THE USE OF SQ3R AND MAPPING STRATEGIES TO IMPROVE STUDENTS’ READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF MAN SALATIGA IN THE ACADEMIC YEAR 2017/2018

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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Salatiga, September 29th, 2017
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ATTENTIVE COUNSELOR’ NOTE
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Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Lis Yuliyanti’s graduating paper entitled “THE USE OF SQ3R AND MAPPING STRATEGIES TO IMPROVE STUDENTS’ READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF MAN SALATIGA IN THE ACADEMIC YEAR 2017/2018”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor

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GRADUATING PAPER

THE USE OF SQ3R AND MAPPING STRATEGIES TO IMPROVE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF MAN SALATIGA IN THE ACADEMIC YEAR 2017/2018

Written by:

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Suwardi, M.Pd
MOTTO

A BIG JOURNEY ALWAYS COMES FROM SMALL STEPS

INNA MA’AL ‘USRI YUSRON

Verily, with every difficulty is relief

(Q.S. Al Insyirah verse 6)
DEDICATION

This graduating paper is especially dedicated for:

1. My lord Allah SWT, thanks to Allah for giving me spirit and healthy in my live, especially to finish this graduating paper.

2. My beloved father and mother for their endless love, support, pray, and spirit. I always try to make you proud of me with my own way.

3. My beloved sister and nephew. They always can be my mood boosters.

4. All of my lecturers in IAIN Salatiga, especially Mrs. Setia Rini M.Pd who guides the writer patiently.

5. My lovely best friends (Dewi, Fajar, Novita and Putri) who have made my life more meaningful.

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Salatiga, August 29th, 2017

The Writer
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This study is a classroom action research and the researcher aimed to improve students’ reading comprehension of the tenth grade students at MAN Salatiga in the academic year of 2017/2018 by using SQ3R and Mapping strategies. The subjects of this research were 40. The researcher got the data by observation, documentation, and test. The result of this study showed that the students’ reading comprehension improved by using SQ3R and Mapping strategy.

The researcher used SPSS windows 16 application to collect the data about mean score of pre-post test 1, pre-post test 2, and pre-post test 3. The result of pre-test 1 (54,62), pre-test2 (60,12), pre-test 3 (66,87). It means that students reading comprehension were still low then the result of Post-test 1(61.00), Post-test 2 (69.00), Post-test 3 (74,75). It means that the students reading comprehension improved after the researcher used SQ3R and Mapping strategy, then it showed the higher improvements from pre-test and post-test.

Keywords: Reading, SQ3R, Mapping.
A. Background of the study

English is an international language and fundamental to learning and communicating in all cultures with the increasing amount of information and communication technology (International Journal. Abber Al-Ghanza, 2015:92). Through learning English, the students will be able to develop confidence, competence and self-reliance to meet the demands of development and further education”.

English language as any language consists of four skills, listening, reading, speaking and writing. The reading skill is increasingly seen as one of the most important skills (Snow, C 2002:5). Reading is a receptive skill through which the learners understand the vocabulary, grammar and sentence structure. According to Snow (2002) mentions that learning to read well is a long-term development process. He also stated that the proficient adult readers can read a variety of material with ease and interests can read for varying purposes and can read for comprehension even when the material is neither easy nor interesting (International Journal. Abber Al-Ghanza, 2015:93). The skill of reading a variety of texts will enable learners to adjust the speed and style of their reading to suit the purpose and extract both implicit and explicit meaning from the text. Therefore, reading skill is still
one of the most important aspects to be taught in school in order to enable the learners to grasp the meaning from the reading text.

According to Al Emami (2009) stated that reading comprehension is a complex task that depends on many different automatic and strategic cognitive processes. She also appended that reading fluency, the ability to read with speed and proper expression, is a critical skill for comprehension (International Journal. Abber Al-Ghanza, 2015:93). It can be noticed the high status reading occupies and captures among the other learning skills. According to Pardo, (2004 : 272) defines comprehension as “a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text”.

