



**IMPROVING THE JUNIOR HIGH SCHOOL STUDENTS' READING  
COMPREHENSION BY USING MIND MAPPING TECHNIQUE**

**THESIS**

**By:  
LUCY RIZKI YUNANDA  
NIM 110210401071**

**The First Consultant : Drs. Sugeng Ariyanto, M.A.  
The Second Consultant : Asih Santihastuti, S.Pd., M.Pd.**

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

**2018**



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**Composed to fulfill one of the requirements to obtain S1 Degree at the  
English Education Program, Language and Arts Department,  
the Faculty of Teacher Training and Education**

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UNIVERSITY OF JEMBER**

**2018**

## DEDICATION

I dedicate this thesis to:

1. My beloved parents, Sugianto and Lismari Farida. Thanks will never be enough for all your love, patience, affection, silent prayer and everything given to me. I do love you more than I could say.
2. My kindly aunt, Sukini. Thanks for everything that you have given to me.
3. My dearest brother, Angga Yudi Pranata. We spent our time nicely. Thanks for your patience and motivation me to be a better person.
4. My cutest sister, Salsabila Galuh Lorenta, who always makes my day cheerful. You must be better than me.

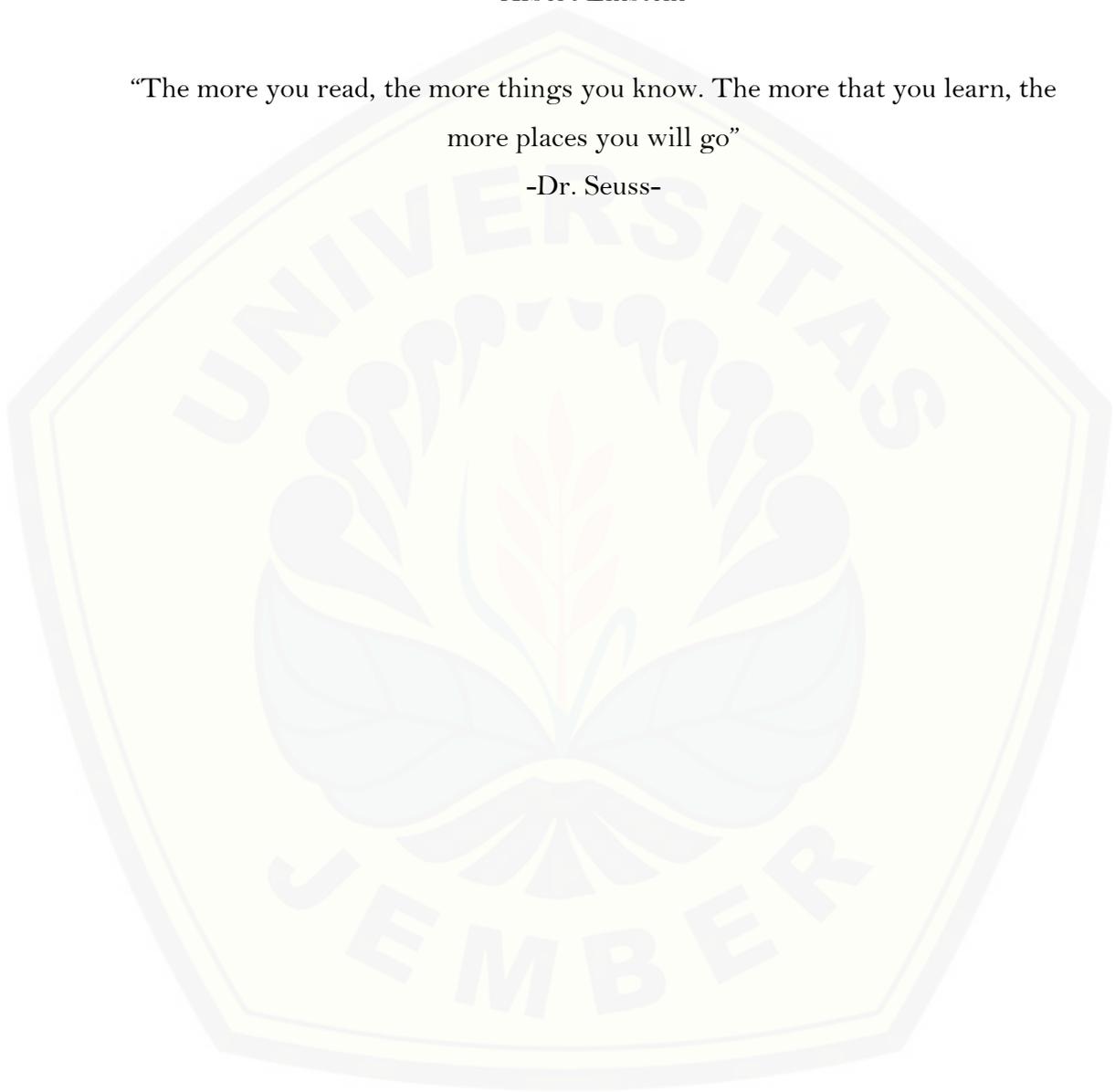
**MOTTO**

“Creativity is intelligence having fun”

-Albert Einstein-

“The more you read, the more things you know. The more that you learn, the more places you will go”

-Dr. Seuss-



**STATEMENT OF THESIS AUTHENTICITY**

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

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Jember, June 06<sup>th</sup> 2018

The Writer

**Lucy Rizki Yunanda**  
**NIM 110210401071**

**CONSULTANTS' APPROVAL**

**IMPROVING THE JUNIOR HIGH SCHOOL STUDENTS' READING  
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**THESIS**

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**Name** : Lucy Rizki Yunanda  
**Identification Number** : 110210401071  
**Level** : 2011  
**Place and Date of Birth** : Jember, June 19<sup>th</sup> 1993  
**Department** : Language and Arts Education  
**Program** : English Education

**Approved by:**

**Consultant 1**

**Consultant 2**

**Drs. Sugeng Ariyanto, M. A.**  
**NIP. 19590412 198702 1 001**

**Asih Santihastuti, S.Pd.,M.Pd.**  
**NIP. 198007282006042002**

**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis entitled “Improving the Junior High School Students’ Reading Comprehension by using Mind Mapping Technique” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Wednesday

Date : June 06<sup>th</sup> 2018

Place : Faculty of Teacher Training and Education

The Examination Committee

The Chairperson,

The Secretary,

**Drs. Bambang Suharjito, M. Ed.**

NIP: 196110251989021004

**Asih Santihastuti, S. Pd., M. Pd.**

NIP. 198007282006042002

Member,

Member 1,

Member 2,

**Drs. Sugeng Ariyanto, M. A.**

NIP. 19590412 198702 1 001

**Dra. Made Adi Andayani T, M.Ed.**

NIP: 196303231989022001

The Dean,

Faculty of Teacher Training and Education

**Prof. Drs. Dafik, M.Sc., Ph.D**

NIP. 19680802 198303 1 004

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1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Art Department;
3. The Chairperson of English Language Education and Study Program;
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7. The VIII B students of SMPN 11 Jember in the 2017/2018 academic year, to be the research participants;
8. My best friends.

I hope this thesis will be useful for the readers. Any suggestions and criticisms are wisely appreciated.

Jember, June 06<sup>th</sup> 2018

The Writer

## SUMMARY

**IMPROVING THE JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION BY USING MIND MAPPING TECHNIQUE;** Lucy Rizki Yunanda; 110210401071; 2018: 40 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was intended to improve the junior high school students' reading comprehension by using mind mapping technique at SMPN 11 Jember especially the VIII B students. Based on the result of preliminary study at SMPN 11 Jember, the English teacher said that most of the eighth grade students in that school relatively experienced difficulties in comprehending the recount text especially VIII-B grade students. She also said that VIII-B grade students had 0% for the percentage in reading comprehension since the passing grade was 75. Further, the students felt lazy in taking note while they were got reading exercise. To overcome those students' problems, the researcher chose mind mapping as a technique to improve the students' reading comprehension.

Mind mapping technique is a technique to help the students to comprehend the recount text. Mind mapping was a taking – note that made the students easier in comprehend the recount text. Therefore, mind mapping could make the students more motivated in learning English because it consists of colors and pictures.

The objective of this research was to improve the junior high school students' reading comprehension by using mind mapping technique. The design of this research was Classroom Action Research which covered four stages of activities namely: (1) planning of the action, (2) implementation of the action, (3) class observation, and (4) reflection of the action. SMPN 11 Jember was chosen purposively as the research area because the students on this school still had difficulties in learning reading comprehension. Among the eighth grade students in this school, VIII B students were chosen as the subjects of the research since

they had the lowest mean score for the previous score of reading comprehension. There were 35 students as the respondents of this research.

The data collection method used in this research was reading comprehension achievement test and observation in the form of field note. The reading comprehension achievement test was conducted at the end of the Cycle (after implementing the action) to get the students' score. Meanwhile, the observation was conducted during the implementation of the action to get the detail description of the students' reading comprehension process through mind mapping.

This classroom action research was conducted in two Cycles because the result in Cycle 1 showed that the percentage of the students who got  $\geq 75$  was 45.71% or 16 of 35 students. Then, the researcher and the English teacher revised some aspects that made the Cycle 1 failed. As the result, Cycle 2 was successful. The result of the Cycle 2 showed that there were 28 of 35 students got score  $\geq 75$  or 80%. The conclusion of this research was the number of the students whose comprehension originally under the target improved into 45.71% into 80%.

Moreover, the result of the observation by using field notes showed that the teaching and learning process by using mind mapping technique could give some good effects for the students in learning reading comprehension. They were: (1) mind mapping as a taking – note for the students' understanding of the concept; (2) mind mapping could encourage the students to solve the problem; and (3) mind mapping made a good atmosphere for the students during teaching learning process. Based on the research results above, it could be concluded that the use of mind mapping technique could improve the junior high school students' reading comprehension.

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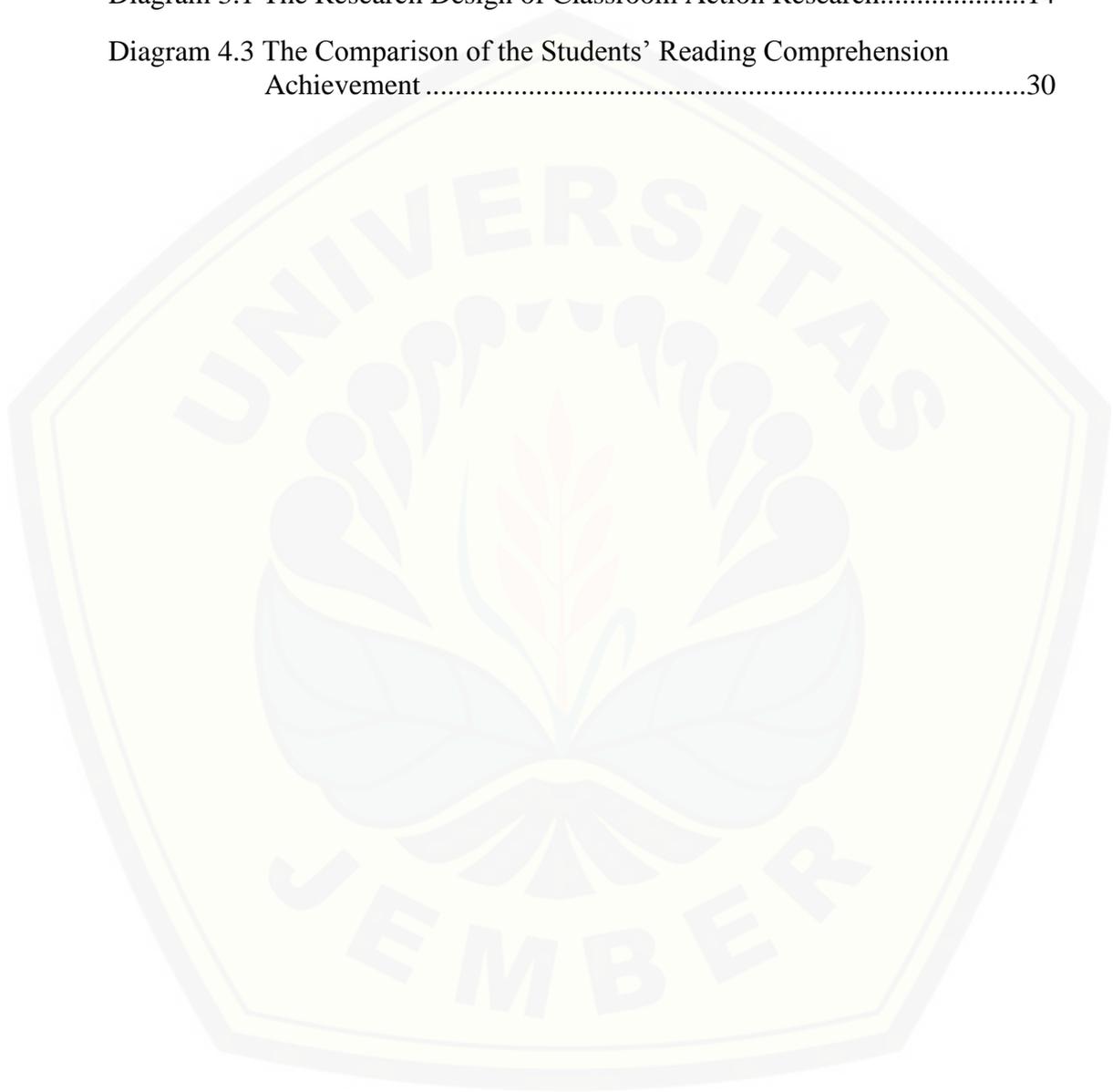
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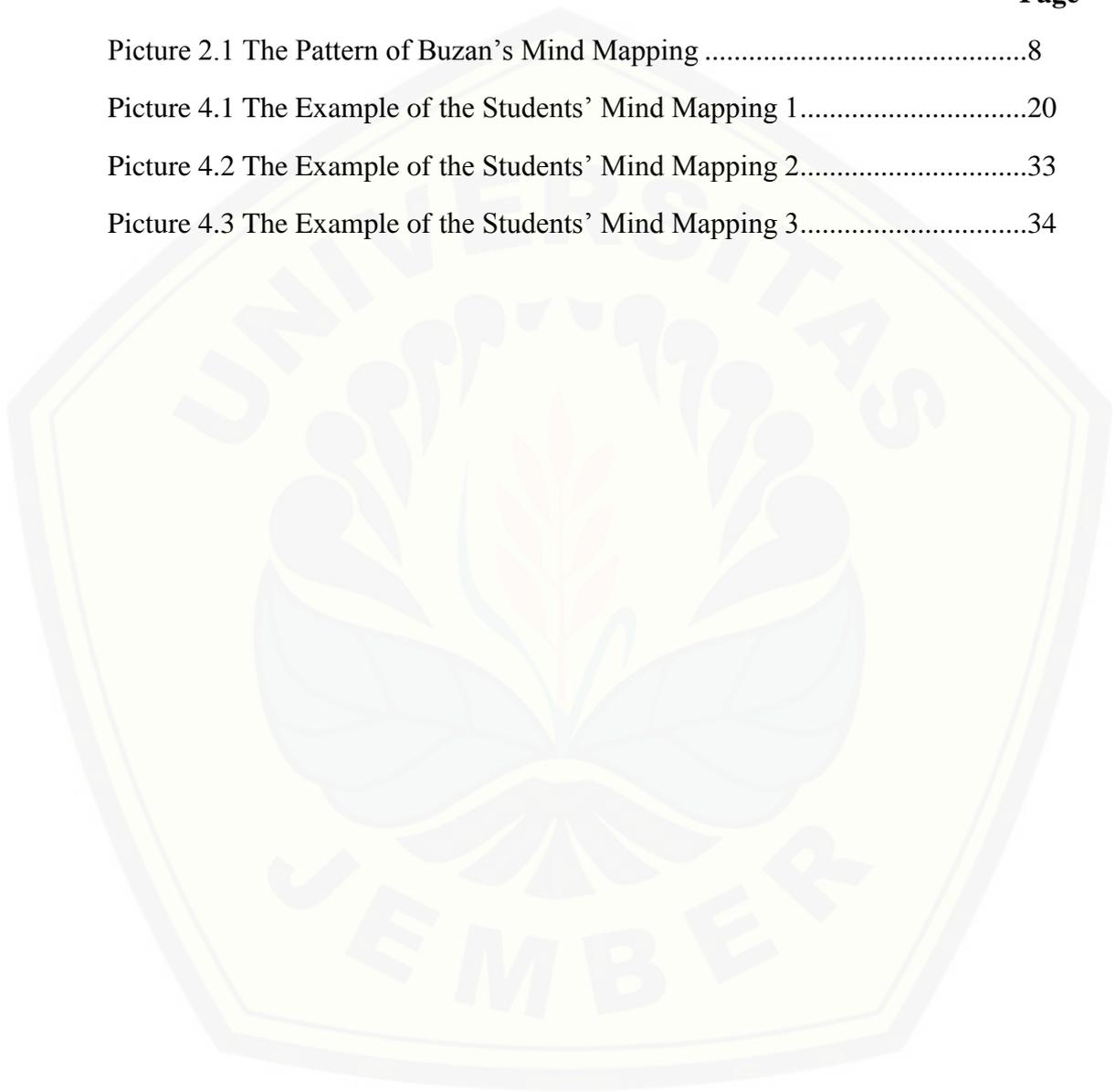
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## CHAPTER 1. INTRODUCTION

The first chapter discusses the background, the problem, and the significance of the research.

### 1.1 The Background of the Research

There are four language skills in English that the students should master, they are listening, speaking, reading and writing. Related to those four skills, reading is the most important skills that the students should master. By reading, the students can get information from the text, increase the vocabulary, and develop their English skill. According to Bacon (in Patel and Jain, 2008:113), Reading is an active process which consists of recognition and comprehension skill. Further, Woodley (2011:16) says that “reading comprehension is the process of making meaning from the text”.

