



**THE EFFECT OF SEMANTIC MAPPING TO STUDENTS'
READING COMPREHENSION AT GRADE XI SMK
NEGERI 1 BATANGTORU**

A THESIS

*Submitted to State Institute for Islamic Studies
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Education Scholar (S.Pd.I)
in English*

Written by:

UMMI KALSUM BATUBARA
Reg. No. 09 340 0026

ENGLISH DEPARTMENT

**TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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2014

Hal: Munaqosyah
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item: 6 (five) exemplars

Padangsidimpuan, 7th February 2014
To:
The Dean of Tarbiyah Pedagogy Faculty
Di _

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Ummi Kalsum Batubara**, entitle "*The Effect of Semantic Mapping to Students' Reading Comprehension at Grade XI SMK Negeri 1 Batangtoru*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for the attention.

Wassalamuaiaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentenced in students' code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

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The Thesis with Title : THE EFFECT OF SEMANTIC MAPPING TO STUDENTS' READING COMPREHENSION AT GRADE XI SMK NEGERI 1 BATANGTORU

Written by : Ummi Kalsum Batubara

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Padangsidempuan, 30 June 2014

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5. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Dean of English Department.
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May Allah, The almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, 17 January 2014

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ABSTRACT

This research discussed about students' problem in reading comprehension at grade XI SMK Negeri 1 Batangtoru. The problems of the research are students' lack of concentration, lack vocabulary, and lack of motivation and attention. The researcher formulated the problems became one questions: is there effect of using semantic mapping to students' reading comprehension at grade XI SMK Negeri 1 Batangtoru?. This research intended to know the description of the effect of using semantic mapping to students' reading comprehension at grade XI SMK Negeri 1 Batangtoru.

The research was conducted by quantitative method. The population of this research was 142 students of the grade XI. Then, the sample of research intended 62 students. Next, the pre-test and post-test about reading were given to the respondent. To analysis the data, the researcher used formulation of T-test.

After calculating the data to show the description of the data was found that the mean score of experimental class higher than control class ($82.19 > 56.40$) and the score of t_0 was bigger than t_s ($5.06 > 3.46$). It means that the hypothesis was accepted. It was concluded that there was a significant effect of using semantic mapping to students' reading comprehension at grade XI SMK Negeri 1 Batangtoru. Finally, the researcher suggested using semantic mapping was effective to increase the reading comprehension.

APPENDIX I

TEST

Name :

Class :

PRE-TEST

Answer the following questions carefully and correctly by choosing A, B, C or D.

Questions 1-4 are based on the following text.

Hi friends, I am sure often use bowls. Now, you can make one yourself from fruits. We name it a tropical fruit bowl. You need a newspaper, an old bowl, glue and brush, cooking oil and different colored paint to do this activity.

Now, here is how to make it. First, make rough fruit shapes from crumpled-up newspaper. Second, water down the glue and paste five layers of newspaper over the shapes. Third, leave in a warm airy spot to dry. Then, brush the outside of the bowl with the oil. Now, glue six layers of newspaper strips to the bowl to make a strong mold, and let it dry overnight. Next, once the fruit shapes are dry, paint them in realistic colors. After that, Separate your dried newspaper mold from the old bowl. The last, decorate the mold in bright tropical colors. Finally, see your bowl is nice, isn't it??

1. What is the text about?
 - A. The instructions to prepare tropical fruit bowl.
 - B. What's needed to make some bowls.
 - C. The steps to make a beautiful bowl.
 - D. How to make tropical fruit bowl.
2. "Glue six layers of newspaper strips to the bowl to make a strong mold."

What is the meaning of the underlined word?

- A. Put six layers of newspaper strips to the bowl.
 - B. Patch six layers of newspaper strips to the bowl.
 - C. Pull six layers of newspaper strips to the bowl.
 - D. Cut six layers of newspaper strips into a small size.
3. When we should paste five layers of newspaper over the fruit shapes?
- A. After we make rough fruit shapes.
 - B. After we water down the glue.
 - C. After we leave them in a warm airy spot.
 - D. When the glue dries.
4. What is the tense which use in the text?
- A. continuous tense
 - B. simple present tense
 - C. future tense
 - D. past tense

Questions 5-8 are based on the following text.

Hi, guys! Have you ever tried apple crumble? I don't know whether you will like it or not. But, if you want it, try to make it. Do you know how to make it? Well, I will tell you about it. Prepare these things such as apples, sugar, butter, nutmeg, cinnamon, and flour.

Let's start to make it. First, boil the sliced apples with the sugar in 300 ml of water for about 20 minutes. After that, put the boiled apples into a greased shallow oven dish. When the apples are in the dish, mix the flour, brown sugar and nut. Then, melt the butter and mix the nutmeg and cinnamon with it. Next, pour the butter mixture over the flour mixture and mix them to make the crumble over the apples. Finally, bake the dish in a pre-heated oven at 190^o C for 50 minutes. Congratulation! You have got apple crumble.

6. “pour the butter mixture over the flour mixture and mix them to make the crumble over the apples..”

What is the meaning of the underlined word?

- A. The mixture of nutmeg and cinnamon with butter
 - B. The mixture of brown sugar and nut with butter
 - C. The mixture of brown sugar, nut, nutmeg, and cinnamon with butter
 - D. The mixture of brown sugar and nutmeg with butter
7. What is NOT the material you need to make a tropical fruit bowl?
- A. sugar
 - B. better
 - C. cinnamon
 - D. salt
8. The characteristic of procedure text is using action verb. Below is action verb, except!
- A. Boil
 - B. bake
 - C. mixture
 - D. melt

Questions 9-12 are based on the following text.

Hello... do you like Crisp Roast Duck? I am sure you like it, let me show you how to make the Crisp Roast Duck. For make it, we need 1 long island duck, 2 cups boiling, hot water, 1 tablespoon salt and 1 teaspoon black pepper.

Okay guys! Now let we try to make it. First, put oven in the middle position preheat oven to 200⁰ C. after that, rinse duck inside and out. Prick skin all over with a sharp fork. Then, pour boiling-hot water over duck (to tighten skin). Cool duck. Next, rub duck inside and out with salt and pepper. Finally, roast duck, breast side up, until skin is brown and crisp, then remove from the oven.

9. What's the text about?
 - A. The instructions to prepare crisp roast duck.
 - B. What's needed to make some food.
 - C. The steps to make a delicious food.
 - D. How to make crisp roast duck.
10. "Prick skin all over with a sharp fork."
What is the meaning of the underlined word?
 - A. Make a small hole in something.
 - B. Brush something on the surface.
 - C. Pull something on the body.
 - D. Cut something into a small size.
11. What must we do to tighten the skin of the duck?
 - A. Rinse duck inside and outside.
 - B. Prick skin all over with a sharp fork.
 - C. Pour boiling-hot water over duck.
 - D. Cool the duck.
12. What is the function of temporal conjunction in the text?
 - A. To connect one step to another steps
 - B. To show the systematic of the steps
 - C. To make relationship between one step to another steps

D. To make list of the steps

Questions 13-16 are based on the following text.

I am sure you like meatballs, right? Now, I will tell you how to make it. Okay friends, for make it you need 1 kg. of very fine minced meat (preferably beef), 2 eggs, 300 grams of tapioca-flour, 4-8 cloves of garlic, 1 red onion, 1 teaspoon of white pepper and 2 teaspoons of salt.

Next, these steps are instruction on how to make meatballs, just meatball, the soup is made separately. First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer. Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat. After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth. Then, boil some water in a rather large pot, at least about 2 liters. Next step, start rolling the mixture into small meatballs. Finally, lower it into the boiling water. When they float up to the surface the meatball are ready and congratulation your meatball is ready to serve.

13. What's the text about?

- A. The instructions to prepare meatball.
- B. the instruction to make meatball soup.
- C. The steps to make a delicious soup.
- D. How to make meatball.

14. "Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat."

What is the meaning of the underlined word?

- A. The mixture of garlic, red onion, salt, and white pepper
- B. the mixture of eggs, tapioca-flour and meat

- C. the mixture of meat, egg, white pepper, tapioca-flour, garlic, red onion and sugar
 - D. the mixture of egg, white pepper, tapioca-flour, garlic and red onion
15. What is the ingredient you need....?
- A. Meat, egg, white pepper, tapioca-flour, garlic, red onion, salt and water.
 - B. Meat, egg, white pepper, flour, garlic, red onion, water and salt
 - C. Meat, egg, white pepper, flour, garlic, brown sugar, red onion and salt.
 - D. Meat, egg, white pepper, tapioca-flour, garlic, red onion and sugar.
16. What is the not aim of the text procedure?
- A. To explain how something works or how to use instruction / operation manuals To tell the reader how to use something
 - B. Texts that instruct how to do a particular activity
 - C. Texts that deal with human behavior.
 - D. To tell the reader how to save something

Questions 17-20 are based on the following text.

I'm sure you all know mineral water, right? What is an example of mineral water? Yes, we have a lot of them now, such as Aqua, the famous one, or Club, Aguaría, etc. Do you know that the bottles of mineral water can be useful for us? We can recycle them and make a useful thing from them. Now, we are going to learn how to make a pencil box from the used bottle of mineral water. First, you have to prepare the things that you need. They are an empty bottle of mineral water, a sharp cutter, a piece of white or colorful paper, some paint and some glue. After that, wash the plastic bottle to make sure it is clean. Then, cut the bottle into two, and wrap the bottom part with paper. If you use white paper, draw some interesting pictures on the paper and paint them. Finally, your pencil box is ready to use !

17. The text tell us about?
- A. the instruction to make mineral water.
 - B. The instruction to prepare aqua

C. The steps to make bottle of mineral water.

D. How to make a pencil box.

18. "the bottles of mineral water can be useful for ..."

The underlined word has the same meaning with ...

A. beneficial

B. necessary

C. needed

D. important

19. What is the thing you need to make it?

A. a sharp cutter

B. piece of paper

C. bottle of mineral water

D. mineral water

20. The procedure text have three generic structure. except.!

A. Materials

B. Goal/aim

C. Action verbs

D. steps

TEST

NAME :

CLASS :

Post-test

Answer the following questions carefully and correctly by choosing A, B, C or D.

Questions 1-4 are based on the following text.

Hello guys! I will tell you, how to make soup. Now, I will not tell about meat soup. But I will tell about tomato soup, we will make a bowl tomato soup. first of all you must prepare all ingredients such 4 large tomatoes, spices, 1 small onion, $\frac{1}{2}$ teaspoon of salt, 8 cups of water, $\frac{1}{4}$ teaspoon of pepper, small clove garlic, $\frac{1}{4}$ teaspoon of butter. Now, let we try to make it.

Here are the steps to make it. First, Cut tomatoes, onions, and garlic into small pieces. Second, Fry them in a pan with butter for five minutes. Next, Add water, spices, salt and pepper. After that, Heat until the water boils. Finally, Turn down the heat and cover with lid. Cook gently for one hour. Ok guys..a bowl tomato soup is ready to serve.

1. What is the text about?
 - A. The instructions to prepare tomato soup.
 - B. What's needed to make soup.
 - C. The steps to make a meat soup.
 - D. How to make a bowl tomato soup..
2. "Fry them in a pan with butter for five minutes...."

The underlined word refer to..?

 - A. tomato, onion, and garlic
 - B. all of ingredients
 - C. tomato
 - D. small pieces of tomato, onion, and garlic.

3. When we should add water,spices, salt and pepper?
 - A. After we cut tomatoes, onions, and garlic into small pieces.
 - B. After we fry the small piece tomatoes, onions, and garlic.
 - C. After we heat the tomato.
 - D. When the tomato is ready to serve.
4. What is the tense which use in the text?
 - A. continuous tense
 - B. simple present tense
 - C. future tense
 - D. past tense

Questions 5-8 are based on the following text

Do you like ice cream? If you like, let we make it. For make it you need these ingredients: 2 cups milk (not skim) or cream, 2 tablespoons sugar, 1 teaspoon Vanilla extract (can substitute other flavoring.), Several cups of Ice (the smaller the pieces, the better), 1 cup salt (rock salt is best, but table salt can also be used).

You also need some supplies to make it, they are is tub or large coffee can to hold salt and ice, glass bowl or small coffee can, electric mixer or whisk, ice cream scoop, storage container for freezer.

Okay, I think just all. Now, the instructions that you must follow to make ice cream is: first, setting up the cooling apparatus. Stir ice and salt in the larger container. Double-check that the small container will fit into the larger one even with the ice. Next, Combine the ingredients. Mix together the milk, sugar, and vanilla in the glass bowl. Then, set this bowl in the tub filled with ice and rock salt, making sure that the salt water does not spill into the bowl. Instead of a glass bowl and tub, you can also use a small coffee can inside a large coffee can. After that, mix the ice cream. Mix the ingredients in the small container vigorously. The salty ice mixture will cool the mixture down until it turns into ice cream. Mix very thoroughly. If you're using a whisk instead of an electric mixer in your glass bowl, you'll have to stir very hard, or ice crystals will form in the ice cream. If you are using the coffee can method, make sure both cans are well sealed, and then roll and shake to mix the ice cream mixture. It should take about 10 to 15 minutes to stir the ice cream using either method. Stir until it is free from ice crystals and is the right consistency. Finally, storage and serving. If you don't eat the ice cream right away, be sure to store it in the freezer so that it doesn't melt.

5. The text tell us about?
- A. The instructions to make ice cream
 - B. What's needed to make ice cream
 - C. The steps to make ice cream.
 - D. How to make ice cream.
6. "Combine the ingredients. Mix together the milk, sugar, and vanilla in the glass bowl."
- The underlined word has not same meaning with ...
- A. mix
 - B. shake
 - C. stir
 - D. separate
7. What must we do if we don't eat the ice cream?
- A. Mix together the milk, sugar, and vanilla in the glass bowl
 - B. Stir ice and salt in the larger container
 - C. Save the ice cream in the freezer
 - D. mix the ice cream
8. The characteristic of procedure text is using action verb. Below is action verb, except!
- A. Boil
 - B. bake
 - C. mixture
 - D. melt

Questions 9-12 are based on the following text.

I am sure, all you have a fan in your house, right? The questions is, are you can to operate it? If you cannot to operate it, I will tell you how to operate it. To operate a fan you must follow my instructions. First of all, plug the power cord into a wall outlet. (AC 120 Volts 60 HZ). Second, to make the fan move sideways, push the pin on top of the motor. Third, to move the fan up or down, first pull up the oscillating pin, then press the tilt adjustment knob. And the last, to change the speed of the fan, press one of the switches at the bottom. Easy...right?? Please try.

9. The text tell us about?
- A. The instructions to operate fan.
 - B. What's needed to operate fan.
 - C. The steps to operate fan.
 - D. How to operate fan.
10. "to change the speed of the fan...."
- What is the synonym of the underlined word?
- A. quick
 - B. energetic
 - C. active
 - D. slow
11. How many steps are listed in the text?
- A. three
 - B. four
 - C. five
 - D. seven
12. What is the not aim of the text procedure?
- A. To tell the reader how to do something
 - B. To tell the reader how to use something
 - C. To tell the reader how to cook something
 - D. To tell the reader how to save something

Questions 13-16 are based on the following text

Let I tell you how to iron your clothes. You must prepare an ironing board, a bottle of fabric freshener, an iron and some clothes. After that you must follow these steps. First, Prepare an iron board, a bottle of fabric freshener, and an iron. second, Cover the ironing board with some clothes. Make sure that it's thick enough. Then, Plug the iron cable into the wall outlet. Next, Adjust the heat of the iron. Wait until the iron is hot enough. After that, Spray the freshener directly on clothes. finally, Iron your clothes and Fold your clothes neatly.

13. What the purpose of the text ?
- A. The instructions to iron clothe.
 - B. What's needed to operate iron
 - C. The steps to iron clothe
 - D. How to iron clothe
14. "Cover the ironing board with some clothes."
- What is the meaning of the underlined word?
- A. takesome cloths on ironing board
 - B. layer the ironing board with some clothes.
 - C. put some clothes on the iron board
 - D. make some clothes on the ironing board.
15. What is NOT the material you need to iron your clothes?
- A. An iron,
 - B. an ironing board
 - C. A bottle of water
 - D. Some clothes
16. What is the function of temporal conjunction in the text?
- A. To connect one step to another steps
 - B. To show the systematic of the steps
 - A. To make relationship between one step to another steps
 - B. To make list of the steps.

Questions 17-20 are based on the following text.

Hello friends. I am sure, all of you know tempe, right? I can make delicious Tempe Fritters. Do you know that? Well.. I will tell you about it. To make the tempefritters you need these ingredients 150 g tempe, 2 tablespoons fried shallots, 3 kaffir lime leaves, 1 tablespoon flour, 1 egg and 1 cup vegetable oil for frying. And to make the spice paste, you need: 3 large chilies, seeds removed, 3 small chilies, 2 red shallots, 2 cloves garlic, 1/2 teaspoon chopped galangal, 1 candle nut, 1/2 teaspoon coriander seeds, 1/2 teaspoon salt, 1/4 teaspoon shrimp paste.

Next is how to make it, here are the instructions to make Tempe fritters. First, Mash the tempe with a fork or place in the bowl of a food processor and blend until it resembles coarse bread crumbs. Second, Grind the spices in a mortar and pestle or place in the bowl of a food processor and blend to a smooth paste. Third, Put the mashed tempe in a bowl and mix with the spice paste, fried shallots and lime leaves. Stir in the flour, followed by the egg. then, Shape the tempe into fritters the size of a golf ball and flatten a little with a fork. Next, heat the vegetable oil in a wok over a medium flame. When the oil is hot, drop the fritters into the oil, five or six at a time. Last, fry until golden brown on both sides, drain on absorbent paper and serve hot with rice. Finally, your tempe fritters is ready to serve.