According to Huckin, Haynes, &Coady, 1993, English reading comprehension is the most important component of English performance, particularly in an academic setting (International Journal. Abber Al-Ghanza, 2015:93). In reading comprehension the teacher has to minimize reading difficulties and maximize comprehension. Problem mostly occurs to the students when they reading book they are difficult to understand the meaning of the text. It can cause the students lack of vocabulary and lazy to read. In senior high school of MAN Salatiga still facing difficulties in reading comprehension. That problem impacts in reading score and made bad score.
Reading comprehension is very important to the students if they want to study deeply about reading text.

There are many factors that can cause of reading comprehension. First is lack of vocabulary, when the students read a text the level of reading comprehension still less. It can cause the students lazy to look up the meaning of difficult words in the dictionary and could not remember the meaning of words. Second is grammar, sometimes the students ignore the grammar of reading text. In grammar is important in reading text, because with grammar students able to develop writing skill and reading skill. Then the students able to translate the mother tongue to other language, for example from Indonesian language into English language. In learning process reading comprehension is very important, because students must find the mind idea, to know the contents and students can conclude the text (Nuttal, 1996 : 26). But in fact many students can’t do it, they just read like skimming without attention in pronunciation of vocabulary and grammar.

Another factor is teaching method, most of teachers usually just give an ordinary technique in reading text. They have difficulties to find the best technique in reading comprehension. There is no variation technique that teacher to teach reading comprehension. Students just try to understand the text by themselves. It will make students not comprehend to understand the reading text.
Students need strategies to improve student comprehension in teaching and learning English especially reading. According to Yang, 2006, to promote students’ English reading competence, Successful students or readers should apply several reading strategies, such as recognizing text structure, posing questions, reflecting on behavior or the process, skimming, scanning, mapping, monitoring comprehension, organizing graphs, taking notes, and rereading (International Journal. Abber Al-Ghanza, 2015 :94).

Based on the explanation above, the writer is interested in conducted a research entitled “THE USE OF SQ3R AND MAPPING STRATEGIES TO IMPROVE STUDENTS’ READING COMPREHENSION AT THE TENTH GRADE STUDENTS’ OF MAN SALATIGA IN THE ACADEMIC YEAR 2017/2018”.

B. Problems of the study

Based on the discussion of the background, so problems raised during this research can formulated as:

1. How is the implementation of using SQ3R and Mapping strategies to improve students’ reading comprehension at the tenth grade students of MAN Salatiga in the Academic Year of 2017/2018?

2. Is there any improvement of using SQ3R and Mapping strategies to improve students’ reading comprehension at the tenth grade students of MAN Salatiga in the Academic Year of 2017/2018?
3. How far is the improvement of using *SQ3R and Mapping* strategies to improve students’ reading comprehension at the tenth grade students of MAN Salatiga in the Academic Year of 2017/2018.

C. Objective of the Study

The objective of the study is to find out us the following:

1. To know the implementation of SQ3R and Mapping strategies to improve reading comprehension in the second grade students of MAN Salatiga.

2. To know whether SQ3R and Mapping strategies can improve students’ reading comprehension or not.

3. To find out the students’ achievement of using SQ3R and Mapping strategies in reading comprehension of the tenth grade students of MAN Salatiga.

D. Significance of the study

The researcher conducted that the result of this research can give information about the level of students’ reading comprehension and the researcher conducted that the research of the using Survey, Questioning, Read, Recite Review (SQ3R) and Mapping strategy in order to give theoretical and practical benefit.
1. Theoretical benefit

The result of this research is expected to be counted meaningful information and contribution for the teacher as a strategy in teaching reading, they will be able to comprehend when they read by using Survey, Questioning, Read, Recite Review (SQ3R) and Mapping strategy.

2. Practical benefit

The research can be used by the teachers, students, schools, researchers, and another researcher who are interested in analyzing teaching reading comprehension by using (Survey, Questioning, Read, Recite Review) SQ3R and Mapping strategy.

a. For the Teachers

The positive result of this research can support the English teacher to apply this strategy in teaching learning reading.

b. For the Students

The positive result of this research can support the students to improve the reading comprehension. Teaching reading by using Survey, Questioning, Read, Recite Review (SQ3R) and Mapping strategy can make the students more comprehend in teaching learning process.

c. For the researcher

The positive result of this research can support the researcher to enrich the strategy of reading comprehension. The researcher knows
deeply about teaching reading using Survey, Questioning, Read, Recite Review (SQ3R) and Mapping strategy.

