

**THE USE OF SEMANTIC MAPPING AND THINKING  
ALOUD STRATEGY TO IMPROVE STUDENTS' READING  
COMPREHENSION IN NARRATIVE TEXT AT THE EIGHT  
GRADE OF SMP NURUL ISLAM SEMARANG  
IN THE YEAR OF 2014/2015**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for the Degree of Bachelor of Education  
in English Language Education



By:

**LAILATUL AKHADIYAH**

Student Number: 113411065

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2015**

## THESIS PROJECT STATEMENT

**I am, the student with the following identity:**

**Name** : Lailatul Akhadiyah  
**Student Number** : 113411065  
**Department** : English Language Education

certify that this thesis entitled:

**THE USE OF SEMANTIC MAPPING AND THINKING  
ALoud STRATEGY TO IMPROVE STUDENTS' READING  
COMPREHENSION IN NARRATIVE TEXT AT THE EIGHT  
GRADE OF SMP NURUL ISLAM SEMARANG IN THE YEAR  
OF 2014/2015**

is definitely my work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

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

The Writer,



**Lailatul Akhadiyah**  
Student Number: 113411065



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
Telp/Fax (024) 7601295, 7615387

**RATIFICATION**

This thesis with the following thesis identity:

Title : **The Use of Semantic Mapping and Thinking Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text at the Eight Grade of SMP Nurul Islam Semarang in the Year of 2014/2015**  
Name : **Lailatul Akhadiyah**  
Student Number : 113411065  
Department : English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty Islamic Walisongo State University for Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.


Semarang, June 3<sup>rd</sup> 2015

**THE BOARD OF EXAMINER**

Chair Person,

Secretary,


  
**Dr. H. Muslih, MA.**  
NIP. 19690813 199603 1 003

  
**Siti Tarwiyah, S. S., M. Hum.**  
NIP. 19721108 199903 2 001

Examiner I,

Examiner II,

  
**Dra. Siti Mariam, M. Pd.**  
NIP. 19650727 199203 2 002

  
**Daviq Rizal, M. Pd.**  
NIP. 19771028 200701 1 015

Advisor I,

Advisor II

  
**Dr. Musthofa Rahman, M.Ag.**  
NIP. 19710403 199603 1 002

  
**Muhammad Nafi Annury, M.Pd.**  
NIP. 19780719 200501 1 007

## ADVISOR NOTE

Semarang, May 4<sup>th</sup> 2015

To  
The Dean of Education and Teacher Training Faculty  
Walisono State University for Islamic Studies

*Assalamu'alaikum wr.wb.*

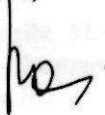
I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **The Use of Semantic Mapping and Thinking Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text at the Eight Grade of SMP Nurul Islam Semarang in the Year of 2014/2015**  
Name : **Lailatul Akhadiyah**  
Student Number : 113411065  
Department : English Language Education

I state that this thesis is ready to be submitted to Tarbiyah and Teacher Training Faculty Walisono State University for Islamic Studies to be examined at Munaqosyah Session.

*Wassalamu'alaikum. wr. wb.*

Advisor I,



**Dr. Musthofa Rahman, M.Ag.**  
NIP. 19710403 196603 1 002

## ADVISOR NOTE

Semarang, May 7<sup>th</sup> 2015

To  
The Dean of Education and Teacher Training Faculty  
Walisono State University for Islamic Studies

*Assalamu'alaikum wr.wb.*

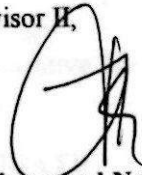
I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **The Use of Semantic Mapping and Thinking Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text at the Eight Grade of SMP Nurul Islam Semarang in the Year of 2014/2015**  
Name : **Lailatul Akhadiyah**  
Student Number : 113411065  
Department : English Language Education

I state that this thesis is ready to be submitted to Tarbiyah and Teacher Training Faculty Walisono State University for Islamic Studies to be examined at Munaqosyah Session.

*Wassalamu'alaikum. wr. wb.*

Advisor II,



**Muhammad Nafi Annury, M.Pd.**  
NIP. 19780719 200501 1 007

## ABSTRACT

Title : **The Use of Semantic Mapping and Thinking Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text at the Eight Grade of SMP Nurul Islam Semarang in the Year of 2014/2015**

Name : **Lailatul Akhadiyah**

Student Number : 113411065

This thesis discusses the use of semantic mapping and thinking aloud strategy to improve students' reading comprehension in narrative text. The background of the research was based on the phenomenon of students' difficulties in reading comprehension. This thesis is intended to answer the following research questions: (1) How is the implementation of semantic mapping strategy in improving students' reading comprehension in narrative text? (2) How is the implementation of thinking aloud strategy in improving students' reading comprehension in narrative text? (3) How is the improvement of students' achievement in narrative text after being taught by using semantic mapping and thinking aloud strategy? (4) How is the students' engagement in joining English lesson by using semantic mapping and thinking aloud strategy? Those research questions discussed through classroom action research in SMP Nurul Islam Semarang. The data was gotten from classroom observation, test, and documentation. The data was analyzed by using descriptive analysis.

This research shows that: (1) the implementation of semantic mapping seemed to be more interesting and amusing. In the first cycle, the teacher gave a narrative text to the students and gave them the important words based on the text. Then, students were asked to categorize the words based on their part of speech. In the next cycle, the teacher gave a narrative text to the students and asked them to categorize the information they got from the text. (2) The implementation of thinking aloud strategy to improve students' reading comprehension in narrative text was applied after semantic mapping in every cycle. In the first cycle, after the students did semantic mapping, they were asked to answer some comprehensive questions based on the text in oral. They should give their opinion

about the text. In second cycle, after students did semantic mapping, they were asked to retell the story that had been mapped. (3) The improvement of students' achievement in narrative text after being taught by using semantic mapping and thinking aloud strategy was significant. The test result indicated that the students varied in their reading comprehension achievement. After two cycles, there was a significant improvement of students' achievement. It can be seen from the students' score. The results of the test that students achieved during the lesson through semantic mapping and thinking aloud strategy is: in preliminary research, the average of the score was 63, it was becoming 67 in the first cycle, and it was becoming 83 in the second cycle. (4) The students' engagement in joining English lesson by using semantic mapping and thinking aloud strategy was significant. The students' were enthusiastic in joining the teaching learning process. It can be seen from the observation in every cycle. The result checklist of the first observation was 50%, the second observation was 52%, and the third observation was 80%.

The result of the research shows that the use of semantic mapping and thinking aloud strategy can improve students' reading comprehension in narrative text.

## MOTTO

...يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ... ﴿١١﴾  
(المجدة: ١١)<sup>١</sup>

“...Allah will rise up, to [suitable] ranks [and degrees], those of you who believe and who have been granted [mystic] Knowledge.....”<sup>2</sup>

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾  
(الشرح: ٥ - ٦)<sup>٣</sup>

“So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief.”<sup>4</sup>

---

<sup>1</sup> Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkanleema, 2010), p. 543.

<sup>2</sup> Abdullah Yusuf Ali, *the Holy Quran (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987), p. 281.

<sup>3</sup> Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, p. 596.

<sup>4</sup> Abdullah Yusuf Ali, *the Holy Quran (Koran)*, p. 320.



## DEDICATION

This thesis is dedicated to:

1. My beloved parents (Sudardak and Siti Khotimah), who always support me in finishing this thesis with their prayer, love, advice, and patience. Thank for the effort and contribution in making the my education run well.
2. My beloved brother and sisters (Taufik Sholikhul Abror, Afidatur Rohmaniah, and Siti Aftokhiyah), who always support me with their advice in finishing this thesis. Thanks for the support and advice.

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*

All praises be to Allah *Azza wa Jalla*, Who has given us the mercy and blessing in life until this thesis entitled “*The Use of Semantic Mapping and Thinking aloud Strategy to Improve Students’ Reading Comprehension in Narrative Text at the Eight Grade of SMP Nurul Islam Semarang in the Year of 2014/2015*” can be completely finished as requirement for the Degree of Bachelor of Education in English Language Education.

I realize that I cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion I would like to give my sincere thanks to all of them, especially to:

1. Dr. H. Darmuin, M.Ag. as the Dean of Education and Teacher Training Faculty.
2. Dr. H. Muslih, MA. as the Chief of English Education Department.
3. Dr. Muthofa Rahman, M.Ag. as the first advisor for his careful guidance, clear briefing, helpful correction, and very good advice during the consultation of this thesis.
4. Muhammad Nafi Annury, M.Pd. as the second advisor for the careful guidance and helpful correction during the consultation.
5. Lecturers in English Education Department and Teacher Training Faculty for valuable knowledge, and guidance during the years of my study.
6. Mashadi, S.Ag. as the headmaster of SMP Nurul Islam Semarang who has given permission for doing the research.
7. Waliyadin, S.Pd. as the English teacher of SMP Nurul Islam Semarang who helped me during the research.
8. All UKMI WEC members. Thank for your support and becoming my new family.
9. All UKMI WEC seniors who always give very good advice and support.

10. All of my family members who always give me their love, prayer, support, and contribution so I could finish conducting this thesis.
11. All of my classmates in TBI B 2011 wish you all the best, my pals.
12. Last but not least, those who cannot be mentioned one by one have supported, given motivation, and prayed to me in finishing this thesis.

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

The writer,



**Lailatul Akhadiyah**

Student Number: 113411065

## TABLE OF CONTENT

PAGE OF TITLE .....	i
THESIS STATEMENT .....	ii
RATIFICATION .....	iii
ADVISOR NOTE .....	iv
ABSTRACT.....	vi
MOTTO .....	viii
DEDICATION .....	ix
ACKNOWLEDGMENT .....	x
TABLE OF CONTENTS .....	xii

### **CHAPTER I INTRODUCTION**

A. Background of The Research .....	1
B. Question of The Research .....	6
C. Objective of The Research .....	6
D. Significance of The Research .....	7
E. Limitation of The Research .....	8

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

A. Previous Research .....	9
B. Theoretical Framework .....	11
1. Basic Concept of Reading Comprehension .....	11
2. Semantic Mapping as Strategy of Reading Comprehension.....	20
3. Thinking aloud as Strategy of Reading Comprehension .....	21
4. Semantic Mapping and Thinking aloud as Strategy of Enhancing Comprehension for Narrative Text	23
C. Action Hypothesis .....	25

### **CHAPTER III RESEARCH AND INVESTIGATION**

A. Research Method.....	27
1. Definition of Classroom Action Research .....	27

2. Characteristic of Classroom Action Research .....	29
3. Aim of Classroom Action Research .....	30
4. Procedure of Classroom Action Research .....	31
B. Setting of The Research .....	32
C. Subject and Collaborator of the Research .....	33
D. Procedure of The Research .....	34
1. Preliminary Research .....	34
2. Cycle one .....	34
3. Cycle two .....	35
E. Data Collection Technique .....	36
1. Observation .....	36
2. Documentation .....	37
3. Test .....	38
F. Data of Technique Analysis .....	38
1. Observation .....	38
2. Test .....	39
G. Indicators of Achievement .....	40

#### **CHAPTER IV RESEARCH FINDING AND ANALYSIS**

A. Description of The Implementation .....	41
1. The Analysis of Preliminary Research .....	41
2. The Analysis of First Cycle .....	46
3. The Analysis of Second Cycle .....	52
B. The Improvement of Students' Reading Comprehension in Narrative Text .....	57

#### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	62
B. Suggestion .....	63
1. For The Teacher .....	64
2. For The Reader .....	64

#### **BIBLIOGRAPHY**

<b>APPENDIX 1</b>	<b>LIST OF STUDENTS</b>
<b>APPENDIX 2</b>	<b>LESSON PLAN CYCLE 1</b>
<b>APPENDIX 3</b>	<b>LESSON PLAN CYCLE 2</b>
<b>APPENDIX 4</b>	<b>TEST OF PRELIMINARY RESEARCH</b>
<b>APPENDIX 5</b>	<b>TEST OF CYCLE 1</b>
<b>APPENDIX 6</b>	<b>TEST OF CYCLE 2</b>
<b>APPENDIX 7</b>	<b>ANSWER KEY</b>
<b>APPENDIX 8a</b>	<b>EXAMPLE OF STUDENTS' WORK IN PRELIMINARY RESEARCH (LOWEST SCORE)</b>
<b>APPENDIX 8b</b>	<b>EXAMPLE OF STUDENTS' WORK IN PRELIMINARY RESEARCH (HIGHEST SCORE)</b>
<b>APPENDIX 9a</b>	<b>EXAMPLE OF STUDENTS' WORK IN CYCLE 1 (LOWEST SCORE)</b>
<b>APPENDIX 9b</b>	<b>EXAMPLE OF STUDENTS' WORK IN CYCLE 1 (HIGHEST SCORE)</b>
<b>APPENDIX 10a</b>	<b>EXAMPLE OF STUDENTS' WORK IN CYCLE 2 (LOWEST SCORE)</b>
<b>APPENDIX 10b</b>	<b>EXAMPLE OF STUDENTS' WORK IN CYCLE 2 (HIGHEST SCORE)</b>
<b>APPENDIX 11</b>	<b>PHOTOGRAPHS OF THE TEACHING LEARNING PROCESS</b>

## **CURRICULUM VITAE**

## LIST OF TABLES

Table 4.1	Observation Checklist of Preliminary Research, 43.
Table 4.2	Students' Score of Preliminary Research, 44.
Table 4.3	Observation Checklist of the First Cycle, 49.
Table 4.4	Students' Score of the First Cycle, 50.
Table 4.5	Observation Checklist of the Second Cycle, 54.
Table 4.6	Students' Score of the Second Cycle, 55.
Table 4.7	Students' Score of Improvement, 57.

## **LIST OF GRAPHS**

- Graphic 4.1 Improvement of Students' Activeness, 59.  
Graphic 4.2 Improvement of Students' Score, 59.



# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Comprehending text of language is not a simple thing. English is a foreign language. So, it will be more difficult. People should understand one word to another word so they can find the meaning of one sentence and get the correct insight of that sentence. However, learning language by using several methods, techniques, and strategies is more helpful to reach the comprehension of language itself. As a means of communication, language is used to establish a social relation. Therefore, it is very important for people to comprehend the meaning of language because by using a language, people are able to convey their messages and to express their idea in oral or written language, so that they can communicate each other.

English as an International language has a very important role as the language of science, technology and International communication. It is crucial to be mastered lately since any other languages in the world. English is not the language of native speakers with the largest number, but it has become a lingua franca, that can be defined as a language used for communication between two speakers whose have different native language and they used English as their second language.<sup>1</sup>

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), 3<sup>rd</sup> ed, p. 1.

Because of its significance role, English has been included to Indonesian Educational System. The purpose of English subject included in educational system is to create young generations that comprehend English in the International communication. The English curricula stipulate that English subject should include four skills, there are listening, speaking, reading, and writing.

One of the skills in English subject is reading that also has an own passion to make the students really want to learn more about English. Reading is a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. The form of written text which read by the reader can be a communication way to deliver the ideas of the writer about some particular information. This information will be a new knowledge or as an entertainment which is needed for the reader.

It is important for teacher to habituate students to read an English text. Firstly, most students want to be able to read for their career, learning purposes, or for pleasure. Anything can teacher do to make students easier to understand a text is a good idea. Besides, reading is also useful for: any exposure to English that provided students to understand it more or less. At least, students use language as part of the process language acquisition. Even, it will be more successful if the reading text is interesting and engaging.<sup>2</sup>

---

<sup>2</sup>Jeremy Harmer, *How to Teach English*, (Malaysia: Longman, 2001), p. 68.

When students reading a text, they will be concerned with the subject content of the text they read and the language it is expressed. Although both aspects are different kind, they involve comprehension. In order to understand the meaning of the text, students should have reading comprehension skill.<sup>3</sup>

There are several reasons why students were weak on reading. Firstly, students are less efficient in reading because they lack independent reading. In other words, if the students read rarely, they might have problem in acquiring vocabulary. Secondly, students are unable to use context clues to guess the word meaning. If the students come across with the difficult words, they tend to ignore the words and its make them discouraged and stop reading. The last factor is that they do not converse in English outside the classroom; as a result they don't have the ability to express their idea in English.

Another factor that influence in students' reading skill is the teaching learning process. Some teachers who have just graduated from training colleges and teachers who have been working in schools for many years tend to follow the teachers' guide books slavishly and depend on being told what to do by the head teachers, school supervisors and inspectors. Their teaching style is heavily teacher-centered and many of the activities in their classrooms are focused on rote learning. Their classroom environment is dull and uninteresting; it is not a place where children are likely to take pleasure in learning.

---

<sup>3</sup> R.R. Jordan, *English for Academic Purposes*, (UK: Cambridge University Press, 1997), p. 143.

This teaching style is not appropriate for teaching reading. Real learning takes place when the pupils in a natural setting take part in activities that require them to use what they have learnt. In this sense, it is appropriate for the teachers to be well adequate with the teaching strategies and methodology. Teachers must know which strategy is suited for their students' level.

Just depend on text books to develop students' reading comprehension skill is not enough. Although text books provide important questions, it will be difficult for students to understand a passage and answer difficult questions without teacher's guide. Moreover, comprehending text is not easy without using any strategies. Therefore, it is important to teach reading comprehension using any strategies to make students easier in understanding a text.

Based on the background above, in order to make comprehension easier in reading a text, teacher should use good strategies in teaching reading comprehension. There are many strategies in teaching reading comprehension. One of them is semantic mapping. Students can represent the concept of the text with a geometric shape. Semantic mapping is strategy to correlate the relationship between words in particular text to enhance the teacher and student comprehension by drawing or sketch the information that they get from the text.<sup>4</sup>

---

<sup>4</sup> J. Michael O'Malley and Lorraine Vadez Pierce, *Authentic Assessment for English Language Learner*, (USA: Addison-Wesley Publishing Company, Inc., 1996), p. 175.

Another strategy in teaching reading comprehension is thinking aloud strategy. This strategy teaches students to imagine the content of the text while reading. In this strategy, the teacher models how to imagine the text while reading aloud, the teacher demonstrate how to check comprehension during reading. Students can monitor their own comprehension by following their way in processing the information.<sup>5</sup>

Both semantic mapping and thinking aloud strategy are good strategy in teaching reading comprehension. Teacher can collaborate these strategies to improve students' reading comprehension.

It is not easy to improve students' reading comprehension in junior high school especially in SMP Nurul Islam Semarang. In fact, the most students of eighth grade of SMP Nurul Islam have low comprehension and limited vocabulary. It proved when they read a text; they do not understand what they are read. They only read the textbook required to be able to perform well in the achievement tests. They are not interested in what they are reading. Students are reluctant to read English texts other than their school textbooks. Students do not interact with the text they read, nor they build relationships among the words in the text to build up the meaning, and then to lead themselves toward reading comprehension. Finally, they cannot answer the question based on the text.

In this research, the researcher collaborates semantic mapping and thinking aloud strategy. Semantic mapping can help students in

---

<sup>5</sup> Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (U.S.A: Scholastic Inc., 2005), p. 34.

understanding the concept of the text. Then, thinking aloud can help student to monitor their understanding in reading comprehension. The researcher uses these strategies because these strategies can be easily taught and implemented to the students, in addition to its noticeable role in developing students' thinking skills and reading comprehension.

## **B. Questions of The Research**

1. How is the implementation of semantic mapping strategy in improving students' reading comprehension in narrative text?
2. How is the implementation of thinking aloud strategy in improving students' reading comprehension in narrative text?
3. How is the improvement of students' achievement in narrative text after being taught by using semantic mapping and thinking aloud strategy?
4. How is the students' engagement in joining English lesson by using semantic mapping and thinking aloud strategy?

## **C. Objective of The Research**

1. To describe the implementation of semantic mapping strategy in improving students' reading comprehension in Narrative text.
2. To describe the implementation of thinking aloud strategy in improving students' reading comprehension in Narrative text.

3. To find out the improvement of students' achievement in narrative text after being taught by using semantic mapping and thinking aloud strategy.
4. To find out the students' engagement in joining English lesson by using semantic mapping and thinking aloud strategy.

