AN UNDERGRADUATE THESIS

IMPROVING STUDENTS READING SKILLS
BY USING THE MIND MAP TECHNIQUE
AT SMPN 8 METRO IN ACADEMIC YEAR 2022/2023

By :
ARIESTO RANGGA WIJAYA
Student Number : 1701070071

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2023 M

IMPROVING STUDENTS READING SKILLS
BY USING THE MIND MAP TECHNIQUE
AT SMPN 8 METRO IN ACADEMIC YEAR 2022/2023

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
In English Department

By :
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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M

NOTIFICATION LETTER

Number   :   -

Appendix   :

Matter   : **In order to hold the Seminar**
Of Ariesto Rangga Wijaya

To: The Honorable the

Dean of Faculty of Tarbiyah and Teacher

Training

State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   :   Ariesto Rangga Wijaya

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Title   :   IMPROVING STUDENTS READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMP NEGERI 8 METRO IN ACADEMIC YEAR 2022/2023

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Seminar. Thank you very much.

Wassalmu'alaikum Wr. Wb

The Head of English Education Department

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Metro,   December 2023
Sponsor

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NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon diseminarkan Proposal**
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Kepada Yth,

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Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Ariesto Rangga Wijaya

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Judul Skripsi : IMPROVING STUDENTS READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMP NEGERI 8 METRO IN ACADEMIC YEAR 2022/2023

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

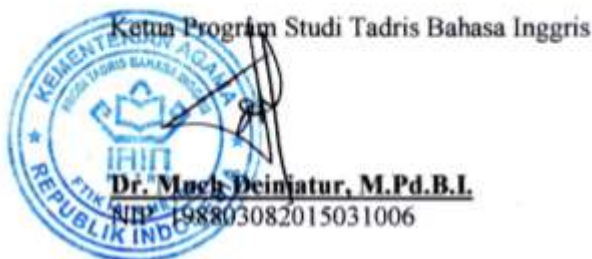|		
Title	:	IMPROVING STUDENTS READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMP NEGERI 8 METRO IN ACADEMIC YEAR 2022/2023
Name	:	Ariesto Rangga Wijaya
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To be discussed in the Proposal (seminar) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr. Wb

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RATIFICATION PAGE
No: B·0130/In.28·1/D/PP·00·9/01/2024

An Undergraduate thesis entitled: IMPROVING STUDENTS READING SKILL BY USING THE MIND MAP TECHNIQUE AT SMPN 8 METRO IN ACADEMIC YEAR 2022/2023. Written by: Ariesto Rangga Wijaya, Student Number 1701070071, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 21st, 2023 at 10.00 – 12.00 a.m.

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**IMPROVING STUDENTS READING SKILLS
BY USING THE MIND MAP TECHNIQUE
AT SMPN 8 METRO IN ACADEMIC YEAR 2022/2023**

ABSTRACT

**By:
ARIESTO RANGGA WIJAYA**

This research aimed to find out whether the Mind Mapping technique can improve the students' reading skill at the eighth graders of SMP Negeri 8 Metro. This research is classroom action research. In collecting the data, this research used test, observation, documentation to collect the data.

This research using classroom action research (CAR) that was conducted in 2 cycles. There are four steps in each cycle, such as planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatments and two post-tests, the subject of this action research are the eighth graders of SMP Negeri 8 Metro. This research used 25 students as object of research. To prove whether the hypothesis was accepted or rejected, the researcher used average formula.

The invention of this research shows that there was improving from cycle I to cycle II. The result from the data in cycle I, it was gain the average score of pre-test was 0% and posttest I 48% and posttest from cycle II was gained the average score 80%. The result of cycle II was higher than the result of post-test at cycle I. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The conclusion of this research is that using Mind Mapping technique can improve the students reading skill at the eighth graders of SMP Negeri 8 Metro.

Key Word: *Classroom Action Research, Junior High school, Mind Mapping Technique, Reading Skill.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : Ariesto Rangga Wijaya

Student ID   : 1701070071

Department   : English Education

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States that this undergraduate thesis is originally the researcher work, except the certain parts of it quoted from the bibliography mentioned.

Metro, October 2023

Ariesto Rangga Wijaya
1701070071

PERNYATAAN ORIGINALITAS PENELITIAN

Yang bertandatangan di bawah ini:

Nama   : Ariesto Rangga Wijaya

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Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini dikerjakan secara original oleh peneliti, kecuali pada bagian kutipan yang telah tertera dalam daftar pustaka.

Metro, Oktober 2023

Ariesto Rangga Wijaya
1701070071

MOTTO

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ ۖ وَلَئِن كَفَرْتُمْ إِنَّ عَذَابِى لَشَدِيدٌ ۝

"And remember when your lord proclaimed, if you are grateful, I will certainly give you more. But if you are ungrateful, surely my punishment is severe."
(QS Ibrahim:7)

DEDICATION PAGE

Praise be to Allah who has given me endless blessings, even though I often made mistakes. I hope your forgiveness, Aamiin

My parents (Mr. Hi Harry Sundriyo, Bsc. And Mrs. Hj Malyanur Syarofadis, SE.MH) for the deeper prayer, the endless loving, the great support and hope to finish this undergraduate thesis. My brothers (Andrivo Yudha Pratama and Aria Prasetya Dharma Kusuma) who always give me lesson for life.

Especially my sponsor, Dr. Umi Yawisah, M.Hum, thank you for all the knowledge, patience, and time for guiding me.

To my best partner during my studies and hopefully forever Dista Amelia, may Allah protect you always.

My almamater IAIN METRO, I got many valuable experiences during this study.

ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that I can finish this undergraduate thesis. I would like to say thanks to lecture who has guided in the process of this research and for everyone who helps me until this research be complete.

This Undergraduate Thesis entitled "IMPROVING STUDENTS READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMPN 8 METRO IN ACADEMIC YEAR 2022 / 2023". Realizing that there is nothing perfect, the good suggestion and critics are waited to make the better.

Metro, October 2023

Ariesto Rangga Wijaya
1701070071

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CHAPTER I

INTRODUCTION

A. Background Of Study

Interaction relies heavily on language. Language will assist others in expanding their understanding in areas such as education, social, political, and cultural. A language is a way for someone to communicate their thoughts or feelings to another person. Language serves to communicate thoughts from one individual to another.[1]

Since 2006, Indonesia has had a decentralized school level curriculum (School Based Curriculum), which is organized by educational units according to the Content Standard (Standar Isi) and Graduate Competence Standard (Standar Kompetensi Lulusan).

Some aspects, such as the student, the teacher, the media, or the teaching approach employed in the learning process, generate challenges for student and teachers. Student are uninterested in studying English, particularly reading, because English is regarded as a foreign language that is rarely utilized in everyday discussions.

Method and approach are critical in capturing student' attention and motivating them to develop their creativity and imagination in presenting their ideas. It indicates that before beginning to teach, teachers must be well prepared.

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[1] Solihatul Hamidah Daulay. 2011. Introduction to General Linguistics. Medan: La-Tansa Press. p.16

Reading, listening, speaking, and writing are the four main skills of the English language.[2]

Writing and speaking are referred to as productive skills, while reading and listening are referred to as receptive skills.[3]

One of the four language skills in language learning is reading., and its importance is recognized not just in terms of language proficiency but also in terms of knowledge mastery. By incorporating reading into language acquisition, the teacher has effectively opened the schemata (horizon) of the student. In the long run, Other language abilities like writing and speaking will be significantly impacted by the knowledge kids gain from reading.

Reading provides knowledge. When a student comprehends what they are reading, they have gained some information. "Reading is the ability to take meaning from the printed page and interpret the information effectively," according to Grabe and Stoller.[4] Reading, according to the definition above, entails locating the messenger or information that the writer has placed in the text as efficiently as possible.

English is one of a few worldwide languages that are spoken by almost everyone on the world. In the global world, people are required to speak English so they can communicate with people from different nations. Those who reside

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[2] Tien Rafida, The Influence of Using Vaklearning Model on The Students' Achievement In Writing Short Story Text. (VVISION: Journal of Language, Literature & Education ISSN: 2086-4213, ol.13, No. 13 Januari-Juni 2018). p.2

[3] Depdiknas, Permendiknas No. 23 Tahun 2006 Tentang Standar Isi, (Jakarta: Depdiknas, 2006).

[4] William Grabe and Fredricka L.Stoller, Teaching and Researching Reading. (Great Britain: Pearson education, 2002). p.9

in a nation where English is used as a foreign language, such as Indonesia, should learn it as a tool for international communication. As one of the required topics starting in junior high school, the Indonesian government has included English in the curriculum to aid Indonesians in communicating with people around the globe. As a result, it is hoped that Indonesian student would have a great opportunity to strengthen their English communication skills.

One of the most important aspects of learning a language is the linguistic aspect, which includes grammar, vocabulary, pronunciation, structure, and so on. Student should also acquire language skills such as listening, reading, writing, and speaking in addition to these aspects. It is important to note, however, that these abilities cannot be learn separately. Student learning English must master all of these skills simultaneously.

It is well known that student is exposed to printed texts on a daily basis. Magazines, newspapers, books, articles on paper and the internet, online games, and other sorts of written content can all be found. This written material supplies student with a wealth of knowledge. Many texts are provided in student textbooks, just as they are in school.

Student in some schools take additional English textbooks published in English. This textbook includes a lot of information about the subjects that student are studying. They will need a good command of the English language to access this information. They must be able to read because it is published in an English textbook and they must be able to comprehend it. As a result, developing reading skills is important for student.

However, researchers discovered that many students still had poor reading abilities in a number of metro schools. Researchers monitored the learning process at SMP Negeri 8 METRO, which proved this. They struggle with a variety of issues, including reading comprehension, which leads children to struggle with content offered in English textbooks.

Reading is one of the most crucial receptive language skills to learn in order to get vital information. Student that can read may learn a lot of new vocabulary from the book. They may pick up on grammatical details from what they read. Reading plays a vital role in encouraging student to think critically about the text's content. There are various factors that impact reading, including internal and environmental factors. Intrinsic motivation, interest in reading, reading habit, and learning style are all internal factors. Meanwhile, extrinsic factors such as learning media, learning approach, and external motivation from family, classmates, and society are also important.

The explicit teaching of comprehension skills was viewed as a feasible solution to the student' difficulties. In this example, the writer attempted to find an interesting and successful method for student and instructors to complete their reading assignments. The mind map method is one of the strategies available. Student was able to convey information using this strategy because it may simplify complicated ideas into simple, relevant displays, allowing them to gain a holistic knowledge of the topic to be studied.

When student can express or manipulate a complicated collection of ideas in a diagram, they are more likely to comprehend those connections,

recall them, and be able to analyze the text's component pieces. Because the student' reading abilities were still inadequate, the writer concentrated on class VIII of SMPN 8 Metro.

