brown skin, short hair

**Task 2. Create a Semantic Mapping based on the information that has been listed in group!**

**Task 3. Complete the Semantic Mapping by adding appropriate information based on the text in group!**

**Task 4. Choose the correct answer based on the text by circling (O) a, b, c, or d!**

**Example:**

1. Who is Rowan Atkinson?
 

<p><input checked="" type="radio"/> a. An English comedian</p> <p>b. A singer</p>	<p>c. An English man</p> <p>d. A business man</p>
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The best answer is **a**. So, you just need to circle one option as the best answer.

**Now, answer the following questions by circling (O) a, b, c, or d as the best answer based on the text!**

1. "Jokowi is *thin*" (line 3)

What is the opposite meaning of the italic word?

- a. skinny
- b. slim
- c. slender
- d. fat

2. What does the word “his” in the sentence “His wife’s name is Iriana” (line 5) refer to?
  - a. Joko Widodo
  - b. Gibran Rakabuming Raka
  - c. Kahiyang Ayu
  - d. Kaesang Pangarep
3. Which of the following sentences belong to identification?
  - a. Jokowi is thin and 175 cm tall.
  - b. Jokowi is the first president in Indonesia.
  - c. Jokowi’s full name is Ir. H. Joko Widodo
  - d. Jokowi is an Indonesian politician
4. Why does Jokowi look friendly? Because ....
  - a. Jokowi is the president of Indonesia
  - b. Jokowi often keeps smiling to everybody near him
  - c. Jokowi has 3 children
  - d. Jokowi is an Indonesian politician
5. What was Joko Widodo’s first career before he becomes the President of Indonesia?
  - a. The mayor of Surakarta
  - b. The mayor of Jakarta
  - c. The governor of Surakarta
  - d. The governor of Jakarta
6. What is the main idea of paragraph 1?
  - a. Ir. H. Joko Widodo is the president of Indonesia
  - b. Jokowi was born in Surakarta, June 21<sup>st</sup> 1961
  - c. Jokowi is thin and has brown skin
  - d. Jokowi become the president of Indonesia period 2014 – 2019
7. Which of the following statements is TRUE according to the last paragraph?
  - a. Jokowi is thick. He has brown skin, short hair, and tall body.
  - b. Jokowi was a mayor of Surakarta before he became a governor of Jakarta.



- c. Jokowi become the president of Indonesia during the period of 2011 – 2019.
  - d. One of his children’s names is Iriana.
8. What does the second paragraph mainly talk you about?
- a. Jokowi’s career
  - b. Jokowi’s physical appearances
  - c. Jokowi’s family
  - d. The descriptions about Jokowi
9. What does the text tell you about?
- a. The governor of Jakarta.
  - b. Jokowi’s biography.
  - c. The president of Indonesia.
  - d. The first president in Indonesia.
10. What is the purpose of the text?
- a. To explain about Jokowi’s career and his life.
  - b. To entertain Indonesian reader about Jokowi.
  - c. To inform about Jokowi’s physical appearance.
  - d. To describe Joko Widodo completely.

**Answer Key**

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

**Table of Test Specification**

No.	Types of Comprehension	Number of Items
1.	Word Comprehension	1
2.	Sentence Comprehension	2, 3, 4, 5
3.	Paragraph Comprehension	6, 7, 8
4.	Text Comprehension	9, 10

**Appendix H**

**Reading Comprehension Test I**

**Name** :  
**Number** :  
**Grade/Semester** : VII / II  
**Language skill** : Reading  
**Time** : 60 minutes

**Text 1**

**Taylor Swift**

Taylor Swift has a full name Taylor Alison Swift. She was born in Pennsylvania, USA on December 13<sup>th</sup> 1989. She is a music country singer in USA.

Line 4 Taylor Swift loves to sing since childhood. She also loves to write songs. Her songs always can captivate teenagers because she always writes songs based on her experiences. Taylor Swift is very beautiful. She is 178 cm tall and full of charm. Her skin is white and her eyes are like cat's eyes, these  
Line 8 are blue. Her nose is sharp. She has curly hair and the color of her hair is blonde. Her appearance is very simple, by wearing a short dress and carrying a guitar, she sings in front of audiences.

<http://hewan-jelek.blogspot.com/2013/02/contoh-descriptive-text-taylor-swift.html>)

*Answer the following questions by circling (O) a, b, c, or d as the best answer based on the text above!*

1. "Taylor Swift is very *beautiful*." (line 6)  
What is the opposite meaning of the italic word?
  - a. picturesque
  - b. gorgeous
  - c. good-looking
  - d. ugly

2. “She is 178 cm *tall* and full of charm.” (line 6)  
What is the opposite meaning of the italic word?
  - a. high
  - b. short
  - c. large
  - d. big
3. “..... her eyes like a cat’s eyes, *these* are blue.” (line 7)  
What does the word *these* refer to?
  - a. Taylor Swift’s songs
  - b. Taylor Swift’s experiences
  - c. Taylor Swift’s eyes
  - d. Taylor Swift’s appearance
4. “She has *curly* hair.....” (line 8)  
What is the meaning of the italic word?
  - a. wavy
  - b. straight
  - c. twisted
  - d. short
5. Why can Taylor Swift’s songs always captivate teenagers? Because.....
  - a. she knows what are needed by every teenager.
  - b. she loves to write song based on teenagers’ condition.
  - c. she always writes songs based on her experiences.
  - d. her song is beautiful to be heard by every teenager.
6. What are the characteristics of Taylor Swift when she sings in front of audiences?
  - a. Taylor Swift is very beautiful; she has tall body and full of charm.
  - b. Taylor Swift wears a short dress and carries a guitar.
  - c. Taylor Swift’s skin is white and her eyes like a cat’s eyes.
  - d. Taylor Swift has curly hair and the color of her hair is blonde.

7. What is the main idea of paragraph 1?
  - a. Taylor Swift has a full name Taylor Alison Swift.
  - b. Taylor Swift's parents.
  - c. Taylor Swift is a music country singer.
  - d. Taylor Swift was born on December, 13<sup>th</sup> 1989.
8. What does the second paragraph mainly discuss?
  - a. Taylor Swift's educations.
  - b. Taylor Swift's family.
  - c. Taylor Swift's physical appearances.
  - d. Taylor Swift's career
9. What is the purpose of the text?
  - a. To describe the way how Taylor Swift performing.
  - b. To describe Taylor Swift completely.
  - c. To describe how Taylor Swift's appearance.
  - d. To inform the music country singer in USA.
10. What does the text tell you about?
  - a. A popular singer in USA.
  - b. A music country singer in USA.
  - c. Taylor Swift's appearance.
  - d. The first music country singer in USA.

**Text 2****Michael Jordan**

Michael Jordan is a famous basketball player. He is the best basketball player of America. Michael Jordan was born in Brooklyn, New York on  
Line 3 February, 17<sup>th</sup> 1963.

Michael Jordan certainly looks like a star. He is 198 cm tall and well built. He is well dressed. His personality is good. He is confident and smart. He is also generous. He gives a lot of money to charity. His hobbies are  
Line 7 playing golf, baseball, and cooking. He often cooks for his family. Jordan is the fourth of five children. He has two older brothers, Larry Jordan and James R. Jordan Jr., one older sister Deloris and a younger sister, Roslyn.

(*Contextual Teaching and Learning; Sekolah Menengah Pertama Kelas VII*

*Edisi 4*, Pusat Perbukuan Departemen Pendidikan Nasional, 2008:136)

**Answer the following questions by circling (O) a, b, c, or d as the best answer based on the text above!**

11. “Michael Jordan certainly looks like *a star*.” (line 4)

What word has the closest meaning to the italic word?

- a. a brilliant
- b. an idol
- c. a major
- d. an artist

12. “His *personality* is good.” (line 5)

The italic word above could be best replaced by which of the followings?

- a. celebrity
- b. public figure
- c. character
- d. famous person

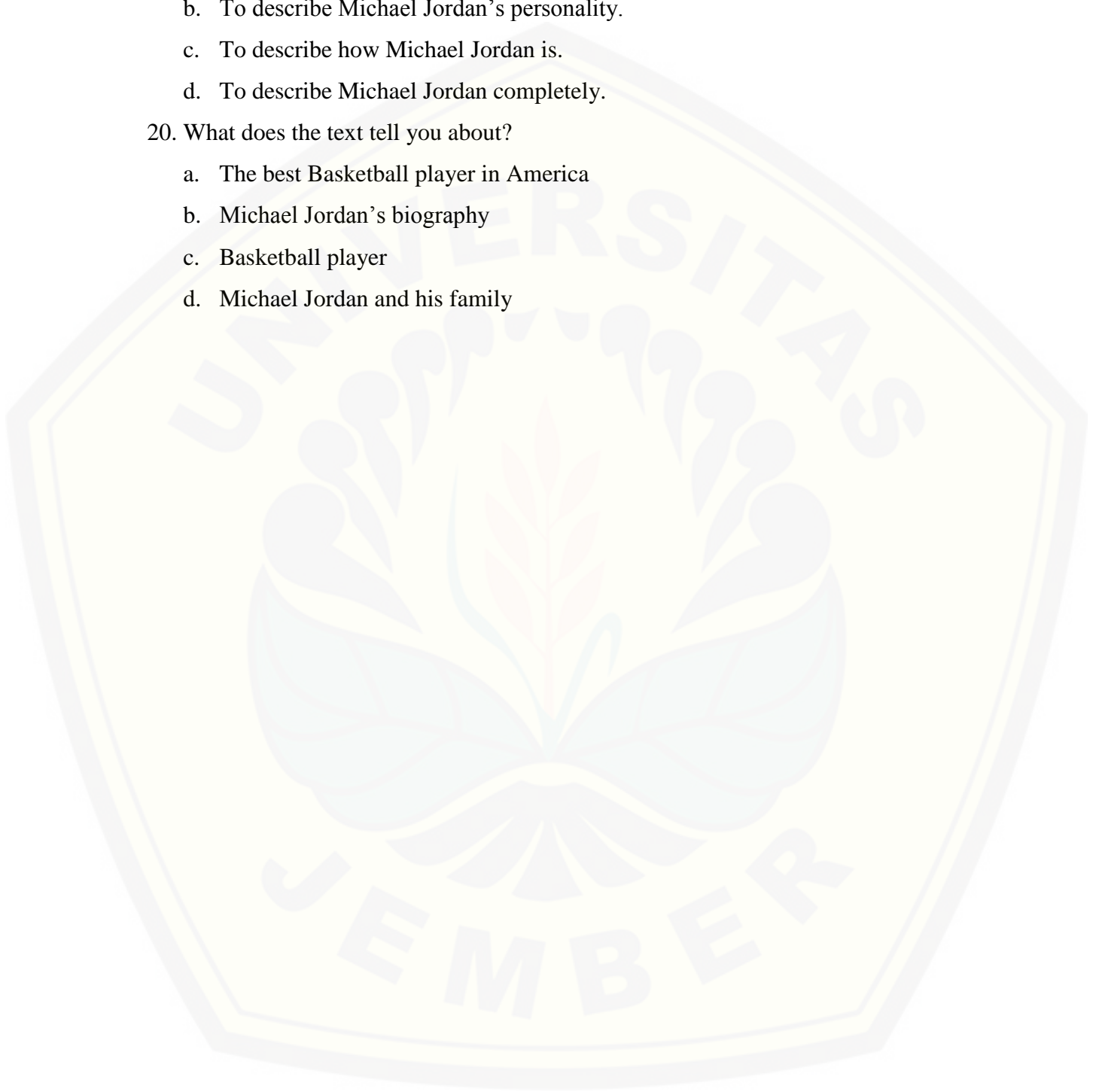
13. Which of the following sentences does belong to identification?

