

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING SEMANTICS MAPS STRATEGY
ON THE STUDENTS READING COMPREHENSION
AMONG THE ELEVENTH GRADERS
AT SMAN 1 BATANGHARI EAST LAMPUNG



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By
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ABSTRACT

BY

RISTA MALINDA

The objective of the research is to find out whether the semantics maps strategy influence on the students reading comprehension among the eleventh graders at SMA Negeri 1 Batanghari East Lampung. Reading is one of the most important skills in language teaching and learning. Without reading many someone difficult to take information on the paragraph. In teaching learning process teacher can make strategy to used. Semantics maps is one of the many strategies to use teaching reading comprehension. Semantics mapping, mind map, spidergram, idea mapping, or word webbing is a graphic arrangement of words. It show how new words and ideas are related to each other within a text, which can be difined as a visual representation of knowledge, a picture of conceptual relationship.

This research is quantitative research. The population of this research was eleventh grader students. A sample of 28 students established through purposive sampling technique. The writer used tes, documentation and observation as the data collecting method. To analyze the data, the writer used the formulation chi-square and formulation t-test.

Furthermore, the result of the data analysis by using spss it is proven from the result of pretest and posttest. In the students posttest is high score than the students pretest score. It is also proven by one sample t test. Sig.(2-tailed) of posttest is $0.027 < 0.05$. it mens that the alternative hyphothesis (H_a) is accepted. It can be infered that there is positive and significant influence of using semantics maps strategy on the students reading comprehension among the eleventh graders at SMA N 1 Batanghari East Lampung.

Keyword : *Reading, Semantics Maps Strategy.*

**PENGARUH PENGGUNAAN STRATEGY SEMATICS MAPS TERHADAP
KEMAMPUAN PEMAHAMAN MEMBACA SISWA DI KELAS SEBELAS
SMA NEGERI 1 BATANGHARI LAMPUNG TIMUR**

ABSTRAK

Oleh

RISTA MALINDA

Tujuan penelitian ini adalah untuk mengetahui apakah strategy peta konsep mempengaruhi kemampuan membaca pada siswa kelas sebelas SMA Negeri 1 Batanghari Lampung timur. Membaca adalah salah satu komponen dalam pengajaran bahasa inggris. tanpa membaca banyak murid yng kesulitan dalam menangkap suatu informasi dalam bacaan. Dalam proses belajar mengajar guru harus bisa menggunakan strategy pembelajaran. Peta konsp adalah salah satu strategy yang digunakan dalam pengajaran pemahaman membaca. Semantics mapping, mind map, spidergram, idea mapping, or word webbing merupakan suatu grafik atau diagram untuk menyusun kata. untuk menunjukkan bagaimana atau ide yang menceritakan setiap kata yang ada dalam teks, yang digunakan sebagai pengetahuan berupa gambar.

Penelitian ini adalah penelitian kuantitatif, populasi dalam penelitian ini adalah siswa kelas XI. Sample penelitian ini berjumlah 28 siswa yang ditentukan dengan teknik purposive sampling. Penulis menggunakan tes, dokumentasi, observasi, sebagai alat pengumpul data. Untuk menganalisis data, penulis menggunakan rumus C-square dan t-test.

Hasil penelitian menggunakan spss berdasarkan hasil pretest and posttest. Hasil posttest lebih tinggi dari pada pretest. Hasil itu terbukti dari penggunaan satu sample dari spss sig $0.027 < 0.05$. ini berarti H_0 dapat diterima. Maka dapat disimpulkan bahwa terdapat pengaruh yang significant dalam penggunaan strategy peta konsep terhadap kemampuan siswa dalam pemahaman membaca di kelas XI SMA Negeri 1 Batanghari Lampung Timur.

Kunci : *Membaca, Strategy Semantics Maps.*



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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING SEMANTICS MAPS STRATEGY ON THE STUDENTS READING COMPREHENSION AMONG THE ELEVENTH GRADERS AT SMA N 1 BATANGHARI EAST LAMPUNG, written by Rista Malinda, student number 1501070108, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 25th October 2019 at 13.00 – 15.00 pm.

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Assalamu'alaikum Wr.Wb.

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LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

(AL-INSYROH : 5)

“Verily, with every difficulty there is relief”.

“ If Allah want to do good to somebody, He afflicts him with trials”.

(Sahih Bukhori)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents (Mr Suyitno and Mrs Sumiatin) who always pray and support in their endless love

My beloved brother and sister (M. Robby Alfurqon and Nanda Ayu Anggraini) always support me.

My beloved friends (Anggun Anggraini, Sri Rahayu, Eri Eriyanti, Lilik Nurbaidah, Nurul Hasanah,) always support me.

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The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish this research soon, and always pray for me to be a successful person someday (amin).

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With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this research can be benefit to all of us properly.

Metro, September 2019

The writer

A handwritten signature in black ink, appearing to read 'Rista Malinda', written in a cursive style.

RISTA MALINDA

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CHAPTER I

INTRODUCTION

A. Background of the study

English language has four skill namely reading, writing, speaking and listening. We know that English language is international language to communicate with other country, so we must learn English language better in order to we can communicate with tourist or other people. English language is very important in our country education, so we must learn in order to know English language until we seat university.

In Indonesia, English is known as a foreign language. Moreover, English is one of the second or formal language in many countries in the world and include in the part of countries in Asia. It means that English is a language compulsory learning subject where must be taught for the student in the school from elementary until university level.

Sometimes many teacher feel lazy to teach English language than make the students have low ability about english language. difficult or no in teaching english language based on the teacher teaching. The students was feel have advantages and can understand based on the comprehending of the text.

Comprehension to understanding meaning of the text for the students is very difficulties. Reading comprehension must be remembering of the main idea on the text. Remembering main idea difficult to understanding students.

Reading is an active process that communicate the author and the reader. As stated by Barnett also stated Rissa who defined reading “as communication, as a mental process, as the reader’s active participation in the creation of meaning, as a manipulation of strategies, as a receptive rather than as passive skill”.¹it means that reading is a proces of communication by the author through reader to understand of the meaning a text.

Reading is a way to success for anyone who wants to be on education person. Reading comprehension is the skill from a written text to built meaning. In spite of that, There are some kinds of strategies in reading. However, sometimes the teacher isn’t choose and use one of the effective strategy in reading. In fact Some students feel difficult to comprehend of the text.

Based on the clarification above, it can be infered that reading is one of the important in English skill because without reading we not know information of the text. Information in reading especially important but many student not comprehend of the text. the readers must be understand the meaning of the text in order to to get the messages.

The students feel bored and lazy when they are start reading but the students must be learn reading effectively in order to get the information of the text. They are feel difficulties answer the question of the text because they are not comprehend on a text, so many students get the score low on the reading comprehension.

¹Risssa San Rizqiya, “ The Use Of Mind Mapping In Teaching Reading Comprehension,”(Bandung: *ELTIN Journal*), Vol 1/I, October 2013, p. 33.

To reduce the problem in concluding reading comprehension, The teacher should select an appropriate way to teach the students. Among many strategies, Semantics maps strategy is one of the strategy.

Semantics maps is a graphic arrangement showing the major ideas and relationship in the text or among word meaning designed to graphic and visual relationship of concept or ideas. Semantics maps strategy will make the students are able to learn actively with their cooperative learning groups in a class.

Semantics maps is one of the many strategies to use teaching reading comprehension. Semantics mapping, mind map, spidergram, idea mapping, or word webbing is a graphic arrangement of words. It show how new words and ideas are related to each other within a text, which can be defined as a visual representation of knowledge, a picture of conceptual relationship. According to Antonacci semantics maps is a graphic arrangement showing the major ideas and relationships in text or among word meaning. in other word, that semantics maps showing by using graphic to put the word meaning in content reading comprehension.²

Based on the explanation above, it can be conclude that semantics map is graphic organizer to showing the main ideas, show new word and to representative by a picture of conceptual relationship.

In this research, The writer wants to conduct the quantitative research because it can be overcome of teaching and learning English was

²Mah Boon Yih, " Semantics Mapping: A visual and structured Pre-Writing Strategy in The Process of Essay Writing, "(Penang Branch: *Universiti Teknologi MARA, TNP*), 05 May 2017, p. 2.

be better and students reading comprehension of the reading text was be influence by using semantics maps strategy.

The quality of reading comprehension at SMA N1 Batanghari is still low. That's why the students assignment on result work is always poor in reading comprehension.

The writer got the data from the students score on pre survey of reading comprehension task at SMA N 1 Batanghari, The pra survey has been done on 07st Januari 2019.

Table 1.

The Data Of The Students Reading Comprehension Test At Eleven
Grade Class XI IPS 3 of SMA N 1 Batanghari.

No.	Score	Frequency	Category	Percentage
1.	≤ 70	2	Failed	6 %
2.	≥ 70	26	Pass	94%
Total		28		100%

Source: The teacher's archive, taken on 07st Januari 2019.

Based on the data above, many students not have score 70 based on minimum mastery criteria (MMC) in reading comprehension test. It means that they do not have good reading comprehension of the text. From the result of pre survey it can see that there is no students has high and excellent score in reading comprehension test.

The writer assumes that to motivate the students in learning English especially reading comprehension is fail, The reseacher interested for using Semantics maps strategy to help the students reading comprehension.

The writer intends to conduct the research focusing on the use of semantics maps strategy in teaching English especially in reading comprehension. The writer want to research entitle “ The influence of using semantics maps strategy on the students reading comprehension among the eleventh graders at SMAN 1 Batanghari East Lampung.

B. Problem Identification

Base on the background of the study above, the writer identifies the problem as follows :

1. The students were not interested and felt bored with the text because they didn't understand about the comprehend of the text.
2. The students have low ability in comprehending the meaning of the text.
3. The students need a long time to get accurate information of the reading text.
4. The students got bad score in reading comprehension.
5. The students had low attention to study English because they thought it was hard.

C. Problem Limitation

From the identification above, the writer would like to focus in this research, The students have low ability in comprehending the meaning of the text.

D. Problem Formulation

Base on the problem limitation above, The writer problem was formulated as follows: “There is positive and significant influence of the semantics maps on the students reading comprehension among the eleventh graders at SMAN 1 Batanghari”.

E. Objectives of Benifit of The Study

Generally, The objective of the research is to find out wether semantics maps strategy influences the students’ reading comprehension among the eleventh graders at SMAN 1 Batanghari.

The result of this classroom action research are expected:

1. For the Teacher:

To give information for English teacher that Semantics Maps Strategy can help the students to increase their reading comprehension.

2. For The Students

To give information for the students in learning English, Especially increase their reading comprehension.