Reading problems are obtained from the results of pre-survey that have been carried out Monday, February 14th, 2022, problems of eight grade at SMPN 8 Metro are presented in the following table:

Table 1.1
The Data of The Pre-Survey At The Eight Grade Of SMP Negeri 8 Metro

No.	Student Initial	Score	Explanation
1.	ARR	40	Poor
2.	ASH	50	Fair
3.	AIN	20	Poor
4.	ANAP	30	Poor
5.	AS	60	Fair
6.	AA	80	Excellent
7.	ADS	80	Excellent
8.	DCN	30	Poor
9.	EOS	30	Poor
10.	FF	90	Excellent
11.	FDN	60	Fair
12.	FK	20	Poor
13.	HTS	40	Poor
14.	ICP	50	Fair
15.	IACM	90	Excellent
16.	KK	60	Fair
17.	LPH	50	Fair
18.	MGSM	20	Poor
19.	NAP	40	Poor
20.	NFS	30	Poor
21.	NRS	60	Fair
22.	PMR	70	Good
23.	RAP	50	Fair
24.	RAR	80	Excellent
25.	ZD	50	Fair
Total		**1280**	
Average		**51,2**	

Based on the data above, the researcher will divide the score into two categories, such as: failed and pass. The table of two categories as follows

Table 1.2
The Result of The Students Pre-Survey Score At The Eight Grade of
SMP Negeri 8 Metro

No.	Score	Explanation	Frequency	Percentage
1.	>75	Incomplete	20	80%
2.	≤75	Complete	5	20%
Result			25	100%

The results shown above demonstrate that the majority of students score poorly in reading ability. 20 students failed the category, and 5 students passed it, according to the pre-survey data. English requires a minimum grade of 75. Because many students at SMP Negeri 8 Metro's eighth grade receive scores below 75, it indicates that the reading proficiency of the kids is still low.

From the aforementioned issue, it is clear that teachers must assist pupils in improving their reading skills and finding acceptable solutions to their challenges. Actually, there are many technique that can help student' to increase their reading skill. It is somehow difficult to increase students' reading skill in Junior High School efficiently. Given the issues described above, reading plays a vital role in assisting student in comprehending the content they are reading. The researcher's first observations revealed that the student at the school had some difficulties with reading.

Based on the preceding description, the researcher would want to undertake a study named Improving Student Reading Skill by Using the Mind Map Technique at SMPN 8 Metro in Year. Furthermore, the author hopes that the technique can increase the students' reading skill achievement.

B. Problem Identification

According to the study's background, student have some difficulties with reading skills.

1. Students have difficulty in reading skills especially in textThe Student have difficulties in reading skill.

2. The Student have less motivation to read a text.

3. The student is difficult to catch the main idea in a text.

C. Problem Limitation

Based on the problem identification above the writer would like to focus on the using mind mapping on the students' reading skill it conducted only for at eight grade of SMPN 8 Metro.

D. Problem Formulation

Based on the explanation in the problem limitation the research formulated as follows: "How can mind map techniques improve students' reading skills at SMPN 8 Metro in the academic year of 2022/2023?"

E. Objective And Benefit Of Study

The benefits of the research are as follows:

1. For the Teacher

This study is expected to help the teacher applies mind mapping in the process of teaching and learning.

2. For the Students

It is expected to give a solution, reading plays an important role in helping students understand the content they read. And the result of this research help was the students to express their opinion, and students easily to mastering mind mapping.

3. For the School

This research also hoped to contribute to the Junior High School students to enlarge their knowledge.

4. For the Next Researchers

The researcher also hopes that this research can be a valuable experience and certainly add a reference about Mind Map Technique.

F. Prior Research

It is necessary to conduct preliminary research in order to aid this research. The first study was conducted by students at Jakarta's State University of Syarif Hidayatullah. Yusri Nur Fadilah carried out this study.[5] There are several parallels, including variable (y), which is focused on conducting mind mapping research. Another similarity is that the primary audience is junior high school students. There are also some differences: the researcher concentrated on reading skills, whereas previous researchers concentrated on writing skills. Another difference is the research location; the current researcher conducted

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[5] Fadilah Nur Yusri, *Applying the Mind Mapping Technique To Improve Students' Writing Skill Of Descriptive Text*, (Jakarta, Syarif Hidayatullah State University Jakarta, 2015). P.1

research at SMPN 8 Metro, while the previous researcher conducted research at MTs Nurussa'adah Jakarta.

The second research was carried out by students from Syarif Hidayatullah State University Jakarta by Arif Prayogo.[6] As before, there are some differences and similarities in this study. The equation is focused on the use of mind mapping, besides that this research was conducted with the target of junior high school. There are also some differences namely, the researcher focused on students' listening skills whereas the previous research focused on writing skills. Another difference is the location of the study. This research is certainly different because researchers use mind mapping to improve reading skills.

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[6] Arif Prayogo, *Using Mind Mapping In Teaching Descriptive Writing (An Experimental Study At The First Grade Of Private Junior High School Riyadlul Jannah Bogor),* Jakarta, State University of Syarif Hidayatullah, Jakarta 2009), P.13

CHAPTER II

THEORIETICAL REVIEW

A. Concept of Reading Skill

1. The Definition of Reading Skills

One of the skills that students should be able to master is reading. There are numerous expert explanations of reading. One of the fundamental abilities in learning a language, according to Michelle Maxom, is reading. It helps students improve their speaking, listening, and writing abilities.[7]

Whereas Broughton said that reading is a typical area of teacher education where teachers frequently teach using the methods their own teachers used to teach them.[8]

Furthermore, according to Liu, The ability to use one's brain when interacting with texts is referred to as reading skill. Skills are therefore understood as components of the overall reading process, as opposed to comprehension, which might be seen as the outcome of reading a specific text.[9]

According to Charles, a person's score on a reading assessment represents their level of reading proficiency. Those who perform well on

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[7] Michelle Maxom, Teaching *English as a Foreign Language for Dummies*, (England: John Wiley & Sons, Ltd Publisher, 2009), 139.

[8] Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition,* (London: University of London Institute of Education, 2003), 89.

[9] Feng Liu, *Reading Ability and Reading Strategies: A Short Introduction,* (China: Qingdao University of Science and Technology, 2010), Vol 3 / August, 153

this test are considered skilled readers, whereas those who perform poorly are considered low skill readers.[10]

From the aforementioned remark, it can be deduced that reading ability refers to a person's performance on a reading exam that they can employ while interacting with literature. Those who perform well on this test are considered skilled readers, whereas those who perform poorly are considered low skill readers.

2. Basic Skills of Reading

According to Duffy[11], three important categories of skills and strategies, there are:

a. Vocabulary

Vocabulary and understanding are the main topics in this section. Since the purpose of written language is to convey ideas, comprehension is essential to reading. We are not reading if we cannot comprehend the message. Furthermore, terminology is crucial for comprehending the message.

b. Decoding

Decoding by analogy is a reading technique where a reader uses recognized spelling patterns to identify unfamiliar words that share those patterns. It is the best method for teaching vowel sounds.

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[10] Charles A. Perfetti, *Reading Skill,* (University of Pittsburgh, 2001), p.1.
[11] Gerald G. Duffy, *Explaining Reading*, (New York:Guildford,2009 P.14-32

c. Fluency

Fluency is the capacity to read text smoothly, with the appropriate phrasing and tone, both orally and silently. Fluency is frequently believed to be exclusive to oral reading.

3. **The Measurements of Reading Skills**

Use the assessment of reading competence to determine how far the student's reading ability should be evaluated. There are many different reading-skill questions, some of which include:[12]

a. Pronominal Question, Imperatives

The questions ask students to write answers, which might be as short as one word or as long as many paragraphs. Short answers are typically necessary for comprehension, and this type of inquiry is known as a short answer question.

b. Transfer Information

The text's understanding can be evaluated using incomplete information. The students study the text and complete the mind map with

B. **Concept of Mind Map**

1. **The Definition of Mind Map Technique**

The use of lines, colors, letters, numbers, symbols, images, photographs, or keywords, among others, to correlate and integrate,

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[12] I.S.P. Nation, *TeachingESL/EFL Reading and Writing, (*New York: Routledge, 2009), p.77-79.

visualize the acquired concept, and optimize brain capacity is known as mind mapping. Tony Buzan created mind mapping in 1960, which is a learning method that helps maximize the brain's capacity for brilliant thinking. In reality, a few stakeholders have said that this kind of review has assisted them in better communicating and elaborating on the significance and sustainability of their initiatives (Mary & Skye, 2009). The ability to analyze, comprehend, and memorize information is improved by the mind mapping process. Because mind maps systematically organize a lot of information, they significantly improve a person's attention, coordination, logic, reasoning, thinking, analyzing, creativity, imagination, memory, ability of planning and integrating, speed reading, character, number, visuality, hearing, kinesthetic sense, sensation, etc.[13]

According to Eppler, a mind map is a multicolored, image-centered radial diagram that shows the hierarchically connected semantic or other relationships between different parts of learnt data.[14] Students have utilized mind maps to take notes on their own during class. The usefulness of mind mapping for taking notes has already been emphasized in a number of research.

Buzan claims that mind mapping has a built-in organizational system that uses lines, symbols, key words, color, and imagery in accordance with

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[13] Wen-Cheng Wang, Chung-Chieh Lee, and Ying-Chien Chu, "*A Brief Review on Developing Creative Thinking in Young Children by Mind Mapping,*" International Business Research Vol. 3, No. 3 (July 2010), p.234rs

[14] Martin J. Eppler, "*A Comparison Between Concept Maps, Mind Maps, Conceptual Diagrams, and Visual Metaphors as Complementary Tools for Knowledge Construction and Sharing,*" Information Visualization (2006), p. 203

clear, straightforward notions.[15] Through the use of colorful, memorable, and well-arranged diagrams, mind mapping can transform a large list of dull information into something that better fits your brain's natural processing style. It helps in idea generation, note-taking, developing concepts and ideas, and memory enhancement.

2. **The Function Of Mind Map Technique**

According to Buzan, mind mapping can be used for planning, communicating, being more creative, saving time, solving problems, remembering, and accelerating learning, among other things.[16] Anyone can use mind mapping to simplify a complex topic as well as to help them retain information more readily and in an ordered way. Making use of mind maps can make taking notes a more fun task.

The use of mind mapping in the learning process has both many benefits and drawbacks. The advantages there are:

a. Both solo and group brainstorming.

b. Information summarization and note-taking.

c. Combining knowledge from several research sources.

d. Solving challenging issues.

e. Presenting data in a way that demonstrates the subject's general organization.

f. Learning, remembering, and recalling data.

g. Encourages in-depth learning rather than memorizing.

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[15] Tony Buzan, Buku Pintar Mind Map, (Jakarta: Gramedia Pustaka Utama, 2005), p.5
[16] Ibid, Tony Buzan, *Buku Pintar Mind Map*, p.6 3

However, the disadvantages are:

a.   Can only be stored digitally as a scanned document.

b.   There is a maximum map size.

c.   User preference for the benefits of mind mapping software.

   With the use of a mind map, one can examine the connections between concepts and argumentative components, come up with creative solutions, and think more clearly. It offers a fresh viewpoint by enabling you to consider all the pertinent factors and evaluate decisions in the context of the overall situation.