E. Limitation of the study

In order to avoid any misinterpretation of the problem, the researcher would like to limit the scope of the study. The researcher wants to know whether the use of Survey, Questioning, Read, Recite Review (SQ3R) and Mapping strategy can improve students’ reading comprehension in tenth grade students of senior high school.

F. Definition of keywords

The writer want to explain the meaning of key variable in the title in order to make easy understandable by the readers. They ate as follows:

1. **SQ3R**

   **SQ3R,** is one of the most remarkable and fertile strategies which consists of five steps (surveying, questioning, reading, reciting, and reviewing), is the most popular reading- study system and techniques for approaching a reading text.

   (Brown 2000: 315) stated that this strategy consists of the following five steps: "Survey: skim the text for an overview of min ideas. Questioning: the reader asks questions about what he or she wishes to get out of the text. Read: read the text while looking for answers to the
previously formulated questions. Recite: reprocess the salient points of the
text through oral. Review: assess the importance of what one has just read
and incorporate it into long term association."

2. Mapping

According to (Schmidt, 1986) Mapping diagram represents the
message of the text. It is an excellent strategy to reading comprehension
mentioned that Mapping represents a diagram of the relationships between
words according to their use in a particular text.

Many researchers indicate that maps are frequently used graphic
organizers that help students analyze texts and group the ideas into
meaningful clusters. For example, Raymond C. Jones, (2006) stated that
mapping can be a helpful reference for students to use in clarifying
confusing points as they are reading. Antonnaci (1991:174) stated that,
mapping is a visual representation of knowledge, a picture of conceptual
relationship".

3. Strategy

Strategies are defined as learning methods, behavior, problem solving
or study skills which make learning more effective and efficient (Oxford
4. Reading Comprehension

Reading Comprehension is defined as the language learners' ability to understand and comprehend a written text to find the main idea and specific information (Ministry of Education, 2002). In this study, it is the process of using prior knowledge to understand the various written text.

G. The outline of this paper

This graduating paper will consist of five chapters, those are following:

Chapter one is introduction, present the background of the study, problem of study, objective of the study, significant of the study, limitation of the study, definition of the key words, literature review, and outline of this paper. Chapter two is theoretical framework. It is explained the previous study and supporting theories. Chapter three explain about research methodology that consist of the setting of the research, the subject of the research, research type and the technique of data collection. Chapter four is data analysis that consist of research finding (Cycle I, cycle II, cycle III), and analysis discussion. Chapter five is closure: consist of conclusion, implication, and suggestion.

Bibliography

Appendixes
A. Previous study

In the research paper the writer gave several literature reviews. The first research is conducted by Puji Riyanti (2015) who conducted the research entitled “Improving Students’ Reading Comprehension in Narrative Text through Paired Reading (A Classroom Action Research in the Second Grade of SMP N 3 Polanharjo in the Academic Year 2014/2015). She had focused in reading comprehension in narrative text through paired reading technique to support the students to improve and identification of narrative text.

The second study made by Yuliasari (2011) using semantic mapping strategy to improve students’ reading mastery. The objective of the study was to describe semantic mapping strategy which improved students’ reading mastery. The methodology was quantitative and qualitative method. The result of the study showed semantic mapping strategy could enhance students’ interest in reading mastery. It could be seen that the students feel happy and fun during teaching learning process.

The writer so find other research by Dini Wahyu Tri Utami (2016) who conducted the research entitled “The Use of Picture as a Mediate to Improve students’ Reading Comprehension in Descriptive Text (A Classroom Action Research in the Second Grade of SMP N 2 Tengaran in the Academic Year...
2015/2016). She had focused in reading comprehension in descriptive text through picture as a media to support the students to improve and identification of descriptive text.

