

**IMPROVING STUDENTS' READING COMPREHENSION  
BY USING CONCEPT MAPPING AT SIXTH SEMESTER OF  
PGSD PROGRAM OF OPEN UNIVERSITY OF BENGKULU**

**THESIS**



**By**

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*This thesis is submitted to fulfill of one of the requirements  
to obtain a degree in Master of Education*

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## ABSTRAK

**Yusrizal. 2014. Peningkatan Pemahaman Membaca Mahasiswa dengan Menggunakan Peta Konsep pada Semester Enam Program PGSD FKIP Universitas Terbuka Bengkulu. Thesis. Program Pascasarjana Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca dengan menggunakan peta konsep pada mahasiswa semester enam Program PGSD FKIP Universitas Terbuka Bengkulu. Metode dalam penelitian ini menggunakan Metode Penelitian Tindakan Kelas (PTK). Peserta dalam penelitian ini berjumlah 28 orang mahasiswa semester enam Program PGSD FKIP Universitas Terbuka Bengkulu Pokjar Kota Bengkulu masa registrasi 2013.1. Instrumen penelitian adalah rubrik peta konsep, tes pemahaman membaca, lembar observasi dan wawancara.

Data pada penelitian ini dianalisis dengan menggunakan dua metode analisis data. Analisis data kuantitatif digunakan untuk menilai dan menginterpretasikan data yang berasal dari latihan peta konsep dan tes pemahaman membaca. Data yang berasal dari observasi dan wawancara dianalisa dengan menggunakan analisis data kualitatif. Hasil penelitian menunjukkan bahwa; (1) Peta Konsep berhasil meningkatkan pemahaman membaca mahasiswa, dan (2) perubahan pemahaman membaca mahasiswa dipengaruhi oleh dua faktor, yaitu (a) internal di mana pemahaman membaca mahasiswa berubah disebabkan oleh *motivasi, minat dan pengetahuan umum*, dan (b) eksternal yang meliputi *bahan bacaan dan tenaga pengajarnya*.

## ABSTRACT



**Yusrizal. 2014. Improving Students' Reading Comprehension by Using Concept Mapping at Sixth Semester of PGSD Program of Open University of Bengkulu. Thesis. Program Pascasarjana Universitas Negeri Padang.**

This research aims to find out the improvement of students' reading comprehension by using concept mapping on of sixth semester of PGSD of FKIP of UPBJJ-UT Bengkulu. The method of this research was Classroom Action Research (CAR). The participant in this classroom action research was 28 students of the sixth semester of PGSD of FKIP of UPBJJ-UT Bengkulu *Pokjar* Kota Bengkulu on Academic Year 2013.1. The instruments were consisted of concept mapping rubrics, reading comprehension test results, observation sheets, and interviews.

The data of this research was analyzed by using two methods of data analysis. Quantitative data analysis was used to examining and interpreting data from concept mapping practice and reading comprehension test. The data taken from observation and interview were analyzed by using qualitative data analysis. The results shows that (1) Concept Mapping improves the students' reading comprehension, and (2) the changes of students' reading comprehension are influenced by two factors, namely, (a) internal that the students' reading comprehension changes because of students' *motivation, interest and general knowledge*, and (b) external factor that consisted of *reading materials and teacher of reading*.

## PERSETUJUAN AKHIR TESIS

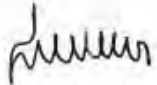
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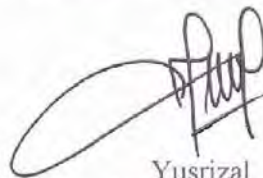


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## DEDICATIONS

*I dedicate this thesis to:*

*My beloved father Abdul Aziz (the late) and mother Rosni Zebua (the late)*

*Thanks for their long lasting love, prayer and kindness.*

*My beloved wife Yusni Hartati, S.St, beloved son Neiza Akbar Rizaldy, beloved*

*daughter Fathya Aqila Rizaldy*

*Thanks for coloring my life with laughs and cries.*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Like other higher education institutions, Open University that in Indonesia is well known as Universitas Terbuka (UT) offers undergraduate and graduate program. In conducting education programs, UT works together with all state universities and a number of private universities as well as with relevant government agencies in Indonesia. In every province or regency/municipality where there are state universities, UT provides its services called the UPBJJ-UT (Distance Learning Program Unit of the Open University). The local State Universities function as the UPBJJ-UT's advisor and provides assistance in formulating learning materials, examination material, tutorials, practice classes, and examinations.

UT also works with institutions wishing to improve the quality of their human resources, whether government agencies, state-owned enterprises or private companies. They can use programs available in the UT or request a new study program designed in accordance with their needs. Recently, Faculty of Teacher Training and Educational Science (FKIP) is the most favorite education program to choose. The number of students taking programs offered by FKIP constitutes more than three quarters of the total UT student body. Statistically, UT served more than 565,264 students in 2013 (Student Record System 2013.1). The programs in FKIP are mainly designed to meet the needs of in-service teacher

education, particularly for primary, secondary, and pre-school teachers. Presently, UT has been entrusted by the government to improve the quality of Elementary School teachers and teachers of Early-Age Children through a program known as Education Program for Teachers of Elementary Education (PGSD).

As it applies a distance and open learning system, UT's students are expected to learn independently. UT obviously needs to lead students to build their suitable learning strategy. Independent learning, as one of the learning strategies, however, is determined by the ability to learn efficiently which depends on reading comprehension and the capacity to absorb the materials. Students who want to learn efficiently need to have self-discipline, initiative, and a strong motivation to learn, deliberately required to use their time effectively so that they can study regularly according to their own schedule. To learn successfully at UT, prospective students must be prepared to learn independently to succeed in a distance-learning program, supported by having a suitable strategy on reading of givens reading sources.

To serve students, ideally UT provides academic services as its characters as an open and distance learning institution like tutorial by internet (e-tutorial) or by radio. However, not all students can have the same access to the internet links, therefore UT also provides classroom academic services in face-to-face activities. Students can request for information or tutorial face-to-face assistance to the local UPBJJ-UT. Then UT schedules the tutorials based on students' request that students work through on a week-by-week basis and locally-based learning



support. Students are grouped into several learning communities in each region or district. They may be at the centre, or at a school or some other location.

Face-to face tutorial is aimed to strengthen students' reading in order to master learning material substance and reduce silent in learning, that it may increase student motivation in learning as well as encouraging student self-confident. Then it is also expected to help student to overcome problems by additional information, discussion, practice and other activities. Specifically, face-to-face tutorial is conducted to give opportunities to students to interact directly with tutor in studying a subject. In this kind of tutorial, tutor is represented a teacher in ordinary class activity. In circumstance that a face-to face tutorial is as a classroom activity, of course, sometime tutors also find many problems.

In Bengkulu, face-to-face tutorial is also held for FKIP students. Since the students registered in large number with the total number 4762 students, the program is officially organized in classroom learning community (*Pokjar*). The fact is from 4762 registered students, there are 0.31% (15) students' age is below 20 years, 62.20% (2962) student's age is between 20 – 30 years, and 37.48% (1785) is over 30 years (Student Record System, 2013.1). It shows that average UT Students' age is over normally students' age entering university at S1 degree. During researcher experiences as a tutor, students in this age certainly committee serious problems on their reading strategy, especially in English MKU.

In particular, on that students' age, students obviously are used to struggling through short, boring, and extremely difficult texts, which, for many learners, entail painfully careful reading and constant use of a dictionary. In short,

students may not understand the language learning value of easy reading or interesting material. However, almost all learning resources at UT are in books. Modules or books are major sources for students' learning. Therefore, it is compulsory for student to have a good quality of reading strategy.

Based on researcher's observation as a tutor during class performance at tutorial of English MKU at sixth semester PGSD of FKIP of UPBJJ-UT Bengkulu, the researcher found that most of students (65% from students) were not able to find correct meaning of words by looking dictionary. Students rapidly asked tutor the meaning of difficult words that they found. Even, only few students brought dictionary. Most of students (60% from students) were not able to finish the tasks that had been given by teacher, since tutor never asked the students to collect their works. Students did not optimally join the activity in the class, since some of them forgot to bring the module. These also made students were not highly interested in the lesson, since tutor did not use any teaching media in the class. Also during self-correction, it was not found the evidences that students did honestly checking the correct answers. Class was extremely bored, since tutor did not let the students present their ideas or neither give further explanation unless they just looked from the key answers of the module. The result finally showed that their reading comprehension was very low. It gave a very big issue that how they could absorb the material with the lack of reading comprehension. As researcher knows that reading is an important skill in mastering English besides listening, speaking and writing.



Another problem that may cause the low of students' reading comprehension was that all students of sixth semester PGSD of FKIP of UPBJJ-UT Bengkulu are primary school teachers that regularly have teaching schedule at school every day after they join tutorial every weekend. Therefore, it is difficult to put them in a good time management of study at home since they have also to prepare lesson at schools. The allocation time for exercising was also very limited. The reading passages for students to exercise in the module were also lack. Consequently, as the effect to their tutorial task score in tutorial activity of English MKU, where the researcher experienced as a tutor, it was found that most students obtain lower score of tutorial task result. From 22 students of English MKU Class, 5 students (22.73%) got below scores 60.14 students (63.64%) got 60-70 scores, 3 students (13.64%) got above 70. This result showed that almost all students in the class obtained the low score of tutorial task, averagely scored 64.81 (*Daftar Nilai Tugas Tutorial* by Koordinator BBLBA; 2012.2) that is far from minimum standard score of 70.

By looking at all the problems of students above, it seems very important to get a suitable strategy in tutorial activity of English MKU. The strategy is needed efficiently to increase students reading activity and practically enable students to understand a text shortly. Furthermore, it is expected that students' reading comprehension can also be improved.

One way of solving the problem is that the teacher can use concept mapping to help students getting the right meaning. Since by using concept mapping, it may enable students to construct actively a conceptual framework to

which new concepts are added, related, and refined meaning comprehensively. In this case, researcher tries to use concept maps. Hopefully, through concept maps students can obtain information structurally, and may associate the information with other information. Concept maps generally serve as a visual map that illustrates the relationship concept in a paragraph or text. Ideally, tutor can make student use concept maps as their reading strategy instead of asking them to translate the text.

Concept map is not a new strategy in UT. This strategy has already been applied for other subjects in PGSD Program, but the implementation in tutorial activity of English MKU was not used optimally, due to the ability of tutor and other English tutors may not be appropriate in using this method. Based on researcher's observation, concept maps were made by tutor at the end of the class program. Tutor created concept maps by themselves and collected to the institution staff. Concept mapping is one of the requirements to be reported to faculty as tutor administration task. Not all tutors used concepts maps. However, concept maps are actually quite suitable for learning in higher education. It has always been a main subject in each tutor training in UT-Centre or UPBJJ.

Based on the phenomenon above, the researcher conducted this research of the use of concept mapping at classroom tutorial of English MKU of sixth semester students of PGSD of FKIP of UPBJJ-UT Bengkulu. This research is conducted to observe and measure the implementation of concept mapping on improving students' reading comprehension of sixth semester of PGSD of FKIP of UPBJJ-UT Bengkulu.

## B. Identification of the Problems

Based on the discussion on the background above, the researcher identified some problems as follows;

1. Students were not able to find correct meaning of word by looking their dictionary. Students rapidly asked tutor the meaning if difficult words that they found.
2. Students were not able to finish the task that had given by teacher, since tutor never asked the students to collect their work.
3. Students were not optimally joined the activity in the class, since some of them forgot to bring the module with. This also made students were highly not interested in the lesson, since tutor did not used any teaching media in the class.
4. It was not found that students did honestly checking the correct answers.
5. The class was extremely bored, since tutor did not let the students present their ideas or tutor also did not give further explanation.
6. Students' reading comprehension was very low.
7. Students were difficult to have good time management of study and the allocation time for exercising was very limited since reading passages for students to exercise were also lack.
8. Students' tutorial task scores in tutorial activity of English MKU were low.
9. Concept mapping was not optimally applied by tutor in classroom activities.



### **C. Limitation of the Problem**

From the identification of the problem above, in this research, the researcher herewith would focus on problem of students' reading strategies. The strategy is using concept mapping at classroom tutorial of English MKU in order to observe and measure the implementation of concept mapping on improving students' reading comprehension of sixth semester of PGSD of FKIP of UPBJJ-UT Bengkulu.

### **D. Research Questions**

Based on the background of the research above, the research questions are as follows;

1. To what extent can concept mapping improve students' reading comprehension at sixth semester of PGSD of FKIP UPBJJ-UT Bengkulu?
2. What are the factors that change students' reading comprehension at sixth semester of PGSD of FKIP UPBJJ-UT Bengkulu?

### **E. Purpose of the Research**

The purposes of the research are:

1. To explain the extent of concept mapping in improving students' reading comprehension at sixth semester of PGSD of FKIP UPBJJ-UT Bengkulu.
2. To explain the factors that change students' reading comprehension at sixth semester of PGSD of FKIP UPBJJ-UT Bengkulu.

#### **F. Significance of the Research**

This research is expected to give some contributions and consideration theoretically and practically, as follows;

1. This study is expected to give some useful contribution to the tutors of English MKU in developing their skill of teaching of reading, especially at PGSD of FKIP UPBJJ-UT Bengkulu.
2. The researcher hopes that concept mapping can be used as one of alternatives to minimize the students' reading problem, respectively, in teaching and learning process at PGSD Program of FKIP UPBJJ-UT Bengkulu.
3. For the researcher himself, the result of this study can be used as a source of knowledge, experience, and information.
4. The result of this study could also be used by other researchers as information in doing a further research.

#### **G. Definition of the Key Terms**

1. Reading Comprehension works on this aspect to get the clear idea of the meaning of the text and defined as a process of negotiating understanding among the reader and the writer, through the words, sentences, paragraphs, and tries to understand the writer's inner feelings
2. Concept Mapping is a graphical tool designed as a method of representing knowledge in a way that allows information to be gathered, represented and understood visually

3. Open University is one of higher education with applying long distance and open learning, that the learning materials specifically are designed for independent learning.
4. Face-to-face tutorial is one of academic services, given to open university's students which is conducted to give opportunities to students to interact directly with tutor in studying a subject to overcome problems by additional information, discussion, practice and other activities.

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## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. Review of the Related Theories**

This sub-chapter presents some aspects that underline the topic of the research. Firstly, it includes review of the related theories that contain nature of reading comprehension, teaching reading comprehension and reading comprehension assessment. Secondly, it elaborates concept mapping that consists of definition of concept maps, basic principle of concept maps, uses of concept maps, benefits of concept maps, and concept maps as an assessment tool. Thirdly, the researcher elaborates the factors that may change students' reading comprehension. The factors are classified in to two general aspects or classification based on previous findings from many experts. Then researcher also includes previous findings by other researcher to be reviewed. Finally, the researcher found many theories that could be discussed related to the literatures of reading comprehension and concept mapping. At the end, the researcher will sum up this chapter by presenting conceptual framework about graphic picturing the research process.

#### **1. Reading Comprehension**

In this part, the researcher discusses the nature of reading comprehension and the cognitive tasks involved in reading the various activities teachers use in teaching reading comprehension. The researcher also includes the aim of teaching

reading comprehension and some consideration for teachers in designing reading comprehension assessment.

#### **a. Nature of Reading Comprehension**

Reading is generally known as a process of communication from the writer to the reader. It involves the recognition of letters, words, phrases, and clauses, and in some respects, it can be considered simpler process than comprehension. Reading is one of the complex forms of information processing instead of listening' (Kolars, 1973:29) and Vernon (1984:48) adds that "the complex processes involved in reading". Reading is probably the 'most extensively researched' language skill (Bachman, 2000:x). Mcnamara (2007:3) also adds "reading is an extraordinary achievement when one considers the number of levels and components that must be mastered," and reading is an active process, stated by Anderson (1999:1).

Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page ... (a) synergy occurs in reading, which combines the words on the printed page with the reader's background knowledge and experiences.

From Anderson's statement above, it can be seen that there is an important thing in a reading process, that there is a complex interaction between readers and the text they read. Since reading is a unique

accomplishment. "It requires the coordinated orchestration of just about every perceptual, linguistic, and cognitive process" (Wagner, 2009:xi).

Moreover, Maria (1990:14) defines reading as

"...holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text, i.e., word recognition ability, world knowledge, and knowledge of linguistic conventions, (2) the reader's interpretation of the language that the writer used in constructing the text, and (3) the situation in which the text is read."

Meanwhile, Zainil (2008:10) supports that "reading is written communication when people read, as a reader they are communicating with the writer of reading materials".

Based on the reading definition illustrated by the researchers as mentioned above, it can be concluded that reading is a process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the situation.

Reading is the most important element in the learning process a language from the four skills, Amir (1985:49) says "reading is a combination of these skills (writing, speaking, and listening), and reading can also strengthen and develop these skills". In this case, when someone has been able to read well the ability of speaking, writing, and listening, also will expectedly increase. Based on this statement, it can be concluded that reading is important to involve actively other elements (speaking, writing, and listening) of language, because it gives a significant influence as well being influenced by other elements. It means that when the ability of students' understanding is

increased so ability of speaking, writing, and listening also will expectedly increase too.

The statement above can also be categorized as the beneficial or importance of speaking skill. Harrison (2004:3) also argues “the importance of reading”. He described that “in the process of reading, the psychological of process related by thinking, imagination, emotional and moral development and intelligence”. In other words, he tries to emphasize why reading is important, much more than considering for information in relation to the question of what we gain from reading as the general purpose of reading, that is always used for human brain activities and attitude.

On the other side, According to Sheng (2008:12-15), “comprehension is a process of negotiating understanding among the reader and the writer, through the words, sentences, paragraphs, and tries to understand the writer’s inner feelings”. Further to above explanation, Elizabeth (2003:14) states “comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning”. To sum up from the prior expert explanations on what the comprehension is, therefore the researcher concludes comprehension is process of find out the meaning or thinking process about something.

Besides this, it should be noted that, reading could not be separated from comprehension, since reading required comprehend the meaning from the passage or a text. It is obviously in line with Elizabeth (2003:6) that she believes “reading comprehension is also the goal of reading, since the purpose



of all reading is to gather meaning from the passage”. This is supported by Frederick (2006:2) he says “understanding text is determined by the purposes for reading”. The conclusion from the experts explanation above that understanding or comprehend the text is officially the goal of reading purpose, as the students are able to comprehend the text they will be able to find out the meaning or messages from the texts.

For the specific issue of reading comprehension, it is well defined as the ability of someone to guess what the passage of a text that tells about. A good comprehension in reading makes us easy to understand the content of a text or written message. Stanovich (1980:32-71) states “reading comprehension refers to constructing the meaning of the oral or written messages. Readers make up for their insufficient understanding of the messages by using “bottom-up” and “top-down” approaches”. RAND Reading Study Group's report (2002:11) also explains definition of reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. “We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension”.

Snow (2002:11-12) states “that comprehension entails three elements: (1) The *reader* who is doing the comprehending, (2) The *text* that is to be comprehended and (3) The *activity* in which comprehension is a part”. The three elements dimension above usually occurs in the large socio-event such as school, course and learning community. The three elements dimension above



usually occurs in the large socio-event such as school, course and learning community. Reader includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly interpreted to include any printed text or electronic text. And for the activity, one need to include the purposes, processes, and consequences associated with the act of reading.

Therefore, the different views on reading comprehension between experts from the past to the present can be observed. In the past, reading comprehension was considered a relatively static activity. Meaning was embedded in the text, and the reader's job was just to understand what was being transmitted via the words on the page. In current approach, the researchers view reading comprehension as a more dynamic process in which the reader "constructs" meaning based on information he/she gathers from the text.

However, college-level reading is much more sophisticated than that of high school, and in doing their academic assignments for any course, students may encounter a lot of literary genres that should be read, understood, and applied in a meaningful way. Comprehending texts is crucial for academic success. But in many classes, based on the researcher's observation at PGSD Program of FKIP UPBJJ-UT Bengkulu, there is little or no attention paid to the reading process or the strategy training which is so important to the learning tasks. Therefore, using a good strategy on reading comprehension towards college students like PGSD's students who are still poor in reading

comprehension is very important, for example, using concept mapping to improve students' reading comprehension.

#### **b. Teaching Reading Comprehension**

In the process of learning, language has four skills that must be learnt. An important part of language teacher's duty in teaching reading is how to teach students to comprehend the text they have read. Many of students want to be able to understanding the texts in English for their careers, or for study purposes. It must be a good idea that teacher can apply some techniques or methods which make reading easier for them.

Generally, there are various methods to improve reading comprehension in teaching that include training the ability to self-assess comprehension, actively test comprehension using a set of questions, and by improving metacognition. Theoretical teaching (teaching conceptual) and a better knowledge of language can also prove of massive help. Practice plays more pivotal part in development and honing the skills of reading comprehension. Self-assessment with help of elaborate interrogation and summarizing helps.

Pakhare (2011:1) describes that "as effective reading comprehension based on understanding full meaning and the concept behind, a person having good comprehension skills is mentioned as an active reader." In other word it can be inferred that with the skill of reading comprehensions, an active reader can be distinguished from a passive reader who just read the text without

getting its meaning. It is in line with Elizabeth (2003:14) that “comprehension is not a passive process, but an active one”. In other words, reading comprehension is necessary skill that students must acquire to become active readers. However, there are students who can read fluently, but they still do not understand what they read. To identify such matters, teachers should ask questions about the text to ensure comprehension or their understanding.

Moreover, Pakhare (2011:2) also provides “reading comprehension teaching aims”,

- 1) To get better grasping of the context, sequence and the characters narrated in text.
- 2) Certain parts of the text can confuse readers. Reading comprehension skills works on this aspect to get a clear idea of the meaning of the text.
- 3) Helps to create the questionnaire based on the text about its theme or idea. It often helps in better understanding of the said paragraph.
- 4) It helps to link the event of narration with our previous experiences and predict the next probable event in the course based on the information given in the narration.

The researcher then pays the consideration based on the explanation above that to get the meaning by creating a questions based on the theme of the text and identify what will be happened to the text in the next paragraph by students are the goals of reading comprehension make students easy in understand the text. In teaching reading comprehension, students need to find out the meaning or information from the text, but unfortunately sometimes students feel difficult to find easy because of vocabulary limitation. They feel difficult to translate it especially when they face two words have one meaning.

Therefore, to solve the problem teacher can use concept mapping to help them in getting the right meaning. Since by using concept mapping, it may enable students to actively construct a conceptual framework to which new concepts are added, related, and refined meaning comprehensively.

According to Adler (2004:1-3) there are seven strategies to teach student text reading comprehension. "Comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text". By applying this comprehension strategies, it is expected that students improving their awareness of their reading and become a good active reader. The seven strategies in this part appear to have a compact scientific foundation for improving text comprehension provided by Adler (2004).

- 1) **Monitoring comprehension.** The aim of this strategy is to make the students aware of what they do understand, to let them identify what they do not understand and make them to use appropriate strategies to resolve problems in comprehension.
- 2) **Metacognition.** A strategy to let the students think about and have control over their reading. By clarifying the purpose for reading and preview the text, monitoring their understanding, adjusting reading speed to fit the difficulty of the text and "fixing" any comprehension problems and checking their understanding.
- 3) **Graphic and semantic organizers,** which are aimed to illustrate concepts and relationships between concepts in a text or using diagrams.
- 4) **Answering questions.** This strategy also is aimed to encourage students to monitor their comprehension by helping students to review content and relate what they have learned to what they already know.
- 5) **Generating questions.** Students hopefully become aware of whether they can answer the questions and if they understand what they are reading.
- 6) **Recognizing story structure.** This strategy is conducted to make students learn to identify the categories of content.
- 7) **Summarizing.** It requires students to determine what is important in what they are reading, since instruction in

summarizing helps students to identify or generate main ideas, to connect the main or central ideas, to eliminate unnecessary information as well as to remember what they read.

From explanation about the techniques or strategies in teaching reading comprehension, especially the strategy of metacognition and graphic and semantic organizers for comprehension, the researcher used concept mapping from graphic and semantic organization as a technique in teaching reading comprehension. The technique was conducted in order to improve students reading comprehension as Concept map is designed as a method of representing knowledge in a way that allows information to be gathered, represented and understood visually for students comprehension.

### **c. Reading Comprehension Assessment**

Assessing comprehension is full with challenges, because it can be difficult to determine how much students really know and what they are actually thinking. Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than these. Harris and Graham (2007:17) provides “the consideration for teachers when choosing a test or assessment procedure which are discussed in following passages”.

- 1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers)
- 2) The specific information needed about the student's reading comprehension (types of questions missed, level)
- 3) The number of students being tested (i.e., an individual, a small group, or a whole class)

- 4) The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance)
- 5) Whether the test is an individually or group-administered test
- 6) The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest)
- 7) For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered
- 8) The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests)
- 9) The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training)

Weir (1993: 77) also states some indicators that can help the teachers to determine the students' comprehension in reading. For instance, the students can read carefully main ideas and find important details. In addition, the students also can reduce what is being read to an outline of the main points. The students also can distinguish fact from opinion and recognize attitude to reader and topic. Moreover, Brown (2004:188) explains that there are several indicators which determine whether the readers comprehend the text or not. Those indicators explains in table below:

INDICATORS	ASPECTS
Main Idea	<ul style="list-style-type: none"><li>• The students are able to identify topic and main idea in the text accurately.</li><li>• The students are able to identify the purpose of the text accurately</li></ul>
Expression/ idioms	<ul style="list-style-type: none"><li>• The students are able to identify expression, idioms and pharses in the text</li></ul>

Grammaticals features	<ul style="list-style-type: none"> <li>• The students are able to identify generic structures or rhetorical structures in the text accurately</li> </ul>
Detail	<ul style="list-style-type: none"> <li>• The students are able to identify the correct information that stated in the text</li> </ul>
Excluding facts	<ul style="list-style-type: none"> <li>• The students are able to identify information which not written in the text</li> <li>• The students are able to identify correct opinion about the text</li> </ul>
Supporting idea(s)	<ul style="list-style-type: none"> <li>• The students can identify supporting details in the text accurately</li> </ul>
Vocabulary in context	<ul style="list-style-type: none"> <li>• The students are able to identify of using vocabulary based on the context accurately</li> <li>• The students are able to identify the new vocabulary which relate to the information in the text</li> </ul>

(Tabel 1. *Reading Comprehension Strategies*: Brown: 2004:188)

In Gunning (2010:7) version, the types of reading comprehension are divided into 3 elements. "Each of the elements consists of various strategies which are introduced by several supporting skills/strategies". In this research, the researcher will pay attention to Gunning version as reading comprehension indicators in accordance with institutional syllabus of MKU English.

Skills/Strategies	Supporting Skills/Strategies
<i>Locate and Recall</i> <ul style="list-style-type: none"> <li>• Locating details</li> <li>• Determining main idea/ supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• Locate supporting or other information.</li> <li>• Categorize words and sentences.</li> <li>• Use details to generate main idea.</li> <li>• Support the main idea by citing details.</li> <li>• Identify topic sentences.</li> <li>• Use titles and headings to predict the main idea.</li> <li>• Select the main idea when directly stated.</li> <li>• Select the main idea when implied.</li> <li>• Use graphic organizers to display the main idea and supporting details.</li> <li>• Use a frame to state the main idea and supporting details.</li> </ul>

<ul style="list-style-type: none"> <li>Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>State the main idea and supporting details</li> <li>Identify the best summary.</li> <li>Use frames to summarize.</li> <li>Use graphic organizers to summarize</li> </ul>
<i>Integrate and Interpret</i> <ul style="list-style-type: none"> <li>Inferring/ concluding</li> <li>Predicting</li> <li>Explaining why</li> <li>Imaging</li> <li>Questioning</li> <li>Comparing/contrasting</li> <li>Connecting</li> </ul>	<ul style="list-style-type: none"> <li>Generalize and draw conclusions based on facts, details, and examples.</li> <li>Support inferences and conclusions.</li> <li>Base predictions on text and background.</li> <li>Support predictions.</li> <li>Infer causes or effects.</li> <li>Use visualizing.</li> <li>Learn to formulate questions.</li> <li>Turn titles and headings into questions.</li> <li>Select essential elements for comparisons.</li> <li>Recognize words used to express comparisons and contrasts.</li> <li>Select pertinent connections.</li> <li>Justify and explain connections.</li> </ul>
<i>Critique and Evaluate</i> <ul style="list-style-type: none"> <li>Differentiating facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Supply a method of verification for factual statements.</li> </ul>

Tabel 2. *Reading comprehension skills* by Thomas G. Gunning (2010:7)

Based on Weir (1993), Brown (2004) and Gunning (2010) versions above, the researcher adapted the indicators into such indicators which are organized hierarchically and symbolized by numbers: (1) details, (2) main idea, (3) summarizing (4) inference, (5) predicting, (6) cause-effect, and (7) excluding facts.

#### d. Reading Material for Cycles

In each of meeting, researcher provided different texts to be discusses.

The following table shows texts, topics of the text were accordance with



*Bahasa Inggris untuk Guru SD, Universitas Terbuka, 2009.* The objective of teaching was to ask students identify main ideas, information details, summarize, facts and opinions, cause effect, inference and making prediction. For more detail, the texts were also designed based on syllabus that is used as the guidance in designing lesson plans. Since the focus of this research is on the reading comprehension only, then the researcher did not involve other element on previous non-reading activity. The materials of the first cycle are, as follows:

No	Topic	Text	Indicators
1	Personal Information and Introduction	Meeting & Greeting	Students identify information details, summarize, and inference.
2	Jobs and Routines	"A Young Tutor's First Day on the Job"	Students identify the main idea, identify facts and opinions, summarize and use context, and making prediction
3	Family and Relationship	President Barack Obama	Students identify the main idea, information details, and inference
4	Telling time and telephone communication	Sorry, I'm with someone just now...I'll call you right back.	Students identify information details, summarize, identify facts and opinions, and inference
5	Food and Money	British food best in the world	Students identify the main idea, identify facts and opinions, inference and cause effect.
6	Transportation	The traffic in London	Students identify the main idea, identify facts and opinions, information details, and inference
7	Leisure Activities	When should kids start sports?	Students identify information details, summarize, and inference

8	Clothing and Fabrics	Clothing and Fabrics	Students identify information details and inference
9	Schooling and Learning	Education Problems	Students identify the main idea, information details, and cause effect.

Table 3. Reading material for each cycle

## 2. Concept Mapping

As one of graphical organizers, Concept Maps differ from other types of mapping systems; Cognitive Maps (Eden, 1988 & Ackerman, 2001), Mind Maps (Buzan, T. & Buzan, B, 1996) and Semantic Maps (Fisher, 1990). Those other maps are clearly distinguished because of their grounding in Ausubel's Assimilation theory of learning, their semantic and syntactical (structural) organization, the nature of concepts that comprise the nodes in a Concept Map, and the unconstrained nature of linking phrases (Cañas, et. al, 2003:8).

Cognitive Maps (Eden, 1988) are based on personal construct theory, according to which ideas (or nodes) are typically bipolar in nature, although other types of nodes are possible. Ideas in Cognitive Maps are interconnected by directional links, which are unlabeled. The implicit label for a link is causal or "leads to." Semantic Mapping can become very large, and can contain hundreds of interrelated concepts. Because of their size, the user may only be able to view part of the network at any point in time, and this view is structured as a web, showing concepts directly related to the central concept (Cañas, et. al, 2003:88). Mind Maps are web-like graphs, in which ideas radiate out from a central topic in a manner said to be like the association between thoughts (Buzan, 1996). There may be hierarchical relations and levels of branching, however the 90s, linking

process is said to be primarily based upon association. Hence, the links between nodes (“thoughts” and “topics”) are unlabeled, and typically represent unspecified connections among ideas.

But in this research, the research will only focus on the use of Concept maps in improving student’s reading comprehension, since concept maps can give more explicit knowledge that can be anchored into developing conceptual frameworks on student’s reading. Beside it is suitable for classroom teaching, self study and revision (Eppler, 2006). This mapping helps reader not only to read and comprehends more easily complex information and relationships but also to generate ideas, structure their thoughts, and learn how to make visible, in an easy-to-read way, what they know (Birbili, 2006).

Concept maps firstly suggested by Joseph Novak, who has studied the education field as an aid for learners to increase understanding. “Concept maps were developed in the early 1970s at Cornell University by Novak and his research group” (Birbili, 2006:1). The strategy was created from the constructivist theory of learning which holds that the learner constructs or builds his own knowledge as opposed to the previous one. The idea that this strategy was created was initially based on the Ausubels’ assimilation (1963, 1968, 1978) theory of cognitive learning who sees that the meaningful learning takes place when new knowledge is consciously incorporated into the concepts and ideas previously acquired by the learner (Clark and James, 2004:224).

Meanwhile, Ausubels (1978) in Reece and Walker (2003:87) advocates “the use of the advanced organizer which is based on the idea that the teacher is

given a short description to the new material before the lesson to prepare the students to accept the new material”. Novak (2008:3) explains “the fundamental idea in Ausubel’s cognitive psychology is that learning takes place by the assimilation of new concepts and propositions into existing concept and propositional frameworks held by the learner”. This knowledge structure as held by a learner is also referred to as the individual’s cognitive structure. Zeilik (2009:5) also supports the above idea that “the underlying basis of the theory is that meaningful (as opposed to rote) human learning occurs when new knowledge is consciously and purposively linked to an existing framework of prior knowledge in a non-arbitrary, substantive fashion”. It means that when new concepts exist to learners, it causes a change of learner conceptual framework of the concepts and prior ideas as well they change in the way individuals experiences.

#### **a. Definition of Concept Maps**

Novak (2008:1) states concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts. Whereas other expert Chiou, (2008) and Nicoll, (2001) adds “concept maps are two-dimensional visual representations or diagrams containing nodes that are interlinked by labeled directional arrows”. Juall and Moyet (2005:7) continue that “concept maps are an educational technique that use s diagrams to demonstrate the relation of one

concept or situation, by linking a central concept to another one, to help the learners to understand the central concept better”.

Pannen (2001:119) gives another definition that concept mapping is the term used by Novak and Gowin (1984:3) about “the strategy used by learners or lecturers to help students to organize material based on meaning and connection between its components”. Trochim (1989:1) also states his idea that “concept mapping is a type of structured conceptualization by groups to develop a conceptual framework which can guide evaluation or planning”. In addition, another experts, Teresa and Jorge (2006:13) also see that “concept mapping is a graphic organizer which uses schematic representation to hierarchically organize a set of concepts connected by words in order to build meaningful statements”.

From all experts’ statement of concept maps above, it can be said that a concept map is a visual organizer that can develop students' understanding of a new concept by using a graphic organizer to think about the concept in several ways. Concept mapping can be considered a structured methodology for organizing the ideas of a group or organization, to bring together various groups of stakeholders and help them rapidly form a common framework that can be used for planning, evaluation, or both.

## **b. Basic Principles of Concept Maps**

Novak (2008:13) believes that “a Concept Map can start, especially when used in language learning, with one or two words or concepts or

proposition. Propositions contain two or more concepts connected using linking words or phrases to form a meaningful statement”. Look at the examples below

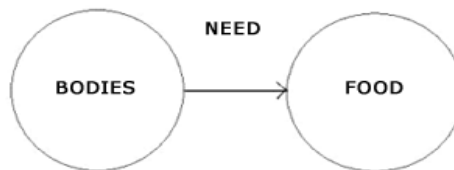


Figure 1. An example of a simple concept map

Concept maps' knowledge is mostly semantic (Asan, 2007:11), therefore it ideally needs to be organized and presented hierarchically from the most general concept to the most specific one. See the figure below;

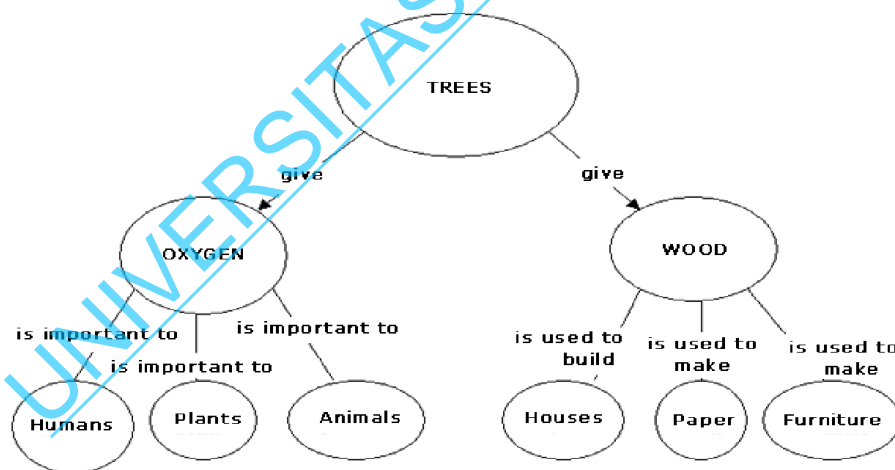


Figure 2. A concept map organized hierarchically.

From the figures above, it can be seen that both simple and more complex concept maps consist of two things: concepts and the relationships among them. Concepts are usually represented as labeled circles or boxes, which are called “nodes.” Relationships, on the other hand, are represented as lines (or else arcs) or arrows connecting the concepts. Lines are usually labeled



with verbs in order to specify the relationships between concepts, while arrows are used to show the direction of the relationship (e.g., one-way or two-way). Hartley et al (2005:10) also mention clearly “the main principles of concept maps”.

- 1) Key ideas are presented in a hierarchy, which moves from the most general ideas to the most specific.
- 2) Key ideas are additionally arranged in domains or cluster, which visually define their association and related boundaries.
- 3) The nature of the interrelationships between the key ideas is identified through the use of relationship lines. These lines are annotated to clearly indicate the nature of these relationships within discrete sections of the map and between the different domains.
- 4) The lowest point of hierarchical representation of ideas is illustrated by the use of relevant examples.

It means that concept maps should be organized in a hierarchical way; that is, the more general, more inclusive concepts should be at the top of the map, with progressively more specific, less inclusive concepts arranged below them. As concepts are connected through links, they form the statements that refer to as propositions. They are constructed to represent visually “meaningful relationships among concepts in the form of propositions” (Novak & Gowin, 1984:15) The propositions are the element that makes concept maps different from other similar graphic organizers.

### **c. Uses of Concept Maps**

Zainil (2012) in Language Teaching Seminar Course during the researcher studied with him, suggested that “for an ideal learning process must

focus on student-centered, rather than traditional methods of teacher-centered with direct instruction to make learning organized and meaningful". At this point, the researcher believes that to achieve such ideal learning organized and meaningful, to develop student-centered, concept maps became more applicable in educational program. Teachers may to explore ways to utilize them more effectively to facilitate student learning.

### **1) Concept maps and teaching**

As Pannen (2001:120) explains the objectives of concept mapping that "the process of student related the proposition of a concept with another in concept mapping is a thinking process setting and as a students' cognitive strategy", here researcher adapts some considerations that the teacher can follow inside the classroom to have "an effective teaching and learning in using concept maps" (Affana and AL Khozendar, 2007:135).

In order to see the uses concept maps in teaching process, there are several things as consideration for teacher in presenting concept map in classroom.

- a) Teachers tell their learners about the item or the subject that he is going to teach with identification for the main concepts in the lesson.
- b) Teachers identify the sub concepts which are in relation to the main one. Teachers can write them on the board to give the students the chance to know them.
- c) Teachers find key words or link -words between the sub-concepts in order to make a meaningful relation between these concepts
- d) Teacher organizes the concepts in a pyramid form and puts the link-words on the arrows.

- e) Teacher explains the sub-concepts by giving examples, so that teacher can transfer his students from main concepts at the top of the map to subordinate at the bottom.
- f) Teacher asks students to make concept maps in the subject matter either individually or groups

From above consideration, researcher concludes three basic step for teacher to use concept maps. Firstly, teacher can start with a concept or main idea, topic, or issue to focus on. Then determine the key concepts that connect and relate to main idea. Next, teacher finish by connecting concepts--creating linking phrases and words. Once the basic links between the concepts are created, add cross-links, which connect concepts in different areas of the map, to further illustrate the relationships and strengthen student's understanding and knowledge on the topic. Those things are very important to know by language teachers before starting to do the last step to ask student to do concept mapping in the class. Hopefully after teacher implements it in class as the last step, can ideally make an effective teaching and learning process.

The procedure is simply illustrated that teacher writes a list of words based around the topic of food on the board, or it may be in other topic to choose. Then, learners organize the words in a mind map and then compare ideas on how they have grouped words and related them in the classroom. From this activity teacher has functionally attempt integrated skill exercises. Instead of reading, learners also conduct listening their friend speaking in discussion, explore their ideas by

speaking and finally make a report in a writing exercise. Since concept maps are often used as a tool in the planning stage for writing exercises, as learners can structure ideas and discuss how they are related.

Al Hwidi (2005:310) states “the ideal concept mapping implemented in the language teaching class”, as follows; firstly it is called “Pre-teaching” in which teachers can survey the concept maps in front of the students as an advanced organizer, either by drawing the map on the board or by using the over head projector. After that during teaching process, students use concept maps during-learning, when teacher copies the map and gives every one a copy to benefit from, and finally teachers can ask individuals or groups of learners to build up concept maps for the lesson or for the unit, then he checks it to know the places of weakness and the places of strength to help them to overcome the weakness later.

Pannen (2001, p.121) explains that concept positions on a map can continuously change, while always maintaining the same relationship with the other ideas on the map. The way how to build a concept map are follows;

**a) Start with a main idea, topic, or issue to focus on.**

A helpful way to determine the context of your concept map is to choose a focus question—something that needs to be solved or a conclusion that needs to be reached. Once a topic or question is decided on, that will help with the hierarchical structure of the concept map.

**b) Then determine the key concepts**

Find the key concepts that connect and relate to your main idea and rank them; most general, inclusive concepts come first, then link to smaller, more specific concepts.

**c) Finish by connecting concepts**--creating linking phrases and words. Once the basic links between the concepts are created, add cross-links, which connect concepts in different areas of the map, to further illustrate the relationships and strengthen student's understanding and knowledge on the topic.

From all the explanation of concept maps in teaching from Pannen (2001), Al Hwidi (2005) and Affana and AL Khozendar (2007), the researcher then adapted the procedures of using concept maps that was be used as indicators to design observation checklists in order to see the description of using concept maps in the class during the research.

## **2) Concept map as an assessment tool**

Besides concept maps can be used in learning and teaching process, concept maps can also provide model developments for assessing reading for groups or organizations. Trochim (1989:22) believes that "concept mapping is designed to bring order to a task which is often extremely difficult for groups or organizations to accomplish".

Kommers (2004:53) suggests that "concept maps can be used in educational assessment and described two main purposes", firstly, formative evaluation of teaching and teaching materials. Daley (2006:48) sees that "formative evaluation where the teachers can assess the

students' learning at a particular point". Veccia and Pedroni (2007:308) see "it plays as a diagnostic role in that it is geared towards defining the compensatory intervention should the monitoring operations show that the learner is having learning difficulties". Secondly, using concept maps can also be as part of achievement tests, then who concludes that concept maps provides a theoretically powerful and psychological sound tool for assessing conceptual change in experimental and classroom setting.

Novak and Gowin (1984:35) for further explanation give description of scoring criteria for concept maps. Firstly, teachers should consider propositions that is the meaning relationship between two concepts indicated by the connecting line and linking words, whether the relationship valid or not. And for each meaningful, valid proposition shown, is given score 1 point. Then hierarchy is checked to see whether the map show hierarchy or each subordinate concept more specific and less general than the concept drawn above it. For the scoring, it is valued to be score 5 points for each valid level of the hierarchy.

Next, it is also important to see the cross-links, which the maps may show meaningful connections between one segment of the concept hierarchy and another segment. If the relationship shown significant and valid, it will be valued by score 10 points for each cross link that is both valid and significant and 2 points for each cross link. However, it does not illustrate a synthesis between sets of related concepts or propositions. Cross links can indicate creative ability and special care should be given



to identifying and rewarding its expression. Unique or creative cross links might receive special recognition, or extra points.

Another consideration for scoring criteria is by looking at the examples, which the specific events or objects are valid instances of those designated by the concept label can be scored 1 point for each. In addition, a criterion concept map may be constructed, and scored, for the material to be mapped, and the student scores divided by the criterion map score to give a percentage for comparison.