C.   Using Mind Map Technique To Improve Reading Skills
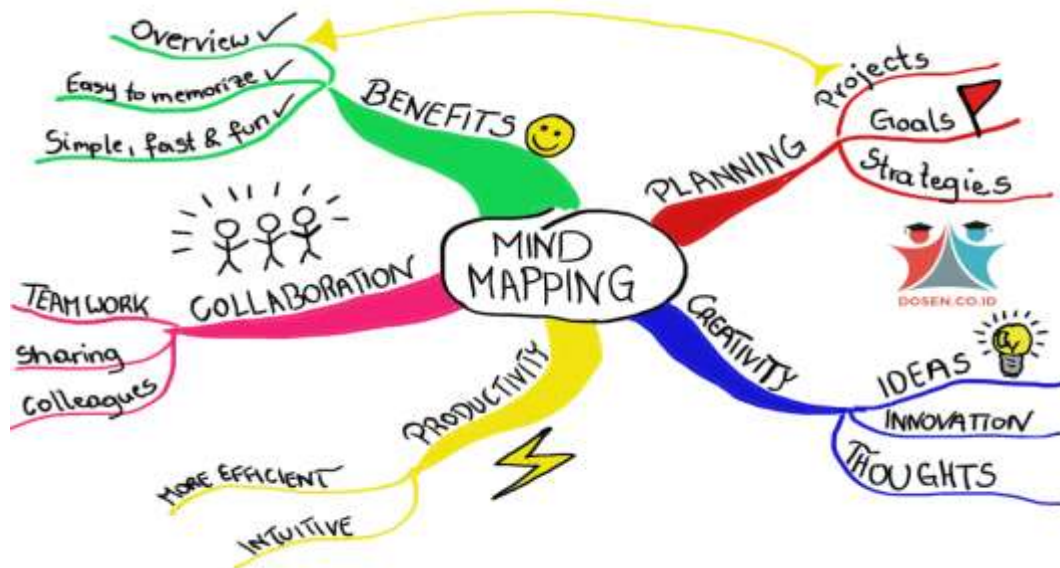
Figure 2.1
Example of Mind Mapping

   The mind map technique, pioneered by Buzan, is a powerful visual tool used to organize and represent information in a structured and interconnected manner. This technique is particularly beneficial for brainstorming, planning,

and comprehending complex concepts. A mind map typically starts with a central idea or theme, represented by a node in the center of the page. Branching out from this central node are key concepts or keywords related to the central idea.

The branches further extend into sub-branches, forming a hierarchical and branching structure that mirrors the natural thought process. Each branch and sub-branch may contain words, short phrases, or images, providing a holistic and non-linear representation of information. This visual approach aids in stimulating creativity, enhancing memory retention, and fostering a deeper understanding of relationships between different concepts.

According to Buzan, the mind map technique engages both hemispheres of the brain, promoting a balanced and effective thinking process. The non-linear nature of mind maps encourages a free-flowing association of ideas, fostering creativity and allowing for unexpected connections to emerge.

In conclusion, the mind map technique is a valuable tool for individuals seeking an innovative and structured approach to information organization and idea generation. By visually representing relationships between concepts, it becomes an effective strategy for problem-solving, learning, and strategic planning.

From the image, we can get a sense of one way to create a mind map and learn how to put one together. The illustration makes it clear how the mind map was created. Even if the topic is just one word, a portion of the topic could consist of many words, as seen in the illustration. By mapping, it is possible to

explore similar concepts and observe how they relate to one another after developing concepts.[17]

1. The Procedure

There are several things that Buzan & Buzan write as mind mapping suggestions and techniques.[18]

The examples of mind map technique are ilustrated in this following :

a. Use emphasis

1) Consistently employ a focal image

2) If at all possible, incorporate imagery into your mind map.

3) Each core image should have three or more colors.

4) Use dimensions in your photos.

5) Vary the printing, line, and image sizes

6) Maintain orderly spacing

b. Use Association

1) When making connections within and across the branch pattern, use arrows.

2) Use colors

3) Use codes

c. Be Clear

1) Limit essential words to one per line.

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[17] Barbara Fine Clouse, The Student Writer, Sixth Edition, (New York: Mc.Graw Hill, 2004) p. 9.

[18] Tony Buzan and Barry Buzan, The Mind Map Book.(New York: Dutton, 1994), p.96

2) Type every word.

3) Write important terms on lines

4) Align the line and word lengths.

5) Join two lines together

6) Thicken the middle lines.

7) Use the clearest photographs you can.

d. Develop a personal style

2. The Steps

Seven stages are provided by Buzan in his book for creating mind maps.[19]

a. Starting in the middle of the landscape-format blank paper, follow these instructions

b. Create a central image that represents the subject of your writing or thoughts

c. Use a variety of colors throughout the mind map

d. Connect the lines starting from the central image

e. Use curves rather than straight lines.

f. Include a keyword in every line

g. Include as many photos as you can

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[19] Ibid,Tony Buzan, Buku Pintar Mind Map, p.15-16

D. Action Hypothesis

The action hypothesis is as follows; By using mind map technique, it will improve the student reading skill and learning among the eight grade at SMPN 8 Metro.

CHAPTER III

RESEARCH METHOD

A. Variable and The Definition Operational Variable

In this research has contains two variables, which are an independent variable and a dependent variable. The variable that the researcher picked, manipulated, and calculated is independent. The independent variable of this analysis uses the topic of small groups as a strategy. You should describe all variables as follows:

1. Independent Variable (X)

In this research, the independent variable is the simulation strategy. The only variable that is hoped to be investigated is the independent variable. It is the variable that the researcher picked, manipulated, and calculated. The independent variable of this analysis uses Mind Mapping as a technique that can be defined as a tool to help learners in reading activity.

In addition, the learners are this vector predictor. Spontaneously and organized, of SMPN 8 Metro will do its writing. In this case, an observation sheet is used to calculate this variable and a star of 0-100 is used for the score to evaluate and measure student skill. The predictor of this variable is that with mind map technique, students can read accurately and appropriately without facing challenges both in terms of word choice and grammar to develop their reading skills.

B. Research Location

The subject of the research was the first year at SMP Negeri 8 Metro, and the object of this research was how to improving students reading skill by using mind map technique.

C. The Subject Of The Research

The subject of this action research is the student of class VIII at SMPN 8 Metro. In this research the researcher takes 25 students of eight grades as the subject of research.

Table 3.1
Total student of the eighth grade at SMP Negeri 8 Metro

No.	Class	Gender		Total
		Male	**Female**	
1.	VIII	15	10	25

D. Research Procedure

1. Classroom Action Research

Bassey stated that the classroom action research procedure as an inquiry to increase education practice which is carried out to understand, evaluate and then to change. [20] Besides that, Macintyre mentioned, classroom action research is the researcher focuses on a 'problem' (or a topic or an issue which needs to be explained), and on the basis of information (about the up-to-date state of the art, about the people who

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[20]Valsa Koshy, *Action Research for Improving Practice: A Practical Guide* (London: Thousand Oaks, CA : PCP/Sage Publications, 2005). , p. 8

will be involved and about the context), plans, implements, then evaluates an action then draws conclusions on the basis of the findings.[21]

Furthermore, Action research is any sort of systematic inquiry conducted by those with a direct, vested interest in the teaching and learning process in a particular setting; it is truly systematic inquiry into one's own practice.[22] This suggested that action research was a realistic way to look at your procedure to test how it was done as you thought it should be.

From the definition above, the researcher concludes that classroom action research is research in teaching and learning in the class whose aim is to increase the students' skill and to solve problems in the learning process.

In the classroom action research, the researcher would like to hold the research in two cycles. Classroom action research typically uses two cycles because it allows for a systematic approach to improving teaching and learning. Each cycle consists of planning, implementation, observation, and reflection. After the first cycle, the teacher reflects on changes made and makes adjustments for the second cycle. The second cycle involves further action and data collection to improve the quality of pupils' learning. The four phases of the classroom action research cycles are conducted in

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[21]Christine MacIntyre, *The Art of Action Research in the Classroom* (London: D. Fulton Publishers, 2000). p. 1

[22] Craig A. Mertler, "Classroom-Based Action Research: Revisiting the Process as Customizable and Meaningful Professional Development for Educators," accessed June 26, 2020, https://core.ac.uk/reader/29821988.

each cycle. By using two cycles, teachers can make informed decisions about what works best for their students and make adjustments accordingly. There is a relationship between one the other. The steps are follows:

a. Planning

b. Action

c. Observing

d. Reflecting[23]

Here is steps classroom action research design:

Figure 3.1. Action Plan
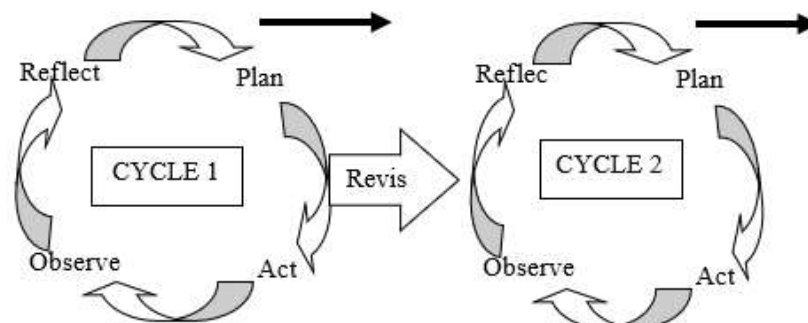
Kemmis' and MC Taggart Model

Action Plan

The process of conducting two periods in the study of classroom action. Planning, acting, observing, and reflecting involves of each cycle. Four forms of the cycle will be explained in more depth as follows:

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[23] Craig A. Mertler, "Classroom-Based Action Research: Revisiting the Process as Customizable and Meaningful Professional Development for Educators," accessed June 26, 2020, https://core.ac.uk/reader/29821988..

Cycle I

1. **Planning**

   a. The first phase of each cycle is planning. This study would not be concentrated on without preparation. The researcher prepared lesson plans, educational strategies, and teaching media at this point. The researcher plans the instructional instrument in the planning phases as follows:

      1) The researcher will identify the problem and identify the issue question.

      2) The researcher will prepare the instructional materials and techniques.

      3) The researcher will make a schedule for the lecture.

      4) The basis of learning will be planned by the researchers.

      5) To analyze and assess, the researcher will prepare instructions.

2. **Acting**

   Action is the implementation of the preparation made by the artist. The operation, in other words, is the execution of the preparation that the researcher had made. In the teaching-learning process, the researcher attempted to incorporate the Mind Map Technique. Here are the moves in the class that the researcher took:

   a. Pre-teaching activities

      1) The researcher invites the students.

      2) Before beginning the teaching-learning process, the researcher guides the learner to pray together.

3) The researcher is reviewing the students' attendance list.

b. While Teaching Activities

1) The lesson plan is implemented by the researcher.

2) The researcher uses a small group conversation approach to illustrate the content.

3) The researcher will test the students to construct a clear paragraph based on the group's topic. This examination offers realistic guidance on the students' ability.

c. Post-teaching Activities

1) The researcher gathers the work of the teachers.

2) The researcher tests and submitted an analysis of student projects.

3) The researcher get reviews and a finding.

4) The speaker ends the lecture with a welcome.

3. Observing

Observation is really an event and class action recording process. Observation would really be done to obtain the required data and to check that the information is complete. It is obtained or not based on the collected data. The researcher used some to prepare better during the next action.

4. Reflecting

The last step in this process is reflection. The researcher analyzed and assessed the use of non-useful measures. The researcher explained and discussed the student work results while teaching, such as strengths and weaknesses made by researchers and students during the teaching-learning

process, through the use of a small group strategy for discussion and the learning of written skills. The study process was analyzed by observation. On the basis of analysis and reflection, the next cycle is determined to focus on the weakness of the preceding cycle.

Cycle II

1. Planning

a. In the first cycle, the researcher identified the problem and discovered the cause.

b. The researcher draws up the curriculum.

c. The researcher prepares teaching materials, strategies, and media.

d. The researcher prepares the learning source.

e. The researcher prepares instructions for observation and assessment.

2. Acting

a. Pre-activity

1) The researcher will encourage the students.

2) Before learning process starts, the researcher guides the student to pray together.

3) The researcher examines the students' attendance list.

b. While Teaching Activities

1) The researcher uses the lesson scheme.

2) The researcher describes how to improve the reading skill by mind map.

3) The researcher will test the students for a mind map.

4) The researcher will submit an assessment.

c. Post-teaching Activities

1) The researcher get reviews and a finding.

2) The speaker ends the lecture with a greeting.

3. Observing

In this stage, the researcher observed the research process through format observation and field notes for the data collection of cycle 2.