3. For Senior High School Negeri 1 Batanghari

The result of this research is expected to improve the quality of English teaching especially in developing semantics maps strategy in teaching reading comprehension.

F. Prior Reserach

The First, in research about journal by Usman Kasim and Sri Wahyuni in university of syah Kuala, Banda Aceh, entitled “Implemenetation Of The Semantics Mapping Strategy For Teaching Reading Comprehension”. the result of the study shows that from the post-test, Generally the student had good scores in all reading sub skill after the implementation of semantics maps strategy compared to their pre-test scores. In particular, the main idea had the highest correct answer scores. then, specific information followed in second position, word meaning, in third position and the lowest number of correct answer was for references words. for the main ideas question, the EG students got 48% in the pre-test, while in the post test their score increased to 84%. for specific information, They got 39% pre-test which increased to 71% in the post test. Then, word meaning increased from 38% to 68% and finally word references increased from 50% to 68%. Based on the result, it could be said that using semantics mapping there are influence on the teaching reading comprehension.³

The second prior research from Adelia Puspa and Syahrial in journal of Applied Linguistics and Literature, entitle “ Improving Reading Comprehension Through Semantics Mapping Strategy For Indonesian Senior High School Students”. This research investigates how semantic mapping strategy can improvestudents’ reading comprehension. The

³Usman Kasim and Sri Wahyuni,” Implementation Of The Semantics Mapping Strategy For Teaching Reading Comprehension”, (Banda Aceh:University of syah, *English Education Journal*), Vol. 7, No.1, January 2016.

subject of this research was the ten grade students consisted of 32 students. In this classroom action research, the researcher used quantitative to see the improvement of the students' reading comprehension, and qualitative to explain the change in students' behaviour during the implementation of the strategy. Based on the result of the test conducted at the end of the cycle and the analysis of the observation checklist and field notes, it could be concluded that both the students' reading comprehension and the students' attitude during the reading class have been improved.

The students who passed the test improved from 43.75% at the baseline data to 87.5% at the end of cycle II. This improvement mostly influenced by the second and the third phase of semantic mapping strategy, which are brainstorming and categorization. In this phases, the students activate their prior know and learn to visualize relationship between ideas and put them into categories. Thus, the students have a better comprehension of the text. The students also showed better motivation, interest, participation, and enthusiasm toward the learning process proven by the results of the observation. However, the materials in this present research were short reading texts. The implementation of the strategy on longer reading texts should be taken into a deeper study in the future research.⁴

The last prior research from Aulia Dzakyu Rahmah, Department of English Education Faculty Of Educationl Sciences Syarif Hidayatullah Jakarta 2017, entitled "The Effectiveness Of Semantics Mapping On The

⁴Adelia Puspa, and Syahrial, "Improving Reading Comprehension Through Semantics Mapping Strategy For Indonesian Senior High School Students," (Bengkulu: University of Bengkulu, *Journal of Applied Linguistics and Literature*), Vol. 1. No. 1, June 2016.

Students Vocabulary Achievement”. The aim of this study is to get the empirical evidence of the effectiveness of Semantic Mapping on students vocabulary achievement at the eighth grade of MTs Islamiyah Ciputat. The method of this study is quantitative method. The design of this study is quasi-experimental. The number of the sample in this study is 40 students in experimental class and controlled class. The sampling technique was chosen by using purposive sampling. Sample of this study are VIII-2 and VIII-3 as the experimental class and controlled class. Experimental class taught by using Semantic Mapping and controlled class taught without Semantic Mapping.

The instrument of this study was multiple choice tests. It was conducted before and after the students getting treatments. The data was analyzed by using SPSS. The mean score of experimental class is 66.63 and the mean score of controlled class is 62.63 ($\alpha = 0.014$, $\alpha < 0.05$). The result of the study shows that the mean score class that teaching using Semantic Mapping is higher than the class that teaching without Semantic Mapping. From that, it can be concluded that there is a significant effectiveness of Semantic Mapping on students’ vocabulary achievement at the eighth grade students of MTs Islamiyah Ciputat in the 2017/2018 academic year.⁵

Based on the three prior researches above, in this research want focuses to investigate semantics mapping there are influence or not in reading comprehension. However, The researcher just focus on influences

⁵Aulia Dzakyu Rahma,” The Effectiveness Of Semantics Mapping On The Students Vocabulary Achievement”, (Jakarta: *Department Of English Education Faculty Of Educational Science Syarif Hidayatullah State Islamic University Jakarta*, 2017).

semantics maps strategy on the students reading comprehension at XI Grader Senior High School Negeri 1 Batanghari Lampung Timur. The similarities of the research is focus on the semantics maps and the defferenciation focus on the reading comprehension. The writer was use the quantitative research. In this reseach the researcher use some instrument of research such as test, documentation and observation. Therefore, the writer propose a reserch entitled “ The inflence of using semantics maps strategy on the students reading comprehension among the eleventh grader at SMAN 1 Batanghari”.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

In Oxford Advances Learner's Dictionary, The word reading is derived from word "read". Read can be defined in many meanings, as follows: 1) To look at and understand the meaning of written or printed words or symbol. 2) To go through written or printed word, silently or loud to other. 3) To discover or find out about somebody or something by reading.⁶ So reading is to get information of the text and the students must be understand then comprehend the meaning of the text.

Reading is never an abstract, meaningless activity, although it is frequently studied in that way by researchers and theorists and still taught in that way to many learners.⁷ Readers always read something, they read for a purpose, and reading and its recollection always involved feelings as well as knowledge and experience.

⁶AS Hornby, *Oxford Advanced Learner's The Eight Edition*, (New York: Oxford University Press, 2010) p. 1262

⁷ Frank Smith, *Understanding Reading A Psycholinguistics Analysis Of Reading And Learning To Read* The Six Edition, (London: Lawrence Erlbaum Associates, 2004) p. 178

"Reading is a process of sight- second sense." W.S. Gray notes: Reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields.⁸ It means that reading is the mind of the great author based on the experience to search information important.

Reading is useful for language acquisition.⁹ Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts.

Reading is a highly complex process and therefore it may not be surprising that some children struggle to become proficient readers. children with the poor comprehend profile demonstrate weaknesses in understanding what they read despite being able to read aloud accurately and fluently.¹⁰ In other word, that reading is the process reader to get information accurate.

⁸M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise, 2008) p. 113

⁹Jeremy Harmer, *How to Teach English*, (China: Grants Permission, 2010) p. 99

¹⁰Paula J. Clarke, et. al, *Developing Reading Comprehension*, (India: Library of Congres, 2014) , p. 1

Reading is the process of people who gain the ideas and information from reading device, such as books, advertisements, contracts, newspapers, letters, manuals, and host of other materials. Here reading is essential.¹¹ it means that reading is the ideas of the text to get information important of many book.

Based on the explanation above, The writer can draw that reading is the process of people to get the information of the text suitable with the meaning and comprehend by the writer in reading such as, Books, or newspaper. In other word that reading comprehension is understanding the meaning of the content such as the main ideas, theme, and the topic in reading comprehension.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is the process of making meaning from the text.¹² It means that reading comprehension is describe of the meaning of the text and understanding ideas during the reading process. Furthermore, reading comprehension which consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.¹³ Moreover, According to Nunan reading comprehension is the process of constructing meaning and making sense of written

¹¹Camile Blachowicz, Donna Ogle, *Reading Comprehension Strategies for Independent Learners*: Second edition, (New York: The guilford Press, 2008) P. 15

¹²Garry woolley, *Reading Comprehension: Assisting Children With Learning Difficulties*,(New York: Business Media, 2011), p.15.

¹³John T Guthrie, Allan Wigfield, and Kathleen C. Parnacevich, *Motivating Reading Comprehension*, (Mahwah, Jersey London: Lawrence Erlbaum Associates, 2004), p.227.

by relating what it is written on the page and the reader background knowledge.¹⁴ In other word, reading comprehension is the reader background knowlegde to understanding the meaning of reading on the paraghraph, then written what the meaning of text on the paragraph.

Reading comprehension which refer to reading for meaning, understanding, and entertainment.¹⁵ it means that reading comprehension it can be understand about the meaning word, sentence paragraph and understand what the related of the author through the reader.

Based on the statement above, it can be infered that reading comprehension is the understanding the main idea and the content of text to get the information specific to make undertand the reader. the reader not only read of text but the reader must be set the sentence to get the message information from what they have read to comprehend of the text.

¹⁴Adelia Puspa, and Syahril, "Improving Reading Comprehension Through Semantics Mapping Strategy For Indonesian Senior High School Students,"(Bengkulu:University of Bengkulu, *Journal of Applied Linguistics and Literature*.), Vol. 1. No. 1, June 2016, p 2.

¹⁵Carolyn T. Linse, *Practical English Language Teaching Young Learners*,(New York: Mc Graw-Hill ESL/ELT 2005) p. 71.

b. Level Of Reading Comprehension

In constructing of the meaning of a text, reader may engage in different type or levels of thinking. Three levels of comprehension are typically identified as literal, inferential, and critical.¹⁶

1). Literal Comprehension

Literal Comprehension involves the understanding of information stated directly in the text. information of the text to get the information directly. the reader can find information easily because in the content of context give directly.

2). Inferential Comprehension

Inferential Comprehension involves making inference that bridge the information directly stated in the text with information that the reader already possesses. In other word, that Inferential Comprehension the process to get information of the text reader take information sentence and word to directly.

3). Critical Comprehension

Critical Comprehension involves evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, and perspective of the author. In the critical reading, a reader must be analyze of the information of the text.

¹⁶Dona M. Scanlon, Kimberly L. Anderson, Joan. M. Sweeney, *Early Intervention For Reading Difficulties*, (America: The guilford press, 2010), p. 278.

c. Strategies for Reading Comprehension

According to H. Douglas Brown,¹⁷ there are some strategies in reading comprehension that can be used to help the readers comprehend the text. those strategies can be explanation as follows:

1) Identifying the purpose in reading

Effecient reading consist of clearly identifying the purpose of reading something. by doing so, the reader know twhat they're looking for and can weed out potential distracting information. it means that first after that reading it can be identifying word or sentence on paragraph.

2) Uses graphemic rules and patterns to aid in buttom-up decoding (especially for beginning level learners)

At beginning level of learning English, one of the difficulties students encounter in learning to read is making correspondence betwen spoken and written English. it can be explanation that beggining level still difficulties to understand the meaning of the text.

3) Use Efficient Silent Reading Technique for relatively rapid comprehension (for intermediate levels)

Teaching reading for beginning level students, This strategy not apply because they are still limited vocabulary. So the student still diffuculties to understand vocabulary of the text.