Chan (2009:3) also introduces “a sample of the marking rubrics and grading standards for a concept mapping.” In his rubrics, detail elements of concept mapping are completely discussed and categorized as; (1) organization, (2) links, (3) thinking and ideas, (4) communication and (5) teamwork. Each category is also qualified into several values from excellent to poor value. Because Chan’s rubrics are discussed such details, the researcher is going to use it as the indicator of concept mapping building. Based on researcher’s view toward Chan’s rubrics, the researcher designed the concept mapping skills checklist as it is in the following table;

Items	Excellent	Proficient	Average	Poor
<b>Organization:</b>	<ul style="list-style-type: none"> <li>• Sets well organized</li> <li>• Provides a very clear big picture of the ideas</li> <li>• Contains main concepts</li> <li>• Contains an appropriate number of concepts</li> <li>• Follows standard map conventions</li> <li>• Concepts are short and clear</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtfully organized</li> <li>• Provides a big picture of the ideas</li> <li>• Contains most of the main concepts</li> <li>• Contains an adequate number of concepts</li> <li>• Follows the standard map conventions</li> <li>• Concepts are clear</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat organized</li> <li>• Provides a picture of the ideas</li> <li>• Somewhat incoherent</li> <li>• Contains only a few of the main concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Choppy and confusing</li> <li>• Provides a scattered picture of some ideas</li> <li>• Contains a limited number of concepts</li> </ul>
<b>Links:</b>	<ul style="list-style-type: none"> <li>• Links are precisely labeled</li> <li>• Simple and complex relationships are mapped effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Links are labeled</li> <li>• Relationships are mapped</li> </ul>	<ul style="list-style-type: none"> <li>• Links are not labeled</li> <li>• Some ideas, concepts are linked but not distinctive</li> </ul>	<ul style="list-style-type: none"> <li>• No links</li> <li>• Difficult to follow relationships</li> </ul>
<b>Thinking and Ideas:</b>	<ul style="list-style-type: none"> <li>• Including concepts that are extremely suitable for the topic and that show original or creative thinking</li> <li>• All ideas, themes, theories and framework are well thought-full</li> </ul>	<ul style="list-style-type: none"> <li>• Most or all concepts are suitable for the topic</li> <li>• Some ideas, themes, theories and framework are thought-full</li> </ul>	<ul style="list-style-type: none"> <li>• Most concepts satisfy the basic requirements for the topic, but some do not directly relate to the topic</li> <li>• Adequate ideas, theories and framework are thought-full although not clearly shown</li> </ul>	<ul style="list-style-type: none"> <li>• Many concepts are inappropriate for the topic</li> <li>• Thinking process is not clear</li> </ul>
<b>Communication:</b>	<ul style="list-style-type: none"> <li>• Clearly presented, high level of understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly presented, good level of understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Information is presented but more understanding can be gained</li> </ul>	<ul style="list-style-type: none"> <li>• Very difficult to understand</li> </ul>

<b>Teamwork:</b>	<ul style="list-style-type: none"> <li>• Working extremely well with each</li> <li>• Respected and complemented each others ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Worked very well with each other</li> <li>• Worked to get everyone involved</li> </ul>	<ul style="list-style-type: none"> <li>• Attempted to work well with others</li> <li>• At times "off task" and not everyone was actively involved</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no teamwork</li> </ul>
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Table 4. Assessment Indicator of Concept mapping. Source: Chan C.(2009:3)

#### d. Benefits of Concept Mapping

Novak and Gowin (1984:15) describe the benefit of using concept maps in language teaching. They find the benefits such; concept maps work to make clear to both students and teachers the small number of key ideas they must focus on for any specific learning task. A map can also provide a kind of visual road map showing some of the pathways we may take to connect meanings of concepts in propositions. After a learning task has been completed, concept maps provide a schematic summary of what has been learned. Because meaningful learning proceeds most easily when new concepts or concept meanings are subsumed under broader, more inclusive concepts, concept maps should be hierarchical; Exploration of what the learners already know.

Concept maps can help learners chart a course to get from where they are to the final objective. Whereas Jonassen (1987) in Pannen (2001:120) describes "the benefits of this cognitive mapping in teaching",

- 1) organizing idea or concept flow of a lecturing and books become a concept map inventing the ideas connected in task analysis
- 2) summarizing a report or a text
- 3) organizing activities

- 4) organizing lesson study for examination
- 5) finding the information in individual thinking
- 6) a way to show networking
- 7) evaluating student mastery in pre-test or post test
- 8) a diagnostic tool of student learning problems

Other experts also provide the benefits of concept maps in learning.

Birbili (2006:2) also states that this kind of graphic organizers help students not only to read or comprehend more easily or complex relationships but also to generate ideas, structure their thoughts, and inferring how to make visible, in a n easy-to-read way, what they know. Using concept maps is an alternative ways to develop students reading comprehension since there is conceptual hierarchy of precedence or cause and effect in the concept maps (Novak, 2008). This graphical organizers help students to connect new content and ideas to their prior knowledge by encouraging them to think about what they already know about the topic or the type of text (Monet, 2003:86). The students become familiar with facts and concepts (Pelley, 2005:2), as concept map enabled students to gain enhanced knowledge of any topic and evaluate the information whether it is a fact or an opinion.

From the advantages above, the researcher believes that concept maps are more applicable in educational program in order to achieve such an ideal learning organized and meaningful, to develop student-centered. In addition, teachers may explore ways to utilize concept maps more effectively to facilitate student learning, especially in reading comprehension.

### 3. Factors that Change Students' Reading Comprehension

In general, many experts discussed factors that may change reading comprehension mainly based on two aspects, which are reader and text. Kendeou (2010:1) argues that success or failure to comprehend is influenced by specific reader characteristics, text properties and the context in which reading takes place. Tompkins (2006:223) states that "both reader factors and text factors affect comprehension". Reader factors include the background knowledge that readers bring to the reading process as well as the strategies they use while reading and their motivation and engagement during reading. Text factors include the author's ideas, the words the author uses to express those ideas, and how the ideas are organized and presented. Therefore, based on the explanation above the researcher classified the factors that may influence the students' reading comprehension skills and they are related one another, they are: internal factor and the external factor.

#### a. Internal Factors

The internal factor means the factor which come from the reader himself (Kahayanto, 2005:13). Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

## 1) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. When content goals are prominent in reading, students focus on gaining meaning, building knowledge, and understanding deeply, rather than on skills and rewards because meaningful conceptual content in reading instruction increases motivation for reading and text comprehension. Affording students choices of texts, responses, or partners during instruction. Choice leads to ownership and higher motivation. Brown (2000:162) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Brown (2000:164) defined intrinsic motivation, as follow: “Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself.” On the other one, extrinsic motivation defined by him as extrinsically motivated “behaviors that carried out in anticipation of a reward from outside and beyond the self”. Such as; money, prizes, grades, and even certain of positive feedback.

In short, the principle is that what students read represents their experience with reading, and they use that experience to construct an understanding of why we read. So to motivate students to read, we must do two things: first, we ourselves must have a vision of what the main



thing is in reading; second, we must create tasks or activities that give students experience doing the main thing.

## 2) Interest

Interest is being one of the important factors in order to increasing the students' comprehension in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

Interest in reading is a motivational construct that has been described as a personal investment (Alexander & Murphy, 1998) or a “relatively stable evaluative orientation toward a certain domain” (Schiefele, 1999:258). Highly interested readers have feelings of involvement, stimulation, or enjoyment during reading, and tend to possess knowledge in the domain of their interest (Renninger, 2000). Also “interests are restricted to specific books, authors, or genres (such as novels)” Renninger’s (1992:65). “Interest has been measured through ratings of a specific text which the passages were interesting to readers” (Alexander, Jetton, & Kulikowich, 1995).

In line with the explanation above, the researcher used concept mapping in order to encourage their motivation in reading. In fact, it is impossible for the students to understand the text if he or she has no

interest and motivation to read. Therefore, it can be concluded that the good interest and motivation result the good achievement of the students. In other words, the reader finds reading useful, or it brings pleasure in one way or another.

### 3) General Knowledge

Reading comprehension is also influenced by the general knowledge possessed by readers. That is, what one already knows about “a topic influences the acquisition of new information about that topic” (Scanlon et.al, 2007:13). “Texts with over familiar topics and texts with over unfamiliar topics will obstruct reader’s comprehension” (Nuttal, 1982:20). In other words, Students activate their world and literary knowledge to link what they know to what they are reading. **As the** ability to infer meaning in social studies texts is positively influenced by the level of knowledge that the learner has (Tarchi, 2009: 415).

#### b. The External Factor

Beside internal factors as above, there are also external factors that influence student’s reading comprehension. The factors are consisted to reading material, teacher of reading. They are related one another.

### 1) Reading Material

The quality of writing can also affect reading comprehension. Text that is poorly organized and difficult to understand can slow reading speed and significantly hinder reading comprehension. Poor-quality writing may slow decoding speed, as well as syntactic recognition and sentence comprehension. Such defective texts can cause reading comprehension problem (Nuttal, 1982, Ulijin and Strother, 1990). Defective texts may neglect the practice of some reading skills, which lead students to be deprived of developing them. For example, texts that lack exercises on inferences can cause difficulties in reading (Nuttal, 1982:20).

In addition, the students' comprehension in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students. Students recognize the important ideas more easily when they understand the patterns that authors use to organize text. There should be some criteria when selecting texts. The major criteria for doing these are readability, content suitability and exploitability (Nuttal 1996:170). So, students more readily read text and they can read fluently as well.

## 2) Teacher of Reading

The teacher of reading should be careful in choosing the text, giving the tasks or strategy instruction because they are related to the students' reading comprehension achievements. It means that teacher should consider the text structure and feature since students apply their knowledge of the conventions and literary devices used in texts to deepen their understanding. As Ontario Early Reading Strategy (2003:10) states that "classroom teachers have the strongest influence on the development of students' reading comprehension". It means that teacher related factors are more professional matters. When teachers fail to activate their students' comprehension, students may face difficulties. This in turn strengthens the assumption that most teachers are uncertain about helping learners with language preparation (Williams, 1984:5). They also lack knowledge in selecting or devising reading comprehension tasks (Williams, 1984:5).

## **B. Review of the Related Findings**

Septiana (2011) found that the use of concept mapping on short story writing is effective. The results showed significant differences in post-test scores of students' short stories writing between control group and experiment group. In the control group, there were 7 students gained low scores, 15 students gained medium scores, and 12 students gained high scores. There were no experimental group students gained low scores, 14 students gained a score of medium, and 20

students got a high score. It indicated that there were significant differences in the ability to write a short story between the experimental and control groups. Arono (2009) has also found in his research in the subject Bahasa Indonesia that the backwash of Concept mapping in increasing the learning quality of tutorial, which is flexible, attention-centered, improving students' comprehension and the lesson became amused condition. However, he did not explore the role of tutor and students in class during learning process. In addition, Talebinezhad (2007) in his paper investigated the effectiveness of concept mapping as a learning strategy on students' self-regulation. They were at the intermediate level of English proficiency and studying English either as Translation or Literature. The findings revealing that students gained higher self-regulation as the result of concept mapping strategy teaching. These findings have implications for pedagogy as well as for research.

The research conducted by Khutobah et al (2006) found that from three cycles in the classroom research of using concept mapping that the activities and participation of students have been improved in the PPKn subject. Students gave the positive responds to the process of learning by using concept mapping. Also, Daley and et. al (2006) on their research investigated the ways in which the use of concept maps influenced the learning processes of third year internal medicine studies in the context of medical education, sixty-three students were taught to use concept mapping as a learning strategy at the beginning of their internal medicine rotation, the results indicated that there was a significant difference in the concept maps scores of student during their clerkship rotation .

Vakilifard and Armand (2006) similarly found such finding in their study at observing the effects of an instructional sequence, based on the most effective approaches tested in first languages, on informative text comprehension in French as a second language. The result obtained with comprehension questionnaires on the reading text specific to each meeting indicated that the experimental group which used concept mapping obtained a better performance than the group that had used the traditional approach.

Whereas Hung Manh (2006) found in his thesis, that concept mapping and sentence diagramming effectively solved the inefficient concept manipulation and the structural language ambiguity problems of natural language narrative. Particularly, it seek to answer the question: is it possible to create a new technical writing technique that has its structure similar to the sentence diagramming technique.

Chularu and DeBacker (2004) investigated the effectiveness of concept mapping used as a learning strategy by students in English as a Second Language classrooms. Seventy-nine ESL students participated in the study. Variables of interest were students' achievement when learning from English-language text. The findings showed a statistically significant interaction of time, method of instruction, and level of English proficiency for self-monitoring, self-efficacy, and achievement. For all four outcome variables, the concept mapping group showed significantly greater gains from pre -test to post-test than the individual study group. The findings have implications for both practice and research.



McCagg and Dansereau (1991) in their study found concept maps allow the map-maker to define and label the links between codes. They believed predetermined set of codes reduces the cognitive load on the student, and that the specific codes are an important part of the structure of the map.

Some studies like, Khutobah et al (2006), Daley and et. al (2006) and McCagg and Dansereau (1991) investigated the effect of concept mapping on student learning strategy in general, but the studies done by Septiana (2011), Arono (2009), Talebinezhad (2007), Vakilifard and Armand (2006), Hung, Manh (2006), Chularu and DeBacker (2004), specifically focused on using concept mapping as teaching and learning strategy in language teaching classroom. Unfortunately, the writer could not find more related finding to reading comprehension classroom teaching in specific, as all of related findings have not yet been applied for EFL learners in English reading activity.

### **C. Conceptual Framework**

In teaching MKU English for sixth semester student of PGSD FKIP-UT Bengkulu in using concept mapping, tutors should concern about several things. That is using appropriate techniques in the classroom which are divided into four procedures; preparation, presentation, follow-up, and evaluation. Based on the related theories and related findings, the researcher found out the progress technique of the teaching reading in using concept mapping to improve students' reading comprehension. The conceptual framework of this research can be shown on the diagram as follow:

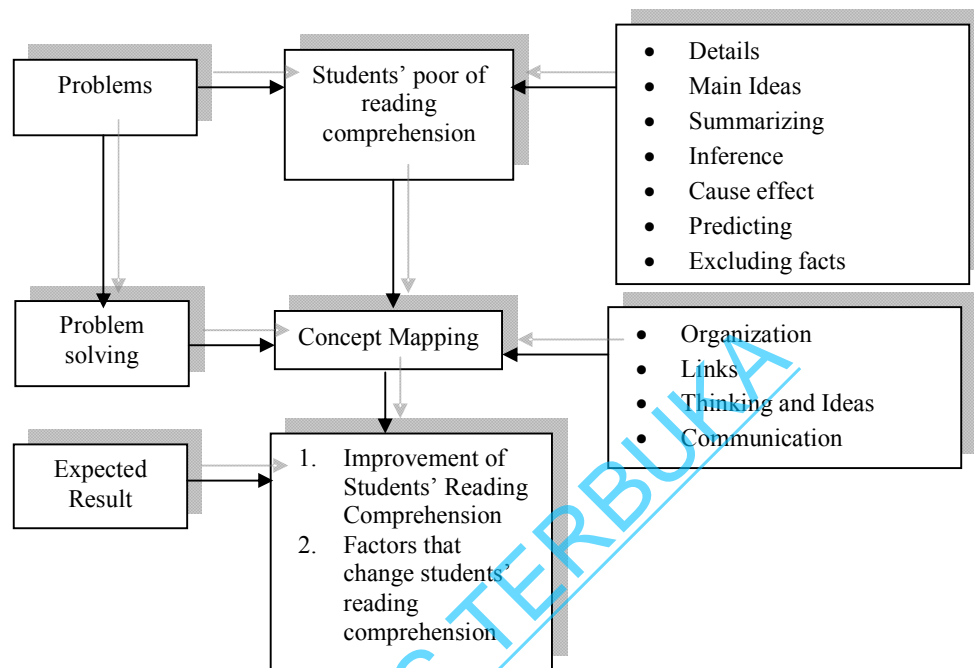


Figure 3. The Conceptual Framework

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The method of this research was Classroom Action Research (CAR). The researcher did the research in a classroom activity. Mettetal (2001:2) defines Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning". Stringer (2008:13) also adds that CAR is to provide educational practitioners with new knowledge and resolve significant problems in classrooms or schools. Because of the fact, the aim of the study is to find out the effectiveness of tutorial face-to-face activities of MKU English for sixth semester student of PGSD of FKIP-UT in using concept mapping. The researcher expects that it can hopefully solve not only tutors' problem but also the student's problem in tutorial. In detail, this action research is conducted in order to improve the effectiveness of teaching reading of the semester sixth students of PGSD of FKIP-UT UPBJJ Bengkulu in using concept maps to improve students' reading comprehension.

Generally, in classroom action research, it consists of three basic elements, namely research, action and classroom. Sukidin et. al (2010:13) gives explanation toward 'action research characteristics' which are (1) An inquiry on practice from within, (2) A collaborative effort between school teacher and teacher educators and (3) A reflective practice made for public. To achieve for all those characteristic to get best findings, researcher has to make an observation before

doing research, then researcher and institution hopefully should work hard in doing this action research.

The researcher also took a consideration for conducting this classroom action research with procedures based on a practical guide to action research that has already provided by McNiff *et al.*, (2003:17). McNiff here does not intend to go into great detail about how to do research. He presents some key ideas, and also examples, to show how different people have approached their action enquiries, and how they have developed different insights into the process, which are (1) reviewing current practice, aspect, way, chance and prediction, and (2) modifying plan, act, and evaluation for the expected result.

### **B. Setting of the Research**

This research took a place at MKU English class of sixth semester PGSD of FKIP of UPBJJ-UT Bengkulu at Pokjar Kota Bengkulu. Pokjar means the group of students. The students were grouped into several learning communities in each region or district based on their semester level. They may be at the centre, or at a school or some other location. In 2013.1 year of registration, there were 12 pokjars in UPBJJ-UT Bengkulu of sixth semester of PGSD Program of FKIP, with total number of student is 423 students. From 423 students of sixth semester of PGSD Program of FKIP at UPBJJ-UT Bengkulu, there are 58 students are enrolled to study at Pokjar Kota Bengkulu. For detail information, the researcher displayed the students' feature as follows;

Table 5. Students' Feature of sixth semester of PGSD Program of Pokjar Kota Bengkulu

No	Class's Name	Number of Student
1.	Class A	28
2.	Class B	30
	Total	58

*Source: Laporan Koordinator Registrasi UPBJJ-UT Bengkulu, 2013.1*

The researcher took the sixth semester of PGSD Program of FKIP as the setting since the MKU English subject is only offered in this semester. The research was conducted at registration year 2013.1, on April – June 2013 as well the program was officially scheduled by the institution. The researcher used the registration year system because in UT, students are recognized by their registration year to name their semester level.

### **C. Participants**

The participants in this classroom action research were the sixth semester of PGSD of FKIP of UPBJJ-UT Bengkulu on Academic Year 2013.1. The research was only implemented in one class A of MKU English that consists of 28 students because the researcher took a part in this class as the tutor of MKU English at Pokjar Kota Bengkulu in this institution.

#### **D. Instrumentation**

In order to find out how effective of concept mapping to improve students' reading comprehension, the data were collected from several sources; concept-mapping rubrics, reading comprehension test results, observation sheet, and guideline for interviews. These sources provided data about cognitive and attitudinal effects of concept mapping, and allowed for triangulation of data. In this research, the researcher was as a tutor to involve in any steps in the cycle.

##### **1. Concept Mapping Rubrics**

In this research, concept-mapping rubrics was used to assess students' concept mapping practice to get the picture of students' progressive of using concept mapping after following the tutor's explanation on concept mapping. It contained the indicator of concept mapping practice that was discussed on chapter II (p.9-42), with marking rubrics and grading standards for a concept mapping." The rubric included detail elements of concept mapping as; (1) organization, (2) links, (3) thinking and ideas, and (4) communication. The last element of concept mapping rubrics, (5) teamwork, was not included as the activity did not involve any group activity.

##### **2. Reading Comprehension Test**

The test was designed by the researcher and focus to get the progressive of ability of students in reading comprehension. It contains the indicator of reading comprehension that was discussed in chapter II (p.9-42). The instrument test was designed by adapting the texts from modules/books and

internet, as they were discussed below on page 54-57. The reading tests are included the six aspects of comprehension as suggested by Gunning (2010: 7). They are (1) details, (2) main idea, (3) summarizing, (4) inference, (5) cause-effect, (6) predicting, and (7) excluding facts. Table 2 presents the distribution of the aspects of the reading test.

Aspects	Items	Total
(1) Detail	6, 9, 26, and 27	4
(2) Main Idea	1, 3, 10, 16, and 22	5
(3) Summarizing	2, 3, 24, and 29	4
(4) Inference	8, 11, 15, and 18	4
(5) Cause-Effect	7, 14, 23, and 25	4
(6) Predicting	13, 17, 20, 21 and 28	5
(7) Excluding Facts	4, 5, 19 and 30	4
Total		30

Table 6. The Distribution of the Reading Comprehension Test Aspects

Before the test was given to students, the researcher previously took a validity and reliability test.

#### **a. Validity of the test**

Before giving the test, the writer tried-out the test to the same level of student being investigated. Precisely, that 30 items in the form of multiple choice were tested to other class of sixth semester students of PGSD FKIP of UPBJJ-UT Bengkulu. The writer analyzed the result of this trying out to find out its validity by using point Biserial



Correlation Formula as suggested by Fulcher and Davidson (2007: 103)

that is as follow:

$$r_{pbi} = \frac{\bar{X}_p - \bar{X}_q}{S_x} \sqrt{pq}$$

where

$r_{pbi}$  = point biserial correlation

$\bar{X}_p$  = mean score on the test for those who get the item correct

$\bar{X}_q$  = mean score on the test for those who get the item incorrect

$S_x$  = standard deviation of test scores

$p$  = the proportion of test takers who get the item correct (facility value)

$q$  = the proportion of test takers who get the item incorrect.

To find out the whole validity of the test, the writer used the formula as follow

$$\frac{\sum r_{pbi}}{N}$$

In which

$N$  = The total items of the test

Then, to know the difficulty of each of the test items, the writer translated each of the correlation coefficient ( $r_{pbi}$ ) of the items into descriptive values as used by Riduwan (2006: 98) as follows:

0.800 - 1.000	→ very easy
0.600 - 0.7999	→ easy
0.400 - 0.5999	→ desirable
0.200 - 0.3999	→ difficult
0.000 - 0.1999	→ very difficult

As Bacha (2002: 15) states “validity refers to the degree to which a test or assignment actually measures what it is intended measure”. In addition, Fulcher and Davidson (2007: 103) states “there are three kinds of validity based the aims of testing, they are: criterion-related validity, content validity, and construct validity”. In this study, the writer used content validity as content validity refers to the reflection of the content of any test or instrument to what it is intended measure.

For Reading Comprehension Test Cycle 1, out of 30 items which were tried out, No items (0%) were very easy, 8 items (27%) were easy, 16 items (53%) were desirable, 4 items (13%) were difficult, and 2 items (7%) were very difficult. The very difficult items, were recommended to be revised. In Cycle 2, it was obtained 5 items (17%)

were difficult, 19 items (53%) were desirable, and 6 items (20%) were easy. In this cycle, there were no very easy items nor very difficult items. Therefore, the researcher obviously planned to use it for the test. As well as in Cycle 3, 5 items (17%) were obtained difficult, 21 items (70%) were desirable, and 4 items (13%) were obtained easy. Fortunately, no items were categorized as very difficult or very easy. Therefore, the test was validated to use for Cycle 3. (see Appendix 5 for more detail).

#### b. Reliability of the Test

The researcher used Kuder\_Richardson formula or called K-R-20 to measure the reliability of instrument

$$R_{xx} = \frac{k}{k-1} \left[ 1 - \frac{\sum pq}{S^2x} \right]$$

Where:

$k$  = the number of items on the test

$\sum pq$  = the sum of item variances, and

$S^2x$  = the total score variance

Then, reliability categories:

a. If  $0.90 \leq r_{11} < 1,00$ , *very high*

- b. If  $0.70 \leq r_{11} < 0.90$ , *high*
- c. If  $0.40 \leq r_{11} < 0.70$ , *medium*
- d. If  $0.20 \leq r_{11} < 0.40$ , *low*
- e. If  $0.00 \leq r_{11} < 0.20$ , *very low*

To know the reliability of instrument, the score of  $r$  calculated was compared with  $t$  table. If  $r$  observed is higher than  $r$  table, the correlation was significant. It means that the instrument is reliable.

According to Bacha (2002:15), reliability refers to the degree to which the scores assigned to students' work accurately and consistently indicate their levels of performance or proficiency. In addition, Saleemi (1988:6) stated that reliability relates to: (1) the accuracy with which a test or test item measures consistently what is supposed to measure, and (2) the consistency of a measure upon repeated administration to the same group of students. In this study, the writer estimated the internal consistency reliability of the test.

By using the formula, the writer found that the instrument reliability of the test for cycle 1 was 0.905. Also the test for cycle 2 was 0.889, and the test for cycle 3 was 0.841 (see Appendix 10). The instrument reliability was consulted to the  $r$ - Product Moment table, and it was found that the  $r$ - Product Moment table for 30 students was 0.349 at  $p < 0.05$ . Therefore, it can be concluded that the tests or instruments used by the writer are reliable, because the reliability coefficient from

both three tests is higher than the r-Product Moment table (see Appendix 6).

### c. Readability

In order to find out texts that are suitable for the level of education, the researcher herewith are going to use readability formula. It was applied on the text only **not** for the questions. This readability analysis is also taken for the texts which are used in the teaching material. The procedure was adapted for developing a readability formula by Renkema (2004: 175-176) as follows;

- 1) Collecting a number of texts for high educational level
- 2) Texts were analyzed for all possible characteristics which may have an influence on readability such as; the length of the words, the number of propositions per hundred words, with the formula;

Flesch's readability formula;

$$R.E = 206.84 - (0.85 \times wl) - (1.02 \times sl)$$

Where

R.E = Reading ease

Wl = word length

SI = (sentence length)

- 3) Statistical processing can then aid in determining to what extend the differences
- 4) Determining the level of texts based on interpretation table.

R.E Result	Valuation	Level of Education
0 – 30	Very difficult	College
30 – 50	Difficult	High school
50 – 60	Fairly difficult	Junior high school
60 – 70	Standard	Sixth grade
70 – 80	Fairly easy	Fifth grade
80 – 90	Easy	Fourth grade
90 - 100	Very easy	Third grade

Table 7. Flesh's Formula, interpretation table by Renkema (2004: 176)

Based on the Flesh Formula interpretation above, the researcher designed reading texts for both teaching materials and reading comprehension tests as follows;

#### 1). Reading text materials

No	Title	Sources	Readability	
			Score	Result
1.	Meeting & Greeting	Adapted from Thomson Reuters Limited. lesson © 2011 www.english-to-go.com	53.5	Fairly Difficult

2.	“A Young Tutor’s First Day on the Job”	<i>Reading comprehension skills</i> by Thomas G. Gunning- 2010	67.3	Standard
3.	President Barack Obama	<a href="http://www.esolcourses.com/content/topics/obama/reading.html">http://www.esolcourses.com/content/topics/obama/reading.html</a> , 2013	56.4	Fairly Difficult
4.	Sorry, I’m with someone just now...I’ll call you right back.	Glenrothes College: Core Skill Communication— 2005	49.7	Difficult
5.	British food best in the world	<a href="http://www.nelliemuller.com/reading_comprehension.htm">http://www.nelliemuller.com/reading_comprehension.htm</a>	34.5	Difficult
6.	The traffic in London	Interchange- New Headway Intermediate 2008	52.5	Fairly Difficult
7.	When should kids start sports?	Bahasa Inggris untuk Guru SD, 2009	52.6	Fairly Difficult
8.	Clothing and Fabrics	Bahasa Inggris untuk Guru SD, 2009	62.6	Standard
9.	Education Problems	Bahasa Inggris untuk Guru SD, 2009	36.6	Difficult
		Mean:	51.8	Fairly Difficult

Table 8. Readability Result of Reading Text for Teaching Material

Based on the table above, it can be inferred that the difficulty of reading text material used by the researcher at tutorial was fairly difficult (51.8). The result of readability above also showed that variety of difficulty was almost spread evenly.



## 2). Reading Comprehension Tests

## a). Test Cycle 1

No	Title	Sources	Readability	
			Score	Result
1.	Text 1	<a href="http://www.education.com/study-help/article/short-passages/">www.education.com/study-help/article/short-passages/</a>	59.4	Fairly Difficult
2.	Text 2	<a href="http://www.education.com/study-help/article/short-passages/">www.education.com/study-help/article/short-passages/</a>	36.7	Difficult
3.	Text 3	<a href="http://jobscare.info/rafsan-jany/394">http://jobscare.info/rafsan-jany/394</a>	33.1	Difficult
4.	Text 4	<a href="http://www.enfield-workex.org.uk/enfieldtrainingservices.htm">www.enfield-workex.org.uk/enfieldtrainingservices.htm</a>	54.5	Fairly Difficult
5.	Text 5	<a href="http://tugaspakrendra.blogspot.com/2012/">http://tugaspakrendra.blogspot.com/2012/</a>	59.0	Fairly Difficult
6.	Text 6	<a href="http://www.englisharticles.info/author/admin/page/424/">www.englisharticles.info/author/admin/page/424/</a>	47.3	Difficult
7.	Text 7	Reading comprehension skills by Thomas G. Gunning- 2010	75.8	Fairly Easy
8.	Text 8	<a href="http://jfbrodsk.blogspot.com/2007/03/remote-control-classroom-iowa-class.html">http://jfbrodsk.blogspot.com/2007/03/remote-control-classroom-iowa-class.html</a>	70.0	Standard
9.	Text 9	<a href="http://www.readworks.org/sites/default/files/.../passages-fuels-future_files.pdf">www.readworks.org/sites/default/files/.../passages-fuels-future_files.pdf</a>	60.1	Standard
10.	Text 10	Reading comprehension skills by Thomas G. Gunning- 2010	72.6	Fairly Easy
		Mean:	56.86	Fairly Difficult

Table 9. Readability Result of Reading Text for Test Cycle 1

From the table above, it was found that averagely texts were fairly difficult with average readability result 56.86. This score was equal to the difficulty of texts that were used in reading texts as teaching materials.

## b). Test Cycle 2

No	Title	Sources	Readability	
			Score	Result
1.	Text 1	<a href="https://books.google.com/books?isbn=9791481903">books.google.com/books?isbn=9791481903</a>	55.1	Fairly Difficult
2.	Text 2	<a href="http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=1072644">http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=1072644</a>	73.1	Fairly Easy
3.	Text 3	<a href="http://ganjarpurnama-justshare.blogspot.com/2012/01/latihan-soal-soal-bahasa-inggris_08.html">http://ganjarpurnama-justshare.blogspot.com/2012/01/latihan-soal-soal-bahasa-inggris_08.html</a>	60.7	Standard
4.	Text 4	<a href="http://junaidiedsa.wordpress.com/2012/03/03/modulsoal-bimbel-bahasa-inggris/">http://junaidiedsa.wordpress.com/2012/03/03/modulsoal-bimbel-bahasa-inggris/</a>	57.5	Fairly Difficult
5.	Text 5	Center for Urban Education ©2007	68.8	Standard
6.	Text 6	<a href="http://www.salcombeprep.co.uk/download.php?file=TnpVMw">www.salcombeprep.co.uk/download.php?file=TnpVMw</a>	79.3	Fairly Easy
7.	Text 7	<a href="http://www.grammarbank.com/bringing-up-children.html">http://www.grammarbank.com/bringing-up-children.html</a>	46.2	Difficult
8.	Text 8	<a href="http://www.grammarbank.com/reading-comprehension-practice.html">http://www.grammarbank.com/reading-comprehension-practice.html</a>	38.5	Difficult
9.	Text 9	<a href="http://www.dpsraipur.com/dpsrjr/sa2sample_c4_english.pdf">www.dpsraipur.com/dpsrjr/sa2sample_c4_english.pdf</a>	55.7	Fairly Difficult
10.	Text 10	<a href="http://www.grammarbank.com/free-reading-comprehension.html">http://www.grammarbank.com/free-reading-comprehension.html</a>	64.9	Standard
Mean:			59.98	Fairly Difficult

Table 10. Readability Result of Reading Text for Test Cycle 2

In reading comprehension test of cycle 2, the result of text difficulty was also the same as previous test in cycle 1. Readability result was obtained for 59.98 and this was categorized as fairly difficult. The composition of difficulty of the texts was still under the average difficulty of reading texts that were used as teaching materials.

## c). Test Cycle 3

No	Title	Sources	Readability	
			Score	Result
1.	Text 1	<a href="http://paztim.blogspot.com/2009_01_01_archive.html">http://paztim.blogspot.com/2009_01_01_archive.html</a>	55.3	Fairly Difficult
2.	Text 2	<a href="http://titikaya.blogdetik.com/page/2">http://titikaya.blogdetik.com/page/2</a>	71.6	Fairly Easy
3.	Text 3	<a href="http://www.nelliemuller.com/reading_comprehension.htm">http://www.nelliemuller.com/reading_comprehension.htm</a> (2013)	46.2	Difficult
4.	Text 4	<a href="http://www.innovative-english.com/TEFLCD/lessons/tread14.htm">www.innovative-english.com/TEFLCD/lessons/tread14.htm</a>	30.7	Difficult
5.	Text 5	New English File Intermediate Oxford University Press 2006	69.8	Standard
6.	Text 6	Read Theory LLC, 2012	53.2	Fairly Difficult
7.	Text 7	<a href="http://improptu1.blogspot.com/2011/10/good-or-bad-about-television.html">http://improptu1.blogspot.com/2011/10/good-or-bad-about-television.html</a>	55.6	Fairly Difficult
8.	Text 8	New English File Intermediate Oxford University Press 2006	58.1	Fairly Difficult
9.	Text 9	California Assessment Practice Prentice Hall 2002	69.6	Standard
10	Text 10	Read Theory LLC, 2012	57.9	Fairly Difficult
		Mean:	56.80	Fairly Difficult

Table 11. Readability Result of Reading Text for Test Cycle 3

For the final test in cycle three, the researcher also committed to use the same difficulty of reading text. It was found fairly difficult for the reading text with 56.80 score of readability result. Therefore, from the three cycles, all reading texts in the reading comprehension were in **equal of difficulty** of text. (See appendix 7 for more detail)

### 3. Observation sheet

The observation was designed by the researcher that includes the description of concept mapping use and classroom tutorial management. The observation checklist was used to note and collect real information of tutorial process during conducting of the research. In observation sheet, all information of tutorial or teaching and learning process that use concept mapping was stated. This technique is used in order to get the data on activity of implementation of concept mapping. This observation form was fulfilled by the collaborator and researcher.

The crucial components was highlighted such as, setting, participant, activity, and number of texts, concept mapping task sheet done by the students as well as the duration. The observation checklist was taken during tutorial performance from pre-teaching, during-teaching and post-teaching. From all the explanation of concept maps in teaching from Pannen (2001), Al Hwidi (2005) and Affana and AL Khozendar (2007), the researcher then adapted the procedures of using concept maps that were used as indicators to design observation checklists in order to see the description of using concept maps in the class during the research as follows;

No	Indicator	Sub-Indicators
1	<b>Pre-Teaching</b>	1. Survey the concept maps in front of the students
		2. Start with a main idea, topic, or issue to focus on
		3. Then determine the key concepts
		4. Finish by connecting concepts
		5. Tutor draws the map on the board or by using LCD (power point)

2	<b>During-teaching</b>	1. Students may use concept maps during-learning
		2. Copy the map and gives everyone a copy to benefit from
3	<b>Post- teaching</b>	1. Ask individuals or groups of learners to build up concept maps
		2. Check it to know the places of weakness and the places of strength
		3. Introduces the strengths
		4. Help them to overcome the weakness

Table 12. Indicators of Concept Maps in teaching

There was also a **field note** available in order to document main information being situational observed of what the observer has directly seen through the course of study and reflecting the researcher's thoughts during observation sessions. For Gay (2009:367) says, "field notes describe, as accurately and as comprehensively as possible, all relevant aspects of the situation".

#### 4. Guideline for Interview

The researcher used the guideline for interviews in order to obtain students' opinion about the process of implementing concept mapping or other useful information for this research. In the guideline, the researcher inserted students' experience before and after using concept mapping, their perspective toward problems in using concept mapping and their opinion on the benefits of using concept mapping in reading. At the end, the researcher hopes to get the description of possibly factors that may influence students'

reading comprehension, for the factors were discussed in chapter II on page 40-45. The detail aspects and indicators of interview for factors influence students' reading comprehension, were as follows;

Aspects	Indicators
<b>A. Internal Factors</b>	
1. Motivation 1.1. Personal factors affect student motivation on the activity itself.  1.2. Outside effect of student motivation to read on classroom practices	<ul style="list-style-type: none"> <li>• Is a confident reader</li> <li>• Often reads independently</li> <li>• Reads favorite topics and authors</li> <li>• Grades from tutors</li> <li>• Enjoys discussing books with peer</li> <li>• tasks or activities is fun</li> </ul>
2. Interest 2.1. Evaluative orientation toward a certain domain  2.2. Interest has been measured through ratings of a specific text	<ul style="list-style-type: none"> <li>• Highly interested readers have feelings of involvement, stimulation, or enjoyment during reading, and tend to possess knowledge in the domain of their interest</li> <li>• Specific books, authors, or genres (such as novels)</li> <li>• The passages were interesting to readers</li> </ul>
3. General Knowledge 3.1. general knowledge possessed by readers  3.2. the ability to infer meaning in social studies texts is positively influenced by the level of background knowledge	<ul style="list-style-type: none"> <li>• Students already knows about a topic influences the acquisition of new information about that topic</li> <li>• Students activate their world and literary knowledge to link what they know to what they're reading.</li> </ul>
<b>B. External Factors</b>	
1. Reading Material 1.1. quality of writing reading comprehension  1.2. level of the difficulty of the text.	<ul style="list-style-type: none"> <li>• Text that is well organized and easy to understand</li> <li>• Good-quality writing</li> <li>• Text given is at the right level of the difficulty of the readers or</li> </ul>

	the students <ul style="list-style-type: none"> <li>• Students recognize the important ideas more easily.</li> </ul>
2. Teacher of Reading 2.1. The teacher of reading should be careful in choosing the text 2.2. The teacher of reading should be careful in and giving the tasks 2.3. Reading strategy is suitable used	<ul style="list-style-type: none"> <li>• Teacher consider the text structure and feature since students apply students knowledge</li> <li>• Thinks deeply about the content of texts</li> <li>• Tasks or activities is fun and attractive</li> </ul>

Table 13. Guidelines interview (Nuttal, 1996)

### E. Procedure of the Research

The procedure of this research was done by the researcher in three cycles that consisting of four steps. They are planning, action, observation, and reflection. Researcher is going to conduct this research by using a collaborative action research, collaborated with tutor in teaching MKU English. The collaborated tutor is also one of English tutor, namely Yupika Maryansyah, M.Pd. Burns (1999: 13) argued that a collaborative action is potentially more empowering than action research conducted individually as it offers a strong frame for whole-institution change. Therefore, the key instrument in this research is the tutor in any steps in the cycle and during the performance. Kemmis and McTraggat (1988) in Burn (2010: 9) develop a model known as the action research spiral. The model of the action research was as follows:

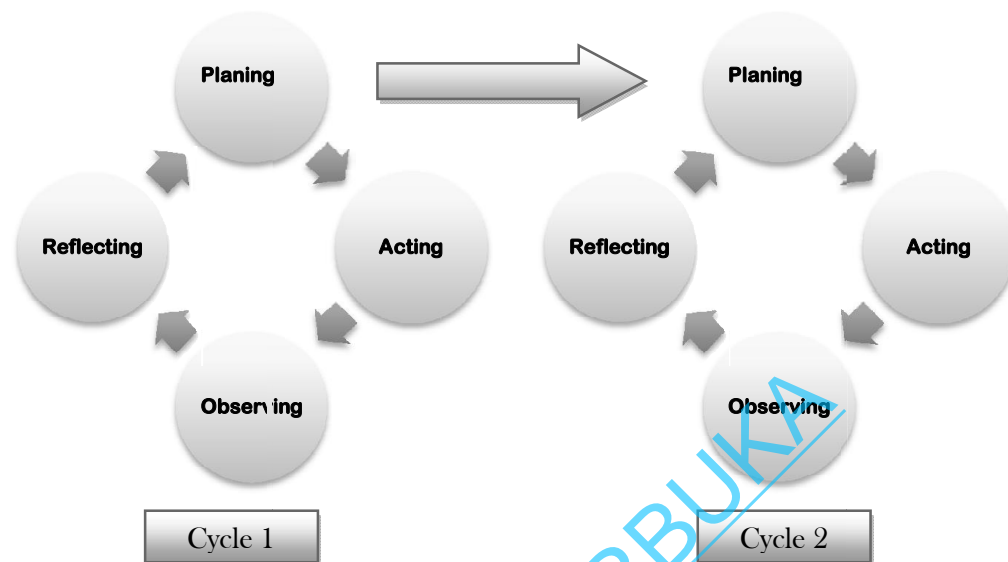


Figure 3. Model of Action Research  
Adapted from Kemis and McTraggat (1988) in Burn (2010: 9)

From the figure above it can be seen that this research was conducted in the three cycles with every cycle consist of three meetings. It consists of plan, action, reflection and evaluation. The detail procedures of cycle were applied as follows;

### 1. Planning

In this step, there were some activities that were prepared by the researcher including; (a) designing plan include the activities that was taught to improve the students reading comprehension by using concept mapping, (b) choosing text based on the book, (c) preparing research instrument (observation sheet, field note, and concept mapping practice



sheet), (d) arranging the research schedule, and (e) finding the collaborator and explaining the purposes of the study

## **2. Action**

In this step, the researcher implemented the solution of the problem by using concept mapping in teaching reading to improve students' reading comprehension in the class. These activities are the following, (a) Pre-Activity, (b) Whilst-Activity and (c) Post-Activity.

In Pre-Activity there were activities as (1) tutor did greeting the students, (2) tutor motivated the students to learn, and (3) tutor made a classroom setting. In Whilst-Activity phase, (1) students were introduced to concept mapping on the topic of a text, (2) students were given a text to read, (3) tutor stimulated the students to learn by doing mapping, (4) tutor created the situation in which the students explore their reading skill while they are making a concept map for each student in every group, (5) tutor monitored the students activities, (6) Tutor helped the students if necessary, (7) student presented and discussed the outline in each pairs, and (8) student is required to present map in class. Then, in Post-Activity, (1) tutor concluded the lesson, (2) tutor summarized and (3) tutor finally ended the lesson.

### **3. Observation**

During the process of teaching and learning, the researcher observed the tutorial process and the students activities in the classroom. During the tutor conducted the research, he was helped by a collaborator. The collaborator took note of the process of the teaching from the beginning to end of teaching process.

### **4. Reflection**

By looking at the result of the concept mapping practice, observation, interview and reading comprehension test activities, the researcher concluded interpretation. Several weaknesses were found in the first cycle, the researcher neatly discussed with collaborator to find the better solution at the next cycle with the same procedures but to be focused to revised plan. At the end of the first cycle, the researcher interviewed the students about their feeling and the reading text that they read. The researcher analyzed the data from the observation to make the conclusion of the development of the students' reading comprehension.

The activities on the cycle 2 and 3 were similar with the activities on the cycle 1. However, there was some different emphasize in tutorial to overcome the problems which are unsolved in cycle 1.

### **F. Technique of Data Collection**

Techniques of data collection in this classroom action research were in form of;

### 1. **Concept Mapping Practice**

Concept-mapping practice was designed to get the picture of students' progressive on using concept mapping after following the tutor's explanation on concept mapping. Students' works on concept mapping practice then their works were individually assessed by using the indicator of Chan (2009) rubrics of concept mapping assessment with Linkert Scale model as (1) poor, (2) average, (3) proficient and (4) excellent.

### 2. **Reading Comprehension Test**

The test was conducted to see students' improvement in student's reading comprehension in the classroom research. The test was taken every end of each cycle. Test was conducted by giving a worksheet or task to students before and after using concept mapping in reading process. The result of the test was recapitulated every cycle in order to see the changes.