#### **D. Significance of The Research**

This research is important for five reasons as follows:

1. For the students: by using semantic mapping and thinking aloud strategy students will be easier to understand narrative text. Moreover semantic mapping and thinking aloud strategy will help students to improve their reading comprehension in narrative text.
2. For the teachers: the teacher will get new suggestion about teaching process that semantic mapping and thinking aloud strategy can be used for teaching reading comprehension of several kinds of texts for junior high school students. On the other hand, the teacher will be motivated to use semantic mapping and thinking aloud strategy for other skills in English besides reading skill.
3. For the school: the result of this research will be a breakthrough in developing teaching and learning process of English subject.

## **E. Limitation of The Research**

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of this research are as follow:

1. The research subject of this research was the students of class VIII A of SMP Nurul Islam Semarang in the year of 2014 / 2015.
2. The instrument of the study which was the instructional program and the achievement test developed by the researcher herself.
3. Because of many kinds of teaching strategy, semantic mapping and thinking aloud strategy as chosen as the employed strategy and text that was used in this research focuses on narrative text.
4. The researcher using semantic mapping and thinking aloud strategy to narrative text with the vocabulary comprehension.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

The writer found some previous research related to semantic mapping and reading comprehension. These previous research have been reviewed in relation to the research. The thesis entitled *The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text (A Case of the Eighth Grade Students of SMP Negeri 6 Semarang in the Academic Year of 2012/2013)* by Suci Kumala Sari (Language and Art Faculty of State University of Semarang, 2013). This study was experimental study; the application of semantic mapping was suggested in teaching narrative text. This research was aimed to investigate the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text and the significant difference on reading comprehension of narrative text between two groups: who were taught using semantic mapping strategy and those who were taught using quick reading method. The result of the study was proved that the use of semantic mapping strategy is effective as a strategy to improve teaching reading achievement of narrative text.<sup>1</sup>

---

<sup>1</sup> Suci Kumala Sari (2201409008), "The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text, *Thesis* (Semarang: Language and Art Faculty State University of Semarang, 2013), p. vii.

The differences between the thesis above and the writer thesis was the method of the research. The thesis above used experimental research design while the writer's thesis used classroom action research method. Moreover, in the writer's thesis not only used semantic mapping strategy in teaching narrative text, but also used thinking aloud strategy. In the writer's thesis, there were two strategies used. The writer combined semantic mapping and thinking aloud strategy in teaching narrative text.

The second review related to this research was the thesis entitled *The Use of Mind Mapping Technique to Improve Students' Comprehension on Narrative Text (A Classroom Action Research at Eight Grade Students of MTs I'anatut Thalibin Pati in the Academic Year of 2008/2009)* by Choirun Nafi'ah. The result of study showed that using mind mapping technique could improve students' achievement in reading comprehension.<sup>2</sup>

Both the thesis above and the writer's thesis were using narrative text as the object of the research. The differences between the thesis above and the writer's thesis was the technique used in teaching narrative text. Thesis above used mind mapping technique in teaching narrative text while the writer's thesis used semantic mapping and thinking aloud strategy. The thesis above only used one

---

<sup>2</sup> Choirun Nafi'ah (3104284), "The Use of Mind Mapping Technique to Improve Students' Comprehension on Narrative Text (A Classroom Action Research at Eight Grade Students of MTs I'anatut Thalibin Pati in the Academic Year of 2008/2009)", *Thesis*, (Semarang: Tarbiyah Faculty IAIN Walisongo, 2009), p. iv.

technique in teaching narrative text, while the writer thesis used two strategies in teaching narrative text. The writer combined between semantic mapping and thinking aloud strategy in teaching narrative text.

## B. Theoretical Framework

### 1. Basic Concept of Reading Comprehension

There are various definition of reading from educators, psychologists, linguist and sociologists to have filled volume with their definition of reading. Reading is a process of translating written symbol into an appropriate sound. Reading consists of three elements, they are symbol (written or printed), the sound and the sense.<sup>3</sup>

As states in verse 1-5 of surah Al-‘Alaq that reading becomes an important thing because it was the first commandment all at once, the first divine revelation to Prophet Muhammad SAW:<sup>4</sup>

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝  
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

“Proclaim! [or read!] in the name of thy Lord and Cherisher, Who created- Created man, out of a [mere] clot of congealed blood: Proclaim! And thy Lord is Most Bountiful,- He Who

---

<sup>3</sup> M.E.S. Elizabeth, *Method of Teaching English*, (India: Discovery Publishing House, 2012), p. 278.

<sup>4</sup> Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkanleema, 2010), p. 597.

taught [the use of] the pen,- Taught man that which he knew not.”  
(QS.Al-‘Alaq 1-5).<sup>5</sup>

In the first verse Allah SWT asks Prophet Muhammad SAW to read. Then, there are various object to be read, they are the verses of Allah SWT that written in the Quran and the verses of Allah that does not written in the Quran such as in the universe with all the law of causality inside and what inside the men. The second verse gives information about the important of understanding the origin the process of human being with all potency inside them. Expert educates agree that the comprehension of human being as the important thing in formulating various policy related to the formula of educational purpose, material of education, and educational method.<sup>6</sup> In the third verse, Al Maraghi said that the repetition of the word iqro’ in that verse based on the reason that reading is not leave behind the soul except with repeated and habituate it as the tradition.<sup>7</sup> The word iqro’ in the same manner as stated above has a large meaning such as knowing, identifying, classifying, comparing, analyzing, concluding, and proving. All these explanation related to the process of getting and moving knowledge. Therefore, this

---

<sup>5</sup> Abdullah Yusuf Ali, *the Holy Quran (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987), p. 320.

<sup>6</sup> Abudin Natta, *Tafsir Ayat-Ayat Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), p. 43.

<sup>7</sup> Ahmad Mustafa al-Maraghi, *Tafsir al-Maraghi*, jilid XXX, (Semarang: PT. Karya Toha Putra, 1993), p. 347.

verse is closely to educational method, in the same manner as in the iqro' method in the process of learning the Quran. In the fourth and fifth verses al-Maraghi explain that Allah make qalam as the media that human used to understanding something, same as they understand through utterance. Then, al-Maraghi said that al-qalam is a hard tool that does not contains elements of life and does not contain elements of comprehension.<sup>8</sup>

From the explanation above, it can be concluded that read is the obligation for all human being. Reading is very important part in teaching knowledge. Much knowledge can be gotten from reading. Besides getting knowledge, by reading text students can learn many things such as vocabulary, grammar, punctuation, and the way how to construct sentence, paragraph, and text.

According to R.R Jordan, students read a text is for a purpose. Their purpose can be different each other such as; to find information (fact, data, etc.), to understand ideas or theories, to seek authors' viewpoints, and to obtain evidence for their own point of view (and to quote) all of which may be needed for their writing, etc.<sup>9</sup>

Reading ability is when the reader gets information from a text, then combines it with the reader's information and

---

<sup>8</sup> Abudin Natta, *Tafsir Ayat-Ayat Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), p. 49.

<sup>9</sup> R.R. Jordan, *English for Academic Purposes*, (UK: Cambridge University Press, 1997), p. 143.

expectation. This interaction of information is commonly called reading comprehension.<sup>10</sup> Reading comprehension is when the reader knows the meaning of the text and understands the content of what he or she is read. It needs higher thinking skills and it is more complex than translating specific word. The purpose of reading process is comprehension. Comprehension is the process of understanding the meaning of the text includes the vocabulary and the sentences highlighted in the text.<sup>11</sup>

There are three models of reading process that influence reading comprehension: first, bottom – up models that suggest the reader to follow a mechanical pattern in which the reader working one’s way up from smaller to larger unit to obtain the information with a little interference from the reader’s prior knowledge; this model encourages us to learn something new with a little interference. Second, top – down models that assume that the reading is especially directed by reader’s goals and assumptions; top – down models characterize the reader as someone who has hypothesis and prediction about the text information and samples enough information from the text to find useful information;<sup>12</sup> good readers usually use top – down

---

<sup>10</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Thomsom Learning, Inc., 2001), 3<sup>rd</sup> ed, p. 188.

<sup>11</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching: Young Learners*, (USA: McGraw-Hill ESL/ELT, 2006), p. 71.

<sup>12</sup> William Grabe, and Fredericka L. Stoller, *Teaching and Researching Reading*, (United Kingdom: Licensing Agency Ltd, 2002), p.32.

strategies such as: using prior knowledge to help in comprehending a particular text, scanning the text to find specific information, skimming the text and thinking of the control, and then writing down some questions that the text can answer the questions, identifying the genre of the text that facilitates reading comprehension to the reader, differentiating between key information and supporting detail. This model makes us to learn something with the interference of prior knowledge.<sup>13</sup> The last is interactive models, assume that the reader' mastery of grammar and a large vocabulary is more important than the use of context clues; these models of reading are recommended for second language learners to give balanced emphasis to these top-down and bottom-up processes. This model combines between bottom – up model and top – down model. So the result of application of this model will be better.<sup>14</sup>

Reading time in class is important for students because they can apply reading skills and strategies and also because reading produces acquisition of new knowledge such as: knowledge of comprehension, vocabulary acquisition, and concept formation. However, it is not enough if the teacher only providing time for sustained silent reading. Teacher can do some

---

<sup>13</sup> David Nunan, *Introducing to Discourse Analysis*, (England: Pinguin Books Ltd, 1993), p, 82.

<sup>14</sup> J. Michael O'Malley and Lorraine Vadez Pierce, *Authentic Assessment for English Language Learner*, (USA: Addison-Wesley Publishing Company, Inc., 1996), p. 95.

activities to improve reading comprehension such as: provide a choice of reading selection, make sure that students are reading text which is challenging but do not discourage them, encourage rereading of texts, allow students to discuss what they read with other to find the social negotiation meaning.<sup>15</sup>

Reading comprehension can be increased by teaching comprehension strategies directly. Some of the main strategies in reading are: prediction; skimming; scanning; distinguishing between: factual and non – factual information, important and unimportant information, relevant and irrelevant information, explicit and implicit information, ideas, examples and opinions; drawing inferences and conclusions; guessing unknown words; understanding graphic presentation (data, diagram, etc.); understanding text organization and linguistic/semantic aspects, e.g. relationship between and within sentences (e.g. cohesion), recognizing discourse/ semantic markers and their function. All of them are involve in comprehension.<sup>16</sup>

According Douglas Brown there are some strategies for teaching reading comprehension. First, identify the purpose in reading: reading will be efficient if the reader know the purpose of reading, when a teacher teaching reading technique makes sure

---

<sup>15</sup> J. Michael O'Malley and Lorraine Vadez Pierce, *Authentic Assessment for English Language Learner*, (USA: Addison-Wesley Publishing Company, Inc., 1996), p. 95.

<sup>16</sup> R.R. Jordan, *English for Academic Purposes*, (UK: Cambridge University Press, 1997), p. 143.



that students know their purpose in reading something. Second, use grapheme rules and patterns to aid in bottom-up decoding: one of the difficulties faced by students at the beginning levels of learning English in reading skill is making the correspondences between spoken and written English; the students still have difficulties in spelling conventions although they have become acquainted with oral language; hints and explanations about certain English orthographic rules and peculiarities may be needed. Third, use efficient silent reading technique for relatively rapid comprehension: in teaching beginning level students, this strategy will not be applied because the students are still struggling with the control of a limited vocabulary and grammatical patterns; at the intermediate to advance level students need not be speed readers, but the teacher can help them to increase the efficiency of reading by teaching a few silent reading rules such as; try to visually perceive more than one word at a time, preferably, phrases, unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.<sup>17</sup>

The next strategy for teaching reading comprehension according to Douglas Brown is skim the text for main ideas: reading quickly for the main idea of the text; by doing this technique, the students will be able to predict the purpose of the

---

<sup>17</sup>H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), 2<sup>nd</sup> ed, p. 306.

passage, the main topic or message and possibly some of the developing or supporting ideas. Then, scan the text for specific information: quickly search for some specific information in a text; in scanning exercises, the teacher may ask students to look for names of dates, to find a definition of a key, to list a certain number of supporting details; the purpose of scanning is to extract specific information without reading through the whole text. The next is use semantic mapping or clustering: readers can be confused with a long string of ideas or events; it will be easier for the reader to understand the event by grouping ideas into meaningful clusters. The seventh strategy is guess when you aren't certain: in reading a text, sometimes the reader finds some difficult words; the teacher can help the students to guess the meaning of the difficult words by looking at the context.<sup>18</sup>

After that, there is analyze vocabulary: analyze unknown vocabulary is one way for learners to make guessing meaning when they don't immediately recognize a word. Then, distinguish between literal and implied meanings: sophisticated top – down processing skills is applied in this strategy; basically not all languages can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers; implied meaning usually has to be derived from processing pragmatic information. The last is capitalized on

---

<sup>18</sup>H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), 2<sup>nd</sup> ed, p. 308.

discourse markers to process relationships: many ideas in the texts can be marked as they are expressed through phrases, clauses, and sentences; a clear comprehension of such markers can greatly enhance learners' reading efficiency.<sup>19</sup>

From the explanation above, it can be concluded that reading is very important for human being. Much knowledge can people get from reading, but people should understand what they are read so they can get knowledge from that. Therefore, strategy in reading comprehension is needed. There are three models of reading process that influence the reading comprehension, they are: bottom – up models, top – down models, and interactive models. Moreover, there are many strategies in teaching reading comprehension such as identify the purpose in reading, use grapheme rules and patterns to aid in bottom-up decoding, use efficient silent reading technique for relatively rapid comprehension, skimming, scanning, semantic mapping, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings, capitalized on discourse markers to process relationships .

---

<sup>19</sup>H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), 2<sup>nd</sup> ed, p. 310.

## 2. Semantic Mapping as Strategy of Reading Comprehension

Semantic maps are maps of meaning where the information is classified into different clusters.<sup>20</sup> Students can represent the concept of the text with a geometric shape. Semantic mapping is such kind of strategy to correlate the relationship between words in particular text to enhance the teacher and student comprehension by drawing or sketch of the information that they get from the text. In addition, semantic maps can be used to understand the concept of the text or to understand the vocabulary. By showing their understanding of the concept, students will be easier to demonstrate the meaning of the text.<sup>21</sup>

The steps of semantic mapping strategy are: select a topic and list the words on the whiteboard or projection screen; then, before reading, ask students to list as many words as possible that relate to the topic; next, review the words listed on the map, and then decide if the words could be reorganized and classify into categories; after that, the teacher and the students work together to organize the groups into categories; the last, if the topic is

---

<sup>20</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching: Young Learners*, (USA: McGraw-Hill ESL/ELT, 2006), p. 89.

<sup>21</sup> J. Michael O'Malley and Lorraine Vadez Pierce, *Authentic Assessment for English Language Learner*, (USA: Addison-Wesley Publishing Company, Inc., 1996), p. 175.

related to the learning material, students can find new words to add to the map after reading.<sup>22</sup>

Students will be easy to understand the meaning of the text by comprehending vocabulary on a text. Moreover, semantic mapping is strategy that correlates the relationship between words in a particular text. Therefore, by mapping the information that students get from a text, it can help students to understand the text and it can improve students' reading comprehension.

### 3. Thinking aloud as Strategy of Reading Comprehension

One way to provide students in reading is model how to use reading comprehension strategies in practice by doing thinking aloud. Thinking aloud is strategy that stress on the use of background knowledge. Because the thinking aloud process may be new or difficult for students, teachers should give an example before asking them to do thinking aloud independently. In thinking aloud, students can be asked to look at the title of a story or book and ask themselves what is the meaning of the title, what they think of the text or book is about, how to guess the meaning of the words, and how to do self-correction for errors in comprehension.<sup>23</sup>

---

<sup>22</sup>E-book: Kimberly Kimbell-Lopez, *Teaching Vocabulary: Materials and Methods for Teaching Reading*, (2009), p. 13.

<sup>23</sup> J. Michael O'Malley and Lorraine Vadez Pierce, *Authentic Assessment for English Language Learner*, (USA: Addison-Wesley Publishing Company, Inc., 1996), p. 120.

There are some steps in thinking aloud strategy, they are: first, decide the text, the nature of thinking aloud depend on the task and content taught by the teacher; second, model how to answer or accomplished the task by imagining the situation of the text, follow the students' strategies step – by – step, for example, clarify the problem by identifying what the question that should be answered; then, discuss what background knowledge or experiences that students have related to the task, suggest what strategies might be helpful in this learning situation, monitor students' comprehension as students go along; the last is divide students into small groups to do a task and take turns “thinking aloud”.<sup>24</sup>

According to Harris and Hodges (1995) a thinking aloud is a “metacognitive strategy in which a teacher verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension”. In this strategy, the teacher models how to imagine the text while reading aloud, the teacher demonstrate how to check comprehension during reading. Students can monitor their own comprehension by following their way in processing the information.<sup>25</sup>

---

<sup>24</sup> Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (U.S.A: Scholastic Inc., 2005), p. 34.

<sup>25</sup> Scorro G. Herrera, et. al., *Teaching Reading to English Language Learner*, (USA: Pearson Education, Inc., 2010), p. 142.

Based on the explanation above, it can be concluded that thinking aloud is strategy in which the students monitor their comprehension by checking their understanding on a text. Students can improve their reading comprehension by clarifying the problem, discuss what prior knowledge or experiences related to the topic, and suggest what strategy may help students to understand text.

#### 4. Semantic Mapping and Thinking aloud as Strategy of Enhancing Comprehension for Narrative text

The genre of narrative is one of the most popular genre, but this genre is least understood of all the genres. The genre of narrative text is believed as a genre that students ‘pick up’ and write ‘naturally’ because it has been to be a popular genre.<sup>26</sup>

Narrative text is a text which tells a story in the past. The sequence of event in narrative text represents its form.<sup>27</sup> The social function of narrative text is to amuse, to entertain, and to deal with actual or various experience in different ways. Narrative related to stories with problematic events which lead to a crisis and then find a resolution. The schematic/ generic structure of narrative text are: Orientation (sets the scene and

---

<sup>26</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: technologies for teaching and assessing writing*, (Australia: University of New South Wales Press Ltd, 2005), p. 220.

<sup>27</sup> Suci Kumala Sari (2201409008), “The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text”, *Thesis*, (Semarang: Language and Art Faculty State University of Semarang, 2013), p. 32.

introduces the participant), Evaluation (a stepping back to evaluate the plight), (Complication: a crisis arises), Resolution (the crisis is resolved, for better or for worse), Re-orientation (optional). Then, the language feature of narrative text: focus on specific and usually individually participants, Use of material (action) processes, use of relational and mental processes, use of temporal conjunctions and temporal circumstances, use of past tense, short (telegraphic information about story summarized in one-sentence headline).<sup>28</sup>

There are many strategies to enhance comprehension for narrative text. Two of them are semantic mapping and thinking aloud. If many teachers usually use one strategy in enhancing students' comprehension for narrative text, here the researcher tried to combine two strategies.

As stated in previous explanation, semantic mapping are maps of meaning where information is classified into different clusters. A semantic mapping enables students to represent the concept and the relationship in the text with a geometric shape. Here, students learn how to understand a text through semantic mapping.<sup>29</sup> After they get information from the text, they should express their opinion about the text aloud. Here, thinking aloud

---

<sup>28</sup> Entika Fani P and Siti Musarokah, *Writing 3*, (Semarang: IKIP PGRI Semarang, 2010), p. 15.

<sup>29</sup> Caroline T. Linse, David Nunan, *Practical English Language Teaching: Young Learners*, (USA: McGraw-Hill ESL/ELT, 2006), p. 89.



strategy is used. As explained before, thinking aloud is strategy in which the students monitor their comprehension by checking their understanding on a text. Students can improve their reading comprehension by clarifying the problem, discussing what prior knowledge or experiences related to the topic, and suggesting what strategy may help students in understanding text.

