

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' READING COMPREHENSION
THROUGH THE USE OF SEMANTIC MAPPING STRATEGY
AT THE SEVENTH GRADERS OF JUNIOR HIGH SCHOOL 2
BATANGHARI**



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STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO

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BATANGHARI

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ABSTRACT

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The objective of the research was to examine whether the use of semantic mapping strategy can increase the students' reading comprehension at the seventh graders of Junior High School 2 Batanghari in the academic year 2012/2013. Semantic mapping strategy is one way to help students thought and visualize how word meanings can be categorized.

This research was a classroom action research. It was conducted in two cycles. The procedure of action research were planning, acting, observing, and reflecting. In collecting the data, the researcher used observation, tests, documentation, and the field note. The researcher was the teacher assisted by collaborators as observers, while the researcher was implementing the research. The tests were in the form of pre-test and post-test. The data were analyzed in qualitative and quantitative. The qualitative data were analyzed by observation. The observation result of the students' observation sheet in cycle I and cycle II were progress from 84.4% to 91%. Meanwhile the quantitative data were analyzed by taking the average score of pre-test and post-test. The average score result increased because in the pre-test was only 52.12, post-test I became 80, and post-test II became 82.12.

The conclusion of the research was semantic mapping strategy could increase the students reading comprehension at the seventh graders of Junior High School 2 Batanghari in the academic year 2012/2013.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, June 26th, 2013

The writer

WENI ENDASARI

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MOTTO

“You don't understand anything until you learn it more than one way”

~Marvin Minsky~

DEDICATION PAGE

This undergraduate thesis is dedicated to my parents, Papah (Umar Muchtar) and Mamah (Romani) who have vigorously done everything to me. My biggest thanks go to both of you. I do love you.

ACKNOWLEDGEMENT

The researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this undergraduate thesis. May peace will not stop to the one perfect human, Prophet Muhammad SAW, his family and his companions.

During the writer composed the undergraduate thesis, the writer couldn't stay alone, there were many persons who contributed that the writer could not mention one by one. Her big thank goes to both of her Sponsor Dedi Irwansyah, M.Hum, and Co-sponsor Syahreni Siregar, M.Pd, who gained her in creating process. May Allah SWT gives them His better reward.

The researcher's deepest gratitude go to my best friends, all lecturers in STAIN Jurai Siwo Metro, teachers and students of Junior High School 2 Batanghari who involved directly and indirectly in making this writing. Hopefully, it can be the benefit for the writer especially and for our campus and readers generally.

Metro, June 26th, 2013

The Writer,

WENI ENDASARI

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CHAPTER I INTRODUCTION

A. Background of the Study

Every country in the world use language as their way to communicate. Language is a system of arbitrary conventionalized vocal, written, or gestural symbol. Many languages are used in this world, one of which is English. English has become an international language that is almost used by all countries. As the international language, English is important to learn. To know more about it well, reading of the English texts is one of the ways to increase the English knowledge.

Reading can also call as a form of communication. Information and ideas are exchanged between writer and reader in the act of communication. Much information can get by reading. Most things cannot be enjoyed without friends, but reading can. Reading will be interesting if the reader comprehends the text. When English is very important to learn, the teacher must have strategies to make the students' interesting in reading English text.

There are so many strategies that can be done to make the students comprehend the text. One of the strategies is by using semantic mapping. Semantic mapping is a term which describes a strategy designed to show how key word or concept are related to one another through graphic representations.

The researcher applied semantic mapping to increase the students' reading comprehension. It held at the seventh graders of Junior High School 2 Batanghari in academic year 2012/2013. The researcher took class VII.1.

The pre-survey was done by researcher in the Fourteenth of December, 2012. There were 33 students at the class VII.1 of Junior High

School 2 Batanghari, Desa Sribasuki 51, Batanghari, and East Lampung. The researcher got the result as follows:

The researcher interviewed some students. She found that the students did not interest in English reading text because the text made them dizzy. Beside of that there were some students said that they didn't understand what the text tell about.

Meanwhile the English minimum passing grade in this school was 70. It meant the students who got score under 70 did not pass the examination. Whereas in fact, there were only 3 students who got 80 – 99 or 8.82%, 7 students got score 65 – 79 or 20.58%, 14 students got score 51 – 64 or 41.17% and 10 students got 0 – 50 or 29.41%. The average score was 57.9 from the total of the students.

The pre-survey result above showed the students' difficulties in their reading comprehension. As the result their score was still low. Realizing the demand that the students were hoped to master in reading comprehension, the researcher should help the students to overcome the problem or to minimize the problem. Dealing with this case the researcher concluded that the students need strategy to interest them in English learning especially in reading comprehension.

Semantic mapping strategy was chosen as a strategy to increase their comprehension. Semantic mapping was a good strategy because it helped the students reflect their understanding by visualizes how word meaning could be categorized systematically. It made the students was able to learn actively and share their work attractively in a group at the class. It would be catering to different learning styles. By semantic mapping strategy, the students were able to increase their critical thinking, creative learning and social developing.

Because of these reasons the researcher conducted the classroom action research. It was hoped that the result of English teaching and learning would be better and the students' reading comprehension would be increase.

B. Problem Identification

Based on the background above, the problems can be identified as follows:

1. The students lack of interesting in reading.
2. The students have low of vocabulary.
3. The students do not know the meaning of the words.
4. The students lack of motivation to read the English text.
5. The students have low ability to comprehend the text.
6. The students do not know how to learn reading well.

C. Problem Formulation

The problem formulation in this research is formulated as follows:

Can the use of semantic mapping strategy increase the students' reading comprehension at the seventh graders of Junior High School 2 Batanghari?

D. Objective of the Study

The objective of this research is to find out whether semantic mapping strategy can increase the students' reading comprehension at the seventh graders of Junior High School 2 Batanghari.

E. Benefits of the Study

1. For the Students

This research can increase the students' understanding of vocabulary. It can help the students have a good strategy to memorize the words. It enriches the students' learning strategy. It is also effective to increase the students' thinking in learning especially in reading comprehension.

2. For the Teachers

This research can give the information to English teacher if Semantic Mapping Strategy can be applied to increase the students' reading comprehension.

3. For the School

This research can be used as information to increase English learning in the school at the future.