### 3. **Observation**

The observation was noted in a given observation checklist (see appendix 10) to see what happened in planning, acting, observation and reflecting. It also gave information to the researcher as the reason to improve the treatment in acting or teaching. The collaborator took a note of any information and action during conducting the research from the beginning to the end of the research. Observation, therefore, is obviously more than

just looking. Taylor (2006: 31) suggests that an observation involves systematic, close viewing of actions, the recording of these actions, and, most importantly, the analysis and interpretation of what has been seen.

#### 4. Interview

Interview was conducted for students to know their opinion about the process of implementing concept mapping or other useful information for this research. In this research, interview was given to students by doing; 1) the interview was started free conversation that researcher asked everything dealing with uses concept mapping in reading, 2) interview is performed deeply, based on the guideline of interviews systematically and completely to collect the useful information for the research.

#### G. Technique of Data Analysis

Based on research questions on chapter 1, data of this research were analyzed two methods of data analysis. Quantitative data analysis was used to examining and interpreting data from reading comprehension test. Singh (2007: 123) states Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical operations can be done in a research. On the other hand, for data taken from observation and interview was used qualitative data analysis. Qualitative data is also called categorical data, as they can be classified into categories such as class, individual, object, or the process they fall in the research.

## 1. Quantitative Data Analysis

In quantitative data analysis, data were classified, counted, and even constructed statistically in an attempt to explain what is tested. Findings can be generalized, and direct comparisons can be made between two cycles, so long as valid sampling and significance techniques have been used. Basic mathematical operations were used as follows;

### a. Mean

The arithmetic mean is the most commonly used and accepted measure of central tendency. It is obtained by adding all observations and dividing the sum by the number of observations. This should be used in the case of interval or ratio data. Its computation can be expressed mathematically by the formula:

$$\bar{X} = \frac{\sum X}{n}$$

Gay L.R (2009: 307)

X : average score

$\bar{x}$ : Mean

n: number of data

The mean uses all of the observations, and each observation affects the mean. In the case of the arithmetic mean, the sum of the deviations of the individual items from the arithmetic mean is 0.

**b. Percentage**

Data were analyzed by using descriptive statistics to find percentage of the students to get reading comprehension test result improvement with formula from Sudijono (2010: 43) as follows:

$$P = F / N \times 100 \%$$

Where,

F = Answer frequency

P = Percentage

N = Number of Data

**2. Qualitative Data Analysis**

Singh (2007:122) states that the aim of qualitative data analysis is a complete, detailed description. No attempt is made to assign frequencies to the linguistic features which are identified in the data, and rare phenomena receives (or should receive) the same amount of attention as more frequent phenomena. From the explanation above, it means that qualitative analysis allows fine distinctions to be drawn because it is not necessary to all the data into a finite number of classifications.

Therefore, in this research it is urgent to conduct qualitative data analysis since researcher believes that there was reasonably cautious of creating an disproportionately reductionist or mechanistic portrait of an

undeniably complex, iterative set of processes. However, evaluators have recognized a few basic commonalities in the process of making sense of qualitative data. In this chapter we have adopted the framework developed by Miles and Huberman (1994) to describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification.

#### **a. Data reduction**

Due to the large amount of data that can be generated in qualitative research, a data reduction process must be used to aid analysis. The researcher selected and focused on the data what the research need. In this research, the researcher decided which data are to be singled out for description according to principles of selectivity. This involved some combination of deductive and inductive analysis. While initial categorizations are shaped by pre-established study questions, the qualitative analyst should remain open to inducing new meanings from the data available based on the result of observations and interviews.

As Miles and Huberman (1994: 10) describe this first of their three elements of qualitative data analysis as data reduction. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." Not only do the data need to be condensed for

the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed.

Sometime beginners often fail to understand that even at this stage, the data do not speak for themselves. A common mistake many people make in quantitative as well as qualitative analysis, in an ineffective effort to remain "perfectly objective," is to present a large volume of unassimilated and uncategorized data for the reader's consumption. Therefore data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized, or set aside completely for the purposes of the project at hand.

#### **b. Data Display**

In this research, the researcher classified the data according to the problems and sub-problems that are collected from observation and interview instrument taken during classroom setting in order to explain the important reason of improvement on students' reading comprehension after using concept mapping strategy. This finally found the factors that change students' reading comprehension at sixth semester of PGSD of FKIP UPBJJ-UT Bengkulu.

Data display is the second element or level in Miles and Huberman's (1994: 11) model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organized, compressed



assembly of information that permits conclusion drawing..." Form of displaying the data in this research can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

### **c. Conclusion Drawing and Verification**

Conclusion drawing and verification, as the third element of qualitative analysis in this research that involve stepping back to judge what the analyzed data mean and to evaluate their implications for the questions in sight. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'conformability'-that is, their validity (Miles and Huberman, 1994: 11).

### **3. Relationship between Quantitative and Qualitative Analysis**

The last data analysis in this research compared the result from quantitative and qualitative. This final analysis considerably taken in order to be alert to patterns of inter-connection in their data that differ from what might have been expected. Miles and Huberman define these as "following up surprises" (1994: 270).

UNIVERSITAS TERBUKA

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. The Description of Data Analysis

This classroom action research was performed to the students of sixth semester of PGSD of FKIP of UPBJJ-UT Bengkulu on Academic Year 2013.1. The number of the students was 28. The reason for choosing the class was the students got difficulties in reading comprehension. The research was done for three cycles; each cycle consisted of three meetings with time allocation of each meeting was 40 minutes. Each cycle consisted of four phases namely, plan, action, observation, and reflection.

##### 1. First cycle

The first cycle comprised for three meetings. Each meeting consisted of reading comprehension by using concept mapping. The cycle lasted from May 12<sup>th</sup> to May 19<sup>th</sup>, 2013. Each meeting was constituted of 120 minutes. The first 40 minutes, the class was taught based on the modules. Then, the researcher for the rest 80 minutes utilized by maximizing the reading activity and focused on the topic during that amount of time available in each meeting, based on the given modules. Using concept map in reading comprehension led the researcher to a smoothly implemented cycle consisting of plan, action, observation, and reflection. Each meeting was consistently undertaken, but several obstacles were still obtained. Due to such problems, the researcher attempted to resolve them in the next cycle.

#### a. Plan

The first thing to do was that the researcher together with the collaborator discussed concept mapping in reading comprehension. It was about what concept mapping was; differences amongst this reading strategy with other reading strategies; how to organize the concept map in the classroom; and what to do with the model in each meeting. Having discussing them for a week, then, it was a great deal because the collaborator comprehended any of the topic of the discussion. Fortunately, the collaborator had already been trained on concept mapping in the tutor training at UPBJJ-UT Bengkulu.

What both the researcher and the collaborator did next was to organize the schedule of the research. The deal was eventually determined that there were three meetings in the first cycle. Each meeting consisted of 40 minutes teaching. Such amount of time was expected to be maximized and utilized in order to achieve qualified lessons.

Observation checklists were prepared by checking each of the checklists, consisting of checklist of classroom observation on tutorial activity and checklist of concept mapping use. They also prepared several field notes handled by the collaborator which functioned as to take any notes related to the teaching process in the classroom and which could not be captured by using the checklists. The number of the field notes relied upon the need. That is, the collaborator may add the field notes if needed.

Other parts of materials prepared were media or teaching aids such as LCD, laptop and whiteboard. The LCD were mostly determined when it was difficult to show the learner the process of concept map by using paper, as students need to follow. Tutor also can save more times in teaching. Indeed, such media were considered as an important aid to support and motivate the learners in the classroom.

The researcher prepared for a lesson plan in order to implement reading comprehension by using concept mapping. This lesson plan was constituted of materials and activities – pre-, whilst-, and post-activities. Such lesson plan was only one for this cycle, whereas texts were different from each meeting.

#### **b. Action**

As it has been stated and discussed in the previous chapter, the indicators of reading comprehension in this research are the six aspects of comprehension as suggested by Gunning (2010: 7). They are (1) information details, (2) main idea, (3) summarizing, (4) inference, (5) cause-effect, (6) predicting, and (7) excluding facts.

After the first 40 minutes entering the class to discuss the modules with the students, the researcher asked students to involve in reading activity. In pre reading activity, tutor asked students the title of the text and gave the question; “What do you do in greeting some one?” or “What do you do in meeting someone?” Tutor then gave pre-teaching vocabulary by



displaying the words on the whiteboard. In whilst-reading, tutor gave the text to the student and displayed it by using LCD. The text was consisted two or more paragraphs. Tutor discussed the first paragraph by using concept mapping. Tutor explained how to organize the map according each concept of paragraph one. During the explanation, tutor did not allow the student to open dictionary. Also tutor gave the student a chance to give question during tutor's explanation on the first paragraph. Then, tutor finished the explanation by leading student to obtain the main theme of the paragraph. Tutor also led student to identify the theme concept each of sentence based on the concept map organizing. Tutor had a student to give the answer of what the connection words of the paragraph are. Unfortunately, none of them was briefly enough to answer tutor's question. Therefore, tutor showed the connection words to the students.

Next, tutor ask student to read the second paragraph. Tutor began to ask student to do the same activity for paragraph 2. He asked student to practice making concept map. Tutor reminded students the information in which the students explored their reading skill while they were making a concept map for each student. In doing this, the students were not enthusiastic since this was still very new for them. Students individually made concept maps and discussed the outline in pairs. Some of the students were much confused of what to do when the tutor gave an instruction. Sometime the asked the other pair to know how to map second

paragraph. Tutor monitored the student's activities and sometime helped student when necessary.

In the post-reading activity, tutor asked a student to present his/her work to draw the map on the whiteboard. It needed few minutes for student to come in front of the class. After the map was drawn, then tutor led other student to comment on it. For this activity, students were cheerful since they have various form of mapping. Then, tutor explained the display the concept map of paragraph 2. Students were asked to compare their works to the concept map that was displayed by tutor. For final step, tutor gave classically students questions for reading comprehension activity by using LCD.

From five questions in the reading comprehension questions about the first text in this meeting, it was found that the objectives of reading teaching were not optimally achieved since students had already answered only three questions. The objectives were students identify information details, summarize, and inference. In this activity, some students could not gave the correct answers for question pointed by tutor. Even they were not enthusiastic answering the questions, since they had already confused on the text that had read. Also, from collaborator's observation some students were still not able to connect each concept in paragraph. This was viewed that when students draw a map, after obtaining the concepts in paragraph, they could not determine the connection between them. It may be

produced by their lack information on how to determine connection words and how to connect the concepts.

At the second meeting, tutor did the same steps as he conducted in previous meetings. The collaborator, as the observer, still observed all the activities and fulfilled the checklists provided before. Tutor distributed new text dealing with the topic on the modules. As it was conducted in first meeting that there were pre-reading, whilst-reading and post-reading activities. In pre-reading activities, tutor started with a main idea, topic, or issue to focus on the first paragraph. He highlighted some important words or phrases. Then he determined the key concepts. Finally, he finished by connecting the concepts with connection words. As the main problem students' inability to connect each concept in paragraph in the first meeting, then tutor focused the teaching on such problem. He performed more models for such connection words or phrases. Like the first meeting, some of them were still unable to show the connection between the concepts. This consideration was due to their inability to determine the link between the concepts. However, for researcher, this finding was not an optimal effort to achieve the objective of the lesson that students could identify the main idea, identify facts and opinions, summarize and use context, and making prediction.

For the third meeting, the reading activity was 20 minutes early started since at the last 60 minutes, tutor would provide reading comprehension test for cycle 1. During the third meeting performance,



tutor still applied the steps of teaching as if he did in the previous meetings. He still focused on the students' inability to connect each of concepts, which were the rests of the connection words in the second meeting, were continued. In performing text 3, the connection words were emphasized in explaining the relation of each of concept, not only determine the concept itself. Tutor encouraged student to have precisely considering well-organized map, concepts were short and clear, links were labeled in order to see the relation of each concept. In answering reading comprehension questions after presenting the maps, students had no significant obstacles since they had already identified the main idea, got information details, and found inference of the text.

**Table 14. The Recapitulation Scores of Students' Concept Mapping Practice in the First Cycle**

Text	Concept Mapping Indicator				Total Average
	Organization	Links	Thinking & Ideas	Communication	
1	1.56	1.43	1.54	1.57	1.52
2	1.67	1.59	1.64	1.75	1.66
3	1.84	1.75	1.77	1.79	1.79
Mean =	1,66 = Poor				

The table above shows that the students' concept mapping practice was poor since the mean of the scores was 1.66. Link in concept mapping was still a problem for students. It can also be identified from the average

number of the students in each text were still low. For more detail, it also can be seen in appendix that there was no student who was in good level, but there was only 1 student who was in average level (2.00) in text 1. The data also showed that there were 21 students got below mean score. However, there were only 7 students who got above mean score. It still gives the fact that the students had serious difficulties in understanding the text. In text 2, there are 13 students got score below mean score, whereas 15 students could get higher than mean score which 3 of them were in average score level. It means that some students had improved their ability in mapping. The improvement continued to text 3, where only 11 students got below mean score and 10 from 17 students had already increased their score become average above the mean score in cycle 1. Generally, from text 1 to 3 students showed significant improvement in concept mapping as well answering reading comprehension questions after mapping.

After this third meeting, which was the end of this cycle, the tutor together with the collaborator set a reading comprehension test towards the students. The tutor based the tests on the topic from modules and accepted indicator of reading comprehension in the previous meetings. All indicators were evenly set in the test. The test was undertaken in 60 minutes. By the end of the result analysis and calculation, the tutor concluded the students' scores in the first cycle, as follows:

**Table 15. The Mean of Students' Reading Comprehension Test Result in  
Cycle 1**

Ss' Codes	Detail	Main Idea	Summarizing	Inference	Cause-effect	Predicting	Excluding facts
1	50%	80%	75%	75%	50%	40%	75%
2	50%	60%	50%	75%	50%	40%	25%
3	50%	40%	75%	100%	50%	80%	100%
4	75%	80%	50%	75%	50%	40%	75%
5	25%	40%	25%	100%	0%	80%	100%
6	50%	40%	75%	75%	50%	60%	100%
7	50%	80%	100%	50%	100%	100%	100%
8	75%	80%	50%	50%	25%	60%	50%
9	50%	40%	100%	0%	100%	40%	50%
10	50%	40%	100%	0%	100%	20%	50%
11	50%	80%	50%	50%	50%	60%	100%
12	25%	40%	100%	50%	50%	60%	25%
13	50%	60%	50%	50%	50%	40%	100%
14	50%	80%	100%	100%	100%	60%	100%
15	50%	40%	75%	50%	75%	80%	100%
16	75%	100%	50%	100%	100%	80%	50%
17	50%	40%	50%	0%	75%	80%	50%
18	50%	60%	75%	50%	50%	20%	50%
19	50%	40%	50%	50%	50%	60%	50%
20	75%	40%	50%	75%	50%	60%	50%
21	75%	100%	75%	50%	50%	60%	100%
22	50%	60%	75%	75%	50%	20%	25%
23	75%	60%	75%	75%	75%	60%	100%
24	50%	80%	75%	75%	75%	100%	75%
25	100%	80%	100%	25%	50%	60%	100%
26	50%	80%	75%	50%	25%	40%	25%
27	25%	40%	75%	50%	50%	60%	100%
28	25%	40%	50%	100%	50%	40%	50%
<b>Total Average</b>	<b>54%</b>	<b>61%</b>	<b>70%</b>	<b>60%</b>	<b>59%</b>	<b>57%</b>	<b>71%</b>

Mean= 61.5%

After analyzing the data from students' reading comprehension test at the end of the first cycle above, it can be concluded that the percentage of mean of students' score was poor (61.5), especially in identifying detail, cause-effect and predicting, although for excluding facts and summarizing,



as students obtained good scores. In identifying detail mastery, only 54% correct answers can be made by students. It was followed by determining cause effect that was only answered averagely 59% from all students, and predicting can be correctly answered 57% by students. Such students' lack on identifying detail, cause effect, and predicting were also in line with their performance in concept mapping that almost all students had problem in determining connection words and showing the connection between concepts. Therefore, it may conclude that in cycle 1, most indicators of reading comprehension could not be reached optimally.

#### c. Observation

The observation was done during the action. The observation was conducted to find out what happen in the classroom during teaching reading by using concept mapping. The collaborator used observation checklist sheet to observe the learning teaching and learning activity that were prepared before the class began. The researcher also provided the collaborator with field note. a field note was available in order to document main information being situational observed of what the observer has directly seen through the course of study and reflecting the researcher's thoughts during observation sessions

During the action in the cycle 1, collaborator gave impression that concept maps can attract students' attention toward tutor's explanation on exploring paragraph. However, students were still afraid to be volunteered

draw their map in front of the class. It took minutes to ask student to go. Although, their attention to tutor's explanation on exploring paragraph has been changed but some students still could not gave the correct answers for question pointed by tutor in activity of answering reading comprehension questions

#### d. Reflection

By considering the observation and the analysis of the data in first cycle, there should be some plans as reflection of teaching – learning activities in order to have more improvement of students' reading comprehension. Some problems were still found in implementing concept maps to improve students' reading comprehension. They were as follows:

1. The class was rather noisy because of voices from outside of the class
2. The power point from the slide was too small to see for student who sat in the back.
3. Tutor explained the concept mapping too fast therefore it seemed that the students mostly did not understand the point made by the tutor when he commanded one of them to show the mapping.
4. Some students were still not able to connect each concept in paragraph
5. Tutor gave direct correction whenever the students made any mistake.
6. Students were eager to learn more about concept mapping.

7. Some students could not give the correct answers for question pointed by tutor in activity of answering reading comprehension questions

## 2. Second Cycle

This second cycle also comprised for three meeting, consisted of reading comprehension activity by using concept mapping. The cycle began from May 26<sup>th</sup> to June 2<sup>nd</sup>, 2013.

### a. Plan

On the basis of the reflection that was made in cycle 1, the researcher arranged some plans for teaching improvement in the 2<sup>nd</sup> cycle. The plans were as follows:

- 1) Tutor stimulated the students to respond towards the tutor's explanation of concept mapping and asked them to ask if they still doubt.
- 2) Tutor explained how to determine the connectors especially on the form of word or phrases connector, since the students were still having problem in determining the connectors,
- 3) The tutor gave chances for more students who display their works in front of the classroom.
- 4) The tutor focused the students' attention on their friends' work while displaying concept maps in front of the class.



- 5) Tutor displayed the model of concept map in appropriate views, therefore the slide can be seen clearly by student who sat in the very back chair.
- 6) Tutor prepared the blank paper for them to practice their map.

Observation checklists were also prepared by checking each of the given checklists, consisting of checklist of classroom observation on tutorial activity and checklist of concept mapping use. The researcher also prepared several field notes handled by the collaborator which functioned to take any notes related to the teaching process in the classroom and which could not be captured by using the checklists. The number of the field notes relied upon the need. That is, the collaborator may add the field notes if needed. Other parts of materials prepared were media or teaching aids such as LCD, laptop and whiteboard before the class begins, the size of slide were adjusted to avoid visual problem in teaching.

As it had been conducted in cycle 1, the researcher prepared for a lesson plan, in order to implement reading comprehension by using concept mapping. This lesson plan was still constituted of materials and activities – pre-, whilst-, and post-activities. The lesson plan was only one for this cycle, whereas texts were differently provided for each meeting.

#### **b. Action**

The same as on the previous cycle, the second cycle was also comprised after the first 40 minutes tutor entered the class to discuss the

modules with the students. In pre reading activity, tutor asked students the title of the text and gave the question; “Do you have mobile phone?” or “Do you think that you can use your mobile phone in anywhere?” Tutor then gave pre-teaching vocabulary by displaying the words on the whiteboard. In whilst-reading, tutor distributed the text to the students and also display it by using LCD. Tutor then explained the first paragraph by using concept mapping. Tutor also gave the chance for the student to identify the important words or phrases, theme concept each of sentence based on the concept map organizing. Then tutor started to display the important words or phrases in different colors, in order to help student visually identify them. After displaying, tutor began displaying the mapping by focusing on using connectors in connecting the concept. During explanation, tutor also led students to make their own draft of mapping for the first paragraph. After tutor finished his map, then he asked students to see their own draft. This activity was conducted to give them more chance to practice and compare it to tutor’s model.

Next, for the real mapping practice, tutor began to ask student to do the same activity for paragraph 2. Student began to practice making concept map. In doing this, the students seemed to be enthusiastic enough since their draft was very helpful for them to build their confident to work. Tutor just monitored the student’s activities and helped student when necessary.



By looking at the previous cycle, the next step was that tutor asked more students to present his/her work to draw the map on the whiteboard. The activity was conducted in order to let other students to explore their ability in concept mapping. Tutor led three students to draw. After the map was drawn, then tutor led other students to comment on it. For this activity, students were more cheerful since they have various form of mapping.

Then, tutor explained the display the concept map of paragraph 2. Students were asked to compare their works to the concept map that was displayed by tutor. In final step, tutor gave classically students questions for reading comprehension activity by using LCD. Although students still made a few mistake in answering question, especially questions that dealt with *summarizing and identifying facts*, they were very enthusiastic answering the questions, since they had already known the text based on the concept map that had been done. Their answers were better than previous cycle.

**Table 16. The Recapitulation Scores of Students' Concept Mapping Practice in the Second Cycle**

Text	Concept Mapping Indicator				Total Average
	Organization	Links	Thinking & Ideas	Communication	
4	1.83	1.96	1.84	1.86	1.87
5	1.96	1.96	1.90	1.92	1.94
6	1.98	2.05	1.91	1.96	1.98
Mean = 1.93 = poor					

The table above shows that the students' concept mapping practice was slightly increased from the previous cycle. The mean of the scores was 1.92. Though, this improvement was below what the researcher expected. According to the total average in this cycle the student's concept mapping was still poor, under average score 2.00. In text 4, it can be identified that there was still no student who was in proficient level, and there was only 10 students who was in average level. The data also still showed that there were 18 students who were under mean score 1.93. In text 5, the score was also increased that 17 students got score above average score (2.00). There were only 9 students who got score below. However, there were 2 students who did not collect their paper in text 5, since that they were absent on that meetings. But, in text 6, there were still 17 students got above the average score, and 11 students were in below scores. It means that the students had not made an optimal improvement in understanding the text.

Then after all three meetings were conducted, tutor set a reading comprehension test towards the students. Tutor created the test based on the topic from modules and accepted indicator of reading comprehension in the previous meetings. As it was the same as previous cycle, the test was also undertaken in 60 minutes. By the end of the result analysis and calculation, tutor concluded the students' scores in the second cycle, as follows:

**Table 17. The Mean of Students' Reading Comprehension Test in Cycle 2**

Ss' Codes	Detail	Main Idea	Summarizing	Inference	Cause-effect	Predicting	Excluding facts
1	75%	5	100%	3	75%	3	75%
2	75%	3	60%	3	75%	4	100%
3	50%	2	40%	3	75%	2	50%
4	75%	3	60%	2	50%	3	75%
5	50%	3	60%	3	75%	3	75%
6	50%	3	60%	3	75%	3	75%
7	50%	2	40%	2	50%	2	50%
8	75%	5	100%	3	75%	2	50%
9	50%	2	40%	3	75%	0	0%
10	75%	3	60%	4	100%	2	50%
11	50%	3	60%	2	50%	2	50%
12	75%	3	60%	4	100%	2	50%
13	75%	4	80%	3	75%	3	75%
14	50%	3	60%	3	75%	3	75%
15	50%	2	40%	2	50%	2	50%
16	75%	5	100%	2	50%	3	75%
17	50%	3	60%	2	50%	1	25%
18	50%	4	80%	3	75%	3	75%
19	50%	4	80%	2	50%	2	50%
20	75%	2	40%	2	50%	3	75%
21	75%	5	100%	3	75%	3	75%
22	50%	3	60%	3	75%	3	75%
23	75%	3	60%	2	50%	3	75%
24	50%	4	80%	2	50%	2	50%
25	100%	4	80%	2	50%	1	25%
26	75%	4	80%	3	75%	2	50%
27	75%	2	40%	3	75%	2	50%
28	50%	4	80%	2	50%	4	100%
<b>Total Average</b>	<b>63%</b>	<b>66%</b>	<b>66%</b>	<b>61%</b>	<b>65%</b>	<b>64%</b>	<b>66%</b>

Mean: 64.5%

After analyzing the data from the direct command test at the end of the second cycle above, the researcher concluded that the mean of students' score was still poor (64.5), when the score was compared to the result from cycle 1, especially in detail and inference, although both of



them were increased from previous cycle. Also there were two indicator decreased from previous cycle namely, summarizing (66) and excluding facts (66). However, the scores of other indicators were improved. In identifying detail mastery, there were 63% correct answers can be made by students. It was followed by determining cause effect that was only answered averagely 65% from all students, and predicting can be correctly answered 64% by students that increased from previous cycle. Such students' lack on summarizing and excluding facts, were also in line with students' problems in using concept maps, especially in thinking and ideas which many concepts were inappropriate for the topic and thinking process was not clear. Therefore, it may conclude that in cycle 2, most indicators of reading comprehension could not be reached as it was expected.

### c. Observation

To find out what happen in the classroom during teaching reading by using concept mapping, then the researcher, helped by the collaborator, used some checklists. The collaborator filled the observation checklists that were prepared before the class began. From the teaching process, the collaborator gave impression that the students were confident to make their own map. More students were eager to go in front of the class to draw their map or comment their friends' work. Tutor had better adjusted the view of power point slide.

#### d. Reflection

Based on the observation done by the collaborator, there should be some plans as reflection of teaching – learning activities. There were several problems noted and needed appropriate improvement. They were as follows:

- 1) The class was still noisy because of voices from outside of the class, tutor force to strengthen his power in teaching
- 2) The power point from the slide was fairly to be seen by students who sit in the back.
- 3) The tutor's speed explaining the concept mapping was quite good, therefore it seemed that the students mostly understood the point made by the tutor
- 4) Teacher asked more other students a chance to display their work
- 5) The tutor gave direct correction whenever the students made any mistake.
- 6) Although students were eager to learn more about concept mapping, but the score of concept mapping practice was not optimally increased yet. Therefore, the researcher aimed to conduct the third cycle.
- 7) Students still could not optimally answer reading comprehension questions, especially questions that dealt with summarizing and identifying facts.

- 8) From reading comprehension test, students' mastery was increased but some indicators could not be reached as it was expected.

### 3. Third Cycle

Since in the second cycle, researcher was not satisfied with the findings on students' reading comprehension test and result on students' concept maps, then tutor continued the third cycle. This cycle was started from June 9<sup>th</sup>, 2013 to June 16<sup>th</sup>, 2013. It was also comprised for three meetings, consisting of one up to two meetings during one week.

#### a. Plan

Based on the problem obtained from the previous cycle, then the researcher and the collaborator arranged some plans in order to make an improvement of students' reading comprehension by using concept mapping. The plans were as follows:

- 1) The teacher gave more motivation to the students so that they paid much attention to the teacher's explanation.
- 2) The teacher emphasized and gave additional explanation on concepts and its connectors in the paragraph.
- 3) In relation with those who still problems in summarizing, the teacher gave more explanations about determining main topics and theme of paragraph.



**b. Action**

In this cycle, there was a better improvement compared to the two previous cycles. This can be seen from the activities during the three meetings. In the first meeting, the tutor did the same things, while the collaborator filled in the observation checklists and field notes as he did the two previous cycles. The text was directly taken from student's book. The teacher began the teaching by motivating and asking the students to pay much attention to the tutor's explanation in mapping.

The students became aware of the attention and followed the activities seriously. He also modeled mapping for the first paragraph. Then, he asked student students to practice doing for the second paragraph. In this meeting, the students seemed to be much happier to do this because the text were taken from their own modules. The tutor gave a model of the mapping before the students were asked to do the same thing. Some of the students just directly go in front of the class to draw their works. They did not get any problem either in giving the comment after their friends finished drawing. The class was cheerful when most of them did understand the concept maps. However, there were still some students who could not understand the drawn mapping.

After the third meeting was conducted, students' works looked better that the students were becoming able to do mapping. The tutor gave text that consisted more than two paragraphs. He only modeled the first paragraph as usual. The students were asked to continue the rest of

paragraphs. The topic of the text were commonly familiar for students, “Educational Problems”. This meeting showed that the students were already capable enough to explore themselves in concept mapping. This could be seen from their directly going in front of the class to present their map, also the students’ concept mapping practices of score improvement, as follows;

**Table 18. The Recapitulation Scores of Students’ Concept Mapping Practice in the Third Cycle**

Text	Concept Mapping Indicator				Total Average
	Organization	Links	Thinking & Ideas	Communication	
7	2.03	2.09	2.02	1.93	2.02
8	2.13	2.18	2.14	2.00	2.11
9	2.18	2.20	2.32	2.11	2.20
Mean = 2,20 = Average					

The table above shows that the students’ concept mapping practice was increased from the previous two cycles. The mean of the scores was 2.20. The improvement also can be seen from the increasing the average student’s concept mapping practice every text in this cycle. Average score of the students in each text were increased that that there was 2 students who was in proficient level (3.00) in text 9, and there was only 2 students who was below average level. The data also still showed there were 26 students who successfully were in average level or above, that was better than in text 8 got 23 students and text 7 got 19 students were above average level.



By looking at this improvement, it was concluded that students were **good enough** in concept mapping practice compared to other two cycles. The average mean score was reached by the students, in which 2 of them were obtained **proficient score level**. Also in answering reading comprehension questions after mapping, students could enthusiastically answer the questions.

As it was the same as previous cycle, the test for cycle three was also undertaken in 60 minutes. By the end of the result analysis and calculation, the tutor concluded the students' scores in mastery reading comprehension in the third cycle, as follows:

**Table 19. The Mean of Students' Reading Comprehension Test in Cycle 3**

Ss' Codes	Detail	Main Idea	Summarizing	Inference	Cause-effect	Predicting	Excluding facts
1	100%	100%	100%	75%	75%	80%	100%
2	75%	60%	75%	100%	50%	80%	75%
3	50%	80%	75%	75%	75%	80%	75%
4	75%	40%	50%	75%	75%	60%	50%
5	75%	60%	75%	75%	75%	100%	75%
6	50%	80%	75%	75%	50%	60%	50%
7	75%	80%	75%	50%	50%	60%	75%
8	75%	100%	75%	50%	50%	60%	50%
9	50%	60%	75%	50%	100%	60%	50%
10	75%	60%	100%	50%	75%	60%	50%
11	100%	80%	75%	75%	100%	80%	75%
12	75%	80%	50%	50%	50%	60%	50%
13	75%	60%	50%	50%	75%	40%	50%
14	75%	100%	50%	75%	100%	80%	100%
15	50%	60%	100%	100%	75%	100%	75%
16	100%	100%	75%	75%	75%	100%	75%
17	50%	60%	50%	75%	75%	80%	50%
18	50%	80%	75%	100%	75%	40%	50%
19	50%	80%	75%	50%	75%	60%	75%
20	75%	80%	100%	75%	75%	100%	100%

21	75%	100%	75%	75%	100%	60%	50%
22	100%	60%	75%	75%	75%	60%	100%
23	75%	60%	50%	50%	75%	60%	100%
24	75%	80%	75%	100%	75%	100%	100%
25	50%	100%	75%	75%	50%	60%	100%
26	75%	60%	75%	50%	75%	60%	50%
27	75%	80%	75%	75%	75%	80%	75%
28	75%	80%	50%	100%	75%	40%	75%
<b>Total Average</b>	<b>71%</b>	<b>76%</b>	<b>72%</b>	<b>71%</b>	<b>73%</b>	<b>70%</b>	<b>71%</b>

Mean = 72.7 %

By looking at the result from the third cycle test above, it can be concluded that the mean of students' score of reading comprehension test was improved (72.7). All indicators were obtained an optimal improvement especially in identifying main idea, more than 75% could be answered by students. Generally, they obtained good score. For more detail information of students' reading comprehension test improvement, it can be seen on the appendix 9.

By considering the observation sheet and data analysis in the third cycle, collaborator gave impression that the average score of the students in each text of concept mapping practice was increased. Students were good enough in concept mapping practice compared to other two cycles. All reading comprehension questions were accomplished by the students and students' reading comprehension test was finally improved.

4. The Comparison of the Students' Reading comprehension in All Tests of Each Cycle (Reading Comprehension Mastery)

No	Reading Comprehension Indicator	Percentage of Students' Mastery		
		Cycle 1	Cycle 2	Cycle 3
1.	Detail	54%	63%	71%
2.	Main Idea	61%	66%	76%
3.	Summarizing	70%	66%	72%
4.	Inference	60%	61%	71%
5.	Cause-Effect	59%	65%	73%
6.	Predicting	57%	64%	70%
7.	Excluding Facts	71%	66%	71%

Table 20. Reading Comprehension Mastery All cycles

From the table above, it can be concluded that the students' reading comprehension in every cycles, was better improved. In particular, all reading comprehension indicators showed the increasing happened in the third cycle. In the second cycle, there were also an improvement but from 7 indicators only 5 indicators were increased. They are *detail*, *main idea*, *inference* and *cause-effect*. The other indicators, *summarizing* and *excluding facts* were decreased in cycle 2. This feature could be gained since the problems also appeared on students' activity in doing concept maps and answering reading comprehension questions after mapping. In concept mapping on cycle 2, students were still lack on determining general thinking and expressing ideas. In line with finding in the cycle 2, in answering reading comprehension questions after mapping, some students could not optimally answer questions deal with summarizing and identifying facts. However, cycle 1 had the worst result of all. From 7 indicators, only two indicators can be reached score what was expected.



In addition to the findings, the following figure visually shows the improvement of students' reading comprehension from the three cycles. The researcher compared the mean of students' reading comprehension in all cycles.

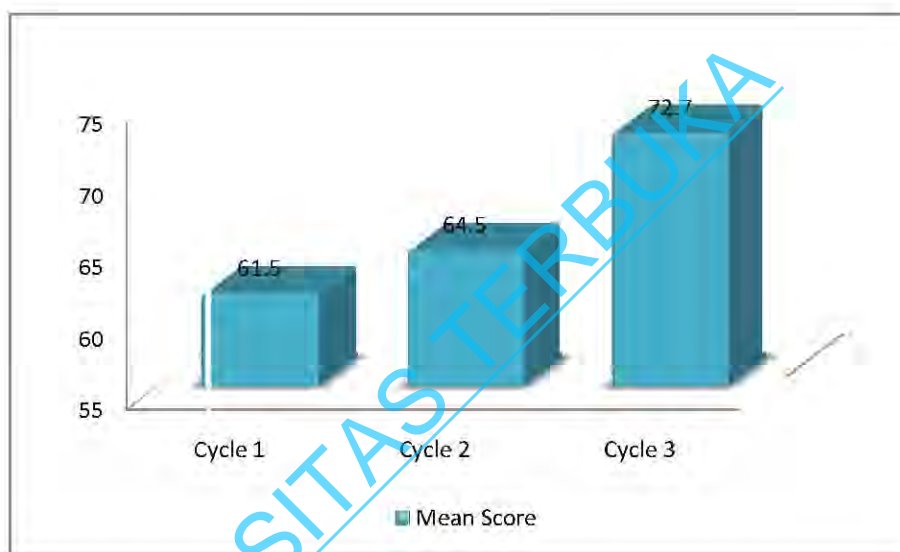


Figure 4. The Mean of Students' Reading comprehension in All Cycles

The improvement of students' reading comprehension in each cycle can be seen from the table and figure above. The researcher conducted the first cycle in which the students' scores in term of each indicator were still low and in the poor level. This was followed by the second cycle in which the researcher found that the scores got significantly higher than the previous cycle. Because there were still several students who were in the poor level, the researcher continued to the third cycle. In this cycle, the students' reading comprehension scores got higher than the

two previous cycles, cycle I and II. It means that most of the students were able to identify information detail, main idea, summarizing, inference, cause-effect, predicting and excluding facts. In other words, all of the indicators of reading comprehension were better improved through cycle three.

When the cycle was completed until the third cycle, the researcher conducted an interview in which the interviewees were selected randomly by the attendant list. There were 5 students who became the interviewees and asked about the implementation of concept mapping in reading comprehension improvement of the research. The following results show that the students had different thought about the use of concept mapping. Above all, they did like this reading strategy though each student had his/her own reason. In addition, the interview was carried out by partly using Indonesian language and English since it was still difficult for them to communicate in English. Interviewer started with English then sometime he gave also Indonesian language to ensure the questions were understood.

The first question was dealing with their interest in reading. From all students answers it showed that all of them actually like reading, although first student's answer was quite different that she liked reading but it was not her hobby, she said, "I read when there is a task from teacher. The second students liked reading, but she said that not all things she liked to read, for example, she liked only to get information or

interesting stories. The third students briefly said that she like reading since from reading she could get more information and knowledge. The fourth students also said that she reading for example reading novel. She liked it because she enjoyed reading the story. In addition, the last student gave the same answer to like reading.

The second question was about asking their interest of how they read. The first students said that she read just to find the important things. Second students read by reading every paragraph and after that, she translated it to make her understand. The third students said she read all the text until she understood. The fourth students also gave the same answer by adding that without understanding she did not know the story of the text. She read and find out what were in the text. The fifth students also added that she read to understand the text than she retold the text to other person in order to see her comprehension.

Then the interviewer asked whether their previous reading strategy was enjoy or not for them based on time consuming or understanding the text. The first students briefly answered, "No!" She said when she read, she became more confused since that she needed to open the dictionary every reading. The second students added by telling that it took long time to understand the text just to find the meaning difficult words, even she became more confused to understand. The other two students gave the same respond that it was difficult for them to understand the text with their previous reading strategy. The next question was question to ask about



their attention to what name of reading comprehension strategy had been introduced by the interviewer. The interviewer was asking whether they knew or not. Surprisingly, it took quite long time for them to answer the questions. Then only one student answer that it was "concept mapping".

This also supported by the next question that this strategy is new for them. Almost all of them said that they had never met this strategy. Only one student mentioned that she had ever given such mapping but it was not as detailed as what she had got from the interviewer. She said, "the map only word map without any connectors."

For the next question, interviewer asked them which was more difficult, concept map or other than concept map. The first students answer that reading by using concept mapping was faster in comprehension the text than her previous strategy. She said, "...because by mapping she extendedly understand the theme although sometime still problem with determining the connectors". The second students answered that it depended on the difficulty of the theme. The third students said that from the 9 texts she was given, text 6 (traveling in London) was rather difficult to map, since that she met many new words. The fourth and fifth student added that it did not mean they could not do mapping, they easily comprehended the text by using concept map rather than using instead of concept mapping.

The next question, the students were asked about their ability in making concept mapping. All students commonly answered they were able

to use the map. The first student said that it became simpler, only if she found the difficult word it was rather challenged for her. For the second students said that she became well trained to use map at the last meetings better than she did in the first meeting.

After asking the ability of using concept map, then students were asked whether the concept map could help them more in the reading comprehension. The first student answered it could help her in reading comprehension because she could understand the sentence in a paragraph or text. The second students also comprehended the concept of the sentences. The third student also added that she also were able to answered the reading comprehension questions easily. In addition, the fifth student found no problem in answering the reading comprehension questions as well.

The next question was about the quality of the text. Students were asked whether the given texts are easy for them to comprehend. The first student said that from text 1 to text 9, the most difficult text was text 6 (*transportation in London*). The interviewer also added the question by asking whether the given texts are interested for them as a primary school teacher. The second students gave answer that she thought the texts are interested for her as a primary school teacher. She added that concept map was also suitable give to students in primary school, because visually it was attractive and amusing. She was very interested with the text 5 British



food. The third students said that the texts are in line with the topic on the module.

The interviewer also asked the students the given texts are in good quality of writing or not. Only the first student answered that there were a small mistaken on the text but she still understood the text, especially the text just from the module. The other students did not give the answer. Therefore, the interviewer continued the next questions.

Then interview asked students whether tutor (teacher) was capable to teach by using concept map or not. The first students said that tutor was capable to use concept map. The second student said, "... Tutor was very capable in using concept map in teaching reading. The third student was also agree to the previous answer but she gave the suggestion that tutor needed to slower his explanation. She said, "Do not be too fast". In addition, the other students commented tutor was good in using concept mapping in reading.

After that, the interviewer gave another question to students in order to get students' opinion whether tutor appropriately selected the text for students' level and background or not. The first students answered that some of them were difficult enough for them, but she took it as a challenge for her. The second students also found that some the text higher than their level but not all the texts. Some of them were suitable for their level.

## B. Discussion

As it was stated previously, this research was conducted in three cycles in which there were five meetings, including the posttest, in each cycle. It was conducted to the students of sixth semester of PGSD of FKIP of UPBJJ-UT Bengkulu on Academic Year 2013.1. Beside the researcher taught in that class, concept maps were also implemented due to the reading comprehension problems occurring to the students. In order to figure out the outlet of the problem, the researcher as a tutor used concept mapping in English subject tutorial in order to improve the students' reading comprehension. In particular, this research was proposed in order to explain whether concept mapping can better improve students' reading comprehension and to explain the factors that influence the improvement of students' reading comprehension.

Based on the data analysis of the three cycles, the researcher found that using concept maps could improve students' reading comprehension included identify information detail, main idea, summarizing, inference, cause-effect, predicting and excluding facts. This finding was analyzed based on the results of each cycle, the observation checklists, the field notes, and interview.

### 1. The improvement of students' reading comprehension

Referring back to the tests given to the students in order to measure their improvement of reading comprehension at the end of cycle one, two and three, then it showed that using concept maps resulted in a good improvement of students' reading comprehension. It could be seen from

the students' average scores that increased in each cycle. The indicators of reading comprehension were better achieved compared to those firstly conducting the research. In other words, the research has met its better result. Below the researcher provides the discussion of 7 indicators of Reading Comprehension that were improved by using concept maps during the research conducted by the researcher.

a. Identifying Information Detail

Generally, teacher needs to provide a reason for reading. Sometimes in reading, readers are looking for very specific information. It may have certain beliefs, which they want to confirm or perhaps to reconsider. By identifying information detail, students' curiosity and attention has been aroused by a newspaper headline or the title of an article in a magazine, and they want to satisfy their curiosity. Teacher should try to put students in the same situation when they approach a reading by identifying important details that may not be clearly stated. Teacher also can use the reading material to figure out the meaning of words that are not defined.

As it is stated by Harris and Graham (2007:17) "The specific information needed about the student's reading comprehension (types of questions missed, level)". Also Brown adds that to see whether students comprehend or not can be seen whether the students are able to identify the correct



information that stated in the text or not (2004:188). By using concept maps in reading, they can help students to identify the key concepts and principles that they must focus on for any specific information on learning task (Novak & Gowin, 1984:15). It is also in line with Pannen (2001:120) that states, “concept maps can help students finding the information in individual thinking”.

b. Main Idea

Grasping the main idea of a selection is a foundational skill. In this research, the main idea is what all the other sentences are about. The main idea is more specific than the topic. Whereas the topic is the subject, the main idea is the general idea that is expressed about the topic. Unless students grasp the main idea, they have no basis for organizing information and run the risk of getting lost in details. Grasping the main idea is also a prerequisite for summarizing, outlining, and taking notes. Grasping the main ideas requires the ability to see similarities among details, note differences, and classify or categorize details. Without the pre-requisite skills of noting likenesses and differences and being able to classify details, students will have difficulty deriving or recognizing main ideas. The major problem that students have with selecting or

constructing main ideas is not including all the details. Students tend to select or construct a main idea that is too narrow.

After using concept maps, it was proved that once students learn how to externalize their understanding and create concept maps, their maps can be used as a way to monitor their conceptual development and assess their understanding and knowledge (Novak, 1998). Pannen (2001) also adds that organizing idea or concept flow of a lecturing and books become a concept map inventing the ideas connected in task analysis, therefore students could construct their main ideas of the text.

#### c. Summarizing

In addition to enabling students to organize and recite information, summarizing is also a check on their understanding. An inability to summarize is a sign that comprehension is lacking and calls for a rereading. Building on the previous unit, summarizing requires the combine ability to identify the main idea and supporting details. It also requires the abilities to select the most important information, details, and condense and paraphrase. The major problem that students have with summarizing is failure to discriminate between essential and unimportant details so that the summary becomes

a retelling. Students might also have difficulty organizing information so that their summary is just a random listing of whatever they can remember. After introducing concept maps to students, they were gradually able to summarize a report or a text well, as concept maps can provide graphical summary of students have read or learn (Novak, 1985).