¹⁷H. Douglas Brown, Teaching By Principles: An Interactive Approach To Language Pedagogy,(New York : Longmana, 2001), p. 306.

4) Skimming the text for main ideas

Skimming consists of quickly running one's eye across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives the reader the advantage of being able to predict the purpose of the passage. In other words, that skimming in reading comprehension is reading on the text quickly to get the main point or ideas of the text.

5) Scanning the text for specific information

Scanning is a category for reading comprehension, or quickly searching for some particular pieces of information in a text. It can be to make it easy for a student to get information from the text.

6) Use semantics Mapping or clustering

The strategy of semantics mapping or grouping for ideas into meaningful clusters helps the reader to provide some order to the choices. It means that semantics maps to make it easy for the student to understand the meaning of ideas in the text.

7) Guessing when the readers aren't certain

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them. Therefore, when the students are doubtful with their guessing, the teacher helps the student by using clues.

8) Analyzing Vocabulary

One way of learners to make guessing pay off when they don't immediately recognize word is to analyze it in terms of what they know about it

- a) look for prefixes (co-, inter, etc) that may give clues
- b) look for suffixes (-tion,-ally, etc) that may indicate what part of speech it is.
- c) look for roots that are familiar.
- d) look for grammatical context
- e) look at the topic for clues. In other word, to understanding word.

d. Process Reading Comprehension

According to Keren R. Haris and Steve Graham,¹⁸ There are five process reading comprehension as follow:

1. Cognitive Processes

Cognitive processes is comprehend what we are reading then describe from adequately remembering what they read. you can imagine how reading very slowing and laboriously might discourage students and reduce interest in reading and learning. Reading is an astoundingly complex cognitive process.

2. Integrative Processes

Integrative Processes as the reader progresses through individual sentence, He or she processing more than the individual

¹⁸Keren R. Haris and Steve Graham, *Teaching Reading Comprehension To Students With Learning Difficulties*, (London, New York : The Guilford Press 2007), p. 16.

meaning units within sentences. He or she is also actively making connections across sentence. This process of understanding and inferring the relationships among clauses is referred to as integrative process.

3. Macro Processes

Macro Processes as the ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. the reader does this by summarizing the key ideas read. The skillful reader also uses a structure organizational pattern to help him or her organize these important ideas.

4. Elaborative Processes

Elaborative Processes a make inferences beyond points described explicitly in the text. make inferences that may or may not correspond with those intended by author.

5. Metacognitive Processes

Metacognitive Processes that is thinking about thinking. metacognition is the reader conscious awareness or control of cognitive process. the metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

e. Measurement of Reading Comprehension

According to Brown,¹⁹ to know the achievement of reading comprehension should be measured will use the assesment of reading. To measured of reading comprehension based on the aspects.

a. Determaining main idea

The main idea is the most important piece of information the author wants to know about the concept of that paragraph. Determaining idea is a skill to find the main idea of the passage by summarizing the passage and look for repetition of ideas/word.

b. Finding inferences

Inferences is a good guess or conclusion drawn based on logic of passage. Finding inferences means the reader imply the sentence to understanding

c. Finding references

References is the intentional use one thing to indicate something else in which one provides the information necessary to interpret the other.finding references means interpreting and determining one linguistics expression to other.

d. Finding the detail information or part of text

It is only only scanning or looking for the relevam part and ignore the irrelevant. It is very useful when you know exactly what you

¹⁹ H. Douglas Brown, *Language Assesment principle and classroom practices*, (New York : Longmana, 2001), p. 206.

are looking for in a text since you have a very specific goal in mind.

e. Understanding vocabulary

Understanding vocabulary means comprehend what the word mean. When vocabulary mastery improves, comprehension would be deeper.

Table 2.

Scoring Rubric Reading Comprehension²⁰

No	Criteria	Score
1	The answer includes a clear generalization that state or implies the main idea, specifics information, references, inferences, new vocabulary.	10
2	The answer states or implies the main idea, specifics information, references, inferences, new vocabulary.	10
3	Indicator inaccurate or incomplete understanding of main idea, specifics information, references, inferences, new vocabulary.	10
4	The answer include and understanding of the main idea, specifics information, references, inferences, new vocabulary.	10
5	No answer.	0

²⁰ *Ibid*, p. 206

B. The Concept of Semantics Maps

1. The Definition of Semantics Maps

Semantics mapping Strategy which group ideas into meaningful clusters help the reader to provide some orders to the complete unity.²¹ It means that semantic mapping might be very useful for students to make easy to understand the meaning of the text through a picture of conceptual relationship students knowledge. Semantic mapping is one way to explain how to categorize word meanings.²² it means that semantics maps helping the students to category of the meaning many word. In other word, that Semantics mapping one of the many strategies to used record the information important of the content in reading text.

Moreover, According to Blachowich and Fisher that a semantics map, a form of graphic organizer, leads learners to design a visual representation of relationships among words, meanings, images, and propositional content.²³ The process of reading is usually the students not understand about the meaning of the text, so this graphic organizer to help the students visualize how word meaning can be categorized based on procedure. there are many form of graphic organizer that can be represented by using diagram to make understant students about the material that presented by teacher.

²¹Brown, H. Douglas, *Teaching by Principles: An Interactive Aproach to Laguage Pedagogy*, (New York: Addison Wesley Longman, 2001). p.308.

²²Gerald. G. Duffy, *Explaining Reading Second Edition*, (New York: Guildford Press, 2009) p.77

²³John S. Hedgcock, Dana R. ferris, *Teaching Readers Of English Students, Text, And Context*, (UK:Routledge, 2009), p 310.

Based on the statement above, it can be inferred that semantics mapping is one of the many strategies to use concept through picture to get the information main ideas. semantics mapping using graphics organizer and the student can use these strategies without difficulties, then can make the student easier to understand the meaning of the text in reading comprehension.

2. Procedure of Semantics Maps

There are some to practice of semantics maps such as :

- a. Teacher briefly introduces theme or concept, then writes the target word.
- b. Teacher instructs students to identify related words and phrases that strike them. As students begin their own lists, they share their recorded words with the teacher.
- c. As teacher records students' suggestions on the emerging diagram, students record new additions in their own lists.
- d. Teacher explicits synonyms, hyponyms, hypernyms, and so on that students have not suggested, discussing these new contributions.
- e. Once satisfied with the list's completeness, teacher guides students in classifying items by category, expliciting discussion of these associations. Teacher and students label categories.
- f. Teacher or designated student leads class in constructing a semantic map on the board or a slide. Teacher encourages students to add items and categories or to devise their own, alternative semantic maps.

g. After students read assigned text, teacher leads discussion of the topics, categories, and lexical items discovered (or not discovered) in the text.²⁴

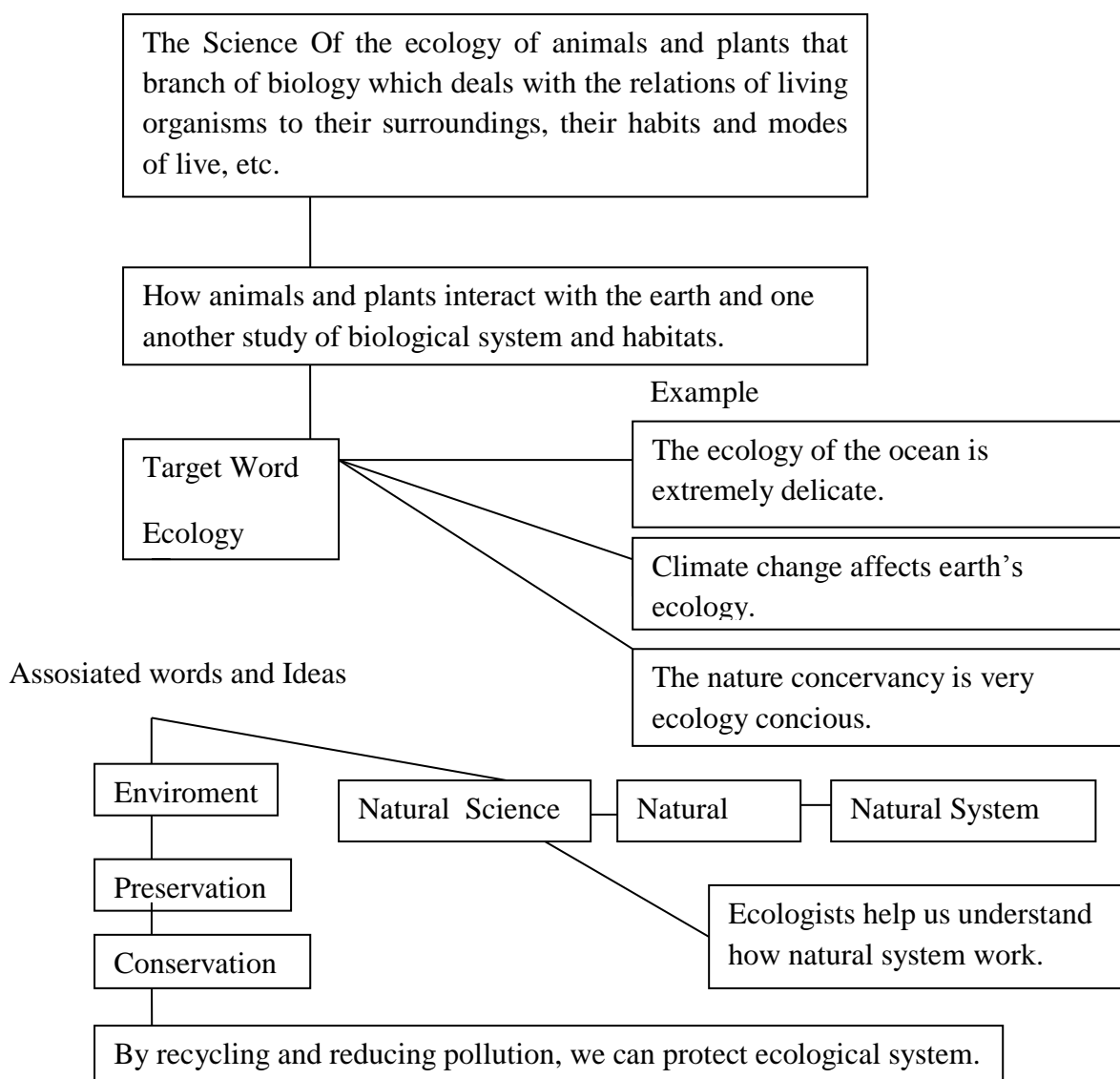
3. Example of Semantics Maps

Semantics Maps is A form of graphic organizer, leads learners to design a visual representative of relationship among words, meanings, images, and prepositional content, Then bellow there are example of the Semantics Maps.