CHAPTER II REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concept of Reading Comprehension

Etymologically, the words “read” and “reading” in Oxford Advanced Learner’s Dictionary is derived, the word read (discover by reading) is defined as: to discover or find out about somebody or something by reading. Meanwhile reading (activity) are defined as; (a) the activity of something who reads, (b) an act of reading something.¹

Terminologically, there are some experts explain the definitions of reading. The researcher here will take two definitions according to the famous expert as follows:

Siahaan defines reading as one of the four language skills. It is categorized into the area of a receptive skill. This category is a skill to comprehend a piece of information in the written language.² The categorization of reading as receptive language skill is made based on the description of a reading text in case of its contents, function and accuracy goals in which a reader can work in each level of proficiency.³ It means that reading is a comprehension skill where categorized based on the description of a reading text.

Jane states that “Reading is the active thinking process of understanding an author’s ideas, connecting those ideas to what you already know, and then organizing all the ideas so you can remember and

¹A S Hornby, *Oxford Advanced Learner’s*, (New York: Oxford University Press, 2010), the eight edition, p. 1262

²Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.106

³*Ibid*

use them”.⁴ It means that reading is an activity process between reader and author’s ideas, than the reader organize those ideas as the information that the reader wants to know.

Based on the explanations above, the researcher concludes that reading is an activity by the reader to get the information or what the writer wants to send in printed symbols. By finding the new words the students will memorize it. As the effect the students will increase their comprehension especially in English.

Meanwhile etymologically, the word “comprehension” based on Oxford Advance Learner’s Dictionary is defined as; (a) the power of understanding, (b) an exercise aimed at improving or testing one understands of a language (written or spoken).⁵ Meaning to say comprehension is an exercise which is aimed at improving or testing one understands of written or spoken language.

Comprehension is the understanding and interpretation of what they read. To be able to accurately understand written material, children need to be able to; 1) decode what they read; 2) make connections between what they read and what they already know; 3) think deeply about what they have read.⁶ One of big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words.

Comprehension involves prior knowledge, knowledge of text structure, and an active search for information.⁷ The simplest definition of comprehension is understanding new information in light of what we already know.⁸

⁴Mc Grath, Jane L, *Building Strategies for College Reading*, (New Jersey: Prentice Hall, 1998), p. 1

⁵A S Hornby, *op.cit.*, p. 106

⁶<http://www.readingrockets.org/helping/target/comprehension>. November 15th, 2012

⁷Gillet, Jean Wallace and Temple Charles. *Understanding Reading Problems Assessment and Instruction, Fourth Edition*, (USA: Herper Collins College Publishers), p. 34

⁸*Ibid.* p. 35

Based on these explanations, the researcher make a conclusion that comprehension is a reading process which requires delicate information, understanding and interpretation from reading material and students can understand it with their background knowledge and experience.

Furthermore some experts state the different definition of reading comprehension. Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁹ It means that reading comprehension objective is to efficiency of reading. Good reading comprehension is able to understand the information and develop it appropriately.

Janette States that a reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁰ At the same book, Janette also states that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.¹¹

While, Harris and Sipay state that reading comprehension is the result of the interaction among the reader's perception of the graphic symbols that represent language, linguistic skills, cognitive skills, and knowledge of the world.¹²

Based on the quotations above, it is obvious that reading comprehension refers to the ability to understand information presented in

⁹H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* (San Francisco State University, 2000), second edition, p. 306

¹⁰Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (USA: The Guilford Press, 2007), p. 8

¹¹*Ibid*, p. 227

¹²Albert J Harris and Edward R Sipay, *How To Increase Reading Ability*, (Longman: New York & London, 1985), p. 444

written form, the readers understand the total meaning of reading text content. Here are the explanations about reading comprehension:

a. Strategies for Reading Comprehension

The teacher should have the strategy to gain the students comprehend a text. Here are explained ten strategies according to Brown:

1) Identifying the purpose in reading

When the teacher teach reading, make sure students understand their purpose in reading because efficient reading consists of clearly identifying the purpose in reading something.

2) Using grapheme rules and patterns

The difficulty in English learning at the beginning levels is making the correspondences between spoken and written English. They may need hints and explanations about certain English rules.

3) Using efficient silent reading technique

This strategy is not for beginning levels. It is not good for them because they are struggling with the control of a limited vocabulary and grammatical patterns. It use for high levels.

4) Skimming the text for main idea

Skimming is quickly running one's eyes across a whole text. It gives reader the advantage of being able to predict the purpose of the passage.

5) Scanning the text for specific information

Scanning is quickly searching for some particular of information in a text. The purpose is to extract specific information without reading through the whole text.

6) Using semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos.

7) Guessing when the reader are not certain

This strategy can help students guess the words. Language-based clues include word analysis, word associations, and textual structure. Students fill gaps in their competence to use whether clues are available to them.

8) Analyzing vocabulary

Analyzing vocabulary is a strategy where students analyze of what they know about the word.

9) Distinguishing between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10) Capitalizing on discourse makers to process relationship

A clear comprehension of such markers can greatly enhance learners' reading efficiency.¹³

Using of semantic mapping from the several strategies in reading comprehension stated by Brown above had been chosen by the researcher to increase the students' reading comprehension. It would

¹³H. Douglas Brown, *op.cit.*, p. 306-310

make the students enthusiasm because they were invited to memorize the words by creating the relationship in a concept of ideas. It would also gain them think actively in the class.

b. Factors Influence in Reading Comprehension

There are some factors that influence in reading comprehension, they are:

1) Text Coherence and Structure

Coherence refers to how smoothly the ideas in the text are woven together. In coherent material the relationships among the ideas are clear enough to allow a logical connection or flow or meaning from one idea to another. A text must be coherent in order to be understood.

Meanwhile text structure refers to the ideas in a text are interrelated to convey the writer's message to the reader. Text structure provides an organizational structure that can be used during reading for understanding information, judging its importance, and aiding recalls.¹⁴

2) Vocabulary

Estimates of the number of words that students learn from reading also suffer because they do not take into enough account how infrequently of the words actually appear in text.¹⁵

3) Interest and Motivation

If a reader finds the material uninteresting, they will have a difficult time focusing on the reading. Inattention could result in a lowering of reading comprehension levels.

¹⁴Albert J. Harris and Edward R. Sipay, *op.cit*, p. 485

¹⁵Marzano, Robert J, *Building Background Knowledge for Academic Achievement*, (United State of America, 2004), p. 66

At the other hand, if they find the material interesting they will better understand it and will remember it more clearly. Teacher can keep the students motivation by providing the interesting pieces throughout the students' class time.¹⁶

c. Measurement of Reading Comprehension

To measure the reading comprehension, we should look at the indicators of reading comprehension as follows:

- 1) Students are able to find out the facts and details of the texts.
- 2) Students are able to find out the rote learning and memorization the meaning of the texts.
- 3) Students must surface understanding only in texts reading comprehension.¹⁷

The indicators mean the achievement of reading comprehension will be success if the students are able to fulfill it.