#### d. Inference

One effective technique for having students develop a sense of making inferences is with visual aid. By using visual aid, students are not obstructed by a lack of adequate decoding skills or unknown vocabulary. The maps might be drawn from a text that students are about to read. By inviting students to read the maps and, for each sentence, ask the students; What might you infer from this sentence? What leads you to make that inference? (Do not ask, “Why did you make that inference?” The use of *why* suggests that students are being judged.) Invite students to make as many inferences as they can. This could be happened that concept maps provided a kind of visual road map showing some of the pathways we may take to connect meanings of concepts in propositions (Novak, 1985). Furthermore, Birbili (2006:2) also states that this kind of graphic organizers help students not only to read or

comprehend more easily or complex relationships but also to generate ideas, structure their thoughts, and inferring how to make visible, in a n easy-to-read way, what they know.

e. Cause-Effect

Often when people read, they recognize a cause-and-effect relationship because the writer directly states that relationship. At other times, the relationships are less obvious, and reader has to make an inference about the causes or the effects. The writer directly states some; others are not as obvious. Gunning (2010: 194) states, "writers organize their explanations of cause-and-effect relationships by focusing on causes, on effects, or on causal chains.

Since concept maps can "help students to create a way to show networking (Pannen 2001), Using concept maps is an alternative ways to develop students reading comprehension since there is conceptual hierarchy of precedence or cause and effect in the concept maps (Novak, 2008).

It was also proved that concept maps can be used to develop students to focus on cause-effect relationship in reading comprehension, since this visual learning tool of graphic organizers, included diagrams depicting hierarchical



information, time-sequence patterns, or cause-effect relationships (Birbili, 2006:3).

f. Predicting

Predicting is a highly effective strategy that combines the activation and application of prior knowledge, reasoning skills, and text knowledge. Predicting is sometimes known as forward inferencing because readers are inferring what might happen. Because it involves inferring about unknown events, predicting is the most difficult of the inferring strategies. So that predictions are not just guesses, students should base their predictions on clues provided by titles, headings, illustrations, and whatever text they have read. Students should also use their background knowledge to make predictions. They can use their background knowledge to hypothesize what is likely to happen, especially if the situation in the text is one with which they are familiar. Predicting is an ongoing strategy. Students continue to predict as they read a selection (Gunning, 2010:194). When discussing students' predictions, teacher may ask them to tell what led them to make their predictions. This graphical organizers help students to connect new content and ideas to their prior knowledge by encouraging them to think



about what they already know about the topic or the type of text (Monet, 2003:86).

g. Excluding Facts

Excluding Facts develop the ability to discriminate between facts and opinions and reviews previously taught skills and strategies. It also explores the theme of inventions. The ability to identify statements as fact or opinion is a simplification of the sophisticated skill of classifying statements as being empirical, analytical, attitudinal, or value.

Facts can be verified by empirical or analytical means as accurate or inaccurate by counting, measuring, weighing, touching, hearing, observing, or analyzing. An analytical statement is one that can be verified by analyzing the statement and, if necessary, checking with some sort of reference.

Opinions are statements that express an attitude or a value and cannot be proved. The terms *facts* are imperfect descriptions. The word *fact* suggests something that can be proved with objective evidence and suggests something that is true. It is related to previous discussion on review related theories that the students also can distinguish facts from opinion and recognize attitude to reader and topic (Weir, 1993:77). Brown (2004:188) also argued that to know students

are comprehend or not, can be seen from their ability to identify correct opinion about the text. After using concept maps, the student becomes familiar with facts and concepts (Pelley, 2005:2), as concept map enabled students to gain enhanced knowledge of any topic and evaluate the information whether it is a fact or an opinion.

## **2. Factors that Changed Students' Reading Comprehension**

There have been many changes came up during and after the research was conducted. The students' reading comprehension has better improved after the research of using concept map in teaching reading was carried out. Based on the data analysis of observation checklists, field notes and interviews, it can be concluded that there were some factors that influenced the better improvement of students' reading comprehension during the three cycles. All the following factors were related to the strengths of using concept maps. They were as follows:

### **a. Internal Factors**

As the internal factor means the factor which come from the reader himself (Kahayanto, 2005:13), the researcher found that internal factors pay some contribution to change student's reading comprehension. This is also usually known as personal factor,

because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

### 1) Motivation

Students were highly motivated since Concept Mapping is new for them. In other words, students were attracted by this strategy. From the interview, the researcher found that for the respondents this strategy were suitable they used to teach in their class, since that they were in Elementary School Teacher level. They felt necessarily to use it as their strategy in teaching reading activity. This feature was suitable with previous discussion that motivation plays an important role in comprehending the text. The students were motivated to read when they felt that they need something from the text. They also believed that concept maps are very useful for them to use at their own class. In other word, it was found that most students intrinsically took concept maps as a beneficial gift that they can apply in their teaching. It is in line with Brown (2000:164) that defined intrinsically motivated activities are ones from which there is no apparent reward except the activity itself.

## 2) Interest

In this part, researcher also found evidences that interest contributed to the change of students' reading comprehension. From the observation and interview, students were interested in involvement, stimulation and enjoyment in reading activity. By using power point presentation on concept maps, it gave new atmosphere for students would not get bored and reluctant to study. During activity, students looked enthusiastic enough. Therefore, it could be concluded that interest is being one of the important factors in order to increasing the students' comprehension in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement. It is impossible for the students to understand the text if he or she has no interest and motivation to read.

## 3) General Knowledge

Since that the material of the texts were taken from the topic from students' modules, it seemed that students had well prepared of background or general knowledge toward the text. Reading comprehension is also influenced



by the general knowledge possessed by readers both lexically and syntactic knowledge. In addition, Alderson (1999:2) says "Readers with inadequate vocabularies ...read slowly and without enjoyment....)" Their slow reading in turn degrades their understanding. That is, what one already knows about a topic influences the acquisition of new information about that topic (Scanlon et.al, 2007:13). In other words, Students activate their world and literary knowledge to link what they know to what they are reading. As the ability to infer meaning in social studies texts is positively influenced by the level of students' knowledge (Tarchi, 2009: 415).

#### **b. The External Factors**

The researcher also found the external factors that can change student's reading comprehension. The factors are consisted to reading material, teacher of reading, and questioning of reading. They are related one another.

##### **1) Reading Material**

During reading activity, no students complained about the quality of text writing. Texts were given in readable text fonts. From the observation and interview, it

was found that quality of writing of the text were already well designed. Texts were presented in good quality and visual standard. The researcher aimed to avoid the texts being defected that may obstruct students' comprehension. Since, the quality of writing can also affect reading comprehension. Defective texts may neglect the practice of some reading skills, which lead students to be deprived of developing them. For example, texts that lack exercises on inferences can cause difficulties in reading (Nuttal, 1982:20).

Text that is poorly organized and difficult to understand can slow reading speed and significantly hinder reading comprehension. Poor-quality writing may slow decoding speed, as well as syntactic recognition and sentence comprehension. Poor-quality reading material can also cause readers to lose motivation while reading, which negatively affects the reader's comprehension of the text.

The students' comprehension in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students. In order to avoid being so, the researcher took a readability test for the texts used in this study. From interview, students felt

the given texts were easy for them to comprehend. They could understand the texts since the texts were not difficult for them. Students could recognize the important ideas more easily when they understand the patterns that authors use to organize text.

## 2) Teacher of Reading

Based on the observation on the tutorial activity, it was found that tutor had already managed the classroom in order to build conducive classroom atmosphere by selecting suitable texts, giving the tasks or strategy instruction. However, from the interview, it was found that students looked enthusiastic enough. By using concept maps, students could get enjoyable reading and seriously follow the teaching instruction. As well, the student examined that tutor had been capable enough in using concept maps in teaching reading. Therefore, it can be concluded that tutor as a teacher had already gave influence on students' reading comprehension. As Ontario Early Reading Strategy (2003:10) states that "classroom teachers have the strongest influence on the development of students' reading skills".



### C. The Limitation of the Research

The researcher conducted a research on the sixth semester of PGSD of FKIP of UPBJJ-UT Bengkulu Pokjar Kota Bengkulu on Academic Year 2013.1. After conducting the research for about nine meetings, the results showed that there was an improvement of students' reading comprehension compared to that before conducting the research. However, there were some limitations and weaknesses of the research, as follows:

1. The research was carried out of limited time and materials. The duration of collecting data for this research was only 1.5 month (6 weeks). The duration was not regarded ideally enough to obtain sufficient data for a classroom action research. The data may not represent the whole details of tutorial activity, problems and problem solving of the English tutor of UPBJJ-UT Bengkulu in English MKU class.
2. The texts or reading materials that were used in the classroom activity of this research were designed certainly by the researcher. Therefore, the findings from this research cannot be generalized to other tutorial classes using other texts or reading materials.
3. The researcher in this research was rolled as an English tutor who has already studied concept maps through tutor training and learnt from many kinds of books, therefore the findings of the research cannot be generalized to other tutor who has not been trained about concept maps or those who have lack of concept mapping knowledge.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusions

On the basis of the results of the data analysis and findings of this research, the researcher concludes the result of the research, as follows. Firstly, it can be concluded that Concept Mapping can improve students' reading comprehension. This can be evidenced from the students' means which gradually improved in cycle one, two and three. Secondly, the researcher finds that the changes of students' reading comprehension are influenced by the some factors. The factors are divided into to two, namely, internal and external. Internal factor as the first factor is that the students' reading comprehension changes because of students' motivation, interest and general knowledge. These elements are influenced by students' understanding internally. In other words, the reader finds reading is useful, or it brings pleasure in one way or another. Student is thus reinforced to repeat the activity, in this case reading for meaning or comprehension. The second factor that changes the students' reading comprehension is the external factor. This factor is consisted of reading materials and teacher of reading. Both of then enable the students to recognize the important ideas more easily when they understand the patterns that authors use to organize text, as well students enjoy participating in well-designed group activities for reading.

## B. Implications

The result of this research showed that the use of concept mapping in teaching reading can improve students' reading comprehension. The implications of teaching reading by implementing concept maps are as follows. First, it is important to spread this strategy to other English tutors, as one of the strategies that can improve students' reading comprehension. Second, concept mapping can be applied by other tutor of English MKU tutorial, that students will be more interested and stimulated in their motivation in understanding the text, therefore the student will be easier to understand the reading texts as a source of knowledge. To achieve all of those things there must be a good cooperation between UT-Centered and UPBJJ-UT Bengkulu to facilitate enlarging number of reading passages on students' English module, the passage should be in accordance with students of PGSD Program's topics such as education, early-age children education, elementary education or other PGSD students' problems. In addition, there must be a rapid frequency of tutor training on the use of concept mapping, since only tutors with good concept mapping knowledge can use concept maps in English tutorial or teaching. The institution has to review the syllabus of English MKU for SD teacher in PGSD Program curriculum since the need of English in Elementary school on Curriculum 2013 has been deleted.

### **C. Suggestions**

Referring to the conclusions and implications of the research, some suggestions can be given, as follows. First, it is suggested that the researcher as a tutor should continue implementing concept maps in teaching of English MKU tutorial activities. The implementation of this technique may follow the procedures stated in teaching – learning procedures of this research.

Secondly, since this research merely focuses on students' reading comprehension in reading activities, it is suggested to other researchers to investigate the use of concept mapping in other fields such as in writing or speaking.

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### Appendix 1

#### Rancangan Aktivitas Tutorial (RAT)

Mata kuliah : Bahasa Inggris Untuk Guru SD/ PDGK 4304  
 Semester : VI (enam)  
 SKS : 3 (tiga) SKS  
 Nama Tutor : Yusrizal, S.Pd

#### Deskripsi singkat :

Membahas cara-cara berkomunikasi yang lazim dalam bahasa Inggris baik dalam bentuk lisan maupun tulis yang sederhana dengan menggunakan bahasa formal maupun tidak formal dalam ranah pembicaraan tentang identitas diri, pekerjaan dan rutinitas, hubungan keluarga, berkomunikasi melalui telepon, makanan dan uang, transportasi, waktu santai, jenis-jenis pekerjaan dan bahan, belajar dan sekolah.

#### Kompetensi Umum :

Setelah mengikuti pembelajaran ini mahasiswa mampu berkomunikasi secara lisan dan tulis dengan bahasa sederhana mengenai menyapa, pekerjaan dan rutinitas, hubungan keluarga, menanyakan waktu dan penggunaan telpon, makanan dan uang, transportasi, kegiatan pada waktu luang, jenis pakaian, sekolah dan belajar serta mampu memahami wacana dalam konteks kehidupan dan pekerjaan sehari-hari.

No	Kompetensi khusus	Nomor Modul	Pokok Bahasan	Sub Pokok Bahasan	Tugas Tutorial dan Bobot Nilai	Estimasi Waktu	Daftar Pustaka	Tutorial ke
1	2	3	4	5	6	7	8	9
1	Setelah mengikuti pembelajaran maka mahasiswa diharapkan dapat menggunakan ungkapan-ungkapan: <ul style="list-style-type: none"> <li>- mengungkapkan pemberian salam;</li> <li>- menjawab salam dari seseorang;</li> <li>- menanyakan khabar tentang kesehatan seseorang;</li> <li>- menjawab pertanyaan tentang khabar dan kesehatan.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Personal information and introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Give self identification and personal information</li> <li>• Introduction oneself and others</li> <li>• States of being / feeling</li> </ul>	-	120 menit	Buku Materi Pokok PDGK 4304	1
2	Setelah mengikuti pembelajaran mahasiswa diharapkan dapat: <ul style="list-style-type: none"> <li>- menggunakan fungsi bahasa untuk menanyakan dan menjawab pertanyaan tentang pekerjaan, dan pemakaian article di depan kata pekerjaan.</li> <li>- menjelaskan kegiatan yang dilakukan setiap hari, kegiatan yang dilakukan pada waktu</li> </ul>	2	<ul style="list-style-type: none"> <li>• Jobs and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs (professions)</li> <li>• Daily Routines</li> </ul>		40 menit	Buku Materi Pokok PDGK 4304	2

	lampau, kegiatan yang akan dilakukan, keterangan waktu sehubungan dengan rutinitas pekerjaan yang dikerjakan. - menuliskan paragraf sederhana tentang keluarga sendiri;							
3	Setelah mengikuti pembelajaran maka mahasiswa diharapkan - menemukan informasi detail dalam wacana sederhana - menjawab pertanyaan-pertanyaan pemahaman berdasarkan wacana sederhana.	1	• Personal information and introduction	• Text 1: Meeting & Greeting		40 menit		2
4	Setelah mengikuti pembelajaran mahasiswa diharapkan dapat: - Menentukan ide pokok wacana sederhana - Menjawab pertanyaan-pertanyaan pemahaman berdasarkan wacana sederhana. - Memprediksi lanjutan wacana sederhana	2	• Jobs and routines	▪ Text 2 : A Young Teacher's First Day on the Job		40 menit		2
5	Setelah mengikuti pembelajaran mahasiswa diharapkan dapat: - Menanyakan tentang jumlah anggota keluarga - Menjawab pertanyaan tentang jumlah anggota keluarga - Menjelaskan hubungan keluarga besar	3	• Family and relationship	▪ Member of Family		20 menit		3
6	Setelah mengikuti pembelajaran maka mahasiswa diharapkan mampu; - Merespon makna yang terdapat dalam teks sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari - Menjawab pertanyaan-pertanyaan pemahaman berdasarkan wacana sederhana.	3	• Family and relationship	• Text 3: President Barack Obama		40 menit		3
7	Mengerjakan tugas 1	1,2 dan 3		Test Cycle 1		60 menit		3
8	Setelah mengikuti pembelajaran, mahasiswa diharapkan dapat: - menanyakan waktu/jam, hari, tanggal, bulan, tahun dan musim;	4	• Telling time and Telephone Communication	• Identify period of in days, months years and seasons		40 menit	Buku Materi Pokok PDGK	4

	<ul style="list-style-type: none"> <li>- menyebutkan kosakata tentang makanan yang diperlukan sehari-hari dan bagian-bagian di supermarket;</li> <li>- menyebutkan tempat-tempat belanja;</li> <li>- membandingkan dengan tingkat perbandingan positive degree, comparative degree dan superlative degree;</li> <li>- menggunakan satuan ukuran yang berkaitan dengan makanan yang diperlukan.</li> </ul>						4304	
9	<p>Setelah mengikuti pembelajaran, mahasiswa diharapkan dapat:</p> <ul style="list-style-type: none"> <li>- Menentukan ide pokok kalimat yang tersurat dan tersirat</li> <li>- Membuat generalisasi kesimpulan berdasarkan fakta, detail dan contoh-contoh</li> </ul>	4	<ul style="list-style-type: none"> <li>• Telling time and Telephone Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Text 4: Sorry, I'm with someone just now... I'll call you right back.</li> </ul>		40 menit		4
10	<p>Setelah mengikuti pembelajaran, mahasiswa diharapkan dapat:</p> <ul style="list-style-type: none"> <li>- menjawab pertanyaan berdasarkan wacana sederhana.</li> <li>- Memilih penghubung yang sesuai.</li> <li>- Menentukan dan menjelaskan hubungan</li> </ul>	5	<ul style="list-style-type: none"> <li>• Food and money</li> </ul>	<ul style="list-style-type: none"> <li>• Text 5: British food best in the world</li> </ul>		40 menit		4
11	<p>Setelah mengikuti pembelajaran mahasiswa diharapkan dapat:</p> <ul style="list-style-type: none"> <li>- menanyakan apakah bis / kendaraan umum yang ditumpangi menuju atau melewati tempat yang dituju, dimana harus turun dan naik kendaraan umum, bagaimana menuju ke suatu tempat, ongkos, jadwal bis, harga tiket untuk luar kota seperti pesawat, bis, atau kereta api;</li> </ul>	6	<ul style="list-style-type: none"> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Local Transportation</li> <li>• Asking for and giving direction</li> <li>• Out of town transportation</li> </ul>		20 menit	Buku Materi Pokok PDGK 4304	5
12	<p>Setelah mengikuti pembelajaran mahasiswa diharapkan dapat:</p> <ul style="list-style-type: none"> <li>- Membuat generalisasi kesimpulan berdasarkan fakta, detail dan contoh-contoh</li> <li>- bertanya dan menjawab pertanyaan tentang transportation</li> <li>- Membuat inferensi dan kesimpulan.</li> </ul>		<ul style="list-style-type: none"> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Text 6: Traffic in London</li> </ul>		40 Menit		5

13	Mengerjakan tugas 2	4,5 dan 6		Test Cycle 2		60 menit		5
14.	Setelah mengikuti pembelajaran mahasiswa diharapkan dapat: <ul style="list-style-type: none"> <li>- menjelaskan bagaimana menggunakan waktu luang mereka, kegiatan-kegiatan mereka, kegiatan-kegiatan mereka dalam mengisi waktu luang mereka, hobi-hobi mereka, berbagai kegiatan olahraga yang sering dilakukan pada waktu luang;</li> <li>- melakukan kegiatan-kegiatan yang berhubungan dengan hobi mereka;</li> <li>- mengidentifikasi tempat-tempat rekreasi yang sering mereka kunjungi dan beberapa tempat yang kerap dikunjungi;</li> </ul>	7	<ul style="list-style-type: none"> <li>• Leisure Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sport and hobby</li> <li>• What do you do o your spare time?</li> </ul>		40 menit	Buku Materi pokok PDGK 4304	6
15	Setelah mengikuti pembelajaran, mahasiswa diharapkan dapat: <ul style="list-style-type: none"> <li>- Mengidentifikasi detail informasi, menyimpulkan bacaan dan melakukan inferensi.</li> <li>- menjawab pertanyaan-pertanyaan yang berhubungan dengan sebuah teks yang sederhana;</li> </ul>	7	<ul style="list-style-type: none"> <li>• Leisure Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Text 7. What sport are good for kids?</li> </ul>		40 menit		6
16	Setelah mengikuti pembelajaran mahasiswa diharapkan dapat: <ul style="list-style-type: none"> <li>- mengidentifikasi informasi detail tentang jenis-jenis pakaian yang dikenakan orang, jenis pakaian yang sering dipakai;</li> <li>- menjelaskan proses pembuatan pakaian</li> <li>- menjawab pertanyaan-pertanyaan dari teks bacaan yang sederhana;</li> </ul>	8	<ul style="list-style-type: none"> <li>• <b>Clothing and Fabrics</b></li> </ul>	<ul style="list-style-type: none"> <li>• Text 8 : Clothing and Fabrics</li> </ul>		40 menit	Buku Materi Pokok PDGK 4304	6
17	Setelah mengikuti kegiatan pembelajaran, mahasiswa diharapkan dapat: <ul style="list-style-type: none"> <li>- menggunakan ungkapan-ungkapan untuk menjelaskan perlunya wajib belajar;</li> <li>- menjawab pertanyaan-pertanyaan dari teks bacaan yang sederhana;</li> </ul>	9	<ul style="list-style-type: none"> <li>• Schooling and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Why schooling is important for children</li> </ul>		20 menit	Buku Materi Pokok PDGK 4304	7

18	Setelah mengikuti pembelajaran, mahasiswa diharapkan dapat: - Memilih elemen penting untuk perbandingan dalam wacana. - Menentukan kata-kata yang digunakan untuk mengekspresikan comparisons and contrasts.	9	• Schooling and Learning	• Text 9: Educational Problems		40 menit		7
19	Mengerjakan tugas 3	7,8 dan 9		Test Cycle 3		60 menit		7
20	Review Materi Tutorial					120 menit		8

Mengetahui,  
Ka. UPBJJ-UT Bengkulu,

Drs. Rufran Zulkarnain R., M.Pd  
NIP. 195910051985031006

Bengkulu, 2 April 2013  
Tutor,

Yusrizal, S.Pd  
NIP. 197504072002121001

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**Appendix 2**  
**SATUAN ACARA TUTORIAL**  
**Siklus I**

- Tutorial ke : 1 (Satu)
- Kode / Nama Mata Kuliah : PDGK 4304 / Bahasa Inggris untuk Guru SD
- SKS : 3 (Tiga) SKS
- Alokasi Waktu : 120 (3 x 40) menit
- Pertemuan : 1, 2 dan 3
- Tutor : Yusrizal, S.Pd
  
- **Kompetensi Umum** :
  1. Mahasiswa mampu memahami wacana dalam konteks kehidupan dan pekerjaan sehari-hari.
  
- **Kompetensi Khusus:** Setelah mengikuti pembelajaran maka mahasiswa diharapkan mampu;
  - a. menemukan informasi detail dalam wacana sederhana
  - b. menyimpulkan bacaan sederhana
  - c. menentukan ide pokok wacana sederhana
  - d. Menjawab pertanyaan-pertanyaan pemahaman berdasarkan wacana sederhana.
  - e. Memprediksi lanjutan wacana sederhana
  
- **Pokok Bahasan** :
  - a. Greetings
  - b. Personal Information and Introduction
  - c. Job and Routines
  - d. Family and Relationship



- Sub Pokok Bahasan :
  - Greetings and Meetings,
  - A Young Teacher's First Day on the Job
  - President Barack Obama
- Tahapan Kegiatan Tutorial
  - a. **Persiapan (10 menit)**
    - a. Tutor mengucapkan salam dan memberi motivasi mereka untuk selalu belajar dengan membaca modul yang maksimal.
  - b. **Pelaksanaan Penyajian (105 menit)**
    - First Meeting (35 menit)**

Pre-reading activities;

      1. Tutor bertanya kepada mahasiswa tentang:
        - “What do you do in greeting some one?”
        - “What do you do in meeting someone?”
      2. Tutor menuliskan kosakata yang berhubungan dengan topic bacaan di papan tulis.

Whilst-reading activities:

      1. Mahasiswa menyimak penjelasan tutor tentang membaca dengan menggunakan concept mapping pada wacana “**Meeting & Greeting**”.
      2. Mahasiswa membaca teks.
      3. Mahasiswa melakukan pemetaan untuk paragraph berikutnya.
      4. Tutor menciptakan situasi dan kondisi mahasiswa mengeksplorasi kemampuan membaca mereka saat mereka membuat peta konsep untuk setiap Mahasiswa dengan teman semeja.
      5. Tutor memantau kegiatan Mahasiswa
      6. Tutor membantu Mahasiswa jika diperlukan

Post-reading activities:

1. Mahasiswa mempresentasikan dan mendiskusikan garis besar kepada tutor
2. Tutor menunjukkan peta konsep kepada mahasiswa
3. Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
4. Tutor memberikan pertanyaan kepada mahasiswa
5. Mahasiswa menjawab beberapa pertanyaan dari tutor.

### **Second Meeting (35 menit)**

Pre-reading activities:

1. Tutor bertanya kepada mahasiswa tentang topic bacaan, yaitu:
  - What do you do on the first day as a teacher?
  - Do you still remember how old are you when you are becoming a teacher?

Whilst-reading activities:

1. Tutor menampilkan text ”.” A Young Teacher’s First Day on the Job ”.
2. Tutor memberikan contoh membaca dengan menggunakan concept mapping.
3. Tutor menjelaskan paragraph pertama tentang ide pokok dan topic.
4. Tutor menggaris bawahi kata-kata atau frasa yang penting.
5. Mahasiswa melanjutkan pembuatan peta konsep untuk paragraf selanjutnya
6. Tutor memantau kegiatan Mahasiswa
7. Tutor membantu Mahasiswa jika diperlukan.

Post-reading activities:

1. Mahasiswa mempresentasikan ke depan kelas
2. Tutor menunjukkan peta konsep kepada mahasiswa
3. Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
4. Tutor memberikan pertanyaan kepada mahasiswa

5. Mahasiswa menjawab beberapa pertanyaan dari tutor.

### **Third Meeting (35 menit)**

Pre-reading activities:

1. Tutor bertanya kepada mahasiswa tentang topik bacaan, seperti;
  - Do you know President USA now?
  - Do you know Mr. Barack Obama?

Whilst-reading activities:

1. Tutor menampilkan text " President Barack Obama
2. Tutor memberikan contoh dengan menggunakan concept mapping.
3. Tutor menjelaskan paragraph pertama tentang ide pokok dan topic.
4. Tutor menggaris bawahi kata-kata atau frasa yang penting.
5. Mahasiswa melanjutkan pembuatan peta konsep untuk paragraf selanjutnya
6. Tutor memantau kegiatan Mahasiswa
7. Tutor membantu Mahasiswa jika diperlukan

Post-reading activities:

1. Mahasiswa mempresentasikan dan mendiskusikan dengan teman sekerja
2. Tutor menunjukkan peta konsep kepada mahasiswa  
Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
3. Tutor memberikan pertanyaan kepada mahasiswa
4. Mahasiswa menjawab beberapa pertanyaan dari tutor.

### **c. Penutup (5 Menit)**

1. Tutor memberikan summary
2. Tutor meminta mahasiswa melakukan belajar mandiri (Self Reading) dengan menstabilo bagian-bagian yang penting pada modul 3.
3. Tutor mengucapkan salam penutup dan mahasiswa membalasnya.

- **References**

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- **Media**

- LCD Projector
- Whiteboard

- **Kriteria Penskoran**

A	: 81-100	: very high
B	: 61-80	: high
C	: 41-60	: medium
D	: 21-40	: low
E	: 0-20	: very low

Mengetahui,  
Ka. UPBJJ-UT Bengkulu,

Bengkulu, 12 Mei 2013  
Tutor,

Drs. Rufran Zulkarnain R., M.Pd  
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## SATUAN ACARA TUTORIAL

### Siklus II

- Tutorial ke : 4 (empat) dan 5 (lima)
- Kode / Nama Mata Kuliah : PDGK 4304 / Bahasa Inggris untuk Guru SD
- SKS : 3 (Tiga) SKS
- Alokasi Waktu : 120 (3 x 40) menit
- Pertemuan : 4, 5 dan 6
- Tutor : Yusrizal, S.Pd
  
- **Kompetensi Umum** :
  - 2. Mahasiswa mampu memahami wacana dalam konteks kehidupan dan pekerjaan sehari-hari.
  
- **Kompetensi Khusus:** Setelah mengikuti pembelajaran maka mahasiswa diharapkan mampu;
  - a. Membuat generalisasi kesimpulan berdasarkan fakta, detail dan contoh-contoh
  - b. bertanya dan menjawab pertanyaan tentang komunikasi, makanan dan transportation
  - c. Membuat inferensi dan kesimpulan.
  - d. Menentukan ide pokok kalimat yang tersurat dan tersirat
  - e. Membuat generalisasi kesimpulan berdasarkan fakta, detail dan contoh-contoh
  - f. menjawab pertanyaan berdasarkan wacana sederhana.
  - g. Memilih penghubung yang sesuai.
  
- **Pokok Bahasan** :
  - a. Telling time and Telephone Communication
  - b. Food and money
  - c. Transportation

- Sub Pokok Bahasan :
  - a. Sorry, I'm with someone just now...I'll call you right back.
  - b. British food best in the world
  - c. Traffic in London
- Tahapan Kegiatan Tutorial
  - d. **Persiapan (10 menit)**
    - 1. Tutor mengucapkan salam dan memberi motivasi mereka untuk selalu belajar dengan membaca modul yang maksimal.
  - e. **Pelaksanaan Penyajian (105 menit)**
    - First Meeting (35 menit)**

Pre-reading activities:

      - 7. Tutor mengajukan pertanyaan kepada mahasiswa:
        - 1. Do you have mobile phone?"
        - 2. "Do you think that you can use your mobile phone in anywhere?"

Whilst-reading activities:

      - 1. Mahasiswa menyimak penjelasan tutor tentang membaca dengan menggunakan concept mapping pada wacana "Sorry, I'm with someone just now...I'll call you right back".
      - 2. Mahasiswa membaca teks.
      - 3. Mahasiswa melakukan pemetaan untuk paragraph berikutnya.
      - 4. Tutor menciptakan situasi di mana Mahasiswa mengeksplorasi kemampuan membaca mereka saat mereka membuat peta konsep untuk setiap Mahasiswa dalam setiap teman semeja.
      - 5. Tutor memantau kegiatan Mahasiswa
      - 6. Tutor membantu Mahasiswa jika diperlukan



Post-reading activities:

1. Mahasiswa mempresentasikan ke depan kelas bergantian
2. Tutor menunjukkan peta konsep kepada mahasiswa
3. Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
4. Tutor memberikan pertanyaan kepada mahasiswa
5. Mahasiswa menjawab beberapa pertanyaan dari tutor.

### **Second Meeting (35 menit)**

Pre-reading activities:

2. Tutor bertanya kepada mahasiswa tentang;
  - a. Do you know British Food?
  - b. What kind of British Food have you ever eaten?
3. Tutor menampilkan kosakata yang berhubungan dengan topik bacaan di papan tulis

Whilst-reading activities:

1. Tutor menampilkan text ” British food best in the world”.
2. Tutor memberikan contoh dengan menggunakan concept mapping.
3. Tutor menjelaskan paragraph pertama tentang ide pokok dan topic.
4. Tutor menggaris bawahi kata-kata atau frasa yang penting.
5. Mahasiswa melanjutkan pembuatan peta konsep untuk paragraf selanjutnya
6. Tutor memantau kegiatan Mahasiswa

Post-reading activities;

1. Mahasiswa mempresentasikan dan mendiskusikan dengan teman semeja
2. Tutor menunjukkan peta konsep kepada mahasiswa  
Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
3. Tutor memberikan pertanyaan kepada mahasiswa
4. Mahasiswa menjawab beberapa pertanyaan dari tutor.

### **Third Meeting (35 menit)**

Pre-reading activities:

1. Tutor memberikan pertanyaan tentang topik bacaan, yaitu;
  - Can you imagine the traffic in the big cities like Jakarta, Singapore, Hong Kong, or London?
2. Tutor menampilkan kosakata yang berhubungan dengan topik bacaan

Whilst-reading activities:

1. Tutor menampilkan kembali text ” Traffic in London”.
2. Tutor memberikan contoh dengan menggunakan concept mapping.
3. Tutor menjelaskan paragraph pertama tentang ide pokok dan topic.
4. Tutor menggaris bawahi kata-kata atau frasa yang penting.
5. Mahasiswa melanjutkan pembuatan peta konsep untuk paragraf selanjutnya
6. Tutor memantau kegiatan Mahasiswa
7. Tutor membantu Mahasiswa jika diperlukan

Post-reading activities;

1. Mahasiswa mempresentasikan dan mendiskusikan dengan teman sekerja
2. Tutor menunjukkan peta konsep kepada mahasiswa
3. Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
4. Tutor memberikan pertanyaan kepada mahasiswa
5. Mahasiswa menjawab beberapa pertanyaan dari tutor.

#### **f. Penutup (5 Menit)**

4. Tutor memberikan summary
5. Tutor meminta mahasiswa melakukan belajar mandiri (Self Reading) dengan menstabilo bagian-bagian yang penting pada modul 7.
6. Tutor mengucapkan salam penutup dan mahasiswa membalasnya.

- **References**

- Bahasa Inggris untuk Guru SD, Universitas Terbuka, 2009
- Glenrothes College: Core Skill Communication—2005
- [http://www.nelliemuller.com/reading\\_comprehension.htm](http://www.nelliemuller.com/reading_comprehension.htm) 2013
- Interchange- New Headway Intermediate 2008

- **Media**

- LCD Projector
- Whiteboard

- **Kriteria Penskoran**

A	: 81-100	: very high
B	: 61-80	: high
C	: 41-60	: medium
D	: 21-40	: low
E	: 0-20	: very low

Mengetahui,  
Ka. UPBJJ-UT Bengkulu,

Bengkulu, 26 Mei 2013  
Tutor,

Drs. Rufran Zulkarnain R., M.Pd  
NIP. 195910051985031006

Yusrizal, S.Pd  
NIP. 197504072002121001

## SATUAN ACARA TUTORIAL

### Siklus III

- Tutorial ke : 6 (enam) dan 7 (tujuh)
- Kode / Nama Mata Kuliah : PDGK 4304 / Bahasa Inggris untuk Guru SD
- SKS : 3 (Tiga) SKS
- Alokasi Waktu : 120 (3 x 40) menit
- Pertemuan : 7, 8 dan 9
- Tutor : Yusrizal, S.Pd
  
- **Kompetensi Umum** :
  - 3. Mahasiswa mampu memahami wacana dalam konteks kehidupan dan pekerjaan sehari-hari.
  
- **Kompetensi Khusus:** Setelah mengikuti pembelajaran maka mahasiswa diharapkan mampu;
  - a. mengidentifikasi detail informasi, menyimpulkan bacaan dan melakukan inferensi.
  - b. mengidentifikasi informasi detail tentang jenis-jenis pakaian yang dikenakan orang, jenis pakaian yang sering dipakai;
  - c. menjelaskan proses pembuatan pakaian
  - d. menjawab pertanyaan-pertanyaan dari teks bacaan yang sederhana;
  - e. memilih elemen penting untuk perbandingan dalam wacana.
  - f. menentukan kata-kata yang digunakan untuk mengekspresikan comparisons and contrasts.
  
- **Pokok Bahasan** :
  - a. Leisure Activities
  - b. Clothing and Fabrics
  - c. Schooling and Learning
  
- **Sub Pokok Bahasan** :
  - a. What sport are good for kids?
  - b. Clothing and Fabrics
  - c. Educational Problems

- Tahapan Kegiatan Tutorial

- g. **Persiapan (10 menit)**

- b. Tutor mengucapkan salam dan memberi motivasi mereka untuk selalu belajar dengan membaca modul yang maksimal.
    - c. Tutor bertanya kepada mahasiswa tentang keluarganya
    - d. Tutor membagi mahasiswa ke dalam beberapa kelompok

- h. **Pelaksanaan Penyajian (105 menit)**

- First Meeting (35 menit)**

- Pre-reading activities:

- 8. Tutor bertanya kepada mahasiswa tentang topic yang sesuai dengan bacaan, yaitu;
      - 1. What sports are good for children?
      - 2. Do you agree children participate in sports? Why
      - 3. What sports did you do when you were a child?

- Whilst-reading activities;

- 1. Mahasiswa menyimak penjelasan tutor tentang membaca dengan menggunakan concept mapping pada wacana “What sport are good for kids?”.
      - 2. Mahasiswa membaca teks.
      - 3. Mahasiswa melakukan pemetaan untuk paragraph berikutnya.
      - 4. Tutor menciptakan situasi di mana Mahasiswa mengeksplorasi kemampuan membaca mereka saat mereka membuat peta konsep untuk setiap Mahasiswa dalam setiap kelompok.
      - 5. Tutor memantau kegiatan Mahasiswa
      - 6. Tutor membantu Mahasiswa jika diperlukan

- Post-reading activities;

- 1. Mahasiswa mempresentasikan dan mendiskusikan garis besar kepada tutor
      - 2. Tutor menunjukkan peta konsep kepada mahasiswa  
Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
      - 3. Tutor memberikan pertanyaan kepada mahasiswa
      - 4. Mahasiswa menjawab beberapa pertanyaan dari tutor.

- Second Meeting (35 menit)**

- Pre-reading activities;

- 1. Tutor bertanya kepada mahasiswa tentang;

- a. Do you know how your cloth is made?
- b. Have you ever seen the tailor works?

Whilst-reading activities;

1. Tutor menampilkan text " Clothing and Fabrics".
2. Tutor memberikan contoh dengan menggunakan concept mapping.
3. Tutor menjelaskan paragraph pertama tentang ide pokok dan topic.
4. Tutor menggaris bawahi kata-kata atau frasa yang penting.
5. Mahasiswa melanjutkan pembuatan peta konsep untuk paragraf selanjutnya
6. Tutor memantau kegiatan Mahasiswa
7. Tutor membantu Mahasiswa jika diperlukan

Post-reading activities

1. Mahasiswa mempresentasikan dan mendiskusikan dengan teman sekerja
2. Tutor menunjukkan peta konsep kepada mahasiswa  
Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
3. Tutor memberikan pertanyaan kepada mahasiswa
4. Mahasiswa menjawab beberapa pertanyaan dari tutor.

### **Third Meeting (35 menit)**

Pre-reading activities;

1. Tutor bertanya kepada mahasiswa tentang topik bacaan, yaitu;
  - Why is education important?
  - What do you think education in Indonesia?

Whilst-reading activities;

1. Tutor menampilkan text " Educational Problems".
2. Tutor memberikan contoh dengan menggunakan concept mapping.
3. Tutor menjelaskan paragraph pertama tentang ide pokok dan topic.
4. Tutor menggaris bawahi kata-kata atau frasa yang penting.
5. Mahasiswa melanjutkan pembuatan peta konsep untuk paragraf selanjutnya dan berdiskusi dengan teman sekerja
6. Tutor memantau kegiatan Mahasiswa
7. Tutor membantu Mahasiswa jika diperlukan



Post Reading activities

1. Mahasiswa mempresentasikan ke depan kelas
2. Tutor menunjukkan peta konsep kepada mahasiswa  
Mahasiswa memeriksa pekerjaan berdasarkan penjelasan tutor di kelas
3. Tutor memberikan pertanyaan kepada mahasiswa
4. Mahasiswa menjawab beberapa pertanyaan dari tutor.

**i. Penutup (5 Menit)**

7. Tutor memberikan summary
8. Tutor meminta mahasiswa melakukan belajar mandiri (Self Reading)  
dengan menstabilo bagian-bagian yang penting pada modul 3.
9. Tutor mengucapkan salam penutup dan mahasiswa membalasnya.

• **References**

- Bahasa Inggris untuk Guru SD, Universitas Terbuka, 2009

• **Media**

- LCD Projector
- Whiteboard

• **Kriteria Penskoran**

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B	: 61-80	: high
C	: 41-60	: medium
D	: 21-40	: low
E	: 0-20	: very low

Mengetahui,  
Ka. UPBJJ-UT Bengkulu,

Bengkulu, 16 Juni 2013  
Tutor,

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NIP. 195910051985031006

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## Appendix 3

### Reading Text for Teaching Material

#### ReadingText 1

#### Meeting & Greeting

In greeting, the first thing we do when we meet someone is shake hands. While it seems simple enough, this “first impression” greeting sends a powerful message about you and your respect for others. For the most part, the western-style handshake is the accepted form of greeting in the international communication world. However, the manner in which it is performed varies from country to country. Your understanding of the subtle, and not-so-subtle, differences, as well as the traditional greetings of a country, conveys a great deal.

When doing business outside the United States, make sure you shake hands with everyone you greet and greet everyone in the room. Failure to do so is considered a rejection of those you omitted, and will be noticed. Also, be sure to shake hands upon arrival and departure. When meeting associates in the U.S. a firm handshake is preferred but when traveling abroad it's a different story.

*Adapted from Thomson Reuters Limited. lesson © 2011 www.english-to-go.com*

#### Answer these questions as you read article:

1. What do we do first when meeting someone?
2. How important is this greeting?
3. How important is showing that you know about the different customs of other cultures?
4. Who will you shake hands with when you are at a business meeting that is not being held in the United States?
5. How will you shake hands when you are at a business meeting that is being held in the United States?

**Reading Text 2****“A Young Teacher’s First Day on the Job”**

Some of the teachers in the one-room schoolhouse were not much older than the students they taught. Mary Bradford was just sixteen years old and had completed only two years of high school when she began teaching when her father had become ill. For the reason that he was very sick, he could not work. Now the family urgently needed money. That was back in the 1860s. At that time people could become teachers just by passing an examination. Mary Bradford took the teacher’s exam and passed and taught for a few months. Her earning was twenty-five dollars a month. She should have been paid more.

On her first day as a teacher, Mary Bradford arrived at the schoolhouse early in the morning. The schoolhouse had been closed for several weeks and was filthy, where dirt and dust were everywhere. At what time the children arrived, she told them that there could be no schooling until the building was cleaned. Everybody pitched in to help. Once the school was clean, Mary Bradford started figuring out what she should teach her students. There were sixteen of them. The youngest student was six. The oldest was nineteen, three years older than the teacher. By talking to the students and looking at their books they had used with the previous teacher, Mary Bradford was able to figure out where they were in their schooling and what they needed to learn.

The youngest student was a beginner. He had to learn his ABCs. The nineteen-year-old wanted to learn an advanced kind of math known as algebra. Mary Bradford didn’t know very much algebra herself. She had to study the algebra book.

**Comprehension Questions**

1. Why did Mary start teaching even though she was just sixteen years old?
  - a. To buy new clothes
  - b. To help out her family
  - c. To pay for high school
  - d. She was tired of going to school
2. Paragraph 2 is mostly about
  - a. what the schoolhouse looked like.
  - b. what the students were like.
  - c. what the students were learning.
  - d. what Mary Bradford’s first day on the job was like.
3. Which of the following is an opinion?
  - a. Mary Bradford was just sixteen years old when she began teaching.
  - b. Mary Bradford had finished only two years of high school when she began teaching.
  - c. Mary Bradford was paid twenty-five dollars a month.
  - d. Mary Bradford should have been paid more.

4. Imagine that you are Mary Bradford. The nineteen-year-old wanted to learn an advanced kind of **math** known as algebra. Mary Bradford didn't know very much algebra herself. What will you do?

Prediction	Support
What is your prediction	Give at least one reason for your prediction.

1. b
2. d
3. d
4. a
5. a

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### Reading Text 3 President Barack Obama

Obama's story is the American story - values from the heartland, a middle-class upbringing in a strong family, hard work and education as the means of getting ahead, and the conviction that a life so blessed should be lived in service to others.

With a father from Kenya and a mother from Kansas, President Obama was born in Hawaii on August 4, 1961. He was raised with help from his grandfather, who served in Patton's army, and his grandmother, who worked her way up from the secretarial pool to middle management at a bank. After working his way through college with the help of scholarships and student loans, President Obama moved to Chicago, where he worked with a group of churches to help rebuild communities devastated by the closure of local steel plants.

In the Illinois State Senate, he passed the first major ethics reform in 25 years, cut taxes for working families, and expanded health care for children and their parents. As a United States Senator, he reached across the aisle to pass groundbreaking lobbying reform, lock up the world's most dangerous weapons, and bring transparency to government by putting federal spending online.

He was elected the 44th President of the United States on November 4, 2008, and sworn in on January 20, 2009. He and his wife, Michelle, are the proud parents of two daughters, Malia and Sasha. In October 2009, President Obama was awarded the Nobel Peace Prize.