²⁴*Ibid* p.311

Figure 1

Example of Semantics Maps strategy on the students reading
comprehension²⁵



²⁵ John S. Hedgcock, Dana R. ferris, *Teaching Readers Of English Students, Text, And Context*, (UK:Routledge, 2009), p 310.

4. The Advantage and Disadvantages of Semantic Maps

Maps are useful for describing we already know about a subject. It can help to improve the transfer of knowledge for one area or discipline to another and teacher created maps can be especially helpful in getting an overview of a topic or even a whole course.

Semantic maps providing students with a systematic means to integrate their new knowledge with their prior understanding, activating students prior knowledge and stimulating them to use that knowledge to interact with the text and promoting semantic mapping as a pre reading activity that encourages students to map out their ideas.

The advantage of semantics maps

1. Semantics maps provide the additional benefit of helping students visualize how word meanings can be categorized.
2. Semantics maps as a strategy to allow students to record what they are learning during assignment.
3. The semantics maps technique as being used to motivate and involve students in the thinking, reading, and writing aspect.
4. Semantics maps may also be used after reading to summarize and review key terms and ideas and to informally assess students understanding.

The Diadvantage Of Semantics Maps

1. The students must be connection to word or conceot related to the topic.
2. The teacher must be as the director, facilitator and motivator.
3. The students difficulties to classification category of word on the diagram.²⁶

²⁶ *Ibid* p.6

C. Theoretical framework and Paradigm

1. Theoretical framework

There are two variables in this research. There are independent variable (X) and dependent variable (Y). The independent variable (X) is semantics maps strategy and dependent variable (Y) is reading comprehension.

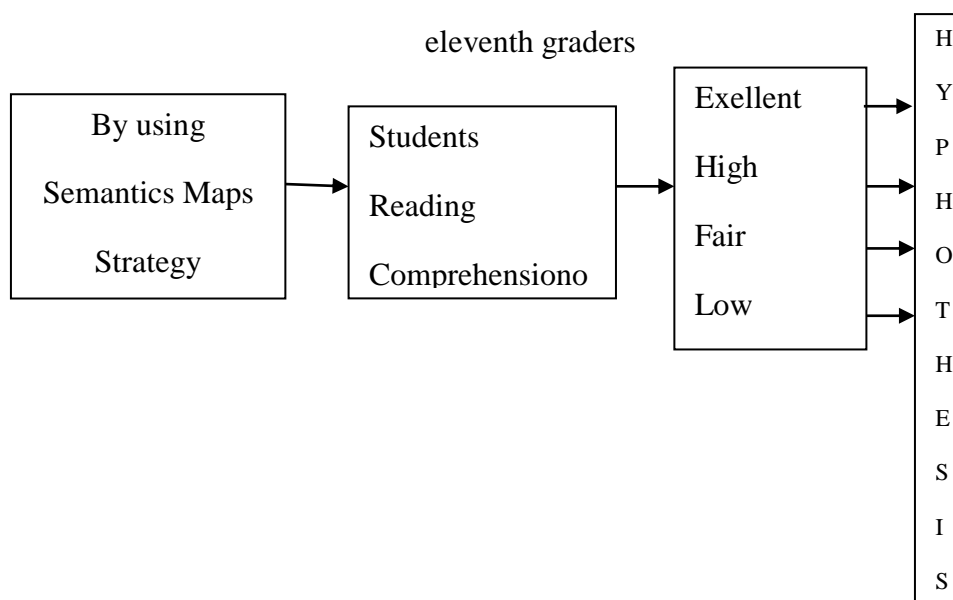
Theoretical framework in this research is if the students achievement of semantics maps is applied in the English teaching reading comprehension was be incresed. Whereas if the students semantics maps strategy is not applied in the English teaching reading comprehension, the students was be bored and find some difficult.

2. Paradigm

Based on the theoretical framework above, the writer describe paradigm as follow:

Figure 2

Paradigm of semantics maps and reading comprehension at the



Based on the table above that show if by using semantics maps is good on the students reading comprehension. So there is any positive and significant influence of using semantics maps strategy on the students reading comprehension among the eleventh graders at SMA N 1 Batanghari East Lampung.

In addition, if by using semantics maps strategy bad on the students reading comprehension so there is no positive and significant influence of using semantics maps strategy on the students reading comprehension among the eleventh graders at SMA N 1 Batanghari East Lampung.

D. Hypothesis

Based on the theoretical framework above, the writer formulates the hypothesis as follow:

1. Hypothesis Formulation

a. Alternative Hypothesis (H_a):

There is positive and significant influence of using semantics maps strategy on the students reading comprehension among the eleventh graders at SMAN1 Batanghari East Lampung.

b. Null Hypothesis (H_o):

There is no influence of using semantics maps strategy on the students reading comprehension among the eleventh graders at SMAN 1 Batanghari East Lampung.

2. Statistics Hypothesis

Based on the explanation above, the writer concludes hypothesis are:

Statistical Hypothesis

- a. If r observed (f_o) $>$ f table (f_t) alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.
- b. If r observed (f_o) $<$ f table (f_t) alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the problem in the class, a researcher can prepare the design would be researched. the writer was use the quantitative research, by experimental design to identify the influence of using semantics maps strategy on the student reading comprehension among the eleventh graders at SMA N 1 Batanghari. "Quantitative research is explaining phenomena by collecting numeral (in particular statistics)." ²⁷ it means that quantitative research was illustrating the fact or event by using numbers in gathering information.

This research is to know the influence of using semantics maps strategy on the students' reading comprehension. To investigate the achievement of the research, firstly the researcher was give multiple choice question from the teacher to know the knowledge of reading comprehension in the pre test, the research instrument is reading comprehension test multiple choice. after the teacher know the score of the students, the teacher Was use the treatment for students by using semantics maps strategy and reading text. the teacher was use the semantics maps strategy and how identify the reading text.

After the treatment has ben conducted, the resercher administered the post test to know the result from the treatment. the researcher identifies indicators of reading comprehension. Therefore, in this research the writer

²⁷ Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publication, 2004), p. 1.

was use one class as the experimental class which receive treatment that is teaching reading will use semantics maps.

B. Operational Definition of Variables

Operational definition is the definition which based on the characteristics of the thing that was be defined. Meanwhile variable known as the data that we are collecting from these units are known.²⁸

Variable can be defined as an attribute of a person or object which varies from person or from object to object. there are two variables in this reaserch, while the operational variables as follow:

1. Independent Variable

The independent variable which is a stimulus variable or input operates either within a person or within enviroment to affect his behavior. it is that factor which is measured, manipulated or selceted by the experiments to determine it is relathionship to an obseved phenomena.²⁹

The independent variable (X) are variable (probably) cause, influence or effect outcome. They are also called treatment. Independent variable of this research is semantics maps strategy which is defined as an understanding of the words meaning by making connections, by creating links, by exploring and testing links as a basic process of creative thinking. Thus, creating a semantic map is one way of representing and communicating one understands of concepts. In this research the student can read using strategy before, during, and after

²⁸*Ibid*.p.8

²⁹Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statstics*, (New Delhi:New age International Limited, 2006), p. 63.

reading then students using semantics mapping. the semantics maps is conducted by reading text. The teacher was give the rules of conduct the test, This variable can measured by multiple choice test. There are some indicators that indicate the students be able to achieve the objectives of this technique there are:

1) Clarity

Clarity refers the clarity of the content knowledge reflected in the semantic maps drawn by the students and teacher as well as clarity of structure of the maps for representing content knowledge.

2) Relevance

Relevance refers to the appropriateness of the content knowledge in the map as related to the subject areas.

3) Integration and organization

Integration and Organization refers to the overall quality the map in reflecting the complexity of the relationship among the concept portrayed in the map.

4) Creativity

Creativity refers to the extent which students and teacher has used creative ideas or structures to represent content.

The researcher was use test to measure the influence of using semantics maps strategy on the students reading comprehension. In addition, based on elaborate above, in this research the researcher used semantics maps strategy conduct treatment for the students in the eleventh graders of SMA N 1 Batanghari.

2. Dependent Variable

The independent variable is response variable or output. it is an observed aspect of behavior of an organism that has been stimulated. The independent variable is that factor which is observed and measured to determine the effect of the independent variables.³⁰

Dependent Variable of this research is reading comprehension which is defined as the process of reading activity to get clear information about the topic. To get it, the readers need comprehend text and the readers must recognize word, so they can understand text easily. It can be known that, the indicators of reading comprehension there are :

- a. The students can mention the main idea
- b. The students able to find specific information of the text
- c. The students find references of the text
- d. The students find the inference of the text
- e. The students understand the new word meaning of vocabulary

To measured students reading comprehension, the researcher future given a test guidance to read and answer the question of multiple choices. To measure reading comprehension text, the writer gives a pre-test and post-test to the students. So, the students who can answer well they was get total score 100.

³⁰ *Ibid*, p.7

C. Population, Sample and Sampling Technique

1. Population

According to Kumar Singh, “ population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.³¹ it means that population is subject which was be presumed in this research.

Jack R. Frankel and Norman E. Wallen explain that “ The population is the group of interest to researcher , the group to whom the researcher would like to the result of the study”.³²in other word, population is all of the member of the study to take it as the research.

According to Marczyk, population is all individuals of interest to the resercher.³³ it means that the population is all subject which was be presumed in this research. In this research, the writer was take the population from the students of SMA N 1 Batanghari at XI is 182 students which divided into sixth classes.

2. Sample

In this research, the sample of this research was use one classes at the eleventh grade of SMA N 1 Batanghari in the class XI IPS 3 that consist of 28 students in this research, because the writer want to know the students' reading comprehension.

³¹Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statistics*, (New Delhi:New age International Limited, 2006), p. 82.

³²Jack R. Frankel and Norman E Wallen, *How To Design And Evaluate Reserach*,(England: McGraw-Hill Inc, 2008), p.80.

³³Geoffrey Marczyk, *Essential Of Research Design And Methodology*, (New Jersey: John Willey & Sons, Inc. 2005), p. 98

3. Sampling Technique

Sample is needed in this research to describe population condition. Marczkyk defined sample as "a subset of the population".³⁴ it means that sample is the part of population which represents that population which was be researched.

In this research, sampling technique of the research is purposive sampling. The writer choose purposive sampling as a strategy in choosing sample because what the writer need to select the intact group. the sample of this research is class XI IPS 3.