Students can be easier to understand the text by grouping the information they get from the text in different cluster. After students cluster the information, they can discuss the information they get with the teacher and the other students. Students will know if the information they get is right or wrong by clarifying the information and discussing them with the whole class. In this activity, semantic mapping and thinking aloud strategy is used.

### **C. Action Hypothesis**

Hypothesis can be defined as temporary answer to the research question.<sup>30</sup> The hypotheses of this research are:

1. The implementation of semantic mapping strategy can improve students' reading comprehension in narrative text.
2. The implementation of thinking aloud strategy can improve students' reading comprehension in narrative text.
3. The students' achievement in narrative text is improved after taught by using semantic mapping and thinking aloud strategy.

---

<sup>30</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2010), p. 224.

4. The students' engagement in joining English lesson is improved after taught by using semantic mapping and thinking aloud strategy.

## CHAPTER III

### METHOD OF INVESTIGATION

#### A. Research Method

The approach of this research is naturalistic approach in which the result of the research will be explained descriptively. Based on the questions research, the kind of this research is action research. The research method will be used in this research is classroom action research. Its main purpose is to find solutions to problem and to enable teachers to improve aspect of teaching/ learning in reading comprehension of narrative text.

##### 1. Definition of Classroom Action Research

In this research, the researcher uses the form of action research as stated by Pelton that is an approach to improve the teaching practice systematically.<sup>1</sup> Its main purpose is to find solutions to the problem faced by the students, so the teacher can improve his or her teaching practice. This approach is usually classroom based.<sup>2</sup>

The term *action research* refers to an approach where the researcher collecting and interpreting data by involving repeated cycle. The first step is the researcher plans an action to solve a problem, issue, or question in his or her own context. This action

---

<sup>1</sup> Robert P. Pelton, *Action Research for Teacher Candidates*, (USA: Rowman& Littlefield Education, 2010), p. 3.

<sup>2</sup> R.R. Jordan, *English for Academic Purposes*, (UK: Cambridge University Press, 1997), p. 274.

is then carried out. The second step is the observation of the action. The observation is done during an action. These include audio or video recordings, teachers' diary entries, observe notes, etc. After observing, the researcher reflects on the outcome and plans a subsequent action, and then the researcher repeats the cycle again.<sup>3</sup>

Here is the illustration of cyclical process in action research:<sup>4</sup>

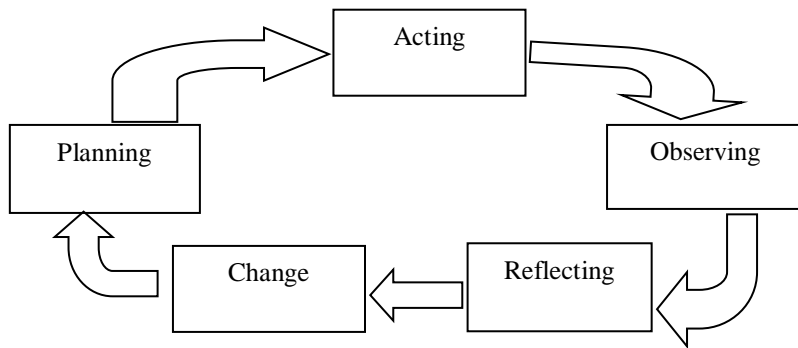


Figure 1 An Action Research Cycle

In conclusion, classroom action research is research that is done to solve the problem faced by the students in the teaching learning process. This research involves a cyclical process. The cycle process includes planning, acting, observing and reflecting.

---

<sup>3</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Thompson Learning, Inc., 2001), 3<sup>rd</sup> ed, p. 490.

<sup>4</sup> Hitchcock, and David Hughes, *Research and the Teacher: A Qualitative Introduction To School - Based Research* (London: Routledge, 1995), 2<sup>nd</sup> ed, p. 29.

## 2. Characteristic of Classroom Action Research

Classroom action research has some characteristics. Priyono, state some characteristics of classroom action research as follow: (1) on the job problem oriented. Problem which is being investigated appears from the authority of the researcher herself. The problem is the real problem faced by students' every day. (2) Problem solving oriented. This research is oriented in the problem solving. Studies that only finds understanding such as research of empiricism and interpretive are reputed to be useless because they cannot solve a problem. (3) Improvement oriented. This research gives emphasizes on the improvement of quality. This concept is according to the principle of critical research: research has to construct product oriented. (4) Multiple data collection. In fulfilling the critical approaches principle, several ways of collecting data commonly is used. (5) Internalization between theory and practice. According to experts of classroom action research, between theory and practice is not two different things, but they are two different steps that are interdependent, and both of them used to support transformation.<sup>5</sup>

According to Muchith, the characteristics of classroom action research stated as follow: an inquiry of practice from

---

<sup>5</sup> Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: Badan Penerbit Universitas Diponegoro, 2009), p. 10.

within, self – reflective inquiry, research focus in learning process, and the aim is to improve or repair the learning process.<sup>6</sup>

Based on the above characteristics, it can be seen that teacher is the right person to do classroom action research because of some reasons. First, teacher has authority to evaluate his/ her performance. Second, conventional research finding usually difficult to apply to improve the learning process. Third, teacher is the most one who close with the class. Next, the interaction between teacher and students work uniquely. Last, the teacher involvement in various innovative activities is able to do research in his/ her class.

### 3. Aim of Classroom Action Research

The purpose of classroom action research is improving the quality of learning practice in the school, improving the relevance of education, improving the quality of education, improving the efficiency of education management.<sup>7</sup>

The main purpose of classroom action research is especially improving learning process and commonly improving school program. Moreover, Classroom action research also an effort to increase teacher's skill to prevent various problems that appear in class or school.

---

<sup>6</sup> Saekan Muchith, et.al., *Classroom Action Research*, (Semarang: RaSAIL Media Group, 2009), p. 13.

<sup>7</sup> Basrowi and Suwandi, *Prosedur Penelitian Tindakan Kelas*, (Bogor: Ghalia Indonesia, 2008), p. 52.

#### 4. Procedure of Classroom Action Research

##### a. Planning

In this step, researcher explains who, what, when, where, and how the action will be done. This research is a collaborative research which is the action is done by teacher and the researcher's role as observer. In making a plan, teacher and researcher work together to decide teaching material.<sup>8</sup>

##### b. Acting

The second step from classroom action research is the implementation of the planning. Here teacher should remember and try to fulfill what have been planned.<sup>9</sup>

##### c. Observing

Observation in this action research means the process of data collecting from the action to know how far the effect of the action has reached the target. Observation here is done when action is done. So, both of observation and action is done on the same time.<sup>10</sup>

---

<sup>8</sup> Saekan Muchith, et.al., *Classroom Action Research*, (Semarang: RaSAIL Media Group, 2009), p. 53.

<sup>9</sup> Saekan Muchith, et.al., *Classroom Action Research*, p. 56.

<sup>10</sup> Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: Badan Penerbit Universitas Diponegoro, 2009), p. 32.

d. Reflecting

Reflecting means activity that analyze critically about the change of students, teacher, and class. In this step, teacher as researcher answer the question why, how, to what extent this intervention has produced changed significantly.<sup>11</sup>

Generally, Classroom Action Research involves a cyclical approach they are identify the problem (planning), collect data (action), analyze and interpret data (observing), develop and action plan (reflecting).

**B. Setting of The Research**

The researcher conducted the classroom action research at SMP Nurul Islam Semarang. This setting was located on Jl. Siliwangi No. 574, Purwoyoso Semarang Regency, Central Java. The researcher chose this setting because its geographical location was not far from the researcher to reach. The students have different intelligence, social background, and characteristic.

This research conducted from the third week of March 2015 until fourth week of March 2015. During the research time, the researcher had 2 meetings with the students of Eighth grade of SMP Nurul Islam Semarang. The researcher took three times for doing this research, here the following:

---

<sup>11</sup> Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: Badan Penerbit Universitas Diponegoro, 2009), p. 33.



1. In March, 18<sup>th</sup> 2015, the researcher began to take preliminary research. The researcher observed teacher's explanation during teaching learning process, then at the last of the meeting the researcher gave a test that consist of 20 numbers.
2. In March, 20<sup>th</sup> 2015, researcher began to take cycle 1. Here, the teacher taught narrative text using semantic mapping and thinking aloud strategy. After that, the teacher gave test to the students to be reflected. The test consists of 20 numbers.
3. In March 25<sup>th</sup> 2015, researcher began to take cycle 2. The second cycle was conducted to solve the shortage in the cycle 1.

### **C. Subject and Collaborator of The Research**

Based on the recommendation from the headmaster of SMP Nurul Islam, the subject of this research was the students of VIII A of SMP Nurul Islam Semarang. The number of the students was 32 students. The whole subject in the research was male and female. This research has done at 2<sup>nd</sup> semester in the year of 2014/ 2015. Collaborator was someone who helps in work.<sup>12</sup> In this research, collaborator was a person who helps the researcher in collecting the data. The collaborator in this research was the English teacher of VIII A grade of SMP Nurul Islam Semarang. Besides, the head of the school and vice minister of curriculum, also became the research

---

<sup>12</sup> Victoria Bull, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010), 8<sup>th</sup> ed, p. 277.

collaborator. The researcher asked their help in collecting the data and analyzes them. So, the result of this study became objective.

#### **D. Procedure of The Research**

This research used two cycles. Here were the procedures of the research:

##### 1. Preliminary research

In the preliminary research, the researcher attended to observe the class, to know the class behavior and condition. Researcher needed to know the students' difficulties in reading comprehension.

##### 2. Cycle one

- a. Planning: arranged lesson plan, made the media related to the material, made check list observation, made the test material.
- b. Action: teacher explained the material, introduced semantic mapping and thinking aloud strategy to the students, asked students to apply semantic mapping and thinking aloud strategy, divided students into six groups, gave narrative text to each group, asked each group to make semantic mapping based on the text, monitors students' comprehension in narrative text using thinking aloud strategy, gave test to the students.
- c. Observation: done to know the students' activity in implementing semantic mapping and thinking aloud strategy, the students' response during the teaching learning

process, and students' understanding toward the material given.

- d. Reflection: the researcher and the collaborator discussed about the learning process in first cycle, reflected the students' activity, found out the students' difficulties about the material and helped the students implement the strategy.

### 3. Cycle two

In second cycle, researcher needed to reflect the result of the first cycle and looked for the solution for the shortage of the first cycle.

- a. Planning: researcher found the problem from the first cycle and identified to repair it, arranged lesson plan, prepared the media, prepared teaching material, prepared observation checklist, made the test material.
- b. Action: teacher explained the material using semantic mapping and thinking aloud strategy, divided students in five groups to conduct semantic mapping and thinking aloud strategy, gave test to the students.
- c. Observation: done to know students' understanding toward the material, students' activity in implementing semantic mapping and thinking aloud strategy, students' response and activeness during the teaching and learning process, and students' understanding toward the material given.
- d. Reflection: the researcher and the collaborator discussed about the learning process in second cycle and made

evaluation and conclusion from learning process in second cycle.

## **E. Data Collection Technique**

The data techniques used by the researcher to get the data in this research are as follow:

### **1. Observation**

Observation is a process of collecting the data observation, where the researcher or observatory sees or observes the research situation.<sup>13</sup> With observation, researcher can document and reflect systematically on the activity and interaction in the class. The action process, the influence of intentional and unintentional action, the place situation of action, and the action problem, are written in the observation activity that planned flexible and open.<sup>14</sup>

In this research, the researcher observed the class activity during the learning process. The kind of the observation was descriptive observation that is tried to describe the situation and what happen in the class generally. The data that had been observed include: students' attention toward the teacher's explanation, students' enthusiasm in teaching learning process, students enthusiasm in finding the meaning of difficult words,

---

<sup>13</sup> Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), 2<sup>nd</sup> ed, p. 66.

<sup>14</sup> Basrowi and Suwandi, *Prosedur Penelitian Tindakan Kelas*, (Bogor: Ghalia Indonesia, 2008), p. 127.

students' activeness in discussion in group, students' interaction to others and the teacher, and students' understanding toward the material given. This data observation was used to understand the problem that students faced in reading comprehension.

## 2. Documentation

Bodgan stated, "In most tradition of most qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual who describe his/ her own actions, experience, and belief." Documentation is done to get context and information explicitly. Document is a note of the past event. Document can be note, picture, or someone's monumental creation.<sup>15</sup>

In this research, the researcher documented the teaching learning process. The kind of documentation used was document and recording. Document here is used to refer to every note or not "recording" which is not be prepared for certain purpose. The document that had been documented in this research was pictures of teaching learning process and observation note. Then, recording here means as every note or statement, that is prepared with the purpose of prove the existence of an event. The recording used in this research was syllabi, lesson plan, students' attendance, and students' score. This documentation is used to collect data from nonhuman source.

---

<sup>15</sup> Sugiyono, *Metode Penelitian Tindakan*, (Bandung: Alfabeta, 2010), p. 329.

### 3. Test

Test is main measuring tape in a research. Test is a set of stimulation that is given to the students with the view of getting answer to decide numeral score. Test can be oral form or written form.<sup>16</sup>

In this research, the students' ability in reading comprehension was tasted. The test used in this research was written form. The kind of the test was multiple choice test. This kind of test was chosen because the strategy of scoring was easy and it was more practical for students to answer. There were 20 multiple choice questions in every test. The researcher took score from this test. The score got from the test used to know if the students' improvement after taught by semantic mapping and thinking aloud strategy.

## F. Technique of Data Analysis

### 1. Observation

In collecting the data, observation is used. Observation is done in the class while monitoring the students' activity and giving score related to the checklist. The formula that used to process the data from observation as follow:

$$P = \frac{X}{Xi} \times 100\%$$

---

<sup>16</sup> Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), 2<sup>nd</sup> ed, p. 78.

P = percentage of the score

X = total score

Xi = score maximum.<sup>17</sup>

The formula above used to analyze the data from the observation. This research used descriptive analysis. Descriptive technique used in this research is in percentage form.

## 2. Test

Test is given in every cycle until they achieve better score than before and gain the criteria of minimum score. The mean is arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula as follow:<sup>18</sup>

$$M = \frac{\Sigma x}{n}$$

M = mean

$\Sigma x$  = total score

n = total students

The formula above used to find the mean of the singular data that all the score have one frequency. From the formula, the researcher analyzed the result from test to find out the score and students' improvement.

---

<sup>17</sup> Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 94.

<sup>18</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali, 2010), p. 81.

## **G. Indicators of Achievement**

This research said to be success if the research achievement indicators are reached. In this research, the researcher formulated the indicators of achievement as follow:

1. Students' average achievement in English is equal to or higher than minimum score established by the school (72).
2. Students who reach the minimum score (72) are equal to or higher than 80% of total students in the research.



## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

#### **A. Description of The Implementation**

This chapter deals with research description and implementation. In this chapter, the researcher would like to describe and discuss the research finding. As mentioned in previous chapter, the researcher would like to describe the implementation of semantic mapping and thinking aloud strategy in teaching reading comprehension to the students of the Eight grade of SMP Nurul Islam Semarang to find out the students' improvement in reading comprehension. This research was used classroom action research. Its purpose is to find solutions to problem and to enable teachers to improve aspect of teaching/learning reading comprehension in narrative text. In these findings, the researcher presents the result of the research and the analysis of the data collected which are conducted through preliminary research, cycle one, and cycle two.

##### **1. The analysis of preliminary research**

A preliminary research was conducted on Wednesday, March 18<sup>th</sup> 2015. It was done by interviewed the English teacher and observed the classroom activity. The researcher began the preliminary research by interviewing the English teacher. Here, the English teacher faced some problem in teaching reading comprehension. He said that the students' interest and ability toward English were low. Moreover, the students' reading

comprehension in English was also low. He also said that the students' vocabulary were limited. So it made them difficult to understand a text. This might be caused of some reasons, such as there is no interest no strategy in teaching reading comprehension.

After interviewed the English teacher, the researcher observed the classroom activity. And observation checklist was used in this activity. From the observation the researcher found some fact that happened in the class during the English lesson. It could be describe as follow: the teacher method in teaching English still used conventional method, the teacher only used slide of presentation to explain the material, then asked the students to do exercise in the LKS. The teacher did not use any interesting strategy to get the students' interest in learning English. When teacher explained the material, there were some students slept in the class, chatted with their friends and only a few of them paid attention to the teacher's explanation. In the teaching learning process, the students were not being active to ask question related to the material.

In this section the researcher gave a reading comprehension test to the students. This test gave to know how far the students' ability in reading comprehension. There were two simple narrative text with twenty questions followed them. The test was multiple choice test. The students' English score of this test was not satisfying yet. The researcher thought that the

most students in class VIII A still have difficulties in reading comprehension. Then, the researcher hopes that the use of semantic mapping and thinking aloud strategy can improve students' reading comprehension in narrative text.

**Table 4.1**  
**Observation Checklist of Preliminary Research**

No.	Criteria	Score					Grade
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation			√			3
2.	Students' enthusiasm in teaching learning process		√				2
3.	Students' enthusiasm in finding the meaning of difficult words.			√			3
4.	Students' interaction to others and the teacher		√				2
<b>Total Score</b>							10

The score of observation as below:

$$\text{Percentage of the score} = \frac{\text{total score}}{\text{score maximum}} \times 100\%$$

$$= \frac{10}{20} \times 100\%$$

$$= 50\%$$

From the observation of the observation above, it can be seen that the activity in teaching learning process of English lesson was still need to be improved. There were only 50% of the students who participated active in the teaching learning process. From the score above, the students who participated active in the

teaching learning process were only a half of students in the class. Therefore, by using semantic mapping and thinking aloud strategy, the researcher hopes that it can attract students' activeness during English lesson especially in reading comprehension.

Here is the score of students' reading comprehension in preliminary research.

**Table 4.2**  
**Students' Score of Preliminary Research**

No.	Code	Score
1	S-1	70
2	S-2	65
3	S-3	60
4	S-4	55
5	S-5	70
6	S-6	65
7	S-7	70
8	S-8	55
9	S-9	60
10	S-10	40
11	S-11	65
12	S-12	70
13	S-13	70
14	S-14	55
15	S-15	70
16	S-16	65
17	S-17	70
18	S-18	75
19	S-19	65
20	S-20	70
21	S-21	65
22	S-22	60
23	S-23	65

24	S-24	65
25	S-25	70
26	S-26	40
27	S-27	70
28	S-28	60
29	S-29	65
30	S-30	60
31	S-31	65
32	S-32	70
33	S-33	70
34	S-34	15
35	S-35	70
36	S-36	70
37	S-37	65
Total Score		2330

The average of the class:

$$\begin{aligned}
 M &= \frac{\Sigma x}{n} \\
 &= \frac{2330}{37} \\
 &= 63
 \end{aligned}$$

From the above result, it can be concluded that students' reading comprehension still need to be improved. The result above showed that that the average of students' score was 63, whereas the students' achievement indicator was 72. It means that students' ability in reading comprehension was not reached the target yet. From the problem found in preliminary research, the researcher planned to implement semantic mapping and thinking aloud strategy in teaching reading comprehension in order to make students easier in understanding a text.

## 2. The analysis of the first cycle

### a. Planning

The first cycle was conducted on Wednesday, March 20<sup>th</sup> 2015. From the preliminary research, the result was unsatisfied. Teacher didn't use any strategy in teaching reading comprehension, so the students were not giving attention to the teacher. From the learning activity before, the researcher and the teacher decided to use semantic mapping and thinking aloud strategy in teaching reading comprehension. In planning, before applying the strategy, the researcher and the teacher had to prepare everything which needed in learning process, these are:

- 1) Preparing the materials, making lesson plan, and designing the steps in doing the action.
- 2) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method applied).
- 3) Preparing a sheets of test (to know whether the students' reading comprehension will be improved or not).

### b. Action

On Friday morning, 20<sup>th</sup> March 2015 at 9.40 p.m. English teacher and the observer entered the English class in class VIII A. Then, both the teacher and the observer

prepared slide and speaker to as tool to teach. After that the teacher opened the class.