<http://www.esolcourses.com/content/topics/obama/reading.html>

**Answer the following questions by choosing the correct letter: Put a circle on it.**

1. Where did Barack Obama move to after finishing college?
  - a. Chicago
  - b. Hawaii
  - c. Illinois
  - d. Kansas
2. Where did President Obama's mother come from?
  - a. Kentucky
  - b. Kansas
  - c. Kenya
  - d. Chicago
3. What subject did President Obama used to teach?
  - a. Community Law
  - b. Constitutional Law
  - c. Employment Law
  - d. Public Law

4. Which of these things did President Obama do while he was a United States Senator?
  - a. Put federal spending online
  - b. Lead a voter registration drive.
  - c. move to Chicago
  - d. lock up the world's most dangerous criminals
5. Which of these things did President Obama \*not\* do during his time in the Illinois state senate?
  - a. Expand healthcare for children and parents
  - b. Abolish the death penalty
  - c. Cut taxes for working families
  - d. Pass groundbreaking lobbying reform

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**Reading Text 4,****Sorry, I'm with someone just now...I'll call you right back.**

A man from Mansfield is facing prosecution by British Airways for allegedly using a mobile telephone during a flight from Madrid to Manchester. The airline claims that mobiles might interfere with electronic systems on an aircraft and, therefore, put lives at risk. No phones on the plane, that's the law. It's a shame that the 1982 Aviation Security Act doesn't apply to restaurants. If it did, a curious dilemma for restaurateurs would be avoided. The use of mobile phones in restaurants does not put lives at risk, but it does present a problem. Restaurateurs cannot decide whether to allow customers the freedom to behave as they wish or to protect the sanity of the easily irritated. Who does the operator risk offending – the phonies or the silence seekers?

There are now more than 13 million mobile phone users in the UK, and yet the tolerance for modern communication is still surprisingly thin. The mobile phone network is now embedded in the culture of ordinary people. It's a sensible method of communication. Mobiles have increased business efficiency. Single women feel safer with a phone in their pocket, and parents are happy for their children to carry phones for emergencies. So why is the mobile phone still reviled? Intrusive noise, that's why. Whitbread is looking at a scheme to ban the use of mobiles in its restaurants, following customer complaints about loud phone conversations at a Wayside Inn near Bath. On one occasion, according to the manager of the inn, "three people on adjoining tables were on their mobiles. One was selling a mortgage, one recruiting staff and one having a row with his wife. Their voices were getting louder and louder." Mobiles are now banned in the restaurant. That users tend to shout is the main complaint about mobiles. In conventional society, shouting is considered to be rude. It's all a question of manners.

Glenrothes College: Core Skill Communication—2005

**Answer the following questions using your own words.**

1. What's the article about? (Sum up the topic in your own words to someone who hasn't read it.)
2. What does the writer, Forbes Mutch, tell us about the *advantages* of using mobile phones?
3. What does the writer tell us about the *disadvantages* of using mobile phones? Why does the writer include the story about the Wayside Inn near Bath?
4. Most of the article is about using mobile phones in *restaurants*. Why, then does the writer start with the story of a "man from Mansfield" who is about to be prosecuted for using a mobile phone on an *aeroplane*? (paragraph 1).
5. What is the writer's personal opinion about using mobile phones in restaurants? Pick out two phrases which clearly show his point of view.

**Reading Text 5,  
British food best in the world**

A British restaurant that serves bacon and egg ice cream has been voted the best place in the world to eat in Restaurant magazine's list of The World's 50 Best Restaurants. The Fat Duck restaurant, which was runner-up last year, claimed the coveted top spot. Owner and head chef Heston Blumenthal opened his restaurant ten years ago and soon developed a reputation for highly experimental and unorthodox dishes. The menu includes leather, oak and tobacco chocolates, sardine on toast sorbet, snail porridge, and mousse dipped in liquid nitrogen. He is self-taught and has pioneered the art of "molecular gastronomy" - experiments with chemistry, physics, food and flavour that result in unique and unusual taste combinations.

Nearly 600 international restaurant owners, chefs and journalists participated in the poll to rank the best restaurants worldwide. A further thirteen British restaurants made it onto the elite eateries list, four in the top ten. This gives the home of fish and chips an unusual reputation as a culinary paradise. Britain is infamous for its bland and uninspiring food, which is scoffed at by the more sophisticated palates of its French neighbours. However, it seems the tide is turning: France had only eight restaurants in the top fifty and London was named in March by Gourmet magazine as the Gourmet Capital of the World. Ella Johnston, editor of Restaurant magazine, said British people are now "becoming more adventurous eaters".

[http://www.nelliemuller.com/reading\\_comprehension.htm](http://www.nelliemuller.com/reading_comprehension.htm)

1. Answer the following questions using your own words.
  - a. Did Blumenthal go to a cooking school in the past?
  - b. How does Blumenthal get these original tastes?
2. Are the following statements *True* or *False*?
  - a. The head chef studied at a French cooking school: \_\_\_\_\_
  - b. All the judges that participated in the poll were British: \_\_\_\_\_
3. Find a word or expression in the text which, in context, is similar in meaning to:
  - a. Tasteless: \_\_\_\_\_
  - b. Prized: \_\_\_\_\_

**For Question 4-6 Choose *a*, *b*, or *c* in each question below. Only one choice is correct.**

4. Last year, the restaurant mentioned in the text was voted
  - a. in the third position.
  - b. in the fourth position
  - c. in the second position.
  - d. in the first position.

5. Ella Johnston is a
  - a. chef
  - b. journalist.
  - c. cook
  - d. customer.
6. Tobacco is important in this restaurant because
  - a. you can smoke it.
  - b. you can taste it
  - c. you can eat it.
  - d. you can chew it.
7. Great Britain has always been famous for
  - a. its bad food.
  - b. its good food.
  - c. its bad cuisine
  - d. its good cuisine.

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**Reading Text 6,  
The traffic in London**

The traffic in London, as those of us who live here know only too well, is at an almost permanent standstill, so last night's episode of the BBC TV motoring programme Top Gear organized a race to discover the fastest way of getting across the city: from West London to City Airport in the east. Each of the four presenter was given a different means of transport. James the posh one, opted for a car- through quite why he choose a giant Mercedes GL500 remains a mystery. Richard, the cute one, who survived that horrific high speed accident on a car-testing circuit, wisely went for a bicycle this time. Jeremy, true form, decided on a powerful speedboat to use on the Thames; while the show's pet racing driver, "The Stig", who turned up for event in full Formula 1 gear, was given an Oyster card.

The result must have been a shock for many of petrol-head viewers of Top Gear. By the time Jeremy came charging into the airport, Richard was already sitting comfortably in the first-class lounge. "The Stig", after receiving some curious looks on the Underground, was third. And James's luxury, gas-guzzling car came in a thoroughly deserved last.

**Answer the following questions using your own words.**

1. What do you think "at an almost permanent standstill" means?
2. Who is James? Why did he decide to cross London in a big car?
3. Why do you think the text says Richard "wisely" choose to ride bicycle?
4. How was "The Stig" dressed?
5. What do you think "petrol-head" means? Why would these viewers be chocked by the result of the race?
6. What do you think 'gaz-guzzling' means? Why did James deserve to come last?

**Reading Text 7****When should kids start sports?**

The most important decisions to make, are which youth sports organizations and which coaches are best for your child. Make sure that you take the time to find out about the league, its leaders and coaches. Better yet, get involved and volunteer to coach. Participating in sports is a healthy way, both physically and socially, for your children to channel their youthful energy in a positive direction. Make sure your children's first experience encourages them to begin a lifelong interest in physical activities and good health.

There are many other options besides team sports available to a child who wants to participate in sports. Parents should also encourage their children to become involved in individual and lifetime sports such as bowling, golf, swimming, tennis, gymnastics and martial arts. You can find information about these sports by visiting the facilities or through the yellow pages of the phone book.

**Question for Reading Comprehensions**

1. What is the most important decision in relation to your child's participation in sports activities?
2. What do you need to know about the league which your child will get involve with?
3. How good is for your child to participate in sports activities?
4. Beside team sports, is there any other option of sport?
5. According to the text, which is an individual sport?

**Reading text 8**  
**Clothing and Fabrics**

A small workshop in Bali produces clothes. A Javanese tailor works in the workshop. His name is Mitra. He works with Raini as a team. Raini makes designs and Mitra technically translates the design into patterns. Nearly all fabrics are natural fibers. Mitra and Raini employ different techniques to work on the material.

Before they use fabrics, they dye and test them. This task takes about two or three weeks. The patterning takes another four weeks. Then production can start by cutting the fabric and explaining to all different tailors how they have to work in the finishing.

Finally, all clothes are checked on faults and measurements. They can be packed and shipped to other countries. The total production takes minimum three to five months.

*Adapted from Bahasa Inggris untuk Guru SD, Universitas Terbuka, 2009*

**Question for Reading Comprehensions**

1. Who makes the designs?
2. What kind of fiber do they use to make clothes?
3. How do they work on the materials?
4. What do they do before they use the materials?
5. How long does it take to dye and test the fabrics?
6. When does the production start?
7. How do they start the production?
8. What is the final step before the clothes are packed and shipped?



## Reading Text 9

### Education Problems

Education is an essential development for human resources. Improvement the quality of education will lead to the certain of high quality human resources and enable the acceleration of the process of national development.

The vast majority of Indonesia citizens have only completed part of the nine year compulsory education program, with 33.42% finishing elementary school and 16.65% junior high. Only 16.17% complete senior high school (including vocational high school) and a tiny percent (3.39%) are higher education graduates (academy and university).

According to Indonesia statistic 2003, most Indonesians are aware of importance of an elementary school education in starting their children off in life. But school attendance declines sharply by junior high school, falling to only 63.5%, it slumps to only 40.6% by senior high school, and only 8.6% of students continue on to college of which a mere 3% graduate.

There are many reasons children aged 7-18 cannot attend school or drop out. The major factor is the lack of funds for tuition (67%); second highest was "other reasons" (15.8%) followed by children having to work to support themselves or their families.

*Adapted from Bahasa Inggris untuk Guru SD, Universitas Terbuka, 2009*

#### A. Answer the following questions according to the text. Try to use your own words.

1. Why is education important for human resource development?
2. How many percent of our children have completed elementary school?
3. What is the major factor of school drop out?
4. There are children that cannot attend school because they have to support their family. Why?
5. Give your opinion a way to overcome education problems.

#### B. Based on the text above Complete the following table about the fact of Indonesian citizen in completing the nine year compulsory education program:

No	School Level	Percentages	
		Completing	Declining
1.			
2.			
3.			

## Appendix 4

### Reading Comprehension Test

Siklus ke	: 1 (Satu)
Nama Mata Kuliah	: Bahasa Inggris untuk Guru SD
SKS	: 3 (Tiga) SKS
Alokasi Waktu	: 60 menit

#### Direction:

In this part of the test, you will have the chance to show how well you understand written English. Some texts and questions will be given in this section. Read them carefully and answer the questions.

#### Question 1 refers to the following information on Text 1

##### Text 1

Whether you can accomplish a specific goal or meet a specific deadline depends first on how much time you need to get the job done. What should you do when the demands of the job exceed the time you have available? The best approach is to divide the project into smaller pieces. Different goals will have to be divided in different ways, but one seemingly unrealistic goal can often be accomplished by working on several smaller, more reasonable goals.

1. The main idea of the passage is that.....
  - a. jobs often remain only partially completed because of lack of time.
  - b. the best way to complete projects is to make sure your goals are achievable.
  - c. the best way to tackle a large project is to separate it into smaller parts.
  - d. the best approach to a demanding job is to delegate responsibility.

#### Questions 2-3 refer to the following information on Text 2

##### Text 2

Use of electronic mail (e-mail) has been widespread for more than a decade. E-mail simplifies the flow of ideas, connects people from distant offices, eliminates the need for meetings, and often boosts productivity. However, e-mail should be carefully managed to avoid unclear and inappropriate communication. E-mail messages should be concise and limited to one topic. When complex issues need to be addressed, phone calls are still best.

2. The summary of the paragraph is that e-mail....
  - a. is not always the easiest way to connect people from distant offices.
  - b. has changed considerably since it first began a decade ago.
  - c. causes people to be unproductive when it is used incorrectly.

- d. is effective for certain kinds of messages but only if managed wisely.

#### 3. Which of the following would be the most appropriate title for the passage?

- a. Appropriate Use of E-Mail
- b. E-Mail's Popularity
- c. E-Mail: The Ideal Form of Communication
- d. Why Phone Calls Are Better Than E-Mail

#### Questions 4-8 refer to the following information on Text 3

##### Text 3

On February 3, 1956, Autherine Lucy became the first African-American student to attend the University of Alabama, although the dean of women refused to allow Autherine to live in a university dormitory. White students rioted in protest of her admission, and the federal government had to assume command of the Alabama National Guard in order to protect her.

Nonetheless, on her first day in class, Autherine bravely took a seat in the front row. She remembers being surprised that the professor of the class appeared not to notice she was even in class. Later, she would appreciate his seeming indifference, as he was one of only a few professors to speak out in favor of her right to attend the university.

For protection, Autherine was taken in and out of classroom buildings by the back door and driven from class to class by an assistant to the university president. The students continued to riot, and one day, the windshield of the car she was in was broken. University officials suspended her, saying it was for her own safety.

When her attorney issued a statement in her name protesting her suspension, the university used it as grounds for expelling her for insubordination. Although she never finished her education at the University of Alabama, Autherine Lucy's courage was an inspiration to African-American students who followed her lead and desegregated universities all over the United States.

4. According to the passage, what did Autherine Lucy do on her first day at the University of Alabama?

- a. She moved into a dormitory.
- b. She sat in the front row of her class.
- c. She became terrified of the white rioters.
- d. She was befriended by an assistant to the university president.

5. Based on the information in the passage, which of the following best describes Autherine Lucy?

- a. quiet and shy
- b. courageous and determined
- c. clever and amusing
- d. overly dramatic

6. When she began classes at the university, Autherine Lucy expected to.....

- a. stand out from the other students.
- b. have the support of the university faculty.
- c. join an African-American organization for protection.
- d. be ridiculed by the professors.

7. Autherine Lucy never graduated from the University of Alabama because she

- a. moved to another state.
- b. transferred to another university.
- c. dropped out because of pressure from other students.
- d. was expelled for insubordination.

8. According to the passage, which of the following is true?

- a. The Alabama National Guard is normally under the command of the U.S. Army.
- b. In 1956, the only segregated university in the United States was in Alabama.
- c. Autherine Lucy was escorted to and from class by the university president's assistant.
- d. A few white students at the university were pleased that Autherine Lucy was a student there.

Questions 9-11 refer to the following information on Text 4

#### Text 4

Lisa chose office work for her work experience in January 2003 as part of her GNVQ Business Studies course. Three years later, she is still working there as part of the team.

When her school Work Experience Co-ordinator realized how much she had enjoyed working there they contacted Enfield Work Experience to see if Lisa might be offered a job. Lisa also volunteered to come and do more work

experience during her school holidays. Six months after her initial work experience Lisa joined Enfield Work Experience as a permanent employee in June 2003.

Her job now involves helping hundreds of other students each year by liaising with other work experience offices outside of Enfield.

Since joining Enfield Work Experience, Lisa has also been standing Enfield Training Services one day a week. She is pictured here receiving her certificate for an NVQ in Key Skills and also achieved an NVQ Level 2 in Business Administration.

9. When did Lisa start her work experience?

- a. January 2003
- b. June 2003
- c. Three years ago
- d. Six months ago

10. What is the main idea of the second paragraph?

- a. Lisa's studies
- b. Lisa's reputation
- c. Lisa's past career
- d. Lisa's responsibilities

11. Her job now **involves** helping .....outside of Enfield. (line 7) The bold word has the same meaning with .....

- a. joins
- b. gives
- c. causes
- d. relates with

Questions 12-14 refer to the following information on Text 5

#### Text 5

For : All teachers

From : Principal

A welcome assembly will be held on Saturday, July 11, at 08.30 A.M., in our School Hall. Attire is informal. Refreshments will be served. Agenda items include meeting new teachers for our school and funding for next school programs. All teachers are encouraged to come, as this will be a good opportunity for everybody to meet one another and share ideas before the school year opens.

12. What is the notice about?

- a. An invitation to a meeting.
- b. An offer for new employees
- c. Some programs for new schools.
- d. Some agendas to recruit teachers

13. According to the notice, how should people dress?
- Formally
  - Casually
  - Prepared to work
  - In academic robes
14. What is provided during the assembly?
- Lunch
  - Transportation
  - Public exercise
  - Snacks and drink

**Questions 15-19 refer to the following information on Text 6**

#### Text 6

The crystal clear, blue water and the magnificent sun make the Caribbean island of Saint Maarten a favorite vacation spot, one that is popular with North Americans during their winter holidays from December through March, as well as with South Americans and Europeans from April through August. The French and Dutch settled on the island in the 1600s, and to this day, the island is divided between the two of them. The French capital is Marigot; the Dutch capital is Philipsburg.

Tourists soon discover that St. Maarten has an intriguing history. Ancient artifacts found on the island date back to the Stone Age, 6,000 years ago! Tourists also learn that 1,200 years ago the Arawak Indians inhabited all the islands of the West Indies and were a peaceful people living under the guidance of their chiefs. Three hundred years after the Arawaks first arrived on St. Maarten, in the 1300s, they were defeated and forced to abandon the island by a hostile tribe of Indians originating in South America.

This new tribe was called the Carib. The Caribbean Sea was named after them. Unlike the Arawaks, they had no permanent chiefs or leaders, except in times of strife. And they were extremely warlike. Worse, they were cannibalistic, eating the enemy warriors they captured. In fact, the very word *cannibal* comes from the Spanish name for the Carib Indians. The Spanish arrived in the fifteenth century and, unfortunately, they carried diseases to which the Indians had no immunity. Many Indians succumbed to common European illnesses; others died from the hard labor forced upon them.

15. One can infer from the passage that the Stone Age people lived on St. Maarten around the year
- 6000 B.C.
  - 4000 B.C.
  - 800 A.D.
  - 1300 A.D.

16. Which of the following is NOT true about the Carib Indians?

- The sea was named after them.
- They were peaceful fishermen, hunters, and farmers.
- They ate human flesh.
- They settled after defeating the Arawak Indians.

17. According to the passage, the Carib Indians were finally defeated by

- sickness and forced labor.
- the more aggressive Arawak tribe.
- the Dutch West India Company.
- the French explorers.

18. One can infer from the passage that the underlined word *strife* means

- cannibalism.
- war.
- duty-free.
- chief.

19. According to the article, present-day St. Maarten

- belongs to the Spanish.
- is independent.
- is shared by the French and the Dutch.
- is part of the U.S. Virgin Islands.

**Questions 20-21 refer to the following information on Text 7.**

#### Text 7

The next day Ryan visited Jimmy's school. The students thanked him once more. They were very appreciative. They also explained that they were following his example. Although they didn't have much, they shared with others. The students had decided they would spend five days each year assisting older people or people who were sick. The students in Uganda taught Ryan a lesson. As he explains, "In Uganda, they learned that you can help others no matter who you are. If everyone thought that way and did something nice every day for someone else, the world would be a much better place."

The headmaster of the school in Uganda set aside a special day to honor Ryan. From that time on, July 27, the day of Ryan's visit, would be known as Ryan's Day. "Ryan is our son and brother," the headmaster proclaimed. Both Jimmy and Ryan were sad when it came time for Ryan to leave.

20. What do you predict from the text above?
- Ryan and Jimmy's friendship will stop.
  - Jimmy will go along with Ryan to leave.
  - The headmaster will invite Ryan back.
  - Everyone will easily forget Ryan.

21. Based on the information from the article,
- Every July 27, everyone will call Ryan to honor him
  - Jimmy will be sad when Ryan leaves
  - Ryan will leave on July 28
  - Both Ryan and Jimmy will visit each other

**Questions 22-25 refer to the following information on Text 8**

#### Text 8

Every student in class has a remote control, and the kids are clicking away at the screen. But they aren't changing channels. They're taking a test! Terry Rex's fourth graders at Wings Park Elementary School in Oelwein, Iowa, are using a new kind of classroom technology. Instead of writing with pencils on exam papers, the students use remote controls to take tests.

"It's more fun," Courtney Ricchio, 9, told *WR News*. "I don't have to write, and my hand doesn't get tired." The remote controls are part of the Classroom Performance System (CPS). When students use CPS to take a test, the questions appear on an electronic screen. Students key in their answers on the remote-control response pad. Rex is one of the first teachers in Iowa to use CPS. His students use the technology for more than taking tests. They also play learning games with the system. Sam Myott, 9, says his favorite CPS activity is a football game. "It's a math game with multiplication and subtraction," he told *WR News*. "Since it's on the computer, it's more fun than a worksheet on your desk."

22. One reason students might enjoy using the CPS is that they
- don't have any pencils.
  - don't have to study for their tests.
  - can use it to play a math learning game.
  - have more time for recess.
23. The teachers like the CPS because
- it tells them what the class needs to study more.
  - the students use remote controls to answer questions.
  - their students don't have to study for the tests.
  - the teacher does not have to teach the students.
24. The high tech classrooms described in this passage include
- fourth grade only.
  - fourth and fifth grades.
  - fourth, fifth, and sixth grades.
  - sixth grade only.
25. Which is a positive effect of using gadgets in the classroom?

- Students can move around the classroom.
- Students' hands hurt from using the remote controls all day.
- Students have eye problems caused by looking at a computer screen all day.
- Students will spend more time alone and less time in groups.

**Questions 26-28 refer to the following information on Text 9**

#### Text 9

For some schools, protecting the environment starts in the classroom. Fifth graders at Carolina International School (CIS) have a goal this Earth Day [2007]—to throw away as little trash as possible during lunch. To get their message across, students will encourage their peers to recycle. "I celebrate Earth Day every day," Nirvanna Madho, 10, told *WR News*. "I really don't throw anything away."

Participating in a zero-waste lunch is just one of many ways students at the school in Harrisburg, North Carolina, work to better the environment. Each April, the school organizes an Earth Day event. Students rotate through stations set up across the school's 36-acre campus, which includes forests and wetlands. Wetlands are moisture rich lowland areas such as swamps or marshes. Students take part in hands-on environmental activities from testing water quality to checking out the latest models of battery-operated cars.

This year [2007], Earth Day at CIS kicks off a season of change. The school is preparing to go "green" with a major construction project, set to begin early next year. Being green means protecting the world and its resources. The school's Earth-friendly makeover will include outdoor solar, or sun-powered, lighting and rooftop gardens. A water recycling system and other features to protect natural resources will also be built. The lobby will include a flat-panel touch screen on which students can watch how energy is being conserved, or saved, at their school. "It's very important to educate children about environmental issues," says principal Deanna Duncan. "If we don't take care of [Earth], there isn't another one."

26. At green schools, the buildings use \_\_\_\_\_ than typical schools.

- more coal
  - more oil
  - more electricity
  - more solar energy
27. \_\_\_\_\_ is a renew bale resource that is providing electricity in over half of the United States.
- Solar power
  - Wind power
  - Hydropower

- d. Ethanol
28. \_\_\_\_\_ is a better resource to use than \_\_\_\_\_ because it will not run out.
- solar power / oil
  - natural gas / wind power
  - coal / hydropower
  - oil / ethanol

**Questions 29-30 refer to the following information on Text 10**

**Text 10**

The first personal computers did not have a mouse. The keyboard was used to give the computer all its commands. If you wanted to move across or up or down the computer screen, you had to use the arrow keys. A scientist by the name of Douglas Englehart invented the mouse in 1964, but it took a while for his invention to be used. It wasn't used much until the 1970s. People finally began to realize that the mouse made computers much easier to use. Today it's hard to imagine operating a computer without the help of the mouse.

[www.readworks.org/sites/default/files/.../passages-fuels-future\\_files.pdf](http://www.readworks.org/sites/default/files/.../passages-fuels-future_files.pdf)

29. If the author added another paragraph to the end of the story, it would most likely describe
- how the mouse changed the way computers were used.
  - how the cost of computers went down.
  - how Englehart got the idea for the mouse.

- d. who gave the mouse its name.

30. Which of the following statements is an opinion?
- The first computers did not have a mouse.
  - A scientist by the name of Douglas Englehart invented the mouse in 1964.
  - At first the mouse was called the "X-Y position indicator."
  - "Mouse" is a better name than "X-Y position indicator."

**Key Answer**

1	C	16	B
2	D	17	A
3	A	18	B
4	B	19	B
5	B	20	C
6	A	21	D
7	C	22	C
8	C	23	A
9	A	24	C
10	C	25	A
11	D	26	D
12	A	27	B
13	B	28	A
14	D	29	A
15	B	30	C



**Reading Comprehension Test**

Siklus ke	: 2 (Dua)
Nama Mata Kuliah	: Bahasa Inggris untuk Guru SD
SKS	: 3 (Tiga) SKS
Alokasi Waktu	: 60 menit

**Direction:**

In this part of the test, you will have the chance to show how well you understand written English. Some texts and questions will be given in this section. Read them carefully and answer the questions

**Questions 1-4 refer to the following information on Text 1****Text 1**

To improve comfort and cleanliness at our school, a number of dust bins should be increased. When we look at classrooms, school corridors and school yard, there papers, mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really binders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cups or glasses. They can be placed for dengue mosquitoes 10 speed out. Besides, these rubbish can deteriorate the scene. Well painted wall and green school yard do not means anything if litters are scatter red everywhere.

Anyway I notice that most of the students in our School have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust bins in our school are not enough. More dust bin should be put beside each of steps, outside of the classroom, and some more along the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily. When school is equipped with sufficient dust bins, we do not have problems of filth and discomfort any more. Our school will be very clean and become a nice place to study.

1. What is the writer intention? To ... readers to do something good.
  - a. inform
  - b. explain
  - c. describe
  - d. persuade
2. According to the writer, more dust bins ... in every ten meters.
  - a. should be painted
  - b. should be placed
  - c. are unnecessary
  - d. are not required
3. What is the writer's argument on a sufficient number of dust bins?
  - a. They can prevent litters

- b. Students are asked to clean them
- c. They make school environment neat
- d. Students can throw garbage away easily

**4. What is the writer's suggestion?**

- a. To buy more dust bins
- b. To hire more gardeners
- c. To use dustbins efficiently
- d. To ask students to clean the school yard

**Questions 5-8 refer to the following information on Text 2****Text 2**

There is a lot of discussion as to whether children should be given homework or not.

Some people claim that children to enough work in school already. They also argue that children have hobbies that they want to do after school, such as sports or music. A further point they make is that a lot of homework is pointless and doesn't help the child learn at all.

However, there also strong argument against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school. Furthermore they claim that the school day is too short to get anything done that needs doing and it makes sense to send home tasks like independent reading or further writing tasks that don't need teacher's support. On balance, I think that some homework is a good idea but that it should only given at the weekend when children have more time.

<http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=1072644>

5. How do we compare the second and the fourth paragraph?
  - a. Both paragraph argue that homework is necessary for students
  - b. Unlike the fourth paragraph, the second paragraph argues that homework is unnecessary
  - c. The second paragraph and the fourth paragraph argue that students do not need homework

- d. The second and the fourth paragraph do not say anything about the Benefit of homework
6. How many reasons are presented by those who are against homework?  
a. 1    b. 2    c. 3    d. 5
7. Those who are pro homework think that the students can ... in the evening  
a. prepare for the next lesson  
b. review their lesson  
c. enjoy their pastime  
d. do their hobbies
8. What is the writer's suggestion about homework?  
a. Homework is pointless  
b. Homework should be given at weekend  
c. Student should not be given any homework  
d. Student must frequently have homework

**Questions 9-10 refer to the following information on Text 3**

**Text 3**

(1) It seems that the public believes it is very difficult for a young mother to work, take care of the household and be primarily responsible for raising children. (2) There is simply not enough time to do it all. (3) Husbands insist that wives stay at home to take care of the household. (4) But there is no doubt that most women in the future are going to choose to work, marry, and be mothers. (5) Therefore, people conclude, tradition must change and male spouses must do many things that their fathers and grandfathers would not have agreed to do. (6) Women, especially young woman, are determined to see the change comes about. (7) Even more interesting is that males, particularly teenage boys, agree with the woman. (8) The significance of this is that right in the home, daily, the reality of equality between the sexes is being created. (9) This newfound sharing is not simply something that people say without doing. It is real revolution.

9. In spite of the difficulty to manage their time, women of the future still tend to choose to work after they are married because \_\_\_\_  
a. There is a revolution related to men's rights  
b. Equality between the sexes is being created  
c. Male spouse maintain the old tradition of marriage  
d. Grandfather agreed to equality between sexes

10. Which of the following sentences is irrelevant to the topic of the text?  
a. sentence 2  
b. sentence 3  
c. sentence 4  
d. sentence 5

**Questions 11-12 refer to the following information on Text 4**

**Text 4**

You learn in the school through your ears as well as through your eyes. Experts who have studied human communication thoroughly have come up with some revealing facts. They show that the average individual spend approximately 70 percent of his or her time communicating. Only about 9 percent of this time is devoted to writing, 16 percent to reading, 30 percent to talking and 45 percent to listening. However, in spite of the large amount of time spent in listening, the average person does not do it well. Estimates of listening efficiency show that the average skill is only about 25 percent of what it should be.

11. The following statements are TRUE according to the text, EXCEPT ...  
a. People spend most of their time communicating  
b. Most people have efficient listening skills  
c. People spend less time speaking than listening  
d. Average listening efficiency is very low
12. The most important finding on the study of communication is ...  
a. The way people communicate  
b. That people do a lot of communicating  
c. The efficiency in learning  
d. The percentage of time in communication

**Questions 13-15 refer to the following information on Text 5**

**Text 5**

In 1939, just when the rest of this prairie might have been turned into farmland, the army came and protected this land. The army did not mean to save the prairie. The army used about 25,000 acres of prairie land to protect the nation, not the prairie. The army built a plant to make explosives for use in World War II. They built railroad tracks to carry the explosives away from the plant. They built thick-walled buildings called bunkers to store the explosives. They needed many acres of land around the explosives to protect the people who lived in the area. Because of the army, the land was

safe from a lot of settlement and farming. Long after the war ended, the area was kept by the army. Then in 1982, naturalists pointed out that this prairie could be restored. It had not been broken up as other prairies had. It could be turned back into the natural environment.

By 1992, a plan was made for that change. Then, in 1993, the plan began to happen. The government declared the land "excess." That means extra. It really wasn't extra. Every acre was important to re-making the prairie. In 1997, the army turned 15,000 acres over to the Department of Agriculture for use in the prairie restoration. By 1998, 19,000 acres had been set aside for native prairie. The restoration of the prairie had begun. Today, United State Department of Agriculture is working with volunteers from Openlands and other organizations to restore the prairie. The restoration includes education. Each year, students visit Midewin to see what was and imagine what will be. If you have 20-20 vision you can see what Midewin will look like in the future. By the year 2020, it will look a lot like the Tallgrass prairie that the bison roamed. In fact, bison will live here again, too. That will just be the beginning, though. We will need more decades to bring back this natural system.

13. What information would you include in a summary of this passage?

- a. There are many prairies today.
- b. The army took over this land in 1939.
- c. Thousands of settlers moved in.
- d. Many bison live here today.

14. What is an important idea in the passage?

- a. Excess means extra.
- b. Farmers need more and more land.
- c. Explosives are dangerous.
- d. Native Americans valued the natural environment.

15. What kinds of information do you include in a summary of a nonfiction passage?

- a. all the facts
- b. facts you learned from other passages
- c. facts that help make the ideas clear
- d. any facts you like

**Questions 16-18 refer to the following information on Text 6**

#### Text 6

Marcia says that all of her friends have a cell phone, but Marcia's mom doesn't want to buy her one. Marcia's mom doesn't want Marcia to play video games either. What is more, the Internet scares her. Marcia's mom

says, "If Marcia has a cell phone, how do we know whom she is talking to? Video games are bad for you. The Internet is dangerous and uncontrolled. It's like having a gun in the house. We should just ban her from using the computer, and I'm not buying her a cell phone until she is eighteen. This is the only way we can be sure that Marcia is safe."

Marcia's dad disagrees with Marcia's mom. Although he agrees that there are some dangers to it, he likes the Internet, and finds it to be very useful. "The trouble is," he says, "We just can't stop Marcia from using the Internet, as this would put her at a disadvantage. What is more, I like video games. I think that, when played in moderation, they are fun. Obviously, it is not good to play them without restraint or self-control. Finally, I think Marcia needs a cell phone. We can't take these things away."

16. Which of the following best describes the difference between Marcia's mom and Marcia's dad?

- a. Mom wants to ban Marcia from using the computer, while dad likes to play video games.
- b. Mom thinks technology is dangerous, while dad thinks it can be useful.
- c. Mom cares little about Marcia's future, while dad is very supportive.
- d. Mom is very strict while Dad is open minded.

17. In paragraph 2, Marcia's dad says, "Finally, I think Marcia needs a cell phone." Given what you know about Marcia's mom's concerns, what is the best reason Marcia's dad can provide to convince Marcia's mom that Marcia needs a cell phone?

- a. Marcia can use her cell phone to talk to her friends, instead of needing to borrow one of ours.
- b. Having a cell phone will teach Marcia how to use new technology.
- c. Because all of her friends have one, it would be unfair to disallow Marcia to have a cell phone.
- d. If Marcia's is in trouble, she can use her cell phone to call for help.

18. Which of the following would be the best way for Marcia to change the way her mom thinks about technology?

- a. Read her a newspaper article that talks about the importance of technology.
- b. Provide her an instruction manual detailing how the latest cell phone functions.
- c. Take her to the library and show her the top five most popular internet websites.
- d. Spend the weekend playing video games with her.

**Questions 19-21 refer to the following information on Text 7****Text 7**

In bringing up children, every parent, regardless of ethnicity, income, education, or geographic location, watches eagerly the child's acquisition of each new skill. However, it is often tempting to hurry the child beyond his natural learning rate, which can set up dangerous feelings of failure and states of worry in the child. This might happen at any stage. A baby might be forced to use a toilet too early, a young child might be encouraged to learn to read before he knows the meaning of the words he reads. On the other hand, though, if a child is left alone too much, or without any learning opportunities, he loses his natural enthusiasm for life and his desire to find out new things for himself. Parents vary greatly in their degree of strictness towards their children. Some may be especially strict in money matters. Others are severer over times of coming home at night or punctuality for meals. In general, the controls imposed represent the needs of the parents and the values of the community as much as the child's own benefit.

19. According to the passage, in the process of children's learning new skills, parents ----.
- must encourage them to read before they know the meaning of the words they read
  - should achieve a balance between pushing them too hard and leaving them on their own
  - should create as many learning opportunities as possible for themselves
  - must exert strict control over the children
20. It is pointed out in the reading that ----.
- parents should be strict with their children
  - parental controls reflect only the needs of the parents and the values of the community
  - parents must maintain strict control over their children's pocket money
  - parental restrictions vary, and are not always enforced for the benefit of the children alone
21. As we understand from the passage, watching the child's acquisition of new skills ----.
- sets up dangerous states of worry in the parents
  - is universal among parents
  - ensures the security of their children
  - is what parenting is all about

**Questions 22-24 refer to the following information on Text 8****Text 8**

A recent opinion poll discovered that many people were very concerned about the amount of sex and violence depicted in movies, television shows, and popular music. This poll also discovered, however, that most people thought that individuals should take responsibility to correct the problems. The vast majority favored such solutions as tighter parental supervision, warning labels on records, and voluntary self-restraints by entertainment companies. Only 27 percent favored government censorship. At the same time, there was growing concern about the impact of television on children. Research has shown that by the time our children reach age 18, they have spent more time watching television than in school. The problem was that our television system was attuned to the marketplace. Children are treated as a market to be sold to advertisers at so much money per thousand eyeballs.

22. According to the reading, to prevent the bad effects of television, only a minority ----.
- say parents should supervise their children
  - believe in the necessity of censorship applied by governments
  - think television companies have to control their own programs
  - require the records be put labels
23. It is stated in the passage that ----.
- many people think pop music videos are not so violent as movies
  - parents believe there should be more television programs on television suitable for the young's sexual education
  - television has covered more place in an eighteen-year-old teenager's life than school
  - parents believe schools are the places where our children first learn what violence is
24. It is emphasized in the reading that ----.
- many children have eyesight problems due to watching television excessively
  - children are a main focus of the advertisers
  - there are not enough advertisements on television
  - our television programs should be designed according to our children's preferences

**Questions 25-28 refer to the following information on Text 9****Text 9**

Tsunami (pronounced "soo-NAH-mee") waves are larger and faster than normal surface waves. A tsunami

wave can travel as fast as a jet plane and can be as tall as a ten-story building. Imagine dropping a stone into a pond. The water on the surface ripples. A tsunami is like a very powerful ripple. Tsunamis begin when the ocean rises or falls very suddenly. Large amounts of seawater are *displaced*. This movement causes huge waves.

For a tsunami to occur, there must be some kind of force that causes the ocean water to become displaced. Most tsunamis are caused by underwater earthquakes. However, volcanoes, landslides, large icebergs, and even meteorites are capable of causing one of these mighty waves.

Tsunamis are extremely powerful. Ordinary waves lose power when they break. Tsunami waves can remain powerful for several days. Because tsunami waves are so strong, they can kill people, damage property, and completely ruin an ecosystem in just one hour.

Scientists have no way of predicting when a tsunami will hit. However, if a powerful enough earthquake occurs, scientists can issue a warning or a watch. A warning means that a tsunami will very likely hit soon. A watch means that conditions are favorable for a tsunami. When people are notified about a watch or a warning, they have more time to prepare. It is best not to get caught unaware when a tsunami is on the way!

25. This passage is mostly about
- how to prepare for tsunamis
  - scientists who predict tsunami waves
  - similarities and differences between wave types
  - causes and effects of tsunamis
26. As used paragraph 1, **displaced** most nearly means
- moved out of normal place
  - pushed by human force
  - sloshed around quickly
  - pulled to great heights
27. After reading the passage, we can conclude that a tsunami
- watch is more serious than a warning
  - warning is more serious than a watch
  - warning and watch are equally serious
  - warning and watch both mean a tsunami has formed
28. Tsunamis cause so much destruction because they
- cannot be predicted by scientists
  - break on the coast, unlike normal waves
  - are caused by volcanoes, landslides and meteorites
  - can be as tall as a ten-story building

### Questions 29-30 refer to the following information on Text 10

#### Text 10

A book has just been published to help parents to deal with their children's naughty behavior at home. The author, Dr James Bruno, says that the first positive discipline technique is for parents to remain calm because nervous parents don't get good results. Parents who cannot often remain calm find that their children stop taking any notice of them. The second challenge is to know how to correct bad behavior in an effective way. For instance, punishing children by preventing them from watching their favorite TV program is not an ideal solution. Dr Bruno believes parents should establish clear rules for children to follow. If children refuse to follow these, they know they will be disciplined. Finally, the most effective way of encouraging good behavior is to give positive feedback as often as possible, to show that it is not only naughtiness that attracts attention.

29. According to the article, when parents get angry too often, ---
- they will yell at their children to make them obey an order
  - they will tell them off in front of their friends
  - children will often act as if they didn't hear them
  - they will utter increasing number of verbal warnings
30. The author of the book seems to suggest that in order to discipline children, parents first of all should ---
- not lose their temper
  - treat them as harshly as possible
  - stop beating them
  - teach them how they have to behave themselves

#### Key Answer

1	A	16	B
2	A	17	D
3	A	18	A
4	A	19	B
5	B	20	D
6	B	21	B
7	C	22	C
8	C	23	C
9	C	24	B
10	C	25	D
11	C	26	A
12	D	27	B
13	B	28	D
14	D	29	C
15	C	30	A



## Reading Comprehension Test Final

Nama Mata Kuliah	: Bahasa Inggris untuk Guru SD
SKS	: 3 (Tiga) SKS
Alokasi Waktu	: 60 menit
	:

### Direction:

In this part of the test, you will have the chance to show how well you understand written English. Some texts and questions will be given in this section. Read them carefully and answer the questions

### Questions 1-4 refer to the following information on Text 1

#### Text 1

Many people now have a card which enables them to withdraw money from a cash dispenser. You just feed your card into the machine and key in your PIN (Personnel Identification Number) and the amount of money you want if you have enough in your account, the money requested will be issued to you up to a dairy limit. Your account is automatically debited for the amount you have drawn out.

Provided you have a sound credit, you can get a credit card from a bank and other financial institutions. To obtain goods or services, you present your card and sign a special voucher. When it receives the voucher, the credit card company pays the trader (less a commission) and then sends you a monthly statement. Depending on the type of card you have, you will either have to pay in full or be able to pay part of what is owed and pay interest on the balance; left outstanding.

If you need to make fixed payments at regular intervals, e.g. for insurance premiums, you can arrange a standing order (sometimes known as a banker's order) so that the bank will do this for you.

[http://paztim.blogspot.com/2009\\_01\\_01\\_archive.htm](http://paztim.blogspot.com/2009_01_01_archive.htm)

1. If you withdraw your money from the cash dispense, the amount of your money will ... as you have drawn out.

- a. become more
- b. be credited
- c. become lost.
- d. become less

2. Which of the following is the main idea of the second paragraph?

- a. The credit card company pays the traders.
- b. The credit card company sends you a monthly statement.
- c. Banks and other financial institutions offer us credit cards to get goods and services.
- d. Other financial institutions help the banks to provide credit cards,

3. "Many people now have a card which enables them \_\_\_\_\_." (Paragraph. 1). "enables" means ...

- a. supports

- b. asks
- c. allows
- d. encourages

4. If you have enough money in your account...

- a. you can withdraw your money from a cash dispenser
- b. you have a special voucher.
- c. the bank sends you a monthly statement.
- d. you have paid special interest.

### Questions 5-6 refer to the following information on Text 2

#### Text 2

Satellite Space-eye does not look like the satellites of the 1980's. It has large wings that gather solar power. The power is for the motor. It keeps the satellite in the same place above the earth. All the big farmers in the area have paid for the cost of Satellite Space-eye.

Constanza is one of those farmers. His home computer makes the connection with Satellite Space-eye. He asks to see a picture of the field in the southwest corner of his farm. The picture appears on a TV screen. It is a picture of a green wheat field. Everything looks fine, he then asks the computer to show the same area, but in colors. The colors show the different temperatures in the field. He knows healthy wheat plants will all be green. The TV screen blinks and a beautiful picture appears. It has many shades of blue, red, and green.

Constanza looks closely at the large red spot near the middle of the wheat field. He knows that something is wrong in the wheat field. The red color means the spot is warmer than its surroundings. It may be due to lack of moisture or not enough nutrients in the soil. Insects eating the wheat can also show a red spot.

Constanza tells the computer to tell him more about the warm spot. The computer points out that the problem is a shortage of nitrogen in the soil. He asks the computer to predict the harvest if he adds the fertilizer. He then tells the computer the current market price for wheat. He also tells the price of the fertilizer. He asks for a costing. He wants to know if it will give him a profit to add the fertilizer. The computer gives him the answer. Is it a science fiction? No, it is happening now.

<http://titikaya.blogdetik.com/page/2/>



5. The text tells about ...
- Constanza and his wheat field
  - the use of Satellite Space - eye in farming
  - the blue, red, and green colours on the TV screen
  - the ability of the computer to predict
6. The main idea of paragraph two is ...
- Constanza is one of the farmers who makes use of the Satellite Space-eye.
  - Constanza's home computer is connected to Satellite Space-eye.
  - The picture appears on the TV screen comes from Satellite Space-eye.
  - The Satellite Space-eye sent Constanza what he wanted.

**Questions 7-10 refer to the following information on Text 3**

**Text 3**

The global English of our times has all the benefits of the standardizing process we have been describing. There is a recognized standard in Britain and America. There is also an agreed, standardized vocabulary and spelling system. Or nearly. Global English speaks with two voices: British and American. A student in, say, Japan or Saudi Arabia is confronted with not one version, but two, a distinction recognized by the main language schools, like Berlitz, who offer either British English or American English to their pupils.