2. Concept of Semantic Mapping Strategy

Teaching learning strategies by using semantic mapping is an essential way to get the information of the text. Brown stated that the strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos.¹⁸

A semantic map is a graphic organizer used to connect a word with many associations.¹⁹ Semantic mapping is a design to show how key

¹⁶http://www.ehow.com/info_8555518_factors-affecting-reading-comprehension.html
November 20th, 2012

¹⁷Albert J Harris and Edward R Sipay, *op.cit.*, p. 444

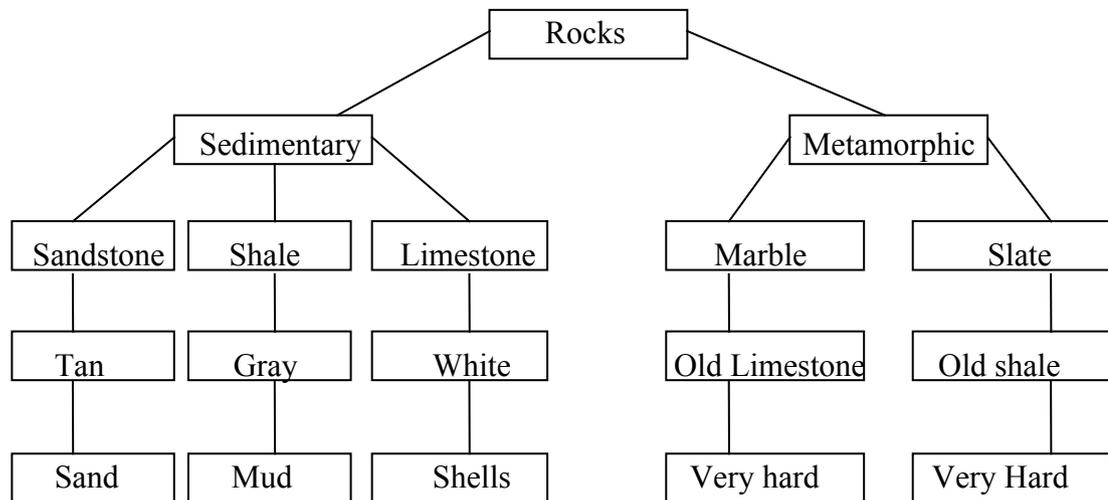
¹⁸H. Douglas Brown, *op.cit.*, p. 308

¹⁹ Kristin Lems, et.al, *Teaching Reading to English Language Learners*, (New York: The Guilford Express, 2010), p. 178

word or concepts are related by graphic organizer. Duffy explained that semantic mapping is one way to explain how to categorize word meanings.²⁰ The students as the readers can be easily to understand the words by grouping ideas into meaningful cluster. He also explains that semantic map can be used to build meaning for content words encountered in the upper grades and in the middle school.²¹ It means that semantic mapping is useful for the students in junior high school too.

A semantic map shows a relationship by linking concepts and ideas. Sometimes semantic mapping is called a spider web, the person's map will represent their views and knowledge of a concept.²² In semantic mapping every students can create different models based on their known. During or after reading, students can refine, revise, or add to the map.²³ Here is an example design of semantic mapping:

Picture 1
Semantic Map Design²⁴



²⁰Gerald G. Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p.77

²¹*Ibid*, p. 84

²²<http://wps.ablongman.com/>. October 17th, 2012.

²³Blachowicz, Cammille and Ogle, Donna, *Reading Comprehension, Strategies for Independent Learners*, (New York: The Guildford Press, 2008), p. 203

²⁴Gerald G. Duffy, *loc. cit.*, p. 83

The example design shows the various kinds of rocks. The word “Rocks” is a main topic or concept. Meanwhile the words “Sedimentary” and “Metamorphic” are the kinds of rocks or the important ideas related to the concept. The important ideas have the specific ideas are related in a relationship. Those all are connected by the lines form a map is showed at the example design above.

Semantic mapping is a strategy. What is a strategy? According to Siahaan a strategy is a teaching agenda that indicates the direction of the classroom activities to help the students make the achievement of a certain knowledge and skill on a certain language aspect.²⁵ Strategy is a plan process with the direction to make the students get the comprehending easily.

Strategies are, in essence, learner’s techniques for capitalizing on the principles of successful learning.²⁶ It means that strategies are the main menu in successful learning. Every student in a class has a lot of strategies for sending and receiving language. One student’s strategies for success may differ from the others. Semantic mapping strategy is presented to enrich the students’ learning strategy. Here are the steps and the benefits of semantic mapping strategy:

a. Making a Semantic Map

Making semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage. Early drafts of these maps can be quite messy-which is perfectly acceptable.²⁷ If the students work together

²⁵Sanggam Siahaan, *op.cit*, p. 221

²⁶H. Douglas Brown, *op.cit*, p 208

²⁷*Ibid*, p. 308

with their friends, they will think and discuss together. They will share their knowledge by discussing with their friends attractively.

Here are the steps of making Semantic Map:

1) The center node of your map

The main topic or concept you are mapping is written in the center node of your sheet of paper.

2) Making a list

This list helps you generate important ideas related to the concept.

3) Organizing your ideas

Think about relationships or connections between your ideas. Try to visualize or layout how you might graphically organize, these ideas in your semantic map.

4) Laying out your ideas

Draw your ideas into a layout with the most important or general ideas closest to the main node. Specific ideas are moving away from the general ideas.

5) Linking

Use lines to connect nodes to show relationships between ideas in your groups and sub-groups. The lines are connected across ideas at the same level.

6) Checking your semantic map

a) Accuracy: Check the relationships.

b) Thoroughness: Check the all important parts.

c) Organization: Check that the ideas move from general to specific.

- d) Complexity: Look for ideas that connected.
- e) Add labels on links to explain the nature of the relationship between the nodes.²⁸

By using these steps, the teacher may lead students comprehend the text by finding new words or important word because semantic maps are used to help students learn important words and to make connections with related key words or ideas.²⁹

b. Benefits of Using Semantic Mapping Strategy

The opportunity is given by semantic mapping strategy to the students to think about the connections between terms being learned. Here are benefits of using semantic mapping:

- 1) Organize students' thoughts and visualize the relationship between key concepts in a systematic way.
- 2) Reflect on their understanding.
- 3) Naturally, concept mapping integrates content area learning and vocabulary instruction.
- 4) Semantic maps can be used as a pre-reading and as a post-reading activity.³⁰

The benefits of semantic mapping help to sort out information, visualize relationships. It is about how the information within a category goes together, how the different categories relate to each other, and how they all relate to the general concept.