The class began by reciting basmallah together. Before go to the material, the teacher showed students a video about narrative text entitle “Malin Kundang”. Both teacher and students watched the video together and then analyzed the content of the video. After watched video, the teacher invited the students to play a game. Teacher began to explain the rule of the game. Students were asked to choose one number from 1 to 5. After that, the number chosen should be added with their friend’s number. After they got the total number, teacher showed a text on the slide. From the text, students should write the words. The total words they should write was based on the total number had. After that, teacher asked the students to block two or three words they had until they cannot read the word. Then, the rest of the words they had used to retell the text. After that, the teacher gave chance to the students to retell the story of “Malin Kundang” with their own words. There were two students who retold the story.

After finished the game, the teacher began to explain the material. The teacher showed the students some picture related to narrative text and asked them what the picture is about. After that, the teacher explained the purpose and the kind of narrative text. After finished explaining the material,

the teacher gave chance to the students to ask about unclear material. There were no students who asked a question.

The next activity in this action was the teacher divided the students into six groups. After that, the teacher gave a cartoon to each group. Then, the students were asked to categorize the words on the slide in group for example, character, noun, verb, or adjective. After that, the students began to make semantic mapping from the story of Sura and Baya in group. While they made semantic mapping, the teacher gave comprehensive question based on the story of Sura and Baya. The teacher waited for the students to finish their work. After the students finished their work, the teacher asked some comprehensive question based on the text.

After did semantic mapping and thinking aloud strategy, the teacher gave test to the students. There were twenty multiple choice questions. So the students just answered the question by marking the answer. The students had 20 minutes to finish the test. After the students finished their test, the teacher invited students to recite hamdallah together. After that, the teacher closed the class.

c. Observation

The next phase was observation. The researcher observed the class during teaching learning process. The observation was done in order to know the teaching learning activity, students' enthusiasm, students' interaction to others,



and students' activeness during the class activity. The researcher used observation checklist in observing the class.

**Table 4.3**  
**Observation Checklist of the First Cycle**

No.	Criteria	Score					Grade
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation			√			3
2.	Students' enthusiasm in teaching learning process			√			3
3.	Students' enthusiasm in finding the meaning of difficult words.			√			3
4.	Students' activeness in discussion in group				√		4
5.	Students' interaction to others and the teacher				√		4
<b>TOTAL SCORE</b>							<b>13</b>

The score of the observation in first cycle as below:

$$\text{Percentage of the score} = \frac{\text{total score}}{\text{score maximum}} \times 100\%$$

$$= \frac{13}{25} \times 100\%$$

$$= 52\%$$

The above score of observation showed that the class in first cycle more alive than in preliminary research. In preliminary research, the percentage of the score was 50%. Then, in first cycle the percentage of the score was 52%. It

means that the students' activeness in learning process was increased 2% after taught by using semantic mapping and thinking aloud strategy.

**Table 4.4**  
**Students' Score of the First Cycle**

No.	Code	Score
1.	S-1	75
2.	S-2	70
3.	S-3	70
4.	S-4	60
5.	S-5	70
6.	S-6	65
7.	S-7	70
8.	S-8	60
9.	S-9	65
10.	S-10	55
11.	S-11	65
12.	S-12	70
13.	S-13	70
14.	S-14	60
15.	S-15	70
16.	S-16	70
17.	S-17	70
18.	S-18	75
19.	S-19	65
20.	S-20	70
21.	S-21	70
22.	S-22	60
23.	S-23	75
24.	S-24	70
25.	S-25	75
26.	S-26	55
27.	S-27	70
28.	S-28	65

29.	S-29	70
30.	S-30	60
31.	S-31	65
32.	S-32	70
33.	S-33	70
34.	S-34	50
35.	S-35	70
36.	S-36	75
37.	S-37	70
Total Score		2485

The average of the class:

$$\begin{aligned}
 M &= \frac{\Sigma x}{n} \\
 &= \frac{2485}{37} \\
 &= 67
 \end{aligned}$$

From the activity on the first cycle, students' ability in reading comprehension not reaches the target yet. It can be seen from the average score of the students that the students still have difficulties in reading comprehension.

d. Reflection

In reflection, teacher and researcher discussed about the result of the first cycle. The result of the first cycle showed that students' achievement in reading comprehension has not achieved the minimum criteria yet. The students still had difficulties in comprehending narrative text. Therefore, they could not answer comprehensive questions correctly. In reflection, the teacher and the

researcher needed to make improvement to be implemented in second cycle. Here, the teacher and researcher discussed an activity that makes students easier in comprehending narrative text.

3. The analysis of the second cycle

a. Planning

The second cycle was conducted on March, 25<sup>th</sup> 2015. This cycle was conducted based on the result of the first cycle that was unsatisfied. In the second cycle, the teacher and researcher plan a different activity from the first cycle. The teacher and researcher tried to use another activity that attracts students' attention in learning English. As in the first cycle, researcher also prepared everything needed in the second cycle. In planning, before applying the strategy, the researcher and the teacher had to prepare everything which needed in learning process, these are:

- 1) Preparing the materials, making lesson plan, and designing the steps in doing the action.
- 2) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method applied).
- 3) Preparing a sheets of test (to know whether the students' reading comprehension will be improved or not).

b. Action

The teacher and the researcher entered the class. Then, the teacher opened the class. Before went to the material, the teacher gave the students game to attract students' attention. First, teacher asked students to draw what the teacher said. After students draw what teacher said, then the teacher told the students the verb that represent by the picture they draw. After that, the teacher gave a piece of paper to the students. Inside a paper, there were some picture and some verb. Then, the students were asked to match appropriate verb to the picture.

The next activity was the teacher reviewed the previous material and continued the next material. After finished the explanation the teacher began to divide the class into five groups. Then, the teacher gave a cartoon to each group. As in the first cycle, the students were asked to make semantic mapping based on the text given by the teacher, but in this cycle the text for every group was different. Here, each group should cluster the character, purpose, generic structure, and moral value of the text. After that, the representative of the group retold the story that had been mapping.

After did semantic mapping and thinking aloud strategy, the teacher gave test to the students. There were twenty multiple choice questions. So the students just

answered the question by marking the answer. The students had 20 minutes to finish the test. After that, the teacher closed the class.

c. Observation

The researcher observed the class during teaching learning process. The observation was done in order to know the teaching learning activity, students' enthusiasm, students' interaction to others, and students' activeness during the class activity. The researcher used observation checklist in observing the class.

**Table 4.5**  
**Observation Checklist of the Second Cycle**

No.	Criteria	Score					Grade
		1	2	3	4	5	
1.	Students' attention toward the teacher's explanation			√			3
2.	Students' enthusiasm in teaching learning process				√		4
3.	Students' enthusiasm in finding the meaning of difficult words.				√		4
4.	Students' activeness in discussion in group				√		4
5.	Students' interaction to others and the teacher					√	5
<b>TOTAL SCORE</b>							<b>20</b>

The score of the observation in the second cycle as below:

$$\begin{aligned}\text{Percentage of the score} &= \frac{\text{total score}}{\text{score maximum}} \times 100\% \\ &= \frac{20}{25} \times 100\% \\ &= 80\%\end{aligned}$$

The above percentage showed that class more alive than before. More than half of the class was participated in the teaching learning process. In the first cycle, the students' activeness was 52% and the second cycle the students' activeness was 80%. It means that the result of second cycle were better than the first cycle.

**Table 4.6**  
**Students' Score of the Second Cycle**

No.	Code	Score
1.	S-1	90
2.	S-2	75
3.	S-3	90
4.	S-4	75
5.	S-5	55
6.	S-6	90
7.	S-7	95
8.	S-8	75
9.	S-9	70
10.	S-10	95
11.	S-11	95
12.	S-12	95
13.	S-13	95
14.	S-14	80
15.	S-15	65
16.	S-16	95

17.	S-17	80
18.	S-18	
19.	S-19	90
20.	S-20	95
21.	S-21	95
22.	S-22	75
23.	S-23	80
24.	S-24	75
25.	S-25	95
26.	S-26	70
27.	S-27	75
28.	S-28	90
29.	S-29	75
30.	S-30	80
31.	S-31	90
32.	S-32	75
33.	S-33	80
34.	S-34	
35.	S-35	90
36.	S-36	95
37.	S-37	75
TOTAL		2915

The average of the class:

$$\begin{aligned}
 M &= \frac{\Sigma x}{n} \\
 &= \frac{2915}{35} \\
 &= 83
 \end{aligned}$$

The above result showed the improvement of students' reading comprehension. In the first cycle, the students' average score was 67 and the average score of the



second cycle was 83. It means that the second cycle was better than the first cycle.

d. Reflection

For reflection in the second cycle, the researcher found improvement of the students. The improvement was significant. The students were easier to comprehend narrative text. They can answer comprehensive question of narrative text correctly. Students were more active than before. From this improvement, the teacher and the researcher decided to stop the cycles. It could be concluded that semantic mapping and thinking aloud strategy significant to improve students 'reading comprehension in narrative text.

## **B. The Improvement of Students' Reading Comprehension in Narrative Text**

Here is the improvement of students' reading comprehension in narrative text after being taught by semantic mapping and thinking aloud strategy.

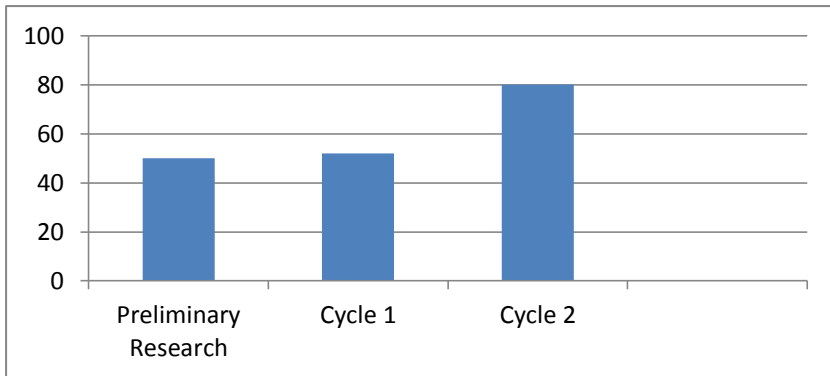
**Table 4.7**  
**Students' Score of Improvement**

No	Code	Preliminary research	Cycle I	Cycle II
1.	S-1	70	75	90
2.	S-2	65	70	75
3.	S-3	60	70	90
4.	S-4	55	60	75

5.	S-5	70	70	55
6.	S-6	65	65	90
7.	S-7	70	70	95
8.	S-8	55	60	75
9.	S-9	60	65	70
10.	S-10	40	55	95
11.	S-11	65	65	95
12.	S-12	70	70	95
13.	S-13	70	70	95
14.	S-14	55	60	80
15.	S-15	70	70	65
16.	S-16	65	70	95
17.	S-17	70	70	80
18.	S-18	75	75	
19.	S-19	65	65	90
20.	S-20	70	75	95
21.	S-21	65	70	95
22.	S-22	60	60	75
23.	S-23	65	70	80
24.	S-24	65	70	75
25.	S-25	70	75	95
26.	S-26	40	55	70
27.	S-27	70	70	75
28.	S-28	60	65	90
29.	S-29	65	70	75
30.	S-30	60	60	80
31.	S-31	65	65	90
32.	S-32	70	70	75
33.	S-33	70	70	80
34.	S-34	15	50	
35.	S-35	70	70	90
36.	S-36	70	75	95
37.	S-37	65	70	75
	Total Score	2330	2485	2915
	Average	63	67	83

Here is the improvement graph of students' activeness from preliminary research to cycle 2.

**Graph 4.1**



Note:

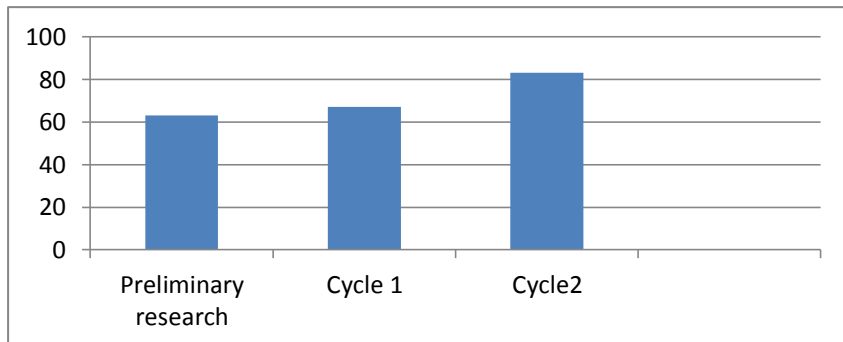
Preliminary research = 50%

Cycle 1 = 52%

Cycle 2 = 80%

Here is the improvement graph of students' score from preliminary research to cycle 2.

**Graph 4.2**



Note:

Preliminary research = 63

Cycle 1 = 67

Cycle 2 = 83

All the meetings ran well. There were some significant improvements from cycle 1 to cycle 2.

In the first cycle, the average score of the students was 67. This cycle was the first time the teacher applied semantic mapping and thinking aloud strategy in class. Some of students still confused to use this strategy, but they still enthusiastic in the teaching learning process.

In the second cycle, the average result was 83. The teaching learning process in this cycle was better than the previous one. The researcher found the majority of students enjoy the activity.

The researcher felt that the implementation of semantic mapping and thinking aloud strategy was successful because the students were more active and enthusiastic in teaching learning process. Students also have active involvement during the teaching learning process. Moreover, most of them could answer some comprehensive questions correctly. So, the researcher concluded that semantic mapping and thinking aloud strategy is appropriate to be used in teaching reading comprehension.

### **C. Indicators of Successfulness**

1. Students' average achievement in English was equal to or higher than minimum score established by the school (72). In the second cycle, the students' average score was 83. It was higher 11 point than the minimum score.
2. Students who reach the minimum score (72) are equal to or higher than 80% of total students in the research. From 37 students, two students were absent, four students failed the test, and 31 students passed the test.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Based on the analysis on the previous chapter, teaching reading comprehension using semantic mapping and thinking aloud strategy can improve students' reading comprehension in narrative text. Semantic mapping and thinking aloud strategy applied in reading comprehension could be an effective strategy. The researcher draws some conclusions based on the discussion. The conclusions are:

1. The implementation of semantic mapping to improve students' reading comprehension in narrative text was done in two cycles conducted by the teacher and the researcher. The activity seemed to be more interesting and amusing. In the first cycle, the teacher gave a narrative text to the students and gave them the important words based on the text. Then, students were asked to categorize the words based on their part of speech. In the next cycle, the teacher gave a narrative text to the students and asked them to categorize the information they got from the text.
2. The implementation of thinking aloud strategy to improve students' reading comprehension in narrative text was applied after semantic mapping in every cycle. In the first cycle, after the students did semantic mapping, they were asked to answer some comprehensive question based on the text in oral. They should give their opinion about the text. In the second cycle, after

students did semantic mapping, they were asked to retell the story that had been mapped.

3. The improvement of students' achievement in narrative text after being taught by using semantic mapping and thinking aloud strategy was significant. The test result indicated that the students varied in their reading comprehension achievement. After two cycles, there was a significant improvement of students' achievement. It can be seen from the students' score. The results of the test that students achieved during the lesson through semantic mapping and thinking aloud strategy is: in preliminary research, the average of the score was 63, it was becoming 67 in the first cycle, and it was becoming 83 in the second cycle.
4. The students' engagement in joining English lesson by using semantic mapping and thinking aloud strategy was significant. The students were enthusiastic in joining the teaching learning process. It can be seen from the observation in every cycle. The result checklist of the first observation was 50%, the second observation was 52%, and the third observation was 80%.

## **B. Suggestion**

After finishing this research, the researcher would like to give some useful suggestions to the teacher and the next researcher. The suggestions are as follow:

1. For The Teacher

The use of semantic mapping and thinking aloud strategy in teaching reading comprehension in narrative text is an interesting way because it can make students easier to comprehend narrative text. Therefore, teachers have to be able to develop creativity in order to get student attention during the lesson. Moreover, teachers should be creative to use strategy to make their students enjoyable and fun in learning English.

2. For The Next Researcher

For the future research, the next researcher may use the other texts and researcher hopes that this research could be a reference for future researcher that will analyze teaching reading comprehension, semantic mapping and thinking aloud strategy.

Finally, the writer realizes that this paper is far from being perfect. Therefore, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.



## BIBLIOGRAPHY

- Ali, Abdullah Yusuf, *the Holy Quran (Koran)*, Riyadh: King Fahd Holy Quran Printing Complex, 1987.
- Al-Maraghi, Ahmad Mustafa, *Tafsir al-Maraghi*, jilid XXX, Semarang: PT. Karya Toha Putra, 1993.
- Basrowi and Suwandi, *Prosedur Penelitian Tindakan Kelas*, Bogor: Ghalia Indonesia, 2008.
- Bouchard, Margaret, *Comprehension Strategies for English Language Learners*, U.S.A: Scholastic Inc., 2005.
- Brown, H. Douglas, *Teaching by Principles; an Interactive Approach to Language Pedagogy*, New York: Longman, 2001.
- Bull, Victoria, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995.
- Celce-Murcia, Marrienne, *Teaching English as a Second or Foreign Language*, USA: Thomsom Learning, Inc., 2001.
- E-book: Lopez, Kimberly Kimbell, *Teaching Vocabulary: Materials and Methods for Teaching Reading*, 2009.
- Elizabeth, M.E.S., *Method of Teaching English*, India: Discovery Publishing House, 2012.
- Grabe, William and Fredericka L. Stoller, *Teaching and Researching Reading*, United Kingdom: Licensing Agency Ltd. 2002.
- Harmer, Jeremy, *How to Teach English*, Malaysia: Longman, 2001.
- \_\_\_\_\_, *The Practice of English Language Teaching*, Malaysia: Longman, 2002.

- Hartiny, Rosma, *Model Penelitian Tindakan Kelas*, Yogyakarta: Teras, 2010.
- Herrera, Scorro G., et. al., *Teaching Reading to English Language Learner*, USA: Pearson Education, Inc., 2010.
- Hitchcock and David Hughes, *Research and The Teacher: A Qualitative Introduction to School-Based Research*, 2<sup>nd</sup> ed, London: Routledge, 1995.
- Jordan, R.R., *English for Academic Purposes*, UK: Cambridge University Press, 1997.
- Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, Bandung: PT. Sygma Examedia Arkanleema, 2010.
- Knapp, Peter and Megan Watkins, *Genre, Text, Grammar: technologies for teaching and assessing writing*, Australia: University of New South Wales Press Ltd, 2005.
- Kusumah, Wijaya and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, Jakarta: Indeks Penerbit, 2010.
- Linse, Caroline T. and David Nunan, *Practical English Language Teaching: Young Learners*, USA: McGraw-Hill ESL/ELT, 2006.
- Muchith, Saekan, at. al., *Classroom Action Research*, Semarang: RaSAIL Media Group, 2009.
- Nafi'ah, Choirun (3104284), *The Use of Mind Mapping Technique to Improve Students' Comprehension on Narrative Text (A Classroom Action Research at Eight Grade Students of MTs I'anatut Thalibin Pati in the Academic Year of 2008/2009)*, Semarang: Tarbiyah Faculty IAIN Walisongo, 2009.
- Nata, Abuddin, *Tafsir Ayat-Ayat Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2014.

- Nunan, David, *Introducing Discourse Analysis*, England: Penguin Books Ltd, 1993.
- O'Malley, J. Michael and Lorraine Vadez Pierce, *Authentic Assessment for English Language Learner*, USA: Addison-Wesley Publishing Company, Inc., 1996.
- P., Entika Fani. and Siti Musarokah, *Writing 3*, Semarang: IKIP PGRI Semarang, 2010.
- Pelton, Robert P., *Action Research for Teacher Candidates*, USA: Rowman & Littlefield Education, 2010.
- R., Syamsuddin A. and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, Bandung: PT Remaja Rosdakarya, 2011.
- Sari, Suci Kumala (2201409008), *The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text*, Semarang: Language and Art Faculty State University of Semarang, 2013.
- Subyantoro, *Penelitian Tindakan Kelas*, Semarang: Badan Penerbit Universitas Diponegoro, 2009.
- Sudjiono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: Rajawali, 2010.
- Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2010.