4. Reflecting

This move represents and assesses the actions taken. By reflection, the researcher learns how strong and weak acting are in order to know if the next cycle is indeed important.

E. The Data Collecting Technique

The two types of data collection are qualitative and quantitative. When working with qualitative data, the author uses observation. On the other hand, in order to collect the quantitative data, the writer uses the student's final reading skill score as a pre-test and post-test.

A few tools are used to get the data for this investigation. The following is a detailed explanation of those instruments:

1. Test

The researcher uses test results to determine the student's reading skill. Based on the material used, the test's outcome is a reading score for the learner. This test's objective is to gauge the student's reading skill. The tests come in the following categories:

a. Pre-test

The pre-test was conducted before implementing *mind map technique* in preparations study. Pre-test of this research was in the form of *multiple choices test*.

b. Post-test

The post-test is implemented after using *mind map technique* in teaching reading skill. Post-test of this research was in the form of *multiple choices test*.

2. **Observation**

A key component of action research is observation. It helps the writer to record and reflect on classroom interactions and events in a methodical manner, as they actually happen rather than how we would want to think they happen.

In this instance, the author observes the pupil in the classroom and gathers information about their activities as they learn to read. Based on previously created observation notes, the actual teacher also watches the writer who instructs in the classroom and the application of CAR.

Based on student participation in lesson-planned teaching and learning activities, data is collected. The data gathered from this observation serves as a foundation for the planning of the subsequent cycle.

3. **Documentation**

Documentation is collection of various documents relevant to the research questions which can include student' reading worksheet, student

records and profile, course overviews, lesson plans, classroom materials.[24]

The writer uses the documentation method to get some information about:

a. The history of SMPN 8 Metro.

b. The condition teachers and officials employed in SMPN 8 Metro.

c. The quantity of the student of SMPN 8Metro.

d. Organization structure of SMPN 8Metro.

e. Reading skill worksheet, course overviews and classroom materials of the student at SMPN 8 Metro.

4. Field Note

In this research, the writer used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer took field note related to the classroom situation, classroom management, classroom interaction between teacher and student or student with student and etc.

F. Research Instrument

1. Reading Test

To identify the student' reading ability of the eighth grade of SMPN 8 Metro, the writer applied reading test. The test is measuring the ability of the student about the topic on reading subject.

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[24] Ibid, Anne Burns, *Collaborative Action Research for English Language Teachers*, p.117

The test consists of pre-test and post-test, of this research was in the form of essay text that asks the student to write a composition of descriptive text in English.

G. Data Analysis Technique

Data analysis was conducted by taking the average score of the pre-test. The writer uses a statistical technique. In scoring the test, the student score is counted with the following formula:[25]

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$ = Mean

$\sum X$ = The total number of student' scores

N   = Number of student

Moreover, to know the result the writer compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If from cycle 1, there are some students are not successful, so the writer will conduct the cycle II. The minimum cycle in CAR is two cycles if from cycle II of the student is successful, the cycle able to be stop until cycle II only.

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[25] Donald Ary at all, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

The formula to figure out the percentage of the student who pass the Minimal Mastery Criteria in each cycle as follows: [26]

$$P = \frac{F}{N} \times 100\%$$

P = Class percentage

F = Frequency

N = Number of student

H. The Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 70% of the student get minimal score 70 in reading skill and 70 % of the student show the activeness in the learning activity.

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[26]*Ibid,* Donald Ary at all, *Introduction to Research in Educatio, p. 109*

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The Brief History of SMPN 8 Metro

SMPN 8 Metro is located in Karangrejo, North Metro, Metro. It was established on October 20th, 1999 with the Foundation Certificate Number: 291019. At its stand on 1999 until present. Current Headmaster of SMPN 8 Metro is Suyanto.

2. Vision and Mission SMPN 8 Metro

a. Vision of School

"Pious, of high quality, and cultured by implementing education for all with an environmental perspective."

b. Mission of SMPN 8 Metro

1) Cultivating a deep appreciation for the teachings of one's religion.

2) Executing effective teaching and guidance, ensuring that each student develops optimally in accordance with their potential.

3) Guiding students in nurturing their own potential to facilitate optimal growth.

4) Instilling a national culture and character, thus fostering a school community that is both competent and morally upright.

5) Implementing education for all.

6) Realizing environmentally aware schools.

3. The Condition of Teachers and Officials in SMPN 8 Metro

Teachers are the critical factors for success in teaching and learning interactions in school. Number of teachers still teach at SMPN 8 Metro is as many as 41 people, relationships with friends peer teachers, administrative staff and principals look harmonious and mutually supportive so as to create a comfortable atmosphere of the school. Here is a state school official SMPN 8 Metro

B. Description of Result Finding

This research was classroom action research (CAR). It was carried out at the eight grades of the State SMPN 8 Metro. This research was conducted in two cycles, each cycles consisted of four stages that were planning, acting, observing and reflecting and accomplished in three meetings in each cycle. The students' result of reading skill was gained through test which consisted of pre test and post test in the beginning research and in the end of each cycles while the students' activities were gained from observation during the learning process. The schedule of the research is as follow:

Table 4.1
The Schedule of the Implementation of Classroom Action Research
(CAR)

No	Schedule	Date
1	Pretest	August 25th, 2023
2	Cycle 1	August 25th, 2023 - August 26th, 2023
4	Cycle 2	September 4th, 2023

C. Description of the Research

1. Pretest

In this research before the process of cycle one, the researcher conducted the pre-test on August 25th, 2023. The result of the students' Score can be seen on the table as follows:

Table 4.2
The Students Pre-test Result of Reading Skill

No.	Name	Score
1	ARR	50
2	ASH	60
3	AIN	73
4	ANAP	70
5	AS	60
6	AA	53
7	ADS	50
8	DCN	60
9	EOS	73
10	FF	63
11	FDN	73
12	FK	53
13	HTS	63
14	ICP	53
15	IACM	63
16	KK	73
17	LPH	63
18	MGSM	60
19	NAP	73
20	NFS	63
21	NRS	53
22	PMR	67
23	RAP	67
24	RAR	50
25	ZD	63
Total Score		1553
Average Score		62
Highest Score		73
Lowest Score		50

Table 4.3
Frequency of Students' Score of Pre-test of Reading Skill

No	Score	Frequency	Percentage	Description
1	>75	0	0%	Complete
2	≤75	25	100%	Incomplete
Total		25	100%	

Based on the result of student's pre-test score, it can be inferred that there was no any student passed the Minimum Mastery Criteria (MMC) that was 75 while 100% or 25 students did not pass the Minimum Mastery Criteria (MMC) or less than 75. It indicated that the result of students reading skill was still low. By calculating and analyzing the result of pre-test, the writer and collaborator made a plan to implement the action that consisted of planning, acting, observing, and reflecting in each cycle to repair the weakness.

2. **Cycle I**

   a. Planning

      In the cycle, the researcher and collaborator would like to make and discuss about the lesson plan. The minimum mastery criteria (MMC) at SMPN 8 Metro for English was 75. The lesson is reading. In this meeting, the students were expected by the teacher got specific information. In the first and second meeting, the teacher would explain about the mind mapping technique. Therefore, in the last meeting, the teacher would evaluate for the 25 students 1 class. The evaluation was about write mind map.

      Based on the evaluation, the students were expected to be able to achieve the minimum mastery criteria (75). Then, they discussed about

what mind mapping is and the procedure of mind mapping technique, because the researcher would be implemented the mind mapping technique in reading lesson.

b. Acting

The implementation of this cycle was conducted in two meetings. The first meeting was done on August 25th, 2023, and the second meeting was done on August 26th, 2023. The researcher started the cycle by these instructions. These instructions are to be followed, starting in the middle of the landscape-format blank paper. A central image representing the subject of your writing or thoughts should be created. A variety of colors should be used throughout the mind map. The lines should be connected, starting from the central image. Curves should be used rather than straight lines. A keyword should be included in every line. As many photos as possible should be included. Furthermore, researcher ended this cycle by applying the posttest 1, and the result are as follows:

Table 4.4
The Students Post-test 1 Result of Reading Skill in Cycle 1

No.	Name	Score
1	ARR	60
2	ASH	65
3	AIN	77
4	ANAP	80
5	AS	72
6	AA	60
7	ADS	76
8	DCN	65
9	EOS	75
10	FF	78
11	FDN	80

12	FK	75
13	HTS	73
14	ICP	65
15	IACM	78
16	KK	77
17	LPH	65
18	MGSM	60
19	NAP	74
20	NFS	78
21	NRS	72
22	PMR	75
23	RAP	70
24	RAR	50
25	ZD	80
Total Score		1780
Average Score		71
Highest Score		80
Lowest Score		50

Table 4.5
Frequency of Students' Score of Post-Test in Cycle I

No	Score	Frequency	Percentage	Description
1	>75	12	48%	Complete
2	≤75	13	52%	Incomplete
Total		25	100%	

Based on the result of student's post-test score, it could be inferred that there was 52% or 13 students did not passed the Minimum Mastery Criteria (MMC) that was 75 while 48% or 12 students passed the Minimum Mastery Criteria (MMC) or more than 75 and the average score was 72. It indicated that the result of students reading skill was improved if it compared with the pre-test score that was 62,96 but viewed from the indicator of success of this research stated that 75% of the total students must pass the MMC. It means that the result was unsuccessful to achieve the indicator of success.

c. Observing

In observation of the researcher's action, the researcher presented two meetings in cycle I of learning to write result of reading text. The teacher explained the mind mapping technique to the students. Although the teacher explained mind mapping, but the students confused about what should they do and got difficulty to express their idea into word and how construct sentence become a good paragraph.

In the second meeting, the researcher explained the mind mapping technique before giving the students assignment by using English fully. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the test, there were 12 (48%) out of 25 students got good score. Although, only 12 students got good score. But, the result of the students' test was better than the students' test before giving treatment.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students got difficulty to write about mind map. It happened because the teacher has not explained more about mind mapping technique yet. Occasionally, in doing the assignment, the students face difficulty and they felt bored following the class.

Moreover, in the second meeting the teacher explained Mind Mapping more. So, it has positive effect to the students in teaching and learning process. It can be seen from the result of the assignment in the

first meeting and the test in the second meeting. Although few students who. Got score more than 75 only, but there was improve in it. It proves that implement the mind mapping technique was better than not implement it. The teaching and learning process will be effective if the teacher used bilingual language, those are English and Indonesian.

Although there was increasing of the result from the first and second meeting, but the research should be continued to the next cycle because the students' average have not achieved the minimum mastery criteria yet.