²⁸<http://wps.ablongman.com/>. *op.cit.*

²⁹Klingner, Janette K., et al, *op.cit*, p. 61

³⁰http://powerupwhatworks.com/Content/render/Reading_vocabulary_semanticMapping.
November 20th, 2012

Duffy in his book reveals that semantic maps provide the additional benefit of helping students visualize how word meanings can be categorized”.³¹ Semantic mapping is also great for being able to think back later and have a visual of the essential information of the text.

Semantic mapping was a good way for the students to share their working actively. Teaching a concept of idea to others would increase the students’ retention of information greatly. By discussing them as well as mapping them down, it would be catering to different learning styles, and ensuring that all students would increase their knowledge of vocabulary. At the final result it would deepen students' knowledge and increase their reading comprehension

3. Teaching Reading through the Use of Semantic Mapping Strategy

There were steps to conduct the strategy by teaching reading through the use of semantic mapping:

a. Before Reading Activity

Teacher chooses a topic and gives a text which will be discussed. The teacher and the students identify what the text tells about. The teacher encourages the students to create a map in a group with previewing by reminding them to use all of the important clues or key words in the text. The teacher gives the opportunities to use in all content areas.

b. During Reading Activity

- 1) The teacher asks the student to read the text silently.

³¹Gerald G. Duffy, *op. cit.*, p. 77

- 2) The teacher encourages the students to use highlighters or sticky notes to mark words of the text to insert later.
- 3) The teacher divides the students become 7 groups and every group consists of 5 students.
- 4) The teacher discusses to every groups about how far their comprehension after they read the text. Here, the students are guided to identify the most important idea about the person, place, or thing in the paragraph. Then, the students try to identify the most important information they have read about *who* or *what* (place, person, or thing).

c. After Reading Activity

The students share their map with their group. A semantic map is created in a dialog among students and their teacher. The teacher asks the students about the map they had created based on the text they have read. Then the teacher asks them to discuss the result together. The students can refine, revise, or add to the map. The goals are to allow students organize their prior knowledge and to increase the students' understanding of what they have read.

B. Action Hypothesis

Based on the frame of theories and assumption that has explained above, the researcher formulated the hypothesis as follows:
By using semantic mapping strategy the students at the seventh graders of Junior High School 2 Batanghari will be able to increase their reading comprehension.

**CHAPTER III
RESEARCH METHODOLOGY**

A. Object of the Study

Reading Comprehension was the object of this study, the Students' Reading Comprehension especially. The researcher should know how to select material of reading comprehension in this research because it was important for the students. The material should suitable for the grade of the students. It also should match with the syllabus. Based on the syllabus, the students of junior high school at seventh graders used descriptive text. Because of this reason the researcher used descriptive text and semantic mapping was used as a strategy in increasing the students' reading comprehension.

B. Location Setting and Subject of the Study

1. Location Setting

The research would be done in Junior High School 2 Batanghari in academic year 2012/2013. It was located at Desa Sribasuki 51, Kecamatan Batanghari, and East Lampung.

2. Subject of the Study

Subject of the study was the students of class VII.1 of Junior High School 2 Batanghari consist of thirty three students. Here is the data of the students of class VII.1:

Table 1
Subject of the Study

Class	Sex		Total
	Male	Female	
VII. 1	14	19	33

Source: Teacher's archive, Students of Seventh Graders (class VII.1) of Junior High School 2 Batanghari, taken in December 14th, 2012.

The researcher has chosen this class because most of the students have low score in English lesson especially in reading.

C. Classroom Action Research

1. Action Plan

This research is classroom action research. Niff states that action research is a name given to particular way of researching your own learning.³² It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, Suharsimi explains that classroom action research is the inquiry about teaching and learning by action in the class.³³ It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. It can be concluded that classroom action research is the action research which the aim is to solve the problem in teaching learning process in the class.

The classroom action research needs the teacher and the collaborator who work together to solve the problem in teaching learning process. Suharsimi defines collaboration research is a research which be done together by helping a friend.³⁴ In this research the researcher was a teacher. She asked permission to Aris Munandar, S.Pd as an English teacher at Junior High School 2 Batanghari became the collaborator in her research. To help and success her research she also asked Desti Wiranti the student of State Islamic College of Jurai Siwo Metro.

The aims of action research are:

- a. To get a new innovation in learning

³²McNiff, Jean Whitehead, *Action Research: Principles and Practice*, (Second Edition, London and New York, 2002), p. 15

³³Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p. 3

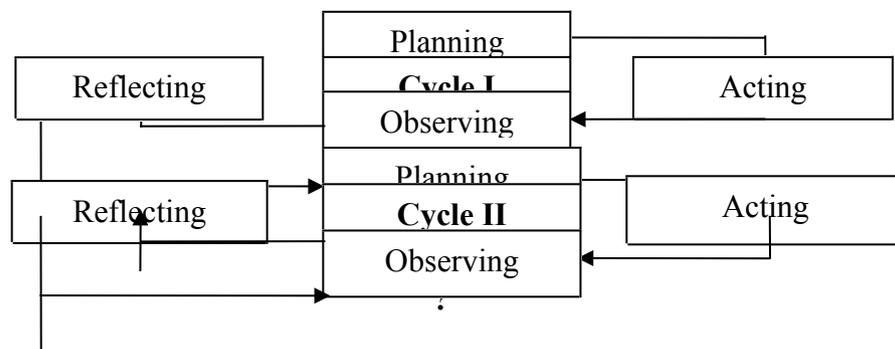
³⁴*Ibid*, p. 22

- b. To develop the curriculum regional/national
- c. To improve the education professionalism.³⁵

Action research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these practices and the situations in which these practices are carried out.³⁶ It means that action research is a practical inquiry to increase the way of learning practically as well as in real situation.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.³⁷ It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

Picture 2
Classroom Action Research Design³⁸



³⁵ *Ibid*, p.108

³⁶ McNiff, Jean Whitehead. *op.cit.*, p. 24

³⁷ Suharsimi Arikunto, *op.cit.*, p. 16

³⁸ *Ibid*, p. 16

Design of classroom action research above shows the spiral system that begun from planning, acting, observing, reflecting and begun again from planning and so on that will be the base process of resolving problem.

2. Action Procedure

There are cycles in action procedures. The each cycle contain the steps, here are the steps of cycle:

a. Planning

Planning is the first step in every activity, Researcher explains about what, why, when, where, who and how the action is done.³⁹ By planning, the researcher be able to control and focus to the material in teaching learning process.

b. Acting

Acting is the second step in activity. It is the realization from the planning the researcher has made.⁴⁰ After the planning, the next step is acting where the researcher did the process of teaching and learning.

c. Observing

Observing is the activity of recording the event and action.⁴¹

d. Reflecting

Reflecting is the fourth step that evaluating the weakness then becomes the reflection for the next steps.