# **APPENDICES**



## Appendix 1

### LIST OF STUDENTS

No.	Code	Name
1	S-1	Abu Wahab Cipto
2	S-2	Adetya Rizal Permana Putra
3	S-3	Adisha Rahmania Maharani
4	S-4	Akhsal Anugrah Maghreza
5	S-5	Alif Wahyu Permana
6	S-6	Ani Jihan Halimah
7	S-7	Annatiqa Rismayanti
8	S-8	Aziz Mustofa
9	S-9	Bagus Muji Prihandoko
10	S-10	Cendikia Tera Rizqi
11	S-11	Citra Fera Nita
12	S-12	Devy Fitria Hastuti
13	S-13	Diyah Ayu Lestari
14	S-14	Eriant Adel Nurcipto
15	S-15	Hanif Akbar Rachmawan
16	S-16	Herlina Shafira Zein
17	S-17	Indah Aryani
18	S-18	Irvando Surya Saputra
19	S-19	Ismi Hanik Wulandari
20	S-20	Jessika Aizya Rachim
21	S-21	Lia Rizky Afiana
22	S-22	Maula Dzatul Kahfi
23	S-23	Moch. Faiq Ridlatul Inayatullah
24	S-24	Muchammad Fauzy Sulistiyo
25	S-25	Muhamad Fajar Adip Pratama
26	S-26	Muhammad Alfian Al Anshori
27	S-27	Muhammad Choirul Anwar Mazidah
28	S-28	Muhammad Sulthan
29	S-29	Muhammad Syarifuddin
30	S-30	Namira Adityaningrum
31	S-31	Nida Habibah
32	S-32	Rifky Ari Hidayat
33	S-33	Rio Herdana Setyoko

34	S-34	Rizal Satria Negara
35	S-35	Tamara Millatul Fauzana
36	S-36	Wendy Dwi Hastuti
37	S-37	Yudith Tri Nugroho

## Appendix 2

### LESSON PLAN CYCLE I

School	: SMP Nurul Islam Semarang
Class/Semester	: VIII / 2
Subject	: English
Standard of Competence	: 11. Understanding meaning in simple short essay in form of recount an narrative to interact with surrounding.
Basic Competence	: 11.2 Responding meaning and rethoric step in simple short essay accurately, fluent, and that is related with surrounding in form of recount and narrative text.
Indicator	: 11.2.1 Read the text fluently. 11.2.2 Identify the communicative purpose of narrative text.
Genre	: Narrative text
Skill	: Reading
Time Allotment	: 2 x 40 minutes (1 meeting)

#### I. Learning Objectives

In the end of the lesson, students are able to:

- A. Read the text fluently.
- B. Identify the communicative purpose of narrative text.

#### II. Character Building

- A. Trustworthiness
- B. Respect
- C. Diligent



### III. Learning Material

#### Narrative Text

A narrative text is used to describe an event intended to amuse or entertain the reader through a real experience or an imagination. Some example of narrative text are: tale (a story about things that happened long ago, or things that may not have really happened), myth (a very old story about gods, magical creatures, etc.), legend (an old story about brave people or magical events), and fable (a traditional story that teaches a moral lesson.)

Example of narrative text

#### **Sura and Baya**

Orientation { A story once tell about a friendship about two mythical creatures Sura the Shark and Baya the crocodile.

Complication { One day Sura and Baya were roaming the sea together when suddenly Baya spotted a goat and prepares an ambush. When Sura was seeing this he told Baya to let him have the goat because he hadn't eaten for a long time and was very hungry but Baya said, "No! I saw it first and I am also very hungry." So they began to fight because it was a hot day after several hours of intense fighting they were both exhausted.

Both tired and hungry Sura said to Baya "I'm through with all this fights over a meal"! Baya replied, "Me too, what do you think we should do?" Sura said, "How about we each go our own way and divide the territory, I will live in the sea and you live on the land, the beach will be our border?" Baya agreed, "from this day on, I shall never go to the sea again. My place is on the land." Said Baya, then they separated.

Resolution { Then came the day when Sura broke the promise he made with Baya, because there's not much food in the sea. Sura went to the land and look for some food in the river. Baya was very angry, "What are you doing here? This is my place. Your place is in the sea!" Sura said, "There is water in the river, right? So, this is also

Resolution { my place!” Then Sura and Baya fought again, this time for days and was a ferocious battle until Sura finally gave up and went back to the sea. The story goes that people names the place of the epic battle between the two “Surabaya”.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

**IV. Learning Method:** Semantic mapping and thinking aloud strategy

**V. Learning Activity**

**A. First activity**

In the first activities, teacher:

1. Opens teaching learning process
2. Greets the students
3. Checks the attendance list
4. Tells the material

**B. Main Activity**

**Exploration**

In the exploration activity, teacher:

1. Shows a video about example of narrative text.
2. Involves the students identify the video.
3. Shows an example of narrative text.
4. Asks the students to choose one number from 1-5. Then, asks them to add their number with their friend’s number. Then, the students are asked to write words on the text based on the number they have. After that, they are asked to delete 2 or 3 of the words they have written.
5. Asks the students to tell the story is about using the rest of the words.

## **Elaboration**

In the exploration activity, teacher:

1. Gives students some picture related to narrative text.
2. Explains the definition, social purpose, and kind of narrative text.
3. Gives an example of narrative text.
4. Gives the important words from the text
5. Divides students into 6 groups. Each group consist of 6 or 7 persons.
6. Asks students to classify the words based on their part of speech.
7. Asks students to read the text while imagine the story of the text.
8. Asks students to answer some comprehensive questions based on the text orally.
9. Invites students to discuss the answer together.
10. Gives students test of the material given.
11. Asks the students to finish the test in 30 minutes.

## **Confirmation**

In confirmation activity, teacher:

1. Asks the students to ask about unknown things.
2. With the students straighten the misunderstanding, give affirmation, and conclusion.

## **C. Post Activity**

In the post activity, teacher:

1. With the students make a conclusion of the material.
2. Gives feedback of the process and the result of the learning.
3. Plans a follow up activity based on the students' achievement.
4. Tells the material will be learned in the next meeting.
5. Closes the learning process.

## VI. Source

- A. S., Emalia Irigiliati, et.al., *Interactive English Junior High School Grade VIII*, Surabaya: Yudhistira, 2009
- B. *freenglishcourse.info*

## VII. Media

- A. Slide
- B. Video
- C. Cartoon

## VIII. Assessment

Indikator Kompetensi	Pencapaian	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Identify various information in narrative text		Written test	Simple answer	<i>Choose the best option, a,b,c or d</i>

### A. Assessment guidelines

1. For each number, right answer score 5
2. Total maximum score  $\times 5 = 100$
3. Maximum score = 100
4. Students' achievement =  $\frac{\text{AchievementScore}}{\text{MaximumScore}} \times 10$

### B. Character Building Observation

Marking System :

- 100 = excellent
- 90 = very good
- 80 = good
- 70 = fair
- 60 = need improvement

Character			
Curious	Trustworthiness	Respect	Diligence
Students' enthusiastic in the teaching learning process.	Students done the exercise by themselves.	Students' attention toward the teacher's explanation and students' loyalty in doing what the teacher asks.	Students' note related to the material.

March, 19<sup>th</sup> 2015

Approved by:  
English Teacher,



**Waliyadin, S. Pd**

Researcher,



**Lailatul Akhadiyah**

Head of SMP Nurul Islam,



**Mashadi, S. Ag**

## Appendix 3

### LESSON PLAN CYCLE II

School	: SMP Nurul Islam Semarang
Class/Semester	: VIII / 2
Subject	: English
Standard of Competence	: 11. Understanding meaning in simple short essay in form of recount an narrative to interact with surrounding.
Basic Competence	: 11.2 Responding meaning and rhetoric step in simple short essay accurately, fluent, and that is related with surrounding in form of recount and narrative text.
Indicator	: 11.2.1 Identify the generic language features of narrative text 11.2.3 Get the meaning of the text by answering some comprehensive questions based on the text available in the textbook or from the teacher.
Genre	: Narrative text
Skill	: Reading
Time Allotment	: 2 x 40 minutes ( 1 meeting )

#### I. Learning Objectives

In the end of the lesson, students are able to:

- A. Identify the generic structure and language features of narrative text.
- B. Get the meaning of the text by answering questions based on the information of the text.

## **II. Character Building**

- A. Trustworthiness
- B. Respect
- C. Diligent

## **III. Learning Material**

### **Narrative Text**

#### A. The generic structure is as follows

##### 1. Orientation

It is about the opening paragraph where the characters of the story are introduced. Example : Little Mantu lived in a village deep in the jungle where elephants helped the men with their work.

##### 2. Complication

Where the problems in the story developed. Example : Now, Mantu had an elephant of his very own. His name was Opie.

##### 3. Resolution

Where the problems in the story is solved. Example : Mantu then climbed upon his little friend's back and went home to the village.

#### B. The language features are as follows

- 1. Focus on specific and usually individually participants  
Example: cinderella, malin kundang, the lion, etc.
- 2. Use of material (action) processes  
Example: invited, ran, walked, barked, etc.
- 3. Use of relational and mental processes  
Example: coward, knew, felt, etc.
- 4. Use of temporal conjunctions and temporal circumstances  
Example: then, the next moment, etc.
- 5. Use of past tense

Example: the scarecrow scratched his head.

6. Short, telegraphic information about story summarized in one-sentence headline.

Example of narrative text

Orientation { Once upon a time, there were two butterflies named Teri and Roni. They are friends. Teri and Roni had the same crown.

{ One day, Kodi, a frog saw Teri and Roni quarreling. "you took it." Said Roni. "No I didn't" said Teri. "Hay what's the matter?" asked Kodi. "Teri stole my crown." Said Roni. "No I didn't" said Teri. "Yesterday I still had my crown when she came to visit me" said Roni. "Today I cannot find the crown! Look!, she is wearing it" Roni shouted. "My mom gave me the crown," Teri explained.

Complication { Kodi suggested to go to Teri's house "Where did you put it." Said kodi to Roni. "I put it on the table." Roni answered. They didn't find the crown. "May be it flet down," Kodi looked under the table. Nothing was there, "It was my favorite crown," Roni sobbed.

{ "I didn't steal yours, but if you like it so much, you can have mine." Teri gave the crown.

Resolution { "It's here!" Kodi saw the crown behind the curtain.  
Roni stopped crying. "Thank God Kodi found it!"  
"Sorry, Teri, I accused you. I'm a terrible friend!"  
"it's Ok" said Teri. "Let's say thanks to Kodi!"

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*



**IV. Learning Method:** Semantic mapping and thinking aloud strategy

**V. Learning Activity**

**A. First activity**

In the first activities, teacher:

1. Opens teaching learning process
2. Greets the students
3. Checks the attendance list
4. Tells the material

**B. Main Activity**

**Exploration**

In the exploration activity, teacher involves the students review the information of narrative text from the previous meeting.

**Elaboration**

In the exploration activity, teacher:

1. Explains the generic structure and language features of narrative text.
2. Divides students into 6 groups. Each group consist of 6 or 7 persons.
3. Gives a text to each group. The text is different for every group.
4. Asks students to read the text and imagine it to get the information from the text.
5. Asks students to classify the information they got from the text based on their category.
6. Asks the representative of each group to retell the story they got.
7. Invites the students to discuss the text with the teacher.
8. Gives students test of the material given.
9. Asks the students to finish the test in 30 minutes.

## **Confirmation**

In confirmation activity, teacher:

1. Asks the students to ask about unknown things.
2. With the students straighten the misunderstanding, give affirmation, and conclusion.

## **C. Post Activity**

In the post activity, teacher:

1. With the students make a conclusion of the material.
2. Gives feedback of the process and the result of the learning.
3. Plans a follow up activity based on the students' achievement.
4. Tells the material will be learned in the next meeting.
5. Closes the learning process.

## **VI. Source**

- A. Kistono, et.al., *The Bridge English Competence for SMP Grade VIII*, Surabaya: Yudhistira, 2007.
- B. P., Entika Fani. and Siti Musarokah, *Writing 3*, Semarang: IKIP PGRI Semarang, 2010.

## **VII. Media**

- A. Slide
- B. Cartoon

## VIII. Assessment

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> <li>Identify various information in narrative text</li> </ul>	Written test	Simple answer	<i>Choose the best option, a,b,c or d</i>

### A. Assessment guidelines

- For each number, right answer score 5
- Total maximum score  $\times 5 = 100$
- Maximum score = 100
- Students' achievement =  $\frac{\text{AchievementScore}}{\text{MaximumScore}} \times 10$

### B. Character Building Observation

Marking System :

100 = excellent

90 = very good

80 = good

70 = fair

60 = need improvement

Character			
Curious	Tolerance	Creative	Communicative
Students' enthusiastic in the teaching learning process.	Students done the exercise by themselves.	Students' attention toward the teacher's explanation and students' loyalty in doing what the teacher asks.	Students' note related to the material.

March, 23<sup>th</sup> 2015

Approved by:  
English Teacher,



**Waliyadin, S. Pd**

Researcher,



**Lailatul Akhadiyah**

Head of SMP Nurul Islam,



**Mashadi, S. Ag**

## Appendix 4

Name :

Score:

No :

### PRELIMINARY TEST

---

**Subject : English**

**Grade : VIII**

---

#### Multiple Choices Item

*Choose the best answer, a,b,c or d based on the text!*

The text for questions number 1 to 13. Read the text carefully!

Text 1

#### **Jack**

Once upon a time, there was a boy named Jack had to look after his father's sheep. Everyday, Jack took the sheep up hill where the grass was rich and green.

While the sheep grazed on the hill, Jack sat on the rock and watched them. Everyday he sat on the same rock and watch the sheep. He felt bored and lonely. "I have nothing to do," he thought.

One day he decided to play a game. He ran down the hill crying, "Wolf! Wolf! Wolf!". All the villagers rushed out their houses and run up the hill. Jack laughed at them because there was no wolf.

The next day, he felt bored and lonely again. He played the same game. "Wolf! Wolf! Wolf!" he cried, running down the hill. The villagers rushed out their houses and run up the hill second time. Jack laughed at them again because there was no wolf. The villagers were very angry.

The next week, when Jack was bored and lonely, he played the same game again. He ran down the hill and cried, "Wolf!" but the villager did not rush out of their houses. They remained at home.

That day, Jack cried bitterly because he lost five of his father's sheep.

*Adapted from The Bridge English Competence for SMP Grade VIII*

1. What is the main character of the story?
  - a. The villagers
  - b. Jack's father
  - c. Sheep
  - d. Jack
  
2. The setting of the story is.....
  - a. The houses
  - b. The hill
  - c. The market
  - d. The mountain
  
3. What did Jack do every day?
  - a. Took the sheep up hill where the grass was rich and green
  - b. Played a game
  - c. Sat on the rock and watched the sheep
  - d. Ran down the hill
  
4. What did Jack do while the sheep grazed on the hill?
  - a. Played a game
  - b. Ran down the hill
  - c. Slept on the rock
  - d. Sat on the rock and watched them
  
5. What does "graze" mean in Bahasa Indonesia?
  - a. Memancing
  - b. Melihat
  - c. Menggembala
  - d. Berlari

6. How did Jack feel?
  - a. Happy
  - b. Bored and lonely
  - c. Sad
  - d. Disappointed
  
7. What did Jack do to reduce his boredom?
  - a. Slept on the rock
  - b. Cried in the house
  - c. Played a game
  - d. Sing a song
  
8. How were the villagers when they heard Jack's crying?
  - a. Remained at home
  - b. Did not rush out of their houses
  - c. Watched Jack crying
  - d. Rushed out of their houses and ran up the hill
  
9. What was the villagers' reaction knowing that Jack was joking?
  - a. Happy
  - b. Very angry
  - c. Disappointed
  - d. Sad
  
10. How many times did Jack play that game?
  - a. 3
  - b. 2
  - c. 5
  - d. 4
  
11. What the villagers do when the wolves really came?
  - a. Rushed out of their houses and ran up the hill
  - b. Helped Jack to fight the wolves
  - c. Fought the wolves
  - d. Did not rush out of their houses
  
12. Why did Jack cry bitterly?
  - a. Because there were wolves
  - b. Because the wolves really come
  - c. Because he lost five of his father's sheep
  - d. Because his game was failed
  
13. The moral lesson of the story is .....
  - a. We do not need other's help
  - b. Do not make a game that make other people angry
  - c. It's good to make other people angry
  - d. It's good to lie

The text for questions number 14 to 20. Read the text carefully!

Text 2

### **Little Red Riding Hood**

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother.

A wolf wanted to eat her but was afraid to do so in public. The wolf approach the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

However a hunter came to recue and cut the wolf open. Little Red Riding and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

*Adapted from Scaffolding English for Junior High School*

*Students*

14. What is the type of the text above?
- a. Recount
  - b. Narrative
  - c. Descriptive
  - d. Procedure
15. Why did Little Red Riding walk through the woods?
- a. To deliver food to her grandmother
  - b. To meet to the wolf
  - c. To pick up some flower
  - d. To walk around with the wolf



16. What did the wolf do to the girl in order to enter the grandmother's house?
- a. Asked Little Red Riding to go with him
  - b. Just enter the grandmother's house
  - c. Pretended to be the girl
  - d. Asked grandmother's permission to enter her house
17. Who come to rescue the girl and her grandmother?
- a. The grandmother
  - b. The Little Red Riding
  - c. A hunter
  - d. The wolf
18. What does "her", in sentence 3 refer to?
- a. The grandmother
  - b. The Little Red Riding
  - c. A hunter
  - d. The wolf
19. What does "they", in the last sentence, refer to?
- a. The grandmother and a hunter
  - b. The wolf and Little Red Riding
  - c. The Little Red Riding and a hunter
  - d. The grandmother and Little Red Riding
20. The following sentences are TRUE, except...
- a. There was a girl called Little Red Riding Hood
  - b. A wolf wanted to eat Little Red Hood
  - c. The wolf wanted to be the girl's friend
  - d. The wolf approach the girl

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

## Appendix 5

Name :

No :

Score:

### TEST OF CYCLE I

---

**Subject** : English  
**Grade** : VIII  
**Time Allocation** : 30 minutes

---

#### Multiple Choices Item

*Choose the best answer, a,b,c or d based on the text!*

**The following text is for questions for no. 1 to 3.**

#### **Sura and Baya**

A story once tell about a friendship about two mythical creatures Sura the Shark and Baya the crocodile. One day Sura and Baya were roaming the sea together when suddenly Baya spotted a goat and prepares an ambush. When Sura was seeing this he told Baya to let him have the goat because he hadn't eaten for a long time and was very hungry but Baya said, "No! I saw it first and I am also very hungry." So they began to fight because it was a hot day after several hours of intense fighting they were both exhausted.

Both tired and hungry Sura said to Baya "I'm through with all this fights over a meal"! Baya replied, "Me too, what do you think we should do?" Sura said, "How about we each go our own way and divide the territory, I will live in the sea and you live on the land, the beach will be our border?" Baya agreed, "from this day on, I shall never go to the sea again. My place is on the land." Said Baya, then they separated.

Then came the day when Sura broke the promise he made with Baya, because there's not much food in the sea. Sura went to the land and look for some food in the river. Baya was very angry, "What are

you doing here? This is my place. Your place is in the sea!” Sura said,” There is water in the river, right? So, this is also my place!” Then Sura and Baya fought again, this time for days and was a ferocious battle until Sura finally gave up and went back to the sea. The story goes that people names the place of the epic battle between the two “Surabaya”.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan*

*MTs kelas 8*

1. The animal character on the story are...
  - a. Shark and duck
  - b. Shark and goat
  - c. Crocodile and shark
  - d. Crocodile and goat
  
2. Sura broke his promise about the territory share because...
  - a. Little food on the land
  - b. Little food on the sea
  - c. No much food on the land
  - d. Plenty food on the sea
  
3. “...this time for days and was a ferocious battle until Sura...” the bold type has the same meaning as...
  - a. Savage
  - b. Balanced
  - c. Long
  - d. Duel

### **The following questions for no. 4 to 8**

A street sweeper was doing his job when he came across some money lying on the ground. He decided to use it to buy a surprise present for his little daughter. He bought a jar of honey, rushed home and left on the table, so that his daughter would find it as soon as she came home from school. But, alas, it was the flies that ate the honey.