- a. Michael Jordan is the best basketball player of America.
- b. Michael Jordan is generous and gives money to charity.



- c. Michael Jordan certainly looks like a star.
  - d. Michael Jordan is the fourth of five children
14. What are Michael Jordan's hobbies?
- a. Playing basketball and cooking
  - b. Playing golf and baseball
  - c. Playing basketball and baseball
  - d. Playing golf, baseball, and cooking
15. Which of the followings is NOT TRUE about Michael Jordan?
- a. Michael Jordan is a famous basketball player.
  - b. Michael Jordan is 198 cm tall and well built.
  - c. Michael Jordan is 52 years old.
  - d. His hobby are playing golf, basketball and cooking.
16. What is the main idea of the first paragraph?
- a. Michael Jordan is the best basketball player of America.
  - b. Michael Jordan is a famous basketball player.
  - c. Michael Jordan was born in Brooklyn.
  - d. Michael Jordan looks like a star.
17. Which of the following statements is TRUE based on the second paragraph?
- a. Michael Jordan is the fourth of six children.
  - b. Michael Jordan rarely cooks for his family.
  - c. Michael Jordan has two older brothers and one older sister.
  - d. His hobby are playing golf, basketball, and cooking.
18. What does the second paragraph tell you about?
- a. The description of Michael Jordan's life in Brooklyn, New York, USA.
  - b. Michael Jordan's family.
  - c. The physical appearance of Michael Jordan.
  - d. The description of Michael Jordan's physical appearances, hobbies, families.

19. What is the purpose of the text?
- To describe Michael Jordan's life.
  - To describe Michael Jordan's personality.
  - To describe how Michael Jordan is.
  - To describe Michael Jordan completely.
20. What does the text tell you about?
- The best Basketball player in America
  - Michael Jordan's biography
  - Basketball player
  - Michael Jordan and his family



**Answer Key**

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

No.	Types of Comprehension	Number of Items
1.	Word Comprehension	1, 2, 3, 11, 12
2.	Sentence Comprehension	4, 5, 13, 14, 15
3.	Paragraph Comprehension	6, 7, 8, 16, 17, 18
4.	Text Comprehension	9, 10, 19, 20

**Note :****Post Test**

Test items : 20

Scoring rubric :  $20 \times 5 = 100$

Appendix I

LESSON PLAN  
(CYCLE II/MEETING 1)

Subject	: English
School	: Junior High School
Level / Semester	: VII / 2
Language Skill	: Reading
Text Type	: Descriptive Text
Theme	: Famous Person
Topic	: Justin Bieber
Time Allocation	: 2 X 40 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

**II. Basic Competence**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

**III. Indicators**

**Cognitive**

**a. Product**

11.2.1 Identifying the information of a descriptive text covering word, sentence, paragraph and text by circling the best answer of the options given correctly.

**b. Process**

- 11.2.2 Finding the meaning of unfamiliar words.
- 11.2.3 Categorizing the information (subordinate ideas and details) from the reading text.
- 11.2.4 Creating a Semantic Mapping based on the information that has been categorized in group.
- 11.2.5 Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

**Affective**

- 11.2.6 Showing enthusiasm in teaching and learning process.
- 11.2.7 Showing confidence in asking the questions and answering the questions given by the teacher.
- 11.2.8 Showing hard effort in creating and completing the Semantic Mapping.
- 11.2.9 Showing responsibility while doing the reading exercise.

**IV. Learning Objective****Cognitive****a. Product**

- 11.2.1 Students are able to identify the information of a descriptive text covering word, sentence, paragraph and text by circling the best answer of the options given correctly.

**b. Process**

- 11.2.2 Students are able to find the meaning of unfamiliar words.
- 11.2.3 Students are able to categorize the information (subordinate ideas and details) from the reading text.
- 11.2.4 Students are able to create a Semantic Mapping based on the information that has been categorized in group.
- 11.2.5 Students are able to complete the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.



**Affective**

11.2.6 Students are able to show enthusiasm in teaching and learning process.

11.2.7 Students are able to show confidence in asking the questions and answering the questions given by the teacher.

11.2.8 Students are able to show hard effort in creating and completing the Semantic Mapping.

11.2.9 Students are able to show responsibility while doing the reading exercise given.

**V. Material**

1. The definition of descriptive text
2. The example of descriptive text
3. The example of Semantic Mapping
4. The step how to create the Semantic Mapping
5. The reading exercise

**VI. Method and Technique**

Method : Group Work

Technique : Semantic Mapping technique

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Student's Activities	Time Allocation
1.	<b>Pre – Instructional Activities</b> <ul style="list-style-type: none"> <li>➤ Introduction               <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking the students' attendance</li> </ol> </li> <li>➤ Motivation               <ol style="list-style-type: none"> <li>3. Motivating the students by giving some clues related to the topic will be learned.</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. Responding</li> <li>2. Responding</li> <li>3. Answering the clues given by the teacher</li> </ol>	10'

	<p>4. Showing the picture as the answer of the clues.</p> <p>➤ Stating the objectives</p> <p>5. Stating the objectives of the lesson</p>	<p>4. Looking at the picture</p> <p>5. Listening to the teacher</p>	
2	<p><b>Main Activities</b></p> <p><b>Pre-reading</b></p> <p>6. Showing the example of descriptive text entitled “Justin Bieber”.</p> <p>7. Reviewing the theory of descriptive text.</p> <p>8. Reviewing the Semantic Mapping technique to the students.</p> <p>9. Distributing the reading text entitled “Justin Bieber” to the students</p> <p><b>Whilst reading</b></p> <p>10. Asking the students to read the text silently and find the meaning of unfamiliar words.</p> <p>11. Writing down the topic “Justin Bieber” on the board and draw a circle around it.</p> <p>12. Giving leading questions to the students to think about the ideas and information that stated in the text</p> <p>13. Asking the students to list the information (subordinate ideas and details) from the reading text into some categories.</p> <p>14. Asking the students to create a Semantic Mapping based on the information that has been categorized in group.</p> <p>15. Asking the students to complete the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.</p> <p>16. Asking the students to do the reading exercise individually.</p>	<p>6. Looking at the example</p> <p>7. Listening to the teacher</p> <p>8. Listening to the teacher</p> <p>9. Receiving the reading text</p> <p>10. Reading the text and finding the meaning of unfamiliar words</p> <p>11. Looking at the topic written in the board</p> <p>12. Listening to the teacher’s leading questions.</p> <p>13. Categorizing the information</p> <p>14. Creating a Semantic Mapping</p> <p>15. Completing the Semantic Mapping in group</p> <p>16. Doing the reading exercise individually</p>	60’

	<b>Post reading</b> 17. Checking the answer of the reading exercise and Semantic Mapping together.	17. Checking the answer together.	
<b>3</b>	<b>Post Activities</b> ➤ Closure 18. Guiding the students to draw a conclusion about the materials that has been learned. 19. Parting the students	18. Drawing a conclusion about the materials has been learned. 19. Responding	10'

### VIII. Media and Sources

#### Media:

1. LCD Projector
2. Microsoft Power Point
3. White board

#### Sources:

1. Anonymous.2014. <http://www.sekolahoke.com/2011/08/descriptive-text-justin-bieber.html> .Accessed on January 17<sup>th</sup> 2015

### IX. Assessment

#### 1. Process Assessment

Process assessment will be conducted during the teaching learning process of the reading comprehension.

- Instrument : observation checklist
- The indicators evaluated are as follows:
  1. Answering the teacher's questions orally.
  2. Asking the questions to the teacher orally.
  3. Finding the meaning of unfamiliar words.
  4. Categorizing the information (subordinate ideas and details) from the reading text.
  5. Creating a Semantic Mapping based on the information that has been categorized in group.

6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

**The Observation Checklist of Students Active Participation**

Number	Names	Indicators						Active	Passive
		1	2	3	4	5	6		

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

**2. Product Assessment**

Product Assessment will be conducted at the end of the cycle. It covers the students' correct answer in doing the test in the class.

Jember, April, 29<sup>th</sup> 2015

The English Teacher

The Trainee Teacher,

Drs. Suparno

Rhisma Antika

NIP. 19650910 199003 1 015

NIM. 110210401012

### Activities in Teaching Learning Process

#### A. Pre instructional activities

##### 1. Giving clues:

- 1) I am a man
- 2) I am 21 years old
- 3) I come from Canada
- 4) I am an American singer
- 5) My popular song is Baby
- 6) Who am I?

##### 2. Showing a picture as the answer of the clues.



##### 3. Stating the objectives

After joining the lesson today, you are expected to be able to:

- 1) Create and complete a Semantic Mapping about text of Justin Bieber based on the reading text given.
- 2) Identify the information of a descriptive text, covering word, sentence, paragraph and text.



## Teaching Materials

### B. Main Activities

#### Exercise

*Task 1. Read the text carefully and find the meaning of unfamiliar words!*

#### Justin Bieber

Justin Bieber is a famous singer in the USA. Justin was born on March 1<sup>st</sup> 1994 in Stratford, Ontario, Canada.

Justin Bieber begins to be a star after his voice was published at  
 Line 4 youtube.com. His father's name is Jeremy Jack Bieber and his mother's name  
 is Patricia Lynn Mallette. He has red hair, a sharp nose and blue eyes. People  
 say that his face is cute. Moreover, Justin is a very talented musician. He can  
 sing and dance beautifully. He also can play some music instruments, for  
 Line 8 example piano, drum, guitar, and saxophone. Justin Bieber starts his career by  
 releasing his single songs, they are “One More Time” and “That Should be  
 Me” and his album in 2009 entitled “My World”. “Baby”, “Somebody to  
 Line 11 Love”, and “Never Say Never” are his songs that are very popular to everyone  
 in the world.

( [http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text\\_9839.html](http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html))

#### Teacher’s Leading questions:

1. Who is Justin Bieber?

**Enlist the students’ answer from the leading questions.**

No.	Main idea	Subordinate ideas	Details
1.	Justin Bieber	Who	A famous singer in the USA

*Task 2. Create a Semantic Mapping based on the information that has been listed in group!*

*Task 3. Complete the Semantic Mapping by adding appropriate information based on the text in group!*

**Task 4. Choose the correct answer based on the text by circling (O) a, b, c, or d!**

**Example:**

1. Who is Rowan Atkinson?

- a. An English comedian  
b. A singer  
c. An English man  
d. A business man

The best answer is **a**. So, you just need to circle one option as the best answer.