17. What the text about ?

- A. The instructions to make tempe.
- B. What's needed to make fritter
- C. The steps to make tempe fritters
- D. How to make tempe fritters

18. "Next is how to make it, here are the instructions to make Tempe fritters."

What is the meaning of the underlined word?

- A. the steps to make Tempe fritters.
- B. the needs to make Tempe fritters.
- C. the command to make tempe fritters,
- D. the order to make tempe fritters.

19. What must we do when the oil is hot?
- A. Drop the fritters into the oil
 - B. fry until golden brown
 - C. drain on absorbent paper
 - D. Heat the vegetable oil.
20. The procedure text above has three generic structure. except.!
- A. Materials
 - B. Goal/aim
 - C. Action verbs
 - D. Steps

APPENDIX II

KEY ANSWER

Pre-test

21. What is the text about?
- D. How to make tropical fruit bowl.
22. “Glue six layers of newspaper strips to the bowl to make a strong mold.”
- What is the meaning of the underlined word?
- B. Patch six layers of newspaper strips to the bowl.
23. When we should paste five layers of newspaper over the fruit shapes?
- B. After we water down the glue.
24. What is the tense which use in the text?
- B. simple present tense
25. What is the text about?
- D. How to make apple crumble.
26. “pour the butter mixture over the flour mixture and mix them to make the crumble over the apples..”
- What is the meaning of the underlined word?
- E. The mixture of nutmeg and cinnamon with butter
27. What is NOT the material you need to make a tropical fruit bowl?
- D. salt

28. The characteristic of procedure text is using action verb. Below is action verb, except!
- C. mixture
29. What's the text about?
- D. How to make crisp roast duck.
30. "Prick skin all over with a sharp fork."
- What is the meaning of the underlined word?
- A. Make a small hole in something.
31. What must we do to tighten the skin of the duck?
- C. Pour boiling-hot water over duck.
32. What is the function of temporal conjunction in the text?
- E. To connect one step to another steps
33. What's the text about?
- D. How to make meatball.
34. "Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat."
- What is the meaning of the underlined word?
- E. The mixture of garlic, red onion, salt, and white pepper
35. What is the ingredient you need....?
- A. Meat, egg, white pepper, tapioca-flour, garlic, red onion, salt and water.
36. What is the not aim of the text procedure?

D. To tell the reader how to save something

37. The text tells us about?

D. How to make a pencil box.

38. "the bottles of mineral water can be useful for ..."

The underlined word has the same meaning with ...

A. beneficial

39. What is the thing you need to make it?

D. mineral water

40. The procedure text above have three generic structure. except.!

C. Action verbs

Post-test

21. What is the text about?

D. How to make a bowl tomato soup..

22. “Fry them in a pan with butter for five minutes....”

The underlined word refer to.. ?

D. small pieces of tomato, onion, and garlic.

23. When we should add water, spices, salt and pepper?

B. After we fry the small piece of tomatoes, onions, and garlic.

24. What is the tense which use in the text?

B. simple present tense

25. The text tell us about?

D. How to make ice cream.

26. “Combine the ingredients. Mix together the milk, sugar, and vanilla in the glass bowl.”

The underlined word has not same meaning with ...

D. separate

27. What must we do if we don't eat the ice cream?

C. Save the ice cream in the freezer

28. The characteristic of procedure text is using action verb. Below is action verb, except!

C. mixture

29. The text tell us about?

D. How to operate fan.

30. “to change the speed of the fan....”

What is the synonym of the underlined word ?

A. quick

31. How many steps are listed in the text?

B. four

32. The procedure text above have three generic structure. Except!

D. To tell the reader how to save something

33. What the purpose of the text ?

D. How to iron clothe

34. “Cover the ironing board with some clothes.”

What is the meaning of the underlined word?

B. layer the ironing board with some clothes.

35. What is NOT the material you need to iron your clothes?

C. A bottle of water

36. What is the function of temporal conjunction in the text?

B. To connect one step to another steps

37. What the text about ?

D. How to maketempe fritters

38. “Next is how to make it, here are the instructions to make Tempe fritters.”

What is the meaning of the underlined word?

C. the command to make tempe fritters,

39. What must we do when the oil is hot?

E. Drop the fritters into the oil

40. The procedure text have three generic structure. except.!

C. Action verbs

APPENDIX III

a. Name of Students in Experimental Class

Number of Students (n)	Name of Students
(1)	(2)
1	Agustina
2	Andi Saputra
3	Anggi Saputra
4	Arjuna Sri Devi
5	Asnita Br. Mendrofa
6	Dina Siregar
7	Galumbang Kristian
8	Maya Masitoh
9	Marhot
10	Mei Handayani
11	Meri Handayani
12	Nur Sri Aidah
13	Nur Aini Simbolon
14	Nurhasanah
15	Nurhamni
16	Onerius
17	Pai Saputra
18	Parlindungan Siregar
19	Rahmat Radit
20	Rahmayani Fitra
21	Rani
22	Rina Situmorang
23	Riski Kurniawan
24	Santi Mahrani
25	Seriusman
26	Siti Asrah
27	Siti Azizah
28	Sokhi Waloo Larosa
29	Sri Kuswanti
30	Sulaiman Zaga
31	Tri Fungsi
32	Liska Ardina

b. Name of Students in Control Class

Number of Students (n)	Name of Students
(1)	(2)
1	Abdul Hamid
2	Abdur Rahman
3	Ahmad Irwandi
4	Ary Chandra
5	Andri Agustian
6	Appen Ardian
7	Andriko
8	Bahrin Efendi
9	Bolas Pangidoan
10	Darma Purwaningsi
11	Dede Aryo
12	Desi Wulandari
13	Felianah
14	Hendri Hendika
15	Hery Setiawan
16	Hermawan Saputra
17	Junius Zai
18	Kadarisman
19	Mansa Saputra
20	Norman Tias
21	Pancarian
22	Pandapotan
23	Parnaungan
24	Parulian Stp
25	Pery Masromin
26	Purwawan
27	Sahrudin
28	Sahrun
29	Sapran
30	Sarohani Nainggolan

APPENDIX IV

LESSON PLAN 1 EXPERIMENTAL CLASS

Instructional Unit	: Reading
School	: SMK Negeri I Batangtoru
Subject	: English
Topic	: <i>procedure text</i>
Class	: XI ATPH
Time	: 2 x 40 minutes
Meeting	: 1

A. Competence Standard

Communicating in English equivalent elementary level.

B. Basic Competence

Understanding simple instructions accurately, fluently, and acceptance in daily life context

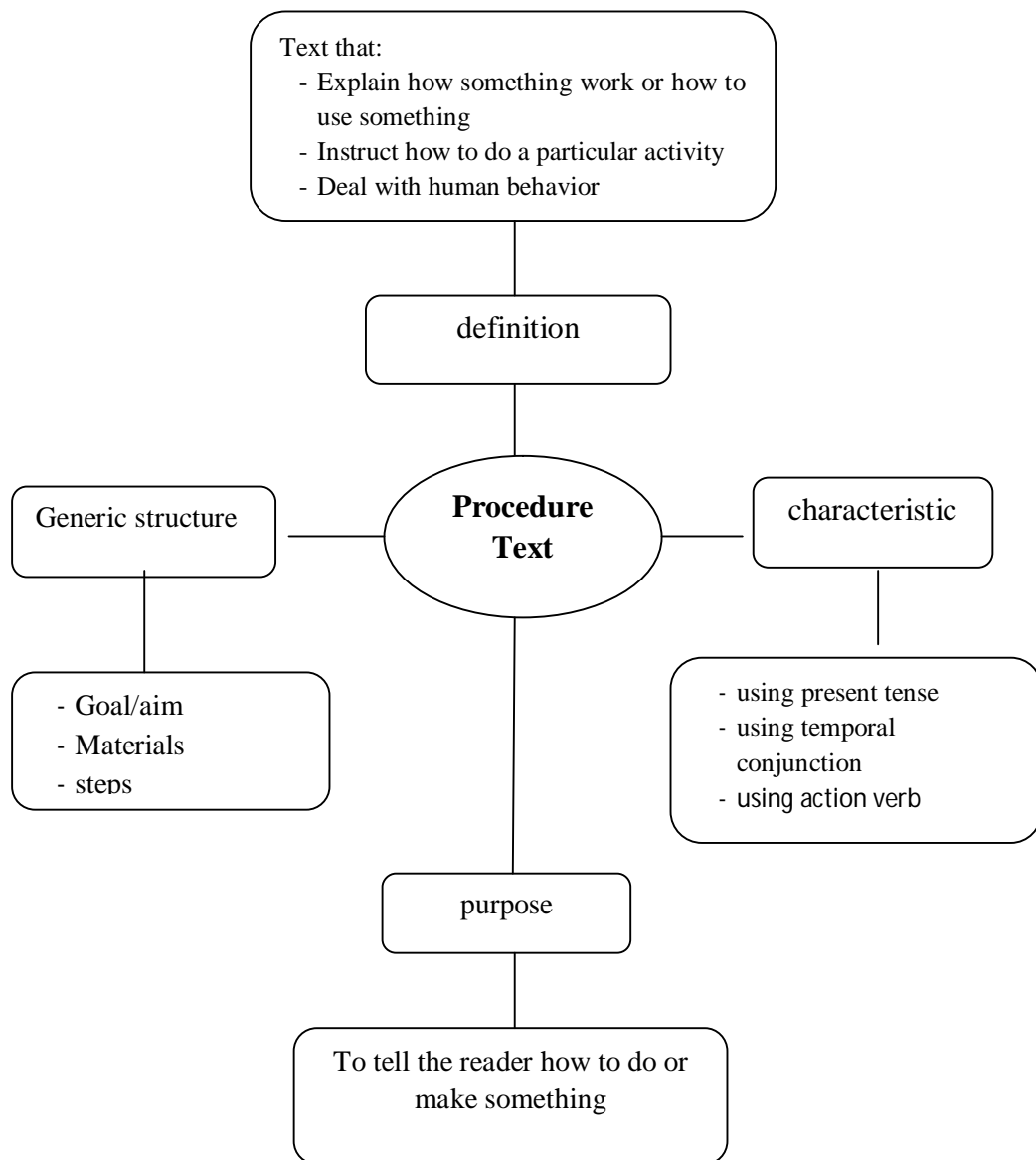
C. Indicator

Maximum Indicator	Culture Value and nationality character
1. Understanding procedure text 2. Gaining information from the text	Religious, hardy, be own master, have a spirit nationality, peace love, care to environment, social caring, and responsible.

D. Source

1. Buku ajar acuan pengayaan Bahasa Inggris.
2. Web internet (<http://www.hanibi.com/2012/procedure-text-penjelasan-contoh.html>)

E. Material



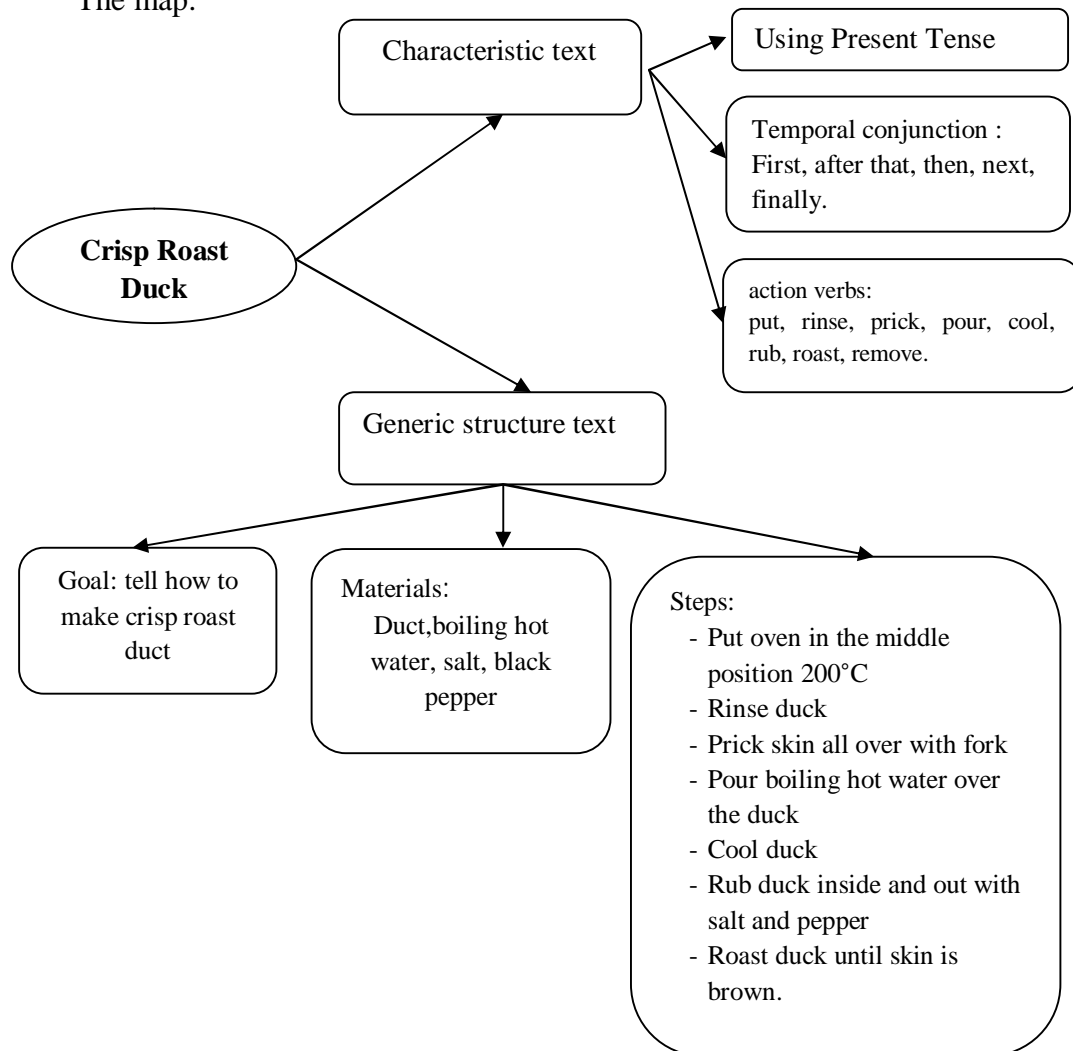
Example of procedure text:

Crisp Roast Duck

Hello... do you like Crisp Roast Duck? I am sure you like it, let me show you how to make the Crisp Roast Duck. For make it, we need 1 long island duck, 2 cups boiling, hot water, 1 tablespoon salt and 1 teaspoon black pepper.

Okay guys! Now let we try to make it. First, put oven in the middle position preheat oven to 200⁰ C. after that, rinse duck inside and out. Prick skin all over with a sharp fork. Then, pour boiling-hot water over duck (to tighten skin). Cool duck. Next, rub duck inside and out with salt and pepper. Finally, roast duck, breast side up, until skin is brown and crisp, then remove from the oven.

The map:



F. Learning Technique

1. Semantic mapping strategy
2. discussion

G. Teaching Learning Activity

1. Opening
 - a. Greeting and introducing patiently
 - b. Explain the aim of the research
 - c. Asking the absent
 - d. Giving a motivation
 - e. Asking the background knowledge of the students.
2. Main Activity
 - a. The Teacher explain about procedure text (definition, purpose, characteristic and generic structure) by use semantic mapping strategy.
 - b. The teacher give example of procedure text and ask some students to read the text.
 - c. The teacher read again the text and explain it by use semantic mapping strategy
 - d. The Teacher ask students for give some question about the procedure text.
3. closing
 - a. Concluding the lesson
 - b. Reminding the students to learn at home and tell them the next lesson.

H. Evaluation

The evaluation will be done by conducting the reading task, which is answering by multiple choice.

I. The Instrument of Test

The teacher gives the example of procedure text and students answer some question about the procedure text.

J. The Indicator of Value

No.	The Indicator of Value	Score
1	Identify main ideas	25
2	Getting meaning of word or sentence	25
3	Gain some information	25
4	Generic structure/ characteristic of text	25
Maximal Score		100

$$\underline{\text{High Score X Criteria X 100}} = 100$$

Total Score

$$\underline{25 \times 4 \times 100} = 100$$

100

Batangtoru, November 2013

Co-teacher of SMKN.1 Batangtoru

Teacher

Erlis Triana Rambe, S.Pd
NIP.

Umni kalsum Batubara
NIM. 09 340 006.

The Headmaster of SMK N.1 Batangtoru

MARANA EK, S.Pd
NIP.