The sweeper was so angry that he went to ask the judge to give orders for the flies to be arrested and condemned to death.

“You are absolutely right,” smiled the judge, ”but as you will well understand, we cannot mobilize the army against these rascals. We shall see justice done in another way. Every time you see a fly,

strike it down. I authorize you to execute them yourself. Furthermore, I demand personally that you do not allow even a single one of these thieving flies to escape.

“Yes, your honor. You can count on me, ”the sweeper assured him. At that very moment, a fly decided to settle on the judge’s head and the sweeper did not hesitate: he raised his brush and brought it crashing down on the judge’s head. The guards were about to arrest him, when the judge recovered and intervened. “Leave him be, ”he ordered, ”he has taught me not to say foolish things to simpletons.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

4. What is the text about?
  - a. The street sweeper and the judge.
  - b. The flies and the recals.
  - c. The guards and their master.
  - d. The court and the simpletons.
  
5. The last paragraph on the text tells you about what the street sweeper...
  - a. Did to carry out the judge’s order
  - b. Liked doing during his real life
  - c. Made to buy honey for his daughter
  - d. Got as a result of his bad behavior
  
6. What is the moral value of the story?
  - a. There is no justice for foolish people.
  - b. It is dangerous to talk to street sweepers
  - c. A judge should be careful with his or her order.
  - d. We must be careful with stupid persons in this life.
  
7. “Yes, your honor. You can count on me, ”the sweeper assured him. What does the phrase “count on” in the sentence mean?
  - a. Get
  - b. Ask
  - c. Pay
  - d. Trust
  
8. “...so that his daughter would find it as soon as she came home from school.” What does the word “it” refer to?
  - a. The money
  - b. The fly
  - c. The honey
  - d. The jar

**The following text is for questions no. 9 and 10**

### **The Tiger and The Fox**

A tiger one caught a fox while hunting for food. The fox was very bold, and so he said, "I'm the king of the forest." But the tiger grew ver angry and said that he would eat the fox at once.

"If you don't believe me, come for a walk with me," answered the fox quite calmly. "You'll soon see whether all the other animals are afraid of me or not."

The tiger agreed to go with the fox. When all the animals saw them coming, they ran away as fast as they could. The tiger never found out that the animals were actually frightened of him, not of the fox.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan*

*MTs kelas 8*

9. What did the fox do to prove the tiger that what he said was true?
  - a. He fought the tiger bravely
  - b. He agreed to go with the tiger
  - c. He asked the tiger to go for a walk with him
  - d. He ordered all animals in the jungle to run away.
  
10. What lesson can we learn from the story?
  - a. Be yourself
  - b. Don't easy be tricked
  - c. Don't be greedy
  - d. Believe in your close friend

**The following text is for questions no. 11 to 15**

A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon the rabbit. He often insulted her and beat a lot. The rabbit could not stand it no longer. She made up her mind to get rid on the lion by a trick.

One day the rabbit came to the lion and said, "Good morning, sir! Just now I saw an animal over there that looked just like you. He said that he was the king of all the animals in the forest. He told all of us to obey him and be a servant."

"Didn't you tell him about me?" roared the lion.

"Yes, I did." Said the rabbit. "I told him how strong you were, but he said that no animal was so strong as he was."

The lion was very angry and roared. "Where is he?"

The rabbit took the lion to a deep well and said, "He is down over there in the well".

They are hastened to the well and looked angrily at the water. "Yes, there he is." He flew down at his enemy into the well and was drowned.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

11. What does the text tell us about?
  - a. A rabbit and a lion
  - b. A king and his servant
  - c. All animals in the forest
  - d. A clever rabbit and his friend
12. What is the main idea of the paragraph two?
  - a. A lion trick a rabbit
  - b. A rabbit was tricked by a lion
  - c. A lion was tricked a rabbit
  - d. A rabbit was drowned into the well.
13. The statements below make the lion angry, except...
  - a. "I told him how strong you were."
  - b. "He told all of us to obey him and be his servants."
  - c. "He said that no animal was so strong as he was."
  - d. "He said that he was the king of the animal in the forest."
14. From the text above we know that the lion saw in the well was...
  - a. His own friend
  - b. Another lion in the water
  - c. A drowning lion
  - d. The shadow of himself

15. "I told him how strong you were..." (paragraph 2) What does the underlined word refer to?
- a. The rabbit
  - b. The lion
  - c. The king
  - d. The animal

**The following text is for questions no. 16 to 19**

Once upon a time, in the jungle there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was afraid of him because his face and style look very vicious.

One day in a summer beautiful morning, when Rox was drinking at the side of the river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. The snake was going to eat the rabbit. Rox jumped over the snake as soon as possible and scared the snake away.

The little rabbit the felt relieved that Rox just save his live the treat of the dangerous snake. After that, the little rabbit told the whole jungle that Rox was kind fox. He just saved his life. There was no need to afraid of him anymore.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

16. Paragraph two tells us about...
- a. Rox looked very vicious to everyone
  - b. Little rabbit was relieved about kind fox
  - c. Rox saved a little rabbit's life
  - d. Snake was scared of the little rabbit
17. What was Rox doing when the little rabbit in danger?
- a. Drinking
  - b. Jumping
  - c. Eating
  - d. Sneaking
18. What is the purpose of the text?
- a. To describe about the vicious fox
  - b. To entertain readers about kind fox
  - c. To explain about the little rabbit
  - d. To inform us a life in the jungle

19. "He just saved his life." (paragraph 3). The underlined word refers to...
- a. Rox
  - b. Fox
  - c. Little rabbit
  - d. Snake

**The following text is for questions no. 20**

Once upon a time, there were two butterflies, Teri and Roni. They are friends. Teri and Roni had the same crown.

One day, Kodi, a frog saw Teri and Roni quarreling. "you took it." Said Roni. "No I didn't" said Teri. "Hay what's the matter?" asked Kodi. "Teri stole my crown." Said Roni. "No I didn't" said Teri. "Yesterday I still had my crown when she came to visit me" said Roni. "Today I cannot find the crown! Look!, she is wearing it" Roni shouted. "My mom gave me the crown," Teri explained.

Kodi suggested to go to Teri's house "Where did you put it." Said kodi to Roni. "I put it on the table." Roni answered. They didn't find the crown. "May be it flet down," Kodi looked under the table. Nothing was there, "It was my favorite crown," Roni sobbed.

"I didn't steal yours, but if you like it so much, you can have mine." Teri gave the crown.

"It's here!" Kodi saw the crown behind the curtain.  
Roni stopped crying. "Thank God Kodi found it!"  
"Sorry, Teri, I accused you. I'm a terrible friend!"  
"it's Ok" said Teri. "Let's say thanks to Kodi!"

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan  
MTs kelas 8*

20. Where did Kodi find the crown?
- a. Under the table
  - b. Behind the curtain
  - c. On the table
  - d. In the house

\*\*\*\*\* GOOD LUCK \*\*\*\*\*



## Appendix 6

Name :

No :

Score:

### TEST OF CYCLE II

---

**Subject** : English  
**Grade** : VIII  
**Time Allocation** : 30 minutes

---

#### Multiple Choices Item

*Choose the best answer, a,b,c or d based on the text!*

**The following text is for questions no. 1 to 3**

Once upon a time, there were two butterflies, Teri and Roni. They are friends. Teri and Roni had the same crown.

One day, Kodi, a frog saw Teri and Roni quarreling. “you took it.” Said Roni. “No I didn’t” said Teri. “Hay what’s the metter?” asked Kodi. “Teri stole my crown.” Said Roni. “No I didn’t” said Teri. “Yesterday I still had my crown when she came to visit me” said Roni. “Today I cannot find the crown! Look!, she is wearing it” Roni shouted. “My mom gave me the crown,” Teri explained.

Kodi suggested to go to Teri’s house “Where did you put it.” Said kodi to Roni. “I put it on the table.” Roni answered. They didn’t find the crown. “May be it fell down,” Kodi looked under the table. Nothing was there, “It was my favorite crown,” Roni sobbed.

“I didn’t steal yours, but if you like it so much, you can have mine.” Teri gave the crown.

“It’s here!” Kodi saw the crown behind the curtain.

Roni stopped crying. "Thank God Kodi found it!"

"Sorry, Teri, I accused you. I'm a terrible friend!"

"it's Ok" said Teri. "Let's say thanks to Kodi!"

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan  
MTs kelas 8*

1. "I put it on the table." (line 13). What does the underlined word refer to?
  - a. The crown
  - b. The table
  - c. The house
  - d. The curtain
  
2. From the story we can learn that...
  - a. Trusting each other is very important
  - b. The goodness is always the winner
  - c. Wise friend can be trusted
  - d. We should not accuse of others without proof
  
3. From the story above we can conclude that Kodi is a .... friend.
  - a. Wise
  - b. Polite
  - c. Good
  - d. Happy

**The following text is for questions no. 4 to 8**

### **A fox and a Goat**

One hot summer day when all the ponds and rivers were dry, a fox walk about to looked for water to drink. At last, he found an old well in which there was a little water. But, the well was very deep and the water was out of his reach.

He tried again and again to reach it, and at last he fell in but he could not get out. He was just like a prey in a trap.

By and by a goat came to the well and saw the fox in it. He asked the fox. "what is the water like down there?"

“The water is very nice and I cannot stop drinking it,” said the fox. “ Why not come down and try it?”

Down jumped the goat at once. As soon as he jumped down. The fox jumped on his back and go out of the well.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan  
MTs kelas 8*

4. What is the purpose of the text?
  - a. To inform about dry season
  - b. To entertain the readers
  - c. To describe about Fox’s trick
  - d. To criticize the foolish animals
  
5. But, the well was very deep. (Par 1 line 3). The opposite of the underlined word is...
  - a. Swallow
  - b. Very far
  - c. Shallow
  - d. Narrow
  
6. Can the fox get out of the well at last?
  - a. Yes, it can
  - b. No, it isn’t
  - c. Yes, it is
  - d. No, it can’t
  
7. Which statement is true based on the story above?
  - a. The goat is clever
  - b. The well is full of water
  - c. The fox ha cheated the goat
  - d. The goat drink the well’s water satisfy
  
8. The moral value of the text above is...
  - a. Don’t be surprised if your trick is played on you
  - b. Don’t be easy to trust to anybody who meet you once
  - c. Don’t be greedy or you will lose everything you have
  - d. Don’t be afraid to do something although it is very dangerous

**The following text is for questions no. 9 to 12**

Once upon a time, there was very old grandfather. His eyes was almost blind, his ears were deaf and his knees shook. When he sat at the table, ne could not hold the spoon strongly. He spilled soup on the tablecloth. Besides, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed. Finally they made the old grandfather sat in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked at them sadly. He was almost crying.

One day, the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded him. However, the old grandfather did not say anything. He could not only cry. Then they bought him an wooden bowl and made him eat from it.

Once the husband and wife were sitting in the dining room, their four-years-old son put together some pieces of wood on the floor. His father asked him what he was doing. The little child said that he was making a bowl for his father and mother to eat from when he became adult.

The man and the woman looked at each other. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan  
MTs kelas 8*

9. How did the spouse treat the old man?
  - a. They treated him nicely
  - b. They treated him very carefully
  - c. They treated him like a child
  - d. They treated him very badly

10. What did the old grandfather's son and his daughter-in-law do after they had realized their mistake?
  - a. They scolded their son
  - b. They let their son eat at the table
  - c. They let their father ate at the table
  - d. They did not say anything
  
11. "They began to cry". (par 5). The word "they" refers to...
  - a. The man and the grandson
  - b. The man and the woman
  - c. The woman and the grandson
  - d. The man and the grandfather
  
12. What can we learn from the story?
  - a. We should love and take care of our parents no matter how they are
  - b. We should provide good food for our parents
  - c. We should not hurt our parents' feeling
  - d. We should not ignore our children

**The following text is for questions no. 13 to 16**

One upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law, the king had an arrow shooting competition. The best one would be Mandalika's husband.

One day of the competition, those the princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the

sea. She died in the south sea of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call the worms Nyale. People believe that those Nyales are princess Mandalika's hair.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan  
MTs kelas 8*

13. The text was talking about...
  - a. The King of Kuripan
  - b. Princess' Mandalika hair
  - c. The king's son-in-law
  - d. Princess Mandalika
  
14. Why did princes Mandalika die?
  - a. She didn't want the princes killed each other because of her.
  - b. The king forced her to marry the prince
  - c. She didn't want to marry the prince
  - d. She didn't like the king
  
15. What is the main idea of paragraph 3?
  - a. The reason why Mandalika died.
  - b. Ho the king choose the son-in-law.
  - c. The reason why the princes kill each other.
  - d. An arrow shooting competition is between the princess.
  
16. The word "they" in the last sentence of paragraph 3 refers to...
  - a. Mandalika and princes
  - b. The king and the princes
  - c. Princess Mandalika and the king
  - d. The king and Mandalika

**The following text is for questions no. 17 to 20**

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. The Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King did not want the daughter to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan  
MTs kelas 8*

17. Why was Kadita called Dewi Srengenge?
- Because of her kindness
  - Because of her beauty
  - Because of her curse
  - Because of her rumor
18. What did the black magician do to Kadita?
- He asked the king to send her away from the palace
  - He made her jump into the water of South Ocean
  - He cursed her into an ugly princess
  - He cursed her illness.
19. “The poor princess did not know where to go. However, she had a noble heart” (paragraph 5). What does the underlined word refer to?
- |                 |                     |
|-----------------|---------------------|
| a. Kadita       | c. Munding Wangi    |
| b. Dewi Mutiara | d. The black wizard |
20. “Suddenly, there was a miracle”. The antonym of “*suddenly*” is...
- |             |                 |
|-------------|-----------------|
| a. Rapidly  | c. Gradually    |
| b. Abruptly | d. Unexpectedly |

\*\*\*\*\* GOOD LUCK \*\*\*\*\*



## Appendix 7

### Answers Key:

#### A. Preliminary Test

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

#### B. Cycle I

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

**C. Cycle II**

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

## Appendix 8a

Name : <i>P. ZAL SAJERA M</i>	Score: <i>15</i>
No : <i>006</i>	

### PRE-CYCLE TEST

Subject : English  
Grade : VIII

#### Multiple Choices Item

*Choose the best answer, a, b, c or d based on the text!*

The text for questions number 1 to 13. Read the text carefully!

Text 1

#### Jack

Once upon a time, boy named Jack had to look after his father's sheep. Everyday, Jack took the sheep up hill where the grass was rich and green.

While the sheep grazed on the hill, Jack sat on the rock and watched them. Everyday he sat on the same rock and watch the sheep. He felt bored and lonely. "I have nothing to do," he thought.

One day he decided to play a game. He ran down the hill crying, "Wolf! Wolf! Wolf!". All the villagers rushed out their houses and run up the hill. Jack laughed at them because there was no wolf.

The next day, he felt bored and lonely again. He played the same game. "Wolf! Wolf! Wolf!" he cried, running down the hill. The villagers rushed out their houses and run up the hill second time. Jack laughed at them again because there was no wolf. The villagers was very angry.

The next week, when Jack was bored and lonely, he played the same game again. He ran down the hill and cried, "Wolf!" but the villager did not rush out of their houses. They remained at home.

That day, Jack cried bitterly because he lost five of his father's sheep.

*Adapted from The Bridge English Competence for SMP Grade VIII*

1. What is the main character of the story?

*Jack*

- a. The villagers  
b. Jack's father  
 c. Sheep  
d. Jack
2. The setting of the story is.....  
a. The houses  
b. The hill  
 c. The market  
d. The mountain
3. What did Jack do every day?  
a. Took the sheep up hill where the grass was rich and green  
 b. Played a game  
c. Sat on the rock and watched the sheep  
d. Ran down the hill
4. What did Jack do while the sheep grazed on the hill?  
a. Played a game  
 b. Ran down the hill  
c. Slept on the rock  
d. Sat on the rock and watched them
5. What does "graze" mean in Bahasa Indonesia?  
a. Memancing  
b. Melihat  
 c. Menggembala  
d. Berlari
6. How did Jack felt?  
a. Happy  
b. Bored and lonely  
 c. Sad  
d. Disappointed
7. What did Jack do to reduce his boredom?  
 a. Slept on the rock  
b. Cried in the house  
c. Played a game  
d. Sing a song
8. How were the villagers when they heard Jack's crying?  
a. Remained at home  
b. Did not rush out of their houses  
 c. Watched Jack crying  
d. Rushed out of their houses and ran up the hill
9. What was the villagers' reaction knowing that Jack was joking?  
 a. Happy  
b. Very angry  
c. Disappointed  
d. Sad
10. How many times did Jack play that game?

- a. 3
- b. 2

- c. 5
- d. 4

11. What the villagers do when the wolves really came?

- a. Rushed out of their houses and ran up the hill
- b. Helped Jack to fight the wolves
- c. Fought the wolves
- d. Did not rush out of their houses

12. Why did Jack cry bitterly?

- a. Because there were wolves
- b. Because the wolves really come
- c. Because he lost five of his father's sheep
- d. Because his game was failed

13. The moral lesson of the story is .....

- a. We do not need other's help
- b. Do not make a game that make other people angry
- c. It's good to make other people angry
- d. It's good to lie

The text for questions number 14 to 20. Read the text carefully!

Text 2

### Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother.

A wolf wanted to eat her but was afraid to do so in public. The wolf approach the girl. She naively told him where she was going. He adviced the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

However a hunter came to recue and cut the wolf open. Little Red Riding and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

*Adapted from Scaffolding English for Junior High School Students*

14. What is the type of the text above?

- a. Recount
- b. Narrative
- c. Descriptive
- d. Procedure

15. Why did Little Red Riding walk through the woods?

- a. To deliver food to her grandmother
- b. To meet to the wolf
- c. To pick up some flower
- d. To walk around with the wolf

16. What did the wolf do to the girl in order to enter the grandmother's house?

- a. Asked Little Red Riding to go with him
- b. Just enter the grandmother's house
- c. Pretended to be the girl
- d. Asked grandmother's permission to enter her house

17. Who come to rescue the girl and her grandmother?

- a. The grandmother
- b. The Little Red Riding
- c. A hunter
- d. The wolf

18. What does "her", in sentence 3 refer to?

- a. The grandmother
- b. The Little Red Riding
- c. A hunter
- d. The wolf

19. What does "they", in the last sentence, refer to?

- a. The grandmother and a hunter
- b. The wolf and Little Red Riding
- c. The Little Red Riding and a hunter
- d. The grandmother and Little Red Riding

20. The following sentences are TRUE, except...

- a. There was a girl called Little Red Riding Hood
- b. A wolf wanted to eat Little Red Hood
- c. The wolf wanted to be the girl's friend
- d. The wolf approach the girl

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

## Appendix 8b

Name : RIFKY ARI H  
No : 8032

Score:

70

### PRE-CYCLE TEST

Subject : English  
Grade : VIII

#### Multiple Choices Item

*Choose the best answer, a,b,c or d based on the text!*

The text for questions number 1 to 13. Read the text carefully!

Text 1

#### **Jack**

Once upon a time, boy named Jack had to look after his father's sheep. Everyday, Jack took the sheep up hill where the grass was rich and green.

While the sheep grazed on the hill, Jack sat on the rock and watched them. Everyday he sat on the same rock and watch the sheep. He felt bored and lonely. "I have nothing to do," he thought.