**Now, answer the following questions by circling (O) a, b, c, or d as the best answer based on the text!**

1. “..... for *example* piano, drum, guitar, and saxophone.” (line 8)

What is the similar meaning of the italic word?

- a. request  
b. insistence  
c. instance  
d. order
2. Which of the following statements belong to identification?
- a. Justin Bieber’s first single song is Baby.  
b. Justin Bieber has red hair, a sharp nose and blue eyes.  
c. The title of Justin Bieber’s album in 2009 is My World.  
d. Justin Bieber was born on March 1<sup>st</sup> 1994.
3. When did Justin Bieber begin to be a star?
- a. While he was a child.  
b. When he could play some music instruments.  
c. After his voice was published at youtube.com.  
d. After he released the single songs.
4. Why is Justin Bieber called as a very talented musician? Because....
- a. his face is cute.  
b. he can sing and dance beautifully.  
c. his face is cute and he has red hair, sharp nose and blue eyes.  
d. he can sing, dance, and play some music instruments.

5. What is the title of his single songs?
  - a. “Baby” and “That Should be Me”.
  - b. “One more Time” and “That Should be me”.
  - c. “Baby”, “Somebody to Love” and “Never say Never”.
  - d. “One More Time”, “That Should be Me, “Baby”, “Somebody to Love” and “Never say Never”.
6. “..... *they* are “One More Time” and “That Should be Me” .....” (line 9)  
What does the word *they* refer to?
  - a. Justin Bieber’s fans
  - b. Justin Bieber’s parents
  - c. Justin Bieber’s single songs
  - d. Justin Bieber’s careers in entertainment world
7. Which of the following statements is TRUE based on paragraph 2?
  - a. Justin Bieber’s father's name is Lynn Mallette.
  - b. The song entitled “Never Say Never” is released in 2009.
  - c. Justin Bieber can play piano, drum, guitar, and saxophone.
  - d. Justin Bieber is youtube addict.
8. What is the main idea of paragraph 2?
  - a. His songs are very popular to everyone in the whole world.
  - b. Justin Bieber is a famous singer nowadays.
  - c. Justin Bieber is a very talented musician.
  - d. Justin Bieber is a famous singer and talented musician.
9. Which of the following statements best expresses the main idea of the whole text?
  - a. Justin Bieber becomes a popular singer since his voice was published at youtube.com.
  - b. Justin was born on March 1<sup>th</sup> 1994 in Stratford, Ontario, Canada.
  - c. Justin Bieber starts his career by releasing his single songs.
  - d. Justin Bieber becomes a popular singer because he can sing and dance beautifully.

10. What is the purpose of the text?
- To describe about Justin Bieber's career and his life.
  - To entertain the reader and Indonesian reader about Justin Bieber.
  - To describe about Justin Bieber's physical appearance.
  - To describe about Justin Bieber completely.

**Answer Key**

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

**Table of Test Specification**

No.	Types of Comprehension	Number of Items
1.	Word Comprehension	1
2.	Sentence Comprehension	2, 3, 4, 5, 6
3.	Paragraph Comprehension	7, 8
4.	Text Comprehension	9, 10

Appendix J

LESSON PLAN  
(CYCLE II/MEETING 2)

Subject	: English
School	: Junior High School
Level / Semester	: VII / 2
Language Skill	: Reading
Text Type	: Descriptive Text
Theme	: Famous Person
Topic	: Sule
Time Allocation	: 2 X 40 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

**II. Basic Competence**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

**III. Indicators**

**Cognitive**

**a. Product**

11.2.1 Identifying the information of a descriptive text covering word, sentence, paragraph and text by circling the best answer of the options given correctly.



**b. Process**

- 11.2.2 Finding the meaning of unfamiliar words.
- 11.2.3 Categorizing the information (subordinate ideas and details) from the reading text.
- 11.2.4 Creating a Semantic Mapping based on the information that has been categorized in group.
- 11.2.5 Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

**Affective**

- 11.2.6 Showing enthusiasm in teaching and learning process.
- 11.2.7 Showing confidence in asking the questions and answering the questions given by the teacher.
- 11.2.8 Showing hard effort in creating and completing the Semantic Mapping.
- 11.2.9 Showing responsibility while doing the reading exercise.

**IV. Learning Objective****Cognitive****a. Product**

- 11.2.1 Students are able to identify the information of a descriptive text covering word, sentence, paragraph and text by circling the best answer of the options given correctly.

**b. Process**

- 11.2.2 Students are able to find the meaning of unfamiliar words.
- 11.2.3 Students are able to categorize the information (subordinate ideas and details) from the reading text.
- 11.2.4 Students are able to create a Semantic Mapping based on the information that has been categorized in group.
- 11.2.5 Students are able to complete the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

**Affective**

11.2.6 Students are able to show enthusiasm in teaching and learning process.

11.2.7 Students are able to show confidence in asking the questions and answering the questions given by the teacher.

11.2.8 Students are able to show hard effort in creating and completing the Semantic Mapping.

11.2.9 Students are able to show responsibility while doing the reading exercise given.

**V. Material**

1. The definition of descriptive text
2. The example of descriptive text
3. The example of Semantic Mapping
4. The step how to create the Semantic Mapping
5. The reading exercise

**VI. Method and Technique**

Method : Group Work

Technique : Semantic Mapping technique

**VII. Teaching and Learning Activities**

No	Teacher's Activities	Student's Activities	Time Allocation
1.	<b>Pre – Instructional Activities</b> <ul style="list-style-type: none"> <li>➤ Introduction               <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking the students' attendance</li> </ol> </li> <li>➤ Motivation               <ol style="list-style-type: none"> <li>3. Motivating the students by giving some clues related to the topic will be learned.</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. Responding</li> <li>2. Responding</li> <li>3. Answering the clues given by the teacher</li> </ol>	10'

	<p>4. Showing the picture as the answer of the clues.</p> <p>➤ Stating the objectives</p> <p>5. Stating the objectives of the lesson</p>	<p>4. Looking at the picture</p> <p>5. Listening to the teacher</p>	
2	<p><b>Main Activities</b></p> <p><b>Pre-reading</b></p> <p>6. Showing the example of descriptive text entitled “Sule”.</p> <p>7. Reviewing the theory of descriptive text.</p> <p>8. Reviewing the Semantic Mapping technique to the students.</p> <p>9. Distributing the reading text entitled “Sule” to the students</p> <p><b>Whilst reading</b></p> <p>10. Asking the students to read the text silently and find the meaning of unfamiliar words.</p> <p>11. Writing down the topic “Sule” on the board and draw a circle around it.</p> <p>12. Giving leading questions to the students to think about the ideas and information that stated in the text</p> <p>13. Asking the students to list the information (subordinate ideas and details) from the reading text into some categories.</p> <p>14. Asking the students to create a Semantic Mapping based on the information that has been categorized in group.</p> <p>15. Asking the students to complete the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.</p> <p>16. Asking the students to do the reading exercise individually.</p>	<p>6. Looking at the example</p> <p>7. Listening to the teacher</p> <p>8. Listening to the teacher</p> <p>9. Receiving the reading text</p> <p>10. Reading the text and finding the meaning of unfamiliar words</p> <p>11. Looking at the topic written in the board</p> <p>12. Listening to the teacher’s leading questions.</p> <p>13. Categorizing the information</p> <p>14. Creating a Semantic Mapping</p> <p>15. Completing the Semantic Mapping in group</p> <p>16. Doing the reading exercise individually</p>	60’

	<b>Post reading</b> 17. Checking the answer of the reading exercise and Semantic Mapping together.	17. Checking the answer together.	
<b>3</b>	<b>Post Activities</b> ➤ Closure 18. Guiding the students to draw a conclusion about the materials that has been learned. 19. Parting the students	18. Drawing a conclusion about the materials has been learned. 19. Responding	10'

### VIII. Media and Sources

#### Media:

1. LCD Projector
2. Microsoft Power Point
3. White board

#### Sources:

1. Anonymous.2014. <http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous.html>. Accessed on January 18<sup>th</sup> 2015

### IX. Assessment

#### 1. Process Assessment

Process assessment will be conducted during the teaching learning process of the reading comprehension.

- Instrument : observation checklist
- The indicators evaluated are as follows:
  1. Answering the teacher's questions orally.
  2. Asking the questions to the teacher orally.
  3. Finding the meaning of unfamiliar words.
  4. Categorizing the information (subordinate ideas and details) from the reading text.
  5. Creating a Semantic Mapping based on the information that has been categorized in group.

6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

**The Observation Checklist of Students Active Participation**

Number	Names	Indicators						Active	Passive
		1	2	3	4	5	6		

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

**2. Product Assessment**

Product Assessment will be conducted at the end of the cycle. It covers the students' correct answer in doing the test in the class.

Jember, May, 11<sup>th</sup> 2015

The English Teacher

The Trainee Teacher,

Drs. Suparno

Rhisma Antika

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## Activities in Teaching Learning Process

### A. Pre instructional activities

#### 1. Giving clues:

- 1) I am a male
- 2) I am an Indonesian comedian
- 3) People know me from the word “prikitiw”
- 4) Who am I?

#### 2. Showing a picture as the answer of the clues



#### 3. Stating the objectives

After joining the lesson today, you are expected to be able to:

- 1) Create and complete a Semantic Mapping about Sule based on the reading text given.
- 2) Identify the information of a descriptive text, covering word, sentence, paragraph and text.

## Teaching Materials

### B. Main Activities

#### Exercise

*Task 1. Read the text carefully and find the meaning of unfamiliar words!*

#### SULE

His full name is Entis Sutisna. People usually call him Sule. He is a famous comedian in Indonesia. Sule was born on November, 15<sup>th</sup> 1976 in Bandung, West Java.

Line 4 The characteristic of Sule is very unique. His hair is long and the color of his hair is brown and yellow. He has an oval face, a flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His jokes make everyone smiling and laughing. Sule plays in several  
Line 8 TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, Saung Sule, and Ini Talkshow. He also can sing very well. He has very famous songs entitled “Susis” (Suami Sieun Istri) and “Sarangheyo”. He speaks Sudanese fluently. He also learns Javanese.

(<http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiwfamous.html>)

#### Teacher’s Leading questions:

1. Who is Sule?

**Enlist the students’ answer from the leading questions.**

No.	Main idea	Subordinate ideas	Details
1.	Sule	Who	A famous comedian in Indonesia

*Task 2. Create a Semantic Mapping based on the information that has been categorized in group!*

*Task 3. Complete the Semantic Mapping by adding appropriate information based on the text in group!*

**Task 4. Choose the correct answer based on the text by circling (O) a, b, c, or d!**

**Example:**

1. Who is Rowan Atkinson?

a. An English comedian

c. An English man

b. A singer

d. A business man

The best answer is **a**. So, you just need to circle one option as the best answer.