Based on the result of preliminary study at SMPN 11 Jember, the English teacher said that most of the eighth grade students in that school relatively experienced difficulties in comprehending the recount text especially VIII-B grade students. She also said that VIII-B grade students had 0% for the percentage in reading comprehension since the passing grade was 75. Further, the students felt lazy in taking note while they were got reading exercise. They were not motivated during the teaching learning process of English. It could be seen by the students' behavior which showed passive while answering the teacher's question and did not pay attention during the teaching learning process. In addition the teacher taught her students by asking the students to translate the English text into Indonesian text then answering the following questions in order to help the students understand the text. From the result of the preliminary study, the students need a new technique that makes them enjoy and motivate during the teaching and learning process in the classroom.

Mind mapping is a technique of recording information or idea through map that was created by Tony Buzan in the early 1970s. According to Buzan (2005:04)

mind mapping is a simple way to make an interesting note. A mind map is made by words, colors, lines, and pictures. Wood (1991:151) adds that write a note by categorizing the word into certain groups is easier to remember than a list note. Mind mapping makes the students think freely, they can associate the word from general to specific through the curve lines and also draw a picture to help the students memorize easily. In addition, Grellet (1996:13) mentions that one of the ways to understand the meaning is by mapping out the text. It can help the students to understand the main information or details of the text by making a key word then drawing it.

Based on the background of the study above, the best solution to help the students' problem in SMPN 11 Jember was conducting a classroom action research entitled "Improving the Junior High School Students' Reading Comprehension by Using Mind Mapping Technique."

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

Based on the background of the research, the problem of the research was "Can the use of mind mapping technique improve the junior high school students in improving reading comprehension?"

## **1.3 The Significances of the Research**

### **1.3.1 The Theoretical Contribution**

Hopefully, this research results could be an input to improve the students' reading comprehension covering word, sentence, paragraph and text comprehension.

### **1.3.2 The Empirical Contribution**

Hopefully, the action of this research could give the students a new way in learning reading comprehension by using mind mapping technique. Through mind mapping, the students could record their thoughts into map and pictures.

### **1.3.3 The Practical Contribution**

Hopefully, this research results could be useful for the future researcher to be an information or reference to do another research dealing with mind mapping to the reading comprehension achievement or another skills.



## CHAPTER 2. THE LITERATURE REVIEW

The second chapter discusses the theoretical framework, conceptual review and previous studies that related with improving the junior high school students' reading comprehension by using mind mapping technique.

### 2.1 Theoretical Framework

#### 2.1.1 Reading Comprehension

According to Grellet (1996:08) reading is an active skill that involves guessing, predicting, checking, and asking some questions. It means that to understand a text, the readers have to guess, predict and understand to what the message of the text from the writer. Then, Klingner *et al* (2007) explain that reading comprehension is multicomponent, highly complex process that involves the previous knowledge and strategy use of the reader to the text. It means that the interest in text and types of text are influence on the reader's feeling. Hennings (1997:269) states that there are four kinds of reading comprehensions. In this research, the students would give the reading test covering the four kinds of comprehension. They are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

#### 2.1.2 Word Comprehension

According to Fairbrain and Winch (1996:09) the readers will understand the idea of the sentence if they know the meaning of each word and to put together in a language. From that statement, it could be concluded that word comprehension is the basic step and important for reader to comprehend the whole text. Grellet (1996:15) says that the readers may probably skip the idea or fact in the text when they do not know the meaning of the word. This is why the students should know the meaning of the words when they read the reading text. Comprehending word is helpful for the students to understand the content of the text, because some

English words have more than one meaning in different context. Here is the example of word comprehension in a question:

“...we took an amazing journey over the mountains to the south coast...”

1. Which of the following words is the similar meaning of “coast”?

(a.) shore; (b.) river; (c.) mountain; (d.) lake. The answer is (a) shore.

The word “shore” has the similar meaning with the word “coast”, on the other hand the word “river”, “mountain”, and “lake” have different meaning with the word “coast”.

### 2.1.3 Sentence Comprehension

After comprehend the word, the students need to comprehend the sentence. It is important for reader to understand the paragraph. Sentence comprehension can be defined as comprehend a number of words in one sentence in order to get information. Grellet (1995:15) states that paragraph is not made by one sentence or clause, but paragraph is built by some sentences which are related each one to other sentences. That is why comprehend sentence is needed for students in understand the text. When the students failed comprehend in one sentence, they may get misunderstanding of the information in the text. In this research, sentence comprehension was given to measure the students' ability in gaining the information in each sentence. This is the example of sentence comprehension in a text:

“...I started my first day in Maumere with Jo Keating. After visiting several schools in the city...”

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

The answer is (b) Maumere. It is stated on the text that the writer started his first day in Maumere with Jo keating.

#### 2.1.4 Paragraph Comprehension

Before comprehend the whole text, the students need to comprehend the paragraph in order to understand the information in every paragraph of the text. Paragraph is a number of sentences that explain about one main idea (Langan, 2004:11). Furthermore, according to Wood (1991:151) that comprehend paragraph by paragraph of the text make the students understand the overall, feeling, or thought a writer wants to deliver his or her message. One paragraph consists of main idea and supporting detail. Main idea is stated as topic sentence. According to Cuesta (2014) topic sentence is the key concept that being expressed of one paragraph. Topic sentence may be stated in the beginning, in the middle or in the end of paragraph. Here is the example of paragraph comprehension in a question:

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

1. Which of the following statements is false according to the paragraph 2?

(a.)The writer visited some schools in Maumere; (b.) After visiting Maumere, the writer went to Ende; (c.) After visiting Ende, the writer went to the Mountain village; (d.) Bajawa is the writer’s third destination.

The answer is (d) Bajawa is the writer’s third destination. From the paragraph 2, there was no information that Bajawa is the writer’s third destination.

#### 2.1.5 Text Comprehension

Comprehending the whole text is the main purpose of a reading text. Comprehending text is needed for the students in order to get the whole information, not only from word, sentence, and paragraph. Grellet (1996:04) explains that the reason of reading a text is find out something in order to do something with the information acquired. It means that the students can successful in learning reading skill if they get the whole information of the text and do

something (exercise) easily. Here is the example of the text comprehension in a question:

1. What is the purpose of the text above?
  - a. To retell the writer's holiday in Flores
  - b. To describe a beautiful Flores
  - c. To inform that the writer visited Maumere
  - d. To describe about the volunteer Australian English teachers

The answer is (a) to retell the writer's holiday in Flores because the text tells that the writer spent his holiday in Flores.

### **2.1.6 Recount Text**

Based on the 2006 curriculum (*KTSP*), recount text is taught in the first and second semester for the eighth grade students. Recount text is a text which tells about experiences that happened in the past (Nurdiono : 2015). According to Wardiman, *et al* (2008:61) recount text is a text that tells the reader about a story, action or activity. In other words, recount text is a text which retell about a story, action, or activity that happened in the past. The social function of recount text is to entertain or informing the reader about events.

This research was focused on personal recount. Personal recount is easy for students to understand the text, because the story is about the experiences and the students almost had the same experience such as having holiday. Further personal recount is appropriate with the standard competence and basic competences of the eighth grade students. That was why personal recount is chosen as the text in this research.

### **2.1.7 Mind mapping Technique**

Mind mapping was introduced by Tony Buzan in 1970. It is used to visual organize information. Mind mapping is also known as other names, those are clustering or diagramming (Langan, 2008:29), spidergram (Harmer, 2004:89), webbing (Hennings, 1997:279). However, those names have the same function that is to help students to produce their idea by organizing the words. This



There are some advantages of using mind mapping in teaching reading comprehension. According to Gillet and temple (1990) mind mapping as a visual representation for the students' current understanding of the concept, to access and activate background knowledge. In addition, Buzan (2005) states that mind mapping can categorize the keyword, write the information of the text in one page, and encourage the students to solve the problem.

Meanwhile mind mapping has disadvantage. Adodo (2013) in his journal says that the main disadvantages of mind mapping is that the students who are unfamiliar to concept mind mapping may have difficulty in interpreting complicated maps because they used to write in linear way.

Based on the explanation above, the teacher must prepare how to prevent the disadvantage happen in the class. The way to prevent the disadvantage happened was the teacher had to monitoring the students along the teaching learning process then giving guidance in making mind making who was the student doesn't know what the words that will be written.

### **2.1.8 The Procedure of Mind Mapping Technique in Teaching Reading Comprehension**

Making mind mapping is very easy. The things needed to make a mind mapping are blank sheet, pen, and color pencils. A mind mapping drew by the students themselves because through handwriting, it will be easier to remember. According to Buzan (2005:15) there are seven steps to create a mind mapping. They are (1) Starting from the center of a blank page turned sideways; (2) Writing an idea given and give a picture related to an idea; (3) Using colors throughout of a mind mapping; (4) Connecting the main branches to the central picture. Then connect the second and third branches to the central picture. The brain works by association; (5) Making the branches curved not straight lined; (6) Giving the keyword for every branch of mind mapping; (7) Adding the pictures throughout in a mind mapping.

Based on Kalhor (2012) there are 6 steps how to teach reading comprehension by using mind mapping. In this research, the procedure how to

teach reading comprehension by using mind mapping is modified. It can be shown as follows;

**a. Pre-reading activities**

1. The teacher explains about recount text
2. The teacher shows the example and explain more about mind mapping
3. The teacher distributes the reading text and asks the students to read the text silently.

**b. Whilst reading activities**

4. The teacher guides the students to find the difficult words from the text
5. The teacher guides the students to categorize the main topic, sub-headlines, and sub- sub- headlines by highlighting the key words
6. The teacher asks the students to create their mind mapping through specifying relationship between main topic, sub-headlines, and sub-sub headlines
7. The teacher reviews the text based on the student's mind mapping
8. The teacher asks the students to do the exercises

**Post-reading activities**

9. The teacher and the students check the answer of the reading exercises together.

## **2.2 Conceptual Review**

A conceptual review is needed to explain the variables of this research. Further, an operational definition avoids misunderstanding between the writer and readers. The variables are mind mapping as dependent variable and students' reading comprehension achievement as independent variable.

### **2.2.1 Mind Mapping Technique**

Mind mapping technique is a creative note – taking to help the students to map all of their visualization in the minds. Mind mapping uses free association as a stimulus activity to generate words and phrases related to the main topic. A

mind mapping also provides pictures and colors to make the students remember the text easily.

### **2.2.2 Reading Comprehension Achievement**

Reading comprehension achievement refers to the result of the students' reading test which is given after the teaching learning process by using mind mapping technique done. Reading comprehension achievement test covered word, sentence, paragraph, and text comprehension.

### **2.3 Previous Studies**

The previous studies dealing with improve reading comprehension by using mind mapping technique aim to be a reference in conduct this research. First, Suryani (2015) finds that mind mapping technique can improve reading skill at SMAN 1 Keretek, Yogyakarta. The result of the research was the students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the mind map technique, the students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning.

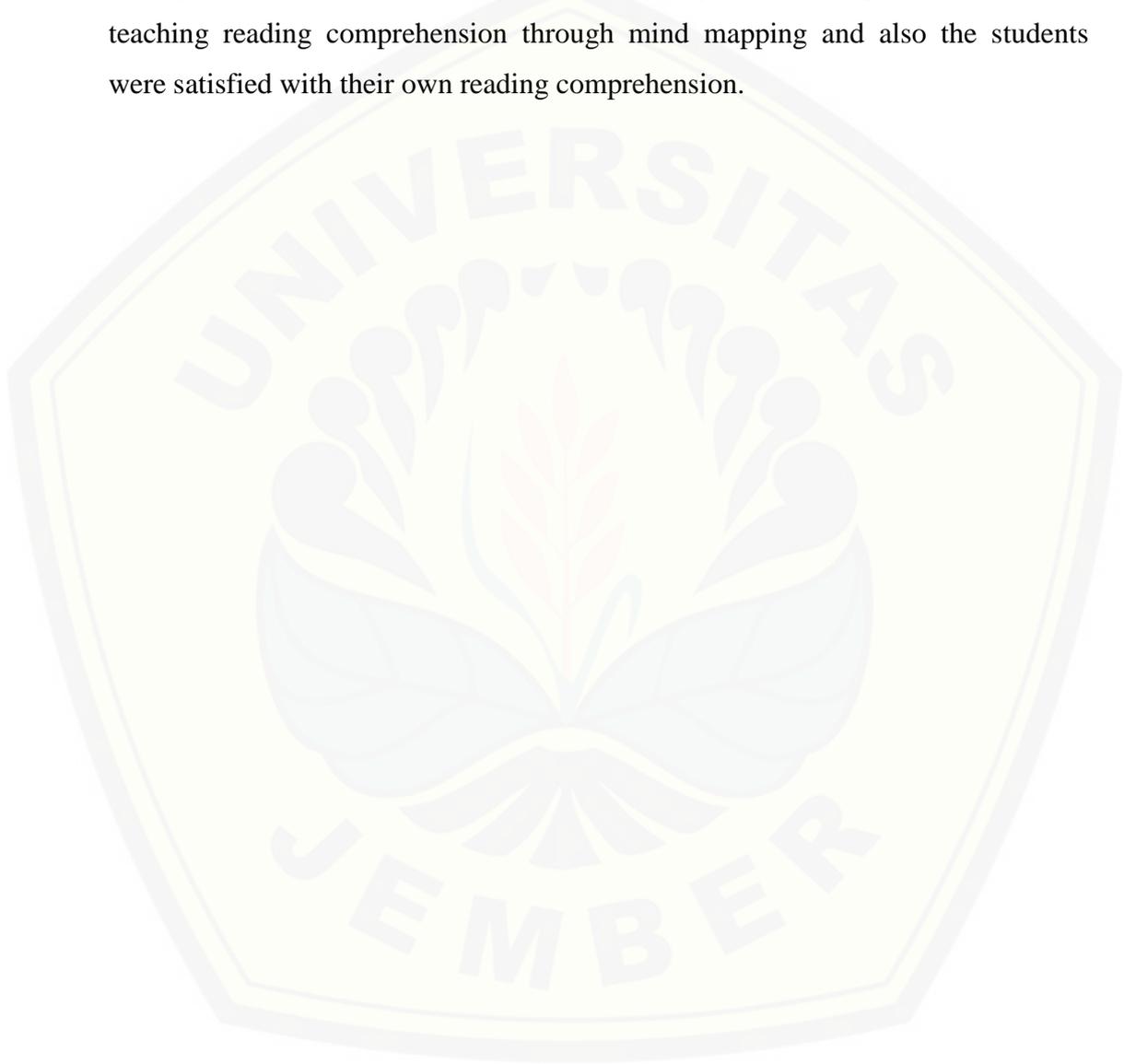
Second, another research who did the same with this research is Antika (2015). She did the same research design that is classroom action research entitled Improving The VII-A Grade Students' Active Participation and Their Reading Comprehension Achievement through Semantic Mapping Technique at SMPN 3 Rambipuji. Actually semantic mapping and mind mapping have the same concept that is graphic organizer.

Third, Research from Rizqiya (2013) entitled The Use of Mind Mapping in Teaching Reading Comprehension. Her research result was mind mapping made the students recall their background knowledge and focused on their reading comprehension. Therefore, mind mapping could be considered to be an alternative technique in teaching reading comprehension.

fourth, the reference from international journal was Teaching Reading Comprehension through concept map by Kalhor and Shakibaei (2012). They

found a significant effect in teaching reading comprehension through concept map.

Fifth, another international journal from Siriphanich and Laohawiriyanon entitled Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students. They found a significant effect in teaching reading comprehension through mind mapping and also the students were satisfied with their own reading comprehension.



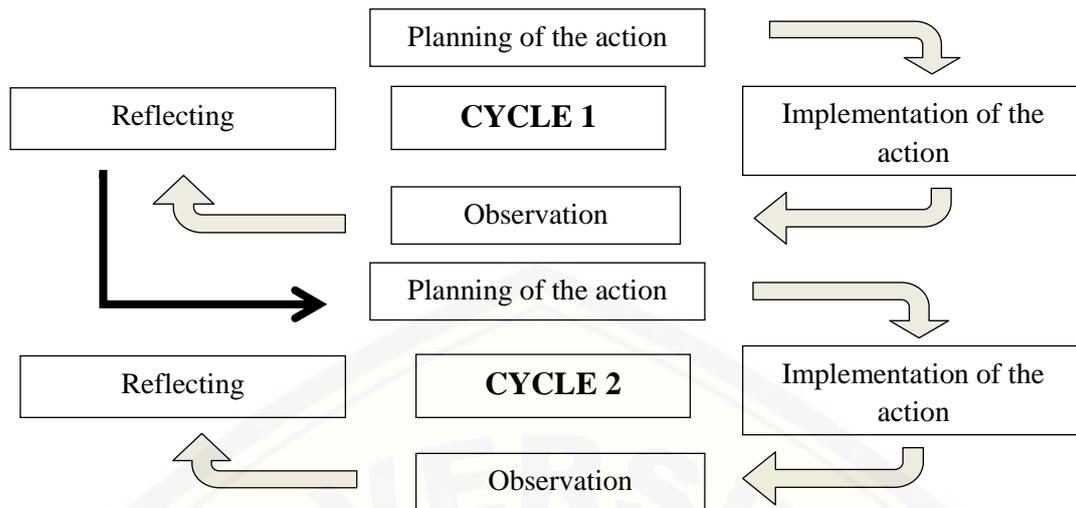
## CHAPTER 3. RESEARCH METHODOLOGY

This chapter discusses about the research method applied in this classroom action research. It covers research design, research context, research participants, data collection and analysis.

### 3.1 Research Design

Research design is the guidelines plan for conducting the actions in the research. It consists of what the methods are going to use in collecting data. This research belongs to action research. Action research is a research that conducted to solve problem by using new technique. This is similar with what Fraenkel and Wallen (2006:589) say that action research conducted for the purpose of solving some kind of day-to-day problem or obtaining information in order to inform local practice. According to Hermida (2001:1), classroom action research is a research used to find the best way to improve the students learning. Sanjaya (2009:18) also says that classroom action research is conducted to apply some innovations for improving the quality and productivity of teaching learning process. This research is intended to improve the students' reading comprehension by using mind mapping technique. It is chosen because the problem of the students which have difficulties in reading comprehension need to improve.