APPENDIX V

LESSON PLAN 2 EXPERIMENTAL CLASS

Instructional Unit	: Reading
School	: SMK Negeri I Batangtoru
Subject	: English
Topic	: <i>procedure text</i>
Class	: XI ATPH
Time	: 2 x 40 minutes
Meeting	: 2

K. Competence Standard

Communicating in English equivalent elementary level

L. Basic Competence

Understanding simple instructions accurately, fluently, and acceptance in daily life context

M. Indicator

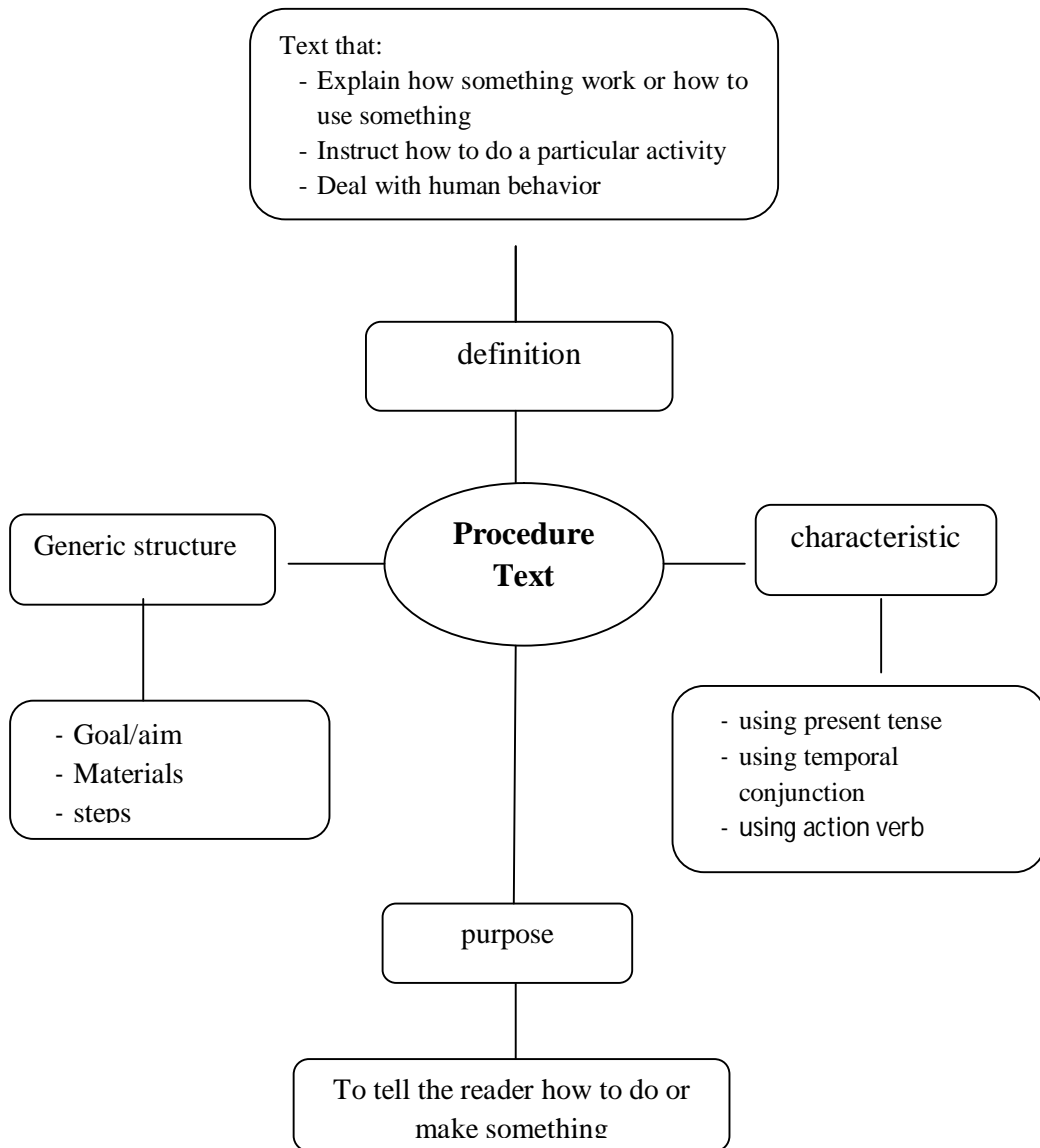
Maximum Indicator	Culture Value and nationality character
3. Understanding procedure text 4. Gaining information from the text	Religious, hardy, be own master, have a spirit nationality, peace love, care to environment, social caring, and responsible.

N. Source

3. Buku ajar acuan pengayaan Bahasa Inggris.

4. Web internet (<http://www.hanibi.com/2012/procedure-text-penjelasan-contoh.html>)

O. Material

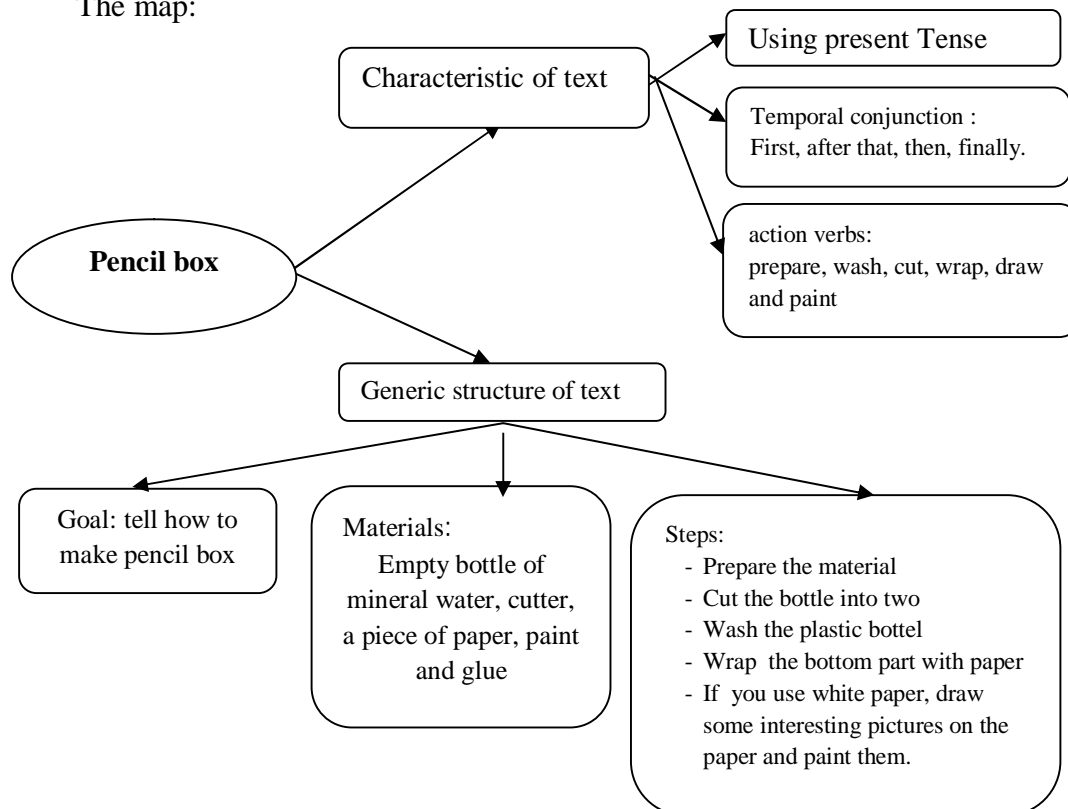


Example of procedure text:

Pencil Box

I'm sure you all know mineral water, right? What is an example of mineral water? Yes, we have a lot of them now, such as Aqua, the famous one, or Club, Aguaría, etc. Do you know that the bottles of mineral water can be useful for us? We can recycle them and make a useful thing from them. Now, we are going to learn how to make a pencil box from the used bottle of mineral water. First, you have to prepare the things that you need. They are an empty bottle of mineral water, a sharp cutter, a piece of white or colorful paper, some paint and some glue. After that, wash the plastic bottle to make sure it is clean. Then, cut the bottle into two, and wrap the bottom part with paper. If you use white paper, draw some interesting pictures on the paper and paint them. Finally, your pencil box is ready to use !

The map:



Task : read the text below and make the map about the text!

Let I tell you how to iron your clothes. You must prepare an ironing board, a bottle of fabric freshener, an iron and some clothes. After that you must follow these steps. First, Prepare an iron board, a bottle of fabric freshener, and an iron. second, Cover the ironing board with some clothes. Make sure that it's thick enough. Then, Plug the iron cable into the wall outlet. Next, Adjust the heat of the iron. Wait until the iron is hot enough. After that, Spray the freshener directly on clothes. finally, Iron your clothes and Fold your clothes neatly.

P. Learning Technique

3. Semantic mapping strategy
4. discussion

Q. Teaching Learning Activity

4. Opening
 - f. Greeting and introducing patiently
 - g. Explain the aim of the research
 - h. Asking the absent
 - i. Giving a motivation
 - j. Asking the background knowledge of the students.
5. Main Activity
 - e. The teacher activates background knowledge of student about procedure text.
 - f. The teacher give the example of procedure text and ask some students to read the text.
 - g. The teacher read again the text and explain it by use semantic mapping strategy

h. The teacher gives a new text and ask students to make a map about the text.

6. closing

c. Concluding the lesson

d. Reminding the students to learn at home and tell them the next lesson.

R. Evaluation

The evaluation will be done by conducting the reading task, which is answering by multiple choice.

S. The Instrument of Test

The teacher gives the example of procedure text and students answer some question about the procedure text.

T. The Indicator of Value

No.	The Indicator of Value	Score
1	Identify main ideas	25
2	Getting meaning of word or sentence	25
3	Gain some information	25
4	Generic structure/ characteristic of text	25
Maximal Score		100

$$\underline{\text{High Score X Criteria X 100}} = 100$$

Total Score

$$\underline{25 \times 4 \times 100} = 100$$

100

APPENDIX VI

LESSON PLAN 1 CONTROL CLASS

Instructional Unit	: Reading
School	: SMK Negeri I Batangtoru
Subject	: English
Topic	: <i>procedure text</i>
Class	: XI ATP
Time	: 2 x 40 minutes
Meeting	: 1

U. Competence Standard

Communicating in equivalent English elementary level.

V. Basic Competence

Understanding simple instructions accurately, fluently, and acceptance in daily life context.

W. Indicator

Maximum Indicator	Culture Value and nationality character
5. Understanding procedure text 6. Gaining information from the text	Religious, hardy, be own master, self-confidence, have a spirit nationality, peace love, care to environment, social caring, and responsible.

X. Source

5. Buku ajar acuan pengayaan Bahasa Inggris.

6. Web internet (<http://www.hanibi.com/2012/procedure-text-penjelasan-contoh.html>)

Y. Material

Procedure text

1. Definition of procedure text

There are three general definition of procedure text, there are is:

- a. Texts that explain how something works or how to use instruction / operation manuals. Ex: how to use the video, the computer, the tape recorder, the photocopier, the fax.
- b. Texts that instruct how to do a particular activity
Ex: recipes, rules for games, science experiments, road safety rules.
- c. Texts that deal with human behavior.
Ex: how to live happily, how to succeed.

2. **The purpose of procedure text** is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.

3. Generic structure of procedure text:

- Goal/aim
- Materials
- Steps

4. Characteristic of procedure text:

- using simple present tense
- using temporal conjunction (first, second, then, next, finally, etc)
- using action verbs (stir, add, pour, boil, etc).

5. Example of procedure text:

Making Meatballs

I am sure you like meatballs, right? Now, I will tell you how to make it. Okay friends, for make the meatballs you need 1 kg. of very fine minced meat (preferably beef), 2 eggs, 300 grams of tapioca-flour, 4-8 cloves of garlic, 1 red onion, 1 teaspoon of white pepper and 2 teaspoons of salt. Next, these steps are instruction on how to make meatballs, just meatball, the soup is made separately. First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer. Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat. After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth. Then, boil some water in a rather large pot, at least about 2 liters. Next step, start rolling the mixture into small meatballs. Finally, lower the meatballs into the boiling water. When they float up to the surface the meatball are ready and congratulation your meatball is ready to serve.

Z. Learning Technique

5. Translation
6. Discussion

AA. Teaching Learning Activity

7. Opening
 - k. Greeting and introducing patiently
 - l. Explain the aim of the research
 - m. Asking the absent
 - n. Giving a motivation
 - o. Asking the background knowledge of the students.

8. Main Activity
 - a. The teacher explain about procedure text.
 - b. The teacher give procedure text and ask some student to read it.
 - c. The teacher and students read again and discuss the text and translate it together.
 - d. The teacher ask students for give some question about the procedure text.
9. closing
 - e. Concluding the lesson
 - f. Reminding the students to learn at home and tell them the next lesson.

BB. Evaluation

The evaluation will be done by conducting the reading task, which is answering by multiple choices.

CC. The Instrument of Test

The teacher gives the example of procedure text and students answer some question about the procedure text.

DD. The Indicator of Value

No.	The Indicator of Value	Score
1	Identify main ideas	25
2	Getting meaning of word or sentence	25
3	Gain some information	25
4	Generic structure/ characteristic of text	25
Maximal Score		100

$$\frac{\text{High Score} \times \text{Criteria} \times 100}{\text{Total Score}} = \frac{25 \times 4 \times 100}{100} = 100$$

APPENDIX VII

LESSON PLAN 2 CONTROLCLASS

Instructional Unit	: Reading
School	: SMK Negeri I Batangtoru
Subject	: English
Topic	: <i>procedure text</i>
Class	: XI ATP
Time	: 2 x 40 minutes
Meeting	: 2

EE. Competence Standard

Communicating in English equivalent elementary level.

FF. Basic Competence

Understanding simple instructions accurately, fluently, and acceptance in daily life context.

GG. Indicator

Maximum Indicator	Culture Value and nationality character
7. Understanding procedure text 8. Gaining information from the text	Religious, hardy, be own master, self-confidence, have a spirit nationality, peace love, care to environment, social caring, and responsible.

HH. Source

7. Buku ajar acuan pengayaan Bahasa Inggris.
8. Web internet (<http://www.hanibi.com/2012/procedure-text-penjelasan-contoh.html>)

II. Material

Procedure text

1. Definition of procedure text

There are three general definition of procedure text, there are is:

- d. Texts that explain how something works or how to use instruction / operation manuals. Ex: how to use the video, the computer, the tape recorder, the photocopier, the fax.
- e. Texts that instruct how to do a particular activity
Ex: recipes, rules for games, science experiments, road safety rules.
- f. Texts that deal with human behavior.
Ex: how to live happily, how to succeed.

2. **The purpose of procedure text** is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.

3. Generic structure of procedure text:

- Goal/aim
- Materials
- Steps

4. Characteristic of procedure text:

- using simple present tense
- using temporal conjunction (first, second, then, next, finally, etc)
- using action verbs (stir, add, pour, boil, etc).

5. Example of procedure text:

Pencil Box

I'm sure you all know mineral water, right? What is an example of mineral water? Yes, we have a lot of them now, such as Aqua, the famous one, or Club, Aguaría, etc. Do you know that the bottles of mineral water can be useful for us? We can recycle them and make a useful thing from them. Now, we are going to learn how to make a pencil box from the used bottle of mineral water. First, you have to prepare the things that you need. They are an empty bottle of mineral water, a sharp cutter, a piece of white or colorful paper, some paint and some glue. After that, wash the plastic bottle to make sure it is clean. Then, cut the bottle into two, and wrap the bottom part with paper. If you use white paper, draw some interesting pictures on the paper and paint them. Finally, your pencil box is ready to use!

JJ. Learning Technique

7. Translation
8. Discussion

KK. Teaching Learning Activity

10. Opening
 - p. Greeting and introducing patiently
 - q. Explain the aim of the research
 - r. Asking the absent
 - s. Giving a motivation
 - t. Asking the background knowledge of the students.
11. Main Activity
 - b. The teacher activates the background knowledge of students about procedure text.

- c. The teacher give the new example of procedure text
- d. The teacher and student discus and translate the text together.
- e. The teacher asks to students to give some question about the procedure text.

12. closing

- g. Concluding the lesson
- h. Reminding the students to learn at home and tell them the next lesson.

LL.Evaluation

The evaluation will be done by conducting the reading task, which is answering by multiple choices.

MM. The Instrument of Test

The teacher gives the example of procedure text and students answer some question about the procedure text.