**Now, answer the following questions by circling (O) a, b, c, or d as the best answer based on the text!**

1. Which of the following words is closest in meaning to the word “full” in line 1?

a. satiated

b. complete

c. complied

d. compiled

2. The word “funny” in line 7 could best be replaced by which of the following, EXCEPT?

a. humorous

b. hilarious

c. amusing

d. serious

3. “.....Sule is very *unique*.” (line 3)

What is the opposite meaning of the italic word?

a. irreplaceable

b. rare

c. inimitable

d. common

4. “His full name is Entis Sutisna” (line 1)

What does the word *his* refer to?

a. Person

b. Sule

- c. Entis Sutisna
  - d. A comedian
5. Which of the following is NOT TRUE about Sule in the text?
- a. He speaks Sundanese and Javanese fluently.
  - b. His hair is short and the color of his hair is brown.
  - c. Sule as a ridiculous man and funny.
  - d. He is a famous comedian in Indonesia from Bandung.
6. What is the topic sentence of the first paragraph?
- a. Sule is a famous comedian in Indonesia.
  - b. Sule is a humorist person.
  - c. He plays on several TV shows.
  - d. How Sule likes to play a comedy.
7. Which of the followings is STATED in the second paragraph as the characteristics of Sule?
- a. Sule is smart.
  - b. He has a pointed nose.
  - c. He is a clever man and funny.
  - d. He has long hair and a flat nose.
8. What is the main idea of the second paragraph?
- a. Sule is very unique person.
  - b. He speaks Sundanese and Javanese.
  - c. Sule is a funny comedian.
  - d. Sule plays in several TV shows.
9. Which of the following sentences best expresses the main idea of the whole text?
- a. Sule is a famous comedian and has very unique characteristics.
  - b. Sule is a comedian and plays in several TV shows.
  - c. His full name is Entis Sutisna, people usually call him Sule.
  - d. Sule is a comedian who can sing beautifully and has unique characteristics.

10. What does the text tell you about?
- A famous singer
  - A favorite actor in Bandung
  - Sule, a famous comedian
  - A famous person

**Answer Key**

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

**Table of Test Specification**

No.	Types of Comprehension	Number of Items
1.	Word Comprehension	1, 2, 3
2.	Sentence Comprehension	4, 5
3.	Paragraph Comprehension	6, 7, 8
4.	Text Comprehension	9, 10



**Appendix K**

**Reading Comprehension Test II**

**Name** :  
**Number** :  
**Grade/Semester** : VII / II  
**Language skill** : Reading  
**Time** : 60 minutes

**Text 1**

**SHERINA**

Sherina is an Indonesian singer. Her full name is Sinna Sherina Munaf. She was born on June, 11<sup>th</sup> 1990 in Bandung

Sherina began to sing since she was a child. She has lovely voice. One  
Line 4 of her famous song is “Petualangan Sherina”. Sherina has ever sung with Westlife in 1998. Sherina father’s name is Riawan Munaf, and her mother’s name is Luki Ariani. Sherina is the second of three sisters. Her older sister’s name is Virani Devarainy, and her younger sister’s name is Mayzura Restalia.  
Line 8 Sherina often changes her hair style. Sometimes, she comes with her long hair and sometimes, she comes with her short hair. But, she is still cute enough for everything she does.

([http://namakuaziza.blogspot.com/2012/08/contoh-descriptivetext\\_9839.html](http://namakuaziza.blogspot.com/2012/08/contoh-descriptivetext_9839.html))

***Answer the following questions by circling (O) a, b, c, or d as the best answer based on the text above!***

1. “She has *lovely* voice” (line 3).

What is the opposite meaning of the italic word?

- a. pretty
- b. gorgeous
- c. beautiful
- d. ugly

2. “Sherina *often* changes her hair style. (line 8)  
What is the opposite meaning of the italic word?
  - a. seldom
  - b. frequently
  - c. regularly
  - d. habitually
3. “.... she comes with her *long* hair, ....” (line 9)  
What is the opposite meaning of the italic word?
  - a. lengthy
  - b. short
  - c. small
  - d. tiny
4. What is Sherina’s famous song?
  - a. A lovely song
  - b. Westlife
  - c. Petualangan Sherina
  - d. A lovely voice
5. Which of the following statements belongs to identification?
  - a. Sherina began to sing since he was a child.
  - b. Sherina has ever sung with Westlife in 1998.
  - c. Sherina is the second of three sisters.
  - d. Sherina’s full name is Sinna Sherina Munaf.
6. Which of the following is NOT TRUE about Sherina?
  - a. Petualangan Sherina is her popular song.
  - b. Sherina’s younger sister is Virani Devarainy.
  - c. Sherina father’s name is Riawan Munaf.
  - d. Sherina is the second of three sisters.
7. What is the main idea of the last paragraph?
  - a. Sherina is still cute although she changes her hair style.
  - b. Sherina is a singer since she was a child.

- c. Sherina has ever sung with Westlife in 1998.
  - d. Sherina has a lovely voice.
8. Which of the following best states the topic of the text?
- a. Riawan Munaf
  - b. Virani Devarainy
  - c. Sherina
  - d. Mayzura Restalia
9. Which of the following best expresses the main idea of the whole text?
- a. Sinna Sherina Munaf is an Indonesian singer since she was a child.
  - b. Sherina older sister's name is Virani Devarainy.
  - c. Sherina younger sister's name is Mayzura Restalia.
  - d. Sinna Sherina Munaf is an Indonesian singer.
10. What is the purpose of the text?
- a. To describe Sherina's career.
  - b. To inform about Sherina's family.
  - c. To describe about Sherina completely.
  - d. To explain about Sherina's performance.

**Text 2****SELENA GOMEZ**

Selena Gomez has full name, Selena Marie Gomez. She was born on July, 22<sup>nd</sup> 1992 in Texas, USA.

Line 3 Selena Gomez is an American singer, songwriter, and actress. She sings for some soundtracks, like Cinderella and Tinker Bell. Her performance as an actress can be seen at Cinderella Story DVD version. Selena Gomez has

Line 7 Latin face, red hair, slim body and a pointed nose. She looks beautiful while she is smiling. Selena Gomez doesn't have any sibling. She is the only daughter in her family. Her father's name is Ricardo Gomez and her mother's name is Mandy.

([http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text\\_9839.html](http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html))

***Answer the following questions by circling (O) a, b, c, or d as the best answer based on the text above!***

11. Which of the following is closest in meaning to the word “slim” in line 7?
  - a. fat
  - b. thin
  - c. faint
  - d. remote
12. What is the meaning of the word “actress” in line 4?
  - a. a female actor
  - b. a male actor
  - c. a performer
  - d. a player
13. Where can we see Selena’s performance as an actress?
  - a. at Texas, USA
  - b. at Cinderella Story DVD version

- c. at USA television
  - d. at Cinderella and Tinker Bell DVD version
14. How many siblings does Selena Gomez have?
- a. She doesn't have any sibling.
  - b. She is the only daughter
  - c. She has 3 siblings
  - d. She has 1 sibling
15. What are the characteristics of Selena Gomez in the second paragraph?
- a. She is cute and has short body.
  - b. She has Latin face, red hair, tall body and a pointed nose
  - c. She has Latin face, red hair, slim body and a pointed nose.
  - d. She is an American singer, songwriter, and actress.
16. Which of the followings is NOT TRUE about Selena Gomez in paragraph 2?
- a. Selena's father's name is Ricardo Gomez.
  - b. Selena Gomez's full name is Selena Marie Gomez.
  - c. Selena Gomez is an American singer and actress.
  - d. Selena's soundtracks are Cinderella and Tinker Bell.
17. What is the main idea of paragraph two?
- a. Selena Gomez sings for some soundtracks.
  - b. Selena Gomez is a good singer.
  - c. Selena Gomez is a singer, songwriter, and actress.
  - d. Selena Gomez looks beautiful while she is smiling.
18. What does the second paragraph mainly discuss?
- a. Selena Gomez's educations.
  - b. Selena Gomez's education and families.
  - c. Selena Gomez's characteristics.
  - d. Selena Gomez's characteristics and families.
19. What does the text tell you about?
- a. Cinderella
  - b. Tinker Bell



- c. Selena Gomez
  - d. An American singer
20. What is the purpose of the text?
- a. To describe about Selena Gomez’s characteristics.
  - b. To describe about Selena Gomez completely.
  - c. To explain about Selena Gomez’s family.
  - d. To inform about Selena Gomez’s career.

**Answer Key**

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

No.	Types of Comprehension	Number of Items
1.	Word Comprehension	1, 2, 3, 11, 12
2.	Sentence Comprehension	4, 5, 6, 13, 14,
3.	Paragraph Comprehension	7, 8, 15, 16, 17, 18
4.	Text Comprehension	9, 10, 19, 20

**Note :**

**Post Test**

Test items : 20

Scoring rubric : 20 x 5 = 100

Appendix L

The Result of Classroom Observation in the First Meeting of the First Cycle

Ss' number	Indicators						Total	Result	
	1	2	3	4	5	6		Active	Passive
1			√	√			2		√
2			√		√	√	3		√
3	√	√	√	√	√	√	6	√	
4			√	√			2		√
5		√	√	√	√	√	5		√
6		√	√	√	√	√	5		√
7			√		√	√	3		√
8			√	√		√	3		√
9	√	√	√	√	√	√	6	√	
10			√	√		√	3		√
11	√	√	√	√	√	√	6	√	
12	√	√	√	√	√	√	6	√	
13			√	√	√	√	4		√
14		√	√	√		√	4		√
15		√	√				2		√
16	√	√	√	√	√	√	6	√	
17			√		√	√	3		√
18			√	√		√	3		√
19	√	√	√	√	√	√	6	√	
20	√	√	√	√	√	√	6	√	
21									
22			√	√	√	√	5		√
23		√	√			√	3		√
24			√		√		2		√
25			√	√		√	3		√
26		√	√		√	√	4		√
27		√	√		√		3		√
28			√	√		√	3		√
29	√	√	√	√	√	√	6	√	
30			√	√	√	√	4		√
31		√	√				2		√
32		√	√		√	√	4		√
33			√	√	√	√	4		√
34	√	√	√	√	√	√	6	√	
35	√		√	√		√	4		√
<b>Total</b>								9	25
<b>Percentage %</b>								26,47 %	73,52 %

**Indicators:**

The students' activities are:

1. Answering the teacher's questions orally.
2. Asking the questions to the teacher orally.
3. Finding the meaning of unfamiliar words.
4. Categorizing the information (subordinate ideas and details) from the reading text.
5. Creating a Semantic Mapping based on the information that has been categorized individually.
6. Completing the Semantic Mapping individually by adding the appropriate information which had not been mentioned before.

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

Note : Number 21 was dropped out from the school.