3. Cycle II

a. Planning

In the planning, the researcher would like to made and discuss about the lesson plan. The lesson was mind map reading text especially. In this meeting, the students expected able to get specific information of the text. In the first and second meeting, the teacher would explain more about reading the text and the procedure of mind mapping technique. Therefore, in the last meeting, the teacher would evaluate for the 25 students. The evaluation was write about mid map. Then, they discussed more about what mind mapping is and the procedure of mind mapping technique, because the researcher would like to implement the mind mapping technique in reading lesson.

b. Acting

The implementation of this cycle was conducted on September 4th, 2023. The researcher started the cycle by evaluating the result of cycle 1 and then do explaining the mind map material more compressively. These instructions are to be followed, starting in the middle of the landscape-format blank paper. A central image representing the subject of your writing or thoughts should be created. A variety of colors should be used throughout the mind map. The lines should be connected, starting from the central image. Curves should be used rather than straight lines. A keyword should be included in every line. As many photos as possible should be included. Furthermore, researcher ended this cycle by applying the posttest 2, and the result are as follows:

Table 4.6
The Students Post-test 2 Result of Reading Skill in Cycle II

No.	Name	Score
1	ARR	65
2	ASH	70
3	AIN	80
4	ANAP	80
5	AS	77
6	AA	67
7	ADS	80
8	DCN	73
9	EOS	80
10	FF	80
11	FDN	80
12	FK	80
13	HTS	78
14	ICP	80
15	IACM	80
16	KK	80

17	LPH	75
18	MGSM	77
19	NAP	80
20	NFS	80
21	NRS	80
22	PMR	77
23	RAP	80
24	RAR	72
25	ZD	80
Total Score		1931
Average Score		77
Highest Score		80
Lowest Score		65

Table 4.7
Frequency of Students' Score of Post-Test in Cycle II

No	Score	Frequency	Percentage	Description
1	>75	20	80%	Complete
2	≤75	5	20%	Incomplete
Total		25	100%	

Regarding to the result of student's post-test score, it could be seen that the mean score in post-test II was 77,24. Based on the indicator of success of this research that was 75 % of the total students could pass the score at least 75 so it could be inferred that 80% or 20 students from the total of students had passed the minimum mastery criteria (MMC) in post-test II of cycle II. In addition, there was only 20% or 5 students did not pass the minimum mastery criteria (MMC). Meaning to say, the cycle II was successful.

c. Observing

From the observation of the researchers' action, she presented two meetings in cycle II. The researcher implemented the mind mapping technique for the reading lesson. It expected able to help the students to

write of text easily. In this meeting, the students were seriously in following the class. They interested in write mind map.

In the second meeting, the researcher explained the mind mapping technique before giving the students a test. In this meeting, the students began active. They also began to be interested in teaching and learning process. In this meeting, the teacher gave the test. The result was good because most of the students could do the test easily. The students who got score more than 75 were 20 (80%) out of 25 students.

According to the result of the observation, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students have not difficulty to express their idea into word and how construct sentence become a good paragraph. It happened because the teacher explained mind mapping technique more. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and Improved the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confidence to answer the

question. It means that the mind mapping technique is effective technique to improve the student's reading skill. The students who got score more than 75 were 21 (80%) out of 25 students. This research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 75%.

D. Discussion

1. The Result of Pre-test

To see the students' reading skill before implementing the treatment, the researcher conducted the pre-test. It carried out on August 25th, 2023.

From the result of pre-test shown that most of the students difficult for answering the test., it can be seen that the students' average was 62. It shows that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, there is no of 25 students passed of the minimum mastery criteria. It can be seen that most of the students failed in achieving materials. So, it needs improvement by mind mapping technique.

2. The Result of Post-test Cycle I

To see the students' reading skill after implementing the treatment, the researcher conducted the post-test. It carried out on September 5th, 2023, it can be seen that the students' average was 71, it shown that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 12 (48%) out of 25 students passed of the minimum mastery

criteria. It can be seen that most of the students failed in achieving materials. So, it needs improvement by mind mapping technique.

3. **The Result of Post-test Cycle II**

To see the students' reading skill after implementing the treatment, the researcher conducted the post-test. It carried out on September 5th, 2023. It can be seen that the students' average was 77, it shown that most of the students passed in achieving the minimum mastery criteria (75). Therefore, there are 20 (80%) out of 25 students passed of the minimum mastery criteria. It can be seen that most of the students passed in achieving material.

E. **Interpretation**

The research is success if the students able to achieving of the minimum mastery criteria (MMC), that is 75. Based on the result of pre-test and the post-test, it can be seen that mind mapping is able to improve the students' reading skill significantly. It can be seen from the students' average before and after given the treatment. The students' average in the pre-test is 62, in the post-test I is 71, and in the post-test II is 77.

There is increasing of the students who got score from the pre-test to the post-test cycle I and from post-test cycle I to the post-test cycle II. From 0 student (0%) in pre-test to the 12 students (48%) in post-test I, and to the 20 students (80%) in post-test II. This improve shows that the mind mapping technique can improve the students reading skill.

Thus, the writer assumes that mind mapping is one of the techniques that can improve the reading skill; therefore, this research was stated finish and

could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 75%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of mind mapping technique in reading, it can be concluded that the usage of mind mapping technique can improve the students reading skill of the eight grade students of SMPN 8 Metro.

Therefore, the mind mapping technique can be effective technique in reading skill and it can be used as an alternative technique in learning reading because the technique is easy to be implemented and it can improve the students reading skill.

B. Suggestion

Based on the result of the research. The researcher would like to give some suggestions as follows:

1. For students
    a. The students should be active in learning process especially English reading subject.
    b. The students are suggested to improve their reading skill by using mind mapping technique.
2. For English teacher
    a. It is suggested for the English teacher to use mind mapping as technique because this technique is effective to improve the students reading skill in learning.

b. It is suggested for the English teacher to give explanation about mind mapping clearly. Without give more explanation from the teacher, the students difficult for understanding what is mind mapping and how implement in reading skill. The explanation can be used English or combine with native language, it is depend on the students' condition.

3. For Headmaster

a. The headmaster should support the English learning process by preparing the facilitations and instruments completely.

b. The headmaster is recommended to make the further research about increasing reading skill by using mind mapping technique.

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APPENDICES

READING PRE-TEST

Read the following passage and choose the best answer based on the information provided in the text!

The following text is provided used to answer the question

Traditional Market: A Bustling Hub of Culture and Commerce

A traditional market is a vibrant and bustling place that showcases the essence of a community's culture and serves as a center of commerce. It is a unique and lively environment where locals gather to buy and sell a wide array of goods, creating a vibrant atmosphere that engages all senses.

The market is typically divided into different sections, each dedicated to specific products such as fresh produce, spices, textiles, handicrafts, and even livestock. As you walk through the market, you will be greeted by the colorful displays of fruits and vegetables, emitting their delightful aromas and tempting you with their freshness.

The air is filled with the lively chatter of vendors as they enthusiastically promote their goods, their voices blending with the bargaining negotiations between buyers and sellers. The vibrant atmosphere is further heightened by the presence of street food stalls, offering a mouthwatering variety of local delicacies, enticing visitors with their savory smells and sizzling sounds.

Furthermore, a traditional market provides an opportunity to immerse oneself in the local culture. Traditional music can be heard playing in the background, adding a festive ambiance to the market. Artisans and craftsmen can be seen showcasing their skills, creating intricate handicrafts right before your eyes.

Visiting a traditional market is not only a shopping experience but also a chance to witness the daily lives and customs of the local community. It is an opportunity to interact with the friendly vendors, learn about their products, and gain insights into the cultural heritage of the region.

1. What is the main purpose of a traditional market?
a) To sell goods online
b) To promote local culture and commerce
c) To showcase modern technology
d) To serve as a transportation hub

2. What can you find in different sections of a traditional market?
a) Fresh produce, spices, textiles, and handicrafts
b) Electronics, gadgets, and appliances

c) Clothing and fashion accessories

d) Stationery and school supplies

3. What greets you as you walk through the market?
a) Silent and empty stalls
b) Sights of historical monuments
c) Colorful displays of fruits and vegetables
d) Well-organized shelves of packaged goods

4. What creates a lively atmosphere in the market?
a) Quiet and reserved conversations
b) Street performers showcasing magic tricks
c) Bargaining negotiations and enthusiastic vendors
d) Formal announcements and speeches

5. What can you find at street food stalls in the market?
a) Freshly baked bread and pastries
b) Locally produced honey and jams
c) Traditional music performances
d) A variety of local delicacies

6. What adds a festive ambiance to the market?
a) The presence of security personnel
b) Traditional music playing in the background
c) Art exhibitions and galleries
d) Sports competitions and games

7. What do artisans and craftsmen do in the market?
a) Sell mass-produced souvenirs
b) Demonstrate their skills and create handicrafts
c) Provide medical services and first aid
d) Offer cooking classes and workshops

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8. What can you learn about the local community at a traditional market?
a) Their political views and opinions
b) The latest fashion trends
c) Their daily lives and customs
d) Advanced technological innovations

9. What is a traditional market not only a shopping experience but also an opportunity for?
a) Meeting international celebrities
b) Participating in sports competitions
c) Sampling the latest technological gadgets
d) Witnessing cultural heritage and interacting with locals

10. Which of the following best describes a traditional market?
a) A quiet and deserted place
b) A place to sell modern technology
c) A vibrant hub of culture and commerce
d) A place for formal meetings and conferences

11. What are the different sections in a traditional market dedicated to?
a) Electronics, gadgets, and appliances
b) Books, magazines, and newspapers
c) Fresh produce, spices, textiles, and handicrafts
d) Sports equipment and athletic gear

12. What role do vendors play in a traditional market?
a) They provide medical assistance to visitors
b) They offer cooking classes and workshops
c) They enthusiastically promote and sell goods
d) They organize cultural events and performances

13. What are street food stalls known for in the market?
a) Selling branded clothing and accessories
b) Offering a variety of local delicacies
c) Displaying art and sculptures for sale
d) Providing live music performances

14. What contributes to the vibrant atmosphere in a traditional market?
a) Quiet and reserved conversations
b) The absence of bargaining negotiations
c) Street performers showcasing magic tricks
d) Formal and organized transactions

15. What adds to the festive ambiance in a traditional market?
a) Silent and empty stalls
b) The presence of security personnel
c) Traditional music playing in the background
d) Art exhibitions and galleries

16. What can artisans and craftsmen be seen doing in the market?
a) Selling mass-produced souvenirs
b) Demonstrating their skills and creating handicrafts
c) Providing medical services and first aid
d) Conducting educational workshops

17. What can visitors learn about the local community at a traditional market?
a) Their latest technological innovations
b) Their daily routines and schedules
c) Their political views and opinions
d) Their fashion preferences and trends

18. What makes a traditional market more than just a shopping experience?
a) Meeting international celebrities
b) Participating in sports competitions
c) Sampling the latest technological gadgets
d) Immersing oneself in cultural heritage and interacting with locals

19. What is the primary focus of a traditional market?
a) Promoting online shopping platforms
b) Providing transportation services
c) Showcasing local culture and commerce
d) Hosting international trade fairs

20 How would you describe a traditional market?

a) A quiet and deserted place

b) A modern shopping mall

c) A bustling hub of culture and commerce

d) A center for academic research

21. What types of goods are commonly found in a traditional market?

a) Electronic devices and appliances

b) Branded clothing and accessories

c) Fresh produce, spices, textiles, and handicrafts

d) Office supplies and stationery

22 What is the atmosphere like in a traditional market?

a) Serene and peaceful

b) Chaotic and noisy

c) Reserved and formal

d) Boring and dull

23. What can be heard in a traditional market?

a) Street performers playing classical music

b) Bargaining negotiations and vendor chatter

c) Silence and tranquility

d) Formal announcements and speeches

24 What can you experience at street food stalls in a traditional market?

a) Live cooking demonstrations

b) Traditional dance performances

c) A variety of local cuisines

d) Art exhibitions and installations

25 What role does traditional music play in a traditional market?

a) It serves as a background noise to create a lively atmosphere

b) It is used to announce discounts and promotions

c) It is played by customers to entertain themselves

d) It is performed by vendors to attract customers

26. What can artisans and craftsmen be seen doing in a traditional market?
a) Offering financial and investment advice
b) Selling pre-packaged imported goods
c) Creating handmade products and showcasing their skills
d) Providing medical consultations and check-ups

27. What can you gain by interacting with locals in a traditional market?
a) Access to modern technology advancements
b) Insights into historical events
c) Discounts on branded products
d) Knowledge about local customs and traditions

28. How does a traditional market contribute to the local community?
a) By providing free Wi-Fi services
b) By hosting international fashion shows
c) By preserving cultural heritage and supporting local businesses
d) By organizing sporting events and competitions

29. What makes a traditional market an immersive experience?
a) The availability of virtual reality simulations
b) The presence of famous celebrities and influencers
c) The opportunity to try on designer clothing
d) The chance to engage with local traditions and customs

30. What is the significance of traditional markets in the local economy?
a) They have no impact on the economy.
b) They serve as entertainment venues for tourists
c) They contribute to employment and income generation
d) They primarily focus on luxury goods and high-end brands

READING PRE-TEST

Read the following passage and choose the best answer based on the information provided in the text!