NN. The Indicator of Value

No.	The Indicator of Value	Score
1	Identify main ideas	25
2	Getting meaning of word or sentence	25
3	Gain some information	25
4	Generic structure/ characteristic of text	25
Maximal Score		100

$$\underline{\text{High Score X Criteria X 100}} = \underline{25 \text{ X } 4 \text{ X } 100} = 100$$

Total Score

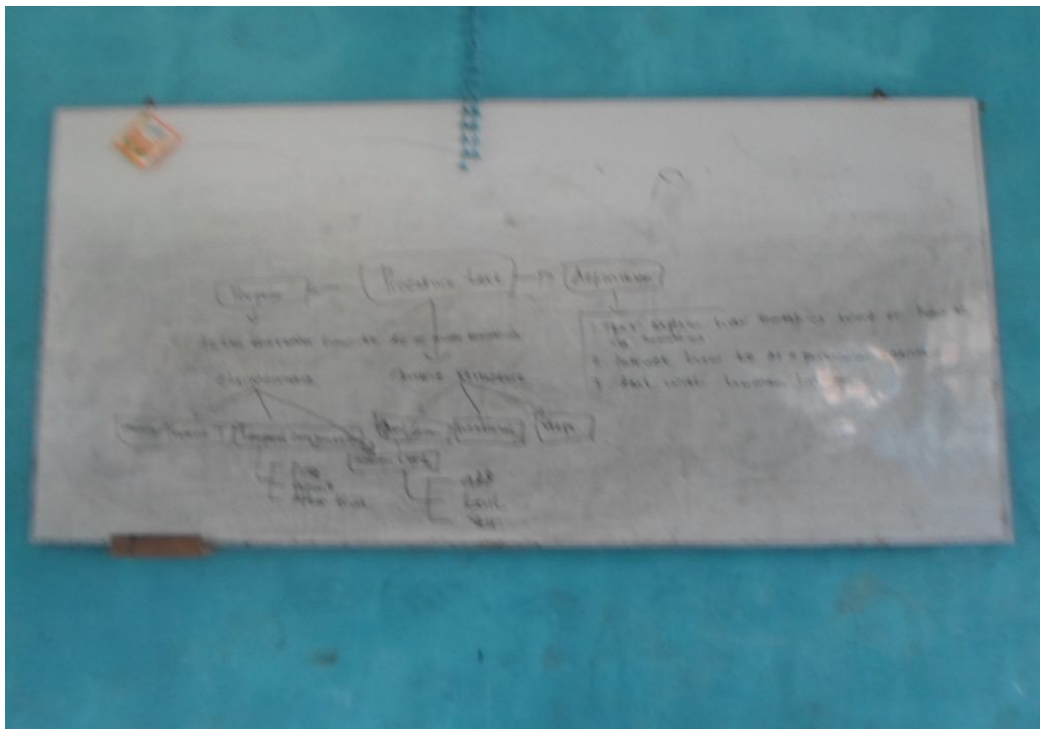
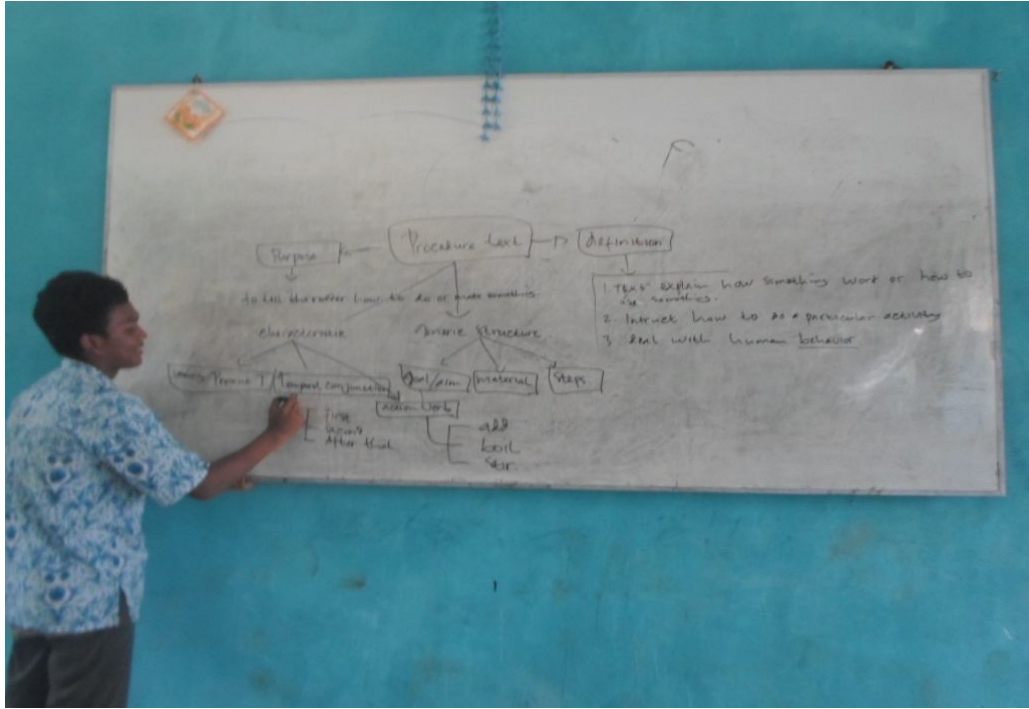
100

APPENDIX VIII

The Pictures of Research







APPENDIX IX

a. The Score of Reading Comprehension in Experimental Class

Number of student	Pre-Test	Post-Test
(1)	(2)	(3)
1	35	85
2	35	65
3	45	80
4	55	80
5	50	85
6	50	80
7	20	85
8	50	85
9	25	85
10	45	75
11	50	80
12	35	85
13	50	80
14	50	75
15	60	80
16	20	60
17	45	85
18	30	90
19	20	70
20	60	85
21	50	85
22	35	85
23	55	75
24	55	80
25	25	80
26	60	90
27	50	80
28	25	85
29	50	85

30	50	70
31	35	80
32	55	80

b. The Score of Reading Comprehension in Control Class

Number of student	Pre-Test	Post-Test
(1)	(2)	(3)
1	45	65
2	30	55
3	35	55
4	50	55
5	25	55
6	50	55
7	20	65
8	50	65
9	25	50
10	40	65
11	30	50
12	15	50
13	55	70
14	30	50
15	25	55
16	40	50
17	40	60
18	50	60
19	60	70
20	30	50
21	40	55
22	20	60
23	15	50
24	30	50
25	40	55

26	15	50
27	20	50
28	20	50
29	30	65
30	35	50

APPENDIX X

a. The Score for Finding the Average Score of Experimental Class

Number of student (n)	Pre- test	Post- test	Y_1	Y_1^2
(1)	(2)	(3)	(4)	(5)
1	35	85	50	2500
2	35	65	30	900
3	45	80	35	1225
4	55	80	25	625
5	50	85	35	1225
6	50	80	30	900
7	20	85	65	4225
8	50	85	35	1225
9	25	85	60	3600
10	45	75	30	900
11	50	80	30	900
12	35	85	50	2500
13	50	80	30	900
14	50	75	25	625
15	60	80	20	400
16	20	60	40	1600
17	45	85	40	1600
18	30	90	60	3600
19	20	70	50	2500
20	60	85	25	625
21	50	85	35	1225
22	35	85	50	2500
23	55	75	20	400
24	55	80	25	625
25	25	80	55	3025
26	60	90	30	900
27	50	80	30	900
28	25	85	60	3600
29	50	85	35	1225
30	50	70	20	400
31	35	80	45	2025
32	55	80	25	625
Total			1195	50025

b. The Score for Finding the Average Score of Control Class

Number of student (n)	Pre- test	Post- test	Y₂	Y₂²
(1)	(2)	(3)	(4)	(5)
1	45	65	20	400
2	30	55	25	625
3	35	55	20	400
4	50	55	5	25
5	25	55	30	900
6	50	55	5	25
7	20	65	45	2025
8	50	65	15	225
9	25	50	25	625
10	40	65	25	625
11	30	50	20	400
12	15	50	35	1225
13	55	70	15	225
14	30	50	20	400
15	25	55	30	900
16	40	50	10	100
17	40	60	20	400
18	50	60	10	100
19	60	70	10	100
20	30	50	20	400
21	40	55	15	225
22	20	60	40	1600
23	15	50	35	1225
24	30	50	20	400
25	40	55	15	225
26	15	50	35	1225
27	20	50	30	900
28	20	50	30	900
29	30	65	35	1225
30	35	50	15	225
Total			675	18275

APPENDIX XI

a. Description Data before Using Semantic Mapping of the Experimental Class

1. The score of experimental class from low score to high score.

20	35	45	50	55
20	35	50	50	60
20	35	50	50	60
25	35	50	50	60
25	35	50	55	
25	45	50	55	
30	45	50	55	

2. High score = **60**

3. Low score = **20**

4. Range = high score – low score
= 60 – 20 = 40

5. The total of classes (BK)

$$= 1 + 3.3 \log n$$
$$= 1 + 3.3 \log 32$$
$$= 1 + 3.3 (1.505)$$
$$= 5.9$$
$$= 6$$

6. Interval (i)

$$i = \frac{40}{6} = 6.67 = 7$$

7. Mean score (\bar{x}) = $\sum \frac{fixi}{fi}$

interval	fi	xi	fixi	fk b
55-61	7	58	406	32=N
48-54	10	51	510	25
41-47	3	44	132	15
34-40	5	37	185	12
27-33	1	30	30	7
20-26	6	23	138	6
i=7	32		1401	

$$\text{Mean Score} = \bar{x} = \sum \frac{fixi}{fi} = \frac{1401}{32} = \mathbf{43.78}$$

8. Median

$$\text{Me} = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{fi} \right) i$$

$$\left[\frac{1}{2} n = \frac{1}{2}(32) = 16 \right]$$

$$Me = 47.50 + \left(\frac{16 - 15}{10} \right) 7$$

$$= 47.50 + \left(\frac{1}{10} \right) 7$$

$$= 47.50 + 0.7$$

$$= \mathbf{48.2}$$

9. Modus = **50**

b. Description Data before Using Conventional Technique of the Control Class

1. The score of control class from low score to high score

15	25	30	40	55
15	25	30	40	60
15	25	35	45	
20	30	35	50	
20	30	40	50	
20	30	40	50	
20	30	40	50	

2. High score = **60**

3. Low score = **15**

4. Range = High score – low score
= 60-15= 45

5. The total of lasses (BK) = $1 + 3.3 \log n$
= $1 + 3.3 (\log 30)$
= $1 + 3.3 (1.477)$
= $1 + 4.874$
= 5.8
= 6

6. Interval (i)

$$i = \frac{45}{BK} = \frac{45}{6} = 7.5 = 8$$

7. Mean Score (\bar{x}) = $\sum \frac{fixi}{fi}$

interval	fi	xi	fixi	Fkb
55-62	2	58.5	117	30 =N
47-54	4	50.5	202	29
39-46	6	42.5	255	24
31-38	2	34.5	69	18
23-30	9	26.5	238.5	16
15-22	7	18.5	129.5	7
i = 8	30		1011	

$$\text{Mean Score} = \bar{x} = \sum \frac{fixi}{fi} = \frac{1011}{30} = 33.7$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$\text{Me} = l + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$\left[\frac{1}{2} n = \frac{1}{2}(30) = 15 \right]$$

$$\text{Me} = 22.5 + \left(\frac{15-7}{9} \right) 8$$

$$= 22.5 + \left(\frac{8}{9} \right) 8$$

$$= 22.5 + 7.11$$

$$= 29.61$$

$$= \mathbf{30}$$

10. Modus = **30**

APPENDIX XII

c. Description Data after Using Semantic Mapping of the Experimental Class

1. The score of experimental class from low score to high score

60	80	80	85	85
65	80	80	85	85
70	80	80	85	90
70	80	80	85	90
75	80	85	85	
75	80	85	85	
75	80	85	85	

2. High score = **90**

3. Low score = **60**

4. Range = High score – low score
= 90 – 60 = 30

5. The total of classes (BK) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 32$$

$$= 1 + 3.3 (1.505)$$

$$= 5.9$$

$$= 6$$

6. Interval (i)

$$i = \frac{30}{BK} = \frac{30}{6} = 5$$

7. Mean score $(x) = \sum \frac{fixi}{fi}$

interval	fi	xi	fixi	fk b
90-94	2	92	184	32=N
85-89	12	87	1044	30
80-84	11	82	902	18
75-79	3	77	902	7
70-74	2	72	902	4
65-69	1	67	902	2
60-64	1	62	902	1
i=5	32		2634	

$$\text{Mean Score} = x = \sum \frac{fixi}{fi} = \frac{2634}{32} = \mathbf{82.31}$$

8. Median

$$\text{Me} = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$\left[\frac{1}{2} n = \frac{1}{2}(32) = 16 \right]$$

$$Me = 79.5 + \left(\frac{16-7}{11} \right) 5$$

$$= 79.5 + \left(\frac{9}{11} \right) 5$$

$$= 79.5 + 4.09$$

$$= \mathbf{83.5}$$

9. Modus = **85**

d. Description Data after Using Conventional Technique of the Control Class

1. The score of control class from low score to high score

50 50 55 60 70

50 50 55 60 70

50 50 55 65

50 50 55 65

50 50 55 65

50 55 55 65

50 55 60 65

2. High score = **70**

3. Low score = **50**

4. Range = High score – low score

$$i. = 70 - 50 = 20$$

$$\begin{aligned} 5. \text{ The total of lasses (BK)} &= 1 + 3.3 \log n \\ &= 1 + 3.3 (\log 30) \\ &= 1 + 3.3 (1.477) \\ &= 1 + 4.874 \\ &= 5.8 \\ &= 6 \end{aligned}$$

6. Interval (i)

$$i = \frac{20}{BK} = \frac{20}{56} = 3.33 = 3$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval	Fi	Xi	Fixi	fkB
68-70	2	69	138	30=N
65-67	5	66	330	28
62-64	0	63	0	23
59-61	3	60	180	23
56-58	0	57	0	20
53-55	8	54	432	20
50-52	12	51	612	12
i = 3	30		1692	

$$\text{Mean Score} = x = \sum \frac{fixi}{fi} = \frac{1692}{30} = 56.4$$

8. Median

$$\text{Me} = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$\text{Me} = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$\left[\frac{1}{2} n = \frac{1}{2}(30) = 15 \right]$$

$$\text{Me} = 52.5 + \left(\frac{15-12}{8} \right) 3$$

$$= 52.5 + \left(\frac{3}{8} \right) 3$$

$$= 52.5 + 1.125$$

$$= 53.6$$

$$= \mathbf{54}$$

9. Modus = **50**

APPENDIX XIII

PERCENTAGE POINTS OF THE T DISTRIBUTION

Tail probabilities									
One two	tail Tails	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
		0.20	0.10	0.05	0.02	0.01	0.002	0.001	
D	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
E	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6	2
G	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
R	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
E	5	1.476	2.015	2.571	3.375	4.032	5.893	6.869	5
E	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	6
S	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.041	8
O	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
F	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
F	12	1.356	1.782	2.279	2.682	3.055	3.930	4.318	12
R	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	13
E	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
E	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
D	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
O	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	17
M	18	1.330	1.734	2.101	2.552	2.878	3.610	3.922	18
	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.719	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36
	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566	38
	40	1.303	1.684	2.021	2.423	2.704	3.307	3.551	40
	42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42
	44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
	46	1.300	1.679	2.013	2.410	2.687	3.277	3.515	46
	48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48

	50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
	55	1.297	1.673	2.004	2.396	2.668	3.245	3.476	55
	60	1.296	1.671	2.000	2.390	2.660	3.232	3.460	60
	65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
	70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
	80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
	100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
	150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
	200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
Two	Tails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
One	Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
Tail probabilities									

CURRICULUM VITAE

A. Identity

Name : UMMI KALSUM BATUBARA
Reg. Number : 09 340 0026
Place and birthday : Rianiate II, 08 November 1990
Sex : Female
Religion : Islamic
Address : Batangtoru

B. Parents

1. Father's name : Ardiwan Batubara
2. Mother's name : Sumarni Hasibuan

C. Educational background

1. Graduated from Primary School number 148280 Rianiate II kec. Batangtoru in 1998-2003.
2. Graduated from SMP Negeri 3 Batangtoru in 2004–2006.
3. Graduated from SMA Negeri 3 Padangsidimpuan in 2007 – 2009.
4. Be University student in State Institute for Islamic Studies (IAIN) Padangsidimpuan since 2009.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The general aim of teaching English to students is to enable them master all skills of the language (listening, speaking, reading and writing). Reading is one of skills that must be improved by students became master in English. Brown says that:

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.¹

Reading is the way to get information from something that was written, obtain information and improve the science and knowledge. Reading is a complex process. It means that in reading readers not only understanding ideas, but also recognizing the relationships and structures among ideas.

Reading is an essential skill for learners of English as a second language. For most of learners, it is the most important skill to be mastered in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all areas of learning.

¹Douglas Brown, *Teaching by Principlesan Interactive Approach to Language Paedagogy*, (USA: Prentice Hall Regents, 1994), p.284

There are many reasons why reading is significant for life. First, Reading is important because reading develops the mind. The mind needs exercise. So, reading a text is one way for mind grows. Second, reading develops a good self image, because poor readers often have low opinions of themselves. Third, reading discovers new things, a person who knows how to read can educate themselves in any area of life. Then, reading develops the imagination, with reading something, a person can go anywhere in the world, they can be a king, or an adventurer, or a princess. Non-readers or poor readers never experience these joys to the same extent.²

The goal of reading is comprehension. Comprehension is the ability to understand the written material. While, Wayne Otto stated that “comprehension is the readers’ familiarity with concept and vocabulary presented, decoding ability, purpose for reading, and attitude toward reading itself.”³ To comprehend the written material, readers must use a variety of skills. Such readers must be able to conclusion, identify main ideas, and recognize details from the selection.

Based on the illustration above, it is undeniably that reading is necessary for everybody in variety of purpose and needs. However, reading is problematic at SMK Negeri 1 Batangtoru. Students’ reading comprehension is low. They lack of concentration in reading, so, they difficult to focus and center their mind when

²John Corcoran, *Way is Reading Important?*, Access from <http://www.learn-to-read-prince-george.com/why-is-reading-important.html>, 15 January 2014

³Wayne Otto, et. al. *How to Teach Reading*, (USA: Addison-Wesley Publishing Company, 1979), p.151

reading. Then they lack of vocabulary, so make students difficult in guessing and getting the mean ideas of written material. They lack of motivation and attention about the important of reading, so make them lazy to read and not try to understand the text in reading activities. Passing grade of English in SMK Negeri 1 is 60 for all subjects and skills include reading skill. However, the data find in SMKN 1 Batangtoru reveals the average of student's reading achievement of grade XI ATPH : 6.8 and XI ATP : 6.5 in brief, students' reading comprehension achievement does not fulfill the expectation. It was also found based on the research observation and information from the researcher interviewed from students⁴ and teacher⁵ that the reading achievement of student is low.

Besides that, they also less in using reading strategy, because in learning reading they use just read and read method. The students and teacher reads and translate the text together without take of reading strategies. So the students not interest and bored.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. There are some strategiethat can enhancestudents' reading comprehension, such as; identify the purpose in reading, use graphemic rules and patterns to aid in bottom-up decoding, use efficient silent reading techniques for relatively rapid comprehension, skimming, scanning,

⁴Abdi Novian, *Private Interview to Student*, 18 January 2013

⁵Yenni Marito, *Private Interview to Teacher*, 18 January 2013

semantic mapping, guessing, vocabulary analysis, distinguish between literal implied meaning and capitalize on discourse markers to process relationship.⁶

From the alternative strategies above, the researcher chooses employ semantic mapping strategy. Mapping is a process of drawing diagrams to describe how a topic and its related ideas are connected. Accordingly by using semantic mapping strategy, a student will more interest, easy and able to understand the whole matter of the text, because semantic mapping emphasize the important parts in the text. Through these activities, students will be able to set the attention on the part of the text. It means students will focus more attention on the passage relating to the key word, so students more easily to construct the concepts and creases their reading ability.

In view of about discussion, the researcher interested in conduction an experiment research of which purpose investigate the effect of using semantic mapping strategy on students' reading comprehension at SMKN 1 Batangtoru. This research will see the effect of using semantic mapping to students' reading comprehension at SMKN 1 Batangtoru.