Appendix M

The Result of Classroom Observation in the Second Meeting of the First Cycle

Ss' number	Indicators						Total	Result	
	1	2	3	4	5	6		Active	Passive
1			√		√	√	3		√
2		√	√		√	√	4		√
3	√		√	√	√	√	5	√	
4	√	√			√	√	4		√
5	√		√	√	√	√	5	√	
6		√	√	√	√	√	5	√	
7		√	√	√	√	√	5	√	
8	√		√		√	√	4		√
9		√	√	√	√	√	5	√	
10	√		√	√	√	√	5	√	
11	√		√	√	√	√	5	√	
12	√	√	√	√	√	√	6	√	
13		√	√	√	√	√	5	√	
14		√		√	√	√	4		√
15			√	√	√		3		√
16	√	√	√	√	√	√	6	√	
17		√	√	√		√	4		√
18		√	√	√	√	√	5	√	
19	√	√	√	√	√	√	6	√	
20	√	√	√	√	√	√	6	√	
21									
22	√		√	√	√	√	5	√	
23		√	√		√	√	4		√
24		√	√		√		3		√
25	√		√	√	√	√	5	√	
26	√		√	√	√	√	5	√	
27		√	√		√		3		√
28		√	√	√	√	√	5	√	
29		√	√		√	√	4		√
30			√	√	√	√	4		√
31	√		√	√	√	√	5	√	
32		√	√		√	√	4		√
33		√	√		√	√	4		√
34	√		√	√	√	√	5	√	
35	√		√	√		√	5	√	
<b>Total</b>								20	14
<b>Percentage %</b>								58,82%	41,17%

**Indicators:**

The students' activities are:

1. Answering the teacher's questions orally.
2. Asking the questions to the teacher orally.
3. Finding the meaning of unfamiliar words.
4. Categorizing the information (subordinate ideas and details) from the reading text.
5. Creating a Semantic Mapping based on the information that has been categorized in group.
6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

**Note** : Number 21 was dropped out from the school.

Appendix N

The Result of Classroom Observation in the First Meeting of the Second Cycle

Ss' number	Indicators						Total	Result	
	1	2	3	4	5	6		Active	Passive
1		√	√	√			3		√
2		√	√	√	√	√	5	√	
3	√	√	√	√	√	√	6	√	
4	√	√				√	3		√
5		√	√	√	√	√	5	√	
6	√	√	√	√	√	√	6	√	
7	√	√	√	√	√	√	6	√	
8									
9		√	√	√	√	√	5	√	
10	√	√	√	√	√	√	6	√	
11									
12	√		√	√	√	√	5	√	
13		√	√	√	√	√	5	√	
14	√	√	√	√	√	√	6	√	
15	√		√	√	√	√	5	√	
16		√	√	√	√	√	5	√	
17	√	√	√	√	√	√	6	√	
18		√	√	√	√	√	5	√	
19	√	√	√	√	√	√	6	√	
20	√	√	√	√	√	√	6	√	
21									
22	√	√	√	√	√	√	6	√	
23		√	√	√		√	4		√
24		√	√		√	√	4		√
25	√	√	√	√	√	√	6	√	
26	√	√	√	√	√	√	6	√	
27		√	√		√	√	4		√
28	√		√	√	√	√	5	√	
29	√	√	√	√	√	√	6	√	
30		√	√	√	√	√	5	√	
31	√		√	√	√		4		√
32		√	√	√	√	√	5	√	
33		√	√	√	√	√	5	√	
34									
35	√	√	√	√	√	√	6	√	
<b>Total</b>								24	6
<b>Percentage %</b>								80,64 %	19,35 %

**Indicators:**

The students' activities are:

1. Answering the teacher's questions orally.
2. Asking the questions to the teacher orally.
3. Finding the meaning of unfamiliar words.
4. Categorizing the information (subordinate ideas and details) from the reading text.
5. Creating a Semantic Mapping based on the information that has been categorized in group.
6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

**Note** : Number 21 was dropped out from the school.

Number 8, 11 and 34 were absent

## Appendix O

### The Result of Classroom Observation in the Second Meeting of the Second Cycle

Ss' number	Indicators						Total	Result	
	1	2	3	4	5	6		Active	Passive
1		√	√	√		√	4		√
2	√		√	√	√	√	5	√	
3		√	√	√	√	√	5	√	
4	√	√		√			3		√
5	√		√	√	√	√	5	√	
6		√	√	√	√	√	5	√	
7	√	√	√	√	√	√	6	√	
8		√	√	√	√	√	5		
9	√	√	√	√	√	√	6	√	
10	√		√	√	√	√	5	√	
11		√	√	√	√	√	5		
12	√	√	√	√	√	√	6	√	
13	√	√	√	√	√	√	6	√	
14	√	√	√	√	√	√	6	√	
15	√		√	√	√	√	5	√	
16		√	√	√	√	√	5	√	
17	√	√	√	√	√	√	6	√	
18		√	√	√	√	√	5	√	
19		√	√	√	√	√	5	√	
20	√	√	√	√	√	√	6	√	
21									
22	√	√	√	√	√	√	6	√	
23		√	√	√	√		4		√
24		√	√	√	√		4		√
25	√	√	√	√	√	√	6	√	
26	√	√	√	√	√	√	6	√	
27		√	√		√		3		√
28	√		√	√	√	√	5	√	
29	√	√	√	√	√	√	6	√	
30		√	√	√	√	√	5	√	
31		√	√	√	√		4		√
32	√	√	√	√	√	√	6	√	
33	√	√	√	√	√	√	6	√	
34	√		√	√	√	√	5		
35	√	√	√	√	√	√	6	√	
<b>Total</b>								28	6
<b>Percentage %</b>								82,35%	9,375%

**Indicators:**

The students' activities are:

1. Answering the teacher's questions orally.
2. Asking the questions to the teacher orally.
3. Finding the meaning of unfamiliar words.
4. Categorizing the information (subordinate ideas and details) from the reading text.
5. Creating a Semantic Mapping based on the information that has been categorized individually.
6. Completing the Semantic Mapping in group by adding the appropriate information which had not been mentioned before.

Active : 5 or more indicators are performed (indicator 3, 4, 5, 6 are obligatory)

Passive : Less than 5 indicators and did not achieve indicator 3, 4, 5, 6

**Note** : Number 21 was dropped out from the school.



## Appendix P

### The Result of Reading Comprehension Achievement Test in the First Cycle

Ss' Number	Initial Name	Score	Result	
			Score $\geq$ 70 (Achieved)	Score < 70 (Not Achieved)
1	APES			
2	AS	50		√
3	A	75	√	
4	AA	55		√
5	AWP	65		√
6	AFN	45		√
7	CDR	45		√
8	DYP	65		√
9	DPL	75	√	
10	DP	70	√	
11	DIM	75	√	
12	DY			
13	F	35		√
14	IIH	50		√
15	IA	70	√	
16	IP	75	√	
17	IS	55		√
18	LN	50		√
19	MDA	90	√	
20	MZH	75	√	
21				
22	MWNA	75	√	
23	MS	45		√
24	MSH	65		√
25	NA	80	√	
26	NNS	80	√	
27	OD	80	√	
28	OPL	80	√	
29	RY			
30	SI			
31	SEW	65		√
32	SDB	45		√
33	SR	35		√
34	SAP	75	√	
35	YRK	70	√	
<b>30(N)</b>		1915	<b>15</b>	<b>15</b>
		<b>63(M)</b>	<b>50%</b>	<b>50%</b>

**Note** : Number 21 was dropped out from the school.  
 Number 1, 12, 29, 30 were absents  
 N = The total number of students doing the test  
 M = Mean

Appendix Q

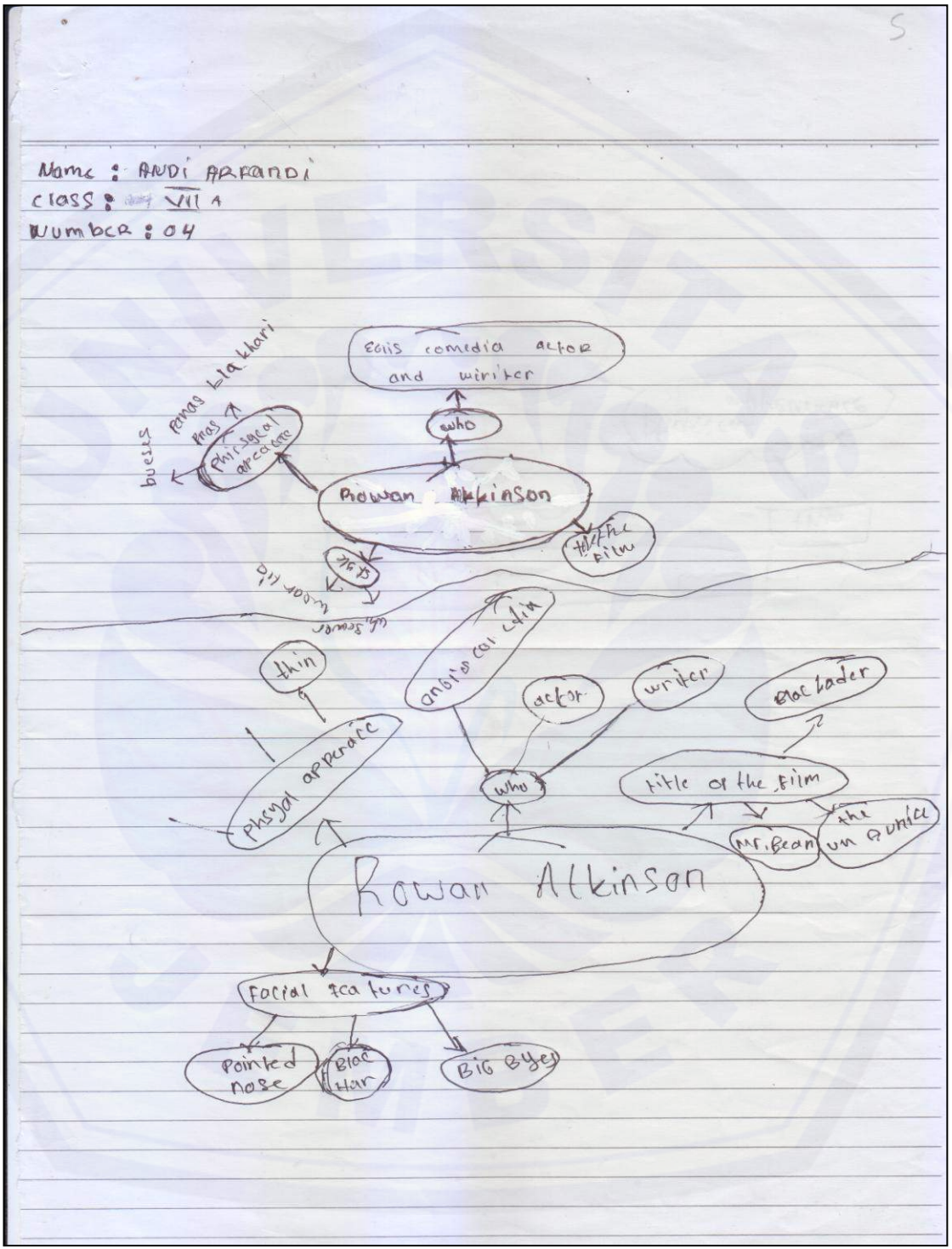
The Result of Reading Comprehension Achievement Test in the Second Cycle