The differences are essentially differences of accent, inflection, spelling and, above all, vocabulary: *apartment* versus *flat*, *buddy* versus *mate*, *candy* versus *sweets*, *diaper* versus *nappy*. There are so many different expressions that America's Associated Press and Britain's Reuters news agencies have to translate English into English. The Reuters office in New York has a twelve-page list of common terms requiring translation and many are the books that compile jokes about *box*, *knock up* and *jag*.

*Taken From: [http://www.nelliemuller.com/reading\\_comprehension.htm](http://www.nelliemuller.com/reading_comprehension.htm) (2013)*

7. The standard in America
- is different from the standard in Britain.
  - is the same as the standard in Britain.
  - better than British
  - can also be found in Japan and Saudi Arabia.
8. Some students of English as a foreign language
- can only learn British English.
  - can choose between Saudi Arabia and Japan
  - can only learn American English.

- can choose between British and American English.

9. Berlitz is .....

- a teacher
- a British word.
- a language school.
- a news agency.

10. Some English words at Reuters

- have to be translated into English.
- cannot be translated.
- cannot be understood
- have to be translated into another language.

**Questions 11-13 refer to the following information on Text 4**

**Text 4**

During the nineteenth century, women in the United States organized and participated in a large number of reform movement, including movements to reorganize the prison system, improve education, ban the sale of alcohol, and most, importantly, to free the slaves. Some women saw similarities in the social status of women and slaves. Women like Elizabeth Cady Stanton and Lucy Stone were feminists and abolitionists who supported the rights of both women and blacks. A number of male abolitionists, including William Lloyd Garrison and Wendell Philips, also supported the rights of women to speak and participate equally with men in antislavery activities. Probably more than any other movement, abolitionism offered women previously denied entry into politics. They became involved primarily in order to better their living conditions and the conditions of others.

When the Civil War ended in 1865, the Fourteenth and Fifteenth Amendments to the Constitution adopted, in 1868 and 1870 granted citizenship and suffrage to blacks but not to women. Discouraged but resolved, feminists influenced more and more women to demand the right to vote. In 1869, Wyoming Territory had yielded to demands by feminists, but eastern states resisted more stubbornly than before. A women's suffrage bill had been presented to every Congress since 1878 but it continually failed to pass until 1920, when the Nineteenth Amendment granted women the right to vote.

11. When were women allowed to vote throughout the United States?

- In 1865
- After 1868
- After 1870
- After 1920

12. What is mainly discussed in the second paragraph?
- The process of giving right to vote to women.
  - The right to vote to black people.
  - The nineteenth amendment.
  - The Wyoming Territory.
13. According to the passage, why did women become active in politics?
- To be elected to public office
  - To amend the Declaration of Independence
  - To support Elizabeth Cady Stanton for president
  - To improve the condition of life that existed at the time bill had been presented to

**Questions 14-18 refer to the following information on Text 5**

**Text 5**

Are you still looking for your dream job? Don't give up. Here's how three people achieved their goals.

**Mario Mendes, 29** – I'm doing something I really enjoy. I'm part of a team that develops new technologies. I work with intelligent, interesting people and occasionally get to travel abroad. I won't pretend it was easy getting my dream job, but it was worth the effort. My advice? Decide exactly what your dream job is and what it involves. Learn about the job. Make contact with companies that could offer your chosen career. Make sure they know your strengths. You may just get that dream job. **Andy Collins, 46** – As a student, I earned \$295 a week in cash working in a beach café. At the time, it was my dream job. Later I became a chef. It was hard work, I was often in a hot kitchen for twelve hours a day, six days a week. But you have to know the meaning of hard work if you want to achieve your goals. I now own five restaurants around the U.S. My best advice is to find out what your skills and talents are. Talent is something you're born with. Skills are something you've learned to do. People like doing things that come naturally to them, so work and enjoy. **Sarah Cooper, 38** – I'd been working as a secretary for three years when I decided to change my career. My work was often boring and always busy. I started studying to become a teacher. It certainly wasn't easy; I continued working full-time to pay for my training at night school. I was exhausted most of the time, but after two years, I finally got my qualifications and resigned. I'm now a primary school teacher and it's as good as I imagined. So don't wait! Write a list of the things that are stopping you from getting your dream job. Make a plan to deal with each thing. There's always an answer.

*Adapted from New English File Intermediate Oxford University Press 2006*

14. Mario thinks he got his dream job because \_\_\_\_.
- he's intelligent
  - it was easy
  - it is enjoyable
  - he did a lot of preparation
15. When Andy was young, his dream job was to \_\_\_\_.
- a café owner
  - become a chef
  - have his own restaurant
  - work in a café by the beach
16. Andy says it's important to know \_\_\_\_.
- your goals
  - your salary
  - what you're good at
  - what you enjoy doing
17. Sarah advises people to \_\_\_\_.
- plan how they can achieve their goals
  - enjoy your jobs
  - become primary school teachers
  - continue working while they train

**Questions 18-20 refers to the following information on Text 6**

**Text 6**

While it is clear that understanding the social, cultural, religious, and occupational beliefs and needs of the surrounding population is essential, it is also absolutely necessary that we discuss another aspect of the project: funding. The cost of design is estimated to be \$50,000. The cost of materials is estimated to be \$75,000. The cost of labor is estimated to be \$100,000. These costs are substantial. That is why it is very important that we have a plan in place to cover them all. It has been confirmed that \$50,000 of the cost will be paid for through the generous donation of Willa J. Arthur. We are very appreciative of Mrs. Arthur's donation, as it covers the cost of design. However, this does not pay for the entire project. We still need to raise \$175,000 for materials and labor.

*Taken from Read Theory LLC, 2012.*

18. According to the author, what is the cost of materials?
- \$50,000
  - \$75,000
  - \$100,000
  - \$150,000
19. Based on information in the passage, which of the following situations describes something that is **substantial**?
- An anthill is destroyed by a gentle rain.
  - A boulder is too heavy to move.
  - A small fox eats less than a large bird.
  - A class has ten students in it.

20. What will the author most likely talk about next?
- How to raise money for materials and labor.
  - How to use advanced construction techniques.
  - How to interact with people from other cultures.
  - How to increase the speed of project development.

**Questions 21-23 refer to the following information on Text 7**

**Text 7**

Television has a great influence on our ideas about what is right and wrong about the way we should behave, and about life in general. Sometimes the values and life styles that we get from television are in conflict with those that are taught at home and, at school. Critics of television point out that crime and western programs often appeal to a taste of violence, while many games show appear to greed. Many critics also believe that television, should be used for socially constructive purposes as well as for entertainment.

The first commercial television broadcast was made in April 20, 1939 by Radio Corporation of America (RCA). Since 1939, it has become one of the most important facts of modern life. Television is very much part of the modern world. Its effects are felt all over the world. Television is a reflection of the modern world, say some people. It shows contemporary society. It affects customs and culture, others say. Television is bad for culture because it keeps culture from growing, say still others. Good or bad, television is difficult to avoid. Its pictures enter homes, stores, airports, and factories. It is here to stay!

*From: <http://improptu1.blogspot.com/2011/10/good-or-bad-about-television.html>*

21. What is the topic of the whole text?
- The social constructive purpose shown by television program.
  - The different opinions on the influence of TV program.
  - The educational aspects included in TV program.
  - The cultural values reflected by TV program.
22. Which of these sentences is true according to the text?
- Television can influence all aspects in our life.
  - Having a television is a sign of modern life.
  - Television doesn't keep culture, growing.
  - Many games show constructive value.
23. The following TV programs will give bad influence on people, except that is related to ...
- the ideas about what is right or wrong

- crime and western culture
- values and life style
- greed appealing games

**Questions 24-26 refers to the following information on Text 8**

**Text 8**

Ultra-modern, bustling Hong Kong is one of the world's best shopping cities, an essential visit for all shopaholics searching for a bargain. There are several areas to choose from. The urban district of Kowloon, meaning 'Nine Dragons', attracts thousands of tourists every year. A popular first stop here is the modern shopping district, Tsim Tsa Tsui. However, if you prefer to absorb the atmosphere of more traditional markets then the Yau Ma Tei and Mong Kok districts are probably more your style.

A great place to explore at night is Nathan Road and the surrounding streets, which are filled with flashing neon signs. You can buy almost anything here. Look out for bargains on electrical goods and jewellery. It's possible to buy traditional items in Hong Kong. You can find wedding clothes on Shanghai Street and shops on Ning Po Street sell the colored paper models of houses, cars, and bank notes that are burnt at funerals (when a person dies) so that they're wealthy in the after-life. Further along Shanghai Street is the popular night market. It's full of brightly colored lights and wonderful cooking smells. Watch the fortune-tellers whose trained birds choose pieces of paper to predict a person's future, and eat delicious noodles, seafood, and other late-night snacks at the inexpensive stalls.

Mong Kok is the place where the famous criminals 'triad gangs' are based. As a result most tourists avoid this area, so it remains mainly Chinese. There are many traditional shops, food stalls and markets. This is an excellent place to try local foods, which have not been changed to suit tourists' tastes as they often have in more popular tourist areas. It is unlikely to be dangerous for foreigners, so if you would like to see some of the more unspoilt areas of Hong Kong, Mong Kok is definitely worth exploring. One thing is certain about a shopping trip to Hong Kong—you'll leave with a lot less money than you arrived with, and a much heavier suitcase!

*Adapted from New English File Intermediate Oxford University Press 2006*

24. The writer says that Mong Kok \_\_\_\_\_.
- is not worth exploring
  - hasn't been changed by tourism
  - is the popular night market
  - is dangerous for foreigners

25. The food in other areas of Hong Kong is different from the food in Mong Kok because \_\_\_\_\_.

- a. tourists don't buy it
- b. it is dangerous for foreigners
- c. there are fewer tourists
- d. there are a lot of Chinese tourists

26. The writer says that you will \_\_\_\_\_ in Hong Kong.

- a. buy more luggage
- b. find wedding clothes
- c. eat more
- d. spend a lot of money

**Questions 27-29 refer to the following information on Text 9**

**Text 9**

It must be well known that all children are actors in which the whole thing started with a boy our street named Walter, who had inflammatory rheumatism, that is what they labeled it. Though he did not have to go to school, still he could walk about and he could go fishing in the creek or waterworks pond. There was a beautiful place up at the same pond where in the spring the water came dropping down over the dam and formed a deep pool. It was a good place where you could get some big ones there. I went down that way on my way to school one spring morning. It was out of my way but I wanted to see if Walter was there. He was inflammatory rheumatism and all. There he was, sitting with fish pole in his hand. He had been able to walk down there all right. It was then that my own legs began hurt. My back too. I went on to school but, at the recess time, I began to cry. I did it when my teacher, Sarah Suggert, had come out into the school yard. So I went painfully away, I kept on limping until I got out of the schoolhouse street.

*Adapted from California Assessment Practice Prentice Hall 2002*

27. Predict what the boy will mostly do after leaving school?

- a. go straight to bed
- b. limp to the doctor
- c. grab his fishing pole and head to the creek
- d. begin to feel guilty for tricking his teacher

28. What will the boy most likely complain is his illness?

- a. inflammatory rheumatism
- b. sore muscles from fishing
- c. a broken leg
- d. a cold from being wet

29. All the following might happen tomorrow, **except**

- a. the boy will return to school after a parental scolding
- b. the boy will return to school, relaxed after a day of fishing
- c. the boy will be in the hospital with inflammatory rheumatism
- d. the boy will fake illness again to go fishing

**Question 30 refers to the following information on Text 10**

**Text 10**

Most importantly, though, the highway bypass would have disastrous effects on the area's homeowners. As planned, the new road would cut directly through the middle of the Ellwood Acres subdivision. Not only would this send more cars through the neighborhood, but these cars would be traveling at much higher speeds, putting children at risk. What is more, homeowners would have to deal with the increased noise and pollution that would result from such a heavily trafficked road. Finally, the new road would cause residential properties to depreciate. This means that families who chose to move away would have to sell their homes for far less than their current value.

*Adapted from Read Theory LLC, 2012*

30. This passage would most likely be found in ...

- a. an editorial in a local newspaper
- b. a brochure for prospective homeowners in Ellwood Acres
- c. an encyclopedia article about the history of highways
- d. a personal letter from a son to his father

**Key Answer**

1	D	16	C
2	C	17	A
3	C	18	B
4	A	19	B
5	B	20	A
6	D	21	B
7	B	22	A
8	D	23	A
9	C	24	B
10	A	25	C
11	D	26	D
12	A	27	C
13	D	28	A
14	C	29	A
15	C	30	A

## Appendix 5

### The Result of Try-out Test

#### 1. The Result of Validity Reading Comprehension Try out Test Cycle 1

Item No.	p	q	Xp	Xq	Xp-Xq	Xp-Xq	$\sqrt{pq}$	$r_{phi}$	Difficulty	Validity
						Stdev				
1	26	4	0.87	0.13	0.73	1.80	10.20	18.32	0.61	Valid
2	25	5	0.83	0.17	0.67	1.63	11.18	18.25	0.61	Valid
3	23	7	0.77	0.23	0.53	1.31	12.69	16.57	0.55	Valid
4	23	7	0.77	0.23	0.53	1.31	12.69	16.57	0.55	Valid
5	23	7	0.77	0.23	0.53	1.31	12.69	16.57	0.55	Valid
6	21	9	0.70	0.30	0.40	0.98	13.75	13.47	0.45	Valid
7	21	9	0.70	0.30	0.40	0.98	13.75	13.47	0.45	Valid
8	21	9	0.70	0.30	0.40	0.98	13.75	13.47	0.45	Valid
9	24	6	0.80	0.20	0.60	1.47	12.00	17.63	0.59	Valid
10	22	8	0.73	0.27	0.47	1.14	13.27	15.16	0.51	Valid
11	24	6	0.80	0.20	0.60	1.47	12.00	17.63	0.59	Valid
12	26	4	0.87	0.13	0.73	1.80	10.20	18.32	0.61	Valid
13	24	6	0.80	0.20	0.60	1.47	12.00	17.63	0.59	Valid
14	25	5	0.83	0.17	0.67	1.63	11.18	18.25	0.61	Valid
15	24	6	0.80	0.20	0.60	1.47	12.00	17.63	0.59	Valid
16	25	5	0.83	0.17	0.67	1.63	11.18	18.25	0.61	Valid
17	25	5	0.83	0.17	0.67	1.63	11.18	18.25	0.61	Valid
18	22	8	0.73	0.27	0.47	1.14	13.27	15.16	0.51	Valid
19	22	8	0.73	0.27	0.47	1.14	13.27	15.16	0.51	Valid
20	17	13	0.57	0.43	0.13	0.33	14.87	4.85	0.16	Not Valid
21	16	14	0.53	0.47	0.07	0.16	14.97	2.44	0.08	Not Valid
22	24	6	0.80	0.20	0.60	1.47	12.00	17.63	0.59	Valid
23	27	3	0.90	0.10	0.80	1.96	9.00	17.63	0.59	Valid
24	28	2	0.93	0.07	0.87	2.12	7.48	15.88	0.53	Valid
25	24	6	0.80	0.20	0.60	1.47	12.00	17.63	0.59	Valid
26	25	5	0.83	0.17	0.67	1.63	11.18	18.25	0.61	Valid
27	24	6	0.80	0.20	0.60	1.47	12.00	17.63	0.59	Valid
28	25	5	0.83	0.17	0.67	1.63	11.18	18.25	0.61	Valid
29	27	3	0.90	0.10	0.80	1.96	9.00	17.63	0.59	Valid
30	27	3	0.90	0.10	0.80	1.96	9.00	17.63	0.59	Valid

Note: Questions 20 and 21 were recommended to be revised.

## 2. The Result of Validity Reading Comprehension Try out Test Cycle 2

Item No.	p	q	Xp	Xq	Xp-Xq	$\frac{Xp-Xq}{Stdev}$	$\sqrt{pq}$	$r_{pbi}$	Difficulty	Validity
1	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
2	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
3	24	6	0.80	0.20	0.60	1.43	12.00	17.19	0.57	Valid
4	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
5	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
6	27	3	0.90	0.10	0.80	1.91	9.00	17.19	0.57	Valid
7	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
8	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
9	22	8	0.73	0.27	0.47	1.11	13.27	14.78	0.49	Valid
10	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
11	24	6	0.80	0.20	0.60	1.43	12.00	17.19	0.57	Valid
12	22	8	0.73	0.27	0.47	1.11	13.27	14.78	0.49	Valid
13	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
14	20	10	0.67	0.33	0.33	0.80	14.14	11.25	0.38	Valid
15	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
16	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
17	19	11	0.63	0.37	0.27	0.64	14.46	9.20	0.31	Valid
18	18	12	0.60	0.40	0.20	0.48	14.70	7.02	0.23	Valid
19	27	3	0.90	0.10	0.80	1.91	9.00	17.19	0.57	Valid
20	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
21	22	8	0.73	0.27	0.47	1.11	13.27	14.78	0.49	Valid
22	18	12	0.60	0.40	0.20	0.48	14.70	7.02	0.23	Valid
23	21	9	0.70	0.30	0.40	0.95	13.75	13.13	0.44	Valid
24	20	10	0.67	0.33	0.33	0.80	14.14	11.25	0.38	Valid
25	22	8	0.73	0.27	0.47	1.11	13.27	14.78	0.49	Valid
26	29	1	0.97	0.03	0.93	2.23	5.39	12.00	0.40	Valid
27	20	10	0.67	0.33	0.33	0.80	14.14	11.25	0.38	Valid
28	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
29	20	10	0.67	0.33	0.33	0.80	14.14	11.25	0.38	Valid
30	24	6	0.80	0.20	0.60	1.43	12.00	17.19	0.57	Valid



## The Result of Validity Reading Comprehension Try out Test Cycle 3

Item No.	p	q	Xp	Xq	Xp-Xq	Xp-Xq	$\sqrt{pq}$	$r_{nbi}$	Difficulty	Validity
						Stdev				
1	20	10	0.67	0.33	0.33	0.80	14.14	11.25	0.38	Valid
2	25	5	0.83	0.17	0.67	1.59	11.18	17.79	0.59	Valid
3	20	10	0.67	0.33	0.33	0.80	14.14	11.25	0.38	Valid
4	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
5	20	10	0.67	0.33	0.33	0.80	14.14	11.25	0.38	Valid
6	25	5	0.83	0.17	0.67	1.59	11.18	17.79	0.59	Valid
7	21	9	0.70	0.30	0.40	0.95	13.75	13.13	0.44	Valid
8	22	8	0.73	0.27	0.47	1.11	13.27	14.78	0.49	Valid
9	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
10	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
11	25	5	0.83	0.17	0.67	1.59	11.18	17.79	0.59	Valid
12	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
13	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
14	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
15	22	8	0.73	0.27	0.47	1.11	13.27	14.78	0.49	Valid
16	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
17	21	9	0.70	0.30	0.40	0.95	13.75	13.13	0.44	Valid
18	24	6	0.80	0.20	0.60	1.43	12.00	17.19	0.57	Valid
19	27	3	0.90	0.10	0.80	1.91	9.00	17.19	0.57	Valid
20	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
21	25	5	0.83	0.17	0.67	1.59	11.18	17.79	0.59	Valid
22	21	9	0.70	0.30	0.40	0.95	13.75	13.13	0.44	Valid
23	24	6	0.80	0.20	0.60	1.43	12.00	17.19	0.57	Valid
24	19	11	0.63	0.37	0.27	0.64	14.46	9.20	0.31	Valid
25	25	5	0.83	0.17	0.67	1.59	11.18	17.79	0.59	Valid
26	25	5	0.83	0.17	0.67	1.59	11.18	17.79	0.59	Valid
27	26	4	0.87	0.13	0.73	1.75	10.20	17.85	0.60	Valid
28	24	6	0.80	0.20	0.60	1.43	12.00	17.19	0.57	Valid
29	23	7	0.77	0.23	0.53	1.27	12.69	16.15	0.54	Valid
30	19	11	0.63	0.37	0.27	0.64	14.46	9.20	0.31	Valid

**Appendix 6**

## The Result of Reliability of Try out Test

$$R_{xx} = \frac{k}{k-1} \left[ 1 - \frac{\sum pq}{S^2x} \right]$$

$k$  = the number of items on the test

$\sum pq$  = the sum of item variances, and

$S^2x$  = the total score variance

Reliability Component	Test 1	Test 2	Test 3
total score variance	4.862	4.981	5.091
the sum of item variances	38.800	35.528	27.200
Reliability	0.905	0.889	0.841
r-Product Moment	0.349	0.349	0.349

**Appendix 7**  
**Texts Readability Result for Teaching Material**

No	Texts	Tw	Ts	Tsl	Tw/Ts	Tsl/tw				Scores	Level
1	Meeting and Greeting	107	6	171	17.8	1.6	15.2	18.1	135.2	53.5	Fairly Difficult
2	A Young teacher	106	8	158	13.3	1.5	11.3	13.4	126.1	67.3	Standard
3	President Obama	108	5	164	21.6	1.5	18.4	21.9	128.5	56.4	Fairly Difficult
4	Sorry,	115	7	191	16.4	1.7	14.0	16.7	140.5	49.7	Difficult
5	British food	114	5	201	22.8	1.8	19.4	23.1	149.2	34.5	Difficult
6	Traffic in London	108	4	162	27.0	1.5	23.0	27.4	126.9	52.5	Fairly Difficult
7	When should kids start sports?	104	6	168	17.3	1.6	14.7	17.6	136.7	52.6	Fairly Difficult
8	Clothing and Fabrics	107	12	171	8.9	1.6	7.6	9.1	135.2	62.6	Standard
9	Education Problems	108	6	194	18.0	1.8	15.3	18.3	152.0	36.6	Difficult
Average										51.8	Fairly Difficult

Notes:

Tw = Total words

Ts = Total Sentences

Tsl = Total Syllables

Tw/Ts = Sentence Length

Tsl/Tw = Word Length

**Texts Readability Result for Reading Comprehension Test 1**

No	Texts	Tw	Ts	Tsl	Tw/Ts	Tsl/tw				Scores	Level
1	Texts 1	79	4	119	19.8	1.5	16.8	20.0	127.4	59.4	Fairly Difficult
2	Texts 2	67	5	124	13.4	1.9	11.4	13.6	156.6	36.7	Difficult
3	Texts 3	91	4	162	22.8	1.8	19.3	23.1	150.6	33.1	Difficult
4	Texts 4	91	5	144	18.2	1.6	15.5	18.5	133.9	54.5	Fairly Difficult
5	Texts 5	64	5	102	12.8	1.6	10.9	13.0	134.8	59.0	Fairly Difficult
6	Texts 6	79	3	124	26.3	1.6	22.4	26.7	132.8	47.3	Difficult
7	Texts 7	79	8	113	9.9	1.4	8.4	10.0	121.0	75.8	Fairly Easy
8	Texts 8	91	7	133	13.0	1.5	11.1	13.2	123.6	70.0	Standard
9	Texts 9	62	4	96	15.5	1.5	13.2	15.7	131.0	60.1	Standard
10	Texts 10	98	7	139	14.0	1.4	11.9	14.2	120.0	72.6	Fairly Easy
										56.86	Fairly Difficult

**Notes:**

Tw = Total words

Ts = Total Sentences

Tsl = Total Syllables

Tw/Ts = Sentence Length

Tsl/Tw = Word Length

### Texts Readability Result for Reading Comprehension Test 2

No	Texts	Tw	Ts	Tsl	Tw/Ts	Tsl/tw				Scores	Level
1	Texts 1	93	7	152	13.3	1.6	11.3	13.5	138.3	55.1	Fairly Difficult
2	Texts 2	67	3	88	22.3	1.3	19.0	22.7	111.1	73.1	Fairly Easy
3	Texts 3	90	5	136	18.0	1.5	15.3	18.3	127.8	60.7	Standard
4	Texts 4	83	5	130	16.6	1.6	14.1	16.8	132.5	57.5	Fairly Difficult
5	Texts 5	81	6	119	13.5	1.5	11.5	13.7	124.3	68.8	Standard
6	Texts 6	67	6	92	11.2	1.4	9.5	11.3	116.2	79.3	Fairly Easy
7	Texts 7	89	5	150	17.8	1.7	15.1	18.1	142.6	46.2	Difficult
8	Texts 8	84	4	146	21.0	1.7	17.9	21.3	147.0	38.5	Difficult
9	Texts 9	74	8	124	9.3	1.7	7.9	9.4	141.8	55.7	Fairly Difficult
10	Texts 10	74	5	111	14.8	1.5	12.6	15.0	126.9	64.9	Standard
										59.98	Fairly Difficult

**Notes:**

Tw = Total words

Ts = Total Sentences

Tsl = Total Syllables

Tw/Ts = Sentence Length

Tsl/Tw = Word Length

### Texts Readability Result for Reading Comprehension Test 3

No	Texts	Tw	Ts	Tsl	Tw/Ts	Tsl/tw				Scores	Level
1	Texts 1	71	3	107	23.7	1.5	20.1	24.0	127.5	55.3	Fairly Difficult
2	Texts 2	82	8	121	10.3	1.5	8.7	10.4	124.8	71.6	Fairly Easy
3	Texts 3	85	6	147	14.2	1.7	12.0	14.4	146.3	46.2	Difficult
4	Texts 4	73	4	136	18.3	1.9	15.5	18.5	157.6	30.7	Difficult
5	Texts 5	85	10	129	8.5	1.5	7.2	8.6	128.4	69.8	Standard
6	Texts 6	81	6	134	13.5	1.7	11.5	13.7	140.0	53.2	Fairly Difficult
7	Texts 7	72	3	108	24.0	1.5	20.4	24.4	126.9	55.6	Fairly Difficult
8	Texts 8	82	5	128	16.4	1.6	13.9	16.6	132.1	58.1	Fairly Difficult
9	Texts 9	84	3	108	28.0	1.3	23.8	28.4	108.8	69.6	Standard
10	Texts 10	87	5	135	17.4	1.6	14.8	17.7	131.3	57.9	Fairly Difficult
										56.80	Fairly Difficult

**Notes:**

Tw = Total words

Ts = Total Sentences

Tsl = Total Syllables

Tw/Ts = Sentence Length

Tsl/Tw = Word Length



### Appendix 8

#### Distribution of Concept Mapping Practice Score Text 1

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1. Organization:																												
a. Well organized	1	2	2	2	1	1	2	2	1	2	2	2	1	2	2	2	1	1	2	1	2	2	1	1	2	2	1	2
b. Provides a very clear big picture of the ideas	2	2	2	2	2	2	1	1	2	1	1	2	1	2	1	1	1	2	2	2	2	2	1	1	2	2	1	2
c. Contains main concepts	2	2	2	2	1	2	2	2	1	2	1	1	2	1	1	1	1	2	1	2	1	1	2	2	1	2	1	2
d. Contains an appropriate number of concepts	2	2	1	1	2	2	2	2	1	1	2	1	2	1	3	1	2	2	2	2	1	1	1	2	2	2	2	2
e. Follows standard map conventions	1	2	2	2	1	2	2	1	1	1	1	2	1	2	2	2	2	2	1	1	2	2	1	1	1	1	1	1
f. Concepts are short and clear	1	2	2	2	1	1	2	1	1	2	1	2	1	2	1	2	2	1	1	1	2	2	1	1	2	2	1	1
2. Links:																												
a. Links are precisely labeled	1	2	1	2	1	2	2	1	1	2	1	1	2	2	2	1	2	2	1	2	1	1	2	2	1	2	1	1
b. Simple and complex relationships are mapped effectively	1	2	2	2	1	2	1	1	1	1	1	2	1	2	1	1	1	2	1	1	1	1	1	2	2	1	1	2
3. Thinking and Ideas:																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	1	2	2	2	1	2	2	1	1	2	1	1	2	1	1	1	1	2	1	1	2	1	2	2	2	1	2	1
b. All ideas, themes, theories and framework are well thought-full	1	2	2	2	2	1	1	2	2	2	1	2	2	2	1	2	1	2	2	2	2	2	1	1	1	2	1	1
4. Communication: Clearly presented, high level of understanding	2	2	1	2	1	1	2	2	1	2	2	1	2	2	1	1	2	2	2	1	1	2	2	1	1	2	1	2
Mean : 1.52 N : 28	1.36	2.00	1.73	1.91	1.27	1.64	1.73	1.45	1.18	1.64	1.27	1.55	1.55	1.73	1.45	1.36	1.45	1.82	1.45	1.45	1.55	1.55	1.36	1.45	1.55	1.73	1.18	1.53

## Distribution of Concept Mapping Practice Score Text 2

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
<b>1. Organization:</b>																												
a. Well organized	2	2	1	2	1	2	2	2	1	1	2	2	1	2	2	2	1	2	2	2	1	1	2	2	1	2	2	2
b. Provides a very clear big picture of the ideas	1	1	2	1	2	2	2	2	2	2	1	1	2	1	1	2	2	2	2	2	2	1	1	2	2	1	2	2
c. Contains main concepts	2	2	1	2	2	2	2	2	1	2	2	2	2	2	3	1	2	2	2	2	1	2	2	2	1	2	1	1
d. Contains an appropriate number of concepts	2	2	1	1	2	2	1	3	2	2	2	2	2	1	2	1	2	2	1	1	2	2	2	2	1	1	2	2
e. Follows standard map conventions	2	1	1	1	2	2	2	2	1	2	2	1	3	1	2	2	1	2	2	2	1	2	2	1	1	2	1	2
f. Concepts are short and clear	2	1	1	2	2	2	2	1	1	1	2	1	2	2	2	2	1	2	2	2	1	1	2	1	1	2	1	2
<b>2. Links:</b>																												
a. Links are precisely labeled	2	1	1	2	2	2	2	2	1	2	2	2	2	2	2	1	1	2	2	1	1	2	2	1	1	2	1	2
b. Simple and complex relationships are mapped effectively	1	1	1	1	2	2	2	2	1	2	1	2	2	1	2	2	1	2	2	2	1	2	1	1	1	2	1	2
<b>3. Thinking and Ideas:</b>																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	2	1	1	2	1	2	2	2	1	2	2	1	2	2	1	1	1	2	2	2	1	2	2	1	1	2	1	1
b. All ideas, themes, theories and framework are well thought-full	1	2	2	2	2	1	2	2	2	1	1	2	2	2	2	2	1	2	2	2	2	1	2	2	2	1	2	2
<b>4. Communication:</b> Clearly presented, high level of understanding	2	2	1	2	2	2	2	2	1	1	2	2	2	2	2	1	2	2	2	1	1	2	2	2	1	2	2	2
Mean : 1.66 N : 28	1.73	1.45	1.18	1.64	1.82	1.91	1.91	2.00	1.27	1.64	1.73	1.64	2.00	1.64	1.91	1.55	1.36	2.00	1.91	1.73	1.27	1.82	1.73	1.45	1.18	1.91	1.27	1.82

### Distribution of Concept Mapping Practice Score Text 3

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1. Organization:																												
a. Well organized	2	2	1	2	3	2	2	2	1	1	2	2	2	2	2	2	2	2	2	2	1	1	2	2	1	2	2	2
b. Provides a very clear big picture of the ideas	1	1	2	1	2	2	2	2	2	2	2	1	2	1	2	2	2	2	2	2	2	2	1	2	2	3	1	2
c. Contains main concepts	2	2	1	2	2	2	2	2	2	2	2	2	2	2	3	1	2	2	2	2	1	3	2	2	1	2	1	2
d. Contains an appropriate number of concepts	2	2	1	1	2	2	2	3	2	2	2	2	2	1	2	1	2	2	1	1	2	2	2	2	2	2	2	2
e. Follows standard map conventions	2	1	1	1	2	2	2	3	2	2	2	2	3	1	2	2	3	2	2	2	1	3	2	1	2	2	1	2
f. Concepts are short and clear	2	1	1	2	2	2	2	2	2	1	2	2	3	2	2	2	1	2	2	2	1	2	2	2	1	2	2	2
2. Links:																												
a. Links are precisely labeled	2	1	1	2	2	2	2	2	1	1	1	1	2	2	2	1	2	2	1	2	1	2	2	1	2	1	1	1
b. Simple and complex relationships are mapped effectively	1	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	3	1	2	2	3	2	2
3. Thinking and Ideas:																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	1	2	2	2	2	1	2	2	1	1	2	2	2
b. All ideas, themes, theories and framework are well thought-full	2	2	1	1	2	2	2	2	1	2	2	2	2	1	2	2	1	2	2	2	1	3	1	1	1	2	2	2
4. Communication: Clearly presented, high level of understanding	2	2	2	2	2	2	2	2	1	1	2	2	2	2	2	1	2	2	2	1	1	2	2	2	1	2	2	2
Mean : 1.79 N : 28	1.82	1.64	1.36	1.64	2.09	2.00	2.00	2.18	1.55	1.55	1.91	1.82	2.18	1.64	2.09	1.55	1.91	2.00	1.82	1.82	1.27	2.27	1.73	1.64	1.45	2.09	1.64	1.91

Distribution of Concept Mapping Practice Score Text 4

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1. Organization:																												
a. Well organized	1	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2
b. Provides a very clear big picture of the ideas	2	2	2	3	2	2	2	2	2	2	2	2	1	2	2	2	1	1	1	2	2	1	1	2	2	2	2	2
c. Contains main concepts	3	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
d. Contains an appropriate number of concepts	2	2	1	2	2	2	2	2	2	2	1	2	1	1	1	1	2	2	1	2	1	2	2	1	1	2	1	2
e. Follows standard map conventions	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	1	2	2	1	1	2	2	3	1	3
f. Concepts are short and clear	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	2	2	2	2	2	1	2
2. Links:																												
a. Links are precisely labeled	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1
b. Simple and complex relationships are mapped effectively	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	2	2	2	2	2	2	2
3. Thinking and Ideas:																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	1	2	2	2	2	1	2	1	2	2	2
b. All ideas, themes, theories and framework are well thought-full	3	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	1	2	1	2	2	1	2	2	2	2	1	2
4. Communication: Clearly presented, high level of understanding	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	2	2	1	2	2	2	2	1	2	2	2
Mean : 1.87 N : 28	2.18	2.00	1.91	2.09	1.91	2.00	1.82	2.00	2.00	2.00	1.91	2.00	1.64	1.73	1.91	1.73	1.73	1.64	1.64	1.64	1.91	1.73	1.73	1.91	1.73	2.09	1.55	2.00

### Distribution of Concept Mapping Practice Score Text 5

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Organization:																												
a. Well organized	1	2	2	2	2	2	1	2	2	2	2	2		2	2	2	2	2	2	1	2		2	2	2	2	2	2
b. Provides a very clear big picture of the ideas	2	2	2	3	2	2	2	2	2	2	2	2		2	2	2	1	1	1	2	2		1	2	2	2	2	2
c. Contains main concepts	3	2	2	2	2	2	1	2	2	2	2	2		2	2	2	2	2	2	2	2		2	2	2	2	2	2
d. Contains an appropriate number of concepts	2	2	2	2	2	2	2	3	2	2	2	2		1	2	3	2	2	1	2	3		2	3	1	2	2	2
e. Follows standard map conventions	2	2	2	2	2	3	2	2	2	2	2	2		2	2	2	2	1	1	2	2		1	2	2	3	2	3
f. Concepts are short and clear	2	2	2	2	2	2	2	2	2	2	2	2		2	2	2	2	1	2	1	3		2	2	2	2	2	2
2. Links:																												
a. Links are precisely labeled	2	2	2	2	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2	2		2	2	2	2	2	1
b. Simple and complex relationships are mapped effectively	3	2	2	2	2	2	2	2	2	2	2	2		2	2	2	1	2	2	1	2		2	2	2	2	2	2
3. Thinking and Ideas:																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	2	2	2	2	2	2	2	2	2	2	2	2		1	2	3	2	1	2	2	2		1	2	1	2	2	2
b. All ideas, themes, theories and framework are well thought-full	3	2	2	2	2	2	2	2	2	2	2	2		2	2	2	1	2	1	2	2		2	2	2	2	1	2
4. Communication: Clearly presented, high level of understanding	2	2	2	2	2	2	2	2	2	2	2	2		1	2	3	2	2	2	1	2		2	2	1	2	2	2
Mean : 1.94 N : 26	2.18	2.00	2.00	2.09	2.00	2.09	1.82	2.09	2.00	2.00	2.00	2.00		1.73	2.00	2.27	1.73	1.64	1.64	1.64	2.18		1.73	2.09		2.09	1.91	2.00

**Note:**

Students (7) and (16) were absent

Distribution of Concept Mapping Practice Score Text 6

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1. Organization:																												
a. Well organized	2	2	2	2	2	2	1	2	2	2	2	2	3	2	2	2	2	2	2	1	2	2	2	3	2	2	2	2
b. Provides a very clear big picture of the ideas	3	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	2	1	1	2	2	2	2	2
c. Contains main concepts	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
d. Contains an appropriate number of concepts	2	2	2	2	2	2	2	3	2	2	2	2	2	1	2	3	2	2	1	2	3	2	2	2	1	2	2	3
e. Follows standard map conventions	3	3	2	2	3	3	2	2	2	2	2	2	3	2	2	2	2	3	1	2	2	1	1	3	2	3	2	3
f. Concepts are short and clear	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	3	2	2	2	2	2	2	2
2. Links:																												
a. Links are precisely labeled	3	3	2	2	3	2	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	2	3	2	2	2	3
b. Simple and complex relationships are mapped effectively	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	2	2	2	2	2	2	2
3. Thinking and Ideas:																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	3	3	2	2	3	2	2	2	2	2	2	2	3	1	2	3	2	3	2	2	2	2	1	3	1	2	2	3
b. All ideas, themes, theories and framework are well thought-full	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	2	1	2	2	2	2	1	2
4. Communication: Clearly presented, high level of understanding	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	3	2	2	2	1	2	2	2	2	1	2	2	2
Mean : 1.98 N : 28	2.36	2.27	2.00	2.09	2.36	2.09	1.82	2.09	2.00	2.00	2.00	2.00	2.36	1.73	2.00	2.27	1.73	2.27	1.64	1.64	2.18	1.73	1.73	2.36	1.73	2.09	1.91	2.36



## Distribution of Concept Mapping Practice Score Text 7

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
<b>1. Organization:</b>																												
a. Well organized	1	2	2	2	1	1	2	2	1	2	2	2	1	2	2	2	1	1	2	1	2	2	1	1	2	2	1	2
b. Provides a very clear big picture of the ideas	2	2	2	2	2	2	1	1	2	1	1	2	1	2	1	1	1	2	2	2	2	2	1	1	2	2	1	2
c. Contains main concepts	2	2	2	2	1	2	2	2	1	2	1	1	2	1	1	1	1	2	1	2	1	1	2	2	1	2	1	2
d. Contains an appropriate number of concepts	2	2	1	1	2	2	2	2	1	1	2	1	2	1	3	1	2	2	2	2	1	1	1	2	2	2	2	2
e. Follows standard map conventions	1	2	2	2	1	2	2	1	1	1	1	2	1	2	2	2	2	2	1	1	2	2	1	1	1	1	1	1
f. Concepts are short and clear	1	2	2	2	1	1	2	1	1	2	1	2	1	2	1	2	2	1	1	1	2	2	1	1	2	2	1	1
<b>2. Links:</b>																												
a. Links are precisely labeled	1	2	1	2	1	2	2	1	1	2	1	1	2	2	2	1	2	2	1	2	1	1	2	2	1	2	1	1
b. Simple and complex relationships are mapped effectively	1	2	2	2	1	2	1	1	1	1	1	2	1	2	1	1	1	2	1	1	1	1	1	2	2	1	1	2
<b>3. Thinking and Ideas:</b>																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	1	2	2	2	1	2	2	1	1	2	1	1	2	1	1	1	1	2	1	1	2	1	2	2	2	1	2	1
b. All ideas, themes, theories and framework are well thought-full	1	2	2	2	2	1	1	2	2	2	1	2	2	2	1	2	1	2	2	2	2	2	1	1	1	2	1	1
<b>4. Communication:</b> Clearly presented, high level of understanding	2	2	1	2	1	1	2	2	1	2	2	1	2	2	1	1	2	2	2	1	1	2	2	1	1	2	1	2
Mean : 2.02 N : 28	1.36	2.00	1.73	1.91	1.27	1.64	1.73	1.45	1.18	1.64	1.27	1.55	1.55	1.73	1.45	1.36	1.45	1.82	1.45	1.45	1.55	1.55	1.36	1.45	1.55	1.73	1.18	1.55

Distribution of Concept Mapping Practice Score Text 8

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1. Organization:																												
a. Well organized	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2
b. Provides a very clear big picture of the ideas	2	3	2	3	1	1	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2
c. Contains main concepts	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
d. Contains an appropriate number of concepts	2	2	3	2	2	2	1	2	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3
e. Follows standard map conventions	3	3	3	3	1	1	2	3	2	2	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	3	3	3
f. Concepts are short and clear	3	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2. Links:																												
a. Links are precisely labeled	3	3	3	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3
b. Simple and complex relationships are mapped effectively	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	3	2	3
3. Thinking and Ideas:																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	3	3	3	3	2	1	1	3	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3
b. All ideas, themes, theories and framework are well thought-full	3	3	3	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
4. Communication: Clearly presented, high level of understanding	2	3	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Mean : 2.07 N : 28	2.64	2.55	2.55	2.45	1.73	1.73	1.73	2.27	2.27	2.18	2.18	2.09	2.09	2.09	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.91	1.73	2.45	2.45	2.45

Distribution of Concept Mapping Practice Score Text 9

Concept-Mapping Skills	Number of Students																											
	28	27	25	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1. Organization:																												
a. Well organized	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2
b. Provides a very clear big picture of the ideas	3	2	3	3	3	2	3	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	3	2	2	2	2
c. Contains main concepts	3	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2
d. Contains an appropriate number of concepts	2	2	2	3	2	2	2	3	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	3	2	2	2	3
e. Follows standard map conventions	3	3	2	3	3	3	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	2	3	2	3	2	3
f. Concepts are short and clear	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2
2. Links:																												
a. Links are precisely labeled	3	3	2	3	3	2	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	2	3	2	2	2	3
b. Simple and complex relationships are mapped effectively	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	3	2	2	2	3
3. Thinking and Ideas:																												
a. Includes concepts that are extremely suitable for the topic and that show original or creative thinking	3	3	3	3	3	2	3	2	2	2	2	3	3	2	2	2	2	3	2	2	3	3	3	3	3	2	2	3
b. All ideas, themes, theories and framework are well thought-full	2	3	2	3	3	2	2	2	2	2	2	2	3	2	2	1	2	2	2	2	2	2	2	3	2	2	1	2
4. Communication: Clearly presented, high level of understanding	2	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2
Mean : 2.20 N : 28	2.45	2.64	2.18	3.00	2.55	2.09	2.18	2.09	2.00	2.00	2.00	2.09	2.55	2.00	2.00	1.73	2.00	2.27	2.00	2.00	2.09	2.09	2.09	3.00	2.09	2.09	1.91	2.45