3. Action Step

a. Cycle I

³⁹*Ibid*, p. 17

⁴⁰*Ibid*, p. 18

⁴¹*Ibid*, p. 19

1) Planning

Here were the steps that the researcher did in planning:

- a) The researcher identified the problem causes and finds the problem solving.
- b) The researcher made a lesson plan
- c) The researcher prepared the material, approach and technique of teaching
- d) The researcher prepared the source of learning
- e) The researcher prepared format to observe

The researcher prepared the instrument of evaluation.

2) Acting

After finishing the planning, the learning process would be done in the seventh graders of Junior High School 2 Batanghari. It describe about teaching procedures of the research. There were the steps that the researcher does in the action:

- a) The teacher applied the lesson plan
- b) The teacher explained what Semantic Mapping Strategy is.
- c) The teacher applied Semantic Mapping Strategy in her teaching learning process.
- d) The teacher asked the students to discuss with their group about the lesson or materials.
- e) The teacher guided the students in teaching learning process based on the lesson plan.

3) Observing

The researcher would determine whether there was anything that the researcher wants to be increase soon in order that the action could achieve the aim of researcher wants. The observation would be done in teaching learning process. In this step, the researcher observed the process of teaching learning by using form of observation.

4) Reflecting

This step was reflection and evaluation.⁴² The reflecting was the fourth steps that the researcher would be done. The researcher tried to see again whether there was the effect to the students' in their learning process. By reflection, the researcher analyzed and discussed the result during teaching and learning like the weakness and the strength. The researcher decided that the next cycle focuses on the weakness in preview cycle.

b. Cycle II

1) Planning

- a) The researcher identified the problem and finds the problem from the first cycle.
- b) The researcher prepared a lesson plan.
- c) The researcher prepared the material, method and strategy of teaching.
- d) The researcher prepared the source of learning.

⁴²*Ibid*, p. 19

- e) The researcher prepared format to observe.
- f) The researcher prepared the instrument of evaluation.

2) Acting

This stage designed on the basis of result of planning of cycle II.

3) Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

4) Reflecting

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity whether it was positive or negative, the second cycle enough or need to continue for the next step.

The minimum cycle in classroom action research was two cycles. If the cycle I there were some students were not successful, it would be continued at the next cycles. But, if in cycle II all of the students were successful, it was not continued to the other cycles.

4. Indicator of Research

At the result of the research, the researcher had the achievement indicator. The research was called increase if the students could achieve that indicator.

The indicator that supports the research in learning process was defined in five criteria, for the students who give the attention from the teacher explanation 80%; make a note from the material 75%; do the assignment 80%; active to answer the question orally 60%; interest to follow learning process from the first until the end 80%, if five supporting criteria be able to fulfill the target, it means that the increasing students'

reading comprehension through the use of semantic mapping strategy success was applied in English learning process.

The indicator that measure the result of the research would be gotten based on the students' score in post-test. If 75% of the students get the minimum score 70 in the post test and get the average score more than 70, it means that by using semantic mapping as a strategy in English learning process succeeds to increase the students' reading comprehension.

D. Data Collection Method

The researcher collected the data by using data collection method as follows:

1. Observation

Observation is the election modification, registration, and coding combination in behavior on organism situation that suitable with empires goals.⁴³ In this research used observation sheet. Observation sheet observed the students activates. The purpose of the observation is to explain the situation being investigated; activities, people, or individuals are involved in data collecting strategy in which the activities of subjects are visually examined.⁴⁴

2. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.⁴⁵ The material in pre-test and post-test were different but have same difficulties. The test consisted of pre-test and post-test. The type of the test was comprehension text.

a. Pre-test

⁴³Edi Kusnadi, *Metode Penelitian*, (Metro:STAIN Metro, 2008), p. 98

⁴⁴Arikunto, *op.cit.*, p,127

⁴⁵*Ibid*, p. 90

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Pos-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not. The increasing could be seen if the average score of the post-test was higher than pre-test. This step was done after the treatment to know whether semantic mapping strategy was able to increase the student's reading comprehension.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.⁴⁶ It was used for collect the data about the school and the students at Junior High School 2 Batanghari.

4. The Field Note

To collect the data more accurately, the researcher used field note to make easy when analyzed the data. In much profession, it is a manner of good practice to make field note while actually engaged in professional.⁴⁷ The researcher used this method to know students' activities during teaching process. It was done after finishing learning process.

E. Data Analysis Method

1. Formula

The data analysis method of this research would be conducted by qualitative data and quantitative data. Qualitative data would be conducted by observation. The researcher analyzed the process of teaching and

⁴⁶*Ibid*, p.102

⁴⁷Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2009), p.98

learning. It was analyzed by using observation sheet while semantic mapping strategy was applied in the class.

Quantitative data would be conducted by taking the average score of pre-test and post-test in cycle I and cycle II. The formula form for the average score of pre-test and post-test were formulated as follow:

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

Note: \bar{X} = Average score

$\sum X$ = Total number of the student's score

N = Total of students⁴⁸

The researcher compared between pre-test and post-test to know the result of this research. After that, the result was matched by the achievement indicator of the research and the English minimum passing grade (KKM) of the school at least 70.

2. Validity of the Research

“Validity is the extent to which the precision and accuracy of an instrument in performing the function of measuring”.⁴⁹ The valid instrument could show the data that was researched accurately.

There are four validities were used in doing this research:

- a. Democratize validity

⁴⁸Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta, Gajah Mada University Press, 2004), p. 64

⁴⁹*Ibid.*, p. 106

The researcher is given a chance to collaborate and review the suggestion from related parties. Democratize validity is openness from teacher as implementer of classroom action research.

b. Content validity

It is asking how to relation between instrument with the purpose and the description of the materials that will be learned.

c. Construct validity

It refers to whether the instruments actually reflect the true theoretical meaning of a concept.

d. Dialogic validity

It is where the researcher and collaborator discuss about the action.⁵⁰

Validity could be help by using latticework of the instrument that would be consulted by expert judgment at the research.

⁵⁰*Ibid.*, p. 41

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

Research location was accounted in Junior High School 2 Batanghari. It was located on Sribasuki Street, Sribasuki, and District of Batanghari that has wide about 12.500 m². It was built on May 16th, 1997. It had the facilities to support both the learning activity and extracurricular program. There were 453 students. The students divided in some classes. The researcher took the class VII.1.