Ss' Number	Initial Name	Score	Result	
			Score $\geq$ 70 (Achieved)	Score < 70 (Not Achieved)
1	APES	S		
2	AS	S		
3	A	70	√	
4	AA	A		
5	AWP	80	√	
6	AFN	70	√	
7	CDR	75	√	
8	DYP	75	√	
9	DPL	80	√	
10	DP	80	√	
11	DIM	80	√	
12	DY	85	√	
13	F	70	√	
14	IIH	75	√	
15	IA	75	√	
16	IP	75	√	
17	IS	70	√	
18	LN	55		√
19	MDA	95	√	
20	MZH	75	√	
21				
22	MWNA	85	√	
23	MS	55		√
24	MSH	55		√
25	NA	85	√	
26	NNS	80	√	
27	OD	40		√
28	OPL	80	√	
29	RY	75	√	
30	SI	70	√	
31	SEW	55		√
32	SDB	S		
33	SR	80	√	
34	SAP	75	√	
35	YRK	85	√	
<b>30(N)</b>		2205	<b>25</b>	<b>5</b>
		<b>73,5 (M)</b>	<b>83,33%</b>	<b>16,66%</b>

**Note** : Number 21 was dropped out from the school.  
 Number 1, 12, 29, 30 were absents  
 N = The total number of students doing the test  
 M = Mean

Appendix R

The Similar Semantic Mapping (Meeting 1, Cycle 1)





The Similar Semantic Mapping (Meeting 1, Cycle 1)

NAME: ADI Siswanto  
CLASS: VII<sup>A</sup>  
Number: 2

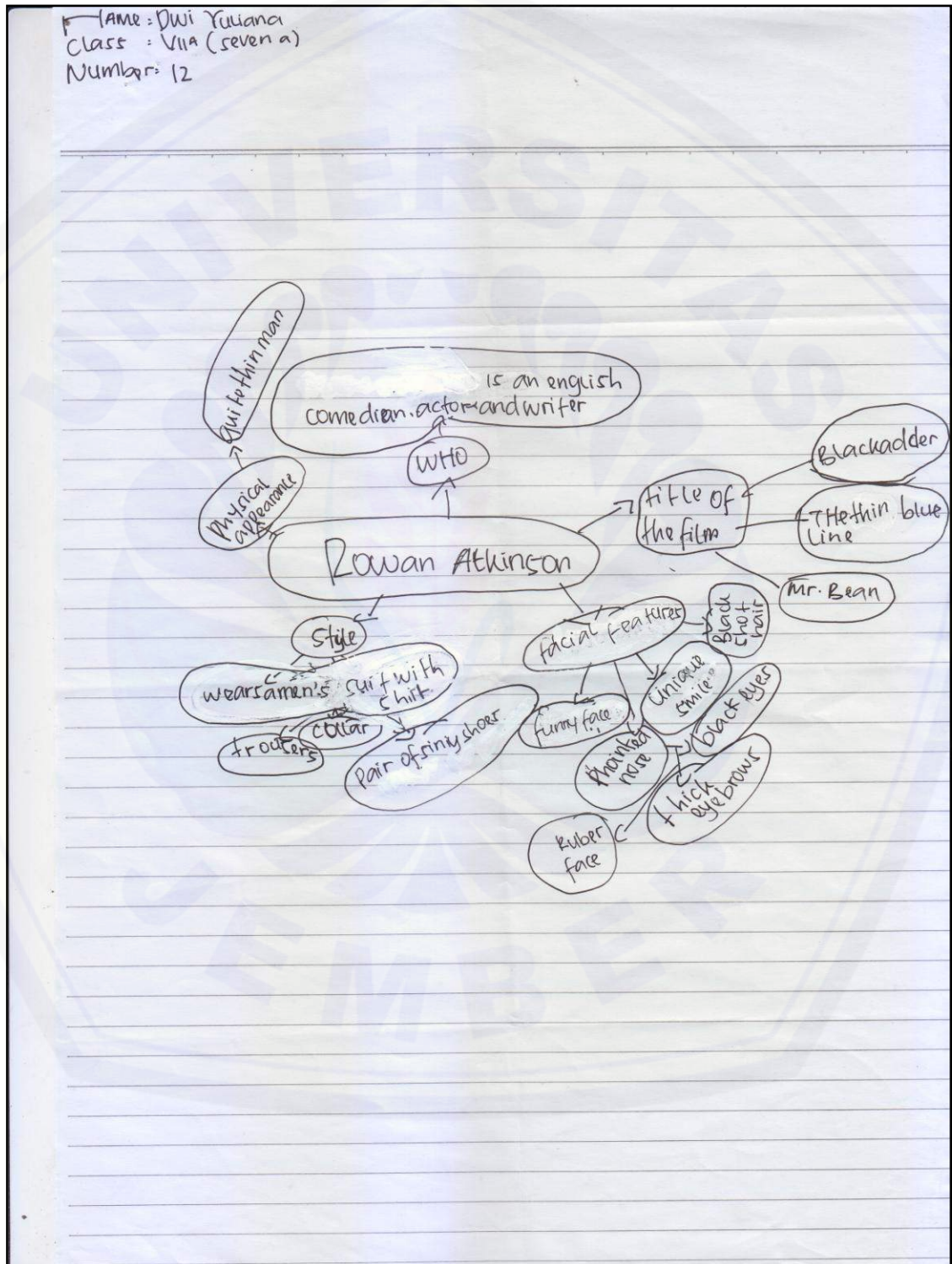
PT7a  
yasar kahl  
Pratono  
Sokow'  
Roon EkhinSon  
Pisyalappari  
+hia  
Anglo Col edin  
actor  
writer  
who  
title of the film  
Blac hades  
Mr. Bean  
The uh elhia  
Facial Features  
Pointed nose  
Blac Har  
Big B yes  
col clas

```
graph TD; RA[Rowan Atkinson] --> P[Physiognomy]; RA --> W[who]; RA --> T[title of the film]; P --> PN[Pointed nose]; P --> BH[Blac Har]; P --> BB[Big B yes]; W --> A[actor]; W --> WR[writer]; T --> MB[Mr. Bean]; T --> TH[The uh elhia]; W --> BC[Blac hades]; W --> ACE[Anglo Col edin];
```

Appendix S

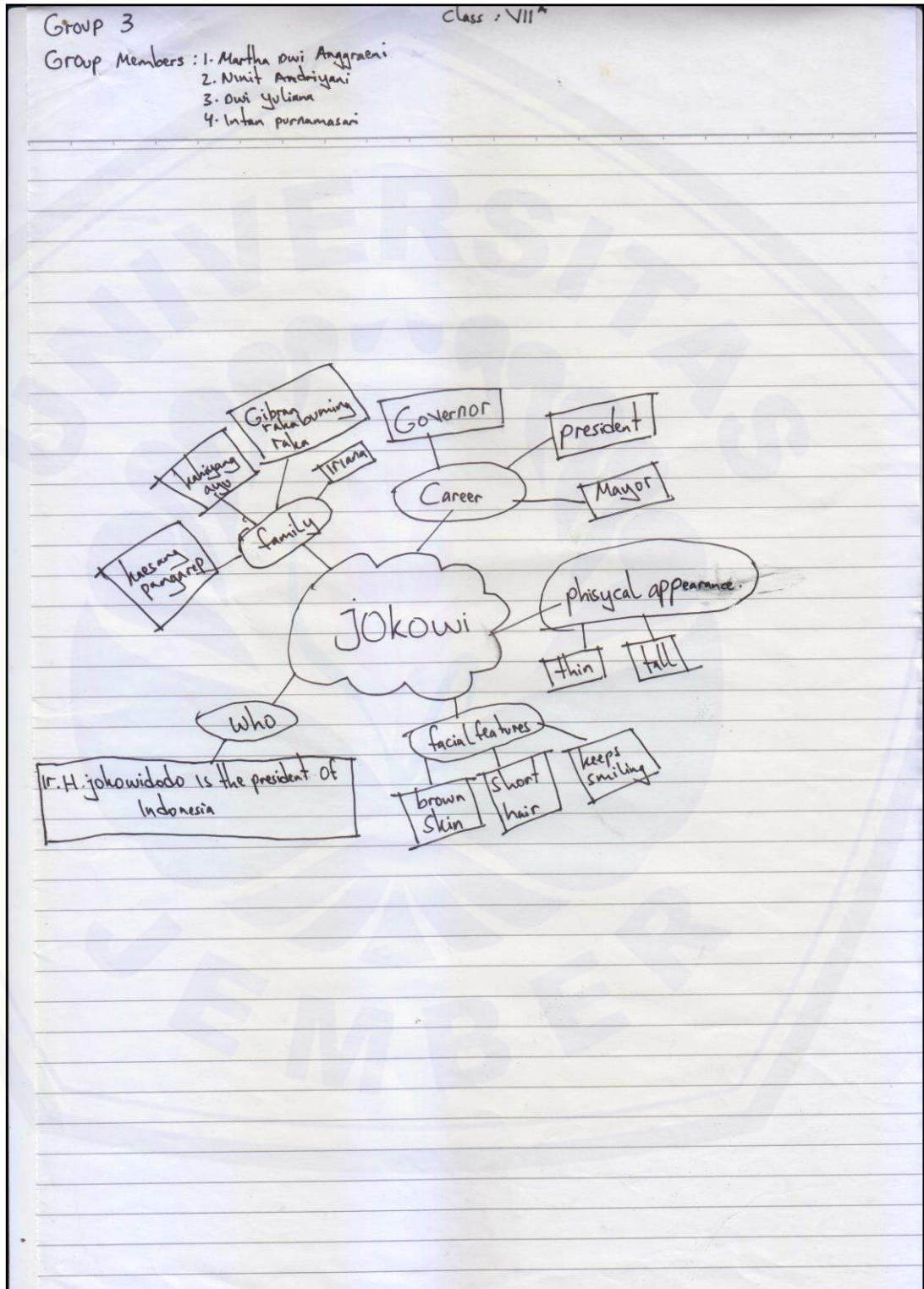
The Difference of the Students' Semantic Mapping  
in Meeting 1 and Meeting 2 (Cycle 1)

The Student's Semantic Mapping in Meeting 1 of Cycle 1 (Using Circle)





The Student's Semantic Mapping in Meeting 2 of Cycle 1  
(Using Various Shape)