⁶Douglas Brown, *Op. Cit.*, p.291-296

B. Identification of the Problem

Based on background above, many problems which often faced by the students while reading process, so that they often faced difficulties in comprehending the text. The problems that they were facing usually such as: they lack of concentration in reading. It made them got difficulties in focusing and centering their mind when reading. Then, they also of vocabularies; it made students difficult in guessing and getting the meaning of written material. Next, they lack of motivation and attention about the important of reading, so it made them lazy to read and not try to understand the text in reading activities. So these problems made them lack of reading comprehension.

C. Limitation of the Problem

There were many problems of the students in reading comprehension, the coverage of the variables stated above is so large in the matter of materials, space and time that is difficult to explore alone. Due to limitation of the researcher in the aspect of ability, time and finance, this research must be limited. The researcher limited the scope of the problems about reading strategies used by them. The researcher focused in using semantic mapping strategy and its' relationship to reading comprehension at grade XI of student SMK Negeri 1 Batangtoru.

D. Research Question

To make the problems in this research clear, the researcher formulated the problem based on background and identification as follow: “was there effect of using semantic mapping to students’ reading comprehension at grade XI SMKN 1 Batangtoru?.”

E. Purpose of Research

The purpose of this research is based on the research question above, to know the effect of semantic mapping to students’ reading comprehension achievement at grade XI SMK Negeri 1 Batangtoru.

F. The Significance of the Research

This research is expected to be useful at least in three domains, they are for the science of language education, for teachers, and for future researchers. The following illustration describes the significance for these parties.

First, this research will give contribution and enrich the science of language education in general and specifically to the field of teaching reading skill. This study encomples the unresearched fields and empowers the same research conducted in the past.

Second, this research is useful for teachers as source of teaching. They can get learning materials to be presented in the classrooms of teaching reading skill, specifically with semantic mapping strategy. Besides, they can use the guidance of semantic mapping strategy presented in this research in this as reference in improving the process and the result of student reading skill.

Finally, this research can be used by the future researchers as reference and standing point for studying the other subjects in the field of language teaching. By reading this research, they will be able to identify other subjects and to investigate which are the continuity of this research.

G. Definition of Operational Variables

The word in every day language in multiple meanings. Like other symbol, their power comes from the combination of meaning in a specific setting. Define a term when it first appears in the proposal. A term may require definition to help the reader understand the research problem and the questions or hypotheses in the study.⁷ There are two variables in this research. They are semantic mapping and students' reading comprehension that what be described as follow:

1. Semantic Mapping

- a. Semantic is the study about relationship between signs with objects.⁸
- b. Mapping is a process of drawing diagrams to describe how a topic and its related ideas are connected.⁹
- c. The term *semantic mapping* has been used to refer to several notions, one of which is the building up of diagrammatic maps showing the relationship

⁷John W. Creswell, *Research Design*, (London: Sage Publications, 2003), p.143-145

⁸Henry Guntur Tarigan, *Pelajaran Semantik*, (Bandung: Angkasa Bandung, 1995), p.2-3

⁹Kathleen T. McWhorter, *Efficient And Flexible Reading*, (New York: Harper Collins Publisher, 1992), p.308

between vocabulary suggested by the teacher, suggested by the learners and found in reading text.¹⁰

So, semantic mapping are diagrams that help students see how words or concepts in most cases are related to one another.

2. Students' reading comprehension

a. Hornby's dictionary explained that, "student is person who is studying at a college or university."¹¹

b. Reading is "a fluent process of readers combining information from a text with their own background knowledge to build meaning."¹²

c. Scovel stated that comprehension is the understanding about what we hear and what we read.¹³

So, students' reading comprehension means the students' ability to understand and to combine information from what they read.

¹⁰Fransiscus Xaverius Mukarto, *The Patterns of Semantic Mapping Development of English Verbs Acquired by Indonesian ELF Learning*, (Malaysia: Universiti Sains, Malaysia, 2005), p.21

¹¹A.S Hornby, *Oxford Learner's Pocked Dictionary*, (New York: Oxford University Press, 2000), p. 429

¹²David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p.68.

¹³ Thomas Scovel, *Psycholinguistic*, (New York: Oxford University Press, 2001), p.50

H. The Outline of the Thesis

The systematic of this research is divided into five chapters and each chapter consists of many sub chapters with detail as follow:

In chapter one, consist of background of the problem, identification of the problem, limitation of the problem, research question, purpose of research, significance of the research, definition of the operational variable and the outline of the script.

In chapter two, consist of theoretical review, which consist of sub chapter such as theoretical review consist of description of reading comprehension, description of semantic mapping and the effect of semantic mapping strategy to reading comprehension by behavioristic theory. Then, review of related findings, conceptual of frame work and hypothesis.

In chapter three, consist of research methodology which consists of research design, place and time of the research, population and sample, the instrument of data collection, validity of the test, research procedure, and technique of data analysis.

In chapter four, consist of the research finding which consist of description of the data, discussion of the result research and last validity. The last is chapter five, consist of conclusion and suggestion.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

In this research reviews the theories of the semantic mapping strategies and its effect on student's reading comprehension achievement, it consist of description of reading comprehension and description of semantic mapping strategy.

1. Description of Reading Comprehension

a. Definition of Reading

Reading is not just saying the words, but reading also be a meaning getting process. According to McWhorter, "reading is a complex process; it involves much more than adding word meanings together. Reading involves not only understanding ideas, but also recognizing the relationships and structures among ideas."¹

Reading is a fluent process of readers combining information from text and their own background knowledge to build meaning. The goal of reading is comprehension. The reader background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading.² Then, Harris

¹Kathleen T. McWhorter, *Efficient and Flexible Reading*, (New York: Harper Collins Publisher, 1992), p.165

²David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.68

states that reading is a very complex process in which the recognition and comprehension of written symbols are influenced by the perceptual skills, the word analysis skills, the experience, the language background, the mind set and the reasoning ability of the reader.³

So, reading is an activity of meaning getting process, in reading the readers must able to combine their own background knowledge and information from text to build meaning and readers also must understand ideas, recognize the relationships and structures among ideas. Because the goal of reading is comprehension, so readers must able to remember and understand about the text. Readers also must able to get the information from what they reads.

b. Reading Comprehension

Comprehension is ability to understand or mastery something, or the ability in understanding or mastery written material. Comprehension comes from word “comprehend”, which add “ion”. The means of comprehend is the ability to understand.⁴ While, Scovel stated that comprehension is the understanding about what we hear and what we read.⁵

³AJ. Harris, *How to Increase Reading Ability*, (New York: David Mckay Company, 1969), p. 3-7.

⁴David Nunan, *Op. Cit.*, p.311

⁵Thomas Scovel, *Psycholinguistic*, (New York: Oxford University Press. 2001), p.50

Reading comprehension is interaction between thought and language and bases evaluation of success in comprehension on the extent the reader's reconstructed message agrees with the writer's intended message.⁶

In addition, reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information on the page. In order to understand the text, the readers must be able to identify words rapidly, know the meaning of almost all of the words and able to combine units meaning into a coherent message.⁷

Smith in Wayne Otto suggested that reading comprehension may be divided into four categories. They are:

- 1) Literal comprehension, as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context, and it is generally accepted as the most simple, basic, comprehension skill and one that requires little thinking or reasoning.
- 2) Interpretation, which definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within the interpretative level. Readers may make generalization, determine cause and effect. Identify motives, find relationship, predict endings, and make comparisons.

⁶Wayne Otto, et. al. *How to Teach Reading*, (USA: Addison-Wesley Publishing Company, 1979), p.151

⁷Sylvia Linan, Thompson and Sharon Vaughn, *Research-Based Method of Reading Instruction for English Language Learners Grade K-4*, (Virginia USA: Association for Supervision and Curriculum Development (ASCD), 2007), p.115.

- 3) Critical reading, includes both literal comprehension and interpretation, but also goes beyond these two levels of comprehension. When individuals read critically, they evaluate what is read. That is, they examine critically the through the two lower levels of comprehension, and judge their validity, or worth.
- 4) Creative reading is going beyond what the author has written, applying ideas from the text to new situation, and combining the author's ideas with others ideas to form new concepts or to expand old ones. Through creative reading, the reader creates something new the ideas, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.⁸

While, Barrett urged that the taxonomy be viewed as a teaching tool and not as an exhaustive classification of comprehension abilities and tasks, as follow:

- 1) Literal level, distinguishes between recognition tasks and recall tasks. Recognition tasks require readers to be able to recognize a statement that has been drawn explicitly from the text. While, recall tasks require readers to reconstruct an explicit statement from memory.
- 2) Inference, as a synthesis of the students' prior knowledge, intuition, and imagination with the literal content of the text. Inferential comprehension may involve combining two literal statements to reach an unstated conclusion, readers use inferential comprehension skill when drawing on their own experiential background to fill in fact no expressly given in a passage.
- 3) Evaluation, which roughly corresponds to smith's third level. Critical reading. When students evaluate while reading, they compare the information contained in the selection with external criteria, such us outside authorities, or with internal criteria, such a personal knowledge.
- 4) Appreciation, involves a reaction to the aesthetic aspects of written communication. Barrett emphasize the students'

⁸Wayne Otto, et. al., *Op. Cit.*, p. 152

responses to the craft involved in writing, such as style, use of language, and the ability to create believable characters.⁹

Carver suggested four levels of comprehension. They are:

- 1) The word level, before one can understand a complete sentence, one must know the meanings of at least most of the words in the sentence, as they are used in that sentence.
- 2) The sentence, the readers must combine the words in the sentence and understand what the whole sentence means.
- 3) The unit of paragraph. Readers comprehend the words and sentences in a paragraph and also develop an understanding of the meaning of the paragraph itself, this level like others levels.
- 4) A large element of reasoning, it is resembles the critical and creative levels of Smith's analysis of reading comprehension.¹⁰

From the theories above, there are many theories about the comprehension but has different in choosing of word or diction. The comprehension has many categories, classifications, and levels. So that, readers must accept this challenge to develop functionally reading skill, at the same time, recognizing the value of reading and the purpose of reading comprehension.

Besides that, to get the comprehension, reader must have a good concentration in reading activity. There are some way how to get the concentration well, such as:

1. Find a place to read where you can concentrate.
2. Begin your reading by looking at the pictures, or listening to the music to get a relax situation.

⁹*Ibid.*, p.153

¹⁰*Ibid.*, p.154

3. Start with titles, names, or other larger print items that you may know or ever thought about.
4. Read as much as you are able. When you start getting bored or need a break, take one. Because reading should be fun and enjoyable. After break, return to read again and continue.
5. Read the page carefully. Don't rush, take your time.
6. Reread. If you don't understand, read over the sentence(s) again. If you still don't understand, ask a good reader to explain it to you.
7. Feel free to use your finger as a pointer. It will keep your eyes focused on the line you are reading, improving your understanding.¹¹

So, according to researcher the indicator of reading comprehension consist of literal comprehension, interpretation, creative and critical reading. In literal comprehension the reader must be able get meaning of a word, idea or sentence in context, interpretation is ability to identify main ideas, and creative reading is combining the author's ideas with other ideas to form new concept, and last critical reading, when individual read critically, they evaluate what is read. The reader must mastery the indicator to develop the reading skill and get the comprehension about the text. And to mastery it, the reader need the good concentrate.

¹¹Rae Troutman, *Improve Your Reading Skills*, Access from <http://www.wikihow.com/Improve-Your-Reading-Skills>, 15 January 2014

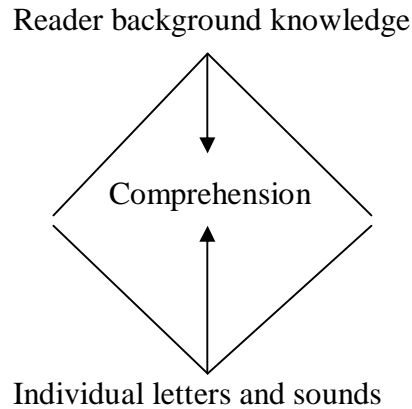
c. Models of Reading

Researchers have pondered the effects of the model and explained what happens when people read. Past researches in the reading process have come up separately with three models of reading such as bottom-up, top-down and interactive.

- 1) Bottom-up models typically consist of lower-level reading processes. Student start with the fundamental basics of letter and sounds recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, longer text, and finally meaning is the order in achieving comprehension.
- 2) Top-down models, on the other hand, begin with the idea that comprehension resides in the reader. The reader use background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.
- 3) Interactive models are accepted as the most comprehensive description of the reading process. This third type combines elements of both bottom-up models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources.¹²

This is the graphic representation of an interactive approach to reading. The reader combines elements of both bottom-up and top-down models of reading to reach comprehension.

¹²*Ibid.*, p.70-72



According to the explanation above the bottom-up model discusses that the person who reads construct the text from the minimum unit to the maximum unit, such as; letters to words, words to phrase, and phrase to sentences. Top-down models are the reader use background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made, a text will be convey an enormous deal of awareness, expectations, assumptions by the readers and its given a basic knowledge to acquire the vocabulary. Interactive models are accepted as the most comprehensive description of the reading process, the type combines element of bottom-up and top-down, the two models or processes are taking place at the same time. After reading, the readers must be able to remember the information of the text that they have read.

d. Types of Reading

Besides have the models reading material also have types, several types of reading are identified, each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate in order processing meaning efficiently. There are the genres of the reading, such as:

- 1) Academic reading: general interest articles (in magazine, newspapers, etc.), technical reports (e.g. lab report), professional journal articles, reference material (dictionaries, etc), textbook, theses, essays, papers, test directions, editorials and opinion writing.
- 2) Job-related reading: messages, letters/email, memos, report(e.g. job evaluation, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires,, financials documents (e.g. bills, invoices, etc), and directories.
- 3) Personal reading: newspapers and magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules (train, bus, plane, etc.), recipes, menus, maps, calendars, advertisements, novels, short stories, jokes, drama, poetry, financial documents, forms, questionnaires, medical reports, immigration documents, comic strips and cartoons.¹³

In the case of reading, variety of performance is derived more from the multiplicity of types of reading (the genres listed above) than from the variety of over types of reading performance, nevertheless, for considering assessment procedures, several types of reading performance are typically identified. The various assessment tasks as follow:

¹³Douglas Brown, *Language Assessment Principles and Classroom Practices*, (USA: Longman, 2004), p.186

- a. Perceptive reading, it is involve attending to the components of larger stretches of discourse letters, words, punctuations, and others graphemic symbols. Bottom-up processing is implied.
- b. Selective reading, this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical task are used: picture-cued task, matching, true/false, multiple-choice, etc. A combination of bottom-up and top-down processing may be used.
- c. Interactive reading. Because reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and take is the product of that interaction. Materials use in interactive reading must be interesting and comprehensible, both semantically and syntactically, and they should include some elements slightly beyond the students' present levels.
- d. Extensive reading involves somewhat longer texts than we have been dealing with up to this point. Journal articles, technical report, longer essay, short stories, and books fall into this category. The reason for placing such reading into a separate category is that reading of this type of discourse almost always involves a focus on meaning using mostly top-down processing, with only occasional use of a targeted bottom-up strategy. Also because of the extent of such reading, formal assessment is unlikely to be contained within the time constraints of a typical formal testing framework, which presents a unique challenge for assessment purpose.¹⁴

So, reading is complex process that involved the features of parts of success ability and failure. After reading, readers must be able to remember and understand about the text, because reading is a meaning getting processes, so readers must be able to get the information from what they reads.

¹⁴*Ibid.*, p.186

2. Description of Semantic Mapping

Mapping is a process of drawing diagrams to describe how a topic and its related ideas are connected. It is a means of organizing and consolidating information by using a visual format.¹⁵ Semantic mapping is the structuring of information in graphic form. It is not a new process, and had been known as concept mapping, webbing, networking and plot maps. Semantic mapping is a tool that teachers can use to help students connect prior knowledge with new science concepts to be learned in terms of a schema conceptual system.