A. Description of the Result

The research was a classroom action research. It was conducted in two cycles. Each cycle was conducted in two meetings, in each meeting took 2x40 minutes. Each cycle comprised of planning, acting, observing and reflecting. As guidance in teaching learning process, the researcher made lesson plan. The material of classroom action research was utilizing semantic mapping strategy to increase the students' reading comprehension. Before doing the action research on cycle I and cycle II the researcher did the pre-test.

1. Pre-test

a. Pre-test Activity

The learning was conducted in the Seventeenth of May, 2013 at 09.45 until 11.05. All the students had already prepared when the teaching time came. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administered to the students to be finished individually. The kind of the test was essay consisted of 10 items. In around 10 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

b. The Students' Pre-test Result

Here is the students' score result in pre-test:

Table 2
Students' Score in Pre-test

No.	Students' score	Frequency	Percentage
1	30	6	18.18%
2	40	4	12.12%
3	50	7	21.21%
4	60	11	33.33%
5	70	4	12.12%
6	80	0	0%
7	90	1	3.03%
	Total	33	100%

The table above shows the result of pre-test, it can be seen that the students' reading comprehension score were various. Therefore, there were 6 students gained score 30, 4 students gained 40, 7 students gained 50, 11 students gained 60, 4 students gained 70, no one gained 80 and 1 students gained 90. There were 6 students got the lowest score was 30 and 1 student got the highest score was 90.

If pre-test result was compared by the minimum score of achievement indicator, there were 28 students (the calculation result point no.1 to 4) or 84.84% did not reach the achievement indicator, and only 5 students (the calculation result point no.5 to 7) or 15.15% reached it. The minimum score of achievement indicator was 70.

The successful students were lower than unsuccessful students. The researcher got the average score was 52.12 from the pre-test result. So, the result was unsatisfactory. Therefore, the researcher used semantic mapping strategy to increase the students' reading comprehension.

2. Cycle I

a. Planning

In the planning stage, the researcher and the collaborators prepared several things related to teaching and learning process such as: prepared the lesson plan and the material, made the instrument that would be examined as the pre-test and post-test in the cycle I, prepared the material, made an observation sheet of the students' activity, identified the problem, and found the causes of problem at the first and the end of learning activities. The

researcher also planned to give the assignment to measure the students' comprehension after giving the materials.

b. Acting

1) The First Meeting

The first meeting was conducted in the Twenty second of May, 2013 at 11.30 until 12.50 and followed by 33 students. The meeting was started by praying, greeting, and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class.

For the beginning, the teaching learning process explained about the text organization of descriptive text form. The text organization included identification and description. The purpose definitely made the students could identify and understand about the description text till the students understood.

Next, the researcher divided the students into 7 groups. Each group consisted of 5 students who led by the leader. At the time, the researcher distributed for every student a descriptive text entitled "Dan and Don". After the students finished their reading, the researcher asked the students to find the key word, and write it at the piece of paper.

As long as teaching learning process, the students expressed their feeling. There were some groups who had a good enthusiasm to finish the given task. When the discussion time was up, the researcher gave a sign to the students. Every group was ready to explore their discussion result

together. The students were curiosity. Then the researcher began to explain the strategy. For every question of the students, the researcher tried to explain the answer smoothly.

In this stage, the students were actively following the teaching learning process. After the students got the explanation, the students were ready to create a map. For each group who had been finished their map, they could explain their map in front of the class and together with the researcher; the students discussed about what have been they create in a map.

The teaching learning in this stage was good enough. Although it was good enough, the students felt confused when they found some new words, such as, trait, honesty, agent, grade and many others. The students were also difficult to understand the meaning of the text.

2) The Second Meeting

The second meeting was conducted in the Twenty fourth of May, 2013 at 09.45 until 11.05. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher reviewed the last material.

In this stage, the researcher continued the material in the last meeting. The researcher asked to the students to explain the map in front of the class. The researcher chose two groups to discuss the result together. At the end of the task, the students and the researcher gave applause to the groups for their appreciation.

At the end of the meeting, the researcher gave the post-test. Kinds of test were essay which consisted of 10 items. The result of the students' test in post-test was better than test in pre-test before. The score would be explained at the table 3.

Table 3
Students' Score in Post-test I

No.	Students' score	Frequency	Percentage
1.	50	1	3.03%
2.	60	0	0%
3.	70	18	54.54%
4.	80	1	3.03%
5.	90	5	15.15%
6.	100	8	24.24%
	Total	33	100%

The table above is the result of post-test I, it can be seen that the score of the students' reading comprehension were various. Therefore, there were 1 student gained score 50, no one gained 60, 18 students gained 70, 1 students gained 80, 5 students gained 90, 8 students gained 100. There was 1 student got the lowest score was 50 and 8 students got the highest score was 100.

Based on the achievement indicator, there was only 1 student (point no.1) or 3.03% unsuccessful because got score under 70 and 32

other students (point no.3 to 6) or 96.96% successful. From the post-test I result, the researcher got the average score was 80.

It could be inferred that there was the increasing of the average score between pre-test and post-test I. In the students' pre-test were 52.12, meanwhile in the post-test I were 80. The increasing was 27.88. It showed that there was any significant effect between pre-test and post-test in this cycle.

c. Observing

The observing was done by researcher and collaborators during learning process. There were some observation that had been done such as: observation on the students' observation sheet, teacher's notes and observation on the result of the evaluation.

The researcher presented 2 meetings in cycle I. In every meeting, the researcher tried to explore the students reading comprehension individually or in groups. In the end of the cycle I, it showed the result that the students' observation sheet increased from the first meeting until next meeting. It can be seen in the table below:

Table 4
Result of the Students' Observation Sheet in Cycle I

No	Students' Indicator	Cycle I		Increasing
		Meeting 1	Meeting 2	
1	The students give the attention from the teacher	82%	88%	2%

	explanation			
2	The students make a note from the material	76%	76%	0%
3	The students do the assignment	91%	100%	9%
4	The students active to answer the question	70%	73%	3%
5	The students interest to follow learning process from the first until the end	85%	85%	0%
Average		80.8%	84.4%	2.8%

The table explained there was the increasing of the students' indicator in the first meeting to the second meeting. The increasing were 2.8%.

d. Reflecting

Generally, there was the increasing of the students' reading comprehension by using semantic mapping strategy in this cycle. It could be seen on the students' average score and the indicator of the students' observation sheet. The increasing was good enough. Although it was good enough, there were some problems that must be corrected in teaching and learning process at the next cycle.

Based on the field note, teacher's study management and observation sheet, there were some notes that was found:

- 1) Some students had the difficulties to comprehend the meaning of the text.

2) Some students were lacking of vocabulary.