According to Arikunto (2010:131) there are four stages of a cycle. They are (1) Planning of the action; (2) The implementation of the action; (3) Class observation; and (4) Reflection of the action. The design of this research can be illustrated in the diagram as follows:

**Diagram 3.1 The Research Design of the Classroom Action Research**

(Adopted by Arikunto 2010:137)

Before conducting the following steps above, preliminary study was needed to know the problems of the eighth grade students at SMPN 11 Jember. The researcher had conducted the preliminary study to obtain information about the students' problems in learning English by interviewing the English teacher and asking for some documents to support the data. The results showed that the students were faced difficulty in learning English, especially in learning reading comprehension. After knowing the background of the eighth grade students at SMPN 11 Jember, the following steps above could be applied in the classroom action research.

The first step was planning of the action. Planning of the action is preparing all the materials that needed before conducting the action. Lesson plans were constructed to apply in teaching learning process (cycle 1), further the materials which was related to the lesson plan were field note and reading comprehension achievement test. The last was conducting the formula to know the result was reached or not.

The second step was the implementation of the action. In this step, cycle 1 was implemented by teaching reading comprehension through mind mapping technique and it would do collaboratively with the English teacher. There were two meetings in cycle 1. During cycle 1 was implemented, the field note was also

done. After implementing the action in meeting 1 and meeting 2, the reading comprehension test by using mind mapping was conducted.

The third step was reflecting. After implementing the action in cycle 1, the result of the students' reading comprehension achievement test in cycle 1 was analyzed. If the result of the cycle 1 is reached the research target, the action of the research is stopped. Then report the conclusion to answer the research problem. On the other hand, if the result of the students' reading comprehension achievement test is not reached to the research target, cycle 2 was conducted by revising some aspects in cycle 1.

### **3.2 Research Context**

This classroom action research conducts at SMPN11 Jember. It was chosen by using purposive method. Purposive method is a method that used to select a sample based on the researchers' judgment, prior information, and provide the data needed (Fraenkel and wallen 2012:100). There were some reasons why this classroom action research conduct at SMPN 11 Jember, they were as follow; (1) SMPN 11 Jember was a school where the researcher did PPL program, so the researcher know well about the problems and the students' need in that school; (2) based on the preliminary study done by the researcher that the VIII-B grade students was the lowest percentage of reading comprehension; (3) the English teacher of VIII-B grade students never apply mind mapping as the technique in teaching reading comprehension; and (4) the English teacher also gave support and permission to conduct this classroom action research.

### **3.3 Research Participants**

The subject determination method is a subject which is being a target of attention of this research. The research participants of this classroom action research were determined purposively, they were the VIII-B grade students of SMPN 11 Jember. Based on the students' percentage data (see *appendix D*), the VIII-B grade students was the lowest percentage than the other class of VIII. So,

the VIII-B grade students need a classroom action research to improve the students' score, especially in improving reading comprehension.

### 3.4 Data Collection and Analysis

In this research, the research data was collected by reading comprehension achievement test, field note, interview, and the documentation. The data analysis was the result of reading comprehension achievement test. The formula to calculate the percentage of the students' reading comprehension test as follows:

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

Notes:

E = The percentage of the students who get reading test score  $\geq 75$

n = The total number of the students who get reading test score  $\geq 75$

N = The total number of the students joining the classroom

(Adopted from Ali, 1993:186)

#### 3.4.1 Reading Comprehension Achievement Test

Test of reading comprehension achievement is used to measure the students' ability. The purpose of achievement test is to establish how successful individual students, groups of students, or the courses themselves have been delivered in achieving objectives (Hughes 2003:13). The reading comprehension achievement test was delivered to the students after they have done with the reading comprehension teaching learning process by using mind mapping technique. The reading comprehension achievement test consists of word, sentence, paragraph and text comprehension. The test was constructed by referring the instructional objective as stated in the school syllabus.

Achievement test is divided into two forms namely standardized tests and teacher-made tests (Sukardi 2011:139). The achievement test in this research was teacher-made tests because the teacher-made tests were more suitable with the purpose of the teaching learning process of reading comprehension achievement. Then, Hughes (2003:26) says that a test can be said valid if it measures accurately

what it is intended to measure. Then, Hughes divided validity of test into content validity, criterion related validity, construct validity and face validity. Content validity refers to the content and format of the instrument (Fraenkel and wallen 2006:148). In other word, the test should appropriate with the language skill and students level based on the curriculum used. This research was used content validity since the instruments of teaching learning reading skill constructed based on 2006 Institutional Level Curriculum (KTSP). In conclusion, if the test is made according to the curriculum used, it can be said that the test has content validity.

There are two kinds of scoring method. According to Hughes (2003:22) the two scoring methods are objective test and subjective test. Objective test is not need judgment required in the part of scoring. The example of objective tests is multiple choice and matching items. Otherwise, if judgment is needed in the scoring, that is called subjective test. In this research, the test was objective test because it was easier and practical to do. It is similar what Heaton (1991:25) says that an objective test has only one correct answer. Further, an objective test is easy to score for teacher.

The reading comprehension achievement test was constructed in the form of multiple choices and it was given in the end of the cycle. There were 20 items of reading comprehension achievement test. It consisted of 4 items of word comprehension, 6 items of sentence comprehension, 6 items of paragraph comprehension, and 4 items of text comprehension. So, each item of reading tests was scored 5 point for right answer and zero (0) for the wrong answer. The time allocation for reading comprehension achievement tests were 60 minutes.

### **3.4.2 Field Note**

Field note is a note taking by researcher or observer while the teaching learning process happened in the class. According to Berg (2001:159) field note is important to remember the effort of the research during the observation period in the field. Field notes in this research were to know how mind mapping technique could help the students to improve their reading comprehension. Berg (2001:158) mentions that there are two ways to take field note. First, some researcher write

the complete record immediately after they left the classroom; second, the researcher takes the brief notes while in the classroom, then rewrite them into complete field notes. This research used the second ways that was taking the brief notes while in the classroom.

### **3.4.3 Documentation**

According to Arikunto (2010:201) documentation is derived from the word “document” that has meaning as written stuff. In other word, documentation is the way to get data resources from written stuff, such as chart, graphic, and note. The documentation in this research was to know about the problem were faced by the VIII grade students of SMPN11 Jember and how to solve that problem. The documentation in this research was the syllabus and previous score of the students and it took from the English teacher.

## CHAPTER 5. CONCLUSION

This chapter discusses about the conclusion of this classroom action research and some suggestions to the English teacher, the students, and the future researcher dealing with improving the junior high school students' reading comprehension by using mind mapping technique.

### 5.1 Conclusion

Based on the result of data analysis and discussion of this research, the conclusion were the use of mind mapping technique could improve the junior high school students' reading comprehension at SMPN 11 Jember. The improvement can be seen from the percentage of the students' reading comprehension achievement in Cycle 1 was 45. 71% or 16 of 35 students got  $\geq 75$ . Meanwhile, The result of the Cycle 2 showed that the the percentage of the students' reading comprehension achievement was 80% or 28 of 35 students got score  $\geq 75$ . Further, mind mapping technique could give some positive effects for the junior high school students at SMPN 11 Jember especially in reading comprehension. They were; (1) mind mapping as a taking – note for the students' understanding of the concept; (2) mind mapping can encourage the students to solve the problem; and (3) mind mapping made a good atmosphere for the students during teaching learning process.

### 5.2 Suggestion

Based on the result of this research that is mind mapping technique could improve the students' reading comprehension at SMPN 11 Jember, the researcher proposes some suggestions to the following people:

### 5.2.1 The English Teacher

Mind mapping technique can be an alternative technique that the English teacher can use in teaching reading comprehension for the eighth grade students. Further, if the English teacher wants to apply mind mapping technique, it is better to ask the students to bring their own pencil colors or the other coloring pen. It is necessary for students to make them do their mind mapping individually.

### 5.2.2 The Students

The students are suggested to take a note by mind mapping when they got material about reading comprehension because they can remember the text easily and mind mapping can help the students to solve the problem on the text.

### 5.2.3 The Future Researcher

For the future researchers who have similar problems in teaching reading comprehension, the researcher suggests to use this research result as an information or reference to conduct further research dealing with mind mapping on teaching reading comprehension for junior high school.

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## THE RESEARCH MATRIX

| Title                                                                                            | Problems                                                                                                            | Variables                                                                                                                                              | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Data Resources                                                                                                                                                                                                                                                                                                               | Research Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improving the Junior High School Student's Reading Comprehension by using Mind Mapping Technique | "Can the use of mind mapping technique improve the junior high school students in improving reading comprehension?" | <p><b><u>Independent variable:</u></b></p> <p>1. Mind mapping</p> <p><b><u>Dependent variable:</u></b></p> <p>1. Reading comprehension achievement</p> | <p><b><u>The application using mind mapping in the teaching learning process:</u></b></p> <p>1. Creating mind mapping consist of pictures or symbols, colour, lines connection between main word and supporting details.</p> <p>2. The scores of students' reading comprehension achievement tests covering:</p> <p>a. Word comprehension</p> <p>b. Sentence comprehension</p> <p>c. Paragraph comprehension</p> <p>d. Text comprehension</p> <p><b><u>Field note</u></b></p> <p>a. Finding the difficult words</p> <p>b. Highlighting the key word to categorize the main topic, sub-headlines, sub-sub-headlines</p> <p>c. Creating a mind mapping</p> <p>d. Doing the exercise</p> <p>e. Comment as a whole</p> | <p><b><u>Participant:</u></b></p> <p>The eighth grade students at SMPN 11 Jember</p> <p><b><u>Informant:</u></b></p> <p>The English teacher of eighth grade students' at SMPN 11 Jember</p> <p><b><u>Documents:</u></b></p> <p>a. The syllabus</p> <p>b. The score of the eighth grade students' previous English tests.</p> | <p><b><u>Research Design:</u></b></p> <p>CAR with two cycles:</p> <p>The stage of each cycles:</p> <p>1. The planning of the action</p> <p>2. The implementation of the action</p> <p>3. Class observation</p> <p>4. Reflection of the action and evaluation</p> <p>(Arikunto 2008:16)</p> <p><b><u>The Area Determination:</u></b></p> <p>SMPN 11 Jember</p> <p><b><u>The Participant Determination:</u></b></p> <p>The eighth grade students</p> <p><b><u>The Data Collection Method:</u></b></p> <p>a. Reading comprehension test</p> <p>b. Field note</p> <p>c. Documentation</p> <p><b><u>The Data Analysis Method:</u></b></p> <p>The percentage of the students' reading comprehension test by using the formula as follows:</p> |

|  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                 |
|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  | $E = \frac{n}{N} \times 100\%$ <p>Notes:<br/>E = The percentage of the students who get reading test score <math>\geq 75</math><br/>n = The total number of the students who get reading test score <math>\geq 75</math><br/>N = The total number of the students joining the classroom</p> <p>(Adopted from Ali, 1993:186)</p> |
|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Appendix B**

**THE INTERVIEW RESULTS**

14<sup>th</sup> September

School : SMPN 11 Jember

The English Teacher : Emi Sulistyowati, S.Pd.

| No. | Interview's Questions                                                                               | The Answers                                                                                                                                                                                                                                                                                                                                    |
|-----|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | What curriculum does this school use?                                                               | The school uses School Based Curriculum (KTSP) 2006 for all the students of grade VII to IX.                                                                                                                                                                                                                                                   |
| 2.  | What book do you use in teaching English?                                                           | I usually use the students' worksheets (LKS).                                                                                                                                                                                                                                                                                                  |
| 3.  | Which class has the lowest mean score in the English subject?                                       | The VIII-B grade students had the lowest mean score.                                                                                                                                                                                                                                                                                           |
| 4.  | Why did the VIII-B students get the lowest mean score among other classes?                          | Based on my experiences, VIII-B is low in answering the reading text. They are difficult in comprehend the text.                                                                                                                                                                                                                               |
| 5.  | How did you teach reading to the students?                                                          | I teach my students by asking and answer technique on reading skill.                                                                                                                                                                                                                                                                           |
| 6.  | Is it important to improve the students' reading comprehension achievement?<br>Why is it important? | Yes, I think it is very important to improve the students' reading comprehension achievement, because almost the final test of English consists of reading test. It is important for students to understand the text before they answer the following questions. Further they can follow the teaching learning process properly and that their |

|    |                                                                                                     |                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                     | English score will improve.                                                                                                                                           |
| 7. | Besides the students' reading comprehension problem, what problem is usually faced by the students? | It is common that the students do not study seriously. It happened because the teacher almost never uses interesting technique used in the teaching learning process. |
| 8. | Have you ever applied Mind Mapping technique in teaching reading comprehension?                     | Never.                                                                                                                                                                |
| 9. | What is the minimum requirement standard score of the English subject in this school?               | 75 is the minimum requirement standard score for the English subject in this school.                                                                                  |



| Kompetensi Dasar                                                                                                | Materi Pembelajaran                    | Kegiatan Pembelajaran                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Indikator Pencapaian Kompetensi                                                                                                                                           | Penilaian        |                            |                                                                                                              | Alokasi Waktu       | Sumber Belajar           |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------|--------------------------------------------------------------------------------------------------------------|---------------------|--------------------------|
|                                                                                                                 |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                           | Teknik           | Bentuk Instrumen           | Contoh Instrumen                                                                                             |                     |                          |
| <p>fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> | <p>5. Spelling, stress, intonation</p> | <p><i>recount</i> dengan ucapan dan intonasi yang benar</p> <p>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</p> <p>6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca</p> <p>7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative / recount</i> lainnya</p> | <p><i>narrative / recount</i></p> <ul style="list-style-type: none"> <li>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i></li> </ul> | <p>Tes Tulis</p> | <p>Pertanyaan tertulis</p> | <p><i>the information from the text.</i></p> <p><i>Answer the following questions based on the text.</i></p> |                     |                          |
| <p>11.3 Merespon makna</p>                                                                                      |                                        | <p>1. Mencermati teks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                           | <p>Tes tulis</p> | <p>PG</p>                  | <p><i>Choose the best</i></p>                                                                                | <p>4 x 40 menit</p> | <p>1. Buku teks yang</p> |



*Appendix D*

**STUDENTS' PREVIOUS ENGLISH SCORE  
IN THE ACADEMIC YEAR 2017/2018**

| No                             | Class VIII   |          |              |              |              |              |
|--------------------------------|--------------|----------|--------------|--------------|--------------|--------------|
|                                | A            | B        | C            | D            | E            | F            |
| 1.                             | 100          | 70       | 54           | 75           | 70           | 60           |
| 2.                             | 85           | 60       | 68           | 55           | 55           | 55           |
| 3.                             | 75           | 55       | 50           | -            | 55           | 55           |
| 4.                             | 85           | 10       | 83           | 65           | 60           | 60           |
| 5.                             | 65           | 50       | 72           | 55           | 65           | 60           |
| 6.                             | 80           | 50       | 72           | 75           | 55           | 60           |
| 7.                             | 75           | 40       | 72           | 80           | 75           | 65           |
| 8.                             | 60           | -        | 58           | -            | 60           | 60           |
| 9.                             | 85           | 45       | 76           | -            | 65           | 65           |
| 10.                            | 60           | 40       | -            | 70           | 55           | 60           |
| 11.                            | 65           | 45       | 50           | -            | 80           | 55           |
| 12.                            | 75           | 45       | 68           | 75           | 40           | 45           |
| 13.                            | 85           | 55       | 68           | 65           | 60           | 60           |
| 14.                            | 65           | 50       | 76           | 76           | 40           | 50           |
| 15.                            | 60           | 55       | 72           | 60           | 80           | 65           |
| 16.                            | 85           | 40       | 68           | 65           | 75           | 55           |
| 17.                            | 80           | 60       | 76           | -            | 75           | 60           |
| 18.                            | 60           | 50       | 72           | 60           | 50           | 75           |
| 19.                            | 50           | 45       | 68           | 55           | 70           | 55           |
| 20.                            | 75           | 60       | 68           | -            | 80           | 50           |
| 21.                            | 85           | 50       | 68           | 55           | 75           | -            |
| 22.                            | 55           | 70       | 76           | 55           | 65           | 75           |
| 23.                            | 55           | 55       | 68           | 80           | 30           | 55           |
| 24.                            | 55           | 65       | 79           | -            | 40           | 65           |
| 25.                            | 80           | 50       | 76           | 65           | 70           | -            |
| 26.                            | 55           | 60       | 97           | -            | 60           | 45           |
| 27.                            | 75           | 50       | 72           | -            | 85           | 50           |
| 28.                            | 40           | 55       | 65           | 85           | 75           | 60           |
| 29.                            | 75           | 60       | 61           | 80           | 75           | 60           |
| 30.                            | 75           | 40       | -            | 75           | 60           | 50           |
| 31.                            | 75           | 55       | -            | 65           | 45           | 80           |
| 32.                            | -            | 50       | 54           | 80           | 40           | 50           |
| 33.                            | 70           | 45       | 65           | -            | 45           | 60           |
| 34.                            | 70           | 60       | 68           | 75           | 70           | 80           |
| 35.                            | 80           | -        | 54           | 60           | 45           | -            |
| 36.                            | 100          |          | 68           | 55           | 30           | 60           |
| <b>Achieved</b>                | <b>20</b>    | <b>0</b> | <b>8</b>     | <b>10</b>    | <b>10</b>    | <b>4</b>     |
| $E = \frac{n}{N} \times 100\%$ | <b>55.56</b> | <b>0</b> | <b>24.24</b> | <b>37.03</b> | <b>27.78</b> | <b>12.12</b> |

*Appendix E*

**THE FIELD NOTE GUIDELINE**

Date and time :

Place :

| <b>Stages</b>                                                                            | <b>Description</b> |
|------------------------------------------------------------------------------------------|--------------------|
| Finding the difficult words                                                              |                    |
| Highlighting the key word to categorize the main topic, sub-headlines, sub-sub-headlines |                    |
| Creating a mind mapping                                                                  |                    |
| Doing the exercise                                                                       |                    |
| Comment as a whole                                                                       |                    |

**Appendix F**

**LESSON PLAN**

Cycle 1 – meeting 1

|                 |                         |
|-----------------|-------------------------|
| Subject         | : English               |
| Level           | : Junior High School    |
| Grade/ Semester | : VIII/ 1               |
| Skill           | : Reading comprehension |
| Theme           | : Holiday to the Beach  |
| Time Allocation | : 2 x 40 minutes        |

**I. Standard Competence**

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

**II. Basic Competence**

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

**III. Indicators**

**Cognitive**

**Product**

- 3.1 Identifying the information of recount text covering word, sentence, paragraph and text comprehension by crossing the best answer of the option given correctly.