The purpose of the semantic mapping is to help students identify important ideas and how these ideas fit together and to provide an alternative format the outline. Below is the component of semantic mapping:

- 1) Core question or concept, this is a key word or phrase that is the main focus of the map.
- 2) Strands, subordinate ideas that help explain or clarify the main concept. These can be generated by student.
- 3) Supports: details, inferences and generalization that are related to each strand. Supports clarify the strand and distinguish one strand from another.¹⁶

¹⁵ Kathleen T. McWhorter, *Op. Cit.*, p.306

¹⁶Richard T. and Joanne L. *Semantic Mapping*, Access from http://literacy.kent.edu/eureka/strategies/semantic_mapping.pdf, 30 January 2013

This figure show how a topic and its related ideas are connected

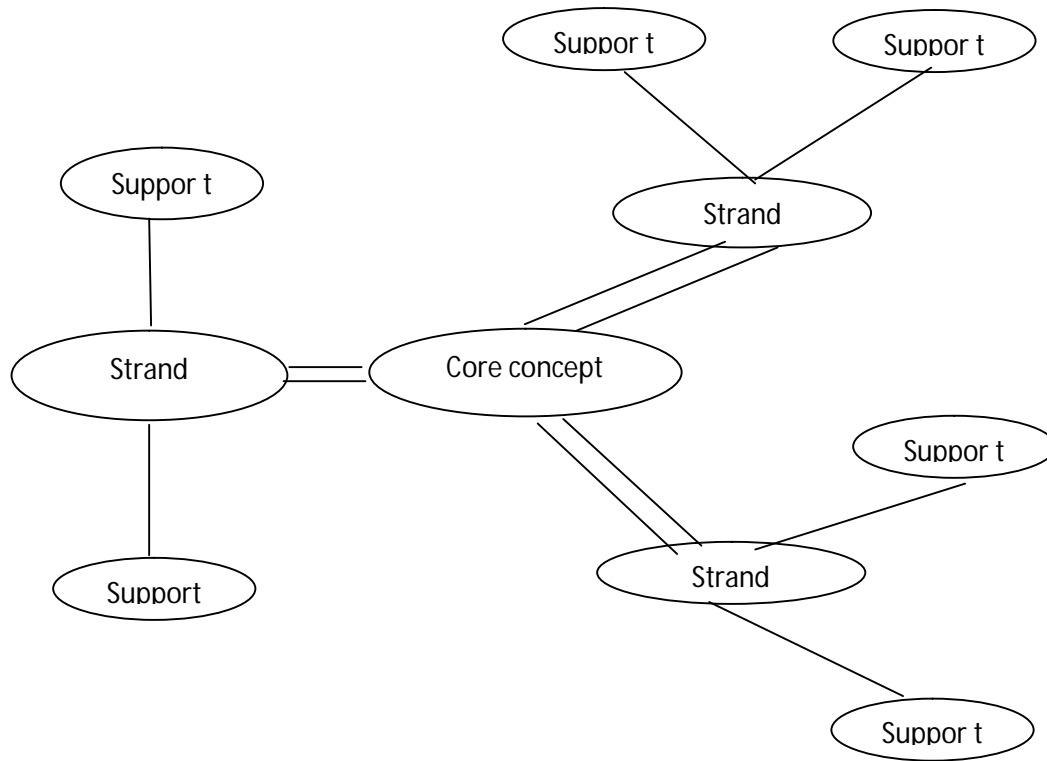


Figure 1: Component of semantic mapping

Think of a map as diagram that shows how ideas are connected. Maps, like outlines, can vary in the amount of detail included, ranging from very general to highly specific. Use the following steps in drawing a map:

- 1) Identify the overall subject and write it in the center or at the top of the page. How you arrange your map will depend on the subject matter and its organization. Circles or boxes are useful but not absolutely necessary.
- 2) Identify the major supporting information that related to the topic. State each fact or idea on a line connected to the central topic.
- 3) As you discover details that further explain an idea already mapped, draw a new line branching from the idea it explains.

- 4) Map can take in different form. They can draw in any way that shows the relationships among the ideas.¹⁷

Concept maps are visual outlines; they show how ideas within a passage are related. Map can take different form. Map can draw in any way that shows the relationship among the ideas.

Figure 2 and 3 shows two sample of semantic mapping.

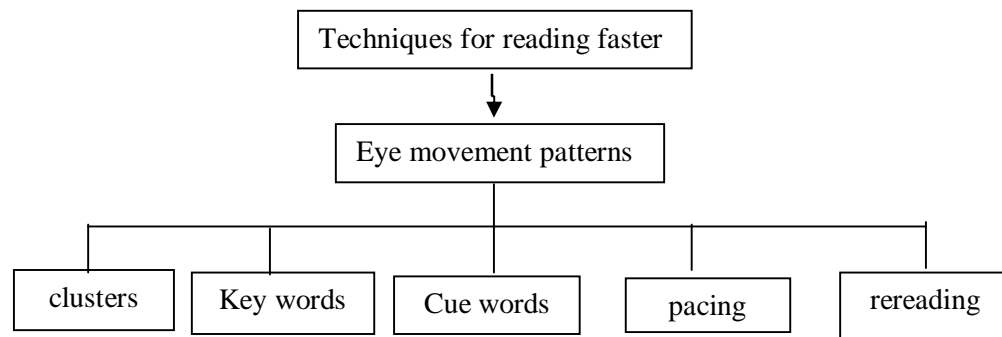


figure 2: *Semantic mapping* from subject Techniques for reading faster¹⁸

The figure 2 shows what the technique for reading faster, because reading is primarily a thinking process. There are physical aspects of reading is your eyes recognize words and transmit them in the form of signals to the brain. The physical aspects of reading including eye movement patent.

There are five techniques for reading faster are presented. First is cluster reading is a way to widen your eye span to encompass two or more words in a single fixation. Second, Key word reading is a method of reading only key (important) words in a sentence and skipping over nonessential

¹⁷Kathleen T. McWhorter, *Op. Cit.*, p.307

¹⁸*Ibid.*, p.308

words. Third, using cue words involves using transitional words and phrases to indicate when to speed up, maintain, or slow down reading rate. Fourth, facing is a method of forcing yourself to read slightly faster than normal, using some means of pushing yourself. Facing is built on the principle that rate again occurs in slow, incremental steps. Essentially, pacing provides a framework and a means to accomplish these incremental gains. The last, rereading is an effective method that you can use to build your reading rate. Rereading for rate increase involves rereading material at a higher speed and then attempting to read new material at that same speed.¹⁹

¹⁹*Ibid.*, p.131-142

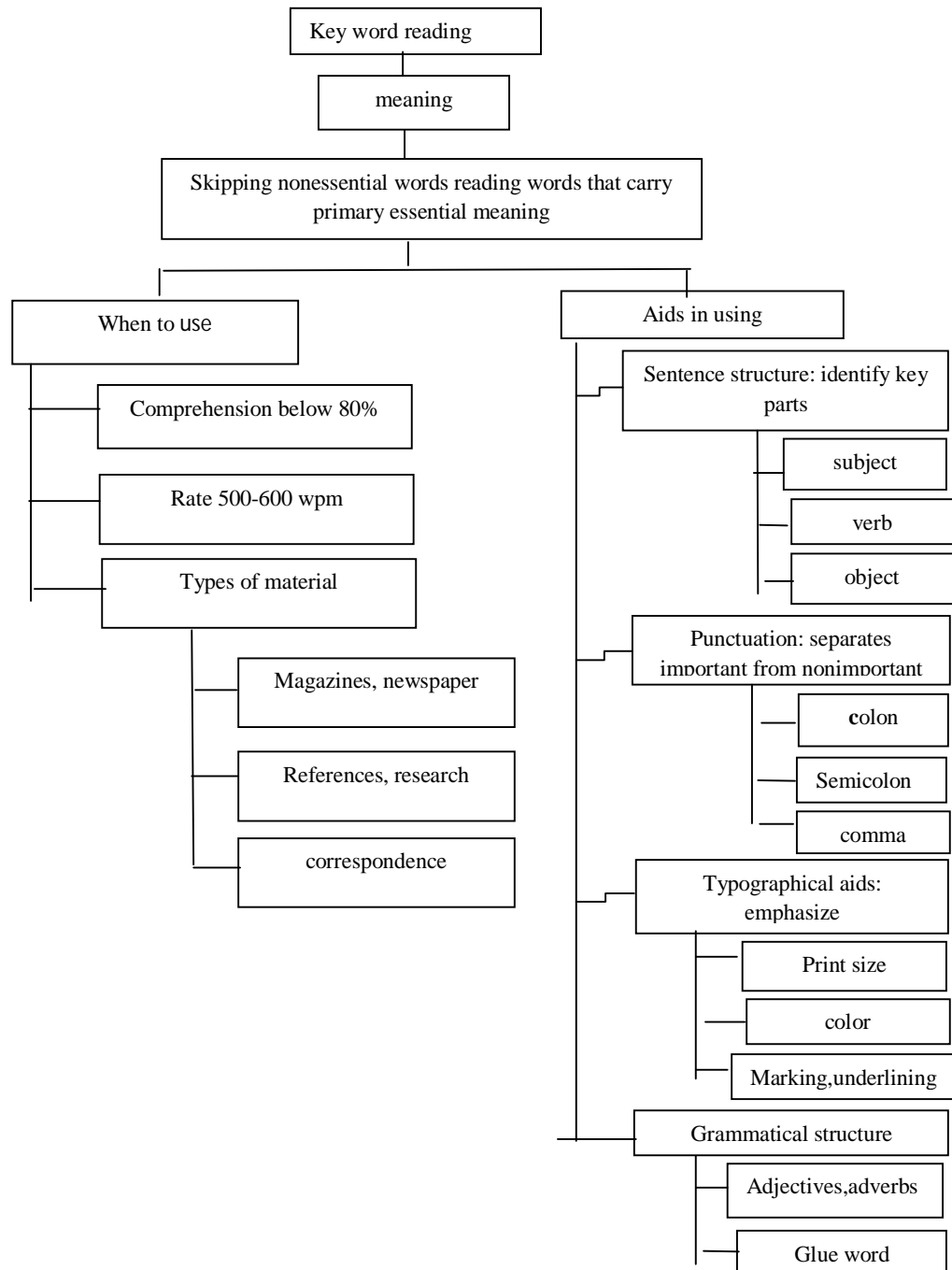


Figure 3: *Semantic mapping* from subject Techniques for key word reading²⁰

²⁰*Ibid.*, p.309

From the figure 3 can be seen that key word reading involves skipping nonessential words and reading only those words and phrase that carry the primary or core meaning of each sentence. Key word reading is a valuable and efficient technique for some reading situations. You should expect your comprehension to be 80 percent or lower, usually in the 50-70 percent range. You might expect to achieve reading rates of between 600 and 700 word per minutes. Key word reading cannot be used on all types of material. There are many situations in which a comprehension level below 80 percent is not acceptable. Especially when reading textbooks or highly technical material, your goal should be to understand everything, and key word reading is obviously not appropriate. However, there are many situations in which a level of comprehension in the 60-70 percent range is adequate. In these situations, key word reading will suit your purpose and enable you to cover the material at a high reading rate. The situation such as: when reading magazine, newspaper, reference, research and correspondence.²¹

The ability to aids in using such as identify key parts of sentence, punctuation, typographical aids and grammatical structure will enable you to key word reading. First, using sentence structure: sentence contain core part that tell you what the sentence is about (the subject), what action occurred (the predicate), and who or what received the action (the object). These parts carry the basic meaning of the sentence. Second, using punctuation: punctuation

²¹*Ibid.*, p.141

may signal what is to follow, separate nonessential parts of a sentence from the main sentence or indicate the relationships of various parts a sentence to one another. The use of a colon and semicolon indicates that important information is to follow. And comma depending on their use, provide several types of clues for the location of key words. Third, using typographical aids, typographical aids include all aspects of the words that appear in print size such as boldface print, colored print, italics, capitalization, underlining, enumeration, or lists of information. And last, using grammatical structure, your knowledge of grammar can also help you read key words effectively. Adjective and adverbs that modify the key parts of the sentence, then, are also important in key word reading.²²

So, semantic maps are diagrams that help students see how words or concepts in most cases are related to one another. Student are actively engaged in using their prior knowledge, as well new science concepts and experiences that the teacher has provided to develop a semantic map. Semantic maps can be accomplished individually, or in small cooperative groups, or with the whole class.

²²*Ibid.*, p.142-144

3. The Effect of Semantic Mapping Strategy to Reading Comprehension by Behavioristic Theory

Researcher explores the effect of semantic mapping strategy on reading comprehension. The theory is behavioristics theory. As Abuddin Nata says,

Anak atau individu tidak memiliki atau tidak membawa potensi apa-apa semenjak lahirnya. Perkembangan anak ditentukan oleh faktor-faktor yang berasal dari lingkungan seperti lingkungan keluarga, sekolah, masyarakat, lingkungan manusia, alam, budaya, religi dan sebagainya. Perkembangan anak menyangkut hal-hal nyata yang dapat dilihat dan diamati.²³

It means that behavioristics theory assume that children do not have potency since born, but the children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on. In which children growth relate on the concrete term that can be seen and can be researched.

From the behavioristics theory above concluded that in teaching learning process, the teacher must able to give the students many stimulus so the students are able to give many response. In which behavioristics theory is one assumption that the children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on.

²³Abuddin Nata, *Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner*, (Jakarta: PT Raja Grafindo Persada, 2009), p.175.

Environment is also said stimulus and human behavior is named response. So behavioristics theory is said with stimulus response theory.

Therefore, semantic mapping strategy is an approach on the students learning with learning strategies. By semantic mapping strategy a teacher teaches students the cognitive skills with make learning experience, with behavior modeling and then to help students to grow these skills base on their effort with giving spirit, support and so on.

This strategy can improve comprehending. So the students' stimulus and response a long reading activity by an approach semantic mapping strategy will result good comprehending in reading. Next the students' result in comprehending the text is said reading comprehension.

B. Review of Related Findings

There have been many researches done regard to this research and the research found some related research such us;

First, Evi Dewi Sartika Siregar, her thesis is "The Effect of Skimming Technique on the XI Grade Students' Achievement in Reading Comprehension at SMK Negeri 1 Sipirok in 2009-2010 Academic Year". The conclusion are: the students comprehension before using skimming technique is good, because it can be seen average score of the students before treatment is the good (72.66), and the students comprehension after used skimming technique is good, because it can be

seen through the average score of the students before treatment is more than good (75,16).²⁴

Second, Rahmansyah Siahaan, his thesis “ The Effect of Pre-Preeding Technique to the Reading Comprehension at Madrasah Aliyah Negeri Pandan In 2006-2007 Academic Year”. Then, the conclusion are: the students’ achievement in the pre-reading technique is 7.9. While, in the traditional technique is 6,9. This condition shows us that students’ achievement taught by using pre-reading technique is higher than traditional technique.²⁵

Third, Ristu Kariati, her thesis is “the correlation between students’ ability finding main idea and reading comprehension to the students of SMP Negeri 10 Padangsidempuan in 2007-2008 Academic year”, conclusion of her research are: the is a significant correlation between the students’ ability in finding main idea and reading comprehension, then hypothesis is accepted and its proved from thevalue of ‘r’ observed which is higher than the value of ‘r’ table ($0,79 > 0,463$ or $0,463 > 0,79$).²⁶

Last, Amir Fuadi, his thesis is “Pembuatan peta semantic pada kegiatan prabaca untuk meningkatkan kemampuan memahami bacaan siswa sekolah menengah kelas IX E SMP Negeri 27 Surakarta”, conclusion of his research are:

²⁴Evi Sartika DewiSiregar, The Effect of Skimming Technique on the XI Grade students’ Achievement in Reading Comprehension at SMKN 1 Sipirok in 2009/2010 Academic Year, (Padangsidempuan: UMTS, 2010)

²⁵Rahmansyah Siagian, The Effect of Pre-Reading Technique to the Reading Comprehension at MAN Pandan in 2006/2007 Academic Year, (Padangsidempuan: UMTS, 2006)

²⁶Ristu Kariati, The Correlation between Students’ Ability Finding Main Idea and Reading Comprehension to the Students of SMPN 10 Padangsidempuan in 2007/2008 Academic Year, (Padangsidempuan: UMTS, 2008)

using semantic mapping in reading activity can improve the motivation, and the ability to comprehend the text.²⁷

From the four of researches above, the researcher looked that there were many researches about reading strategy. Therefore, the researcher want to look for other information deeply, by the material that almost related to above researches. But, the researcher did research about the other reading strategy; reading strategy that is meant by the researcher is semantic mapping. It caused the researcher wants to know about the semantic mapping and its influents' reading comprehension deeply. This research was done at SMK Negeri 1 Batangtoru.

C. The Conceptual Framework

Reading is one of the most important skills. Reading is process of cognition, interpretation, and perception of written material and interactive process between reader and text.

There are many factors that affecting reading activity, such as: Lack of concentration, vocabulary, motivation, attention and less in using reading strategies. First, lack of concentration, make students difficult to focus and center their mind when reading. Second, lack of vocabulary, make students difficult in guessing and get the mean ideas of written material. Third, lack of motivation and attention, make students lazy to read and not try to hart in understanding the text.

²⁷Amir Fuadi, Pembuatan Peta Semantik pada Kegiatan Prabaca untuk Memahami Bacaan Siswa Sekolah Menengah kelas IX E SMP Negeri 27 Surakarta Tahun Ajaran 2011/2012, (Surakarta: FKIP Universitas Sebelas Maret, 2012)

To make their interest and easier in comprehending the text, we can use semantic mapping to comprehend the text.

While reading, readers often face the problems that making their comprehension less. Then it make them difficult getting the information or ideas from the written material, so that, to make them easier and faster they will accept what is in print directly without consideration. Therefore, in order to help became comprehension, there are many ways or strategy that can be used the readers such us that have mentioned above and then can be known the effect of their reading comprehension achievement and their mastery of semantic mapping strategy.

The effect of semantic mapping strategy to reading comprehension can be seen as follows:

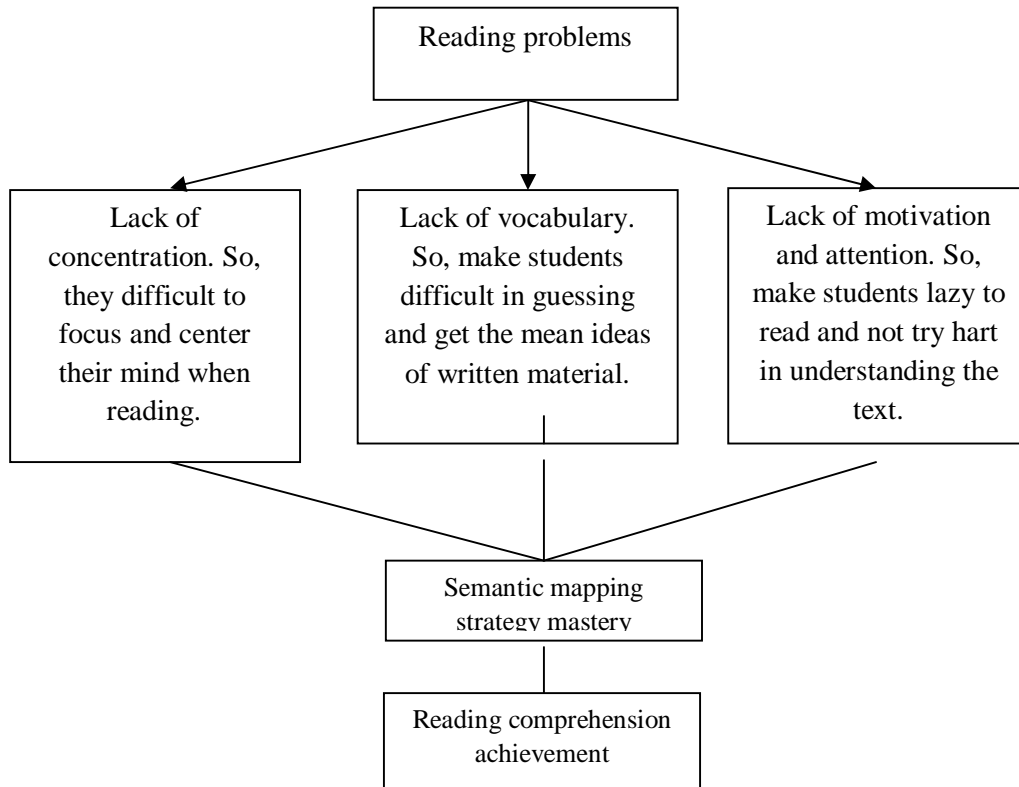


Figure 4: The effect of semantic mapping strategy to reading comprehension

From the above figure, it can be seen that while reading, readers often face the problems that making their comprehension less. Then it makes them difficult to get the information from the written material. To make them easier and fast that can be used semantic mapping strategy, and then can be known the effect of their reading comprehension achievement and their mastery of semantic mapping strategy.