D. Data Collection Technique

1. Test

Ary state that "Test are valuable measuring instruments for educational reasearch"³⁵ It means that a test is one of the tools to measure the students' basic ability and achievement. Moreover, The writer was use test as the data collection method to measure both of the variable. The writer measure reading comprehension of the students by giving reading comprehension test using reading test.

Furthermore, the writer was use test as the data collection method that consits of pre-test and post-test as the data collection method to measure of students reading comprehension.

³⁴*Ibid*,p.84.

³⁵Donal Ary et.al, *Introduction to Research in Education*, (USA:Rinehart and Winston, 1979), p. 179.

a. Pre-test

The pre-test was be administered in the first meeting before doing treatment in order to know ability of the students before doing semantics maps strategy treatment. the pupose of the test is to know how far the students reading comprehension.

b. Post-Test

The post-test was be administered in the last meeting after doing treatment to find out whether the treatments gave any contribution to the students achievement in the class or not. the post-test was held in order to know the students reading comprehension through semantics maps strategy.

2. Documentation

Another method to collecting the data is documentation. Documentation is data collection method by investigate object written such as book, magazine, document, note and other.³⁶

The writer was use the documentation method to get detail information about condition teachers and official employee, the quantity of the students' and the structure organization of SMA N 1 Batanghari.

3. Observation

Observation is very important to observe at SMA N 1 Batanghari.

³⁶ *Ibid*, p 179

³⁶ John Willey, *Essential of Research Design and Methodology*, (Hoboken: New Jersey, 2005) p. 6

Observation means more than just observing the world around us to get ideas for the reserach.³⁷ Observation also refers tothe process of making careful and accurate measurments, which is distinguishing feature of well-conduct scientifics investigation.

E. Research Instrument

Daniel Muijs state that instrument is used to assess the effect of the experiment test before the treatment is given, and post test, usually on the same instrument, after the treatment has been given.³⁸

Furthermore, The writer instrument involves:

1. Instrint Blueprint

To obtain the data relate to the research problem, the writer used two kind of instrument. Those are instrument for treatment, pre-test and post-test instrument. Research instrument which is used for the test are the using semantics maps strategy.

a) Instruments for treatment

The instrument which used in present research is in the form of using semantics maps strategy and exercises. The exercise is designed for experimental group.

b) Pre-test and Post-test instrument

The writer was use two test such as pre-test and post-test in this study. The pre-test conducted before the writer gave treatment

³⁸Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publication, 2004), p. 8

to the students. Then, the post-test conducted after the writer was give treatment. The purpose of the pre-test was to know the students reading comprehension knowledge and the post-test future to know the students reading comprehension knowledge after applying semantic mapping.

Table 4

The Instruments Test for reading Comprehension

No	Variable	Indicator	Item	Form
1	Indepedent Variable (X) Semantics maps strategy	1. Clarity 2. Relevance 3. Integration 4. Creativity	1	Essay
2	Dependent Variable (Y) Reading Comprehension	1. The students mention the main idea 2. The students able to find specifics information of the text 3. The students find references of the text 4. The students find the inference of the text 5. The students understand the new word meaning of vocabulary	1- 10	Multiple Choice

2. Instruments Calibration

“Instruments calibration is a scale of measurment that used indscribe the instrument standard that was used. Test form by using multiple

choice. Total number of the test 20 question. The score of the correct answer of each question is 20 so the total of the score is 100.

F. Data Analysis Technique

In this research, the writer analyzed data by using SPSS application to know the deferences between pre-test and post test of the students.

CHATER IV

RESULT AND DISCUSSION

A. Description of the research

1. Description of the research

a. The History of SMA Negeri 1 Batanghari

SMA Negeri 1 Batanghari is one of the school located on 47 Nampirejo, Batanghari, East Lampung on 1993.

From 1993 up to now, SMA Negeri 1 Batanghari had been lead by the following:

- 1) Period I (1993-1997) Drs. Abdullah Makmur H. A
- 2) Period II (1997-2000) Drs. Jahidin Husein
- 3) Period III (2000-2004) Drs. Slamet Sudianto
- 4) Period IV (2004-2012) Drs. Ketut Sutarta
- 5) Period V (2012-2013) Siman Ragil S.Pd
- 6) Period VI (2013-2014) Drs. Nengah Surata
- 7) Period VII (2014-2014) Drs Budi Rahayu, M.Pd
- 8) Period VIII (2014- now) Suropto, S.Pd

b. The Condition of Building

SMA Negeri 1 Batanghari has infrastructure to support in teaching learning process including extracuriculer activities SMA Negeri 1 Batanghari has following buikdings:

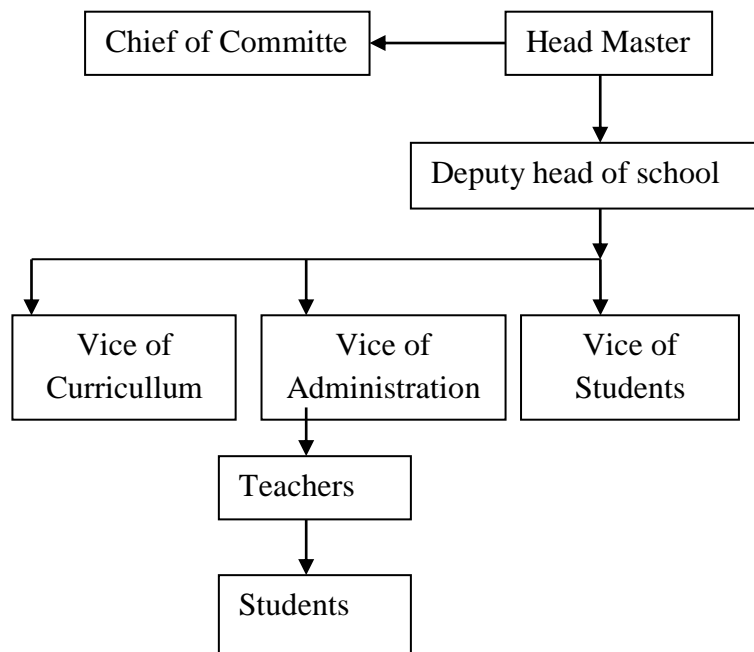
Table 5

List of Buildings at SMA Negeri 1 Batanghari

No	Name of Building	Total
1	Classroom	18
2	Library	1
3	Staf Room	1
4	Headmaster	1
5	Teacher Room	1
6	Laboratory Room	1
7	Bathroom	1
8	Mosque	1

- c. **The organization structure of SMA Negeri 1 Batanghari**
Their personel of the Organization at SMA Negeri 1
Batanghari.

Figure 3



- d. **Number of Teacher and Their Educational Background**

Table 6

Number of Teacher and Their Educational Background

No	SMA	S1	S2	Total
1	15	40	2	57

- e. **Number of Students**

Table 7

Number of students

No	Class	Male	Female	Total
1	X	88	106	194
2	XI	62	110	172
3	XII	70	137	207
Total				605

2. Description of Research Data

a. The result of the students' Pre-Test

The writer conducted pre test in the first meeting. The purpose of giving pre-test in the research to know the students' reading comprehension before treatment. The result of the pre-test can be identified as follow.

Table 8
The students pre-test score

No	Name	Score	Category
1	IC	40	LOW
2	DR	20	LOW
3	WD	20	LOW
4	FZ	30	LOW
5	AX	10	LOW
6	SD	10	LOW
7	AL	50	LOW
8	AN	10	LOW
9	HPY	10	LOW
10	DS	30	LOW
11	DW	30	LOW
12	SG	10	LOW
13	ELD	30	LOW
14	ADI	20	LOW
15	ALD	20	LOW
16	ADN	30	LOW
17	HD	30	LOW
18	RHD	20	LOW
19	LKM	20	LOW
20	RK	20	LOW
21	ABI	10	LOW
22	DWI	30	LOW
23	DN	20	LOW
24	CTK	30	LOW
25	AGT	40	LOW
26	RD	40	LOW
27	AR	30	LOW
28	BY	30	LOW
SUM		690	
AVERAGE		24,64	

THE HIGHEST SCORE	50	
THE LOWEST SCORE	10	

Source: The result of the students' reading comprehension pre-test at the eleventh graders students of SMA Negeri 1 Batanghari July, 22, 2019

From the data above it can be inferred that the highest score is 50 and the lowest score is 10.

Range (R) = The Highest Score – The Lowest Score

$$= 50 - 10$$

$$= 40$$

Number of Classes (K) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log 28$$

$$= 1 + 3,3 \cdot 1,44$$

$$= 1 + 4,7$$

$$= 5,7$$

$$= 6$$

The Class Interval (P)

$$P = \frac{R}{K}$$

$$= \frac{40}{6}$$

$$= 6,6 = 7$$

After knowing the class interval, the data was put on the table of frequency distribution as follow:

Table 9

**Frequency Distribution of Students Semantics Maps Strategy Pre-Test
Score**

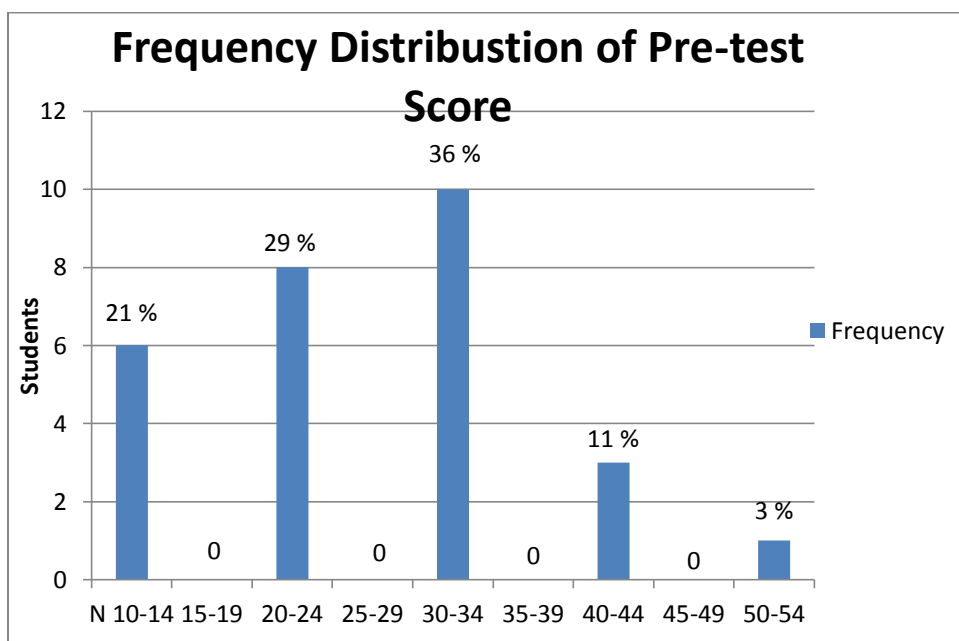
Class Interval	Frequency	Percentage %
10-14	6	21%
15-19	0	0%
20-24	8	29%
25-29	0	0%
30-34	10	36%
35-39	0	0%
40-44	3	11%
45-49	0	0%
50-54	1	3%
Total	28	100%

Source: The result of pre-test was take on juli 22, 2019

Based on the data above the table show that all of the students class XI IPS
3 have get score under minimum mastery criteteria (MMC).