**Process**

- 3.2 Finding the difficult words of the recount text

- 3.3 Categorizing the information (main topic, sub-headlines, and sub-sub-headlines) by highlighting the keyword from the recount text.
- 3.4 Creating a mind mapping based on the information from the recount text.

#### **IV. Learning Objectives**

##### **Cognitive**

##### **Product**

- 3.5 The students are able to identify the information of recount text covering word, sentence, paragraph and text comprehension by crossing the best answer of the option given correctly.

##### **Process**

- 4.1 The students are able to find the difficult words of the recount text
- 4.2 The students are able to categorize the information (main topic, sub-headlines, and sub-sub-headlines) by highlighting the keyword from the recount text.
- 4.3 The students are able to create a mind mapping based on the information from the recount text.

#### **V. Learning Materials**

- 5.1 The explanation of recount text
- 5.2 The example of recount text
- 5.3 The theory of mind mapping
- 5.4 The example of mind mapping
- 5.5 The reading exercise

#### **VI. Teaching Learning Strategy**

- 6.1 Approach : Contextual Teaching Learning
- Technique : Mind mapping technique

**VII. Teaching Learning Activities**

| <b>No.</b> | <b>Teachers' activity</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>Students' activity</b>                                                                                                                                                      | <b>Time allocation</b>                  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>1.</b>  | <p><b>Pre -Instructional Activities</b></p> <p>1.1 greeting the students</p> <p>1.2 Checking the students' attendance list</p> <p>1.3 Giving motivation by showing the picture of holiday and giving some leading questions.</p> <p>1.4 Stating the learning objectives</p>                                                                                                                | <p>1.1 Greeting the teacher</p> <p>1.2 Responding the teacher</p> <p>1.3 Paying attention and answering the teachers' questions</p> <p>1.4 Paying attention to the teacher</p> | <p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p> |
| <b>2.</b>  | <p><b>Main activities</b></p> <p><b>Pre – reading</b></p> <p>2.1 Distributing the recount text about holiday</p> <p>2.2 Explaining the theory of recount text including the definition, the generic structures, the language features, and the social function.</p> <p>2.3 Introducing a mind mapping technique, then explaining the definitions of mind mapping and how to create it.</p> | <p>2.1 Receiving the recount text about holiday</p> <p>2.2 Listening to the teacher's explanation</p> <p>2.3 Listening to the teacher's explanation</p>                        | <p>1'</p> <p>5'</p> <p>5'</p>           |

|                       |                                                                                                                        |      |                                                   |     |
|-----------------------|------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------|-----|
| 2.4                   | Giving the example of mind mapping.                                                                                    | 2.4  | Paying at the example of mind mapping             | 3'  |
| 2.5                   | Distributing the reading text entitled " Holiday to the Beach" to the students                                         | 2.5  | Receiving the reading text                        | 1'  |
| <b>Whilst reading</b> |                                                                                                                        |      |                                                   |     |
| 2.6                   | Guiding the students to find the difficult words from the text                                                         | 2.6  | Finding the difficult words                       | 2'  |
| 2.7                   | Guiding the students to categorize the main topic, sub-headlines, and sub- sub- headlines by highlighting the key word | 2.7  | Categorizing the information from the text        | 3'  |
| 2.8                   | Asking the students to create a mind mapping in a group from the text "Pangandaran Beach" on the worksheet             | 2.8  | Creating the main idea on the center of worksheet | 20' |
| 2.9                   | Reviewing the students' mind mapping by asking the student to show their mind mapping in front of the class            | 2.9  | Showing a mind mapping in front of the class      | 5'  |
| 2.10                  | Asking the students to do the reading exercise individually.                                                           | 2.10 | Doing the reading comprehension exercise          | 20' |
| <b>Post reading</b>   |                                                                                                                        |      |                                                   |     |

|           |                                                             |                                   |    |
|-----------|-------------------------------------------------------------|-----------------------------------|----|
|           | 2.11 Checking the answer of the reading exercises together. | 2.11 Checking the answer together | 5' |
| <b>3.</b> | <b>Closure</b>                                              |                                   |    |
|           | 3.1 Guiding the students to conclude what they have learned | 3.1 Stating the conclusion        | 3' |
|           | 3.2 Parting the students                                    | 3.2 Parting the teacher           | 1' |

### VIII. Sources and Media

#### 8.1 Sources

Priyana, Joko. Irjayanti, Arnys R. Renitasari, Virga (2008). *Scaffolding English for Junior High School Students Grade VIII*, Editor : Suharso – Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.  
<http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount.html>

#### 8.2 Media

- a. Whiteboard
- b. Board markers
- c. Power point of the material
- d. students' worksheets
- e. Coloring markers
- f. Pictures

### IX. Evaluation

- 9.1 Process evaluation : Observation during the teaching learning process by using field note
- Instrument : Field note

9.2 Product evaluation : It will be conducted after the actions of teaching reading comprehension through mind mapping technique

Instrument : Reading comprehension test

**The English Teacher,**

**The Researcher,**

**Emi Sulistyowati, S.Pd.**

**Lucy Rizki Yunanda**

**NIP. 19670409 198901 2 002**

**NIM 110210401071**

## MATERIALS

### I. Pre Activity

#### Giving motivation

Showing the picture



#### Leading questions

1. Can you guess what they do in this picture?
2. Have you ever go to somewhere for holiday?
3. Where is your favorite destination?
4. What are the things that you need for holiday?
5. With whom you spend your holiday?

### II. Main Activity

#### a. The explanation of recount text

- Recount text: a text which retell about a story, action, or activity that happened in the past.
- The social function of recount text is to entertain or informing the reader about events.
- The generic structure of recount text:

**Orientation:** This part is tells about introduction of the text concluding the participants, place, and time the story happened.

**Events:** This part tells about the chronological sequences. It describes the series of events that happened in the past.

**Reorientation:** This is the last part of recount text. It is tells about the writer comment of the whole story, it can be said the closure of events.

- The language features of recount text:

Introducing personal participants (I, Lily, my family, etc)

Using chronological connection (then, first, after that, etc)

Using linking verb (was, were)

Using action verb (went, bought, spoke, etc)

Using simple past tense

#### **b. The example of recount text**

##### **Holiday to the Beach**

Last year holiday, My family and I went to the beach and borrowed a boat from my friend who lived near there. Then we sailed and fished on the sea all day. We also had races against with other boats.

Orientation

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friends' boat. Then, we sailed to the sea when the weather was fine.

Event 1

There were not many fish in the lake, but in the sea we caught a lot with a hook, line and small pieces of bread. The fish were not big, but their taste was very good. After we got so many fishes, my father asked me to collect some pieces of dry wood to make a campfire. Then my mother prepared the seasons and cleaned the

Event 2

fishes. After the preparation was done, the fishes are ready to grill on the campfire.

There is an island about a mile from the beach, and we sailed to there. The water was very clean, and there was a beautiful beach with white sand and no rocks. We swam there. That was an unforgettable moment in my life with my family. I hope that my next holiday will be more interesting.

Reorientation

### c. **The theory of mind mapping**

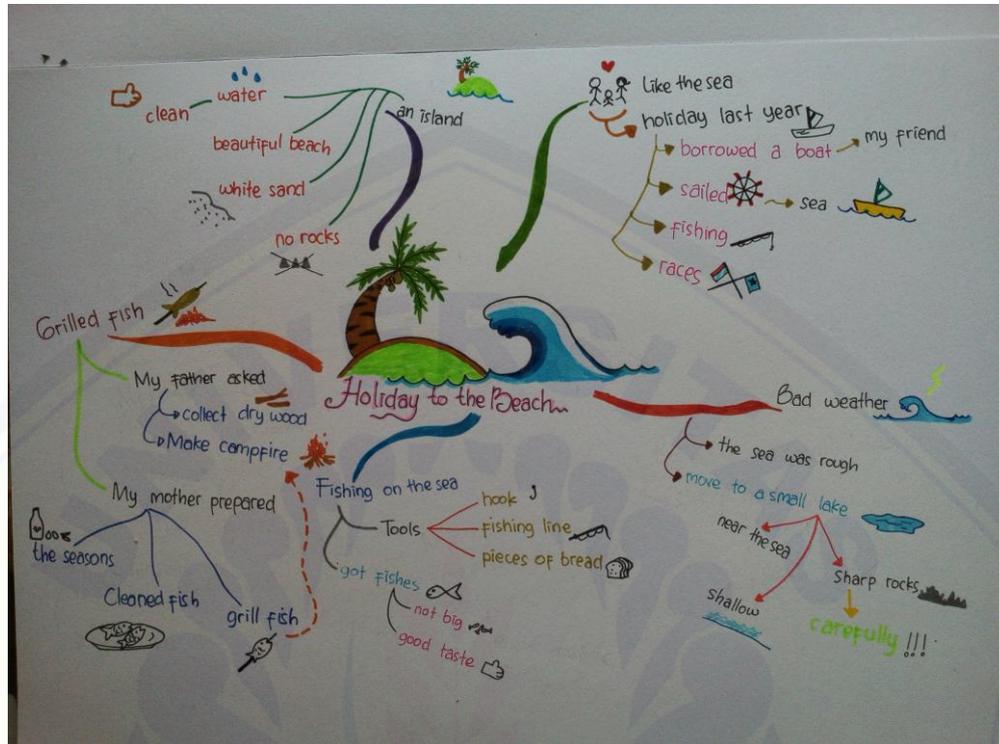
Mind mapping is a creative note – taking that help the students to map all of visualization in their minds. A mind mapping has some branches spread from the center, consist of curved lines, symbols, color, words, and pictures that appropriate with the brain work. Mind mapping is an easy way to help the students to categorize the information from the text.

#### **The steps to create a mind mapping**

- a. Starting a blank page turned sideways.
- b. Writing a main idea and give a picture related to the main topic in the center of paper.
- c. Using color throughout of a mind mapping.
- d. Connecting the main branches to the central picture. Then connect the second and third branches to the central picture. The brain works by association. So, by using connection on each branch.
- e. Making the branches curved not straight lined.
- f. Giving the keyword for every branch of mind mapping.
- g. Adding the pictures throughout in a mind mapping.

#### d. The example of mind mapping

##### Mind Mapping of “Holiday to the Beach”



#### e. The reading exercises

### WORKSHEETS

#### Pangandaran Beach

My friends and I went to Pangandaran Beach on holiday last semester. We decided to go to Pangandaran Beach by motorcycle. That was interesting tour because we ride from our hometown, Cirebon to Pangandaran Beach.

Line 5                    The tour to Pangandaran Beach began at 09.00 a.m. and it took 5 hours to Pangandaran Beach. There were so many stories during on the way to Pangandaran Beach, such as there was my friend who got lost, feel sleepy on the way and ran out of fuel in the middle of jungle.

Line 10                We arrived at Pangandaran Beach at 02.00 p.m. At the

beach we lied down to stretch our muscle and enjoying to the music. Then we had a lunch by eating some foods that we brought from Cirebon. That was a very nice moment when we shared our own food to others.

Line 15                   After we had enough rest, we began to explore Pangandaran Beach. First, we rented a boat for sailing to the sea. Second, we went dive by renting some diving equipment. We could see many corals and beautiful fishes in the sea. Third, we took pictures for making beautiful memories. We just had 2  
Line 20                   hours to enjoy Pangandaran Beach because we had to come back to Cirebon.

We went home at 04.00 p.m. It was danger to ride at night, so we decided to stay over in our friend's house in Ciamis. In the next day, we went home to Cirebon. That was a very unforgettable holiday that I ever had. I hope we can tour to another beach on the next holiday.

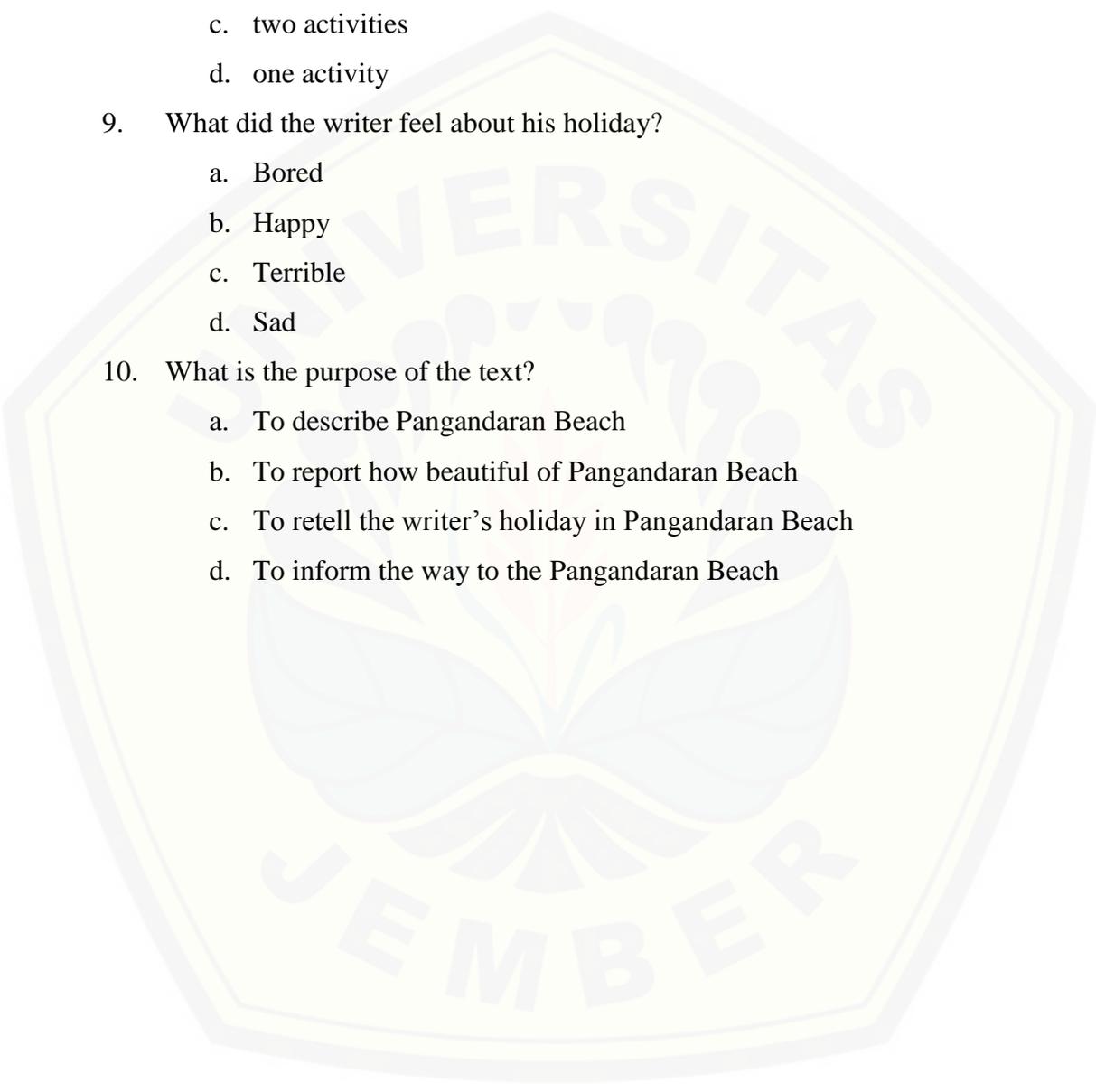
Adapted from <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount.html>

### Exercise I

Answer the following questions by crossing (a, b, c, or d) correctly.

1. How did they go to the Pangandaran Beach?
  - a. on foot
  - b. by motorcycle
  - c. by car
  - d. by bus
2. What time did they arrive on pangandaran Beach?
  - a. 09.00 a.m.

- b. 5 hours
  - c. 02.00 p.m
  - d. 02.00 a.m.
3. What did they do when they arrived in Pangandaran Beach?
- a. lied down on the beach
  - b. swam on the beach
  - c. bought some foods
  - d. fishing on the beach
4. At the beach we *lied down* to stretch our muscle and enjoying to the music (line 9)  
What is the similar meaning of the italic word above?
- a. walked around
  - b. took a rest
  - c. played sand
  - d. took a picture
5. That was a very nice moment when we shared our own food to others (line 12)  
What is the similar meaning of the underlined word above?
- a. bad
  - b. horrible
  - c. silly
  - d. good
6. Which of the following statements is TRUE based in paragraph 3?
- a. They arrived at Pangandaran Beach at 09.00 a.m.
  - b. They rented a boat for sailing to the sea
  - c. They had a lunch by eating foods from Cirebon
  - d. They lied down and enjoying the sunset
7. What does paragraph 4 tell us about?
- a. The writer and his friends went to Pangandaran Beach
  - b. The writer and his friends went home at 04.00 p.m
  - c. The witer and his friends got lost on the way to Pangandaran Beach

- d. The writer and his friends were exploring Pangandaran Beach
8. How many activities that the writer and his friends did in paragraph 4?
- three activities
  - four activities
  - two activities
  - one activity
9. What did the writer feel about his holiday?
- Bored
  - Happy
  - Terrible
  - Sad
10. What is the purpose of the text?
- To describe Pangandaran Beach
  - To report how beautiful of Pangandaran Beach
  - To retell the writer's holiday in Pangandaran Beach
  - To inform the way to the Pangandaran Beach
- 
- A large, faint watermark of the Universitas Jember logo is centered on the page. The logo is a shield-shaped emblem with a stylized green and yellow flower or leaf design in the center. The words "UNIVERSITAS" and "JEMBER" are written in a light blue, sans-serif font across the top and bottom of the shield, respectively.