The following text is provided used to answer the question

Traditional Market: A Bustling Hub of Culture and Commerce

A traditional market is a vibrant and bustling place that showcases the essence of a community's culture and serves as a center of commerce. It is a unique and lively environment where locals gather to buy and sell a wide array of goods, creating a vibrant atmosphere that engages all senses.

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Furthermore, a traditional market provides an opportunity to immerse oneself in the local culture. Traditional music can be heard playing in the background, adding a festive ambiance to the market. Artisans and craftsmen can be seen showcasing their skills, creating intricate handicrafts right before your eyes.

Visiting a traditional market is not only a shopping experience but also a chance to witness the daily lives and customs of the local community. It is an opportunity to interact with the friendly vendors, learn about their products, and gain insights into the cultural heritage of the region.

1. What is the main purpose of a traditional market?
a) To sell goods online
b) To promote local culture and commerce
c) To showcase modern technology
d) To serve as a transportation hub

2. What can you find in different sections of a traditional market?
a) Fresh produce, spices, textiles, and handicrafts
b) Electronics, gadgets, and appliances

c) Clothing and fashion accessories

d) Stationery and school supplies

3. What greets you as you walk through the market?

a) Silent and empty stalls

b) Sights of historical monuments

~~c)~~ Colorful displays of fruits and vegetables

d) Well-organized shelves of packaged goods

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c) Bargaining negotiations and enthusiastic vendors

~~d)~~ Formal announcements and speeches

5. What can you find at street food stalls in the market?

a) Freshly baked bread and pastries

b) Locally produced honey and jams

c) Traditional music performances

~~d)~~ A variety of local delicacies

6. What adds a festive ambiance to the market?

a) The presence of security personnel

~~b)~~ Traditional music playing in the background

c) Art exhibitions and galleries

d) Sports competitions and games

7. What do artisans and craftsmen do in the market?

a) Sell mass-produced souvenirs

~~b)~~ Demonstrate their skills and create handicrafts

c) Provide medical services and first aid

d) Offer cooking classes and workshops

8. What can you learn about the local community at a traditional market?
a) Their political views and opinions
b) The latest fashion trends
c) Their daily lives and customs
d) Advanced technological innovations

9. What is a traditional market not only a shopping experience but also an opportunity for?
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b) Participating in sports competitions
c) Sampling the latest technological gadgets
d) Witnessing cultural heritage and interacting with locals

10. Which of the following best describes a traditional market?
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b) A place to sell modern technology
c) A vibrant hub of culture and commerce
d) A place for formal meetings and conferences

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a) Electronics, gadgets, and appliances
b) Books, magazines, and newspapers
c) Fresh produce, spices, textiles, and handicrafts
d) Sports equipment and athletic gear

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a) They provide medical assistance to visitors
b) They offer cooking classes and workshops
c) They enthusiastically promote and sell goods
d) They organize cultural events and performances

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b) Their daily routines and schedules
c) Their political views and opinions
d) Their fashion preferences and trends

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19. What is the primary focus of a traditional market?
a) Promoting online shopping platforms
b) Providing transportation services
c) Showcasing local culture and commerce
d) Hosting international trade fairs

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20. How would you describe a traditional market?
a) A quiet and deserted place
b) A modern shopping mall
c) A bustling hub of culture and commerce
~~d) A center for academic research~~

21. What types of goods are commonly found in a traditional market?
a) Electronic devices and appliances
b) Branded clothing and accessories
c) Fresh produce, spices, textiles, and handicrafts
~~d) Office supplies and stationery~~

22. What is the atmosphere like in a traditional market?
a) Serene and peaceful
b) Chaotic and noisy
~~c) Reserved and formal~~
d) Boring and dull

23. What can be heard in a traditional market?
a) Street performers playing classical music
~~b) Bargaining negotiations and vendor chatter~~
~~c) Silence and tranquility~~
d) Formal announcements and speeches

24. What can you experience at street food stalls in a traditional market?
a) Live cooking demonstrations
~~b) Traditional dance performances~~
~~c) A variety of local cuisines~~
d) Art exhibitions and installations

25. What role does traditional music play in a traditional market?
~~a) It serves as a background noise to create a lively atmosphere~~
b) It is used to announce discounts and promotions.
c) It is played by customers to entertain themselves
d) It is performed by vendors to attract customers

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26. What can artisans and craftsmen be seen doing in a traditional market?
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b) Selling pre-packaged imported goods
c) Creating handmade products and showcasing their skills
d) Providing medical consultations and check-ups

27. What can you gain by interacting with locals in a traditional market?
a) Access to modern technology advancements
b) Insights into historical events
c) Discounts on branded products
d) Knowledge about local customs and traditions

28. How does a traditional market contribute to the local community?
a) By providing free Wi-Fi services
b) By hosting international fashion shows
c) By preserving cultural heritage and supporting local businesses
d) By organizing sporting events and competitions

29. What makes a traditional market an immersive experience?
a) The availability of virtual reality simulations
b) The presence of famous celebrities and influencers
c) The opportunity to try on designer clothing
d) The chance to engage with local traditions and customs

30. What is the significance of traditional markets in the local economy?
a) They have no impact on the economy.
b) They serve as entertainment venues for tourists
c) They contribute to employment and income generation
d) They primarily focus on luxury goods and high-end brands

READING POST-TEST 1

Read the following passage and choose the best answer based on the information provided in the text!

The following text is provided used to answer the question

The Library: A Treasure Trove of Knowledge and Exploration

A library is a haven for book enthusiasts and knowledge seekers. It is a place where people can explore the vast realms of literature, expand their horizons, and embark on exciting journeys through the written word. With its serene atmosphere and shelves filled with books, a library provides an ideal setting for quiet contemplation and intellectual growth.

Upon entering a library, one is greeted by rows upon rows of neatly arranged books, waiting to be discovered. The library is often divided into sections, categorizing books according to genres, subjects, and age groups. Fiction, non-fiction, science, history, and biographies are just a few of the many genres you can find in a well-stocked library.

The library is not just a place to borrow books; it also offers a wealth of resources and services. Reference sections provide access to encyclopedias, dictionaries, and other valuable reference materials. Computer terminals are available for online research, and study areas provide a quiet space for students to concentrate and delve into their studies.

Libraries also organize various events and activities to promote reading and learning. Book clubs, author visits, and storytelling sessions are just a few examples of the engaging programs that libraries offer. These events encourage a love for reading, foster critical thinking, and enhance communication skills among library visitors.

Furthermore, libraries play a crucial role in preserving and sharing knowledge. They serve as repositories of cultural heritage, housing rare and valuable manuscripts, historical documents, and archives. Librarians, with their vast knowledge and expertise, are there to guide and assist visitors in their quest for information and enlightenment.

In conclusion, libraries are invaluable institutions that nurture a love for reading, provide access to a vast range of resources, and serve as gateways to new worlds of knowledge. They are places where individuals can explore, learn, and grow, making them essential pillars of any community

1) What is the main purpose of a library?
   a) To host social events and parties
   b) To promote physical fitness and exercise
   c) To preserve and provide access to knowledge
   d) To sell books and generate revenue

2) How are books typically arranged in a library?
   a) Based on their color
   b) Randomly placed on shelves
   c) Categorized according to genres and subjects
   d) Alphabetically by the author's first name

3) What resources can be found in the reference section of a library?
   a) Cookbooks and recipe guides
   b) Encyclopedias and dictionaries
   c) Fiction novels and short stories
   d) Sports equipment and athletic gear

4) What can you do in the study areas of a library?
   a) Watch movies and TV shows
   b) Socialize and chat with friends
   c) Concentrate on studying and research
   d) Play video games and online quizzes

5) What types of events can be organized by libraries?
   a) Dance parties and fashion shows
   b) Music concerts and live performances
   c) Book clubs and author visits
   d) Sports tournaments and athletic competitions

6) How do libraries encourage a love for reading?
   a) By providing access to video games and online entertainment
   b) By hosting sports tournaments and athletic competitions
   c) By organizing storytelling sessions and reading programs
   d) By offering discounts on fashion accessories and clothing

7) What role do libraries play in preserving knowledge?
   a) They serve as art galleries and exhibit cultural artifacts.
   b) They provide medical services and first aid.
   c) They house rare manuscripts, historical documents, and archives.
   d) They offer cooking classes and workshops.

8) What is the role of librarians in a library?
   a) They organize fashion shows and style consultations.
   b) They offer financial and investment advice.
   c) They guide and assist visitors in their search for information
   d) They perform music concerts and live performances.

9) How do libraries contribute to intellectual growth?
   a) By providing access to virtual reality simulations.
   b) By offering free Wi-Fi services and gaming consoles
   c) By fostering a quiet and serene atmosphere for contemplation.
   d) By organizing dance parties and social events.

10) What makes libraries essential pillars of any community?
   a) Their focus on selling books and generating revenue.
   b) Their commitment to promoting physical fitness and exercise.
   c) Their role in nurturing a love for reading and lifelong learning
   d) Their hosting of music concerts and live performances.

11) What can you find in the fiction section of a library?
   a) Recipe books and cooking guides
   b) Science experiments and laboratory manuals
   c) Novels and short stories
   d) Historical documents and artifacts

12) What do computer terminals in a library provide access to?
   a) Online gaming platforms
   b) Social media websites
   c) Research and online resources
   d) Fashion and lifestyle blogs

13) What type of events are often organized in libraries to engage young readers?

    a) Business networking conferences

    b) Science experiments and lab demonstrations

    c) Storytelling sessions and reading programs

    d) Fitness classes and sports tournaments

14) What is the role of librarians in assisting library visitors?

    a) Offering legal advice and consultations

    b) Providing fitness training and exercise tips

    c) Recommending books and helping with research

    d) Conducting music concerts and performances

15) What is the significance of rare manuscripts and historical documents in libraries?

    a) They are used for art exhibitions and galleries

    b) They are sold to collectors for profit.

    c) They provide insights into the past and cultural heritage

    d) They are used for scientific experiments and analysis.

16) How do libraries contribute to the community's education?

    a) By organizing fashion shows and style consultations

    b) By hosting sports tournaments and athletic competitions

    c) By providing access to educational resources and materials

    d) By offering cooking classes and workshops

17) What benefits can individuals gain from regular visits to the library?

    a) Improved physical fitness and stamina

    b) Enhanced social and networking skills

    c) Expanded knowledge and intellectual growth

    d) Access to the latest fashion trends and styles

18) What types of resources are commonly found in the non-fiction section of a library?

    a) Fiction novels and fantasy books

    b) Art supplies and craft materials

    c) Biographies, textbooks, and educational materials

    d) Fitness equipment and workout guides

19) How do libraries create a quiet and serene atmosphere?
   a) By playing loud music and creating a lively ambiance
   b) By offering free Wi-Fi and access to online entertainment
   c) By enforcing strict rules and regulations
   d) By encouraging visitors to engage in group discussions

20) Why are libraries considered essential in promoting literacy?
   a) They provide access to video games and online entertainment.
   b) They offer discounts on fashion accessories and clothing
   c) They foster a reading culture and provide books to borrow
   d) They host dance parties and social events.