Graph 1

Frequency Distribution Diagram of Students Pre-test Score



Based on the table and diagram of frequency distribution above, it can be inferred that from 28 students as the sample of the research, there were all of students have get score under minimum mastery criteria (MMC) that is (MMC) 75. In other hand, there were 6 students get score 10-14 or 21%, 8 students get score 20-24 or 29%, 10 students get score 30-34 or 36%, 3 students get score 40-44 or 11%, and 1 students get score 50-54 only 3%.

From the explanation above, it can be conducted that all of the students class XI IPS 3 do not acheve the minimum masteri criteria (MMC). It means that the students mastery of class in pre-test is unsitiesfied.

b. The Result of The Students Post-Test

After Knowing the pre-test result which is unsatisfiesfied, the writer gives post-test after giving treatment. The writer has conducted the post test to know if there any effect of semantics maps strategy on the students reading comprehension. The result of the post-test can be identified as follow:

Table 10
The students post-test result

No	Name	Score	Category
1	IC	50	LOW
2	DR	50	LOW
3	WD	60	LOW
4	FZ	60	LOW
5	AX	70	FAIR
6	SD	70	FAIR
7	AL	60	LOW
8	AN	80	HIGH
9	HPY	50	LOW
10	DS	70	FAIR
11	DW	60	LOW
12	SG	70	FAIR
13	ELD	90	EXCELLENT
14	ADI	90	EXCELLENT
15	ALD	50	LOW
16	ADN	50	LOW
17	HD	50	LOW
18	RHD	60	LOW
19	LKM	60	LOW
20	RK	60	LOW
21	ABI	90	EXCELLENT
22	DWI	60	LOW
23	DN	60	LOW
24	CTK	90	EXCELLENT
25	AGT	60	LOW
26	RD	60	LOW
27	AR	60	LOW
28	BY	60	LOW
SUM		1800	

AVERAGE	64,28571	
THE HIGHEST SCORE	90	
THE LOWEST SCORE	50	

Source: The result of students Reading Comprehension Post-test at the eleventh grader at SMA Negeri 1 Batanghari, August, 05, 2019.

From the table above, it could be inferred the data highest score was 90 and the lowest score is 50. Based on the data, the writer measures the class interval.

$$\begin{aligned}
 \text{Range (R)} &= \text{The highest score} - \text{The lowest score} \\
 &= 90 - 50 \\
 &= 40
 \end{aligned}$$

$$\begin{aligned}
 \text{Number of Classes (K)} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 28 \\
 &= 1 + 3,3 \cdot 1,44 \\
 &= 1 + 4,7 \\
 &= 5,7 \\
 &= 6
 \end{aligned}$$

The Class Interval (P)

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{40}{6} \\
 &= 6,6 = 7
 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follow:

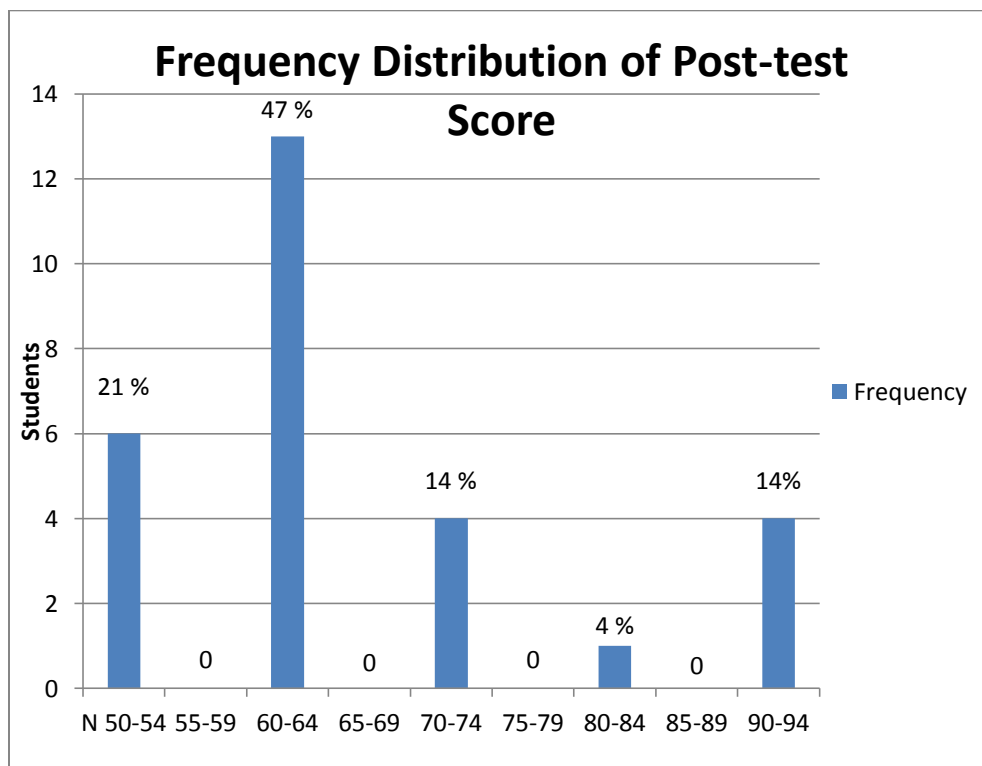
Table 11
Frequency Distribution of Students Semantics Maps Strategy
on the Post-Test Score

Class Interval	Frequency	Percentage 100%
50-54	6	21%
55-59	0	0%
60-64	13	47%
65-69	0	0%
70-74	4	14%
75-79	0	0%
80-84	1	4%
85-89	0	0%
90-94	4	14%
Total	28	100%

Source: The result of Post-Test was taken on August 05, 2019

Based on the table above, it can be seen that there is students got score \leq 70. So it means that there is students of senior high school 1 Batanghari only got nine high score on post-test..

Graph 2



Based on the table frequency distribution and graphich above, it can be conclude that 28 students as the research sample can be divided first, the number of the students that got score 90-94 was 4 students or 14%. Then the number of the students that got score 80-84 there is 1 students or 4%. Next the number of the students got score 70-74 was 4 students or 14 %. Based on the the result of the post-test score of the students senior high school 1 Batanghari above, it can be conclude that semantics maps strategy can help the students in reading comprehension among the eleventh graders at SMA Negeri 1 Batanghari Lampung Timur.

B. The Influence Of Using Semantics Maps Strategy On The Students Reading Comprehension Among The Eleventh Graders At SMA N 1 Batanghari East Lampung

After applying Semantics maps strategy, the writer analyzed the data by using SPSS in order to prove whether there was a positive and significant influence of using semantics maps strategy on the students reading comprehension among the eleventh graders at SMA N 1 Batanghari East Lmpung, as follow (Ha) is accepted, if there was a positive and significant influence of using Semantics maps strategy on the students reading comprehension. And (H0) was rejected, if there was no positive and significant influence of using semantics maps strategy on the students reading comprehension.

1. Prerequisite Test

a. Normality Test

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is kolmogrov and smirnov formula which is helped by SPSS aplication.

H0 : data comes from does not a normally population.

Ha : data comes from a normally distributed population.

Table 11
The Result Of Normality Test By Using SPSS

		Pretest	Posttest
N		28	28
Normal Parameters ^a	Mean	24.64	64.28
	Std. Deviation	10.709	8.795
Most Extreme Differences	Absolute	.192	.212
	Positive	.168	.212
	Negative	-.192	-.109
Kolmogorov-Smirnov Z		1.014	1.122
Asymp. Sig. (2-tailed)		.256	.161

Based on the above table can be concluded that :

- 1) Pretest sig = 0.286 > 0.05 then H₀ is rejected and H_a is accepted. It means that the data comes from population that has normally distributed.
- 2) Posttest sig = 0.161 > 0.05 then H₀ is rejected and H_a is accepted. It means that the data comes from population that has normally distributed.

b. Homogeneity test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic: α 5%, which is helped by SPSS application.

H0 : data homogenous

Ha : data does not homogenous

Tabel 12.
The Result of Homogeneity Test by Using SPSS
Test of Homogeneity of Variances (pretest and post test)

Levene Statistic	df1	df2	Sig.
.418	1	54	.521

Based on the above table it can concluded that sig. $0.521 > 0.05$ then Ho is accepted. So the data has the same variant (homogen).

C. Hypothesis Testing

Hypothesis testing is doing to know whether there is any significant influence or not to the variable Y. Based on the testing normality and homogeneity it can be seen that the data is normal and homogeneous. So hypothesis testing which is used is one sample t test.

H0 : there is no significant influence of using semantics maps strategy on the students reading comprehension.

Ha : there is any significant influence of using semantics maps strategy on the students reading comprehension

Table 13.
The Result of One Sample T Test

	Test Value = 70					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Result Pretest	-22.412	27	.000	-45.357	-49.51	-41.20
Result Posttest	-2.346	27	.027	-5.714	-10.71	-.72

Based on the above table can be concluded that sig.(2-tailed) of posttest is $0.027 < 0.05$, so H_0 is rejected and H_a is accepted. It means that there is a positive and significant influence of using semantics maps strategy on the students reading comprehension. It implies that the more a teacher uses Semantics maps strategy, the better the students' mastery on reading comprehension.

Table 13

The Contingency Table of the expected frequency at the result of students reading comprehension in pre-test and post-test.

No	Name	Pre-Test	Post-Test	D = Pre-Test Result-	D^2 ($X_1 - X_2$)
		(x_1)	(x_2)	Post-Test Result	
1	IC	40	50	-10	100
2	DR	20	50	-30	900
3	WD	20	60	-40	1600
4	FZ	30	60	-30	900
5	AX	10	70	-60	3600
6	SD	10	70	-60	3600
7	AL	50	60	-10	100
8	AN	10	80	-70	4900
9	HPY	10	50	-40	1600
10	DS	30	70	-40	1600
11	DW	30	60	-30	900
12	SG	10	70	-60	3600
13	ELD	30	90	-60	3600
14	ADI	20	90	-70	4900
15	ALD	20	50	-30	900
16	ADN	30	50	-20	400
17	HD	30	50	-20	400
18	RHD	20	60	-40	1600
19	LKM	20	60	-40	1600
20	RK	20	60	-40	1600
21	ABI	10	90	-80	6400
22	DWI	30	60	-30	900
23	DN	20	60	-40	1600
24	CTK	30	90	-60	3600
25	AGT	40	60	-40	1600
26	RD	40	60	-20	400
27	AR	30	60	-30	900
28	BY	30	60	-30	900
Σ		690	1800	-1130	54700

Putting the above data and into the formula of T-test in order to get t-observed. Moreover, after putting the data above into formula t-test, the researcher got observed is 28.