D. Hypothesis

Hypothesis on the other hand is prediction the researcher holds about the relationship among variable.²⁸ Therefore, based on the explanation above, the researcher has the hypothesis “Semantic mapping gives effect to students’ reading comprehension at grade XI in SMK Negeri 1 Batangtoru.”

²⁸John W. Creswell, *Research Design*, (London: Sage Publications, 2003), p.108

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Research Design

Research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively and economically.¹ This research is designed by quantitative research. In this research, researcher uses sample and hypothesis. So that, the researcher uses experimental method in doing this research. The experimental research is the only type of research that can test hypothesis to establish causal-and-effect relationship. An experimental research is guided by at least one hypothesis that states an expected causal relationship between two variables.² Experimental research method is the most productive method, because if the research is conducted well, it can answer the hypotheses relevant with cause and effect relationship.

From the above quotation, researcher concluded that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable or more to other variables. The experimental research controlled the selection of participant for the study and divides the select participant in to more groups having similar characteristics

¹Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rded, (India: SAGE Publication, 2011), p.94.

²L.R Gay and Peter Arasian, *Educational Research Competence for Analysis and Application*, (USA: Prentice Hall, 1992), p.368

at the start of experiment. Next, the researcher would do experimental research by using semantic mapping strategy to increase the students' reading comprehension at SMK Negeri 1 Batangtoru. It is meant that researcher would collect the data, from two groups are used. They are experimental class and control class. The experimental class is the group that received the treatment by semantic mapping strategy, while the control class is the group that received treatment by conventional strategy. Conventional strategy is the English teacher's strategy in teaching reading on class, such read and translate strategy. The design could be figured as the following:

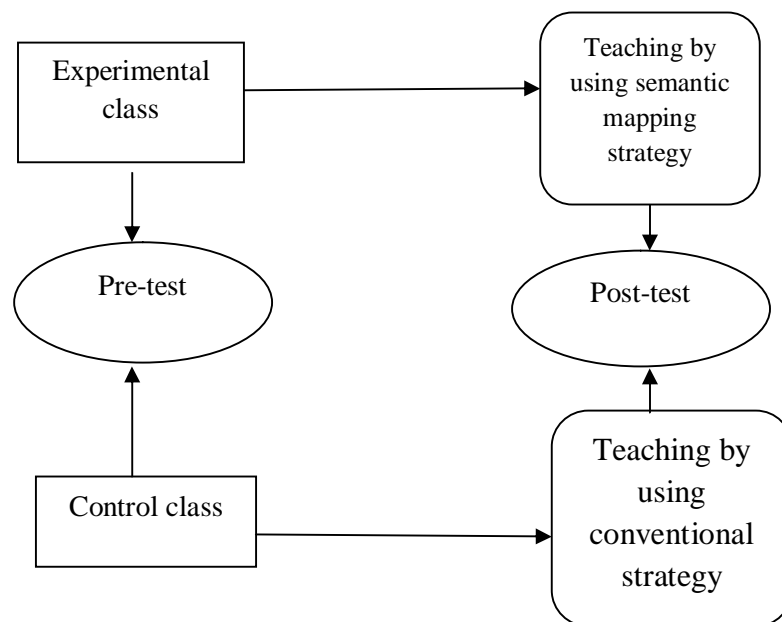


Figure 5: Research Design

2. Place and Time of Research

This research had been done in grade XI at SMK Negeri 1 Batangtoru. And this research finished in eleven months, start beginning on March 2013 until January 2014.

3. Population and Sample

a) Population

The population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalizable.³ Then, Sugiono said that, population is the generalization area consists of: object or subject who have quality and characteristics who be specified by the researcher to be learned and then be made the summarizing.⁴ So, population is the object or the subject who to be generalizable by the researcher to be learned and then be made the summarizing.

Population of this research is grade XI students at SMK Negeri 1 Batangtoru Academic 2012/2013 presented as follow:

³*Ibid.*, p. 122.

⁴Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. (Bandung: Alfabeta Bandung, 2010). p. 80-81.

Table 1
Student grade XI at SMK Negeri 1 Batangtoru
Academic Year 2012/2013

No.	Classroom	Male	Female	Amount
1	XI THP	0	34	34
2	XI ATPH	13	19	32
3	XI ATP	27	3	30
5	XI TGB	18	8	26
6	XI TKBB	19	0	19
Total Number				141

Source: School Administration Data of SMK Negeri 1 Batangtoru⁵

Where:

THP : Teknik Hasil Pertanian

ATPH : Agrobisnis Tanaman Pangan Horticultura

ATP : Agroindustri Tanaman Perkebunan

TGB : Teknik Gambar Bangunan

TKBB : Teknik Konstruksi Batudan Beton.

From the above table, the researcher takes 141 students as population from grade XI SMK Negeri 1 Batangtoru. Whether 34 students from XI THP, 32 students from XI ATPH, 30 students from XI ATP, 26 students from TGB and 19 students from XI TKBB. So the calculation of the population is 141 students of grade XI students at SMK Negeri 1 Batangtoru Academic 2012/2013.

⁵School Administration Data of SMK Negeri 1 Batangtoru

b. Sample

Selecting a sample is a very important step in conducting a research study. The good sample determines the meaningful of the result. There are two basic types of samples such probability samples and Nonprobability samples. The probability samples consist of simple random sampling, systematic random sampling, stratified random sampling, cluster (area) sampling, and non probability samples consist of convenience sampling, judgment sampling and quota sample and snowball sampling.⁶

Sample is the part of population that is as respondent of the research.⁷ Gay state that sample comprises the individuals, the items or events selected from a larger group referred to as a population and the purpose to gain information about the population using sample.⁸ So, sample is the part of population that are taken to be investigated.

According to Suharsimi Arikunto, “Apabila subjeknya kurang dari 100, lebih baik diambil semua. Sehingga penelitiannya merupakan penelitian populasi selanjutnya jika jumlah subjeknya lebih besar dapat diambil antara 10-15 % atau 20-25%”. (if the subjects less of 100, it is better to taken all as the sample, so that the research can be stated as the

⁶Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif*, (Jakarta: PT.Raja Grafindo Persada, 2005), p.123-136

⁷*Ibid.*, p.189

⁸L. R. Gay and Peter Arasian, *Op.Cit.*, p.121

population of research. Furthermore if the subjects are large, it can be taken between 10-15 % or 20-25%).⁹

In this research the researcher used cluster random sampling technique, considering to what Creswell says that,

Cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population. A single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people directly. In a multistage, clustering procedure the researcher first samples groups or cluster. Obtains names of individuals within groups or cluster and then samples within the cluster.¹⁰

It means that cluster sampling is the elements of population. From the population, researcher took the sample directly. The researcher predicts that every sample in population in same levels, then the researcher took the sample of each class by cluster sampling. So from the six classes, researcher only took two classes as the sample of the research. The sample of the research was the students from grade XI ATPH (Agrobisnis Tanaman Pangan Horticultura) and XI ATP (Agroindustri Tanaman Perkebunan). In this research class XI ATPH is experimental class and XI ATP as control class. The total number has taken 62 students.

⁹Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Praktek*, Cet.12, (Jakarta: PT.Rineka Cipta, 2002), p.108.

¹⁰John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches-Second Edition* (USA: Sage Publications inc, 2003), p. 156

Table 2
Sample of the Research

Experimental Class	Control Class
XI ATPH = 32 Students	XI ATP = 30 Students

So, the total of the sample was 62 students.

B. Instrument of Data Collection

A research must have a good instrument in this research because a good instrument can give the valid data. In addition, SuharsimiArikunto said that the instrument of the research is a tool of facility is used by the researcher to collect data.¹¹ Furthermore, an instrument is “serentetan pertanyaan atau latihan atau alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, intelligensi, kemampuanataubakat yang dimiliki oleh individu atau kelompok”.¹² So, in this research, the researcher interviews some students and English teacher in SMK Negeri 1 Batangtoru and gives the reading test to students as an instrument. The test consisted of pre-test and post-test. The pre-test and post-test were about reading comprehension, this test consisted of 40 items, 20 items for pre-test and 20 items for post-test.

¹¹Suharsimi Arikunto, *Op, Cit.*, p.21

¹²*Ibid.*, p. 127.

Table 3
Instrumentation Design

Class	Pre test	Treatment	Post test
Experiment class	✓	✓	✓
Control class	✓	✗	✓

Further, reading comprehension skill of the students is gain the information and a meaning getting process . So, the indicators of reading are:

Table 4
Indicator of The Test

Indicator	Items	Score
Identify main ideas	1,5,9,13,17	25
Getting meaning of word or sentence	2,6,10,14,18	25
Gain some information	3,7,11,15,19	25
Generic structure/ characteristic of text	4,8,12,16,20	25
Total score		100

Based on the above indicator, the scales are shown as follows:¹³

Table 5
Score of Result Test

Range of Real Score	Frequency
80-100	Excellent
61-80	Good
41-60	Average
21-40	Poor

C. Validity of the Test

In this research, the researcher used content validity to establish the validity of the instrument. The researcher took content validity as the instrument

¹³Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, cet.1, 2005), p. 89

because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes included in the content universe under consideration. As stated by Ranjit Kumar, “content validity is judge on the basis of the extent to which statements or questions represent the issue they are supposed to measure, as judge by you as a researcher, your readership and expert in the field”.¹⁴ In this case the researcher used reading test as the starting point of making the test. In starting the research, the researcher has validated the reading test.

The researcher validated the test by asking the English teachers to check pre- and post-test then assign it to the English teacher and the headmaster. The reading test means to analyze the items of the test comprehensively, and the basic question is: ‘Do the items of the test measure what is supposed to measure? In this case, because the test functions is to measure the students’ reading comprehension, so the test should be test reading itself. It has been validated by asking English teachers of grade XI SMK Negeri 1 Batangtoru for checking the pre-test and post-test, whether they include to the grade XI SMK Negeri 1 Batangtoru syllabus. Their syllabus has been included to the researcher’s pre-test and post-test made, so that test is valid.

¹⁴Ranjit Kumar, *Op.Cit.*,p.180

D. Research Procedure

To collect the data in this research, the researcher used reading test. The reading test is given to the students of grade XI in SMKN 1 Batangtoru. This is done after the researcher get the licence to do research from SMKN 1 Batangtoru. In collecting the data, the researcher conducted twice of test for those groups. They were pre-test and post-test.

1. Preparation

In preparation, the teaching material and test should be already available before it was conducted and test materials for the experiment should be prepared by the researcher before pre-test.

2. Pre test

The pre test was conducted to found out the homogeneity of the sample. The function of the pre-test to found the mean scores of the experimental class and control class before the researchgave treatment. In this case, the researcher hoped that the whole students' reading skill were same, or if there was a difference between those class, the difference was hopefully not significant.

3. Treatment

The experimental class and the control class gave same material. The experimental class was gave treatment, it taught by using the semantic mapping strategy and the control class was only by reading text.

4. Post-test

After giving the treatment, the researcher conducted a post-test. This post-test is the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post-test, the writer analyzed the data.

E. Technique of data Analysis

The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class. The data will be analyzed by using the following t-test formula¹⁵:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

- T : The value which the statistical significance
- M₁ : The average score of the experimental class
- M₂ : The average score of the control class
- X₁² : Deviation of the experimental class
- X₂² : Deviation of the control class
- n₁ : Number of experimental
- n₂ : Number of control.

¹⁵*Ibid.*,p.275

CHAPTER IV
DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of semantic mapping technique to reading comprehension, the researcher has calculated the data using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation of T-test. Next, the researcher described the data as follows:

A. Description of Data before Using Semantic Mapping

1. The Score of Pre-Test Experimental Class

The score of pre-test before using semantic mapping in Experimental Class as follows:

Table 6
The Score of Pre-test in Experimental Class
on Reading Comprehension

Number of student (n)	Pre- test
(1)	(2)
1	35
2	35
3	45
4	55
5	50
6	50
7	20
8	50
9	25
10	45
11	50
12	35
13	50

14	50
15	60
16	20
17	45
18	30
19	20
20	60
21	50
22	35
23	55
24	55
25	25
26	60
27	50
28	25
29	50
30	50
31	35
32	55
Total	1401
Mean	43.78
Mode	50
Median	48.20
The lowest	20
The highest	60

Based on the table, the sum of score in experimental class was 1401, mean was 43.78, mode was 50, median was 48.20. The researcher got the highest score was 60, and the lowest score is 20. Next, the calculation of how to get it can be seen in the appendix XI. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

Table 7
The Frequency Distribution of Students' Score of Pre-Test
in Experimental Class

No	Interval	mean	frequency	percentages
1	55-61	58	7	21.88%
2	48-54	51	10	31.25%
3	41-47	44	3	9.38%
4	34-40	37	5	15.63%
5	27-33	30	1	3.13%
6	20-26	23	6	18.75%
Total			32	100%

Based on the table, it can be drawn at histogram as below:

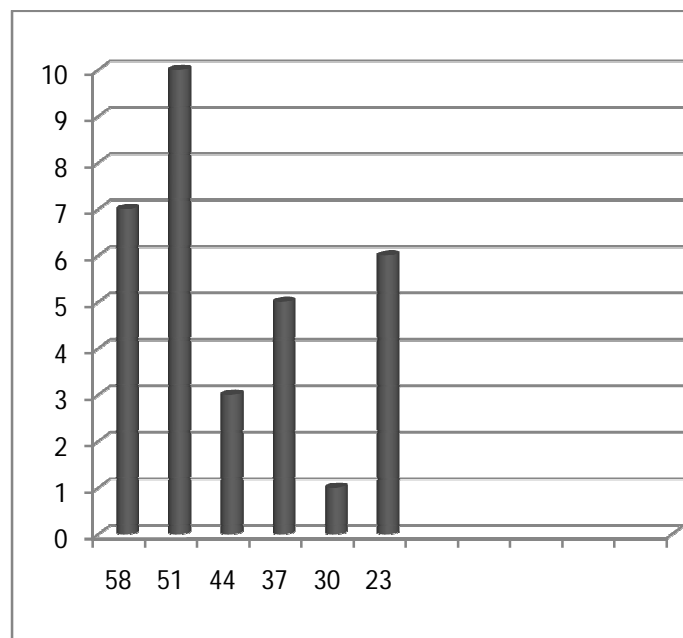


Figure 6: The Histogram of students' score of experimental class.

2. The Score of Pre-test in Control Class

The score of pre-test without using semantic mapping in Control Class as follows:

Table 6
The Score of Pre-test in Control Class
on Reading Comprehension

Number of student (n)	Pre- test
(1)	(2)
1	45
2	30
3	35
4	50
5	25
6	50
7	20
8	50
9	25
10	40
11	30
12	15
13	55
14	30
15	25
16	40
17	40
18	50
19	60
20	30
21	40
22	20
23	15
24	30
25	40
26	15
27	20
28	20

29	30
30	35
Total	1011
Mean	33.7
Mode	30
Median	30
The lowest	15
The highest	60

Based on the above table, the sum of score in conventional class was 1011, mean was 33.7, mode was 30, median was 30. The researcher got the highest score was 60, and the lowest score is 15. Next, the calculation of how to get it can be seen in the appendix XI. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

Table 9
The Frequency Distribution of Students' Score
Of Pre-Test in Control Class

No	interval	Mean	frequency	percentages
1	55-62	58.5	2	6.67%
2	47-54	50.5	4	13.33%
3	39-46	42.5	6	20.00%
4	31-38	34.5	2	6.67%
5	23-30	26.5	9	30.00%
6	15-22	18.5	7	23.33%
	Total		30	100%

Based on the table, it can be drawn at histogram as below:

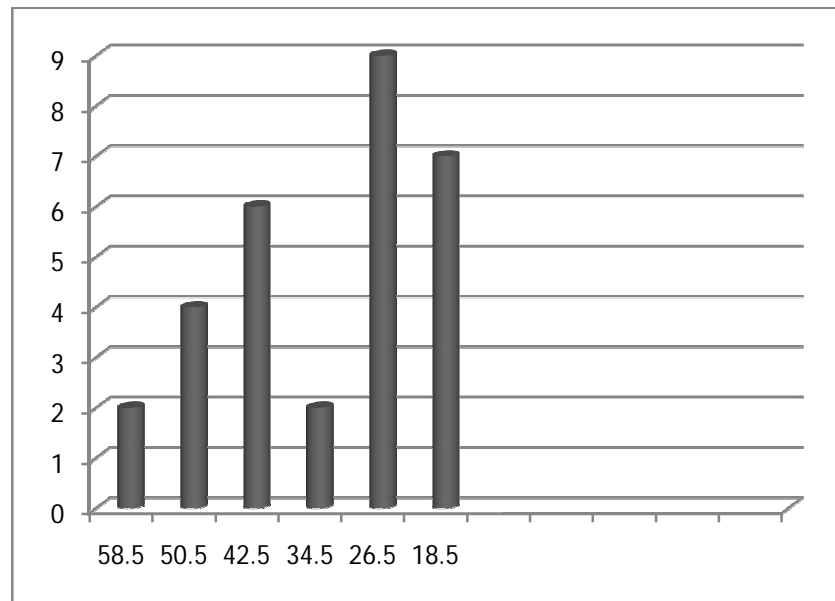


Figure 7: The Histogram of students' score of control class.