**Answer Key**

- |      |       |
|------|-------|
| 1. b | 6. c  |
| 2. c | 7. d  |
| 3. a | 8. a  |
| 4. b | 9. b  |
| 5. d | 10. c |

**Table of Test Specification**

| No. | Types of comprehension  | Number of items |
|-----|-------------------------|-----------------|
| 1.  | Word comprehension      | 4, 5            |
| 2.  | Sentence comprehension  | 1, 2, 3         |
| 3.  | Paragraph comprehension | 6, 7, 8         |
| 4.  | Text comprehension      | 9, 10           |

**LESSON PLAN**

Cycle 1 – meeting 2

|                 |                       |
|-----------------|-----------------------|
| Subject         | : English             |
| Level           | : Junior High School  |
| Grade/ Semester | : VIII/ 1             |
| Skill           | : Reading             |
| Theme           | : Embarrassing moment |
| Time Allocation | : 2 x 40 minutes      |

**I. Standard Competence**

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

**II. Basic Competence**

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

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

**III. Indicators****Cognitive****Product**

3.1 Identifying the topic sentence of a recount text and word comprehension by crossing the best answer of the opinion given correctly.

**Process**

3.2 Finding the difficult words of the recount text

3.3 Categorizing the information (main topic, sub-headlines, and sub-sub-headlines) by highlighting the keyword from the recount text.

- 3.4 Creating a mind mapping based on the information from the recount text.

#### **IV. Learning Objectives**

##### **Cognitive**

##### **Product**

- 4.1 The students are able to identify the topic sentence of a recount text and word comprehension by crossing the best answer of the opinion given correctly.

##### **Process**

- 4.1 The students are able to find the difficult words of the recount text
- 4.2 The students are able to categorize the information (main topic, sub-headlines, and sub-sub-headlines) by highlighting the keyword from the recount text.
- 4.3 The students are able to create a mind mapping based on the information from the recount text.

#### **V. Learning Materials**

- 5.1 The explanation of recount text
- 5.2 The example of recount text
- 5.3 The theory of mind mapping
- 5.4 The example of mind mapping
- 5.5 The reading exercise

#### **VI. Teaching Learning Strategy**

- 6.1 Approach : Contextual Teaching Learning
- 6.2 Technique : Mind mapping technique

**VII. Teaching Learning Activities**

| <b>No.</b> | <b>Teachers' activity</b>                                                                                                                                                                                                                                                                                                                                                               | <b>Students' activity</b>                                                                                                                                                      | <b>Time allocation</b>                  |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>1.</b>  | <p><b>Pre -Instructional Activities</b></p> <p>1.1 Greeting the students</p> <p>1.2 Checking the students' attendance list</p> <p>1.3 Giving motivation by showing the picture of audition and giving some leading questions.</p> <p>1.4 Stating the learning objectives</p>                                                                                                            | <p>1.1 Greeting the teacher</p> <p>1.2 Responding the teacher</p> <p>1.3 Paying attention and answering the teachers' questions</p> <p>1.4 Paying attention to the teacher</p> | <p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p> |
| <b>2.</b>  | <p><b>Main activities</b></p> <p><b>Pre – reading</b></p> <p>2.1 Reviewing the theory of recount text including the definition, the generic structures, the language features, and the social function.</p> <p>2.2 Reviewing a mind mapping technique, then explaining the definitions of mind mapping, and how to use it.</p> <p>2.3 Distributing the reading text entitled "Wrong</p> | <p>2.1 Listening to the teacher's explanation</p> <p>2.2 Listening to the teacher's explanation</p> <p>2.3 Receiving the reading text</p>                                      | <p>5'</p> <p>5'</p> <p>1'</p>           |

|     |                                                                                                                        |     |                                                  |
|-----|------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------|
|     | Costume” to the students                                                                                               |     |                                                  |
|     | <b>Whilst reading</b>                                                                                                  |     |                                                  |
| 2.4 | Guiding the students to find the difficult words from the text                                                         | 2.4 | Finding the difficult words 5’                   |
| 2.5 | Guiding the students to categorize the main topic, sub-headlines, and sub- sub- headlines by highlighting the key word | 2.5 | Categorizing the information from the text 5’    |
| 2.6 | Asking the students to create a mind mapping from the text “Wrong Costume” on the worksheet                            | 2.6 | Creating the mind mapping on the worksheet 24’   |
| 2.7 | Reviewing the students’ mind mapping by asking the student to show their mind mapping in front of the class            | 2.7 | Showing a mind mapping in front of the class 20’ |
| 2.8 | Asking the students to do the reading exercise individually.                                                           | 2.8 | Doing the reading comprehension exercise 20’     |
|     | <b>Post reading</b>                                                                                                    |     |                                                  |
| 2.9 | Checking the answer of the reading exercises and mind mapping together.                                                | 2.9 | Checking the answer together 5                   |

|           |                                                             |                            |    |
|-----------|-------------------------------------------------------------|----------------------------|----|
| <b>3.</b> | <b>Closure</b>                                              |                            |    |
|           | 3.1 Guiding the students to conclude what they have learned | 3.1 Stating the conclusion | 3' |
|           | 3.2 Parting the students                                    | 3.2 Parting the teacher    | 1' |

### VIII. Sources and Media

#### 8.1 Sources

Priyana, Joko. Irjayanti, Arnys R. Renitasari, Virga (2008). *Scaffolding English for Junior High School Students Grade VIII*, Editor : Suharso – Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

#### 8.2 Media

- a. Whiteboard
- b. Board markers
- c. Power point of the material
- d. students' worksheets
- e. Coloring markers
- f. Pictures

### IX. Evaluation

**9.1** Process evaluation : Observation during the teaching learning process by using field note

Instrument : Field note

**9.2** Product evaluation : It will be conducted after the actions of teaching reading comprehension through mind mapping technique

Instrument : Reading comprehension test

**The English Teacher,**

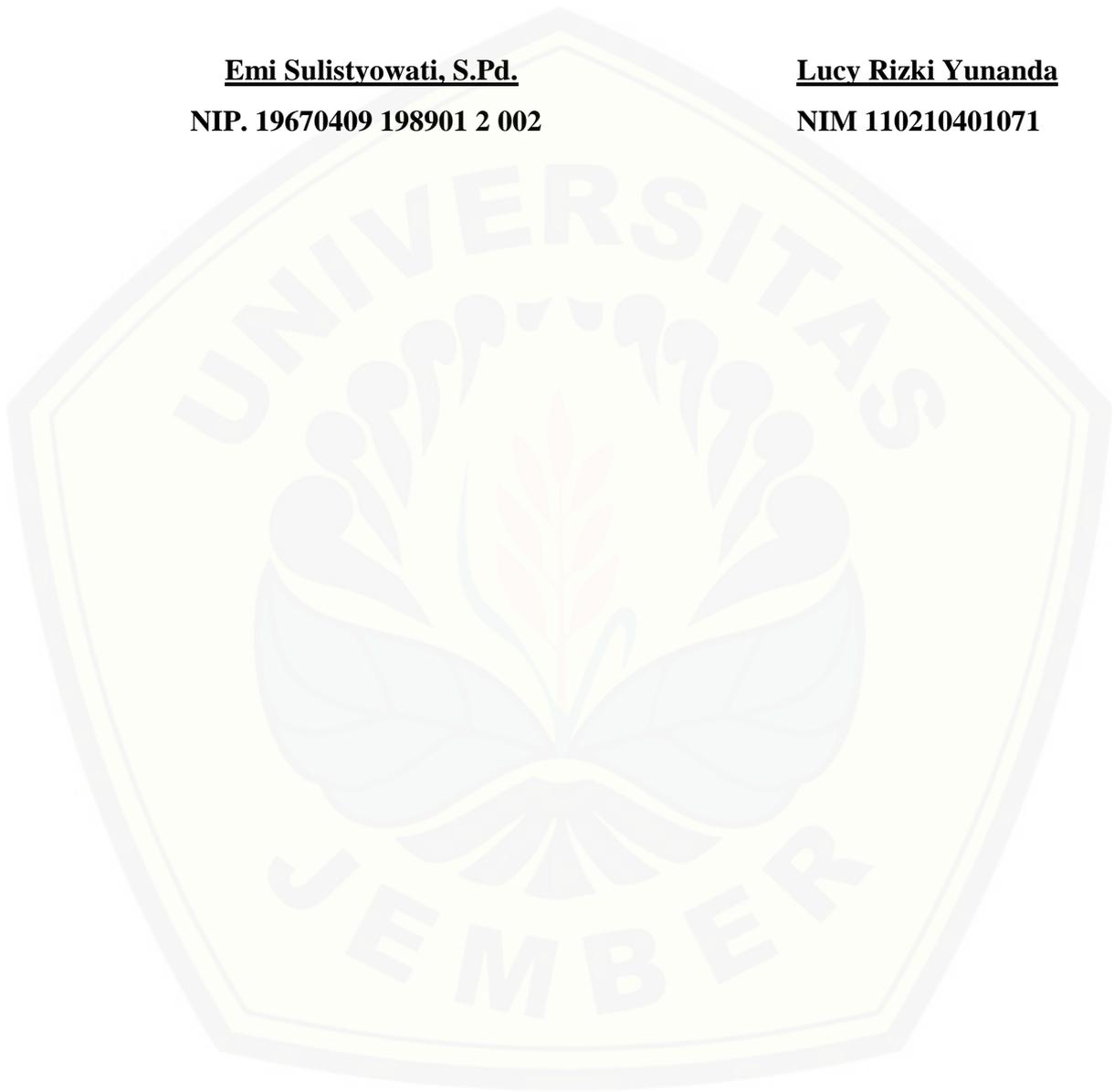
**The Researcher,**

**Emi Sulistyowati, S.Pd.**

**NIP. 19670409 198901 2 002**

**Lucy Rizki Yunanda**

**NIM 110210401071**



## MATERIALS

### I. Pre Activity

#### Giving motivation

Showing the picture



#### Leading questions

1. Do you know what the picture is?
2. Have you ever joined an audition?
3. What kind of audition did you join?
4. What do you feel after joining an audition?

### II. Main Activity

#### a. Reviewing the explanation of recount text

- Recount text: a text which retell about a story, action, or activity that happened in the past.
- The social function of recount text is to entertain or informing the reader about events.
- The generic structure of recount text:  
Orientation: This part is tells about introduction of the text concluding the participants, place, and time the story happened.

Events: This part tells about the chronological sequences. It describes the series of events that happened in the past.

Reorientation: This is the last part of recount text. It tells about the writer comment of the whole story, it can be said the closure of events.

- The language features of recount text:

Introducing personal participants (I, Lily, my family, etc)

Using chronological connection (then, first, after that, etc)

Using linking verb (was, were)

Using action verb (went, bought, spoke, etc)

Using simple past tense

#### b. The example of recount text

##### Wrong Costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbor a week before. We were very excited because it was our first time to join such an audition.

Orientation

We went to the audition place by bus. It took 2 hours to get there. I was nervous during the journey and it made me stomachache. Fortunately, my friend brought a fresh oil then she gave it to me. Suddenly there were street singers come in the bus. They sang three songs that made the passengers enjoy the journey.

Event 1

We arrived in the afternoon, we saw many people who also join the contest. We had registration first before showing our talent. When I sat down on the queuing chair, I realized that all of the contestants wore red and white costumes. Then, my friend and I asked to the committee why the contestants were in red and white. The committee

Event 2

told us that it was the major requirement to join the contest. Meanwhile, my friend and I wore the wrong costumes. I wore a long blue gown, while my friend wore a colorful gown.

We were very desperate because we cannot join the audition. And it was embarrassing moment in my life. After that we went home sadly.

} Reorientation

### c. **The theory of mind mapping**

Mind mapping is a creative note – taking that help the students to map all of visualization in their minds. A mind mapping has some branches spread from the center, consist of curved lines, symbols, color, words, and pictures that appropriate with the brain work. Mind mapping is an easy way to help the students to categorize the information from the text.

#### **The steps to create a mind mapping**

- a. Starting a blank page turned sideways.
- b. Writing a main idea and give a picture related to the main topic in the center of paper.
- c. Using color throughout of a mind mapping.
- d. Connecting the main branches to the central picture. Then connect the second and third branches to the central picture. The brain works by association. So, by using connection on each branch.
- e. Making the branches curved not straight lined.
- f. Giving the keyword for every branch of mind mapping.
- g. Adding the pictures throughout in a mind mapping.

**d. The reading exercises****WORKSHEETS****Text****Wrong Costume**

Line 5 A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbor a week before. We were very excited because it was our first time to join such an audition.

Line 10 We went to the audition place by bus. It took 2 hours to get there. I was nervous during the journey and it make me stomachache. Fortunately, my friend brought a fresh oil then she give it to me. Suddenly there were street singers come in the bus. They sang three songs that make the passengers enjoy the journey.

Line 15 We arrived in the afternoon, we saw many people who also join the contest. We had registration first before showing our talent. When I sat down on the queuing chair, I realized that all of the contestants wore red and white costumes. Then, my friend and I asked to the committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend and I wore the wrong costumes. I  
Line 20 wore a long blue gown, while my friend wore a colorful gown.

We were very desperate because we cannot join the audition. And it was embarrassing moment in my life. After that we went home sadly.

*(Adapted from "Scaffolding English for Junior High School Students",*

*Priyana et al, 2008:99)*

**Exercise II**

**Answer the following questions by crossing (x) a, b, c, or d as the best answer based on the text above.**

1. We were very **excited** because it was our first time to join such an audition (line 3)

What is the opposite meaning of the underlined word above?

- bored
  - happy
  - glad
  - enthusiastic
2. I was *nervous* during the journey and it make me stomachache (line 6)

What is the similar meaning of italic word above?

- happy
  - worried
  - sad
  - funny
3. My friend *brought* a fresh oil then she give it to me (line 7)

What is the similar meaning of italic word above?

- bought
  - put
  - caught
  - carried
4. What is the major requirement to join the contest?
- The contestants must used hat
  - The contestants must brought batik
  - The contestants must wore red and white costumes
  - The contestant must be beautiful
5. How many songs that the street singers sang in the bus?
- one song
  - two songs

- c. three songs
  - d. four songs
6. What does paragraph 1 tell us about?
  - a. The writer and her friend joined the Calender Girl Audition
  - b. The writer felt nervous in the bus
  - c. The writer and her friend went to Calender Girl Audition by bus
  - d. The writer and her friend joined the Singing Audition
7. Which of the following statement is NOT TRUE based in paragraph 3?
  - a. The writer had registration first before showing her talent
  - b. The major requirement to join the contest were wearing white and red costume
  - c. The writer went to the audition place by bus
  - d. The writer wore a long blue gown
8. What does the writer feel in paragraph 1?
  - a. excited
  - b. sad
  - c. nervous
  - d. afraid
9. What is the purpose of the text above?
  - a. To describe the Calender Girl Audition
  - b. To retell about the writer who had embarrassing moment
  - c. To retell about the audition look like
  - d. To inform about Calender Girl Audition
10. What does the text tell us about?
  - a. Holiday to the Calender Girl Audition
  - b. Joining sing traditional song competition
  - c. Costume of carnival day
  - d. Wrong costume on the Calender Girl Audition

**ANSWER KEY**

- |      |       |
|------|-------|
| 1. a | 6. a  |
| 2. b | 7. c  |
| 3. d | 8. a  |
| 4. c | 9. b  |
| 5. c | 10. d |

**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         |
| 5.  | Text comprehension      | 9,10            |

**Appendix G**

Name :

Class / Students' number :

**Reading Test 1**

Subject : English

Class/Semester : VIII/1

Time Allocation : 60 minutes

---

**Text 1**

**My Holiday in Jogjakarta**

Last week, my family and I went to Yogyakarta. We visited many places there.

Line 5 First, we visited Prambanan Temple. Prambanan temple was a beautiful temple. We took some photos there. After that, we went to Gembira Loka zoo. We saw many kinds of animals there such as tiger, snakes collection, butterfly collections, etc. We looked around in that Zoo, and also took some pictures of those animals. After visiting Gembira Loka zoo, we went to Sahid Raya hotel to take a rest. Sahid Raya was a famous hotel in Jogjakarta, the facilities made me comfortable during our stay there.

Line 10 In the next day, we went to Siung beach. Siung beach was a very beautiful. I played in the white sands, swam there and also saw some people practicing rock climbing. Siung beach was in Gunung Kidul, about 2 hours from the center of Jogjakarta. I played for some hours until I felt tired and decided to go back to our car. After  
Line 15 that, we went to Malioboro to buy some souvenirs. Malioboro was about 30 minutes from Sahid Raya hotel. Malioboro is a busy

street, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a Chinese restaurant. After we finished our dinner, we decided to go home.

For me, that was a good moment because I could spend my  
Line 20 time with my family. We really enjoyed it.

