

**IMPROVING STUDENTS' READING COMPREHENSION  
ABILITY IN RECOUNT TEXT BY USING SEMANTIC  
MAPPING OF THE EIGHT GRADE AT SMPN 1 DURENAN  
IN THE ACADEMIC YEAR 2013/2014**

**THESIS**

**Presented to**

**Faculty of Tarbiyah and Teacher Training  
State Islamic Institute (IAIN) Tulungagung**

**In partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan Islam in English Education Program**



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**ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING (FTIK)  
STATE ISLAMIC INSTITUTE (IAIN) TULUNGAGUNG**

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2014**

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**IMPROVING STUDENTS' READING COMPREHENSION ABILITY  
IN RECOUNT TEXT BY USING SEMANTIC MAPPING OF THE EIGHT  
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THESIS

By

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**MOTTO**

**To live is to change,  
And to be perfect is to have changed often.**

**(John Henry Newman)**

## DEDICATION

This thesis is dedicated to:

- My father (Mr. Roechan) and my mother (Mrs. Sunarti) who give me support and pray.
- My brother (Saiful Anwar and Thoriq Fadli), my sister (Dwi Firma A, Sinta Oktavia and Zidni Amalia), and my little nephew (Naswa Azila N) who always accompany me.
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- All my lecturers who always give support and attention.
- My almamater, English Education Department of IAIN Tulungagung.

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States that the thesis entitled, “Improving Students’ Reading Comprehension Ability in Recount Text by Using Semantic Mapping of the Eight Grade at SMPN 1 Durenan in the Academic Year 2013/2014” is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotation and references. Due to the fact, I am the only person who is responsible for the thesis if there are any claims for other.

Tulungagung, June 2<sup>nd</sup> 2014

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**DURUTU AKYUN**  
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## ABSTRACT

**Akyun, Durotu. 2014.** *“Improving Students’ Reading Comprehension Ability in Recount Text by Using Semantic Mapping of the Eight Grade at SMPN 1 Durenan in the Academic Year 2013/2014”*, Thesis, Department of English Education, The Faculty of Tarbiyah and Teacher’s Training, State Islamic Institute (IAIN) Tulungagung.  
Advisor: Dr.Susanto, M.Pd

Key words: Reading, Semantic Mapping, Recount Text

Reading is one of the most important skills in English. Practically, it insists the teacher takes special priority in teaching it. To achieve the objective of teaching reading, the teacher needs to provide a technique that can motivate and help students become independent learners without ignoring the essential purposes of studying English. Semantic Mapping is one of technique develop and employed to solve students’ problem in recount text.

In this thesis, the researcher is interested in doing a study to improve students’ reading comprehension ability by using Semantic Mapping of the eight grade students at SMPN 1 Durenan.

The formulation of the research problem was: “How can the modified of Semantic Mapping improve the students’ reading comprehension ability in recount text of VIII C at SMPN 1 Durenan?”.The purpose of this study was to describe how the modified of a semantic mapping can improve the students’ reading comprehension ability in recount text of VIII C at SMPN 1 Durenan.

Research method: 1) the research design in this study was Classroom Action Research, done in collaboration. 2) the subject of this study was the second year students of VIII C at SMPN 1 Durenan. 3) the research procedure of this study consisted of four steps covering planning, implementing, observing, and reflecting, 4) the criteria of success were determined in two ways; a) the students have to pass the minimum mastery criterion (*KKM*) at the score 75 and it was proven successfully when 25 or 75% out of 34 students achieve score  $\geq 75$ . b) the improvement of students’ participation in the teaching and learning recount text using Semantic Mapping determined 80% of students’ activeness based on observation sheet. 5) the research instruments were observation sheet, field note, interview guide, questionnaire, and reading test, 6) the data analysis were using qualitative and quantitative method.

The result of this study showed that the students’ mean score of preliminary test was 68.5. Then, the students’ mean score of reading test in Cycle 1 was 73.9, and in Cycle 2 was 88.7. Based on the gained score in the preliminary study there were 20.6% of students passed the test and 79.4% failed in the test. Then, in the Cycle 1, there were 41.2% students passed the test and 58.8% failed in the test. As a result, the criteria of success had not been achieved yet because the students who passed the test were less than 75% as the criteria of success so that Cycle 2 was needed to be conducted.



In the Cycle 2, the criteria of success achieved by the students because there were 94.1% of students passed the test, and there were only 5.9% failed in test. It means that the developed strategy have solved the practical problems and the predetermined criteria had been achieved.

To know students' participation in learning using semantic mapping, the researcher gathered data using observation sheet and field notes. The data showed that the criteria of success had not been achieved yet in Cycle 1 because the students' participation in meeting 1 was 70% and in meeting 1 was 75%. While the field notes showed that there were some problems. In Cycle 2, the students' participation in Meeting I was 86.4% and in Meeting II was 95.4%. The students' participation above had met the predetermined criteria.

Based on the results above, it could be inferred that the classroom action research could solve the practical problems in recount text and the researcher suggested that the teacher can use Semantic Mapping as one of the alternative teaching technique in improving students reading comprehension ability.