From the above table, the researcher concluded the students' ability in experimental class before using semantic mapping strategy in learning process was enough. While, the students' ability in control class before using conventional strategy in learning process was enough. It was increased by the means score of experimental class was 43.78 and conventional class was 33.43.

B. Description of Data after Using Semantic Mapping

1. Description Data of Experimental Class

The score of post-test after using semantic mapping in Experimental Class described as follows:

Table 8
The Score of Post-Test in Experimental Class
on Reading Comprehension

Number of student (n)	Post- test
(1)	(2)
1	85
2	65
3	80
4	80
5	85
6	80
7	85
8	85
9	85
10	75
11	80
12	85
13	80
14	75
15	80
16	60
17	85
18	90
19	70
20	85
21	85
22	85
23	75
24	80
25	80
26	90

27	80
28	85
29	85
30	70
31	80
32	80
Total	2630
Mean	82.19
Mode	85
Median	83.5
The lowest	60
The highest	90

Based on the table above the sum of score in experimental class was 2630, mean was 82.19, mode was 85, median was 83.5. The researcher got the highest score was 90, and the lowest score is 60. Next, the calculation of how to get it can be seen in the appendix XII. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follow.

Table 9
The Frequency Distribution of Students' Score
of Post-Testin Experimental Class

No	interval	mean	Frequency	Percentages
1	90-94	90	2	6.25%
2	85-89	87	12	37.50%
3	80-84	82	11	34.38%
4	75-79	77	3	9.38%
5	70-74	72	2	6.25%
6	65-69	67	1	3.13%
7	60-64	62	1	3.13%
	total		32	100%

Based on the table, it can be drawn at histogram as below:

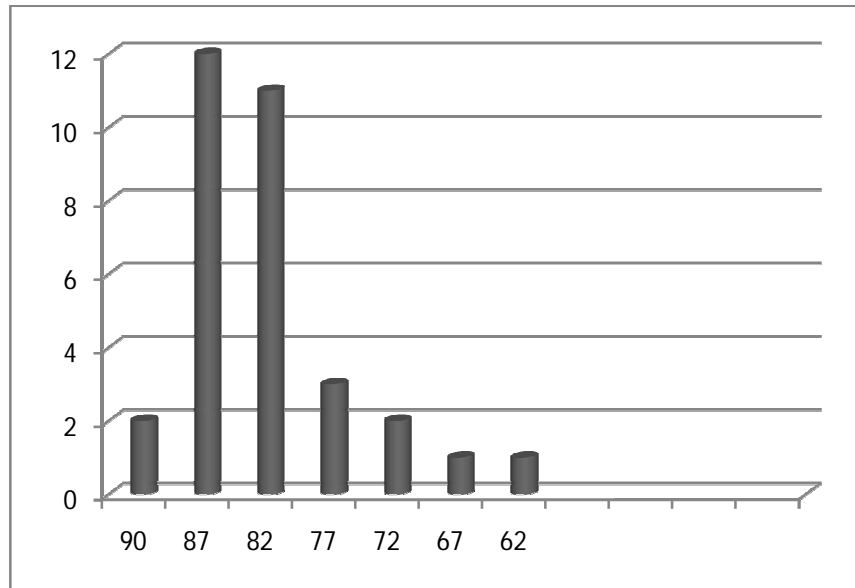


Figure 8: The Histogram of students' score of experimental class.

2. Description Data of Control Class

The score of post-test without using semantic mapping in Control

Class as follows:

Table 10
The score of Post-Test in Control Class
on Reading Comprehension

Number of Students	Score
(1)	(2)
1	65
2	55
3	55
4	55
5	55
6	55
7	65
8	65

9	50
10	65
11	50
12	50
13	70
14	50
15	55
16	50
17	60
18	60
19	70
20	50
21	55
22	60
23	50
24	50
25	55
26	50
27	50
28	50
29	65
30	50
Total	1692
Mean	56.4
Mode	50
Median	54
The lowest Score	50
The highest Score	70

Based on the above table the sum of score in conventional class was 1692, mean was 56.4, mode was 50, median was 54, the lowest score was 50, and the highest score was 70. Then, how to get it can be seen into appendix XII. Next, the computed of the frequency distribution of the student's score in post-test can be applied in to table frequency distribution as follows:

Table 11
The Frequency Distribution of Students' Score of Post-Test
in ControlClass

No	interval	mean	frequency	Percentages
1	68-70	69	2	6.67%
2	65-67	66	5	16.67%
3	62-64	63	0	0.00%
4	59-61	60	3	10.00%
5	56-58	57	0	0.00%
6	53-55	54	8	26.67%
7	50-52	51	12	40.00%
	total		32	100%

Based on the data above, it can be drawn at histogram as below:

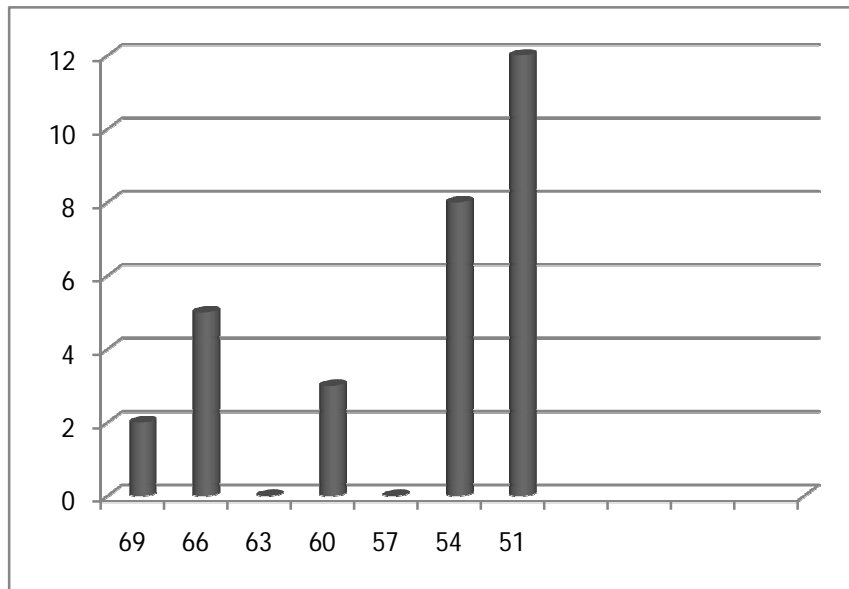


Figure 9: The Histogram of students' score of experimental class.

Next, from calculation above the researcher concluded the students' reading comprehension after teaching by using semantic mapping was increase quickly. It can be seen from the mean score of Experimental Class was bigger than Control Class ($82.19 > 56.40$).

C. Hypothesis Testing

The hypothesis of research "Semantic mapping gives effect to students' reading comprehension at grade XI in SMK Negeri 1 Batangtoru". Based on the data collected, the data would be analyzed to prove hypothesis by using formula of T-test. The steps were started. It can be seen as follows:

The Steps of Data Analysis; There were many steps to analysis data, they were:

1. The first step is to find average score each class.
 - a. The average score of experimental class.

$$\begin{aligned}
 M_1 &= \frac{Y_1^2}{Y_1} \\
 &= \frac{50025}{1195} \\
 &= 41.86
 \end{aligned}$$

- b. The average score of control class.

$$\begin{aligned}
 M_1 &= \frac{Y_2^2}{Y_2} \\
 &= \frac{18275}{675}
 \end{aligned}$$

$$= 27.07$$

2. The second steps, to find deviation score each class.

a. The deviation score of experimental class

$$\begin{aligned}\Sigma_{x1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\ &= 50025 - \frac{(1195)^2}{32} \\ &= 50025 - \frac{1428025}{32} \\ &= 50025 - 44625.78125 \\ &= 5399.21875 = 5399.21\end{aligned}$$

b. The deviation score of control class.

$$\begin{aligned}\Sigma_{x2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\ &= 18275 - \frac{(675)^2}{30} \\ &= 18275 - \frac{455625}{30} \\ &= 18275 - 15187.5 = 3087.5\end{aligned}$$

c. The third step, to use the formulation of T-test

Table 12
List of Score

No	Symbol	Score
1.	M_1	41.86
2.	M_2	27.07
3.	X_1^2	5349.21
4.	X_2^2	3087.5
5.	n_1	32
6.	n_2	30

$$\begin{aligned}
 Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{41.86 - 27.07}{\sqrt{\left(\frac{5349.21 + 3087.5}{32 + 30 - 2}\right)\left(\frac{1}{32} + \frac{1}{30}\right)}} \\
 &= \frac{14.79}{\sqrt{\left(\frac{8436.71}{60}\right)(0.06)}} \\
 &= \frac{14.79}{\sqrt{(140.61)(0.06)}} \\
 &= \frac{14.79}{\sqrt{8.43}} = \frac{14.7}{2.9} = 5.06, \rightarrow t_o = 5.06
 \end{aligned}$$

$$df \text{ (the degree of freedom)} = (n_1 + n_2 - 2) = 32 + 30 - 2 = 60.$$

Hypothesis of research was semantic mapping strategy gives effect to students' reading comprehension at grade XI in SMK Negeri 1 Batangtoru. The researcher took the decision of criteria in doing this research. Hypothesis

was accepted since $t_{\text{observed}} > t_{\text{table}}$ of significant and the degree of freedom $(df) = (n_1 + n_2 - 2) = 33 + 29 - 2 = 60$.

From the calculation of t-test, it was found that t_{observed} is higher than t_{table} ($5.06 > 3.46$). So that, from the calculation above, it was concluded that the result of experimental is significant, next semantic mapping has significant effect to increase reading comprehension at SMKNegeri Batangtoru. So, the hypothesis was accepted.

Next, to know how far the effect of semantic mapping on students' reading comprehension; it would be interpreted from the table below:

Table 13
The Table Coefficient Effect of Interpretation¹

Coefficient interval	Effect level
<i>0.80- 1.000</i>	<i>Very high</i>
0.60 – 0.7999	High
0.40 – 0.6999	Enough
0.20 – 0.5999	Low
0.00 – 0.1999	Very Low

To know the effect of semantic mapping to students' reading comprehension, it can be looked from minimized t_s ($5.06 - 3.46 = 1.60$). Next the result of it interpreted to the above table. It meant that the effect of semantic mapping on students' achievement in reading comprehension categorized in to very high.

¹Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, cet.1, 2005), p.89.

D. Discussion

In this research, researcher found many problems which often faced by the students while reading process. The problems that they were facing usually such as: they were lack of concentration in reading. They were also lack of vocabularies. Then, they were also lack of motivation and attention about the important of reading. So, these problems made them lack of reading comprehension.

Researcher found the problem after doing the observation. It is because strategy that used in teaching reading is boring so that students' motivation in learning English especially in reading is low. From the problem, researcher tried to give the treatment by using semantic mapping strategy. Semantic mapping is a tool that teachers can use to help students connect prior knowledge with new science concepts to be learned in terms of a schemata conceptual system. The purpose of the semantic mapping is to help students identify important ideas and how these ideas fit together and to provide an alternative format the outline.

Based on the theory and related findings, the researcher discuss what that was found. First, Abuddin Nata² says that children do not have potency since born, but the children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on.

²Abuddin Nata, Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner (Jakarta: PT Rajagrafindo Persada, 2009), p. 175.

Behavioristics theory assume that learning is capacity to form stimulus response relation as much as possible. It means that, the teacher must able to give the students many stimulus, so the students are able to give many response. So, the application of semantic mapping strategy a long reading activity will improve the students' stimulus and response and will result good comprehending in reading.

Second, in the research by Evi Dewi Sartika Siregar, her research is "The Effect of Skimming Technique on the XI Grade Students' Achievement in Reading Comprehension at SMK Negeri 1 Sipirok in 2009-2010 Academic Year".³ The result of her research is the students' comprehension using skimming technique is good.

Third, research by Rahmansyah Siahaan with title "The Effect of Pre-Reading Technique to the Reading Comprehension at Madrasah Aliyah Negeri Pandan In 2006-2007 Academic Year".⁴ The result of her research is the students' achievement taught by using pre-reading technique is higher than traditional technique.

Fourth, research by Ristu Kariati, her thesis is "the correlation between students' ability finding main idea and reading comprehension to the students

³Evi Sartika DewiSiregar, The Effect of Skimming Technique on the XI Grade students' Achievement in Reading Comprehension at SMKN 1 Sipirok in 2009/2010 Academic Year, (Padangsidempuan: UMTS, 2010)

⁴Rahmansyah Siagian, The Effect of Pre-Reading Technique to the Reading Comprehension at MAN Pandan in 2006/2007 Academic Year, (Padangsidempuan: UMTS, 2006)

of SMP Negeri 10 Padangsidimpuan in 2007-2008 Academic year”⁵. the result of her research are: there is a significant correlation between the students’ ability in finding main idea and reading comprehension.

Last, in the research by Amir Fuadi with title is “Pembuatan peta semantic pada kegiatan prabaca untuk meningkatkan kemampuan memahami bacaan siswa sekolah menengah kelas IX E SMP Negeri 27 Surakarta”⁶. The result of his research are using semantic mapping in reading activity can improve the motivation, and the ability to comprehend the text.

Therefore, in this research, the researcher has the hypothesis “Semantic mapping strategy gives effect to students’ reading comprehension at grade XI in SMK Negeri 1 Batangtoru. From the calculation of t-test, it was found that t observed is higher than t table ($5.06 > 3.46$). It was concluded that semantic mapping has significant effect to increase reading comprehension at SMK Negeri 1 Batangtoru. So, the hypothesis was accepted.

Semantic mapping strategy was effective to increase reading comprehension. It is can be seen from mean score between the experimental class and control class. It is indicated that the score of experimental class was

⁵Ristu Kariati, The Correlation between Students’ Ability Finding Main Idea and Reading Comprehension to the Students of SMPN 10 Padangsidimpuan in 2007/2008 Academic Year, (Padangsidimpuan: UMTS, 2008)

⁶Amir Fuadi, Pembuatan Peta Semantik pada Kegiatan Prabaca untuk Memahami Bacaan Siswa Sekolah Menengah kelas IX E SMP Negeri 27 Surakarta Tahun Ajaran 2011/2012, (Surakarta: FKIP Universitas Sebelas Maret, 2012)

bigger than control class (82.19 > 56.40). Finally, the researcher concluded semantic mapping was effective to increase reading comprehension.

E. Threats of the Research

The researcher found the threat of this research, as follows: The students have no variety of technique to comprehend what they were reading about. And the teacher was too. The researcher was lack of experience in processing data or lack of knowledge about it. The students needed more time for working pre-test and post-test. The thesis also limited of English books (especially reading and semantic mapping book) in the researcher's campus. Then, the limited of the instrument of research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter of intensive research of the effect of semantic mapping on students' achievement in reading comprehension showed the significant effect. Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The first, the students' achievement in reading comprehension before learning by semantic mapping at SMK Negeri 1 Batangtoru categorized into "average" score. It was provided by the mean score of Experimental Class was 43.78 and Control Class was 33.70. It can be identified that the students' reading comprehension was "poor".
2. The second, the students' achievement in reading comprehension after learning by semantic mapping at SMK Negeri 1 Batangtoru increased quickly and categorized "excellent". It can be seen from the mean score of experimental class is 82.29 and control class is 56.40.
3. Based on the conclusion, that studying reading by using semantic mapping at SMK Negeri 1 Batangtoru has a significant. It is proven based on calculation result was gotten from post-test calculation, that mean score of experimental class is better than mean of control class ($82.19 > 56.40$). While, result of t-test was gotten $t_{\text{count}} = 5.06$ and $t_{\text{table}} = 3.46$, cause $t_{\text{count}} > t_{\text{table}}$ ($5.06 > 3.46$). with

the sample are 62 and $dk = (n_1 + n_2 - 2) = 60$. So, it means the alternative hypothesis is accepted. In other words, there is a significant effect of semantic mapping to students' reading comprehension at grade XI SMK Negeri 1 Batangtoru. It means that semantic mapping as reading strategy is good to increase students' reading comprehension.

B. Suggestion

The result of this study showed that the use of semantic mapping improved students' reading comprehension. Therefore, the following suggestions are offered:

1. Semantic mapping can be used as an alternative way of reading comprehension teaching and learning. Because semantic mapping is the process of drawing diagrams to describe how topic and its related ideas connected, so the students or the reader will be easier comprehend what they are reading about.
2. For the teacher, it is very wise to use semantic mapping in teaching reading because this technique can stimulate students to have motivation especially in reading. Teacher could make such learners' semantic mapping with variety texts, so they could practice their reading. More they practice, more they comprehend.
3. For the students, it is hoped that by using semantic mapping, the students more interested in studying English reading, because semantic mapping can reflect their critical thinking to structuring of information in graphic form.

And improve students' technique to make their comprehensive able in reading, because they present the problem in a group, in the fact that most of students were lack of the technique how to understand text and how to get what the text tells about as fast as possible.

4. For the researcher, semantic mapping as reference to further or other experimental research more paying attention in the efficiency of time.

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