*Adapted from <http://contohcontohteks.blogspot.co.id/2016/04/recount-text-holiday-6-contoh-recount.html>*

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

1. Where is the first place that the writer and his family go to Jogjakarta
  - a. Siung beach
  - b. Borobudur temple
  - c. Prambanan temple
  - d. Gembira Loka zoo
2. Why did the writer and his family go to Sahid Raya hotel?
  - a. Because they felt hungry
  - b. Because they wanted to take a rest
  - c. Because Sahid was a famous hotel in jogjakarta
  - d. Because the wanted to buy souvenirs
3. What did the writer do during in Siung Beach?
  - a. The writer played black sand
  - b. The writer saw people practiced volley ball there
  - c. The writer took a boat
  - d. The writer swam in the beach
4. “Sahid raya was a famous hotel...” (line 8)  
What is the similar meaning of the underlined word above?
  - a. Good

- b. Pretty
  - c. Well known
  - d. Forget
5. “...comfortable during I stayed there” (line 9)  
What is the opposite meaning of the underlined word above?
- a. Uncomfortable
  - b. Enjoy
  - c. Pleasant
  - d. good
6. How many places that the writer visited in the paragraph 2?
- a. 1 place
  - b. 4 places
  - c. 2 places
  - d. 3 places
7. Which of the following statement is NOT TRUE based on paragraph 2?
- a. The writer and his family went to Prambanan temple
  - b. There were so many kinds of animal in Gembira loka zoo
  - c. The facilities of Sahid hotel made the writer comfortable
  - d. After visited Prambanan temple, the writer go back to the Sahid hotel
8. How did the writer feel in the paragraph 4?
- a. happy
  - b. sad
  - c. embarrassing
  - d. terrible
9. What does the text tell us about?
- a. Holiday to Prambanan temple
  - b. Holiday to Jogjakarta
  - c. Holiday to Siung beach
  - d. Holiday to Gembira loka zoo
10. What is the purpose of the text?
- a. To describe the writer’s hobby

- b. To retell the writer's holiday
- c. To inform the writer's plan for holiday
- d. To explain how is jogjakarta looks like

## Text 2

### Fishing for the first time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there was beautiful. I was excited because I did not go fishing before. Therefore, he taught me how to do it very well.

Line 5            We left at 9 a.m. when we go to the river, there were already some people. They were also fishing. Then, we looked for convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it patiently.

Line 10           Suddenly, on the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me to reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing.

- 11. When the writer was asked by his uncle to go fishing?
  - a. Next year
  - b. Last week
  - c. Last month
  - d. Yesterday
- 12. Why the writer slipped and fell into river?
  - a. Because the writer could not pull his hook
  - b. Because the writer wanted to swim in the river

- c. Because there is something catching the hook
  - d. Because there was big fish around him
13. What are the things that the writer brought to the river?
- a. fishing equipment, mat, and blanket
  - b. fishing equipment, lunch box, and fish
  - c. lunch box, mat, and umbrella
  - d. lunch box, mat, and fishing equipment
14. “We looked for convenient place...” (line 6)  
What is the similar meaning of the underlined word above?
- a. suitable
  - b. inconvenient
  - c. beautiful
  - d. bad
15. “I could not pull it until...” (line 11)  
What the opposite meaning of the underlined word above?
- a. bring
  - b. take
  - c. push
  - d. put
16. What does the main idea of paragraph 1 tell about?
- a. The writer tell about his bad experience
  - b. The writer’s uncle ask him to go fishing in the river
  - c. The writer go fishing alone in the river
  - d. The writer slipped in the river
17. Which of the following statement is TRUE based on paragraph 3?
- a. There was something small catch his hook
  - b. The writer swam in the river after fishing
  - c. The writer slipped and fell into the river
  - d. His uncle pulled out the hook from the river
18. Which of the following statement is NOT TRUE based on paragraph 2?
- a. The writer and his uncle went to the river at 9 a.m.

- b. The writer put the fishing equipment and our lunch box on the mat
  - c. His uncle taught him how to catch crab
  - d. The writer and his uncle looked for convenient place under a tree
19. What is the purpose of the text?
- a. To retell about the writer go fishing for the first time
  - b. To describe how to fishing
  - c. To inform about the writer go holiday in the river
  - d. To retell about the writer slip and fell into the river
20. What is your opinion about the story above?
- a. the story is fun
  - b. the story is sad
  - c. the story is scary
  - d. the story is embarrassing

~GOOD LUCK~

**Answer Key**

- |       |       |
|-------|-------|
| 1. c  | 11. b |
| 2. b  | 12. a |
| 3. d  | 13. d |
| 4. c  | 14. a |
| 5. a  | 15. c |
| 6. d  | 16. b |
| 7. d  | 17. c |
| 8. a  | 18. c |
| 9. b  | 19. a |
| 10. b | 20. d |

**Table of Test Specification**

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

**Appendix H**

**LESSON PLAN**

Cycle 2 – meeting 1

|                 |                       |
|-----------------|-----------------------|
| Subject         | : English             |
| Level           | : Junior High School  |
| Grade/ Semester | : VIII/ 1             |
| Skill           | : Reading             |
| Theme           | : Holiday to Mountain |
| Time Allocation | : 2 x 40 minutes      |

**I. Standard Competence**

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

**II. Basic Competence**

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

**III. Indicators**

**Cognitive**

**Product**

- 3.1 Identifying the topic sentence of a recount text and word comprehension by crossing the best answer of the opinion given correctly.

**Process**

- 3.2 Finding the difficult words of the recount text

- 3.3 Categorizing the information (main topic, sub-headlines, and sub-sub-headlines) by highlighting the keyword from the recount text.
- 3.4 Creating a mind mapping based on the information from the recount text.

#### **IV. Learning Objectives**

##### **Cognitive**

##### **Product**

- 4.1 The students are able to identify the topic sentence of a recount text and word comprehension by crossing the best answer of the opinion given correctly.

##### **Process**

- 4.1 The students are able to find the difficult words of the recount text
- 4.2 The students are able to categorize the information (main topic, sub-headlines, and sub-sub-headlines) by highlighting the keyword from the recount text.
- 4.3 The students are able to create a mind mapping based on the information from the recount text.

#### **V. Learning Materials**

- 5.1 The explanation of recount text
- 5.2 The theory of mind mapping
- 5.3 The reading exercise

#### **VI. Teaching Learning Strategy**

- 6.1 Approach : Contextual Teaching Learning
- 6.2 Technique : Mind mapping technique

**VII. Teaching Learning Activities**

| <b>No.</b> | <b>Teachers' activity</b>                                                                                                                                                                                                                                                                                                                                          | <b>Students' activity</b>                                                                                                                                                      | <b>Time allocation</b>                  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>1.</b>  | <p><b>Pre- Instructional Activities</b></p> <p>1.1 Greeting the students</p> <p>1.2 Checking the students' attendance list</p> <p>1.3 Giving motivation by showing the picture of holiday to mountain and giving some leading questions.</p> <p>1.4 Stating the learning objectives</p>                                                                            | <p>1.1 Greeting the teacher</p> <p>1.2 Responding the teacher</p> <p>1.3 Paying attention and answering the teachers' questions</p> <p>1.4 Paying attention to the teacher</p> | <p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p> |
| <b>2.</b>  | <p><b>Main activities</b></p> <p><b>Pre – reading</b></p> <p>2.1 Reviewing the theory of recount text including the definition, the generic structures, the language features, and the social function.</p> <p>2.2 Reviewing a mind mapping technique, then explaining the definitions of mind mapping, and how to use it.</p> <p>2.3 Distributing the reading</p> | <p>2.1 Listening to the teacher's explanation</p> <p>2.2 Listening to the teacher's explanation</p> <p>2.3 Receiving the reading</p>                                           | <p>5'</p> <p>5'</p> <p>1'</p>           |

|     |                                                                                                                        |                                                  |     |
|-----|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----|
|     | text entitled "Holiday to Mount Bromo" to the students                                                                 | text                                             |     |
|     | <b>Whilst reading</b>                                                                                                  |                                                  |     |
| 2.4 | Guiding the students to find the difficult words from the text                                                         | 2.4 Finding the difficult words                  | 5'  |
| 2.5 | Guiding the students to categorize the main topic, sub-headlines, and sub- sub- headlines by highlighting the key word | 2.5 Categorizing the information from the text   | 5'  |
| 2.6 | Asking the students to create a mind mapping from the text "My Holiday to Mount Bromo" on the worksheet                | 2.6 Creating the mind mapping on the worksheet   | 24' |
| 2.7 | Reviewing the students' mind mapping by asking the student to show their mind mapping in front of the class            | 2.7 Showing a mind mapping in front of the class | 20' |
| 2.8 | Asking the students to do the reading exercise individually.                                                           | 2.8 Doing the reading comprehension exercise     | 20' |
|     | <b>Post reading</b>                                                                                                    |                                                  |     |
| 2.9 | Checking the answer of the reading exercises                                                                           | 2.9 Checking the answer together                 | 5   |

|           |                                                             |                            |    |
|-----------|-------------------------------------------------------------|----------------------------|----|
|           | and mind mapping together.                                  |                            |    |
| <b>3.</b> | <b>Closure</b>                                              |                            |    |
|           | 3.1 Guiding the students to conclude what they have learned | 3.1 Stating the conclusion | 3' |
|           | 3.2 Parting the students                                    | 3.2 Parting the teacher    | 1' |

### VIII. Sources and Media

#### 8.1 Sources

Priyana, Joko. Irjayanti, Arnys R. Renitasari, Virga (2008). *Scaffolding English for Junior High School Students Grade VIII*, Editor : Suharso – Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

#### 8.2 Media

- a. Whiteboard
- b. Board markers
- c. Power point of the material
- d. students' worksheets
- e. Coloring markers
- f. Pictures

### IX. Evaluation

X. 9.1 Process evaluation : Observation during the teaching learning process by using field note

Instrument : Field note

9.2 Product evaluation : It will be conducted after the actions of teaching reading comprehension through mind mapping technique

Instrument : Reading comprehension test

**The English Teacher,**

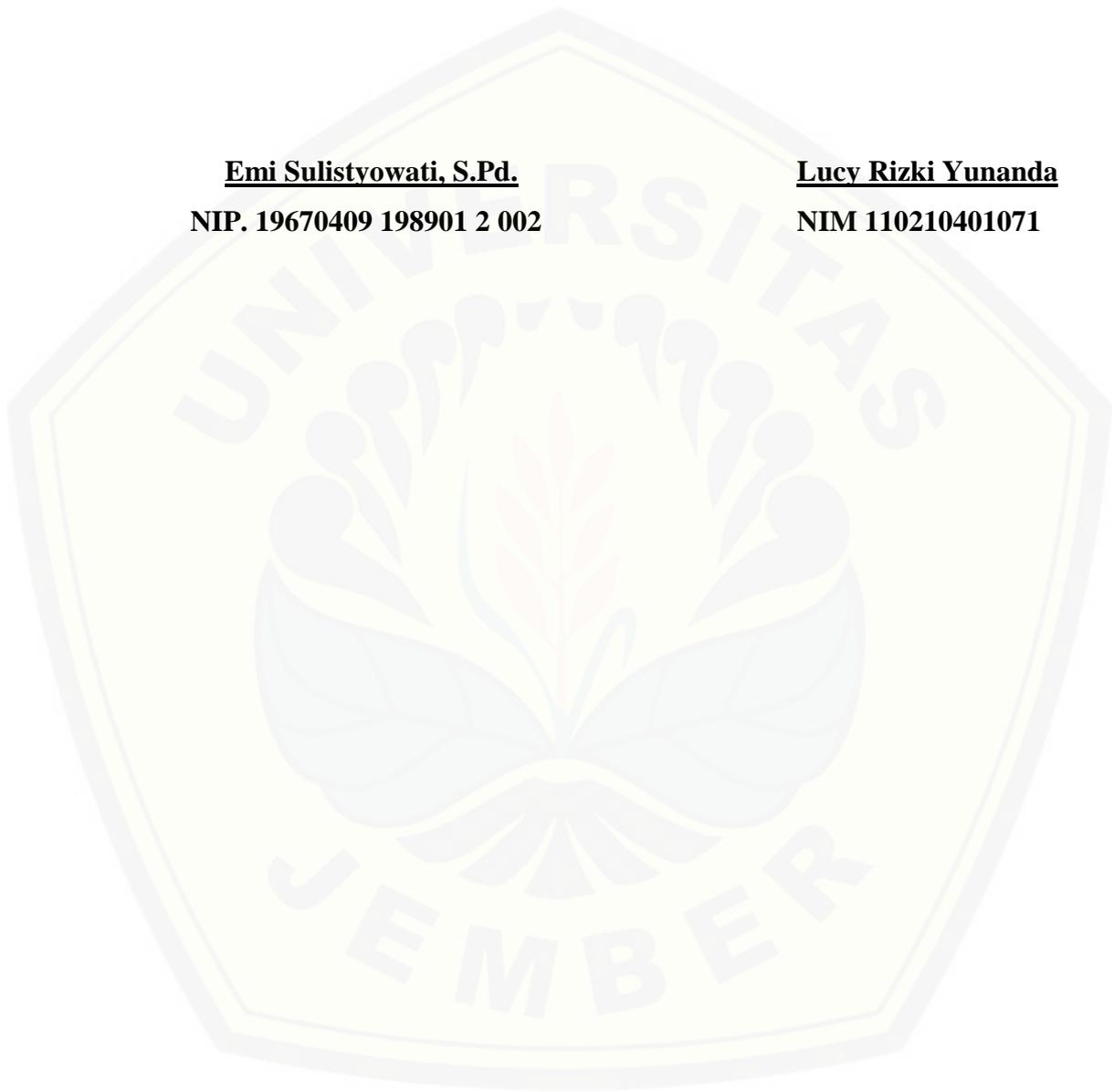
**The Researcher,**

**Emi Sulistyowati, S.Pd.**

**NIP. 19670409 198901 2 002**

**Lucy Rizki Yunanda**

**NIM 110210401071**



## MATERIALS

### I. Pre Activity

#### Giving motivation

Showing the picture



#### Leading questions

1. Do you know, what picture is it?
2. Have you ever go holiday to The Mountain?
3. What are the things that you need for holiday to the Mountain?
4. With whom you spend your holiday?

### II. Main Activity

#### a. The explanation of recount text

- Recount text: a text which retell about a story, action, or activity that happened in the past.
- The social function of recount text is to entertain or informing the reader about events.
- The generic structure of recount text:

**Orientation:** This part tells about introduction of the text concluding the participants, place, and time the story happened.

**Events:** This part tells about the chronological sequences. It describes the series of events that happened in the past.

**Reorientation:** This is the last part of recount text. It tells about the writer comment of the whole story, it can be said the closure of events.

- The language features of recount text:

Introducing personal participants (I, Lily, my family, etc)

Using chronological connection (then, first, after that, etc)

Using linking verb (was, were)

Using action verb (went, bought, spoke, etc)

Using simple past tense

#### **b. The theory of mind mapping**

Mind mapping is a creative note – taking that help the students to map all of visualization in their minds. A mind mapping has some branches spread from the center, consist of curved lines, symbols, color, words, and pictures that appropriate with the brain work. Mind mapping is an easy way to help the students to categorize the information from the text.

##### **The steps to create a mind mapping**

- a. Starting a blank page turned sideways.
- b. Writing a main idea and give a picture related to the main topic in the center of paper.
- c. Using color throughout of a mind mapping.
- d. Connecting the main branches to the central picture. Then connect the second and third branches to the central picture. The brain works by association. So, by using connection on each branch.
- e. Making the branches curved not straight lined.
- f. Giving the keyword for every branch of mind mapping.
- g. Adding the pictures throughout in a mind mapping.

**c. The reading exercises****WORKSHEETS****My Holiday in Mount Bromo**

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

Line 5            In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We can see the sea of sand along the road to go to the Mount Bromo. We rode on horseback. It was scary, but it was fun. Then, we climbed up to get closer to the mountain. The weather was so cold, so my friend and I wore

Line 10        sweater, trousers, bubble hat, gloves and also mask.

                  There were so many foreigners who came to visit the beautiful Mount Bromo. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we went home, we bought some souvenirs for

Line 15        my family. There were several souvenirs that we could find there, such as preserved flowers, bubble hat, sunglasses, and shawl.

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

*(Adapted from "Scaffolding English for Junior High School Students", Priyana et al, 2008:99)*

**Exercise I**

Answer the following questions by crossing (a, b, c, or d) correctly!

1. What does the text tell us about?
  - a. The description of Mount. Bromo
  - b. Holiday to Mount. Bromo
  - c. Holiday to Probolinggo
  - d. The history of Mount. Bromo
2. Why did the writer wear sweater, trousers, and bubble hat?
  - a. Because the weather is hot
  - b. Because the weather is rainy
  - c. Because the weather is cold
  - d. Because the weather is wind
3. What kind of souvenirs we could find in Mount. Bromo?
  - a. Bubble hat, shawl, and sandals
  - b. Bubble hat, sunglasses, and jacket
  - c. Preserved flower, sandals, and bubble hat
  - d. Preserved flower, sunglasses, and shawl
4. “the location of my friend’s house is *near* to Mount. Bromo...” (line 2)  
What is the opposite meaning of the italic word?
  - a. close
  - b. next to
  - c. far
  - d. beside
5. “It was *scary*, but it...” (line 7)  
What is the similar meaning of the italic word?
  - a. afraid
  - b. brave
  - c. shy
  - d. bold
6. Which of the following statements is NOT TRUE based on paragraph three?

- a. The writer took a rest and had lunch under a big tree
  - b. The writer bought some souvenirs for his family
  - c. The writer took a rest and had lunch beside a big tree
  - d. The writer took a picture in the Mount Bromo
7. What does the paragraph 1 tell us about?
- a. The writer stayed at his friend along his holiday
  - b. The writer's house is near Mount Bromo
  - c. The writer stayed at hotel Bromo
  - d. The writer has a big garden with colourful flower
8. Which of the following statements is TRUE based on paragraph two?
- a. The scenery of Mount Bromo was so bad
  - b. The weather at Mount Bromo was rainy
  - c. The writer could see the blue sea along the road to Mount Bromo
  - d. The writer was scary when he rode on horseback
9. What did the writer think about his holiday?
- a. Embarrassing
  - b. Fun
  - c. Bored
  - d. Sad
10. What is the purpose of the text?
- a. To retell the writer's holiday in Mount. Bromo
  - b. To describe the writer is like
  - c. To retell the writer's hobby
  - d. To inform that the writer loves travelling

**ANSWER KEY**

- |      |       |
|------|-------|
| 1. b | 6. c  |
| 2. c | 7. a  |
| 3. d | 8. d  |
| 4. c | 9. b  |
| 5. a | 10. a |

**Table of Test Specification**

| No. | Types of comprehension  | Number of items |
|-----|-------------------------|-----------------|
| 1.  | Word comprehension      | 4, 5            |
| 2.  | Sentence comprehension  | 2, 3, 9         |
| 3.  | Paragraph comprehension | 6, 7, 8         |
| 4.  | Text comprehension      | 1, 10           |

**LESSON PLAN**

Cycle 2 – meeting 2

|                 |                      |
|-----------------|----------------------|
| Subject         | : English            |
| Level           | : Junior High School |
| Grade/ Semester | : VIII/ 1            |
| Skill           | : Reading            |
| Theme           | : My Experience      |
| Time Allocation | : 2 x 40 minutes     |

**I. Standard Competence**

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

**II. Basic Competence**

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

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

**III. Indicators****Cognitive****Product**

3.1 Identifying the topic sentence of a recount text and word comprehension by crossing the best answer of the opinion given correctly.