One dayn he decided to play a game. He ran down the hill crying, "Wolf! Wolf! Wolf!". All the villagers rushed out their houses and run up the hill. Jack laughed at them because there was no wolf.

The next day, he felt bored and lonely again. He played the same game. "Wolf! Wolf! Wolf!" he cried, running down the hill. The villagers rushed out their houses and run up the hill second time. Jack laughed at them again because there was no wolf. The villagers was very angry.

The next week, when Jack was bored and lonely, he played the same game again. He ran down the hill and cried, "Wolf!" but the villager did not rush out of their houses. They remained at home.

That day, Jack cried bitterly because he lost five of his father's sheep.

*Adapted from The Bridge English Competence for SMP Grade VIII*

1. What is the main character of the story?

- a. The villagers  
b. Jack's father  
c. Sheep  
 d. Jack
2. The setting of the story is.....  
a. The houses  
 b. The hill  
c. The market  
d. The mountain
3. What did Jack do every day?  
 a. Took the sheep up hill where the grass was rich and green  
b. Played a game  
c. Sat on the rock and watched the sheep  
d. Ran down the hill
4. What did Jack do while the sheep grazed on the hill?  
a. Played a game  
b. Ran down the hill  
c. Slept on the rock  
 d. Sat on the rock and watched them
5. What does "graze" mean in Bahasa Indonesia?  
a. Memancing  
b. Melihat  
c. Menggembala  
d. Berlari
6. How did Jack feel?  
 a. Happy  
b. Bored and lonely  
c. Sad  
d. Disappointed
7. What did Jack do to reduce his boredom?  
a. Slept on the rock  
b. Cried in the house  
c. Played a game  
d. Sing a song
8. How were the villagers when they heard Jack's crying?  
a. Remained at home  
b. Did not rush out of their houses  
c. Watched Jack crying  
 d. Rushed out of their houses and ran up the hill
9. What was the villagers' reaction knowing that Jack was joking?  
a. Happy  
b. Very angry  
c. Disappointed  
d. Sad
10. How many times did Jack play that game?



- a. 3 ~~X~~ 5  
b. 2 d. 4

11. What the villagers do when the wolves really came?  
a. Rushed out of their houses and ran up the hill  
b. Helped Jack to fight the wolves  
c. Fought the wolves  
~~X~~ d. Did not rush out of their houses
12. Why did Jack cry bitterly?  
a. Because there were wolves  
b. Because the wolves really come  
~~X~~ c. Because he lost five of his father's sheep  
d. Because his game was failed
13. The moral lesson of the story is .....
- a. We do not need other's help  
~~X~~ b. Do not make a game that make other people angry  
c. It's good to make other people angry  
d. It's good to lie

The text for questions number 14 to 20. Read the text carefully!

Text 2

### **Little Red Riding Hood**

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother.

A wolf wanted to eat her but was afraid to do so in public. The wolf approach the girl. She naively told him where she was going. He adviced the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

However a hunter came to recue and cut the wolf open. Little Red Riding and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

*Adapted from Scaffolding English for Junior High School Students*

14. What is the type of the text above?

- a. Recount
- b. Narrative

- c. Descriptive
- d. Procedure

15. Why did Little Red Riding walk through the woods?

- a. To deliver food to her grandmother
- b. To meet to the wolf
- c. To pick up some flower
- d. To walk around with the wolf

16. What did the wolf do to the girl in order to enter the grandmother's house?

- a. Asked Little Red Riding to go with him
- b. Just enter the grandmother's house
- c. Pretended to be the girl
- d. Asked grandmother's permission to enter her house

17. Who come to rescue the girl and her grandmother?

- a. The grandmother
- b. The Little Red Riding
- c. A hunter
- d. The wolf

18. What does "her", in sentence 3 refer to?

- a. The grandmother
- b. The Little Red Riding
- c. A hunter
- d. The wolf

19. What does "they", in the last sentence, refer to?

- a. The grandmother and a hunter
- b. The wolf and Little Red Riding
- c. The Little Red Riding and a hunter
- d. The grandmother and Little Red Riding

20. The following sentences are TRUE, except...

- a. There was a girl called Little Red Riding Hood
- b. A wolf wanted to eat Little Red Hood
- c. The wolf wanted to be the girl's friend
- d. The wolf approach the girl

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

## Appendix 9a

Name : Y. Rizal  
No : 20

Score:

50

### TEST OF CYCLE I

---

Subject : English  
Grade : VIII  
Time Allocation : 30 minutes

---

#### Multiple Choices Item

Choose the best answer, a,b,c or d based on the text!

The following text is for questions for no. 1 to 3.

#### Sura and Baya

A story once told about a friendship about two mythical creatures Sura the Shark and Baya the crocodile. One day Sura and Baya were roaming the sea together when suddenly Baya spotted a goat and prepares an ambush. When Sura saw this he told Baya to let him have the goat because he hasn't eaten for a long time and was very hungry but Baya said, "No! I saw it first and I am also very hungry." So they began to fight because it was a hot day after several hours of intense fighting they were both exhausted.

Both tired and hungry Sura said to Baya "I'm through with all this fights over a meal!" Baya replied, "Me too, what do you think we should do?" Sura said, "How about we each go our own way and divide the territory, I will live in the sea and you live on the land, the beach will be our border?" Baya agreed, "from this day on, I shall never go to the sea again. My place is on the land." Said Baya, then they separated.

Then came the day when Sura broke the promise he made with Baya, because there's not much food in the sea. Sura went to the land and look for some food in the river. Baya was very angry, "What are you doing here? This is my place. Your place is in the sea!" Sura said, "There is water in the river, right? So, this is also my place!" Then Sura and Baya fought again, this time for days and was a ferocious battle until Sura finally gave up and went back to the sea. The story goes that people names the place of the epic battle between the two "Surabaya".

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

1. The animal character on the story are...
  - a. Shark and duck
  - b. Shark and goat
  - c. Crocodile and shark
  - d. Crocodile and goat
2. Sura broke his promise about the territory share because...
  - a. Little food on the land
  - b. Little food on the sea
  - c. No much food on the land
  - d. Plenty food on the sea

3. "...this time for days and was a ferocious battle until Sura..." the bold type has the same meaning as...
- a. Savage
  - b. Balanced
  - c. Long
  - d. Duel

**The following questions for no. 4 to 8**

A street sweeper was doing his job when he came across some money lying on the ground. He decided to use it to buy a surprise present for his little daughter. He bought a jar of honey, rushed home and left on the table, so that his daughter would find it as soon as she came home from school. But, alas, it was the flies that ate the honey.

The sweeper was so angry that he went to ask the judge to give orders for the flies to be arrested and condemned to death.

"You are absolutely right," smiled the judge, "but as you will well understand, we cannot mobilize the army against these rascals. We shall see justice done in another way. Every time you see a fly, strike it down. I authorize you to execute them yourself. Furthermore, I demand personally that you do not allow even a single one of these thieving flies to escape.

"Yes, your honor. You can count on me," the sweeper assured him. At that very moment, a fly decided to settle on the judge's head and the sweeper did not hesitate: he raised his brush and brought it crashing down on the judge's head. The guards were about to arrest him, when the judge recovered and intervened. "Leave him be," he ordered, "he has taught me not to say foolish things to simpletons.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

4. What is the text about?
- a. The street sweeper and the judge.
  - b. The flies and the recals.
  - c. The guards and their master.
  - d. The court and the simpletons.
5. The last paragraph on the text tells you about what the street sweeper...
- a. Did to carry out the judge's order
  - b. Liked doing during his real life
  - c. Made to buy honey for his daughter
  - d. Got as a result of his bad behavior
6. What is the moral value of the story?
- a. There is no justice for foolish people.
  - b. It is dangerous to talk to street sweepers
  - c. A judge should be careful with his or her order.
  - d. We must be careful with stupid persons in this life.

7. "Yes, your honor. You can count on me," the sweeper assured him. What does the phrase "count on" in the sentence mean?
- a. Get  
b. Ask  
c. Pay  
d. Trust
8. "...so that his daughter would find it as soon as she came home from school." What does the word "it" refer to?
- a. The money  
b. The fly  
c. The honey  
d. The jar

The following text is for questions no. 9 and 10

### The Tiger and The Fox

A tiger once caught a fox while hunting for food. The fox was very bold, and so he said, "I'm the king of the forest." But the tiger grew very angry and said that he would eat the fox at once.

"If you don't believe me, come for a walk with me," answered the fox quite calmly. "You'll soon see whether all the other animals are afraid of me or not."

The tiger agreed to go with the fox. When all the animals saw them coming, they ran away as fast as they could. The tiger never found out that the animals were actually frightened of him, not of the fox.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

9. What did the fox do to prove the tiger that what he said was true?
- a. He fought the tiger bravely  
b. He agreed to go with the tiger  
c. He asked the tiger to go for a walk with him  
d. He ordered all animals in the jungle to run away.
10. What lesson can we learn from the story?
- a. Be yourself  
b. Don't easily be tricked  
c. Don't be greedy  
d. Believe in your close friend

The following text is for questions no. 11 to 15

A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon the rabbit. He often insulted her and beat her a lot. The rabbit could not stand it no longer. She made up her mind to get rid of the lion by a trick.

One day the rabbit came to the lion and said, "Good morning, sir! Just now I saw an animal over there that looked just like you. He said that he was the king of all the animals in the forest. He told all of us to obey him and be a servant."

"Didn't you tell him about me?" roared the lion.

"Yes, I did." Said the rabbit. "I told him how strong you were, but he said that no animal was so strong as he was."

The lion was very angry and roared. "Where is he?"

The rabbit took the lion to a deep well and said, "He is down over there in the well".

They are hastened to the well and looked angrily at the water. "Yes, there he is." He flew down at his enemy into the well and was drowned.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

11. What does the text tell us about?
  - a. A rabbit and a lion
  - b. A king and his servant
  - c. All animals in the forest
  - d. A clever rabbit and his friend
12. What is the main idea of the paragraph two?
  - a. A lion trick a rabbit
  - b. A rabbit was tricked by a lion
  - c. A lion was tricked a rabbit
  - d. A rabbit was drowned into the well.
13. The statements below make the lion angry, except...
  - a. "I told him how strong you were."
  - b. "He told all of us to obey him and be his servants."
  - c. "He said that no animal was so strong as he was."
  - d. "He said that he was the king of the animal in the forest."
14. From the text above we know that the lion saw in the well was...
  - a. His own friend
  - b.  A nother lion in the water
  - c. A drowning lion
  - d. The shadow of himself
15. "I told him how strong you were..." (paragraph 2) What does the underlined word refer to?
  - a. The rabbir
  - b. The lion
  - c. The king
  - d. The animal

**The following text is for questions no. 16 to 19**

Once upon a time, in the jungle there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was afraid of him because his face and style look very vicious.

One day in a summer beautiful morning, when Rox was drinking at the side of the river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. The snake was going to eat the rabbit. Rox jumped over the snake as soon as possible and scared the snake away.

The little rabbit felt relieved that Rox just save his live the treat of the dangerous snake. After that, the little rabbit told the whole jungle that Rox was kind fox. He just saved his life. There was no need to afraid of him anymore.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

16. Paragraph two tells us about...
- a. Rox looked very vicious to everyone
  - b. Little rabbit was relieved about kind fox
  - c. Rox saved a little rabbit's life
  - d. Snake was scared of the little rabbit
17. What was Rox doing when the little rabbit in danger?
- a. Drinking
  - b. Jumping
  - c. Eating
  - d. Sneaking
18. What is the purpose of the text?
- a. To descibe about the vicious fox
  - b. To entertain readers abou kind fox
  - c. To explain about the little rabbit
  - d. To inform us a life in the jungle
19. "He just saved his life." (paragraph 3). The underlined word refers to...
- a. Rox
  - b. Fox
  - c. Little rabbit
  - d. Snake

**The following text is for questions no. 20**

Once upon a time, there were two butterflies, Teri and Roni. They are friends. Teri and Roni had the same crown.

One day, Kodi, a frog saw Teri and Roni quarreling. "you took it." Said Roni. "No I didn't" said Teri. "Hay what's the metter?" asked Kodi. "Teri stole my crown." Said Roni. "No I didn't" said Teri. "Yesterday I still had my crown when she came to visit me" said Roni. "Today I cannot find the crown! Look!, she is wearing it" Roni shouted. "My mom gave me the crown," Teri explained.

Kodi suggested to go to Teri's house "Where did you put it." Said kodi to Roni. "I put it on the table." Roni answered. They didn't find the crown. "May be it flet down," Kodi looked under the table. Nothing was there, "It was my favorite crown," Roni sobbed.

"I didn't steal yours, but if you like it so much, you can have mine." Teri gave the crown.

"It's here!" Kodi saw the crown behind the curtain.

Roni stopped crying. "Thank God Kodi found it!"

"Sorry, Teri, I accused you. I'm a terrible friend!"

"it's Ok" said Teri. "Let's say thanks to Kodi!"

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

20. Where did Kodi find the crown?

- a. Under the table
- b. Behind the curtain
- c. On the table
- d. In the house

\*\*\*\*\* GOOD LUCK \*\*\*\*\*



## Appendix 9b

Name : Moch Fatah  
No : 23 / VIII A

Score:

70

### TEST OF CYCLE I

---

**Subject** : English  
**Grade** : VIII  
**Time Allocation** : 30 minutes

---

#### Multiple Choices Item

*Choose the best answer, a,b,c or d based on the text!*

The following text is for questions for no. 1 to 3.

#### Sura and Baya

A story once told about a friendship about two mythical creatures Sura the Shark and Baya the crocodile. One day Sura and Baya were roaming the sea together when suddenly Baya spotted a goat and prepares an ambush. When Sura saw this he told Baya to let him have the goat because he hasn't eaten for a long time and was very hungry but Baya said, "No! I saw it first and I am also very hungry." So they began to fight because it was a hot day after several hours of intense fighting they were both exhausted.

Both tired and hungry Sura said to Baya "I'm through with all this fights over a meal!" Baya replied, "Me too, what do you think we should do?" Sura said, "How about we each go our own way and divide the territory, I will live in the sea and you live on the land, the beach will be our border?" Baya agreed, "from this day on, I shall never go to the sea again. My place is on the land." Said Baya, then they separated.

Then came the day when Sura broke the promise he made with Baya, because there's not much food in the sea. Sura went to the land and look for some food in the river. Baya was very angry, "What are you doing here? This is my place. Your place is in the sea!" Sura said, "There is water in the river, right? So, this is also my place!" Then Sura and Baya fought again, this time for days and was a ferocious battle until Sura finally gave up and went back to the sea. The story goes that people names the place of the epic battle between the two "Surabaya".

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

- The animal character on the story are...
  - Shark and duck
  - Shark and goat
  - Crocodile and shark
  - Crocodile and goat
- Sura broke his promise about the territory share because...
  - Little food on the land
  - Little food on the sea
  - No much food on the land
  - Plenty food on the sea

3. "...this time for days and was a ferocious battle until Sura..." the bold type has the same meaning as...
- a. Savage
  - b. Balanced
  - c. Long
  - d. Duel

**The following questions for no. 4 to 8**

A street sweeper was doing his job when he came across some money lying on the ground. He decided to use it to buy a surprise present for his little daughter. He bought a jar of honey, rushed home and left on the table, so that his daughter would find it as soon as she came home from school. But, alas, it was the flies that ate the honey.

The sweeper was so angry that he went to ask the judge to give orders for the flies to be arrested and condemned to death.

"You are absolutely right," smiled the judge, "but as you will well understand, we cannot mobilize the army against these rascals. We shall see justice done in another way. Every time you see a fly, strike it down. I authorize you to execute them yourself. Furthermore, I demand personally that you do not allow even a single one of these thieving flies to escape.

"Yes, your honor. You can count on me," the sweeper assured him. At that very moment, a fly decided to settle on the judge's head and the sweeper did not hesitate: he raised his brush and brought it crashing down on the judge's head. The guards were about to arrest him, when the judge recovered and intervened. "Leave him be," he ordered, "he has taught me not to say foolish things to simpletons.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

4. What is the text about?
- a. The street sweeper and the judge.
  - b. The flies and the rascals.
  - c. The guards and their master.
  - d. The court and the simpletons.
5. The last paragraph on the text tells you about what the street sweeper...
- a. Did to carry out the judge's order
  - b. Liked doing during his real life
  - c. Made to buy honey for his daughter
  - d. Got as a result of his bad behavior
6. What is the moral value of the story?
- a. There is no justice for foolish people.
  - b. It is dangerous to talk to street sweepers
  - c. A judge should be careful with his or her order.
  - d. We must be careful with stupid persons in this life.

7. "Yes, your honor. You can count on me," the sweeper assured him. What does the phrase "count on" in the sentence mean?

- a. Get
- b. Ask
- c. Pay
- d. Trust

8. "...so that his daughter would find it as soon as she came home from school." What does the word "it" refer to?

- a. The money
- b. The fly
- c. The honey
- d. The jar

**The following text is for questions no. 9 and 10**

### The Tiger and The Fox

A tiger one caught a fox while hunting for food. The fox was very bold, and so he said, "I'm the king of the forest." But the tiger grew very angry and said that he would eat the fox at once.

"If you don't believe me, come for a walk with me," answered the fox quite calmly. "You'll soon see whether all the other animals are afraid of me or not."

The tiger agreed to go with the fox. When all the animals saw them coming, they ran away as fast as they could. The tiger never found out that the animals were actually frightened of him, not of the fox.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

9. What did the fox do to prove the tiger that what he said was true?

- a. He fought the tiger bravely
- b. He agreed to go with the tiger
- c. He asked the tiger to go for a walk with him
- d. He ordered all animals in the jungle to run away.

10. What lesson can we learn from the story?

- a. Be yourself
- b. Don't easily be tricked
- c. Don't be greedy
- d. Believe in your close friend

**The following text is for questions no. 11 to 15**

A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon the rabbit. He often insulted her and beat a lot. The rabbit could not stand it no longer. She made up her mind to get rid of the lion by a trick.

One day the rabbit came to the lion and said, "Good morning, sir! Just now I saw an animal over there that looked just like you. He said that he was the king of all the animals in the forest. He told all of us to obey him and be a servant."

"Didn't you tell him about me?" roared the lion.

"Yes, I did." Said the rabbit. "I told him how strong you were, but he said that no animal was so strong as he was."

The lion was very angry and roared. "Where is he?"

The rabbit took the lion to a deep well and said, "He is down over there in the well".

They are hastened to the well and looked angrily at the water. "Yes, there he is." He flew down at his enemy into the well and was drowned.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

11. What does the text tell us about?
  - a. A rabbit and a lion
  - b. A king and his servant
  - c. All animals in the forest
  - d. A clever rabbit and his friend
12. What is the main idea of the paragraph two?
  - a. A lion trick a rabbit
  - b. A rabbit was tricked by a lion
  - c. A lion was tricked a rabbit
  - d. A rabbit was drowned into the well.
13. The statements below make the lion angry, except...
  - a. "I told him how strong you were."
  - b. "He told all of us to obey him and be his servants."
  - c. "He said that no animal was so strong as he was."
  - d. "He said that he was the king of the animal in the forest."
14. From the text above we know that the lion saw in the well was...
  - a. His own friend
  - b. A drowning lion
  - c. Another lion in the water
  - d. The shadow of himself
15. "I told him how strong you were..." (paragraph 2) What does the underlined word refer to?
  - a. The rabbit
  - b. The king
  - c. The lion
  - d. The animal

**The following text is for questions no. 16 to 19**

Once upon a time, in the jungle there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was afraid of him because his face and style look very vicious.

One day in a summer beautiful morning, when Rox was drinking at the side of the river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. The snake was going to eat the rabbit. Rox jumped over the snake as soon as possible and scared the snake away.