3. Cycle II

The action in the cycle I was good enough, but the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

a. Planning

The researcher and the collaborators prepared lesson plan, material, assignment and observation sheet. The planning process at cycle II was focused on the problem in cycle I. The researcher and the collaborators planned to more active in the class.

b. Acting

1) The First Meeting

The first meeting was conducted in the Twenty ninth of May, 2013 at 11.30 until 12.50 that followed by 33 students. The researcher greeted the students and checked the students` attendance list then the researcher asked the students orally. For the beginning of the meeting, the researcher gave breaking ice by telling a short story to motivate the students.

When began the class, researcher reminded the students about descriptive text. Normally teaching and learning process done such as at the first meeting in cycle I, in this meeting the researcher more focus on the problems. The researcher gave the students a text entitled “Boats”,

and then they made a map. At the end of the meeting, the researcher asked and discussed the result together.

2) The Second Meeting

The second meeting was conducted in the Thirty first of May, 2013 at 09.45 until 11.05 followed by 33 students. The researcher gave post-test II. In this meeting almost students could did the test. It can be seen from the result of the post test II in table 5.

Table 5
Students` Score in Post-test II

No.	Students` score	Frequency	Percentage
1.	60	5	15.15%
2.	70	12	36.36%
3.	80	0	0%
4.	90	3	6.06%
5.	100	13	39.39%
	Total	33	100%

The result of post-test II, there were 5 students gained score 60, 12 students gained 70, no one gained 80, 3 students gained 90, and 13 students gained 100. There were 5 students got the lowest score was 60 and 13 students got the highest score was 100.

Based on the achievement indicator and look at the result above, there were 28 students (point no.2 to 5) or 84.84% were successful and 5 other students (point no.1) or 15.15% were not successful. From the result of post-test II, the researcher got the average score was 82.12. There was the increasing from the cycle I, the increasing was 2.12.

c. Observing

The observing was done by the researcher that was presented in two meetings at the cycle II. In this stage, the students more interested to follow the instruction and do the task. It can be seen on the table below:

Table 6
Result of the Students' Observation Sheet in Cycle II

No	Students' Indicator	Cycle 2		Increasing
		Meeting 1	Meeting 2	
1	The students give the attention from the teacher explanation	91%	91%	0%
2	The students make a note from the material	82%	88%	6%
3	The students do the assignment	97%	100%	3%
4	The students active to answer the question	73%	82%	9%
5	The students interest to follow learning process from the first until the end	91%	94%	3%
Average		86.8%	91%	4.2%

From the table above, it showed that the average of whole percentage of students' indicator was higher than the cycle I. The increasing in cycle I was 2.8% and in cycle II was 4.2%

d. Reflecting

From the result of learning process in cycle II, most of the students enjoyed when they were studying through the use of semantic mapping strategy. It made the students had good interested in English reading comprehension. The students more interested to join English class.

Based on the students' average score and the indicator of the students' observation sheet in cycle II, it could be inferred that the result of cycle II was success. The result of the research showed the increasing in cycle I and cycle II. The researcher concluded that this research was successful and would not be continued in the next cycle.

B. Discussion of the result

1. Result of the Students' Observation Sheet

This observation sheet result was gotten when the learning process was done by the researcher. The result of the students' observation sheet in cycle I and cycle II can be seen on the table below:

Table 9
The Result of the Students' Observation Sheet in Cycle I and Cycle II

No	Achievement indicator	Cycle I	Cycle II	Increasing
1	80% The students give the attention from the teacher explanation	88%	91%	2%
2	75% The students make a note from the material	76%	88%	12%
3	80% The students do the assignment	100%	100%	0%
4	60% The students active to answer the	73%	82%	9%

	question			
5	80% The students interest to follow learning process from the first until the end	85%	94%	9%
Average		84.4%	91%	6.6%

Source: The Second Meeting Result of the Students' Indicator Observation Sheet in Cycle I and Cycle II

The percentage in cycle I and cycle II was gotten from the second meeting in each cycle. Based on the researcher's achievement indicator, there was the increasing in each indicator. See the data in point 1, the achievement indicator was 80%, in cycle I increased became 88% and cycle II became 91%. The increasing from cycle I to cycle II was 3%. It could be concluded that semantic mapping strategy have positive effect toward the teaching and learning process because there was an increasing of the students' activities when semantic mapping strategy applied in the classroom.

2. Result of the Students' Learning

a. Action and learning result in cycle I

There was the increasing score of the students' post-test I than pre-test. Here was the table score in cycle I:

Table 7
Result Score of the Students' Pre-test and Post-test I

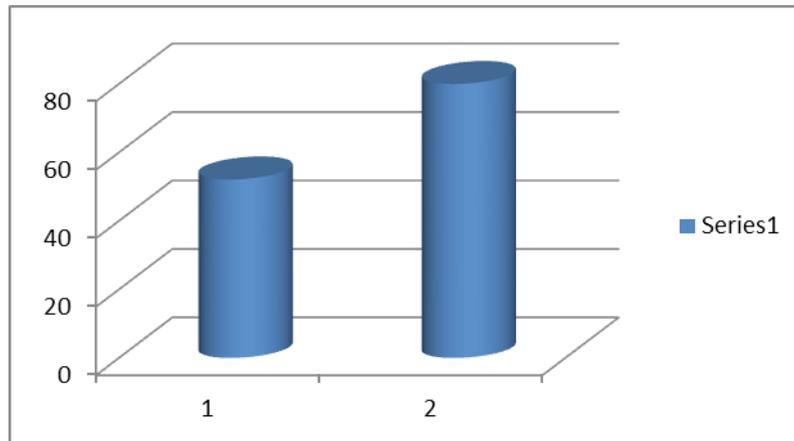
No	Name	Pre-test Score	Post-test I Score	Increasing Score	Note
1	AT	60	70	10	Increase
2	AAR	60	100	40	Increase
3	AKD	90	70	-20	Decrease

4	AW	50	70	20	Increase
5	BV	70	70	0	Constant
6	CW	30	90	60	Increase
7	CN	30	70	40	Increase
8	DS	30	70	40	Increase
9	EO	60	100	40	Increase
10	EAT	60	70	10	Increase
11	EI	70	100	30	Increase
12	EF	70	70	0	Constant
13	FP	30	70	40	Increase
14	FS	50	80	30	Increase
15	IAW	40	100	60	Increase
16	IRS	50	100	50	Increase
17	IA	30	90	60	Increase
18	INH	70	100	30	Increase
19	JW	60	90	30	Increase
20	LAR	60	70	10	Increase
21	MR	40	70	30	Increase
22	MD	50	70	20	Increase
23	MA	50	70	20	Increase
24	NSJ	60	70	10	Increase
25	NLW	60	100	40	Increase
26	NS	50	70	20	Increase
27	NP	60	70	10	Increase
28	SY	50	70	20	Increase
29	SH	40	90	50	Increase
30	SN	60	100	40	Increase
31	WR	60	70	10	Increase
32	YP	30	90	60	Increase
33	Y	40	50	10	Increase
Total score		1720	2640	920	Increase
Average		52.12	80	27.88	Increase
Highest Score		90	100	10	Increase
Lowest score		30	50	20	Increase