**Process**

3.2 Finding the difficult words of the recount text

3.3 Categorizing the information (main topic, sub-headlines, and sub-sub-headlines) by highlighting the keyword from the recount text.

- 3.4 Creating a mind mapping based on the information from the recount text.

#### **IV. Learning Objectives**

##### **Cognitive**

##### **Product**

- 4.1 The students are able to identify the topic sentence of a recount text and word comprehension by crossing the best answer of the opinion given correctly.

##### **Process**

- 4.1 The students are able to find the difficult words of the recount text
- 4.2 The students are able to categorize the information (main topic, sub-headlines, and sub-sub-headlines) by highlighting the keyword from the recount text.
- 4.3 The students are able to create a mind mapping based on the information from the recount text.

#### **V. Learning Materials**

- 5.1 The explanation of recount text
- 5.2 The theory of mind mapping
- 5.3 The reading exercise

#### **VI. Teaching Learning Strategy**

- 6.1 Approach : Contextual Teaching Learning
- 6.2 Technique : Mind mapping technique

**VII. Teaching Learning Activities**

| <b>No.</b> | <b>Teachers' activity</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>Students' activity</b>                                                                                                                                                      | <b>Time allocation</b>                  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>1.</b>  | <p><b>Pre -Instructional Activities</b></p> <p>1.1 greeting the students</p> <p>1.2 Checking the students' attendance list</p> <p>1.3 Giving motivation by showing the picture of holiday and giving some leading questions.</p> <p>1.4 Stating the learning objectives</p>                                                                                                                | <p>1.1 Greeting the teacher</p> <p>1.2 Responding the teacher</p> <p>1.3 Paying attention and answering the teachers' questions</p> <p>1.4 Paying attention to the teacher</p> | <p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p> |
| <b>2.</b>  | <p><b>Main activities</b></p> <p><b>Pre – reading</b></p> <p>2.1 Reviewing the theory of recount text including the definition, the generic structures, the language features, and the social function.</p> <p>2.2 Reviewing a mind mapping technique, then explaining the definitions of mind mapping, and how to use it.</p> <p>2.3 Distributing the reading text entitled "My First</p> | <p>2.1 Listening to the teacher's explanation</p> <p>2.2 Listening to the teacher's explanation</p> <p>2.3 Receiving the reading text</p>                                      | <p>5'</p> <p>5'</p> <p>1'</p>           |

|     |                                                                                                                        |     |                                                       |
|-----|------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------|
|     | Experience to Ride Motorcycle” to the students                                                                         |     |                                                       |
|     | <b>Whilst reading</b>                                                                                                  |     |                                                       |
| 2.4 | Guiding the students to find the difficult words from the text                                                         | 2.4 | Finding the difficult words 5’                        |
| 2.5 | Guiding the students to categorize the main topic, sub-headlines, and sub- sub- headlines by highlighting the key word | 2.5 | Categorizing the information from the text 5’         |
| 2.6 | Asking the students to create a mind mapping from the text ”My First Experience to Ride Motorcycle” on the worksheet   | 2.6 | Creating the main idea on the center of worksheet 24’ |
| 2.7 | Reviewing the students’ mind mapping by asking the student to show their mind mapping in front of the class            | 2.7 | Showing a mind mapping in front of the class 20’      |
| 2.8 | Asking the students to do the reading exercise individually.                                                           | 2.8 | doing the reading comprehension exercise 20’          |
|     | <b>Post reading</b>                                                                                                    |     |                                                       |
| 2.9 | Checking the answer of the reading exercises                                                                           | 2.9 | checking the answer together 5                        |

|           |                                                             |                            |    |
|-----------|-------------------------------------------------------------|----------------------------|----|
|           | and mind mapping together.                                  |                            |    |
| <b>3.</b> | <b>Closure</b>                                              |                            |    |
|           | 3.1 Guiding the students to conclude what they have learned | 3.1 Stating the conclusion | 3' |
|           | 3.2 Parting the students                                    | 3.2 Parting the teacher    | 1' |

### VIII. Sources and Media

#### 8.1 Sources

<http://bambangscr7.blogspot.co.id/2012/11/contoh-recount-text.html>

#### 8.2 Media

- a. Whiteboard
- b. Board markers
- c. Power point of the material
- d. students' worksheets
- e. Coloring markers
- f. Pictures

### IX. Evaluation

X. 9.1 Process evaluation : Observation during the teaching learning process by using field note

Instrument : Field note

9.2 Product evaluation : It will be conducted after the actions of teaching reading comprehension through mind mapping technique

Instrument : Reading comprehension test

**The English Teacher,**

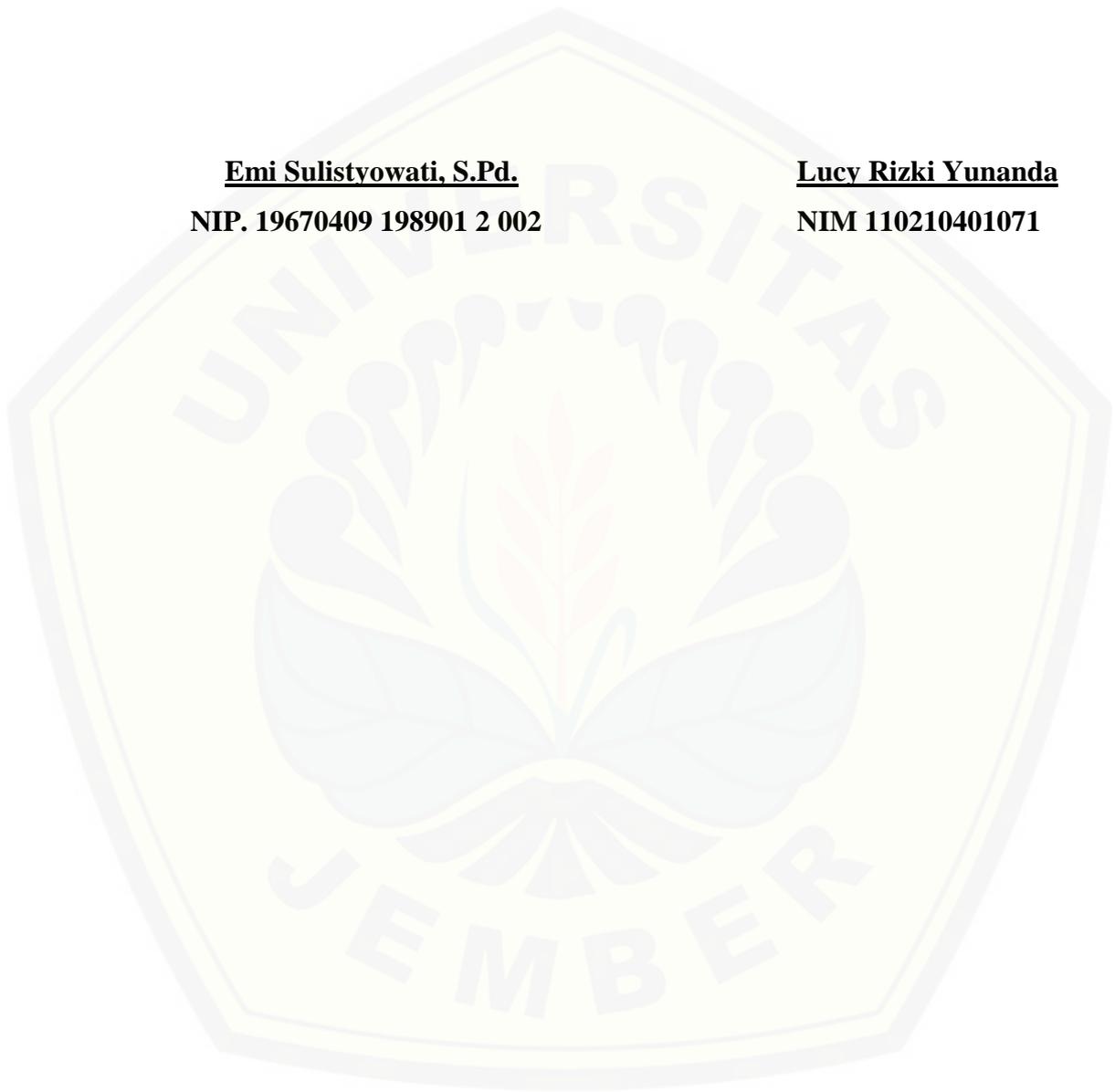
**The Researcher,**

**Emi Sulistyowati, S.Pd.**

**NIP. 19670409 198901 2 002**

**Lucy Rizki Yunanda**

**NIM 110210401071**



## MATERIALS

### I. Pre Activity

#### Giving motivation

Showing the picture



#### Leading questions

1. What does the man do in that picture?
2. Can you ride a motorcycle?
3. Who have taught you ride a motorcycle?

### II. Main Activity

#### a. The explanation of recount text

- Recount text: a text which retell about a story, action, or activity that happened in the past.
- The social function of recount text is to entertain or informing the reader about events.
- The generic structure of recount text:

Orientation: This part is tells about introduction of the text concluding the participants, place, and time the story happened.

Events: This part tells about the chronological sequences. It describes the series of events that happened in the past.

Reorientation: This is the last part of recount text. It tells about the writer comment of the whole story, it can be said the closure of events.

- The language features of recount text:

Introducing personal participants (I, Lily, my family, etc)

Using chronological connection (then, first, after that, etc)

Using linking verb (was, were)

Using action verb (went, bought, spoke, etc)

Using simple past tense

#### **b. The theory of mind mapping**

Mind mapping is a creative note – taking that help the students to map all of visualization in their minds. A mind mapping has some branches spread from the center, consist of curved lines, symbols, color, words, and pictures that appropriate with the brain work. Mind mapping is an easy way to help the students to categorize the information from the text.

##### **The steps to create a mind mapping**

- a. Starting a blank page turned sideways.
- b. Writing a main idea and give a picture related to the main topic in the center of paper.
- c. Using color throughout of a mind mapping.
- d. Connecting the main branches to the central picture. Then connect the second and third branches to the central picture. The brain works by association. So, by using connection on each branch.
- e. Making the branches curved not straight lined.
- f. Giving the keyword for every branch of mind mapping.
- g. Adding the pictures throughout in a mind mapping.

**c. The reading exercises****WORKSHEETS****Text****My First Experience in Riding Motorcycle**

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". He bought it because the price is so cheap and the color is unique. He bought it from my uncle in Surabaya.

Line 4 I thought it will be easy to ride it then I persuade my father to teach me how to ride "Honda 75". My father refused my request but he promise that he would teach me three years later. I still whimpered everyday and it make my father  
Line 8 surrender. Finally, he would teach me how to ride a motorcycle.

Line 12 My father taught me riding the motorcycle around a field in my village. he was very patient in giving me some directions. I was very happy and I can't wait to ride a motorcycle in the main street. One day later, when I was alone at home, I intended to try my riding ability. So, I rode a motorcycle bravely. All ran fluently in the beginning, but when I was going back to my home and I must pass a narrow slippery street. Unfortunately, I got nervous and lose my control, I fell to the ditch.

Line 16 After that, I told my father about that accident. He was panic and ask me about my condition. I told him that I was fine. Then, my father gave me some advices in riding a motorcycle. I would ride a motorcycle more carefully soon and I was very happy because he give me permission to ride a motorcycle.

Adapted from <http://bambangscr7.blogspot.co.id/2012/11/contoh-recount-text.html>

## Exercise II

Answer the following questions by crossing (a, b, c, or d) correctly!

1. What does the text tell us about?
  - a. My father bring an old motorcycle
  - b. An old motorcycle is cheap
  - c. Honda 75
  - d. Riding a motorcycle for the first time
2. What is the purpose of the text above?
  - a. To entertain the reader
  - b. To retell about the writer's experience
  - c. To describe an old motorcycle
  - d. To retell the procedure how to ride a motorcycle
3. "... *cheap* and the color is unique" (line 3)  
What is the opposite meaning of the italic word above?
  - a. expensive
  - b. high
  - c. low
  - d. free
4. "...everyday and it make my father *surrender*" (line 7)  
What is the similar meaning of the italic word above?
  - a. stubborn
  - b. angry
  - c. kind
  - d. give up
5. "... I was going back to my home and I must pass a narrow slippery street" (line 14)  
What is the opposite meaning of the underlined word above?
  - a. small

- b. long
  - c. wide
  - d. danger
6. What does the main idea of paragraph 1 tell us about?
- a. My father gave an old motorcycle to my uncle
  - b. I wanted to ride an old motorcycle
  - c. My father brought an old motorcycle
  - d. I fell down into ditch
7. Which of the following statement is TRUE based on paragraph 3?
- a. The writer fell down into ditch
  - b. The writer rode an old car
  - c. The writer brought an old motorcycle
  - d. The writer told to his father about the accident
8. Which of the following statement is NOT TRUE based on paragraph 2?
- a. The writer wanted to ride an old motorcycle
  - b. The writer rode an old motorcycle bravely
  - c. The writer asked his father to teach how to ride motorcycle
  - d. The writer whimpered to his father everyday
9. Where did his father teach the writer to ride a motorcycle?
- a. On the main street
  - b. Around a field in his village
  - c. Around a field in the city
  - d. On the town square
10. Why did his father buy an old motorcycle?
- a. Because the price was expensive and the color was unique
  - b. Because it was colorful and cute
  - c. Because it was the new one
  - d. Because the price was not expensive and the color was unique

**ANSWER KEY**

- |      |       |
|------|-------|
| 1. d | 6. c  |
| 2. b | 7. a  |
| 3. a | 8. b  |
| 4. d | 9. b  |
| 5. c | 10. d |

**Table of Test Specification**

| No. | Types of comprehension  | Number of items |
|-----|-------------------------|-----------------|
| 1.  | Word comprehension      | 3, 4, 5         |
| 2.  | Sentence comprehension  | 9, 10           |
| 3.  | Paragraph comprehension | 6, 7, 8         |
| 5.  | Text comprehension      | 1, 2            |

*Appendix I*

Name :

Class / Students' number :

**Reading Test 2**

Subject : English

Class/Semester : VIII/1

Time Allocation : 60 minutes

---

**Text 1**

**Camping to Patulungan**

Last sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. The spot was near from our town. It took about one hour to get there. We chose Palutungan because it was not too far from our home.

Line 5            We prepared everything before we went to Palutungan. We brought clothes, camera, guitar, and some foods. We went there by motorcycles.

Line 10        On the first day, we set up the tent on the camping site. The air was so fresh there. We took a bath on the waterfall. The waterfall was called Curug Putri. After playing at waterfall, we felt hungry. Then, we cooked the food for the lunch and had lunch together. The first night of our camping, the air was so cold, we made a campfire, sang songs together and after that we slept. We used sleeping bag to keep our body warm.

Line 15        On the second day, we had some activities. We, tried to go fishing in the river near the waterfall but we got nothing. After that, we packed everything we brought. We cleaned the camping area and prepared to go home.

We made a memory by taking photos together in front of a waterfall and then went home happily.

*Adapted from <http://contohcontohteks.blogspot.co.id/2016/04/recount-text-holiday-6-contoh-recount.html>*

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

1. Why did the writer and his friends choose Patulungan as their camping site?
  - a. Because Patulungan was so far from the writer's home
  - b. Because Patulungan was near from the writer's home
  - c. Because Patulungan was near with the beach
  - d. Because Patulungan was beautiful
2. What things did the writer bring for camping?
  - a. Clothes, camera, and some foods
  - b. Clothes, swimsuit, and foods
  - c. Camera, passport, and clothes
  - d. Guitar, clothes, and volleyball
3. When did the writer and his friends go fishing in the river near the waterfall?
  - a. In the first day
  - b. In the second day
  - c. In the last day
  - d. In the third day
4. "... sleeping bag to keep our body *warm*." (line 16)  
What is the opposite meaning if the italic word above?
  - a. Hot
  - b. Rainy
  - c. Cold
  - d. Fever

5. "...It was about one hour to get there..." (line 2)  
What does the word "It" refer to?
- The writer
  - Mount Patulungan
  - The spot
  - Distance
6. What does the paragraph 1 mainly discuss?
- The writer and his friends wanted to go to the beach
  - The writer and his friends went to waterfall curug putri
  - The writer and his friends went to camping at Mount Patulungan
  - Patulungan was near from house
7. Which of the following statement is NOT TRUE based on paragraph 3?
- They took a bath on the public toilet
  - The waterfall was called curug Putri
  - The air was so cold, we made a campfire
  - They slept after sang songs together
8. What paragraph tells about the writer went fishing?
- the first
  - the second
  - the third
  - the fourth
9. How long the writer and his friends went camping to Mount Patulungan?
- A week
  - A day
  - Three days
  - Two days
10. What did the text tell us about?
- The events of camping at Mount Patulungan
  - The journey of the waterfall curug putri
  - The description of Mount Patulungan
  - The holiday to the river Patulungan

**Text 2****My Horrible Experience**

Let me remind you about my experience during an earthquake last week. When the earthquake happened, I was on my car. The earthquake happened at 2.00 p.m .I was going home from my vacation with my family in Bali.

Suddenly my car slipped to one side, to the left. I thought I got flat tire. My family and I did not know that it was an earthquake. We knew it was an earthquake when we saw some telephone and electricity poles falling down to the ground, like matchsticks. We were panic and afraid, then my little sister cried. My father tried to turn back and go far away. But, I saw a lot of rocks tumbling across the road. We trapped by the rocks, so my father could not move our car at all. There were rocks everywhere. Finally, we left the car and walked along way to our house, in the town.