D. Interpretation

1. Interpretation of “ f_{observed} ”

a. Interpretation of f_o to f_t as follows:

The critical value If f_{observed} was 28, the writer interpreted it base on the question above. It can be known that there is significant influence of semantics maps strategy on the students reading comprehension among the eleventh graders at SMA N 1 Batanghari East Lampung.

E. Statistical Significance

To know the critical value of t-test (t_{observed}), the writer firstly counted degree of freedom (df). The data formulation of

$$\begin{aligned} df &= N-2 \\ &= 28-2 \\ &= 26 \end{aligned}$$

After consedering the t-test table by using df 26, the writer found it in t_{table} :

Table 11

The critical value of t_{table}

Significance Level	5%	1%
Df	0.388	0.496

From all the data analysis above, it can be known that:

The degree of freedom is 2. Therefore, the values of f_t 5% is 0.388 and 1% is 0.496. Based on the data above, its mean that “ f_o ” higher “ f_t ” or it can be written as $0.388 < 26 > 0.496$. It means that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It can be said that there is significant influence of applying semantics maps strategy on the

students reading comprehension among the eleventh graders at SMA Negeri 1 Batanghari East Lampung.

F. Discussion

This research observed the students at the eleventh graders at SMA Negeri1 Batanghari East Lampung. The writer used this class because they have difficulties in reading comprehension, so based on the problem the writer applied semantics maps strategy to help the students understand the meaning of the paragraph.

The writer assumed that teaching and learning with the semantics maps strategy could help students in learning process. Especially to understand the meaning of reading comprehension but in this strategy have a lot of advantage. The advantage of this strategy is can help the students understand the meaning of reading comprehension, the each plan have structure likely before reading, during reading and after reading.

Before conducted the research, the writer gave pre-test in order to find out the prior knowledge of the students reading comprehension before given by treatment. The result showed that the highest score was 50 while the lowest was 10. After finishing the treatments, the writer gave the post-test. The result of the post-test showed that highest score was 90 while the lowest score was 60.

Based on the discussion above, the writer conclude that semantics maps strategy can be a solution for the teacher to help the students understand the meaning of the reading comprehension .

G. Limitation

In this research was conducted at the eleventh graders of SMA N 1 Batanghari. The subject of the research were eleventh graders at Negeri 1 Batanghari . The result of this research shows that semantics maps strategy succesfull to help the students in reading comprehension. Beside the writer was conducted in SMA N 1 Batanghari it can be generalized for other school.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that there is positive and significant influence of applying semantics maps strategy on the students reading comprehension among the eleventh graders at SMA N1 Batanghari East Lampung. semantics maps strategy is positive, if X increases and Y increases then semantics maps is significant, if the score more than the standard. It is proven from the results of pretest and posttest. In the students' posttest score is higher than the students' pretest score. It is also proven by one sample t test. Sig.(2-tailed) of posttest is $0.027 < 0.05$.

B. Suggestion

Based on the result of the research, the researcher gave some suggestions to the side that related as the considered as follows: the teacher and students should be use Semantics maps strategy as the teaching learning process reading comprehension in order to give positive and significant influence on the students reading comprehension to make X increases and Y increases.

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APPENDICES

Lesson Plan Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Experimental Class

Satuan Pendidikan : SMA Negeri 1 Batanghari

Kelas/ Semester : XI/Ganjil

Mata Pelajaran : Bahasa Inggris

Topik : Teks Eksposisi

Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri Kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

2.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang umum yang dibicarakan umum sesuai dengan konteks penggunaannya.

4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang umum yang dibicarakan umum.

C. Tujuan Pembelajaran

- a. Siswa dapat mengetahui dan memahami topik teks eksposisi
- b. Siswa dapat mengembangkan teks analisis dengan menggunakan semantics maps
- c. Siswa dapat menangkap makna teks eksposisi
- d. Siswa dapat menganalisis struktur teks eksposisi

D. Materi Pembelajaran

- Fungsi Sosial

Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena

- Struktur Teks

Dapat Mencakup:

- Fenomena
- Identitas Gejala
- Rangkaian Penjelasan

- Unsur Kebahasaan

- Adeverb
- Hubungan Sebab akibat
- Kalimat Pasif
- Ucapan, tekanan kata, ejaan, tata bahasa.

- Topik

Teks Eksposisi

E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
3. Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

Worksheet atau lembar kerja (siswa)

Lembar penilaian

2. Alat/Bahan

Penggaris, spidol, papan tulis

Laptop & infocus

G. Sumber Belajar

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru
4. Buku Bahasa Inggris

H. Tahap Pembelajaran

1. Pertemuan (2x40)

Fase	Kegiatan	Waktu
Pendahuluan	-Salam Pembuka -Apersepsi -Memeriksa daftar kehadiran - Menyampaikan langkah-langkah pembelajaran menggunakan semantics maps -Menyampaikan Tujuan Pembelajaran	
Inti	Mengamati - Siswa Menyimak berbagai contoh teks eksposisi analitis yang diberikan oleh guru - Guru meminta siswa membuat peta konsep dan mengisinya sesuai	

	<p>dengan teks eksposisi (semantics maps)</p> <ul style="list-style-type: none"> - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan . - Siswa Belajar menemukan gagasan utama, informasi rinci dan informasi dari teks eksposisi analitis. <p>Mempertanyakan</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arah guru , siswa mempertanyakan antara lain perbedaan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa inggris, siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa mencari beberapa teks eksposisi dari berbagai sumber. 	
--	---	--

	<ul style="list-style-type: none"> - Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu. - Siswa secara berkelompok menuliskan atau menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan dengan runtut. - Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat. <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan - Siswa memperoleh feedback dari guru dan teman tentang hasil analitis yang 	
--	--	--

	<p>disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa membuat laporan berupa catatan hasil membaca dan mendengar. - Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaanya. - Siswa mempersentasikan dikelas . - Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks ekposisi selama proses pembelajaran didalam kelas maupun diluar kelas. - Siswa Membuat learning Journal 	
Penutup	<ul style="list-style-type: none"> - Memberikan feedback terhadap hasil kerja 	

	siswa. - Memberikan kesimpulan - Memberikan penilaian ataupun refleksi terhadap kegiatan yang telah Berlangsung.	
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Penilaian soal pre test dengan post test

Soal 10

Score = 10-1

= 9

Score = Jumlah benar-jumlah salah

Batanghari, 02 Juli 2019

Mengetahui,

Guru Kelas

Mahasiswa Penelitian

Candra jaya, S.Pd

Rista Malinda

Instrument of Pretest

Pretest
(Explanation Text)
Subject : English Subject
Class : XI
Time : 60 Minutes

Directions:

- 1. Write your identity (name,class) on the answer sheet that you get.**
- 2. Do first the questions that you think more easier.**
- 3. Ask to the teacher if you find the unclear questions**
- 4. Recheck your answer before you leave the class.**

Choose the best answer A, B, C, or D for each question given below:

Question 1-2

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have diseases. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. What kind of text is this?

- A. Report
- B. Hortatory Exposition
- C. Explanation Text
- D. Descriptive text

2. Who is responsible for defense?

- A. Federal government
- B. State Government
- C. Federal and State Government
- D. Federal and Local Government

Text 5 for questions 3 to 6

Even though many people think that national activities are usually concentrated in big cities, village people can still receive information, education and entertainment through television. Take the national and the world news for example. These programs generally give its viewers the latest information on national and international events. By watching news programs, village people can keep abreast of what's happening on the other side of the world. Other programs featuring the animal kingdom, farm life, cultural events, and health issues educate the villagers on various aspects of life. These programs can certainly broaden their horizons and hopefully give them fresh ideas on how to improve their standard of living.

Programs such as music, film series, quizzes, and dance shows with their entertaining nature provide visual enjoyment. Relaxing at home while enjoying free entertainment is something villagers usually look forward to after a day of hard work. So, television really offers a lot of benefits to villagers. It gives them access to information, education, and entertainment, thus widening their horizons.

3. What is the topic of the text?

- a. Progress of television programs for villagers
- b. Kinds of television programs for people in village
- c. Benefit of television programs for
- d. villagers Watching television is interesting for villagers

4. Which ones are included to educational programs of television for villagers?

- a. national news of event and dance shows
- b. national and world news of events
- c. film series, quizzes and dance shows
- d. animal kingdom, farm life and culture event

5. Television really provides many advantages to the villagers because.....

- a. it can broaden people's knowledge and horizons in big cities
- b. it can give them information, education and entertainment
- c. it gives visual enjoyment through its educational programs
- d. it gives fresh ideas of how to improve standard of life through its quizzes

6. "village people can still receive information, education and entertainment through television." The underlined word is closely in meaning with

- a. publis b. chan
- c. produce d. acquire

Text 4 for questions 7 to 9

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh

food or groceries means no requirements for it. The main idea of the first paragraph is?
 to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

7. The text gives us information about ...

- a. The effects of global warning
- b. The ways to increase global warning
- c. The importance of consuming local groceries
- d. The ways to minimize global warning

8. To reduce the global warming we should ...

- a. buy import product
- b. buy expensive clothes
- c. consume fresh foods
- d. consume frozen foods

9. We are helping reduce the amount of global warming” Paragraph 2

The underlined word can be replaced by ...inreading

- a. Increase
- B. decrease
- C. improve
- D. add

a. There are several things that we can do

b. Change their way of life to reduce global warming

c. It of course includes local vegetables, fruits, bread, etc

d. buying and consuming fresh local groceries

Answer

- 1. C
- 2. C
- 3. C
- 4. D
- 5. B
- 6. D
- 7. D
- 8. C
- 9. B
- 10. B

Instrument of Posttest

Posttest
(Explanation Text)
Subject : English Subject
Class : XI
Time : 60 Minutes

Directions:

- 5. Write your identity (name,class) on the answer sheet that you get.**
- 6. Do first the questions that you think more easier.**
- 7. Ask to the teacher if you find the unclear questions**
- 8. Recheck your answer before you leave the class.**

Choose the best answer A, B, C, or D for each question given below:

Question Number 1-5

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced. Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

1. What is the type of the text?

- a. Hortatory exposition
 - b. Analytical exposition
 - c. Narrative text
 - d. Description Test
2. The main idea of the first paragraph is?
- a. There are several things that we can do
 - b. It of course includes local vegetables, fruits, bread, etc
 - c. Change their way of life to reduce global warming
 - d. we should consume fresh local groceries to reduce global warming.
3. What kind of generic structure will you find in the text?
- a. Orientation, complication, resolution
 - b. Thesis, Argument, Recommendation
 - c. Thesis, Argument, Reiteration

d. Thesis, Recommendation, complication

4. "Everybody should change their way of life to reduce global warming". What does the bold word refer to ?