## ABSTRAK

**Akyun, Durotu. 2014.** *“Improving Students’ Reading Comprehension Ability in Recount Text by Using Sematic Mapping of the Eight Grade at SMPN 1 Durenan in the Academic Year 2013/2014”*, Skripsi. Tadris Bahasa Inggris , Fakultas Tarbiyah dan Ilmu Keguruan, Institute Agama Islam Negeri (IAIN) Tulungagung.  
Dosen Pembimbing: Dr. Susanto, M.Pd.

Kata Kunci: Membaca, Semantic Mapping, Teks Recount

Membaca merupakan salah satu kemampuan penting dalam berbahasa inggris. Pada kenyataanya, hal itu menuntut guru mengambil peran penting dalam proses pembelajaran. Untuk mencapai tujuan dari pembelajaran membaca, guru perlu menggunakan teknik yang dapat memotivasi dan membantu siswa menjadi siswa yang mandiri tanpa mengabaikan tujuan dasar pembelajaran bahasa inggris. Semantic Mapping adalah salah satu teknik yang dikembangkan dan digunakan untuk memecahkan permasalahan siswa dalam recount text.

Didalam skripsi ini, peneliti tertarik untuk melakukan penelitian terkait dengan peningkatan kemampuan pemahaman membaca siswa menggunakan Semantic Mapping pada siswa kelas VIII SMPN 1 Durenan.

Rumusan masalah dalam penelitian ini adalah “Dapatkah modifikasi Semantic Mapping meningkatkan kemampuan pemahaman membaca siswa dalam teks recount pada kelas VIII C SMPN 1 Durenan?”. Tujuan dari penelitian ini adalah untuk mendiskripsikan bagaimana modifikasi Semantic Mapping dapat meningkatkan kemampuan pemahaman membaca siswa dalam teks recount pada kelas VIII C SMPN 1 Durenan.

Meode penelitian ini adalah: 1) model penelitian ini adalah Penelitian Tindakan Kelas yang dilakukan dalam kolaborasi. 2) subjek penelitian ini adalah siswa pada semester 2 dari VIII C SMPN 1 Durenan. 3) prosedur penelitian ini terdiri dari 4 langkah mencakup perencanaan, melaksanakan, pengamatan, dan refleksi. 4) criteria keberhasilan dalam penelitian ini ditentukan dalam 2 cara; a) siswa harus melewati criteria ketuntasan minimal (*KKM*) pada skor 75 dan itu dikatakan berhasil ketika 25 atau 75% dari 34 siswa mencapai skor  $\geq 75$ . b) peningkatan partisipasi siswa dalam proses belajar mengajar teks recount menggunakan Semantic Mapping ditentukan oleh 80% dari keaktifan siswa berdasarkan lembar penelitian. 5) instrument yang digunakan adalah lembar penelitian, catatan lapangan, pedoman wawancara, angket, dan tes pemahaman membaca, 6) analisa datanya menggunakan metode kualitatif dan kuantitatif.

Hasil dari penelitian menunjukkan skor rata-rata siswa dalam tes awal adalah 68.5. Kemudian, skor rata-rata siswa dari tes membaca si siklus 1 adalah 73.9, dan di siklus 2 adalah 88.7. Berdasarkan skor yang diperoleh dalam tes awal ada 20.6% siswa lulus tes dan 79.4% gagal dalam tes. Selanjutnya, dalam siklus 1 ada 41.2% siswa lulus tes dan 58.8% gagal dalam tes. Sehingga hasilnya , criteria

sukses belum dapat tercapai karena siswa yang lulus tes kurang dari 75% seperti yang ditentukan dalam kriteria sukses, sehingga siklus 2 diperlukan.

Pada siklus 2, kriteria sukses telah dicapai oleh siswa karena ada 94.1% siswa lulus tes dan hanya 5.9% gagal dalam tes. Itu berarti bahwa pengembangan strategi telah memecahkan masalah dan kriteria sukses yang telah ditentukan tercapai.

Untuk mengetahui partisipasi siswa dalam pembelajaran menggunakan Semantic Mapping, peneliti mengumpulkan data menggunakan lembar penelitian dan catatan lapangan. Data menunjukkan bahwa kriteria sukses belum tercapai pada siklus 1 karena partisipasi dalam pertemuan pertama adalah 70% dan dalam pertemuan kedua adalah 75%. Sedangkan catatan lapangan menunjukkan bahwa dalam proses pembelajaran terdapat beberapa masalah. Dalam siklus 2, partisipasi siswa dalam pertemuan pertama adalah 86.4% dan pada pertemuan kedua 95.4%. Partisipasi murid di atas telah mencapai kriteria sukses yang telah ditentukan.

Berdasarkan hasil di atas dapat disimpulkan bahwa penelitian tindakan kelas dapat memecahkan masalah dalam teks recount dan peneliti menyarankan kepada guru untuk menggunakan Semantic Mapping sebagai salah satu teknik alternatif untuk meningkatkan kemampuan pemahaman membaca siswa.

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Tulungagung, June 2<sup>nd</sup> 2014

The Writer

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