Appendix T

The Result of the Student's Semantic Mapping in Meeting 1 of Cycle 1

Date

Name: DITO PRIYANPITA  
 class: VII A  
 Number: 10

Rowan Atkinson is an English comedian, actor and writer

```

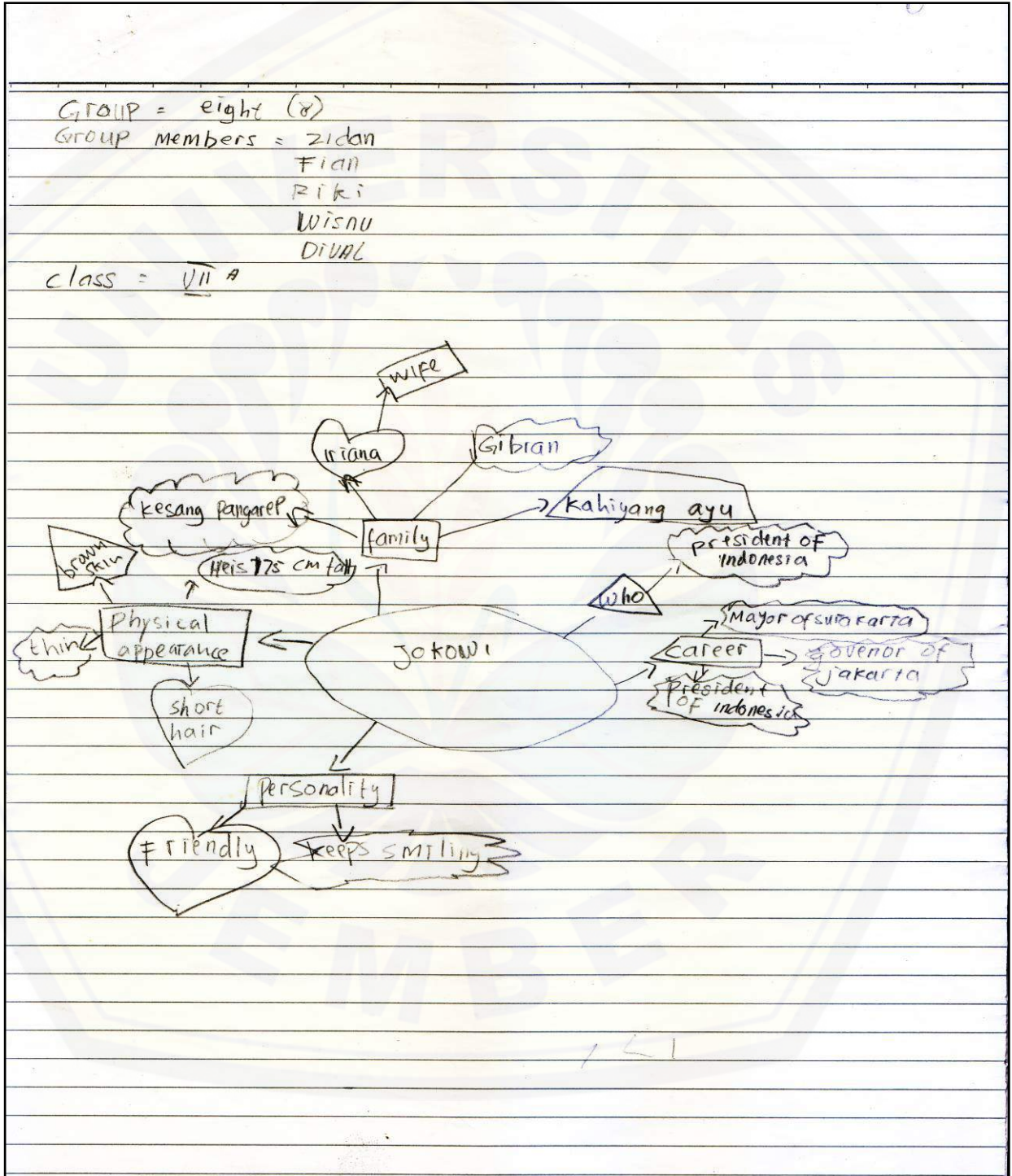
    graph TD
      A(ROWAN ATKINSON) --> B(Physical appearance)
      A --> C(Title of the film)
      A --> D(Style)
      B --> B1(quite thin man)
      B --> B2(black short hair)
      B --> B3(He has fair rubber face)
      B --> B4(Pointed nose)
      B --> B5(Unique smile)
      B --> B6(black eyes and thick eye brows)
      B --> B7(His moustache and sideburns are usual well shaved)
      C --> C1(Blackadder)
      C --> C2(The thin blue line)
      C --> C3(Mr. Bean)
      D --> D1(and a pair of skin shoes in his color)
      D --> D2(Suit with shirt)
    
```



Appendix U

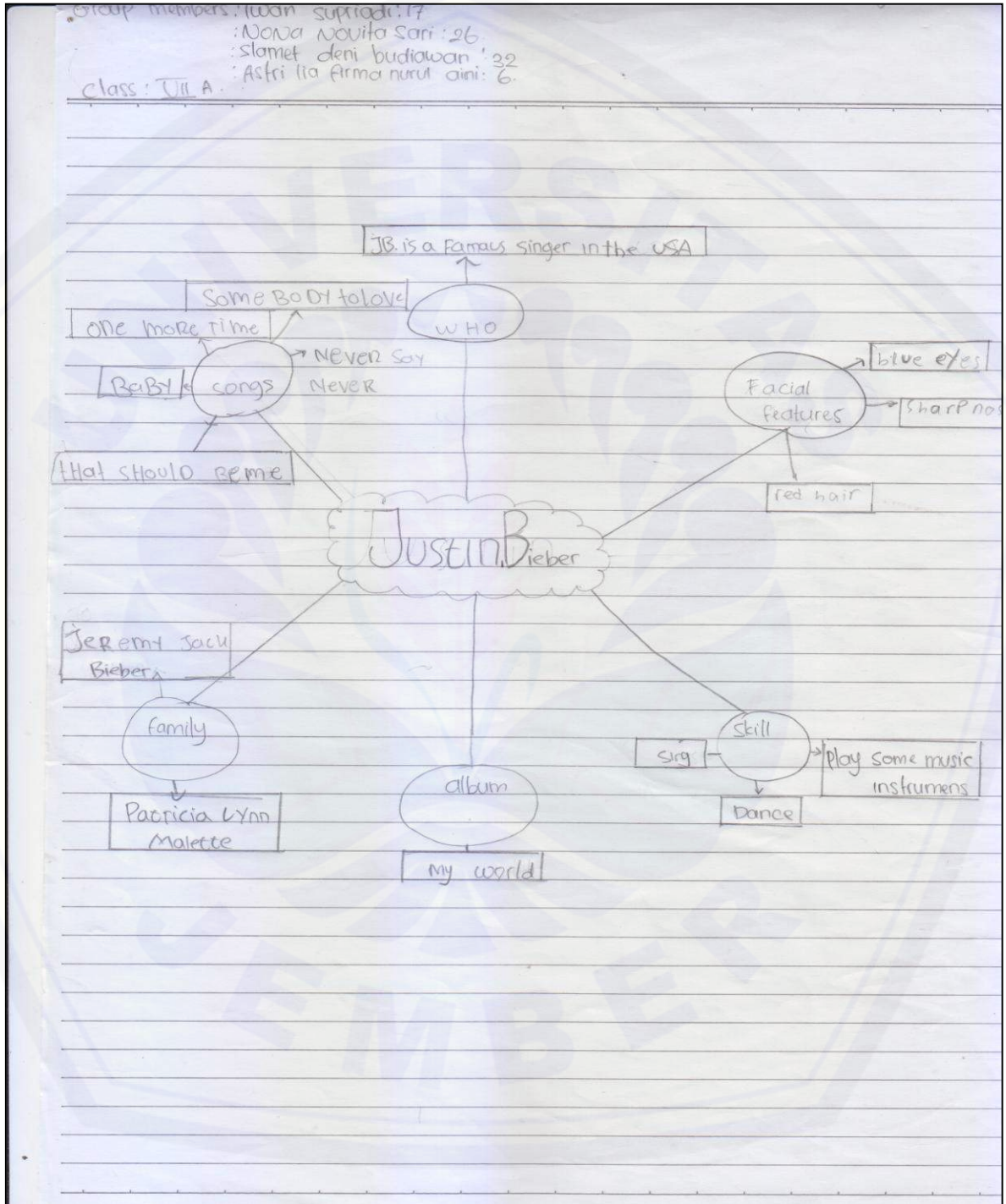
The Student's Semantic Mapping Using Various Shape in Entire Strand

(Meeting 2, Cycle 1)



Appendix V

The Result of the Students' Semantic Mapping (Meeting 1, Cycle 2)