The little rabbit the felt relieved that Rox just save his live the treat of the dangerous snake. After that, the little rabbit told the whole jungle that Rox was kind fox. He just saved his life. There was no need to afraid of him anymore.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

16. Paragraph two tells us about...
- a. Rox looked very vicious to everyone
  - b. Little rabbit was relieved about kind fox
  - c. Rox saved a little rabbit's life
  - d. Snake was scared of the little rabbit
17. What was Rox doing when the little rabbit in danger?
- a. Drinking
  - b. Eating
  - c. Jumping
  - d. Sneaking
18. What is the purpose of the text?
- a. To describe about the vicious fox
  - b. To entertain readers about kind fox
  - c. To explain about the little rabbit
  - d. To inform us a life in the jungle
19. "He just saved his life." (paragraph 3). The underlined word refers to...
- a. Rox
  - b. Little rabbit
  - c. Fox
  - d. Snake

**The following text is for questions no. 20**

Once upon a time, there were two butterflies, Teri and Roni. They are friends. Teri and Roni had the same crown.

One day, Kodi, a frog saw Teri and Roni quarreling. "you took it." Said Roni. "No I didn't" said Teri. "Hay what's the metter?" asked Kodi. "Teri stole my crown." Said Roni. "No I didn't" said Teri. "Yesterday I still had my crown when she came to visit me" said Roni. "Today I cannot find the crown! Look!, she is wearing it" Roni shouted. "My mom gave me the crown," Teri explained.

Kodi suggested to go to Teri's house "Where did you put it." Said kodi to Roni. "I put it on the table." Roni answered. They didn't find the crown. "May be it flet down," Kodi looked under the table. Nothing was there, "It was my favorite crown," Roni sobbed.

"I didn't steal yours, but if you like it so much, you can have mine." Teri gave the crown.

"It's here!" Kodi saw the crown behind the curtain.

Roni stopped crying. "Thank God Kodi found it!"

"Sorry, Teri, I accused you. I'm a terrible friend!"

"It's Ok" said Teri. "Let's say thanks to Kodi!"

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

20. Where did Kodi find the crown?
- a. Under the table
  - ~~b.~~ Behind the curtain
  - c. On the table
  - d. In the house

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

## Appendix 10a

Name : *Alif Widyu P*  
No :

Score:

*55*

### TEST OF CYCLE II

---

Subject : English  
Grade : VIII  
Time Allocation : 30 minutes

---

#### Multiple Choices Item

*Choose the best answer, a,b,c or d based on the text!*

**The following text is for questions no. 1 to 3**

Once upon a time, there were two butterflies, Teri and Roni. They are friends. Teri and Roni had the same crown.

One day, Kodi, a frog saw Teri and Roni quarreling. "you took it." Said Roni. "No I didn't" said Teri. "Hay what's the metter?" asked Kodi. "Teri stole my crown." Said Roni. "No I didn't" said Teri. "Yesterday I still had my crown when she came to visit me" said Roni. "Today I cannot find the crown! Look!, she is wearing it" Roni shouted. "My mom gave me the crown," Teri explained.

Kodi suggested to go to Teri's house "Where did you put it." Said kodi to Roni. "I put it on the table." Roni answered. They didn't find the crown. "May be it flet down," Kodi looked under the table. Nothing was there, "It was my favorite crown," Roni sobbed.

"I didn't steal yours, but if you like it so much, you can have mine." Teri gave the crown.

"It's here!" Kodi saw the crown behind the curtain.

Roni stopped crying. "Thank God Kodi found it!"

"Sorry, Teri, I accused you. I'm a terrible friend!"

"it's Ok" said Teri. "Let's say thanks to Kodi!"

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

1. "I put it on the table." (line 13). What does the underlined word refer to?
- The crown
  - The table
  - The house
  - The curtain
2. From the story we can learn that...
- Trusting each other is very important
  - The goodness is always the winner

- c. Wise friend can be trusted
  - d. We should not accuse of others without proof
3. From the story above we can conclude that Kodi is a .... friend.
- a. Wise
  - b. Polite
  - c. Good
  - d. Happy

The following text is for questions no. 4 to 8

#### A fox and a Goat

One hot summer day when all the ponds and rivers were dry, a fox walk about to looked for water to drink. At last, he found an old well in which there was a little water. But, the well was very deep and the water was out of his reach.

He tried again and again to reach it, and at last he fell in but he could not get out. He was just like a prey in a trap.

By and by a goat came to the well and saw the fox in it. He asked the fox. "what is the water like down there?"

"The water is very nice and I cannot stop drinking it," said the fox. " Why not come down and try it?"

Down jumped the goat at once. As soon as he jumped down. The fox jumped on his back and go out of the well.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

4. What is the purpose of the text?
- a. To inform about dry season
  - b. To entertain the readers
  - c. To describe about Fox's trick
  - d. To criticize the foolish animals
5. But, the well was very deep. (Par 1 line 3). The opposite of the underlined word is...
- a. Swallow
  - b. Very far
  - c. Shallow
  - d. Narrow
6. Can the fox get out of the well at last?
- a. Yes, it can
  - b. No, it isn't
  - c. Yes, it is
  - d. No, it can't
7. Which statement is true based on the story above?
- a. The goat is clever
  - b. The well is full of water



- c. The fox ha cheated the goat
- d. The goat drink the well's water satisfy

8. The moral value of the text above is...
- a. Don't be surprised if your trick is played on you
  - b. Don't be easy to trust to anybody who meet you once
  - c. Don't be greedy or you will lose everything you have
  - d. Don't be afraid to do something although it is very dangerous

**The following text is for questions no. 9 to 12**

Once upon a tima, there was very old grandfather. His eyes was almost blind, his ears were deaf and his knees shook. When he sat at the table, ne could not hold the spoon strongly. He spilled soup on the tablecloth. Besides, some of his soup would run back out of his mouth.

His son and jis son's wife were annoyed. Finally they made the old grandfather sat in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked at them sadly. He was almost crying.

One day, the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded him. However, the old grandfather did not say anything. He could not only cry. Then they bought him an wooden bowl and made him eat from it.

Once the husband and wife were sitting in the dining room, their four-years-old son put together some pieces of wood on the floor. His father asked him what he was doing. The little child said that he was making a bowl for his father and mother to eat from when he bacame adult.

The man and the woman looked at each other. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

9. How did the spouse treat the old man?
- a. They treated him nicely
  - b. They treated him very carefully
  - c. They treated him like a child
  - d. They treated him very badly

10. What did the old grandfather's son and his daughter-in-law do after they had realized their mistake?
- They scolded their son
  - They let their son eat at the table
  - They let their father eat at the table
  - They did not say anything
11. "They began to cry". (par 5). The word "they" refers to...
- The man and the grandson
  - The man and the woman
  - The woman and the grandson
  - The man and the grandfather
12. What can we learn from the story?
- We should love and take care of our parents no matter how they are
  - We should provide good food for our parents
  - We should not hurt our parents' feeling
  - We should not ignore our children

**The following text is for questions no. 13 to 16**

One upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law, the king had an arrow shooting competition. The best one would be Mandalika's husband.

One day of the competition, those the princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the sea. She died in the south sea of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call the worms Nyale. People believe that those Nyales are princess Mandalika's hair.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

13. The text mostly talk about...
- The King of Kuripan
  - Princess' Mandalika hair
  - The king's son-in-law
  - Princess Mandalika

14. Why did princes Mandalika die?
- She didn't want the princes killed each other because of her.
  - The king forced her to marry the prince
  - She didn't want to marry the prince
  - She didn't like the king
15. What is the main idea of paragraph 3?
- The reason why Mandalika died.
  - Ho the king choose the son-in-law.
  - The reason why the princes kill each other.
  - An arrow shooting competition is between the princess.
16. The word "they" in the last sentence of paragraph 3 refers to...
- Mandalika and princes
  - The king and the princes
  - Princess Mandalika and the king
  - The king and Mandalika

**The following text is for questions no. 17 to 20**

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. The Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King did not want the daughter to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

17. Why was Kadita called Dewi Srengenge?
- a. Because of her kindness
  - b. Because of her beauty
  - c. Because of her curse
  - d. Because of her rumour
18. What did the black magician do to Kadita?
- a. He asked the king to send her away from the palace
  - b. He made her jump into the water of South Ocean
  - c. He cursed her into an ugly princess
  - d. He cursed her illness.
19. "The poor princess did not know where to go. However, she had a noble heart" (paragraph 5). What does the underlined word refers to?
- a. Kadita
  - b. Dewi Mutiara
  - c. Munding Wangi
  - d. The black wizard
20. "Suddenly, there was a miracle". The antonym of "*suddenly*" is...
- a. Rapidly
  - b. Abruptly
  - c. Gradually
  - d. Unexpectedly

## Appendix 10b

Name : Jessika Alzya R  
No : 20

Score:

95

### TEST OF CYCLE II

---

Subject : English  
Grade : VIII  
Time Allocation : 30 minutes

---

#### Multiple Choices Item

*Choose the best answer, a,b,c or d based on the text!*

**The following text is for questions no. 1 to 3**

Once upon a time, there were two butterflies, Teri and Roni. They are friends. Teri and Roni had the same crown.

One day, Kodi, a frog saw Teri and Roni quarreling. "you took it." Said Roni. "No I didn't" said Teri. "Hay what's the metter?" asked Kodi. "Teri stole my crown." Said Roni. "No I didn't" said Teri. "Yesterday I still had my crown when she came to visit me" said Roni. "Today I cannot find the crown! Look!, she is wearing it" Roni shouted. "My mom gave me the crown," Teri explained.

Kodi suggested to go to Teri's house "Where did you put it." Said kodi to Roni. "I put it on the table." Roni answered. They didn't find the crown. "May be it flet down," Kodi looked unter the table. Nothing was there, "It was my favorite crown," Roni sobbed.

"I didn't steal yours, but if you like it so much, you can have mine." Teri gave the crown.

"It's here!" Kodi saw the crown behind the curtain.

Roni stopped crying. "Thank God Kodi found it!"

"Sorry, Teri, I accused you. I'm a terrible friend!"

"it's Ok" said Teri. "Let's say thanks to Kodi!"

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

1. "I put it on the table." (line 13). What does the underlined word refer to?  
a. The crown  
b. The table  
c. The house  
d. The curtain
2. From the story we can learn that...  
a. Trusting each other is very important  
b. The goodness is always the winner



- The fox ha cheated the goat  
d. The goat drink the well's water satisfy
8. The moral value of the text above is...
- a. Don't be surprised if your trick is played on you
  - b. Don't be easy to trust to anybody who meet you once
  - c. Don't be greedy or you will lose everything you have
  - d. Don't be afraid to do something although it is very dangerous

**The following text is for questions no. 9 to 12**

Once upon a tima, there was very old grandfather. His eyes was almost blind, his ears were deaf and his knees shook. When he sat at the table, ne could not hold the spoon strongly. He spilled soup on the tablecloth. Besides, some of his soup would run back out of his mouth.

His son and jis son's wife were annoyed. Finally they made the old grandfather sat in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked at them sadly. He was almost crying.

One day, the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded him. However, the old grandfather did not say anything. He could not only cry. Then they bought him an wooden bowl and made him eat from it.

Once the husband and wife were sitting in the dining room, their four-years-old son put together some pieces of wood on the floor. His father asked him what he was doing. The little child said that he was making a bowl for his father and mother to eat from when he bacame adult.

The man and the woman looked at each other. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

9. How did the spouse treat the old man?
- a. They treated him nicely
  - b. They treated him very carefully
  - c. They treated him like a child
  - d. They treated him very badly

10. What did the old grandfather's son and his daughter-in-law do after they had realized their mistake?
- They scolded their son
  - They let their son eat at the table
  - They let their father eat at the table
  - They did not say anything
11. "They began to cry". (par 5). The word "they" refers to...
- The man and the grandson
  - The man and the woman
  - The woman and the grandson
  - The man and the grandfather
12. What can we learn from the story?
- We should love and take care of our parents no metter how they are
  - We should provide good food for our parents
  - We should not hurt our parents' feelig
  - We should not ignore our children

**The following text is for questions no. 13 to 16**

One upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law, the king had an arrow shooting competition. The best one would be Mandalika's husband.

One day of the competition, those the princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the sea. She died in the south sea of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call the worms Nyale. People believe that those Nyales are princess Mandalika's hair.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

13. The text mostly talk about...
- The King of Kuripan
  - Princess' Mandalika hair
  - The king's son-in-law
  - Princess Mandalika



14. Why did princes Mandalika die?
- a. She didn't want the princes killed each other because of her.
  - b. The king forced her to marry the prince
  - c. She didn't want to marry the prince
  - d. She didn't like the king
15. What is the main idea of paragraph 3?
- a. The reason why Mandalika died.
  - b. Ho the king choose the son-in-law.
  - c. The reason why the princes kill each other.
  - d. An arrow shooting competition is between the princess.
16. The word "they" in the last sentence of paragraph 3 refers to...
- a. Mandalika and princes
  - b. The king and the princes
  - c. Princess Mandalika and the king
  - d. The king and Mandalika

**The following text is for questions no. 17 to 20**

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. The Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King did not want the daughter to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

*Adapted from Lembar Kerja Siswa Bahasa Inggris untuk SMP dan MTs kelas 8*

17. Why was Kadita called Dewi Srengenge?
- a. Because of her kindness
  - b. Because of her beauty
  - c. Because of her curse
  - d. Because of her rumour
18. What did the black magician do to Kadita?
- a. He asked the king to send her away from the palace
  - b. He made her jump into the water of South Ocean
  - c. He cursed her into an ugly princess
  - d. He cursed her illness.
19. "The poor princess did not know where to go. However, she had a noble heart" (paragraph 5). What does the underlined word refers to?
- a. Kadita
  - b. Dewi Mutiara
  - c. Munding Wangi
  - d. The black wizard
20. "Suddenly, there was a miracle". The antonym of "suddenly" is...
- a. Rapidly
  - b. Abruptly
  - c. Gradually
  - d. Unexpectedly

## Appendix 11

### Photographs of The Teaching Learning Process







KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Alamat: Jl. Prof. Dr. Hamka Telp/Fax (024) 7601295, 7615387

Nomor : In.06.3/J4/PP.00.9/6436/2014  
Lamp : -  
Hal : Penunjukan Pembimbing Skripsi

Semarang, 1 Desember 2014

Kepada Yth:

1. Dr. Musthofa, M.Ag
2. M. Nafi Annury, M.Pd

Di tempat

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Lailatul Akhadiyah

NIM : 113411065

Judul : The Use of Semantic Mapping and Think Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text

dan menunjuk saudara:

1. Dr. Musthofa, M.Ag sebagai pembimbing metode.
2. M. Nafi Annury, M.Pd sebagai pembimbing materi.

Demikian atas kerja sama yang diberikan kami ucapkan terima kasih.



A. N. Dekan,  
Ketua Jurusan Tadris Bahasa Inggris

Siti Cahwiyah, M. Hum  
NIP. 19721108 199903 2 001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
**Alamat: Jl. Prof. Dr. Hamka Telp/Fax (024) 7601295, 7615387**

Nomor : In.06.3/D.1/TL.00/1380/2015 Semarang, 9 Maret 2015  
Lamp : -  
Hal : **Mohon Izin Riset**  
A.n : Lailatul Akhadiyah  
NIM : 113411065

Yth.  
Kepala SMP Nurul Islam Purwoyoso  
Di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Lailatul Akhadiyah  
NIM : 113411065  
Alamat : Jl. Kusumawardani VI/K-13 RT 06 RW 05 Kel. Pleburan Kec. Semarang Selatan Kota Semarang  
Judul : **The Use of Semantic Mapping and Think Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text at The VIII Grade of SMP Nurul Islam Semarang in The Year of 2014/2015**  
Pembimbing : 1. Dr. Musthofa Rahman, M.Ag. sebagai pembimbing metode  
2. M. Nafi Annury, M.Pd. sebagai pembimbing materi

Bahwa mahasiswa tersebut membutuhkan data – data berkaitan dengan tema/ judul skripsi yang sedang disusun dan menerapkan penelitian yang telah disusun. Oleh karena itu kami mohon diberi izin melaksanakan riset selama 21 hari, pada tanggal 18 maret 2015 sampai dengan tanggal 7 April 2015.

Demikian atas kerjasama yang diberikan kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,  
Wakil Dekan Bidang Akademik





**YAYASAN NURUL ISLAM PURWOYOSO**  
**SMP NURUL ISLAM SEMARANG**

KEPUTUSAN MENKUMHAM NOMOR AHU-05768.50.10.2014  
Jl. Siliwangi 574 Telp. (024) 7604405 Semarang 50146

**SURAT KETERANGAN**

No : 84 / 4.a / KET / III / 2015

Yang bertanda tangan di bawah ini :

Nama : Mashadi, S.Ag.  
Jabatan : Kepala SMP Nurul Islam  
Alamat : Jl. Siliwangi 574 Semarang

Menerangkan bahwa:

Nama : Lailatul Akhadiyah  
NIM : 113411065  
Alamat : Jl. Kusumawardani VI/K-13 RT 06 RW 05 Kel. Pleburan  
Kec. Semarang Selatan Kota Semarang  
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang  
Jurusan : Tadris Bahasa Inggris

Telah mengadakan penelitian dalam rangka penulisan skripsi dengan judul "THE USE OF SEMANTIC MAPPING AND THINK ALOUD STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE VIII GRADE OF SMP NURUL ISLAM SEMARANG IN THE YEAR OF 2014/2015" dari tanggal 18 – 27 Maret 2015.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 28 Maret 2015

Kepala SMP Nurul Islam



Mashadi, S.Ag







UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Kampus II Ngaliyan, Semarang, Telp. (024)7601295 Fax.  
7615387 Semarang 50185

**SURAT KETERANGAN**

Nomor : In.06.3/D.3/PP.009/4508/2015

*Assalamu 'alaikum, Wr. Wb.*

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo dengan sesungguhnya, bahwa:

Nama : Lailatul Akhadiyah  
Tempat, tanggal lahir : Kab. Semarang, 6 November 1993  
NIM : 113411065  
Program/Semester/Tahun : S.1/8/2015  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Kusumawardani VI/ K-13 rt 06 rw 05, kel. Pleburan, kec.  
Semarang Selatan, kota Semarang

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana *terlampir*.

Demikian surat keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharap maklum.  
Wassalamu'alaikum, Wr. Wb.

Semarang, 27 Februari 2015

**A.n Dekan**

**Wakil Dekan**

**Bidang Kemahasiswaan dan Kerjasama**



**Dr. H. Tjahjanto, M.Ag.**

NIC: 19681212 199403 1 003



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI WALISONGO  
LEMBAGA PENELITIAN DAN PENGABDIAN  
KEPADA MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

# PIAGAM

Nomor : In.06.0/L.1/PP.06/1152/2014


Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Institut Agama Islam Negeri (IAIN) Walisongo Semarang, menerangkan bahwa:

Nama : LAILATUL AKHADIYAH  
NIM : 113411065  
Fakultas : Ilmu Tarbiyah dan Keguruan

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-63 tahun 2014 di Kabupaten Batang dengan nilai :

.....**80**..... ( .....**4,0** / A..... )

Semarang, 2 Desember 2014  
A.n. Rektor,  
Ketua,

  
**Dr. H. Sholihan, M. Ag.**  
NIP. 19660604 199403 1 004



## CURRICULUM VITAE

### A. Personal Identity

1. Complete Name : Lailatul Akhadiyah
  2. Place & Date of Birth : Kab. Semarang, November 6<sup>th</sup> 1993
  3. Original Address : Jl. Kusumawardani VI/K-13,  
Kel. Pleburan, Kec. Semarang  
Selatan, Kota Semarang
- HP : 085641433103  
E-mail : [lailatul.akhadiyah@gmail.com](mailto:lailatul.akhadiyah@gmail.com)

### B. Educational Background

1. SD Negeri Pledokan, Sumowono,  
Kab. Semarang : 1999-2005
2. MTs Nuril Huda, Sumowono,  
Kab. Semarang : 2005-2008
3. SMK Negeri 8 Semarang : 2008-2011
4. Students of Education and Teacher Training Faculty  
Walisongo State University for Islamic studies 2011

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



**Lailatul Akhadiyah**

Student Number: 113411065