21) What types of books can be found in the science section of a library?
   a) Fiction and fantasy novels
   b) Poetry collections and literary classics
   c) Scientific textbooks and research papers
   d) Travel guides and adventure stories

22) How can libraries support students in their academic endeavors?
   a) By providing access to sports facilities and training
   b) By offering tutoring services and academic counseling
   c) By organizing fashion shows and style consultations
   d) By hosting music concerts and live performances

23) What role do libraries play in promoting lifelong learning?
   a) By discouraging individuals from reading and studying
   b) By providing access to online gaming platforms and social media
   c) By offering a variety of educational resources and programs
   d) By focusing on entertainment and recreational activities

24) How do libraries contribute to community engagement?
   a) By organizing dance parties and social events
   b) By hosting art exhibitions and galleries
   c) By offering free Wi-Fi and access to online entertainment
   d) By providing meeting spaces and community programs

25) What resources are typically available in the children's section of a library?
   a) Legal documents and financial guides
   b) Fashion magazines and style tips
   c) Picture books and educational toys
   d) Cooking recipes and culinary guides

26) How can libraries foster creativity and imagination?
   a) By restricting access to books and resources
   b) By providing art supplies and craft materials
   c) By organizing sports tournaments and competitions
   d) By offering fitness classes and training sessions

27) What role does technology play in modern libraries?
   a) It replaces physical books and resources entirely.
   b) It enhances access to digital resources and online databases.
   c) It restricts access to certain sections of the library.
   d) It limits the availability of educational materials.

28) What benefits can individuals gain from participating in library events?
   a) Improved physical fitness and athleticism
   b) Enhanced social and communication skills
   c) Access to the latest fashion trends and styles
   d) Knowledge about financial investments and strategies

29) How do libraries contribute to the cultural enrichment of a community?
   a) By organizing dance parties and music concerts
   b) By promoting sports tournaments and athletic competitions
   c) By hosting art exhibitions and cultural performances
   d) By offering discounts on fashion accessories and clothing

30) Why are libraries considered valuable institutions in society?
   a) They offer a space for recreational activities and entertainment
   b) They provide access to the latest technological gadgets
   c) They foster a love for reading and promote intellectual growth
   d) They focus on selling books and generating profit.

Read the following passage and choose the best answer based on the information provided in the text!

The following text is provided used to answer the question

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A library is a haven for book enthusiasts and knowledge seekers. It is a place where people can explore the vast realms of literature, expand their horizons, and embark on exciting journeys through the written word. With its serene atmosphere and shelves filled with books, a library provides an ideal setting for quiet contemplation and intellectual growth.

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The library is not just a place to borrow books; it also offers a wealth of resources and services. Reference sections provide access to encyclopedias, dictionaries, and other valuable reference materials. Computer terminals are available for online research, and study areas provide a quiet space for students to concentrate and delve into their studies.

Libraries also organize various events and activities to promote reading and learning. Book clubs, author visits, and storytelling sessions are just a few examples of the engaging programs that libraries offer. These events encourage a love for reading, foster critical thinking, and enhance communication skills among library visitors.

Furthermore, libraries play a crucial role in preserving and sharing knowledge. They serve as repositories of cultural heritage, housing rare and valuable manuscripts, historical documents, and archives. Librarians, with their vast knowledge and expertise, are there to guide and assist visitors in their quest for information and enlightenment.

In conclusion, libraries are invaluable institutions that nurture a love for reading, provide access to a vast range of resources, and serve as gateways to new worlds of knowledge. They are places where individuals can explore, learn, and grow, making them essential pillars of any community.

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   a) To host social events and parties
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   d) Alphabetically by the author's first name

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   a) Cookbooks and recipe guides
   b) Encyclopedias and dictionaries
   c) Fiction novels and short stories
   d) Sports equipment and athletic gear

4) What can you do in the study areas of a library?
   a) Watch movies and TV shows
   b) Socialize and chat with friends
   c) Concentrate on studying and research
   d) Play video games and online quizzes

5) What types of events can be organized by libraries?
   a) Dance parties and fashion shows
   b) Music concerts and live performances
   c) Book clubs and author visits
   d) Sports tournaments and athletic competitions

6) How do libraries encourage a love for reading?
   a) By providing access to video games and online entertainment
   b) By hosting sports tournaments and athletic competitions
   c) By organizing storytelling sessions and reading programs
   d) By offering discounts on fashion accessories and clothing

7) What role do libraries play in preserving knowledge?
   a) They serve as art galleries and exhibit cultural artifacts.
   b) They provide medical services and first aid.
   c) They house rare manuscripts, historical documents, and archives.
   d) They offer cooking classes and workshops.

8) What is the role of librarians in a library?
   a) They organize fashion shows and style consultations.
   b) They offer financial and investment advice.
   c) They guide and assist visitors in their search for information
   d) They perform music concerts and live performances.

9) How do libraries contribute to intellectual growth?
   a) By providing access to virtual reality simulations.
   b) By offering free Wi-Fi services and gaming consoles
   c) By fostering a quiet and serene atmosphere for contemplation.
   d) By organizing dance parties and social events.

10) What makes libraries essential pillars of any community?
   a) Their focus on selling books and generating revenue.
   b) Their commitment to promoting physical fitness and exercise.
   c) Their role in nurturing a love for reading and lifelong learning
   d) Their hosting of music concerts and live performances

11) What can you find in the fiction section of a library?
   a) Recipe books and cooking guides
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   c) Novels and short stories
   d) Historical documents and artifacts

12) What do computer terminals in a library provide access to?
   a) Online gaming platforms
   b) Social media websites
   c) Research and online resources
   d) Fashion and lifestyle blogs

13) What type of events are often organized in libraries to engage young readers?
   a) Business networking conferences
   b) Science experiments and lab demonstrations
   ✗ Storytelling sessions and reading programs
   d) Fitness classes and sports tournaments

14) What is the role of librarians in assisting library visitors?
   a) Offering legal advice and consultations
   b) Providing fitness training and exercise tips
   ✗ Recommending books and helping with research
   d) Conducting music concerts and performances

15) What is the significance of rare manuscripts and historical documents in libraries?
   a) They are used for art exhibitions and galleries
   b) They are sold to collectors for profit.
   ✗ They provide insights into the past and cultural heritage.
   d) They are used for scientific experiments and analysis

16) How do libraries contribute to the community's education?
   ✗ By organizing fashion shows and style consultations
   b) By hosting sports tournaments and athletic competitions
   c) By providing access to educational resources and materials
   d) By offering cooking classes and workshops

17) What benefits can individuals gain from regular visits to the library?
   ✗ Improved physical fitness and stamina
   b) Enhanced social and networking skills
   c) Expanded knowledge and intellectual growth
   d) Access to the latest fashion trends and styles

18) What types of resources are commonly found in the non-fiction section of a library?
   ✗ Fiction novels and fantasy books
   b) Art supplies and craft materials
   c) Biographies, textbooks, and educational materials
   d) Fitness equipment and workout guides

19) How do libraries create a quiet and serene atmosphere?
   a) By playing loud music and creating a lively ambiance
   b) By offering free Wi-Fi and access to online entertainment
   c) By enforcing strict rules and regulations
   d) By encouraging visitors to engage in group discussions

20) Why are libraries considered essential in promoting literacy?
   a) They provide access to video games and online entertainment.
   b) They offer discounts on fashion accessories and clothing.
   c) They foster a reading culture and provide books to borrow
   d) They host dance parties and social events.

21) What types of books can be found in the science section of a library?
   a) Fiction and fantasy novels
   b) Poetry collections and literary classics
   c) Scientific textbooks and research papers
   d) Travel guides and adventure stories

22) How can libraries support students in their academic endeavors?
   a) By providing access to sports facilities and training
   b) By offering tutoring services and academic counseling
   c) By organizing fashion shows and style consultations
   d) By hosting music concerts and live performances

23) What role do libraries play in promoting lifelong learning?
   a) By discouraging individuals from reading and studying
   b) By providing access to online gaming platforms and social media
   c) By offering a variety of educational resources and programs
   d) By focusing on entertainment and recreational activities

24) How do libraries contribute to community engagement?
   a) By organizing dance parties and social events
   b) By hosting art exhibitions and galleries
   c) By offering free Wi-Fi and access to online entertainment
   d) By providing meeting spaces and community programs

25) What resources are typically available in the children's section of a library?
- a) Legal documents and financial guides
- b) Fashion magazines and style tips
- ~~c)~~ Picture books and educational toys
- d) Cooking recipes and culinary guides

26) How can libraries foster creativity and imagination?
- a) By restricting access to books and resources
- ~~b)~~ By providing art supplies and craft materials
- c) By organizing sports tournaments and competitions
- d) By offering fitness classes and training sessions

27) What role does technology play in modern libraries?
- a) it replaces physical books and resources entirely.
- ~~b)~~ It enhances access to digital resources and online databases
- c) It restricts access to certain sections of the library.
- d) It limits the availability of educational materials.

28) What benefits can individuals gain from participating in library events?
- a) Improved physical fitness and athleticism
- ~~b)~~ Enhanced social and communication skills
- c) Access to the latest fashion trends and styles
- d) Knowledge about financial investments and strategies

29) How do libraries contribute to the cultural enrichment of a community?
- a) By organizing dance parties and music concerts
- b) By promoting sports tournaments and athletic competitions
- ~~c)~~ By hosting art exhibitions and cultural performances
- d) By offering discounts on fashion accessories and clothing

30) Why are libraries considered valuable institutions in society?
- ~~a)~~ They offer a space for recreational activities and entertainment.
- b) They provide access to the latest technological gadgets
- c) They foster a love for reading and promote intellectual growth
- d) They focus on selling books and generating profit.

READING POS-TEST 2

Read the following passage and choose the best answer based on the information provided in the text!

The following text is provided used to answer the question

The Police Station: Ensuring Safety and Maintaining Law and Order

A police station is a vital institution responsible for maintaining law and order within a community. It serves as a central hub where police officers carry out their duties to protect and serve the public. The police station plays a crucial role in ensuring the safety and security of the community members.

At a police station, you will find various departments and units working together to enforce the law. The front desk is usually the first point of contact for individuals seeking assistance or reporting a crime. Friendly and professional police officers are available to provide guidance and address concerns.

The investigative unit is responsible for conducting investigations into criminal cases. Detectives utilize their skills and expertise to gather evidence, interview witnesses, and apprehend suspects. They work diligently to bring justice to those affected by crimes.

Additionally, a police station may have specialized units such as traffic police, narcotics, cybercrime, and community policing. Traffic police officers monitor and enforce traffic regulations to ensure road safety. The narcotics unit focuses on combating drug-related offenses and conducting operations to disrupt illicit drug networks. The cybercrime unit deals with crimes committed through digital platforms, such as online fraud and hacking. Community policing aims to foster positive relationships between the police and the community, promoting trust and cooperation.

Apart from law enforcement activities, a police station also provides support services. These may include issuing permits, conducting background checks, and offering safety education programs. The police station acts as a resource center assisting community members with information and guidance on various matters related to safety and security.

Furthermore, police stations often collaborate with other emergency services such as fire departments and medical responders, to ensure a coordinated response during emergencies. They work together to safeguard the well-being of the community and provide immediate assistance when needed.

In conclusion, a police station serves as the backbone of law enforcement, working tirelessly to uphold justice, maintain order, and ensure the safety of the community. It is a place where individuals can seek assistance, report crimes, and find support in times of need.