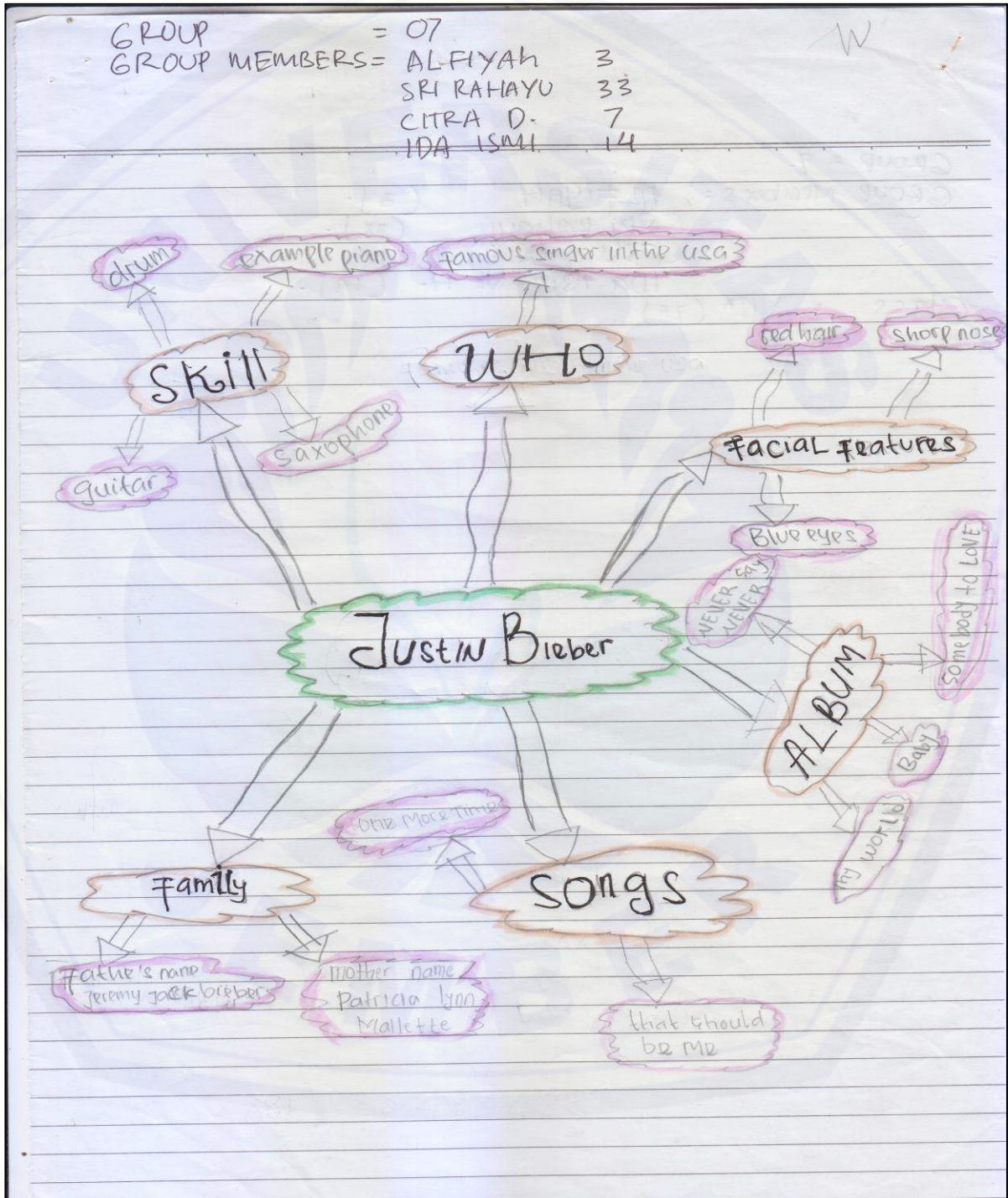




Appendix W

The Result of the Students' Semantic Mapping using Different Color

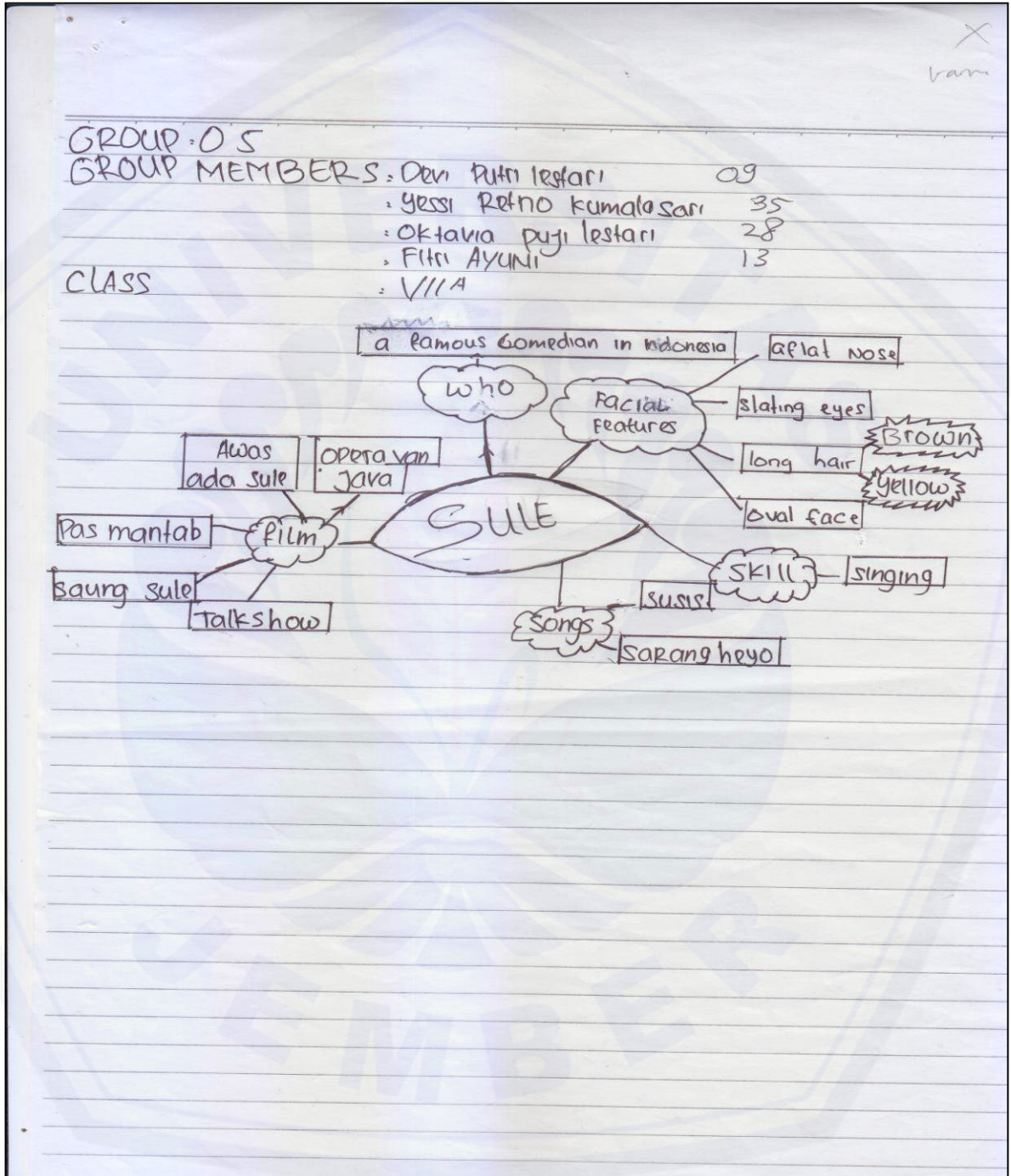
(Meeting 1, Cycle 2)





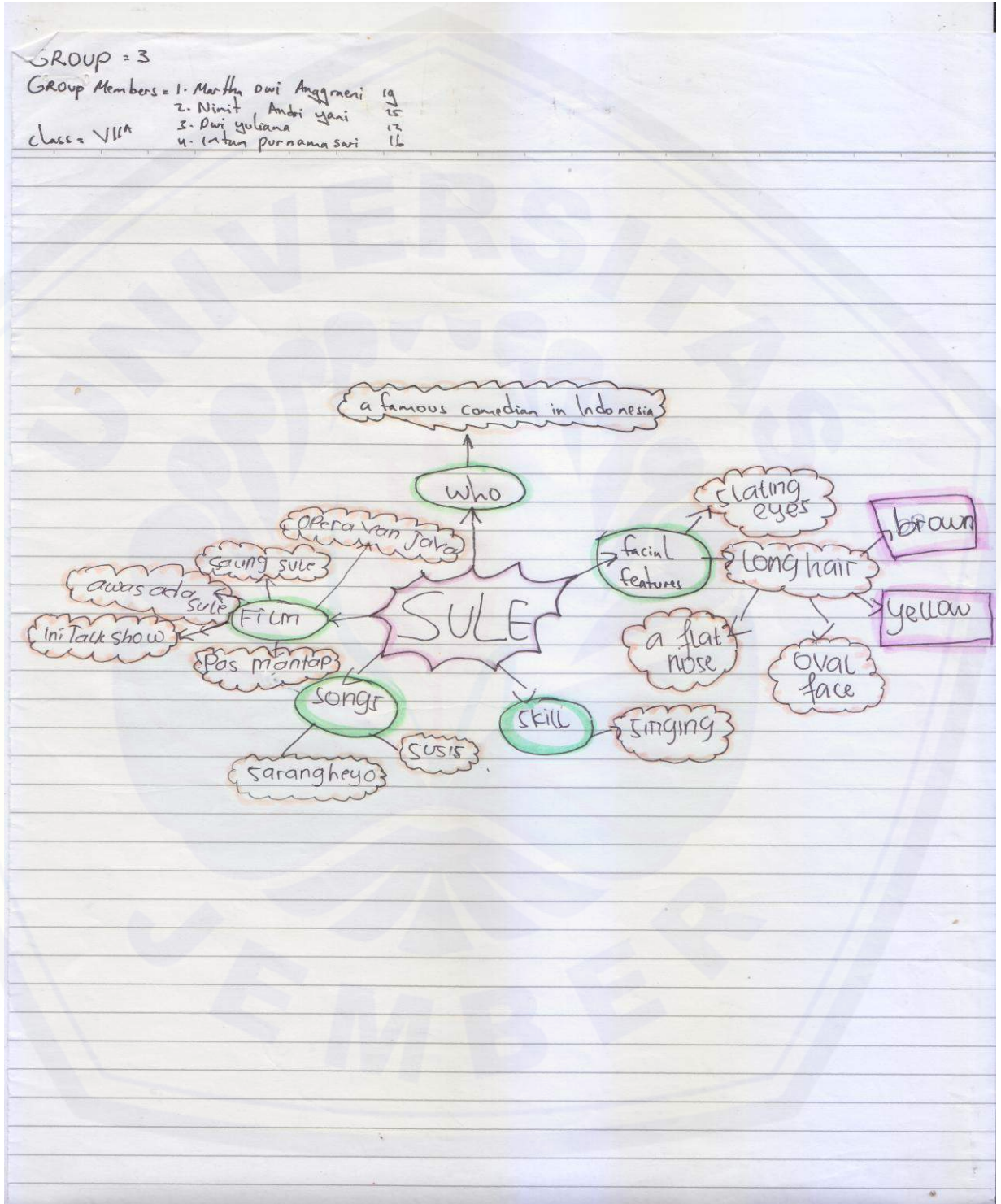
Appendix X

The Result of the Students' Semantic Mapping (Meeting 2, Cycle 2)



Appendix Y


The Result of the Students' Semantic Mapping (Meeting 2, Cycle 2)





Appendix Z

The Letter of Research Permission from the Dean of Faculty of Teacher  
Training and Education Jember University

 KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331- 334 988, Faks: 0331-332 475  
Laman: www.fkip.unej.ac.id

---

Nomor **1182** /UN25.1.5/LT/2015 **24 FEB 2015**  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala Kepala SMP Negeri 3 Rambipuji  
Jember

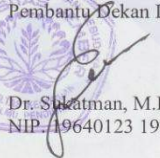
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Rhisma Antika  
NIM : 110210401012  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"Improving the Eighth Grade Students' Active Participation and Their Reading Comprehension Achievement through Semantic Mapping Technique at SMP N 3 Rambipuji Jember in the 2014/2015 Academic Year"**.


Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik, kami sampaikan terima kasih.

  
a.n. Dekan  
Pembantu Dekan I,  
Dr. Sulatman, M.Pd.  
NIP. 19640123 199512 1 001

Appendix AA

The Statement Letter of Accomplishing the Research  
from SMPN 3 Rambipuji Jember

 PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SMP NEGERI 3 RAMBIPUJI  
Jl. Balai Desa No. 06 Nogosari Rambipuji – Jember 68152

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**SURAT KETERANGAN**  
Nomor: 4213/ 075 /413.17.20548924 /2015

Yang bertanda tangan dibawah ini:

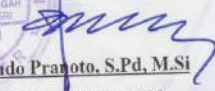
Nama : Erfin S. Yudo Pranoto, S.Pd, M.Si  
NIP : 19630705 198602 1 008  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 3 Rambipuji

Menerangkan dengan sebenar-benarnya bahwa:

Nama : Rhisma Antika  
NIM : 110210401012  
Fakultas : FKIP Universitas Jember  
Prodi : Pendidikan Bahasa Inggris

benar-benar telah melaksanakan penelitian di SMP Negeri 3 Rambipuji Jember tentang  
“Improving the Seventh Grade Students’ Active Participation and Their Reading Comprehension  
Achievement through Semantic Mapping Technique at SMPN 3 Rambipuji Jember” yang  
dilaksanakan dari tanggal 20 April 2015 sampai dengan 13 Mei 2015.

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 25 Mei 2015  
Kepala SMPN 3 Rambipuji  
  
Erfin S. Yudo Pranoto, S.Pd, M.Si  
NIP. 19630705 198602 1 008