When we arrived to our home, I was so surprise that there was almost nothing left. The earthquake made a lot of damage to my town. It need 30 minutes to damage my town. Although nothing was left, I thanked to God that nobody was seriously injured.

Adapted from <http://www.beljarbahasainggris.us/2012/01/contoh-teks-recount-my-horrible.html>

11. What did the text tell us about?
  - a. Visited to Bali island
  - b. My family and I went to holiday
  - c. My town
  - d. Earthquake in my town
12. What was the purpose of the text?
  - a. To describe my holiday in Bali island

- b. To retell the procedure of earthquake
  - c. To retell about the earthquake in my town
  - d. To entertain the reader
13. Why the car could not moved at all?
- a. Because the car trapped by the rocks
  - b. Because the car was broke
  - c. Because the traffic jam
  - d. Because my little sister was crying
14. What time did the earthquake happen?
- a. 30 minutes
  - b. 3. 00 p.m.
  - c. 2.00 p.m.
  - d. 1 hour
15. What did the family and the writer do when their car could not move at all?
- a. They slept in the car
  - b. They left the car and sit down
  - c. They left the car and walk along
  - d. They stayed at the car
16. What did the paragraph 2 mainly discuss?
- a. Visited to Bali Island
  - b. Some accidents during the earthquake
  - c. Nobody was seriously injured.
  - d. The writer and his family went home
17. What did the writer feel in paragraph 2?
- a. Happy
  - b. Panic
  - c. Sad
  - d. Curious
18. Which of the following statements is TRUE based on paragraph 1?
- a. The writer and his family went home from vacation

- b. The earthquake happened for 30 minutes
  - c. The earthquake made damage almost the town
  - d. The writer and his family were in the bus when the earthquake happened
19. “The earthquake made a lot of *damage* to my town” (line 15)

What is the similar meaning of italic word above?

- a. Repair
  - b. Melt
  - c. Renovate
  - Ravage
20. “My father tried to turn back and go far away” (line 9)

What is the opposite meaning of underlined word above?

- a. Near
- b. Long
- c. Distant
- d. Lost

## ANSWER KEY

1. b
2. a
3. b
4. c
5. d
6. c
7. a
8. d
9. d
10. a
11. d
12. c
13. a
14. c
15. c
16. b
17. b
18. a
19. d
20. a

**Table of Test Specification**

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

*Appendix J*

**Reading Comprehension Test Scores  
Class VIII B**

**Cycle 1**

| No. | The Students' Initial Name | Cycle 1 |          |              |
|-----|----------------------------|---------|----------|--------------|
|     |                            | Score   | Achieved | Not achieved |
| 1   | AFM                        | 50      |          | √            |
| 2   | ASW                        | 65      |          | √            |
| 3   | ADP                        | 75      | √        |              |
| 4   | AFP                        | 75      | √        |              |
| 5   | AAA                        | 65      |          | √            |
| 6   | AYR                        | 75      | √        |              |
| 7   | ACPP                       | 75      | √        |              |
| 8   | ASA                        | 50      |          | √            |
| 9   | ASAP                       | 75      | √        |              |
| 10  | DGH                        | 75      | √        |              |
| 11  | DA                         | 60      |          | √            |
| 12  | FDS                        | 50      |          | √            |
| 13  | IK                         | 75      | √        |              |
| 14  | ISD                        | 75      | √        |              |
| 15  | IAA                        | 55      |          | √            |
| 16  | JTSP                       | 50      |          | √            |
| 17  | LAP                        | 75      | √        |              |
| 18  | MDF                        | 60      |          | √            |
| 19  | MRP                        | 50      |          | √            |
| 20  | MH                         | 60      |          | √            |
| 21  | MNS                        | 75      | √        |              |
| 22  | MLNH                       | 75      | √        |              |
| 23  | MFA                        | 40      |          | √            |
| 24  | MRDP                       | 75      | √        |              |
| 25  | MAR                        | 65      |          | √            |
| 26  | MFM                        | 75      | √        |              |
| 27  | NE                         | 80      | √        |              |
| 28  | NAR                        | 75      | √        |              |
| 29  | NK                         | 50      |          | √            |
| 30  | RRD                        | 60      |          | √            |
| 31  | RD                         | 70      |          | √            |

|                                |      |             |               |               |
|--------------------------------|------|-------------|---------------|---------------|
| 32                             | SDM  | 75          | √             |               |
| 33                             | SKFH | 50          |               | √             |
| 34                             | VVAP | 45          |               | √             |
| 35                             | YA   | 55          |               | √             |
| <b>Total</b>                   |      | <b>2255</b> | <b>16</b>     | <b>19</b>     |
| $E = \frac{n}{N} \times 100\%$ |      |             | <b>45.71%</b> | <b>54.28%</b> |

### Cycle 2

| No. | The Students' Initial Name | Cycle 1 |          |              |
|-----|----------------------------|---------|----------|--------------|
|     |                            | Score   | Achieved | Not achieved |
| 1   | AFM                        | 65      |          | √            |
| 2   | ASW                        | 70      |          | √            |
| 3   | ADP                        | 90      | √        |              |
| 4   | AFP                        | 80      | √        |              |
| 5   | AAA                        | 75      | √        |              |
| 6   | AYR                        | 90      | √        |              |
| 7   | ACPP                       | 75      | √        |              |
| 8   | ASA                        | 70      |          | √            |
| 9   | ASAP                       | 85      | √        |              |
| 10  | DGH                        | 95      | √        |              |
| 11  | DA                         | 70      |          | √            |
| 12  | FDS                        | 70      |          | √            |
| 13  | IK                         | 80      | √        |              |
| 14  | ISD                        | 85      | √        |              |
| 15  | IAA                        | 75      | √        |              |
| 16  | JTSP                       | 75      | √        |              |
| 17  | LAP                        | 85      | √        |              |
| 18  | MDF                        | 70      |          | √            |
| 19  | MRP                        | 75      | √        |              |
| 20  | MH                         | 80      | √        |              |
| 21  | MNS                        | 85      | √        |              |
| 22  | MLNH                       | 90      | √        |              |
| 23  | MFA                        | 70      |          | √            |
| 24  | MRDP                       | 95      | √        |              |
| 25  | MAR                        | 75      | √        |              |

|                                |      |             |            |            |
|--------------------------------|------|-------------|------------|------------|
| 26                             | MFM  | 85          | √          |            |
| 27                             | NE   | 95          | √          |            |
| 28                             | NAR  | 90          | √          |            |
| 29                             | NK   | 75          | √          |            |
| 30                             | RRD  | 80          | √          |            |
| 31                             | RD   | 85          | √          |            |
| 32                             | SDM  | 80          | √          |            |
| 33                             | SKFH | 75          | √          |            |
| 34                             | VVAP | 70          | √          |            |
| 35                             | YA   | 80          | √          |            |
| <b>Total</b>                   |      | <b>2790</b> | <b>28</b>  | <b>7</b>   |
| $E = \frac{n}{N} \times 100\%$ |      |             | <b>80%</b> | <b>20%</b> |

*Appendix K*

**THE RESULT OF FIELD NOTES**

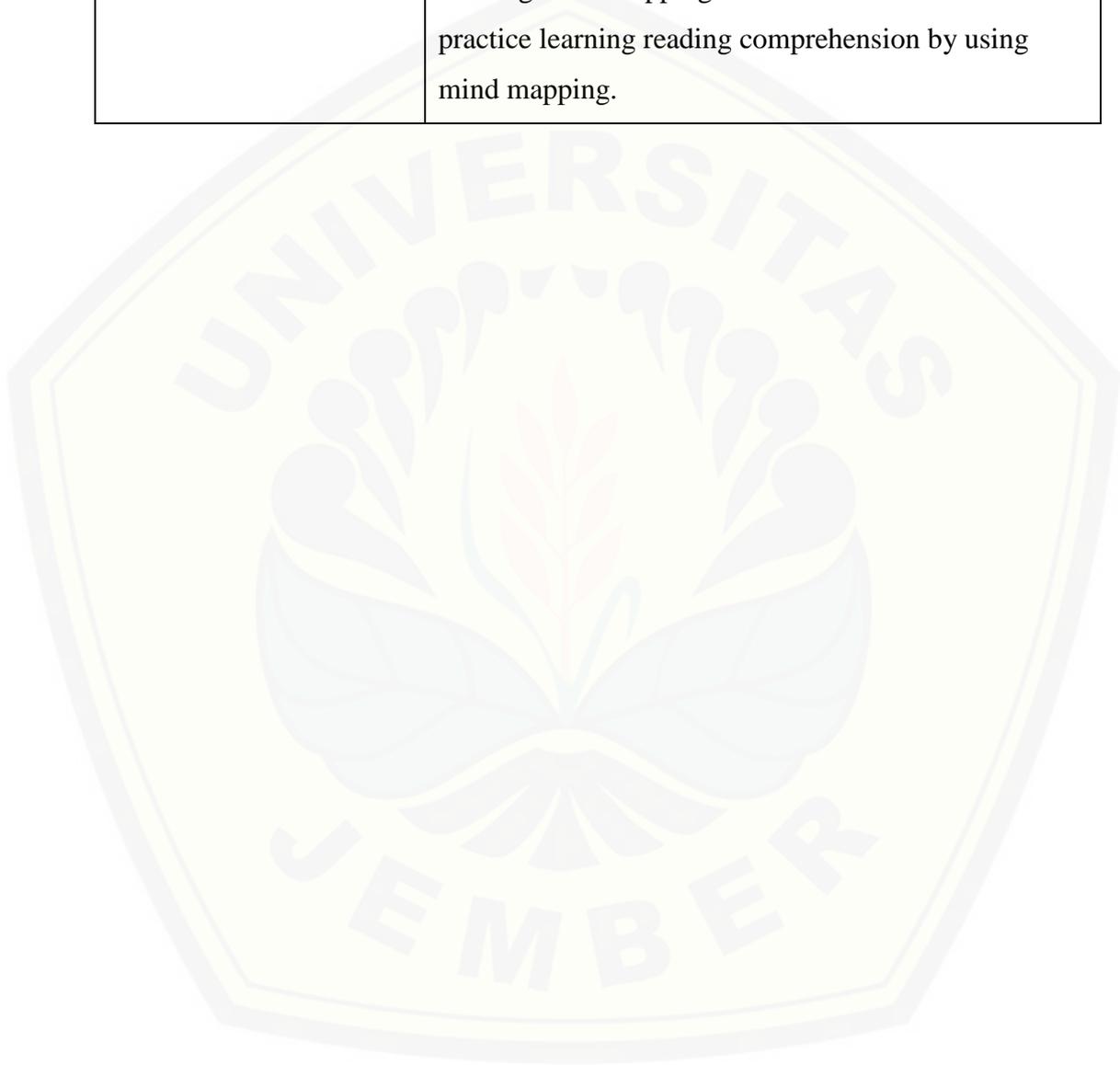
**(FIRST MEETING IN CYCLE 1)**

Date and time : September 7<sup>th</sup>, 2017

Place : SMPN 11 Jember

| <b>Stages</b>                                                                            | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Finding the difficult words                                                              | There were 14 students who actively asked the difficult words from the text, 5 students who did not follow the instruction and the rest students just pay attention while their friend asked the difficult words.                                                                                                                                                                                                           |
| Highlighting the key word to categorize the main topic, sub-headlines, sub-sub-headlines | There were three groups who did the instructions correctly and the rest groups need more guiding to do the instruction. The students looked confused in highlighting the sub-sub-headlines. They looked around to other groups to know the sub-sub-headlines. Another problem in this stage was there were four groups that some of their members did not do the instruction well.                                          |
| Creating a mind mapping                                                                  | At first, all groups did the instruction cooperatively. They looked interest in creating mind mapping. But, there were some students in their group who did not join in creating mind mapping. They walked around to other groups to look their friend's mind map. All students confused in creating mind mapping because they were not familiar with the concept of mind mapping, they used to write a note in linear way. |
| Doing the exercise                                                                       | The students did the exercise individually. They tried to do their exercise by looking at their mind map. But, the students were uncomfortable while doing the                                                                                                                                                                                                                                                              |

|                    |                                                                                                                                                                                                             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | exercise because they might be shared their mind map with their friend in group.                                                                                                                            |
| Comment as a whole | Mind mapping technique was made the class interesting, although the students still confused in creating mind mapping. The students need more practice learning reading comprehension by using mind mapping. |



**THE RESULT OF FIELD NOTES****(SECOND MEETING IN CYCLE 1)**Date and time : September 13<sup>th</sup>, 2017

Place : SMPN 11 Jember

| <b>Stages</b>                                                                            | <b>Description</b>                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Finding the difficult words                                                              | The students were enthusiastic in learning reading comprehension. They asked the difficult word actively. The students tried to understand the unfamiliar word in the recount text. They wanted to create their mind map better than last week. |
| Highlighting the key word to categorize the main topic, sub-headlines, sub-sub-headlines | Some students felt difficult in highlighting the sub headlines, they asked the researcher how to find the sub headlines. Then the students found sub- sub headlines. This stage was worked better than last week.                               |
| Creating a mind mapping                                                                  | In this stage, the students interested in creating mind mapping. But, there were some students who did not follow the instruction. It because that some students have trouble with their group. And the class became crowded.                   |
| Doing the exercise                                                                       | As the same with reading comprehension last week. The students were difficult to share in group. Sometimes, the class was crowded because the students wanted to see their mind mapping.                                                        |
| Comment as a whole                                                                       | In the second meeting of implementation mind mapping technique could give positive effect during the class. The students looked happy, they could remember what they had done in comprehending the text                                         |

*Appendix L*

**THE RESULT OF FIELD NOTES**

**(FIRST MEETING IN CYCLE 2)**

Date and time : September 20<sup>th</sup>, 2017

Place : SMPN 11 Jember

| <b>Stages</b>                                                                            | <b>Description</b>                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Finding the difficult words                                                              | The students looked happy in learning English. They paid attention and did the instruction well. But, there were 4 students who sit on the behind class did not pay attention                                                                          |
| Highlighting the key word to categorize the main topic, sub-headlines, sub-sub-headlines | The students did this stage correctly. They could highlight the main topic, sub-headlines, and sub-sub-headlines. They did it with their partner. On the other hand, there were two students who still walked around to look their friend's worksheet. |
| Creating a mind mapping                                                                  | The students were enthusiastic in creating mind mapping. There were some students who brought their own pen colors. They made their mind mapping as interest as they could. They created a mind mapping with their partner. So the class not crowded.  |
| Doing the exercise                                                                       | The students did the exercise well. They could look up to their mind mapping.                                                                                                                                                                          |
| Comment as a whole                                                                       | The students could make mind mapping well. They also active during the class begin. The students could remember some new word at the end of the lesson.                                                                                                |

**THE RESULT OF FIELD NOTES****(SECOND MEETING IN CYCLE 2)**Date and time : September 21<sup>th</sup>, 2017

Place : SMPN 11 Jember

| <b>Stages</b>                                                                            | <b>Description</b>                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Finding the difficult words                                                              | The students still paid attention during the teaching learning process. They could do this stage confidently.                                                                                                                   |
| Highlighting the key word to categorize the main topic, sub-headlines, sub-sub-headlines | The students could highlight the main topic, sub-headlines, and sub- sub- headlines. But there were three students who asked the researcher that was true or not.                                                               |
| Creating a mind mapping                                                                  | This stage was the most favorite stage for students during the learning reading comprehension. They could create mind mapping more complete than previous meeting. The students more creative in making pictures or symbols.    |
| Doing the exercise                                                                       | The students more confident in doing the exercise. They could solve problems in the exercise. Although, there were two students who annoyed his friends.                                                                        |
| Comment as a whole                                                                       | Mind mapping make the students easy in understanding the recount text, mind mapping can encourage the students to solve the problem, and mind mapping made a good atmosphere for the students during teaching learning process. |

*Appendix M*

**The Documentation during the implementation of the Research**



*Appendix N*

**STATEMENT OF RESEARCH PERMISSION**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

Nomor : 3467 / UN25.1.5 / LT / 2017  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

15 MAY 2017

Yth. Kepala SMP Negeri 11 Jember

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

Nama : LUCY RIZKI YUNANDA  
NIM : 110210401071  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkeinginan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving the Junior High School Students' Reading Comprehension by using Mind Mapping Technique"  
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  
Wakil Dekan I,

*Dr. Sakatman, M.Pd.*  
NIP. 19640123 199512 1 001

*Appendix O*

**STATEMENT OF RESEARCH ACCOMPLISHMENT**



**PEMERINTAH KABUPATEN JEMBER**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 11 JEMBER**  
JL. LETJEND. SUPRAPTO 110 TELP. 336992 JEMBER  
Email : smpn11jbr@yahoo.co.id



**SURAT - KETERANGAN**

No : 070/ 372 /413.03.20523884/2017

Yang bertanda tangan dibawah ini :

- 1. N a m a : Drs. Joko Wahyudiyono,S.Pd,M.Pd
- 2. NI P : 19631009 198601 1 003
- 3. Pangkat / Golongan : Guru Pembina Tk I / IV b
- 4. J a b a t a n : Kepala SMP Negeri 11 Jember

Menerangkan dengan sebenarnya bahwa nama mahasiswa yang tersebut dibawah ini telah melakukan penelitian di SMP Negeri 11 Jember :

- 1. Nama : Lucy Rizki yunanda
- 2. NIM : 110210401071
- 3. Jurusan / Program studi : Pendidikan Bahasa dan Seni / Pendidikan Bahasa Inggris
- 4. Universitas : FKIP Jember
- 5. Judul observasi penelitian : *“ Improving the Junior High School Students’Reading Comprchension by using Mind Mapping technique” di Kelas VIII.B SMP Negeri 11 Jember, Tahun Pelajaran 2017/2018.*
- 6. Tanggal Penelitian : 06 s/d 27 September 2017.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Jember, 14 September 2017  
Kepala Sekolah,  
  
Drs. Joko Wahyudiyono,S.Pd,M.Pd  
NIP.19631009 198601 1 003