1) What is the primary responsibility of a police station?
    a) Promoting local businesses and economic growth
    b) Ensuring the safety and maintaining law and order
    c) Providing entertainment and recreational activities
    d) Hosting social events and parties

2) Who can individuals approach at the front desk of a police station?
    a) Lawyers providing legal advice
    b) Doctors offering medical consultations
    c) Friendly police officers providing guidance
    d) Artists showcasing their work

3) What is the role of the investigative unit in a police station?
    a) Issuing permits and conducting background checks
    b) Enforcing traffic regulations and ensuring road safety
    c) Conducting investigations into criminal cases
    d) Assisting with safety education programs

4) Which specialized unit focuses on combating drug-related offenses?
    a) Traffic police unit
    b) Cybercrime unit
    c) Community policing unit
    d) Narcotics unit

5) What is the purpose of community policing?
    a) Enforcing traffic regulations
    b) Issuing permits and licenses
    c) Fostering positive relationships between the police and the community
    d) Conducting investigations into cybercrimes

6) What kind of support services may a police station offer?
    a) Assistance with tax returns and financial planning
    b) Conducting background checks for employment purposes
    c) Issuing travel visas and passports
    d) Providing safety education programs and information

7) How do police stations collaborate with other emergency services?
   a) By hosting cultural events and art exhibitions
   b) By organizing sports tournaments and competitions
   c) By ensuring a coordinated response during emergencies
   d) By offering discounts on fashion accessories and clothing

8) What is the role of police stations in maintaining order in the community?
   a) Providing entertainment and recreational activities
   b) Promoting local businesses and economic growth
   c) Enforcing traffic regulations and road safety
   d) Upholding justice and law enforcement

9) What services do traffic police officers provide?
   a) Assisting with medical emergencies and first aid
   b) Offering legal advice and consultations
   c) Enforcing traffic regulations and ensuring road safety
   d) Conducting investigations into cybercrimes

10) How would you describe the role of a police station in the community?
    a) Providing entertainment and recreational activities
    b) Ensuring the safety and security of the community
    c) Hosting cultural events and social gatherings
    d) Fostering artistic expression and creativity

11) What is the role of detectives in a police station?
    a) Enforcing traffic regulations and road safety
    b) Conducting investigations into criminal cases
    c) Assisting with medical emergencies and first aid
    d) Providing legal advice and consultations

12) What does the cybercrime unit focus on?
    a) Investigating drug-related offenses
    b) Ensuring road safety and traffic control
    c) Addressing crimes committed through digital platforms
    d) Conducting community policing initiatives

13) What type of services does a police station offer to the community?
   a) Tax preparation and financial planning assistance
   b) Cultural events and art exhibitions
   c) Safety education programs and information
   d) Fitness classes and sports tournaments

14) How do police stations work with other emergency services during crises?
   a) By organizing fashion shows and style consultations
   b) By providing medical services and first aid
   c) By enforcing strict rules and regulations
   d) By coordinating responses and offering immediate assistance

15) What resources can individuals find at the front desk of a police station?
   a) Access to online gaming platforms and social media
   b) Medical consultations and healthcare information
   c) Permits and licenses for various purposes
   d) Guidance and assistance from police officers

16) What specialized unit focuses on fostering positive relationships with the community?
   a) Traffic police unit
   b) Narcotics unit
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17) How can a police station contribute to public safety?
   a) By providing access to the latest fashion trends and styles
   b) By organizing dance parties and music concerts
   c) By enforcing laws and maintaining order
   d) By offering discounts on fashion accessories and clothing

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19) How do police stations collaborate with the community?

   a) By organizing sports tournaments and athletic competitions

   b) By providing medical services and healthcare advice

   c) By fostering positive relationships and promoting trust

   d) By offering financial planning and investment guidance

20) Why are police stations considered essential in society?

   a) They focus on promoting fashion trends and styles

   b) They provide access to online gaming and entertainment

   c) They ensure the safety and security of the community

   d) They organize cultural events and art exhibitions

21) How do police stations contribute to justice?

   a) By organizing dance parties and music concerts

   b) By enforcing traffic regulations and road safety

   c) By conducting investigations and apprehending suspects

   d) By providing access to the latest fashion trends and styles

22) What type of services does the traffic police unit provide?

   a) Legal advice and consultations

   b) Medical services and first aid

   c) Enforcement of traffic regulations and road safety

   d) Assistance with tax preparation and financial planning

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   a) By organizing sports tournaments and athletic competitions

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24) What resources are typically available at the front desk of a police station?

   a) Fitness equipment and workout guides

   b) Legal documents and financial guides

   c) Safety information and assistance from police officers

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25) How do police stations collaborate with the community to address safety concerns?
   a) By providing medical services and first aid
   b) By organizing fashion shows and style consultations
   c) By fostering positive relationships and promoting cooperation
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   a) Organizing dance parties and social events
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   c) Coordinating responses and providing immediate assistance
   d) Enforcing strict rules and regulations

27) How can police stations contribute to community well-being?
   a) By enforcing traffic regulations and road safety
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28) What is the primary focus of a police station?
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   c) Providing entertainment and recreational activities
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29) How do police stations contribute to maintaining order?
   a) By organizing sports tournaments and competitions
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   d) By upholding justice and enforcing laws

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   a) They focus on promoting fashion trends and styles
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   c) They ensure the safety and security of the community
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READING POS-TEST 2

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   a) They focus on promoting fashion trends and styles
   b) They provide access to online entertainment and gaming
   c) They ensure the safety and security of the community
   d) They organize cultural events and art exhibitions

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

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

Nama : Ariesto Rangga Wijaya Program Studi : TBI
NPM : 1701070071 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 6/11 23	✓	Revise → acthip (cycles I + II)	
	Jum'at 10/11 23	✓	Chapter IV → revise	
	Senin 13/11 23	✓	Revision is ok Acc for munaqosyah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

90

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

Nama : Ariesto Rangga Wijaya   Fakultas/Jurusan : TBI
NPM : 1701070071   Semester/TA :

No	Hari/Tanggal	Bimbingan yang dibicarakan	Tanda Tangan Dosen Pembimbing
	19-06-2023	Addition of multiple choice and plesson plan	
	12-07-2023	Additional answer keys and Cycle 1 and Sycle 2	
	17/7-223	Instrument of Reserve is Complete. Ask your Advisor to get Acc.	

Diketahui,
Ketua Jurusan TBI
Fakultas Tarbiyah dan Ilmu Keguruan

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Mahrus As'ad, M.Ag
NIP: 19611211996031001

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

Nama : Ariesto Rangga Wijaya   Program Studi : TBI
NPM : 1701070071   Semester : 10

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa, 09 Oktober 2022		Chapter III : Research Design in this research.	
	Kamis, 20 Oktober 2022		Perbaiki	
	Kamis, 24 November 2022		Perbaiki as lesuar.	
	Rabu, 07 Desember 2022		ACC Seminar	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP 19771102 201503 1 004

Dosen Pembimbing,

Dr. Mahrus As'ad, M.Ag
NIP 19611224 199603 1 001

Nomor   : B-2498/In.28.1/J/TL.00/05/2023
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	ARIESTO RANGGA WIJAYA
NPM	:	1701070071
Semester	:	12 (Dua Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMPN 8 METRO IN YEAR 2021/2022

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 24 Mei 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Nomor   : B-0443/In.28/J/TL.01/02/2022
Lampiran : -
Perihal   : IZIN PRASURVEY

Kepada Yth.,
KEPALA SMPN 8 METRO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	ARIESTO RANGGA WIJAYA
NPM	:	1701070071
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS READING SKILL BY USING THE MIND MAP TECHNIQUE AT SMPN 8 METRO IN YEAR 2021/2022

untuk melakukan prasurvey di SMPN 8 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 Februari 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Nomor   : 421.3 / **49** / 1.12.3/ SMP.08/ 2022

Lampiran   : -

Perihal   : **IZIN PRASURVEY**

Yth.

Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri Metro

Di Metro

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama   : Drs. SUYANTO,M.Pd.I

NIP   : 196707201999031004

Jabatan   : Plt. Kepala UPTD SMP Negeri 8 Metro

Memberikan izin kepada:

Nama   : **ARIESTO RANGGA WIJAYA**

NPM   : 1701070071

Jurusan   : Tadris Bahasa Inggris

Judul   : *IMPROVING STUDENT'S READING SKILL Y USING THE MIND MAP TECHNIQUE AT SMPN 8 METRO IN YEAR 2021/2022.*

Untuk melakukan Prasurvey di SMP Negeri 8 Metro Tahun Pelajaran 2021/2022.

Demikian surat ini kami berikan, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 22 Februari 2022

Plt. Kepala SMP Negeri 8 Metro

Drs. SUYANTO,M.Pd.I

NIP 196707201999031004

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

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Telepon (0725) 41507, Faximil (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-4258/In.28/D.1/TL.01/08/2023

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

Nama	:	ARIESTO RANGGA WIJAYA
NPM	:	1701070071
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP NEGERI 8 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMPN 8 METRO IN YEAR 2023/2024".

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 : 16 Agustus 2023

Mengetahui,
Pejabat Setempat

TINI SUKMAWATI, S.M.
NIP 197010081995122003

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

<u>**SURAT BALASAN IZIN RESEARCH**</u>
NO : 800/144/I.12.3/SMPN8/2023

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 8 Metro :

Nama	:	Dra. LILIK FIRDAYATI
NIP	:	19661117 199103 2 004
Pangkat/Golongan	:	Pembina Utama Muda / IV/c
Jabatan	:	Kepala SMP Negeri 8 Metro

Memberikan izin kepada :

Nama	:	ARIESTO RANGGA WIJAYA
NPM	:	1701070071
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk mengadakan Research/Survey di SMP Negeri 8 Metro, dalam rangka menyelsaikan tugas Akhir/Skripsi Mahasiswa yang berjudul '**IMPROVING STUDENTS READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMPN 8 METRO IN YEAR 2023/2024 SMP**'.

Demikian Surat izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, Agustus 2023
Kepala SMP Negeri 8 Metro

Dra. LILIK FIRDAYATI
NIP 19661117 199103 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-409/In.28/S/U.1/OT.01/05/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
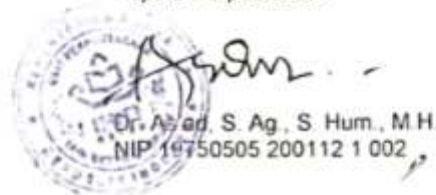
Nama	: Ariesto Rangga Wijaya
NPM	: 1701070071
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070071

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 11 Mei 2022
Kepala Perpustakaan

Dr. Asad, S. Ag., S. Hum., M.H.
NIP 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : ARIESTO RANGGA WIJAYA

NPM   : 1701070071

Jurusan   : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 18 Mei 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP 1987 1102 201503 1 004

CURRICULUM VITAE

The writer's name is Ariesto Rangga Wijaya. He was born at Metro, April 13th, 1999. He has the second child of a happy couple, Mr. Hi. Harry Sundariyo, Bsc and Mrs. Hj. Malyanur Syarofadis, SE.MH. he has two brothers named Andriyo Yudha and Aria Prasetya Dharma Kusuma

He was enrolled his study in Elementary School at SDS Pertiwi Teladan Metro 2005 and graduated in 2011. Then, he continued her study in SMAN 2 Metro from 2014-2017. Then, IAIN Metro Lampung has become her next direction to go on her study and she was registered as a student of English Education Department in the academic years of 2017/2018 until 2023/2024