The table showed the increasing on the students' score. The lowest score in pre-test was 30 and in post-test I became 50. The increasing was good enough. The illustration of the students' average score can be seen in the graph below:

Graph 1

The Students' Average Score in Pre-test and Post-test 1



In this research, pre-test and post test had done individually. The test was aimed to know the ability of the students before and after having a treatment. From the result of pre-test and post test, we know that there was an increasing from the result score. It can be seen from the average score both of the test. the average score in pre-test was 52.12 and the average score in post-test was 80.

b. Action and learning result in cycle II

In cycle II, the process of teaching and learning stay on climax situation, there were very grateful progresses from the students. Here is the result score of the students' post-test I and post-test II:

Table 8
Result Score of the Students' Post-test I and Post-test II

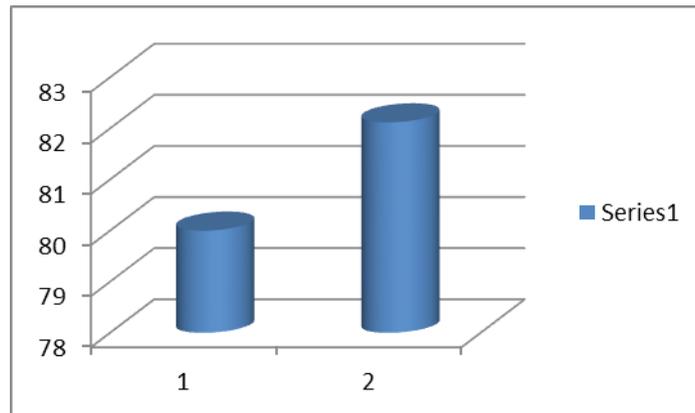
No	Name	Post-test I Score	Post-test II Score	Increasing Score	Note
1	AT	70	90	20	Increase
2	AAR	100	70	-30	Decrease

3	AKD	70	100	30	Increase
4	AW	70	70	0	Constant
5	BV	70	60	-10	Decrease
6	CW	90	100	10	Increase
7	CN	70	100	30	Increase
8	DS	70	100	30	Increase
9	EO	100	100	0	Constant
10	EAT	70	60	-10	Decrease
11	EI	100	100	0	Constant
12	EF	70	60	-10	Decrease
13	FP	70	90	20	Increase
14	FS	80	100	20	Increase
15	IAW	100	70	-30	Decrease
16	IRS	100	100	0	Constant
17	IA	90	100	10	Increase
18	INH	100	70	-30	Decrease
19	JW	90	70	20	Increase
20	LAR	70	70	0	Constant
21	MR	70	70	0	Constant
22	MD	70	70	0	Constant
23	MA	70	100	30	Increase
24	NSJ	70	100	30	Increase
25	NLW	100	70	-30	Decrease
26	NS	70	70	0	Constant
27	NP	70	60	-10	Decrease
28	SY	70	90	20	Increase
29	SH	90	100	10	Increase
30	SN	100	70	-30	Decrease
31	WR	70	60	-10	Decrease
32	YP	90	100	10	Increase
33	Y	50	70	20	Increase
Total score		2640	2710	70	Increase
Average		80	82.12	2.12	Increase
Highest Score		100	100	0	Constant
Lowest score		50	60	10	Increase

There were various score. The lowest score increase from 50 to 60. It was good enough. The average score increase 2.12 point. The increasing could be illustrated as follows:

Graph 2

The Students' Average Score in Post-test I and Post-test II



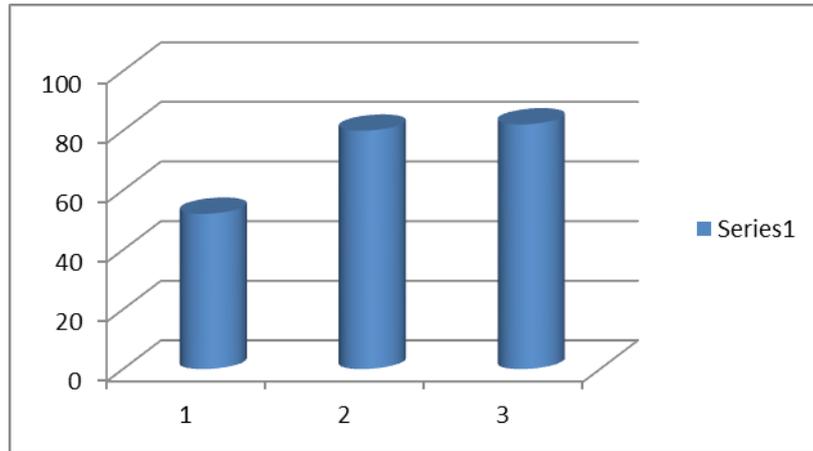
The graph illustrated the significant result score in post-test I and post- test II. It could be seen from the average score both of the test, the average score in post-test I was 80 and the average score in post-test II was 82.12.

c. **Result of The Study**

Based on the result of the study was done by the researcher in pre-test, post-test I and post-test II, it could be concluded in the Graph 3:

Graph 3

The Average Score Comparison of Pre-test, Post-test I and Post-test II



Graph 3 explained the increasing in the students' reading comprehension in pre-test, post-test I and post-test II. There was progress from 52.12 to 80 and to 82.12. It means that semantic mapping strategy have positive effect in increasing the students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concluded this research as follows:

1. The observation result in cycle I and cycle II can be concluded that the students' indicator increase from 84.4% to 91%. As the result, through the use of semantic mapping strategy, the students' reading comprehension could be increase.
2. The average score in English reading subject at the seventh grade students of class VII.A in pre-test was 52.12, post-test I was 80 and post-test II was 82.12. At the final result, through the use of semantic mapping strategy, the students' reading comprehension could be increase.

B. Suggestion

The researcher would like to constructively give suggestion as follows:

1. It is suggested that the teacher use semantic mapping strategy in teaching reading comprehension because it can increase the students' reading comprehension.
2. It is suggested that the future researcher teachers' use this research because it can be reference if they interest to conduct classroom action research and implement this strategy in the class.

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