- a. Everbody
- b. Mr.Rahman
- c. The writer
- d. Everything

5. What kind of generic structure will you find in the last paragraph?

- a. Conclusion
- b. Thesis
- c. Argument
- d. Reiteration

School Uniform, Another Good Lesson

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons. First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'. Secondly,

uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing. Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear. Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

6. What is the text about?

- a. The school rules
- b. The importance of school uniform
- c. What we should wear at school
- d. The school identity

7. In institutions without uniform students, one will be regarded poor because he/she

- a. wears no expensive designer clothes
- b. cannot afford to buy a school uniform
- c. does not wear a school uniform
- d. possesses a bad academic record

8. "As such it promotes discipline and helps to drive up academic standards" (Paragraph 3). What does the underlined word refer?

- a. Community b. School

c. Research finding d. Uniform

9. The last paragraph is about

- a. The writer's suggestion
- b. The writer's arguments
- c. The writer's reasons
- d. The writer's general statement

10. "..... Substance abuse, behavioral problems or attendance." (Paragraph 2) The antonym of the underlined word is

- a. arrival b. come up
- c. Presence d. appearance

Answer

- 1. C
- 2. A
- 3. B
- 4. A
- 5. B
- 6. C
- 7. A
- 8. A
- 9. B
- 10. D

The Result Of Pre-Test

No	Name	Score	Category
1	IC	40	LOW
2	DR	20	LOW
3	WD	20	LOW
4	FZ	30	LOW
5	AX	10	LOW
6	SD	10	LOW
7	AL	50	LOW
8	AN	10	LOW
9	HPY	10	LOW
10	DS	30	LOW
11	DW	30	LOW
12	SG	10	LOW
13	ELD	30	LOW
14	ADI	20	LOW
15	ALD	20	LOW
16	ADN	30	LOW
17	HD	30	LOW
18	RHD	20	LOW
19	LKM	20	LOW
20	RK	20	LOW
21	ABI	10	LOW
22	DWI	30	LOW
23	DN	20	LOW
24	CTK	30	LOW
25	AGT	40	LOW
26	RD	40	LOW
27	AR	30	LOW
28	BY	30	LOW
SUM		690	
AVERAGE		24,64	
THE HIGHEST SCORE		50	
THE LOWEST SCORE		10	

The Result Of Posttest

No	Name	Score	Category
1	IC	50	LOW
2	DR	50	LOW
3	WD	60	LOW
4	FZ	60	LOW
5	AX	70	FAIR
6	SD	70	FAIR
7	AL	60	LOW
8	AN	80	HIGH
9	HPY	50	LOW
10	DS	70	FAIR
11	DW	60	LOW
12	SG	70	FAIR
13	ELD	90	EXCELLENT
14	ADI	90	EXCELLENT
15	ALD	50	LOW
16	ADN	50	LOW
17	HD	50	LOW
18	RHD	60	LOW
19	LKM	60	LOW
20	RK	60	LOW
21	ABI	90	EXCELLENT
22	DWI	60	LOW
23	DN	60	LOW
24	CTK	90	EXCELLENT
25	AGT	60	LOW
26	RD	60	LOW
27	AR	60	LOW
28	BY	60	LOW
SUM		1800	
AVERAGE		64,28571	
THE HIGHEST SCORE		90	
THE LOWEST SCORE		50	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telp. (0726) 41507; Faksimili (0725) 47296.
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Rista Malinda
 NPM : 1501070108

Jurusan/Fakultas : TBI/FTIK
 Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	16/9-19	✓		Revise Skripsi - Cover - Complete the chapter AN Undergraduate thesis	
2.	25/9-19	✓		abstract & re write	
3.	Selasa 1/10-19	✓		- revision is ok - Acc for munagoryd	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
 NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Rista Malinda
 NPM : 1501070108

Jurusan/Fakultas : TBI/FTIK
 Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	09/09 19		✓	- Revise Page Number - Revise Advantage and disadvantage	
2	10/09 19		✓	- Write Note - Revise ABSTRACT	
3	11/09 19		✓	<i>A. Much Deiniatur</i>	

Mengetahui,
 Ketua Jurusan TBI

Ahmad Subhan Roza
Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Much Deiniatur
Much Deiniatur, M.Pd, B.I
 NIP. 19880308 201503 1 006



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-2020 /In.28.1/J/PP.00.9/6/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

27 Juni 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
 2. Much Deiniatur, M.Pd B.I (Pembimbing II)
- Dosen Pembimbing Skripsi
Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Rista Malinda
NPM : 1501070108
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Influence Of Using Semantics Maps Strategy On The Students Reading Comprehension Among The Eleventh Graders At SMAN 1 Batanghari East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



A. Subhan Raza, M.Pd
NIP. 19750610 2008011017



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0093/In.28.1/J/TL.00/01/2019
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA SMA NEGERI 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : RISTA MALINDA
NPM : 1501070108
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING SEMANTICS MAPS STRATEGY ON
THE STUDENTS READING COMPREHENSION AT XI GRADER
SENIOR HIGH SCHOOL NEGERI 1 BATANGHARI LAMPUNG
TIMUR

untuk melakukan *pra-survey* di SMA NEGERI 1 BATANGHARI.

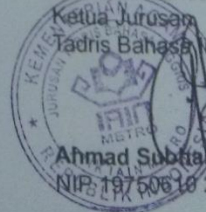
Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Januari 2019

Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI B"

Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab. Lampung Timur 34181 email: sman01batanghari@gmail.com

SURAT KETERANGAN

Nomor PL/ 090 /V.01/SMA.01/2019

Berdasarkan Surat Ketua Jurusan Tardis Bahasa Inggris INSTITUT AGAMA ISLAM NEGERI METRO Nomor:B-0093/In.28/3/TL.00/01/2019 Tanggal 7 Januari 2019 dalam hal Izin Pra Survey.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : RISTA MALINDA
NPM : 1501070108
Jurusan : Pendidikan Bahasa Inggris
Judul : "THE INFLUENCE OF USING SEMANTICS MAPS STARTEGY ON
THE STUDNS READING COMPREHENSION AT XI GRADER
SENIOR HIGH SCHOOL NEGERI 1 BATANGHARI LAMPUNG
TIMUR".

Telah melaksanakan Pra Survey di SMA Negeri 1 Batanghari Kabupaten Lampung Timur, pada tanggal 1 Maret 2019.

Demikian surat ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 2 Maret 2019
Kepala Sekolah,


SURIPTO, S.Pd
NIP. 19610103 198301 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2298/In.28/D.1/TL.01/07/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : RISTA MALINDA
NPM : 1501070108
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SEMANTICS MAPS STRATEGY ON THE STUDENTS READING COMPREHENSION AMONG THE ELEVENTH GRADERS AT SMA N 1 BATANGHARI EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 12 Juli 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat
Kepala Sekolah

Drs. GIZARTO
NIP. 19650906 199103 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507 Faksimili (0725) 47296 Website: www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah.iam@metrouniv.ac.id

Nomor : B-2299/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA NEGERI 1
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2298/In.28/D.1/TL.01/07/2019,
tanggal 12 Juli 2019 atas nama saudara:

Nama : RISTA MALINDA
NPM : 1501070108
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SEMANTICS MAPS STRATEGY ON THE STUDENTS READING COMPREHENSION AMONG THE ELEVENTH GRADERS AT SMA N 1 BATANGHARI EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



12 Juli 2019
Wakil Dekan I,

Dra. Isti Fatimah MA

NIP. 08270531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI**

"TERAKREDITASI B"

Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab. Lampung Timur 34181 email: sman01batanghari@gmail.com

SURAT KETERANGAN

Nomor PL/271/V.01/SMA.01/2019

Berdasarkan Surat Wakil Dekan I Tardis Bahasa Inggris INSTITUT AGAMA ISLAM NEGERI METRO Nomor: B-2299/In.28/D.1/TL.00/07/2019 Tanggal 12 Juli 2019 dalam hal Izin Research (Penelitian).

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : RISTA MALINDA
NPM : 1501070108
Jurusan : Pendidikan Bahasa Inggris
Judul : "THE INFLUENCE OF USING SEMANTICS MAPS STRATEGY ON THE STUDENTS READING COMPREHENSION AMONG THE ELEVENTH GRADERS AT SMA N 1 BATANGHARI EAST LAMPUNG".

Telah melaksanakan Research (Penelitian) di SMA Negeri 1 Batanghari Kabupaten Lampung Timur, pada tanggal 22 Juli s.d 5 Agustus 2019.

Demikian surat ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 30 Juli 2019
Pdt. Kepala Sekolah,

Drs. GIYARTO
NIP. 19650906 199103 1 014

The Result of Normaly Test

		pretest	Posttest
N		28	28
Normal Parameters ^a	Mean	24.64	64,28
	Std. Deviation	10.709	8.795
Most Extreme Differences	Absolute	.192	.212
	Positive	.168	.212
	Negative	-.192	-.109
Kolmogorov-Smirnov Z		1.014	1.122
Asymp. Sig. (2-tailed)		.256	.161

The Result Of Homogeneity

Levene Statistic	df1	df2	Sig.
.418	1	54	.521

The Result of one sample T-test

	Test Value = 70					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Result Pretest	-22.412	27	.000	-45.357	-49.51	-41.20
Result Posttest	-2.346	27	.027	-5.714	-10.71	-.72

Documentation

Pre-test



Treatment



Post Test



Curriculum vitae



The name of writer Rista Malinda she was born in Batangharjo, on may 07, 1996. She is the first child of happy couple, Suyitno ans Sumiatin.

In 2009, she graduated from SDN 3 Bumiemas, East Lampung. At the time 2012, she graduated from SMPN 1 Batanghari. Then she continued her study to SMAN 1 Batanghari and graduated in 2015. She entered S1 English Education Program of state islamic studies of Metro (IAIN Metro).