### Appendix 9

#### Distribution of Test Cycle 1 Result based on Indicators of Reading Comprehension

Ss' Codes	Students' Name	DETAIL		MAIN IDEA		SUMMERIZING		INFERENCE		CAUSE-EFFECT		PREDICTING		EXCLUDING FACTS		Total
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	ANA DEWI ASMARANTI	2	50%	4	80%	3	75%	3	75%	2	50%	2	40%	3	75%	19
2	DINA SINTALIA	2	50%	3	60%	2	50%	3	75%	2	50%	2	40%	1	25%	15
3	E. BERKAH SRI MULYANI	2	50%	2	40%	3	75%	4	100%	2	50%	4	80%	4	100%	21
4	EFI FITRIANI	3	75%	4	80%	2	50%	3	75%	2	50%	2	40%	3	75%	19
5	ELDA WAHYUNI	1	25%	2	40%	1	25%	4	100%	0	0%	4	80%	4	100%	16
6	ERVA LI MURDHANI	2	50%	2	40%	3	75%	3	75%	2	50%	3	60%	4	100%	19
7	FENTI FITRIYANI	2	50%	4	80%	4	100%	2	50%	4	100%	5	100%	4	100%	25
8	FITRI GUSTINA	3	75%	4	80%	2	50%	2	50%	1	25%	3	60%	2	50%	17
9	FITRI LESMA DENSIH	2	50%	2	40%	4	100%	0	0%	4	100%	2	40%	2	50%	16
10	HELSA PARMARIA	2	50%	2	40%	4	100%	0	0%	4	100%	1	20%	2	50%	15
11	LEDAWATI	2	50%	4	80%	2	50%	2	50%	2	50%	3	60%	4	100%	19
12	MUHAMMAD IKHWANI	1	25%	2	40%	4	100%	2	50%	2	50%	3	60%	1	25%	15
13	NIA PUSPITA RINI	2	50%	3	60%	2	50%	2	50%	2	50%	2	40%	4	100%	17
14	NOPI AMPERAWATI	2	50%	4	80%	4	100%	4	100%	4	100%	3	60%	4	100%	25
15	NORA APRIANA	2	50%	2	40%	3	75%	2	50%	3	75%	4	80%	4	100%	20
16	PURZAMI	3	75%	5	100%	2	50%	4	100%	4	100%	4	80%	2	50%	24
17	PUSPA PARYANTI	2	50%	2	40%	2	50%	0	0%	3	75%	4	80%	2	50%	15
18	PUTRI MARYENI	2	50%	3	60%	3	75%	2	50%	2	50%	1	20%	2	50%	15
19	RELITA AMELIA	2	50%	2	40%	2	50%	2	50%	2	50%	3	60%	2	50%	15
20	RENI HERLINA	3	75%	2	40%	2	50%	3	75%	2	50%	3	60%	2	50%	17
21	RISPRIHATIN	3	75%	5	100%	3	75%	2	50%	2	50%	3	60%	4	100%	22
22	RITA HASTARI	2	50%	3	60%	3	75%	3	75%	2	50%	1	20%	1	25%	15
23	ROIYANA	3	75%	3	60%	3	75%	3	75%	3	75%	3	60%	4	100%	22
24	SITI NURROIHATUN	2	50%	4	80%	3	75%	3	75%	3	75%	5	100%	3	75%	23
25	SRI MARTULENA	4	100%	4	80%	4	100%	1	25%	2	50%	3	60%	4	100%	22
26	SUSILA HARTATI	2	50%	4	80%	3	75%	2	50%	1	25%	2	40%	1	25%	15
27	UJANG SURYADI	1	25%	2	40%	3	75%	2	50%	2	50%	3	60%	4	100%	17
28	WATTINI	1	25%	2	40%	2	50%	4	100%	2	50%	2	40%	2	50%	15
Total		60		85		78		67		66		80		79		515
Average			54%		61%		70%		60%		59%		57%		71%	61.5%

Distribution of Test Cycle 2 Result based on Indicators of Reading Comprehension

Ss' Codes	Students' Name	DETAIL		MAIN IDEA		SUMMERIZING		INFERENCE		CAUSE-EFFECT		PREDICTIING		EXCLUDING FACTS		Total
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	ANA DEWI ASMARANTI	3	75%	5	100%	3	75%	3	75%	3	75%	3	60%	3	75%	23
2	DINA SINTALIA	3	75%	3	60%	3	75%	4	100%	2	50%	2	40%	3	75%	20
3	E. BERKAH SRI MULYANI	2	50%	2	40%	3	75%	2	50%	2	50%	4	80%	4	100%	19
4	EFI FITRIANI	3	75%	3	60%	2	50%	3	75%	3	75%	4	80%	2	50%	20
5	ELDA WAHYUNI	2	50%	3	60%	3	75%	3	75%	1	25%	4	80%	4	100%	20
6	ERVA LI MURDHANI	2	50%	3	60%	3	75%	3	75%	2	50%	3	60%	2	50%	18
7	FENTI FITRIYANI	2	50%	2	40%	2	50%	2	50%	3	75%	3	60%	4	100%	18
8	FITRI GUSTINA	3	75%	5	100%	3	75%	2	50%	2	50%	3	60%	2	50%	20
9	FITRI LESMA DENSIH	2	50%	2	40%	3	75%	0	0%	4	100%	3	60%	2	50%	16
10	HELSA PARMARIA	3	75%	3	60%	4	100%	2	50%	4	100%	3	60%	2	50%	21
11	LEDAWATI	2	50%	3	60%	2	50%	2	50%	2	50%	3	60%	4	100%	18
12	MUHAMMAD IKHWANI	3	75%	3	60%	4	100%	2	50%	2	50%	3	60%	3	75%	20
13	NIA PUSPITA RINI	3	75%	4	80%	3	75%	3	75%	3	75%	4	80%	4	100%	24
14	NOPI AMPERAWATI	2	50%	3	60%	3	75%	3	75%	3	75%	3	60%	3	75%	20
15	NORA APRIANA	2	50%	2	40%	2	50%	2	50%	3	75%	3	60%	2	50%	16
16	PURZAMI	3	75%	5	100%	2	50%	3	75%	3	75%	3	60%	2	50%	21
17	PUSPA PARYANTI	2	50%	3	60%	2	50%	1	25%	3	75%	4	80%	2	50%	17
18	PUTRI MARYENI	2	50%	4	80%	3	75%	3	75%	2	50%	3	60%	2	50%	19
19	RELITA AMELIA	2	50%	4	80%	2	50%	2	50%	3	75%	3	60%	3	75%	19
20	RENI HERLINA	3	75%	2	40%	2	50%	3	75%	3	75%	3	60%	2	50%	18
21	RISPRIHATIN	3	75%	5	100%	3	75%	3	75%	2	50%	3	60%	2	50%	21
22	RITA HASTARI	2	50%	3	60%	3	75%	3	75%	2	50%	1	20%	1	25%	15
23	ROIYANA	3	75%	3	60%	2	50%	3	75%	3	75%	4	80%	3	75%	21
24	SITI NURROIHATUN	2	50%	4	80%	2	50%	2	50%	3	75%	5	100%	3	75%	21
25	SRI MARTULENA	4	100%	4	80%	2	50%	1	25%	2	50%	3	60%	2	50%	18
26	SUSILA HARTATI	3	75%	4	80%	3	75%	2	50%	3	75%	2	40%	2	50%	19
27	UJANG SURYADI	3	75%	2	40%	3	75%	2	50%	2	50%	5	100%	4	100%	21
28	WATTINI	2	50%	4	80%	2	50%	4	100%	3	75%	2	40%	2	50%	19
Total		71		93		74		68		73		89		74		542
Average			63%		66%		66%		61%		65%		64%		66%	64.5%

Distribution of Test Cycle 3 Result based on Indicators of Reading Comprehension

Ss' Codes	Students' Name	DETAIL		MAIN IDEA		SUMMERIZING		INFERENCE		CAUSE-EFFECT		PREDICTIING		EXCLUDING FACTS		Total
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	ANA DEWI ASMARANTI	4	100%	5	100%	4	100%	3	75%	3	75%	4	80%	4	100%	27
2	DINA SINTALIA	3	75%	3	60%	3	75%	4	100%	2	50%	4	80%	3	75%	22
3	E. BERKAH SRI MULYANI	2	50%	4	80%	3	75%	3	75%	3	75%	4	80%	3	75%	22
4	EFI FITRIANI	3	75%	2	40%	2	50%	3	75%	3	75%	3	60%	2	50%	18
5	ELDA WAHYUNI	3	75%	3	60%	3	75%	3	75%	3	75%	5	100%	3	75%	23
6	ERVA LI MURDHANI	2	50%	4	80%	3	75%	3	75%	2	50%	3	60%	2	50%	19
7	FENTI FITRIYANI	3	75%	4	80%	3	75%	2	50%	2	50%	3	60%	3	75%	20
8	FITRI GUSTINA	3	75%	5	100%	3	75%	2	50%	2	50%	3	60%	2	50%	20
9	FITRI LESMA DENSIH	2	50%	3	60%	3	75%	2	50%	4	100%	3	60%	2	50%	19
10	HELSA PARMARIA	3	75%	3	60%	4	100%	2	50%	3	75%	3	60%	2	50%	20
11	LEDAWATI	4	100%	4	80%	3	75%	3	75%	4	100%	4	80%	3	75%	25
12	MUHAMMAD IKHWANI	3	75%	4	80%	2	50%	2	50%	2	50%	3	60%	2	50%	18
13	NIA PUSPITA RINI	3	75%	3	60%	2	50%	2	50%	3	75%	2	40%	2	50%	17
14	NOPI AMPERAWATI	3	75%	5	100%	2	50%	3	75%	4	100%	4	80%	4	100%	25
15	NORA APRIANA	2	50%	3	60%	4	100%	4	100%	3	75%	5	100%	3	75%	24
16	PURZAMI	4	100%	5	100%	3	75%	3	75%	3	75%	5	100%	3	75%	26
17	PUSPA PARYANTI	2	50%	3	60%	2	50%	3	75%	3	75%	4	80%	2	50%	19
18	PUTRI MARYENI	2	50%	4	80%	3	75%	4	100%	3	75%	2	40%	2	50%	20
19	RELITA AMELIA	2	50%	4	80%	3	75%	2	50%	3	75%	3	60%	3	75%	20
20	RENI HERLINA	3	75%	4	80%	4	100%	3	75%	3	75%	5	100%	4	100%	26
21	RISPRIHATIN	3	75%	5	100%	3	75%	3	75%	4	100%	3	60%	2	50%	23
22	RITA HASTARI	4	100%	3	60%	3	75%	3	75%	3	75%	3	60%	4	100%	23
23	ROIYANA	3	75%	3	60%	2	50%	2	50%	3	75%	3	60%	4	100%	20
24	SITI NURROIHATUN	3	75%	4	80%	3	75%	4	100%	3	75%	5	100%	4	100%	26
25	SRI MARTULENA	2	50%	5	100%	3	75%	3	75%	2	50%	3	60%	4	100%	22
26	SUSILA HARTATI	3	75%	3	60%	3	75%	2	50%	3	75%	3	60%	2	50%	19
27	UJANG SURYADI	3	75%	4	80%	3	75%	3	75%	3	75%	4	80%	3	75%	23
28	WATTINI	3	75%	4	80%	2	50%	4	100%	3	75%	2	40%	3	75%	21
Total		80		106		81		80		82		98		80		607
Average			71%		76%		72%		71%		73%		70%		71%	72.2%



**Appendix 10**  
**Classroom Observation Checklist 1**  
**Tutorial Activity on Cycle 1**

Observe the group, circle Y for “Yes” and N for “No” if the items and materials are in place, and make comments.

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	12 <sup>th</sup> – 19 <sup>th</sup> May 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

No	Classroom Environment	Yes No		Notes (write additional comments/notes on back)
		Y	N	
<b>A</b>	<b>Facilities</b>			
1	The classroom had defined areas for small group reading	√		<i>Too noisy Room is hot</i>
2	The area includes comfortable seating.	√		
3	Electricity is available	√		
4	LCD is available	√		<i>the slide was too small</i>
5	Resource Materials are available	√		
<b>B</b>	<b>Planning</b>			
1	Designing plan include the activities that will be taught to improve the students reading comprehension by using concept mapping	√		
2	Choosing text based on the book.	√		
3	Preparing students' attendant lists	√		
<b>C</b>	<b>Action</b>			
1	Pre-Activity			
	a. Greeting	√		
	b. Motivate the students to learn			
2	Whilst-Activity			
	a. Students are introduced to concept mapping on the topic of a text	√		
	b. Students are taking a text to read	√		
	c. Tutor stimulates the students to learn by doing mapping	√		
	d. Tutor creates the situation in which the students explore their reading skill while they are making a concept map for each student in every group.	√		
	e. Tutor monitor the students activities	√		
	f. Tutor helps the students if necessary	√		
	g. Student present and discuss the outline	√		
	h. One student is required to present map in class	√		

3	Post-Activity			
	a. Conclude the lesson	√		
	b. Summarize and end the lesson	√		
4	Evaluation			
	a. Tutor gives assignment	√		
	b. Tutor ask students to read materials for next meeting	√		

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Bengkulu, 19<sup>th</sup> May 2013  
Observer,

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### Classroom Observation Checklist 2 Concept Mapping Use on Cycle 1

Observe the group, circle Y for “Yes” and N for “No” if the items and materials are in place, and make comments.

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	12 <sup>th</sup> – 19 <sup>th</sup> May 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

No	Tutor Activities	Yes No		Notes (write additional comments/notes on back)
		Y	N	
1	<b>Pre-teaching:-</b>			
	Tutor surveys the concept maps in front of the students			
	a. Start with a main idea, topic, or issue to focus on	√		<i>The explanation is too fast</i>
	b. Then determine the key concepts	√		
	c. Finish by connecting concepts	√		
	Tutor draws the map on the board or by using LCD (power point)	√		
2	<b>During-teaching:-</b>			
	a. Students may use concept maps during-learning	√		
	b. tutor copies the map and gives everyone a copy to benefit from		√	<i>Tutor presents the slide show</i>
3	<b>Post- teaching:-</b>			
	a. Teachers can ask individuals or groups of learners to build up concept maps	√		<i>In pairs</i>
	b. checks it to know the places of weakness and the places of strength	√		
	c. Tutor introduces the strengths	√		
	d. Tutor help them to overcome the weakness	√		<i>Direct correction</i>

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### Classroom Observation Checklist 1 Tutorial Activity on Cycle 2

Observe the group, circle Y for “Yes” and N for “No” if the items and materials are in place, and make comments.

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	26 <sup>th</sup> May – 2 <sup>nd</sup> June 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

No	Classroom Environment	Yes No		Notes (write additional comments/notes on back)
		Y	N	
A	Facilities			
1	The classroom had defined areas for small group reading	√		<i>Still too noisy (elementary classroom)</i>
2	The area includes comfortable seating.	√		
3	Electricity is available	√		
4	LCD is available	√		
5	Resource Materials are available	√		
B	Planning			
1	Designing plan include the activities that will be taught to improve the students reading comprehension by using concept mapping	√		
2	Choosing text based on the book.	√		
3	Preparing students' attendant lists	√		
C	Action			
1	Pre-Activity			
	a. Greeting	√		
	b. Motivate the students to learn			
2	Whilst-Activity			
	a. Students are introduced to concept mapping on the topic of a text	√		
	b. Students are taking a text to read	√		
	c. Tutor stimulates the students to learn by			

	doing mapping	√		
	d. Tutor creates the situation in which the students explore their reading skill while they are making a concept map for each student in every group.	√		
	e. Tutor monitor the students activities	√		
	f. Tutor helps the students if necessary	√		
	g. Student present and discuss the outline in pairs	√		
	h. One is required to present map in class	√		
3	Post-Activity			
	c. Conclude the lesson	√		
	a. Summarize and end the lesson	√		
4	Evaluation			
	a. Tutor gives assignment	√		
	b. Tutor ask students to read materials for next meeting	√		

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### Classroom Observation Checklist 2 Concept Mapping Use on Cycle 2

Observe the group, circle Y for “Yes” and N for “No” if the items and materials are in place, and make comments.

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	26 <sup>th</sup> May – 2 <sup>nd</sup> June 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

No	Tutor Activities	Yes No		Notes (write additional comments/notes on back)
		Y	N	
1	<b>Pre-teaching:-</b>			
	Tutor surveys the concept maps in front of the students			
	a. Start with a main idea, topic, or issue to focus on	√		
	b. Then determine the key concepts	√		
	c. Finish by connecting concepts	√		
	d. Tutor draws the map on the board or by using LCD (powerpoint)	√		
2	<b>During-teaching:-</b>			
	a. Students may use concept maps during-learning	√		
	b. teacher copies the map and gives everyone a copy to benefit from	√		<i>Tutor asked students to see their own draft</i>
3	<b>Post- teaching:-</b>			
	a. Teachers can ask individuals or groups of learners to build up concept maps	√		
	b. checks it to know the places of weakness and the places of strength	√		
	c. Tutor introduces the strengths	√		
	d. Tutor help them to overcome the weakness	√		

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### Classroom Observation Checklist 1 Tutorial Activity on Cycle 3

Observe the group, circle Y for “Yes” and N for “No” if the items and materials are in place, and make comments.

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	9 <sup>th</sup> – 16 <sup>th</sup> June 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

No	Classroom Environment	Yes No		Notes (write additional comments/notes on back)
		Y	N	
A	Facilitues			
1	The classroom had defined areas for small group reading	√		
2	The area includes comfortable seating.	√		
3	Electricity is available	√		
4	LCD is available	√		
5	Resource Materials are available	√		
B	<b>Planning</b>			
1	Designing plan include the activities that will be taught to improve the students reading comprehension by using concept mapping	√		
2	Choosing text based on the book.	√		
3	Preparing students' attendant lists	√		
C	<b>Action</b>			
1	Pre-Activity			
	a. Greeting	√		
	b. Motivate the students to learn	√		
2	Whilst-Activity			
	a. Students are introduced to concept mapping on the topic of a text	√		
	b. Students are taking a text to read	√		
	c. Tutor stimulates the students to learn by doing mapping	√		
	d. Tutor creates the situation in which the students explore their reading skill while they are making a concept map for each student in every group.	√		
	e. Tutor monitor the students activities	√		
	f. Tutor helps the students if necessary	√		
	g. Student present and discuss the outline in	√		



	each pairs h. One students is required to present map in class	√		<i>Tutor asks the student to go in fornt of the class by three</i>
3	Post-Activity			
	a. Conclude the lesson b. Summarize and end the lesson	√ √		
4	Evaluation			
	a. Tutor gives assignment b. Tutor ask students to read materials for next meeting	√ √		

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### Classroom Observation Checklist 2 Concept Mapping Use on Cycle 3

Observe the group, circle Y for “Yes” and N for “No” if the items and materials are in place, and make comments.

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	9 <sup>th</sup> – 16 <sup>th</sup> June 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

No	Tutor Activities	Yes No		Notes (write additional comments/notes on back)
		Y	N	
1	<b>Pre-teaching:-</b>			
	Tutor surveys the concept maps in front of the students			
	a. Start with a main idea, topic, or issue to focus on	√		
	b. Then determine the key concepts	√		
	c. Finish by connecting concepts	√		
	d. Tutor draws the map on the board or by using LCD (powerpoint)			
2	<b>During-teaching:-</b>			
	a. Students may use concept maps during-learning	√		
	b. teacher copies the map and gives everyone a copy to benefit from	√		
3	<b>Post- teaching:-</b>			
	a. Teachers can ask individuals or groups of learners to build up concept maps	√		
	b. checks it to know the places of weakness and the places of strength	√		
	c. Tutor introduces the strengths	√		
	d. Tutor help them to overcome the weakness	√		

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**Appendix 11**  
**Field Notes**  
**Concept Mapping Use on Cycle 1**

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	12 <sup>th</sup> – 19 <sup>th</sup> May 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

Start time	End time	Total min	Briefly summary of activity
			<ol style="list-style-type: none"> <li>1. The class was rather noisy because of voices from outside of the class</li> <li>2. The power point from the slide was too small to see for student who sat in the back.</li> <li>3. The tutor explained the concept mapping too fast therefore it seemed that the students mostly did not understand the point made by the tutor when he commanded one of them to show the mapping.</li> <li>4. Some students were still not able to connect each concept in paragraph</li> <li>5. The tutor gave direct correction whenever the students made any mistake.</li> <li>6. Students were eager to learn more about concept mapping.</li> <li>7. Some students could not give the correct answers for question pointed by tutor in activity of answering reading comprehension questions</li> </ol>

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**Field Notes**  
**Concept Mapping Use on Cycle 2**

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	26 <sup>th</sup> May – 2 <sup>nd</sup> June 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

Start time	End time	Total min	Briefly summary of activity
			<ol style="list-style-type: none"> <li>1. The class was still noisy because of voices from outside of the class, tutor force to strengthen his power in teaching</li> <li>2. The power point from the slide was fairly to be seen by students who sit in the back.</li> <li>3. The tutor's speed explaining the concept mapping was quite good, therefore it seemed that the students mostly understood the point made by the tutor.</li> <li>4. Teacher asked more other students a chance to display their work</li> <li>5. The tutor gave direct correction whenever the students made any mistake.</li> <li>6. Students still could not optimally answer reading comprehension questions, especially questions that dealt with summarizing and identifying facts.</li> <li>7. From reading comprehension test, students' mastery was increased but some indicators could not be reached as it was expected.</li> <li>8. Although students were eager to learn more about concept mapping, but the score of concept mapping practice was not optimally increased yet. Therefore, the researcher aimed to conduct the third cycle.</li> </ol>

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**Field Notes**  
**Concept Mapping Use on Cycle 3**

Class	English	Tutor's name	Yusrizal, S.Pd
Observation Date	9 <sup>th</sup> – 16 <sup>th</sup> June 2013	Observation start time	13.00
Semester	VI (six)	Number of student	28
Observer's name	Yupika Maryansyah, M.Pd	Observation end time	15.00

Start time	End time	Total min	Briefly summary of activity
			<ol style="list-style-type: none"> <li>1. Average number of the students in each text of concept mapping practice were increased that it can be seen in text 9 that there was 2 students who was in proficient level (3.00).</li> <li>2. Students were brief enough to show their maps in front of the class.</li> <li>3. Other students eager to correct their friends' work on the whiteboard.</li> <li>4. Students were good enough in concept mapping practice compared to other two cycles.</li> <li>5. All reading comprehension questions were accomplished by the students</li> </ol>

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## **Appendix 12**

### **Interview Lists for the Students**

1. Do you like reading
2. What did you like about the class?
3. Did you enjoy reading in class?
4. What reading comprehension strategy did we talk about during our time together?
5. Is it new for you?
6. Did you know this reading strategy before I came?
7. What was more difficult, concept map or other than concept map?
8. Are you able to use concept maps? Did you learn to incorporate this strategy when you read?
9. Do you have any questions about how to use this strategy when you read?
10. Do you think that Concept map helped you learn more about the reading comprehension?
11. Do you think the given texts are easy for you to comprehend? Explain?
12. Do you think the given texts are interested for you as SD teacher?
13. Do you think the given texts are in good quality of writing?
14. Do you think reading the text by using concept map is easy for you to comprehend? Why?
15. Do you think that tutor (teacher) is capable to teach by using concept map?
16. Do you think that tutor appropriately selected the text for your level and your background?
17. Do you have any suggestion for using this strategy in reading?

### APPENDIX 13

#### TRANSCRIPT OF INTERVIEW

- R : Researcher
- S1 : Sri Martuleni
- S2 : Novi Amperawati
- S3 : Elda Wahyuni
- S4 : Reni Herlina
- S5 : Nia Puspita Rini
- 
- R : Alright, let's come to our meeting today, thank you very much for your coming, because today we have interview for me as a researcher to ask you whether this material or this strategy for you is good or not. Ok, we start from the first question. *Kita mulai dari pertanyaan pertama, kita mulai dari sebelah kanan.* What's your name?
- S1 : Sri Martaleni
- R : Sri, do you like reading?
- S1 : *Kurang hobi Pak. Bukan tidak hobi tapi suka-suka saja. Tidak setiap buku dibaca. Bukan termasuk hobi. Kalo ada tugas baru membaca.*
- R : What about you, Rini? Do you like reading?
- S4 : *Dikit-dikit, Pak.*
- R : Kenapa bisa dikit-dikit? Kenapa tidak banyak-banyak?
- S4 : Karena mana yang suka saja Pak.
- R : Yang mana yang suka saja? Apa yang suka dibaca?
- S4 : Misalnya tentang informasi-informasi, cerita-cerita yang menarik
- R : Elda, do you like reading?
- S3 : Yes Sir, because reading give me more information and knowledge for me.
- R : OK, what about you Novi?
- S2 : Yes, I like reading
- R : What kind of reading do you like?



- S4 : I like to read novel, magazine.
- R : Why do you like reading novel?
- S4 : Because, ada jalan ceritanya
- R : Ok, good.. well for the last student. Do you like reading?
- S5 : It is my hobby, Suka Pak, tapi sulit pak..
- R : Hmm well, before I came to your class, Kalau anda ketemu dengan bacaan, sukanya bacaan itu diapakan? Apakah you just read, apakah anda baca saja, atau anda terjemahkan atau bagaimana?
- S1 : Mencari hal-hal yang penting saja
- R : Before I came to your class ya? What about you Elda?
- S2 : I read every paragraph, and I translate that make me understand
- R : You translate that to make understand, what about you, Novi?
- S3 : Saya baca terus sebisa mungkin saya translate supaya text tu memahaminya?
- R : Kenapa mesti dipahami, Sri?
- S4 : Kalau ga paham ga tau jalurnya pak, minimal kalau paham tau jalan ceritanya pak
- R : Caranya, biar mengerti?
- S4 : Pertama baca pahami, trus kita lihat ada apa dalam bacaan tersebut, tentang apa, temanya apa, topiknya apa baru bisa kita menceritakan kepada orang lain, atau kalau ada pertanyaan-pertanyaan bisa dijawab
- R : Apakah begitu juga sama Herlina?
- S5 : Sama Pak, Pertama itu kan membaca, mengetahui cerita atau informasi-informasi, trus dari bacaan itu kan mulai dari tema dan hal-hal yang penting dengan membuka kamus. hasil yang kita dapatkan itu, kita berikan ke orang lain
- R : OK, Retell berarti ya?
- R : Nah, kembali ke Elda, sebelumnya Ada ga masalah-masalah dengan membaca anda dengan cara membaca seperti itu? Dari segi waktu bagaimana? Dari segi pencapaian pemahaman? Apakah anda menikmati dengan cara membaca seperti yang anda sebutkan tadi, dengan mencari

tema, menterjemahkan, mencari kata-kata sulit dengan membuka kamus?

Apakah dengan seperti itu you enjoy?

S1 : No. Sir

R : Mengapa?

S2 : Make me confuse...

R : Kenapa? Bingungnya di mana?

S2 : Kalau beberapa kata yang belum dimengerti when I read the text and open dictionary, next time I forget and make me confuse

R : the more you open dictionary, the more you get confuse?

S2 : Yes sir

R : Ok, what about you Novi? Apakah ada masalah sebelumnya?

S3 : Tentu saja ada masalah. Kalau kita menerjemahkan dulu membutuhkan waktu yang lama, sehingga untuk menyelesaikan satu wacana saja membutuhkan waktu berjam-jam, sedangkan dengan melihat di kamus pun kadang kita belum bisa mendapatkan arti kata yang sulit itu.

R : Malah tambah pusing ya?

S3 : Iya Pak, tambah pusing?

R : Herlina dan Sri gimana

S4, S5 : (smile) iya pak begitu juga... sama.

R : Nah, sekarang kita sudah sampai dengan strategi membaca yang saya bawaikan selama tutorial ini. Apakah anda mengenalnya? What reading comprehension strategy did we talk about during our time together?

S1 : Concept Mapping..

R : Do you know this strategy, Herlina?

S4 : No Sir?

R : Is it new for you?

S4 : Yes Sir, belum pernah ketemu pak, baru tahu pak.

R : Or, may be in your high school pun..?

S5 : In English sir.. No

R : Are you sure?

- S5 : Paling ada tapi tidak pakai kata penghubung
- R : Kalau Novi?
- S2 : Baru pak
- R : Padahal sudah lama, this is new for you ya, sebelum saya datang.
- S3 : Mungkin sederhananya sudah pak, tapi menggunakan kata penghubung itu baru pak
- R : Hmm, kita lanjutkan ke pertanyaan berikutnya.. Sudah kita bicarakan tentang tehnik membaca anda sebelum dan sekarang, mana yang lebih sulit? Menggunakan concept mapping, atau tidak menggunakan concept mapping? What do you think?
- S1 : Lebih cepat memahami bacaan dengan Concept Mapping, lebih terurai
- R : Apakah tidak makin bingung?
- S1 : Awalnya pak kelihatan bingung kita membuatnya bingung di kata penghubung, namun selanjutnya baru jelas pak..
- R : OK, Jadi sudah dapet paham dengan konsepnya. Bagaimana dengan anda Herlina?
- S4 : Kalau menurut saya pak, sesuai dengan temanya. Kalau temanya kita anggap mudah, bisa kita masukkan dalam mapping, kalau temanya sulit, susah dibuat mappingnya pak
- R : yang sulit itu misalnya apa? Dari 9 teks yang sudah kita pelajari, mana yang sulit membuat peta konsepnya?
- S4 : Kalau saya Pak, dari yang bapak beri teks awal sampai akhir itu, text yang ke 6 pak Transportation yang sulit
- R : Kenapa?
- S4 : Karena dalam teks tersebut saya banyak bertemu dengan kalimat-kalimat baru, kata-kata baru yang tidak saya jumpai dalam kamus.
- R : Oh ya? Kamus apa yang kamu pakai, kan kita tidak diminta lagi untuk membuka kamus. Setelah menggunakan mapping apa yang masih tidak mengerti? Apa tambah sulit apa bagaimana

- S4 : Jadi Lebih mudah Pak, karena seperti yang saya sampaikan tadi, saya dapat memahami kata-kata yang penting lalu kita lihat hubungan konsep di dalamnya
- R : Artinya memahami konsepnya dulu ya..., Kalau yang lain gimana?
- S2, 3, 5 : Lebih mudah paham dengan concept mapping pak, lebih cepat mengerti Pak
- R : Sekarang, apakah anda sudah bisa menggunakan peta konsep?
- Ss : Sudah pak?
- R : Apakah tidak ada masalahnya dalam melakukan itu?
- S3 : Mungkin masalahnya lebih simple, karena ada beberapa dalam teks itu menggunakan kata-kata kiasan, lain halnya kalau menggunakan kata-kata sehari-hari
- R : Kalau Novi gimana?
- S2 : Kalau saya, sedikit-sedikit sudah mulai paham, dibanding yang pertama dulu.
- R : dibanding dari awal yah
- S2 : ya dibanding dari awal, mungkin sekarang lebih paham pak sehingga memahami dan menggunakannya lebih gampang..
- R : Ok now next question to Herlina. Do you think that Concept map helped you learn more about the reading comprehension? Apakah dengan konsep map ini lebih membantu anda dalam pemahaman bacaan?
- S4 : Yah...
- R : Mengapa?
- S4 : Because with concept maps, saya lebih bisa memahami kalimat demi kalimat yang ada dalam teks
- R : Lebih paham perkaliatannya atau lebih paham perkonsep nya
- S4 : Dengan saya paham hubungan kalimatnya, saya paham konsep-konseptya
- R : Jadi ketika membahas pertanyaan dalam reading comprehension apakah terjawab semua

- Ss : Bisa pak..
- R : Sekarang kita kembali ke teks ya, Apakah teks yang saya berikan mudah untuk anda baca?
- S2 : beberapa pak..
- R : beberapa ya, dari 9 teks tersebut berapa yang mudah dan berapa yang sulit?
- S3 : Teks "Transportation in London" itu pak yang sulit." Ada beberapa kata kiasan yang sulit.
- R : sebenarnya tinggal dihubungkan saja dengan masing-masing konsepnya
- R : Ok kembali ke Novi untuk pertanyaan selanjutnya adalah, Do you think the given texts are interesting for you as SD teacher?
- S2 : Interest
- R : interest, why?
- S2 : karena dari segi bentuk, mungkin itu lebih menarik. Dengan konsep mapping bisa dibentuk, bisa dirangkai semenarik mungkin sehingga bagi guru SD untuk mengajar di SD akan lebih menarik bagi anak-anak.
- R : What about the text itself, Is it interesting or not?
- S2 : Interested sir, especially about British Food
- R : Oh ya? What about Sri?
- S5 : Yes sir interested sir ... ada berhubungan dengan modul yang kita bahas
- S4 : ada hubungannya dengan text di modul pak
- R : Selanjutnya ya Do you think reading the text by using concept map is easy for you to comprehend? Why? Apakah dengan membaca dengan menggunakan concept map itu mudah bagi anda untuk memahaminya?
- S3 : Because, the mapping concept make me sure the text. Tidak perlu membaca semuanya cukup memahami main idea, konsep-konsepnya lebih ketemu
- R : Maksudnya?

- S2 : lebih paham pak dengan menggunakan konsep mapping teks-teksnya ketemu, inferensinya ketemu, summarize nya ketemu, ide-ide pokoknya ketemu
- R : Artinya?
- S1 : Jadi lebih gampang, bila dibanding sebelumnya, dua kali kerja pak...
- R : Dua kali kerja bagaimana?
- S3 : ya sudahlah menerjemahkan, lalu memahaminya pula...
- R : Sekarang, kembali ke Sri.. Do you think that tutor (teacher) is capable to teach by using concept maps? Apakah tutor menurut anda bisa menguasai untuk bisa mengajarkan concept maps?
- S5 : Menguasai lah pak, kalau ga menguasai nggak bisa menjelaskan dengan kami..
- R : Kalau menurut Rini gimana dengan tutornya?
- S1 : Iya pak menguasai
- R : Mungkin ada yang perlu ditambah misalnya?
- S4 : tapi pak kalau bisa, dalam menjelaskan itu agak lambat sedikit, jangan terlalu
- R : menurut Elda gimana?
- S3 : It is good Pak
- R : Menurut Elda, Do you think that tutor appropriately selected the text for your level and your background? Apakah teks cocok dengan level anda? Ada yang tidak sesuai?
- S3 : Ada beberapa, tapi membuat menantang, karena tahu informasi bagaimana dengan penggunaan bahasa dalam satu kalimat lalu dikonsepskan kemudian dimengerti lebih simple.
- R : Kalau Novi bagaimana?
- S2 : Mungkin ada yang ketinggian, ada yang sesuai, tapi tidak ada yang kerendahan
- R : Rini?

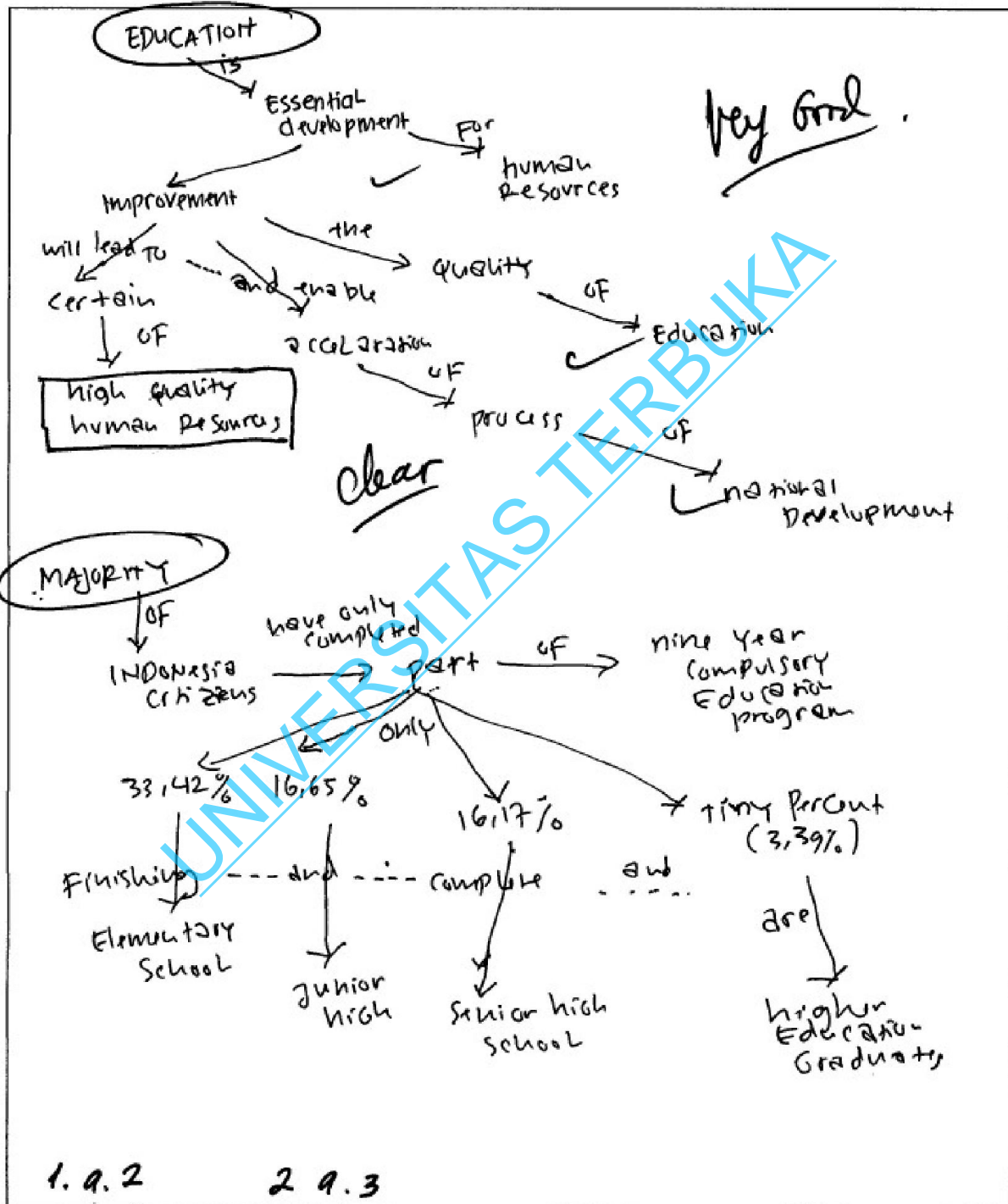
- S1 : Lebih menantang  
R : ternyata kemampuan kita itu sudah bagus.
- R : Do you have any suggestion for using this strategy in reading  
S4 : mungkin bisa kami gunakan pak untuk mengajar di sekolah ya Pak  
R : Menurut anda bisa dipakai di tempat kerja anda?  
S1 : sebelumnya di semester 1 sudah ada pak tapi belum begitu jelas tentang penghubungnya  
R : Menurut Novi bagaimana?  
S2 : Mungkin penjelasan tentang mapping lebih diperbanyak  
R : Menurut Elda bagaimana?  
S3 : Kalau untuk teknik mengajar mappingnya mungkin perlu lebih ditekankan lagi tentang apa itu mapping, untuk membuat mapping konsep apa yang harus dikuasai, kemudian untuk membuat mapping kita harus tahu dulu topic baru dibuat mappingnya  
R : Kalo Sri, kira-kira apa sarannya kedepan tentang penggunaan strategi ini?  
S5 : Mungkin harus lebih ditekankan penjelasan tentang mana penjelasan kata mana kata penghubung... dalam bahasa inggris



## Concept Mapping Practice Sheet

Name: Siti Nurrohatun

NIM 018340313

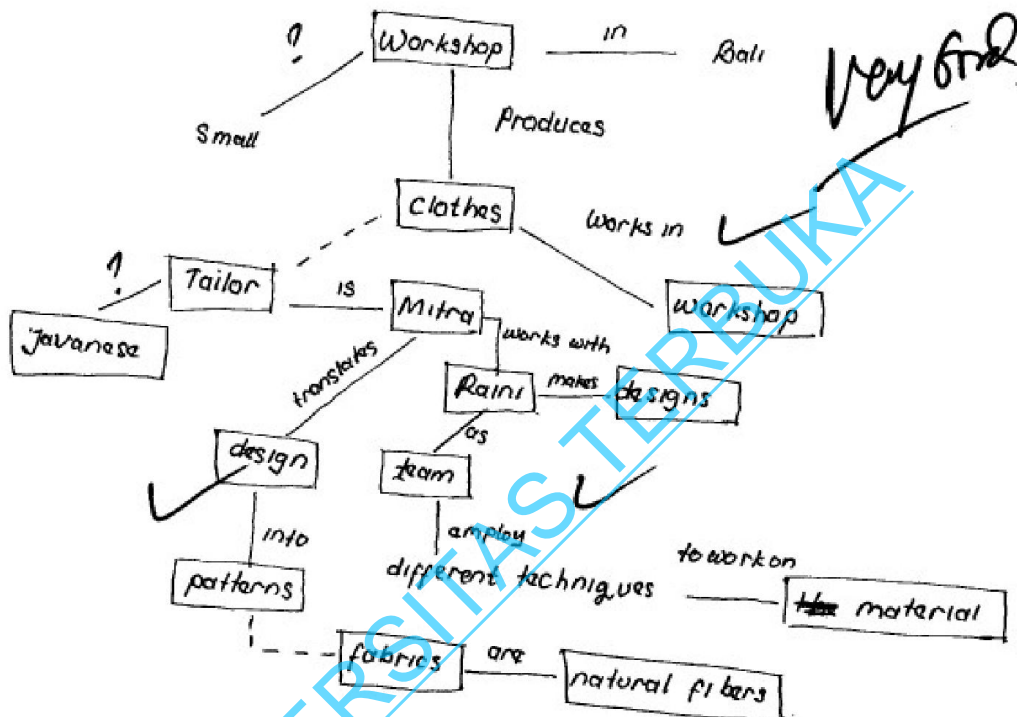


Scores:

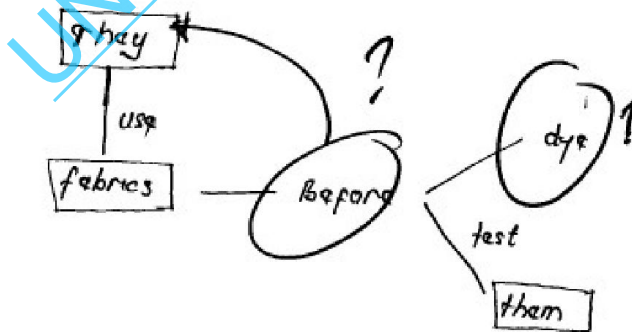
## Concept Mapping Practice Sheet

Name: Ujang. SuryadiNIM 018340012

①



②

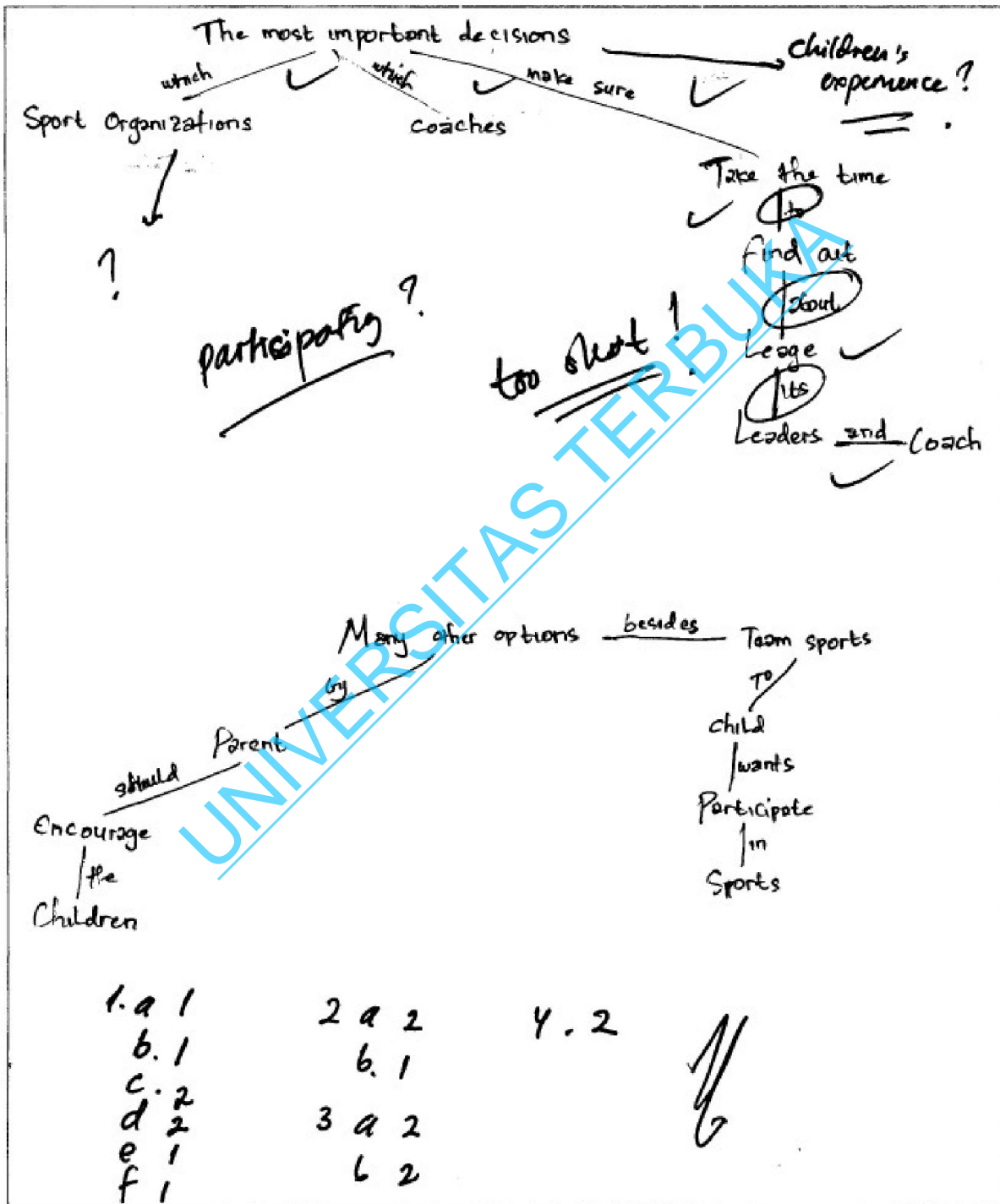


1. a 2 2a 3  
 b. 3 b. 2  
 c. 2  
 d. 2  
 e. 3 3a 3  
 f. 2 b. 3  
 4. 3

Scores:

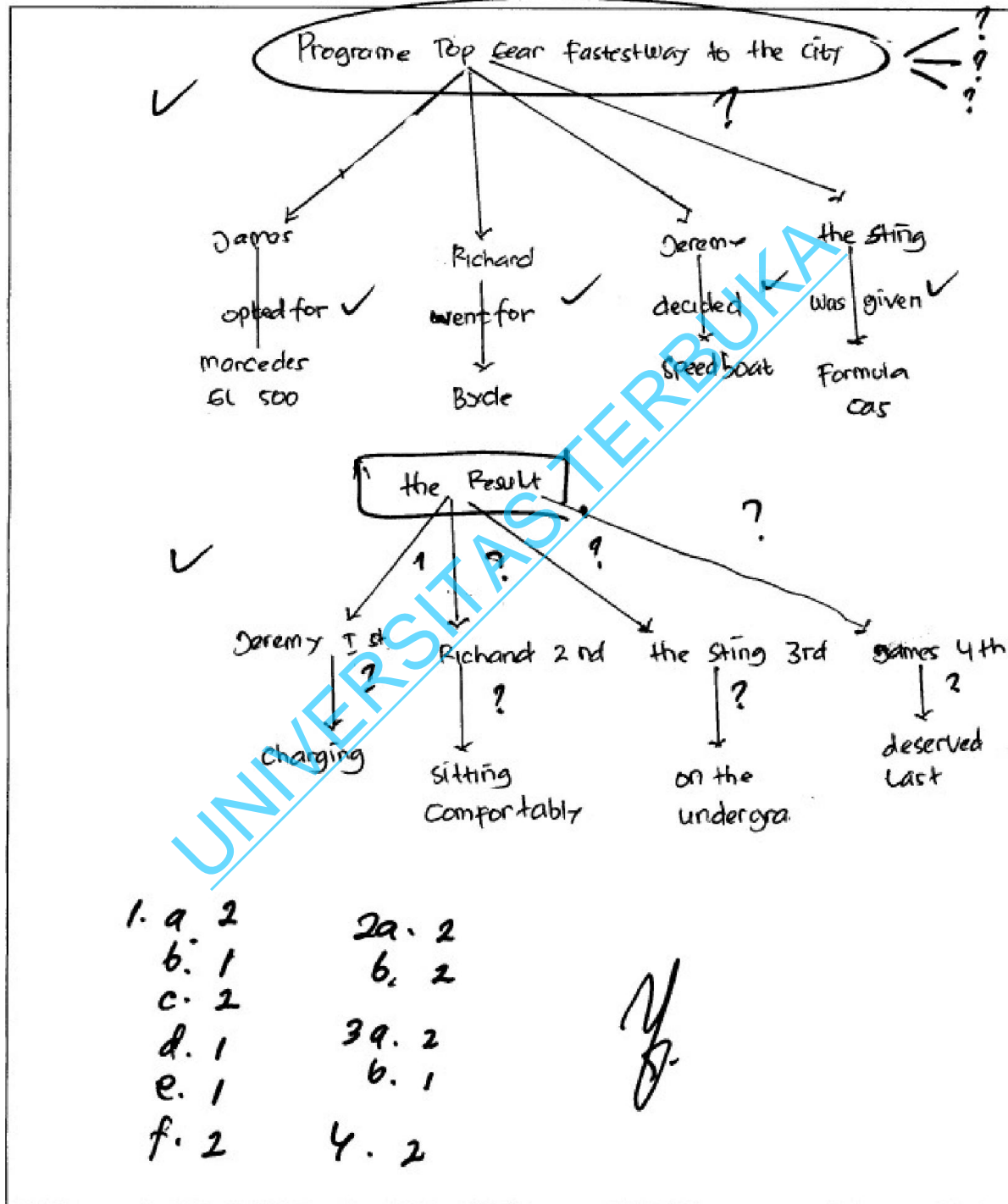
## Concept Mapping Practice Sheet

Name: PURZAMI NIM: 818340273



Scores:

## Concept Mapping Practice Sheet

Name: HOLSA PARMARIANIM 818 561 246

Scores:

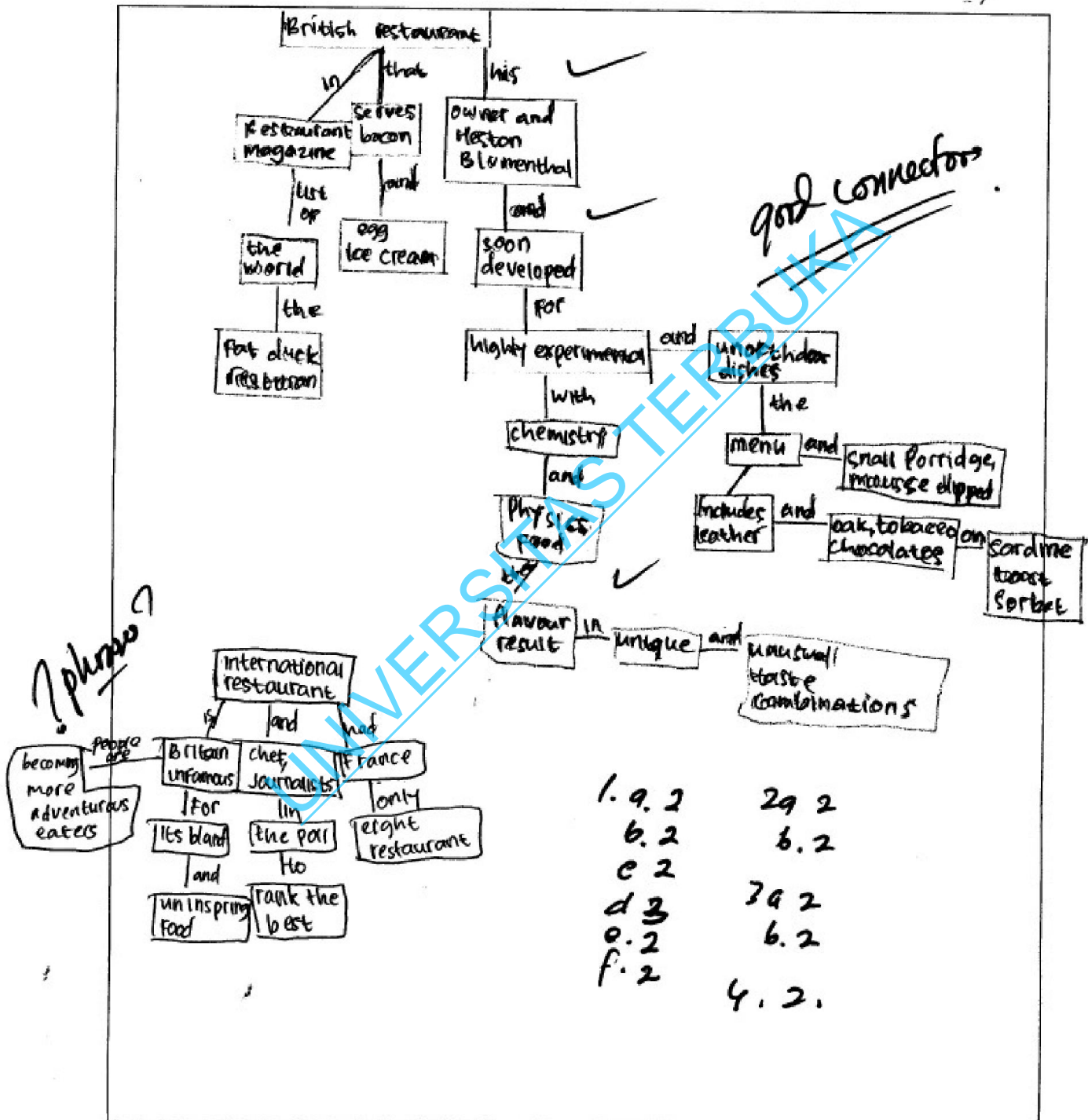


## Concept Mapping Practice Sheet

Name: Riciphotan

NIM

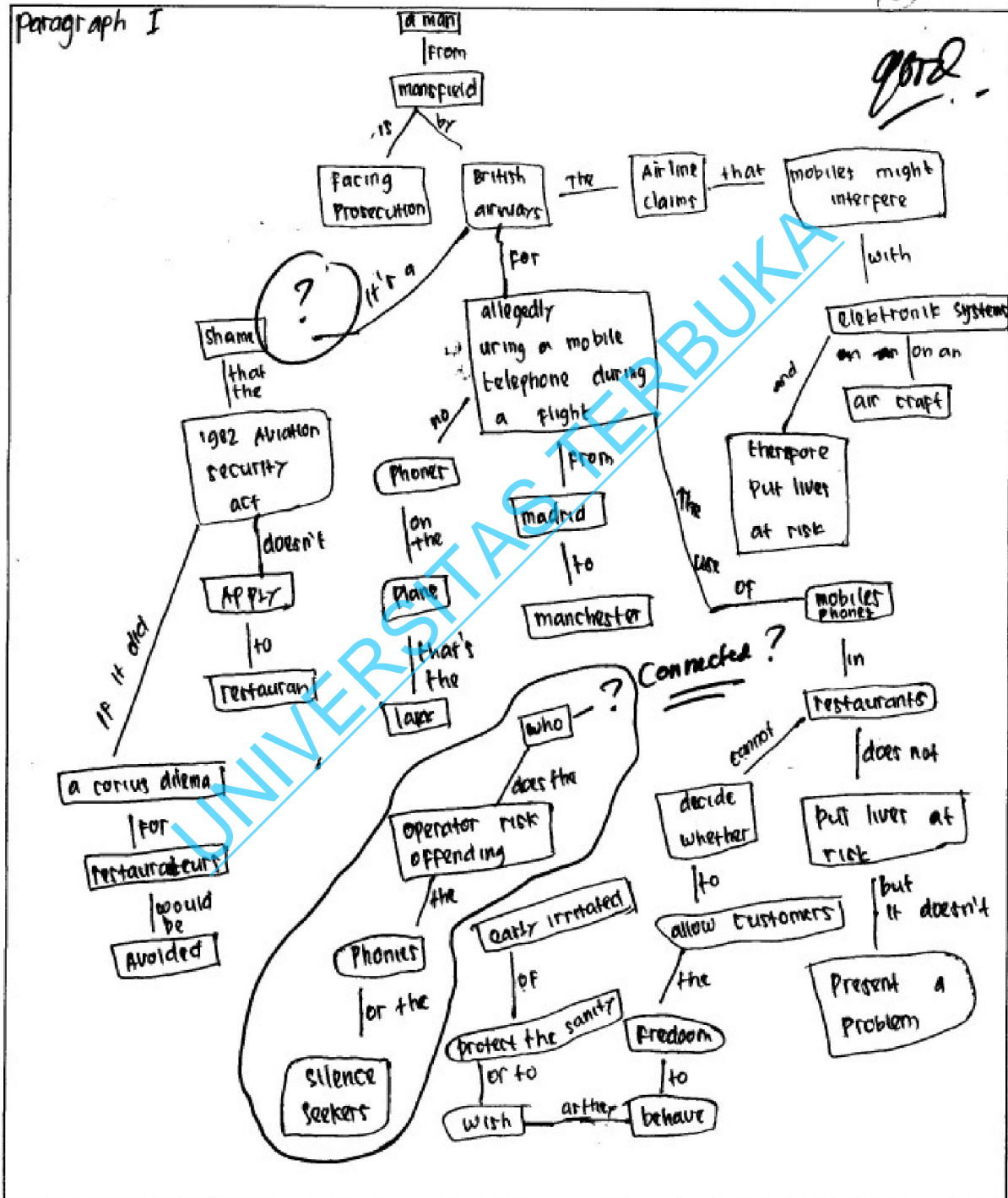
818340044



Scores:

Name:	FHM Isma Denny	NIM	801504699
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Paragraph I



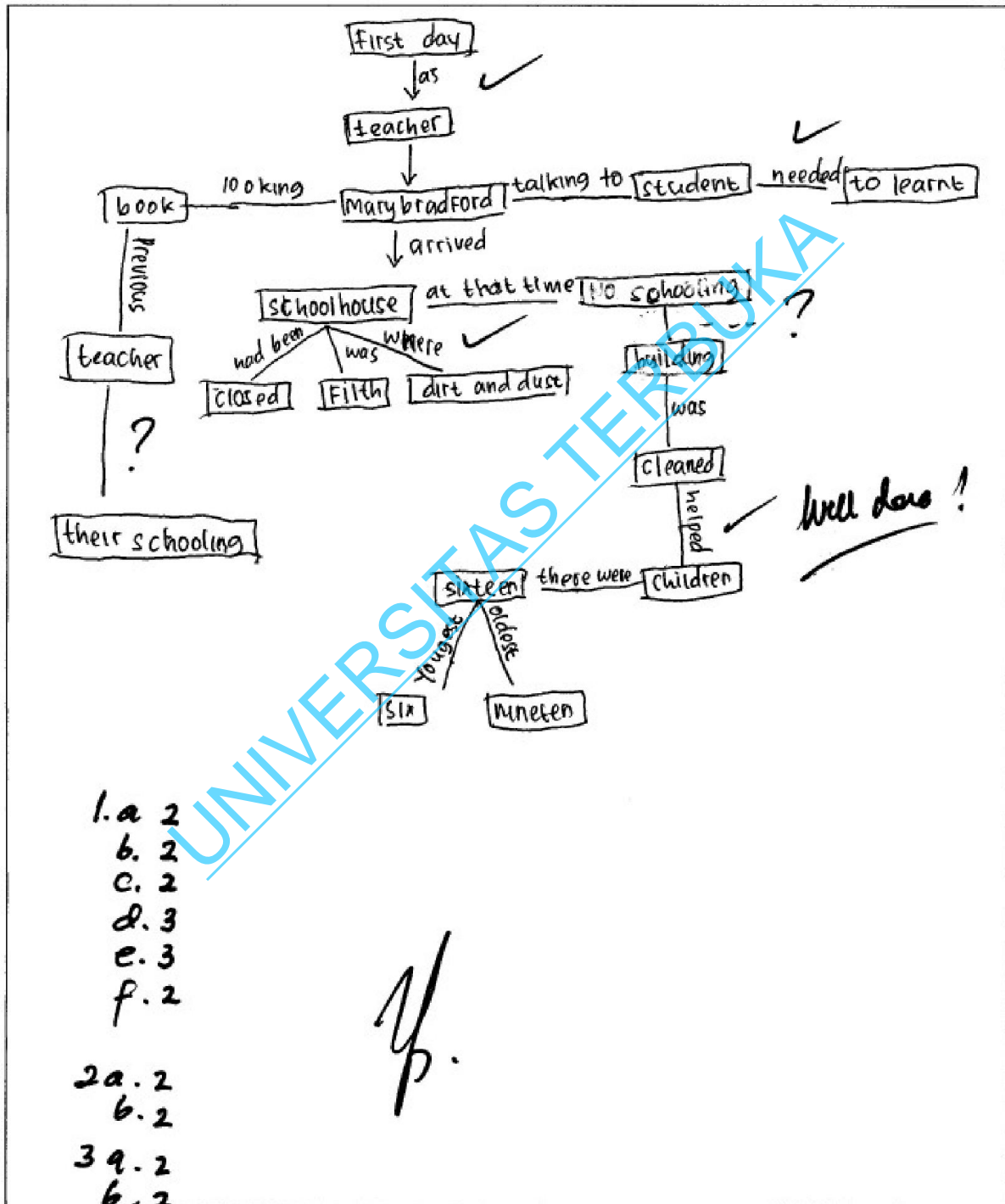
1. a. 1  
b. 2  
c. 2  
d. 2

2. a 2  
b. 21  
3 a. 2

Scores:

## Concept Mapping Practice Sheet

Name:	Risprithin	NIM	818340044
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1. a. 2
- b. 2
- c. 2
- d. 3
- e. 3
- f. 2

- 2 a. 2
- b. 2

- 3 a. 2
- b. 2

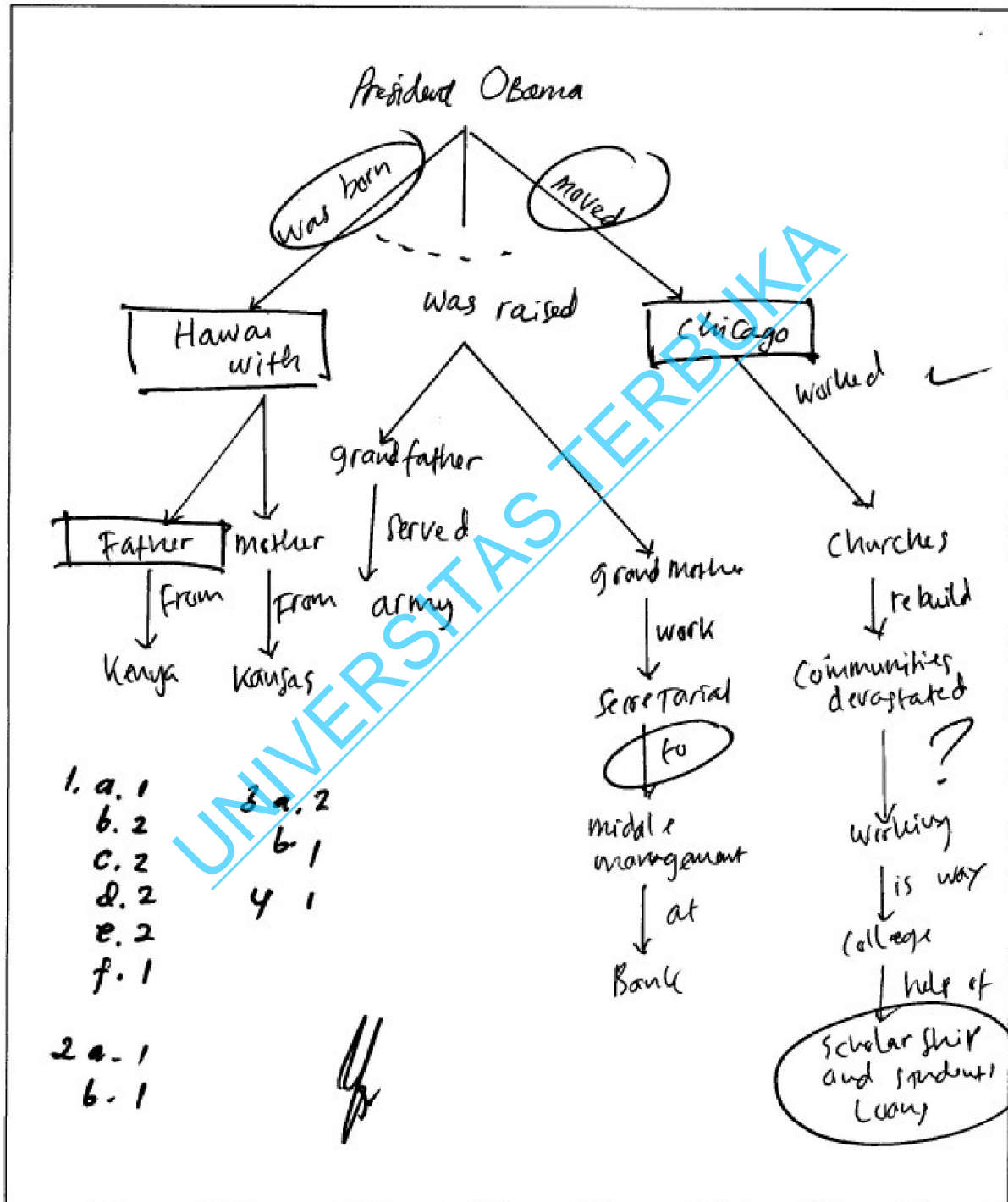
4. 2

Scores:



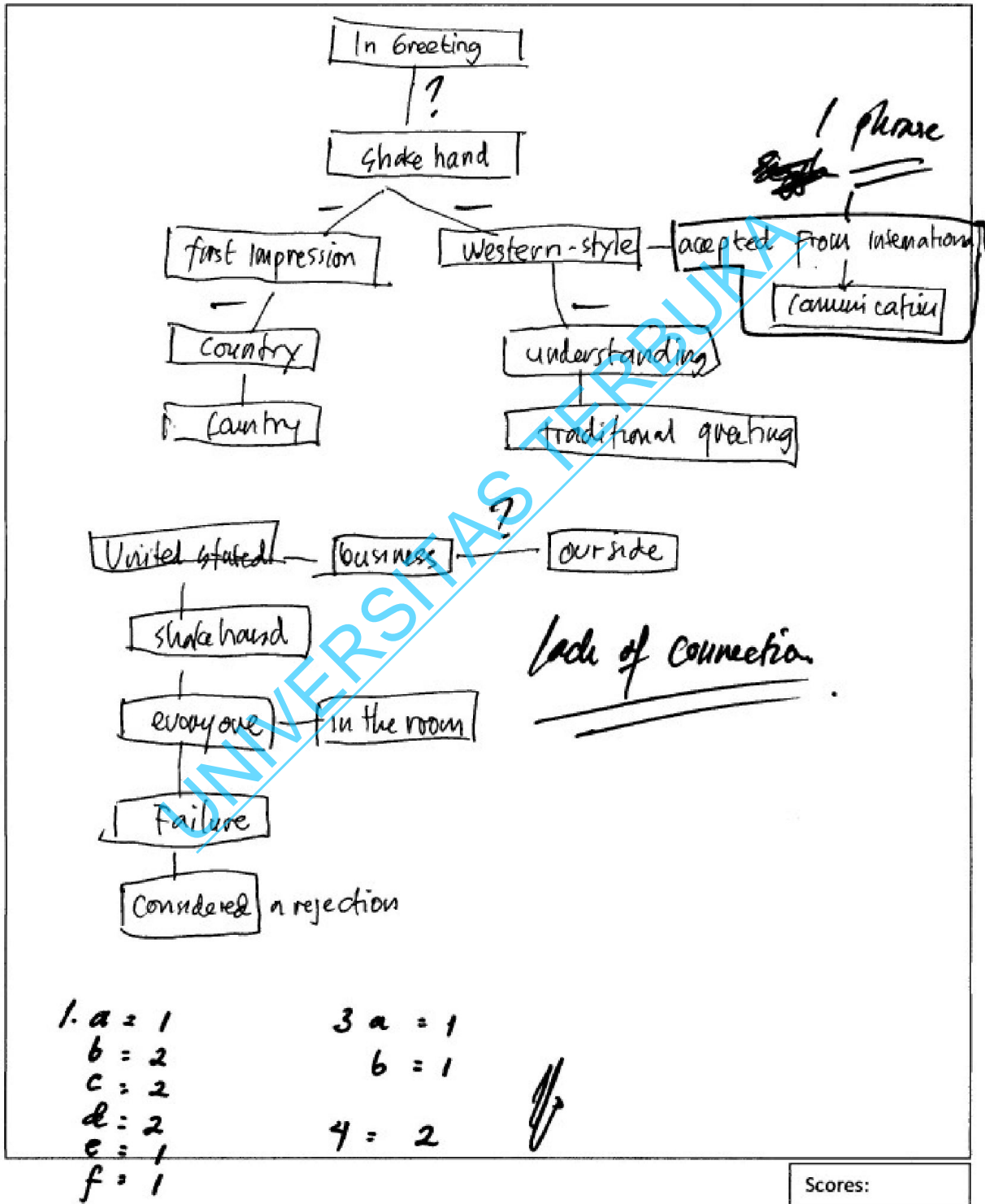
## Concept Mapping Practice Sheet

Name: Redita Amelia NIM: 818561253



## Concept Mapping Practice Sheet

Name:	Wattini	NIM	822188526
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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI PADANG  
**PROGRAM PASCASARJANA**

14/41200.pdf

Jln. Prof. Dr. Hamka Air Tawar Padang 25131

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Nomor : 1197/UN35.15/LT/2013

1 Mei 2013

Hal : Mohon Izin Penelitian

Yth. Kepala Unit Program Belajar Jarak Jauh  
Universitas Terbuka  
di Bengkulu

Dengan hormat,

Melalui surat ini kami informasikan kepada Saudara bahwa salah seorang mahasiswa Program Magister (S-2) Program Pascasarjana Universitas Negeri Padang yang namanya tertera di bawah ini:

Nama : Yusrizal  
NIM : 1103761  
Program Studi : Pendidikan Bahasa  
Konsentrasi : Pendidikan Bahasa Inggris

akan melaksanakan penelitian di instansi yang Saudara pimpin dalam rangka penulisan tesis dengan judul: "*Improving Students' Reading Comprehension by Using Concept Mapping at Sixth Semester of PGSD Program of Open University of Bengkulu*". Demi kelancaran kegiatan tersebut kami mengharapkan bantuan dan keizinan Saudara.

Demikianlah kami sampaikan, atas kerja sama Saudara kami ucapkan terima kasih.

a.n. Direktur  
Asisten Direktur I,

**Prof. Dr. Gusril, M.Pd.**  
NIP 19580816 198603 1 004

## KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN



UNIVERSITAS TERBUKA

## UNIVERSITAS TERBUKA

Unit Program Belajar Jarak Jauh (UPBJJ-UT) Bengkulu

Jl. Sadang Raya, Kelurahan Lingkar Barat, Bengkulu 38225

Tlp: 0736-26294, Faksimile: 0736-346177

E-mail: bengkulu@ut.ac.id

Nomor : 293 / UN31.26 / LL / 2013  
Lampiran : -  
Hal : Pemberian Izin Penelitian

03 MAY 2013

Yth : Direktur Program Pascasarjana  
Universitas Negeri Padang  
di  
Padang

Menindaklanjuti surat Direktur Program Pascasarjana Universitas Negeri Padang Nomor : 1197/UN35.15/LT/2013 tentang Mohon Izin Penelitian, dengan ini kami memberikan Izin kepada Saudara Yusrizal, S. Pd untuk melakukan Penelitian Tesis dengan judul " *Improving Students' Reading Comprehension by Using Concept Mapping at Sixth Semester of PGSD Program of Open University of Bengkulu*" di UPBJJ UT Bengkulu.

Demikianlah, atas perhatian dan kerjasamanya kami ucapkan terima kasih.



Kepada UPBJJ-UT Bengkulu,

Drs. Rufran Zulkarnain R, M.Pd

UPBJJ-UT BENGKULU 195910051985031006





UNIVERSITAS TERBUKA

## UNIVERSITAS TERBUKA

Unit Program Belajar Jarak Jauh (UPBJJ-UT) Bengkulu

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E-mail: bengkulu@ut.ac.id

## KEPUTUSAN

KEPALA UNIT PROGRAM BELAJAR JARAK JAUH

UNIVERSITAS TERBUKA BENGKULU

NOMOR : 205/ UN31.26/TR/2013

## TENTANG

PENGANGKATAN TUTOR TUTORIAL TATAP MUKA

PROGRAM PENDAS UNIVERSITAS TERBUKA

UPBJJ-UT BENGKULU MASA UJIAN 2013.1

KEPALA UNIT PROGRAM BELAJAR JARAK JAUH

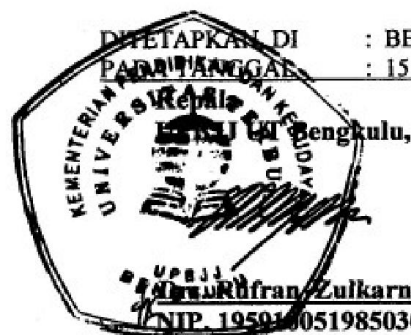
UNIVERSITAS TERBUKA BENGKULU

- Menimbang** :
1. Bahwa untuk tertibnya pelaksanaan tutorial tatap muka Program Pendas Universitas Terbuka UPBJJ Bengkulu masa ujian 2013.1, perlu diterbitkan dengan surat keputusan.
  2. Bahwa personil yang namanya tersebut dalam surat keputusan ini dianggap cakap dan mampu melaksanakan tugas yang ditetapkan.
- Mengingat** :
1. Undang-Undang nomor 20 tahun 2003
  2. Peraturan Pemerintah nomor 60 tahun 1999
  3. Keppres ;
    - a. Nomor 41 Tahun 1984
    - b. Nomor 10 Tahun 1991
    - c. Nomor 136 Tahun 1999
    - d. Nomor 52/M Tahun 2009
  4. Peraturan Menteri Pendidikan Nasional Nomor 23 Tahun 2007
  5. Keppmendiknas ;
    - a. Nomor 107/U/2001
  6. Kep. Rektor Universitas Terbuka nomor 3281/H31/KEP/2010
  7. Kep. Rektor Universitas Terbuka nomor 38443/UN31/KEP/2011
- Memperhatikan** :
1. DIPA Universitas Terbuka Nomor : 023.04.2.056.378/2013 tanggal 05 Desember 2012
  2. Hasil Rakornas Universitas Terbuka Tahun 2013.

## MEMUTUSKAN

- Menetapkan** :
- Pertama** :
- Kedua** :
- Ketiga** :
- Keempat** :
1. Menunjuk mereka yang namanya tersebut dalam lampiran I surat keputusan ini sebagai Tutor pada kegiatan tutorial tatap muka Program Pendas Universitas Terbuka UPBJJ Bengkulu masa ujian 2013.1.
  2. Tutor wajib melaksanakan tutorial tatap muka sesuai dengan materi dan jadwal yang telah ditetapkan.
  3. Semua biaya yang ditimbulkan sebagai akibat surat keputusan ini dibebankan kepada DIPA Universitas Terbuka Nomor : 023.04.2.056.378/2013 tanggal 05 Desember 2012 yang sesuai.
  4. Keputusan mulai berlaku sejak ditetapkan dengan ketentuan apabila terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

DITETAPKAN DI : BENGKULU  
 PADA TANGGAL : 15 April 2013



**Rufan Zulkarnain R., M.Pd**  
 NIP. 19591005198503006



Lampiran 1 : Surat Keputusan Kepala Unit Program Belajar Jarak Jauh Universitas Terbuka Bengkulu  
 Nomor : 206/UN31.26/TR/2013  
 Tentang : Pengangkatan Tutor Tutorial Program Pendas FKIP Universitas Terbuka UPBJJ Bengkulu masa ujian 2013.1

DAFTAR TUTOR TUTORIAL PROGRAM PENDAS 2013.1  
 UPBJJ-UT BENGKULU

Pokjar Kota Bengkulu (SDN 42 Taman Remaja)

NO	NAMA TUTOR	PRODI	SMTR	Jml Kls	MATA KULIAH	Kode MK	Kode Bahan Ajar	SKS	Jenis Tutorial	POKJAR	KELAS	Mht Masuk
1	Asnawati, S.Pd	S1 PAUD	8	1	Komputer dalam Kegiatan Pengembangan Anak Usia Dini	PAUD4408	PAUD4408	4	T	Kota Bengkulu		D2PGD
2	Asnawati, S.Pd	S1 PGSD	5	1	Evaluasi Pembelajaran di SD	PDGK4301	PDGK4301	2	T	Kota Bengkulu		SLT
3	Cici Handayani, S.Psi	S1 PAUD	2	1	Metode Pengembangan Bahasa	PAUD4106	PGTK2203	4	T	Kota Bengkulu		SLT
4	Darmin, Drs, M.Pd	S1 PAUD	5	1	PKM KELOMPOK C	PAUD4306	PGTK2506	6	Bw,P.L	Kota Bengkulu		SLT
5	Darmin, Drs, M.Pd	S1 PAUD	8	1	Pengelolaan Kegiatan Pengembangan AUD	PAUD4407	PAUD4407	4	T	Kota Bengkulu		D2PGD
6	Dwi Angraini, S.Sn	S1 PAUD	7	1	Seni Ketrampilan Anak	PAUD4403	PAUD4403	3	T	Kota Bengkulu	A	SLT
7	Dwi Angraini, S.Sn	S1 PAUD	7	1	Seni Ketrampilan Anak	PAUD4403	PAUD4403	3	T	Kota Bengkulu	B	SLT
8	Dwi Angraini, S.Sn	S1 PGSD	4	1	Pendidikan Seni di SD	PDGK4207	PDGK4207	4	T	Kota Bengkulu	A	SLT
9	Dwi Angraini, S.Sn	S1 PGSD	4	1	Pendidikan Seni di SD	PDGK4207	PDGK4207	4	T	Kota Bengkulu	B	SLT
10	Eko Sulistiono, S.Pd, M.Pd	S1 PAUD	7	1	Metode Pengembangan Perilaku dan Konsep dasar AUD	PAUD4401	PAUD4401	4	T	Kota Bengkulu	A	SLT
11	Eko Sulistiono, S.Pd, M.Pd	S1 PAUD	7	1	Metode Pengembangan Perilaku dan Konsep dasar AUD	PAUD4401	PAUD4401	4	T	Kota Bengkulu	B	SLT
12	Emi Lidyana, S.Si	S1 PGSD	2	1	Matematika	PDGK4108	PDGK4108	4	T	Kota Bengkulu	A	SLT
13	Emi Lidyana, S.Si	S1 PGSD	2	1	Matematika	PDGK4108	PDGK4108	4	T	Kota Bengkulu	B	SLT
14	Emi Lidyana, S.Si	S1 PGSD	1	1	Konsep Dasar IPA SD	PDGK4103	PDGK4103	4	T	Kota Bengkulu		SLT
15	Evi Sumiati, Drs, M.Pd	S1 PAUD	3	1	Bermain dan Permainan Anak	PAUD4201	PGTK2301	4	T	Kota Bengkulu	A	SLT
16	Evi Sumiati, Drs, M.Pd	S1 PAUD	3	1	Bermain dan Permainan Anak	PAUD4201	PGTK2301	4	T	Kota Bengkulu	B	SLT
17	Evi Sumiati, Drs, M.Pd	S1 PAUD	5	1	PKM KELOMPOK B	PAUD4305	PGTK2505	5	Bw,P.L	Kota Bengkulu		SLT
18	Fatrica Syarif, S.Sos, M.Pd.I	S1 PGSD	8	1	Materi dan Pembelajaran IPS SD	PDGK4405	PGSD4402	3	T	Kota Bengkulu		D2 PGD
19	Fatrica Syarif, S.Sos, M.Pd.I	S1 PGSD	1	1	Konsep Dasar IPS	PDGK4102	PDGK4102	4	T	Kota Bengkulu		SLT
20	Idarman, S.Pd, M.Pd	S1 PGSD	7	1	Statistika Pendidikan	PEMA4210	PAMA3226	3	T	Kota Bengkulu	A	SLT
21	Idarman, S.Pd, M.Pd	S1 PGSD	7	1	Statistika Pendidikan	PEMA4210	PAMA3226	3	T	Kota Bengkulu	B	SLT
22	Idarman, S.Pd, M.Pd	S1 PGSD	8	1	Pembelajaran Matematika SD	PDGK4406	PDGK4406	3	T	Kota Bengkulu		D2 PGD
23	Junaidi, S.Pd	S1 PGSD	4	1	Pendidikan Jasmani dan Olahraga	PDGK4208	PDGK4208	3	T,P	Kota Bengkulu	A	SLT
24	Junaidi, S.Pd	S1 PGSD	4	1	Pendidikan Jasmani dan Olahraga	PDGK4208	PDGK4208	3	T,P	Kota Bengkulu	B	SLT
25	Kariyati, Dra, M.Pd	S1 PGSD	10	1	PKP Kelompok B	PDGK4501	PDGK4501	4	Bw,P.L	Kota Bengkulu		D2 PGD
26	Maria Efanda, S.Pd	S1 PGSD	3	1	Pembelajaran Terpadu di SD	PDGK4205	PDGK4205	2	T,P	Kota Bengkulu		SLT
27	Maria Efanda, S.Pd	S1 PGSD	4	1	PKM Kelompok A	PDGK4209	PDGK4209	4	Bw,P.L	Kota Bengkulu		SLT
28	Masri Sabihul, Drs, M.Pd	S1 PAUD	4	1	Kurikulum dan Bahan Belajar TK	PAUD4207	PGTK2303	4	T	Kota Bengkulu		SLT
29	Masri Sabihul, Drs, M.Pd	S1 PAUD	5	1	PKM KELOMPOK A	PAUD4304	PGTK2504	4	Bw,P.L	Kota Bengkulu		SLT
30	Mega Sari Aprinanti, S.Pd, M.Si	S1 PGSD	4	1	PKM Kelompok D	PDGK4209	PDGK4209	4	Bw,P.L	Kota Bengkulu		SLT
31	Mega Sari Aprinanti, S.Pd, M.Si	S1 PGSD	2	1	Praktikum IPA di SD	PDGK4107	PDGK4107	3	T,P,L	Kota Bengkulu	A	SLT
32	Mega Sari Aprinanti, S.Pd, M.Si	S1 PGSD	2	1	Praktikum IPA di SD	PDGK4107	PDGK4107	3	T,P,L	Kota Bengkulu	B	SLT
33	Muchlis Syarif, S.Pd	S1 PGSD	3	1	Pembelajaran Pkn di SD	PDGK4201	PDGK4201	4	T	Kota Bengkulu		SLT



NAMA TUTOR	PRODI	SMTR	Jml Kls	MATA KULIAH	Kode MIK	Kode Bahan Ajar	SKS	Jenis Tutorial	POKJAR	KELAS	Mhs Masukan	Jumlah Mhs
Is Syarif, S.Pd	S1 PGSD	7	1	Materi dan Pembelajaran PKN SD	PDGK4401	PGSD4401	3	T	Kota Bengkulu	A	SLTA	23
Is Syarif, S.Pd	S1 PGSD	7	1	Materi dan Pembelajaran PKN SD	PDGK4401	PGSD4401	3	T	Kota Bengkulu	B	SLTA	23
ip Alperin, S.Pd, M.Si	S1 PGSD	4	1	PKM Kelompok C	PDGK4209	PDGK4209	4	Bw, P.L	Kota Bengkulu		SLTA	10
ip Alperin, S.Pd, M.Si	S1 PGSD	6	1	Penelitian Tindakan Kelas	IDIK4008	IDIK4008	2	T	Kota Bengkulu	A	SLTA	27
ip Alperin, S.Pd, M.Si	S1 PGSD	6	1	Penelitian Tindakan Kelas	IDIK4008	IDIK4008	2	T	Kota Bengkulu	B	SLTA	27
ip Alperin, S.Pd, M.Si	S1 PAUD	3	1	Metode Pengembangan Fisik	PAUD4202	PGTK2302	4	T	Kota Bengkulu	A	SLTA	24
ip Alperin, S.Pd, M.Si	S1 PAUD	3	1	Metode Pengembangan Fisik	PAUD4202	PGTK2302	4	T	Kota Bengkulu	B	SLTA	24
ip Alperin, S.Pd, M.Si	S1 PGSD	2	1	Strategi Pembelajaran di SD	PDGK4105	PDGK4105	4	T	Kota Bengkulu	A	SLTA	22
ip Alperin, S.Pd, M.Si	S1 PGSD	2	1	Strategi Pembelajaran di SD	PDGK4105	PDGK4105	4	T	Kota Bengkulu	B	SLTA	22
ip Alperin, S.Pd, M.Si	S1 PGSD	6	1	Keterampilan Menulis	PDGK4305	PGSD4303	2	T	Kota Bengkulu	A	SLTA	27
ip Alperin, S.Pd, M.Si	S1 PGSD	6	1	Keterampilan Menulis	PDGK4305	PGSD4303	2	T	Kota Bengkulu	B	SLTA	27
ip Alperin, S.Pd, M.Si	S1 PGSD	1	1	Ketrampilan Berbahasa Indonesia SD	PDGK4101	PDGK4101	3	T	Kota Bengkulu		SLTA	22
ip Alperin, S.Pd, M.Si	S1 PGSD	7	1	Pembelajaran Berbahasa Indonesia SD	PDGK4306	PDGK4306	3	T, P, L	Kota Bengkulu	A	SLTA	23
ip Alperin, S.Pd, M.Si	S1 PGSD	7	1	Pembelajaran Berbahasa Indonesia SD	PDGK4306	PDGK4306	3	T, P, L	Kota Bengkulu	B	SLTA	23
ip Alperin, S.Pd, M.Si	S1 PGSD	10	1	Tugas Akhir Program (TAP)	PDGK4500	IDIK4500	4	T	Kota Bengkulu		D2 PGSD	15
ip Alperin, S.Pd, M.Si	S1 PGSD	10	1	PKP Kelompok A	PDGK4501	PDGK4501	4	Bw, P.L	Kota Bengkulu		D2 PGSD	8
ip Alperin, S.Pd, M.Si	S1 PGSD	3	1	Pendidikan Matematika I	PDGK4203	PDGK4203	3	T	Kota Bengkulu		SLTA	24
ip Alperin, S.Pd, M.Si	S1 PGSD	5	1	Pembelajaran Kelas Rangkap	PDGK4302	PDGK4302	2	T, P	Kota Bengkulu		SLTA	33
ip Alperin, S.Pd, M.Si	S1 PAUD	3	1	Media dan Sumber Belajar TK	PAUD4204	PGTK2304	3	T	Kota Bengkulu	A	SLTA	24
ip Alperin, S.Pd, M.Si	S1 PAUD	3	1	Media dan Sumber Belajar TK	PAUD4204	PGTK2304	3	T	Kota Bengkulu	B	SLTA	24
ip Alperin, S.Pd, M.Si	S1 PAUD	4	1	Penanganan Anak Berkelainan	PAUD4208	PGTK2404	4	T	Kota Bengkulu		SLTA	28
ip Alperin, S.Pd, M.Si	S1 PGSD	5	1	Pembelajaran Terpadu	PAUD4302	PGTK2501	2	T	Kota Bengkulu		SLTA	33
ip Alperin, S.Pd, M.Si	S1 PGSD	4	1	PKM Kelompok B	PDGK4209	PDGK4209	4	Bw, P.L	Kota Bengkulu		SLTA	10
ip Alperin, S.Pd, M.Si	S1 PGSD	5	1	Perspektif Global	PDGK4303	PDGK4303	2	T	Kota Bengkulu		SLTA	33
ip Alperin, S.Pd, M.Si	S1 PGSD	8	1	Penulisan Karya Ilmiah	PDGK4402	PSDS4407	2	T	Kota Bengkulu		D2 PGSD	20
ip Alperin, S.Pd, M.Si	S1 PAUD	2	1	Strategi Pengembangan Kegiatan di TK	PAUD4108	PGTK2202	4	T	Kota Bengkulu		SLTA	31
ip Alperin, S.Pd, M.Si	S1 PAUD	2	1	Bahasa Inggris	PAUD4105	PGTK2204	3	T	Kota Bengkulu		SLTA	31
ip Alperin, S.Pd, M.Si	S1 PGSD	6	1	Bahasa Inggris untuk Guru SD	PDGK4304	PDGK4304	3	T	Kota Bengkulu	A	SLTA	27
ip Alperin, S.Pd, M.Si	S1 PGSD	6	1	Bahasa Inggris untuk Guru SD	PDGK4304	PDGK4304	3	T	Kota Bengkulu	B	SLTA	27
ip Alperin, S.Pd, M.Si	S1 PAUD	4	1	Metode Pengembangan Seni	PAUD4206	PGTK2402	4	T	Kota Bengkulu		SLTA	28
ip Alperin, S.Pd, M.Si	S1 PAUD	7	1	Ketrampilan Musik dan Tari	PAUD4402	PAUD4402	4	T	Kota Bengkulu	A	SLTA	20
ip Alperin, S.Pd, M.Si	S1 PAUD	7	1	Ketrampilan Musik dan Tari	PAUD4402	PAUD4402	4	T	Kota Bengkulu	B	SLTA	20



Drs. Ruffan Zukamain R.M.Pd  
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### Pictures of Activity



