Regarding this study, there is a difference between the three previous researches above and the writer’s research. The writer will observe improving students’ reading comprehension using survey, questioning, read, recite, review and mapping strategies” writer tries to use this strategy to improve reading comprehension in tenth grade students of senior high school.

B. Supporting Theories

1. Definition of reading

Reading is one of the language skills that must be mastered by the students in learning a language. By having reading ability, people can transfer and develop science, technology, culture, and they can get a lot of information of what they need.

There are many definitions of reading presented by the experts. However, there must not be the worthiest sense, according to Barr, Sadow, and Blachwicz (1990) reading is an active process in which readers interact with the text to reconstruct the message of the writer.

According to Nuttall (1996: 3), the view of reading is essentially connected with meaning, specifically with the transfer of meaning from mind to mind, it means the transfer of a message from writer to reader. The
definition of reading is not quite as simple as that, people shall explore how they get meaning by reading process intensively.

Based on the definition above, the writer comes to the summary of the definition of reading:

a. Reading is the active process between reader and text to reconstruct the message of the writer.
b. Reading is defined as process of transferring meaning from mind to mind and also as process of transferring message from writer to reader.

However, basically the nature of reading is difficult to be defined as in the process of reading exactly. This can be pointed out in much view.

2. Types of reading

According to (Brown: 2004) there are several types of reading

a. Perceptive

Perceptive reading involved attending to the components or large of discourse: letters, words, punctuation, and other graphic symbols.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one’s reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language. A combination of bottom-up and top-down processing may be used.
c. Interactive

Interactive included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must in a psycholinguistic tense, interact with the text.

d. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reposts, short stories, and books.

3. Micro skills, Macro skills, and Strategies for Reading

In accordance to Brown (2004:187) there are micro and macro skills for reading comprehension:

a. Micros kills

1) Discriminate among the distinctive graphemes and orthographic patterns of English.

2) Retain chinks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognize a core of works, and interpret word order patterns and their significance.

5) Recognize grammatical word class (nouns, verbs, etc).

6) Recognize that a particular meaning may be expressed in different grammatical forms.
7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

2) Recognize the communicative functions of written texts, according to form and purpose.

3) Infer context that is not explicit by using background knowledge.

4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5) Distinguish between literal and implied meaning.

6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

4. Strategies for Reading

According Brown (2004:188) there are some principal strategies for reading comprehension:
a. Identify your purpose in reading a text.

b. Apply spelling rules and conventions for bottom up decoding.

c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

d. Guess at meaning (of words, idioms, etc.) when you aren’t certain.

e. Skim the text for the gist and for main ideas.

f. Scan the text for specific information (names, dates, key words)

g. Use silent reading techniques for rapid processing.

h. Use marginal notes, outlines, charts, or semantics maps for understanding and retaining information.

i. Distinguish between literal and implied meanings.

j. Capitalize on discourse markers to process relationships.

5. Principles of Reading

According to Jeremy Harmer (2001: 70) states that principles of teaching reading are:

a. Reading is not passive skill. Reading is an incredibly active occupation.

To do it successfully, we have to understand what the words mean.

b. Students need to be engaged with what they are reading.

c. Students should be encouraged to responds to the content of a reading text, not just to the language. It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.
d. Match the task to the topic. Once a decision has been taken about what reading text the students are going to read we need choose good reading task, the right kind of questions, engaging and useful puzzle.

e. Good teacher exploit reading texts to the full. They integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and letter activation.

6. Purpose of reading

William Grabe (2009: 9) state that purposes of reading are:

a. Reading to learn

Reading to learn is often carried out in academic and professional settings. It also places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as needed.

b. Reading to search information (skimming and scanning).

Skimming and scanning reading are used to search information which can be practiced by training in high speed reading.

c. Reading to integrate information.

Reading to integrate information requires that the reader synthesize and learn information from multiple texts or bring together information from different part of a long text, such as a long and complex chapter in a text book. The effort to build a strong organizing frame in reading to learn in increased significantly when there are multiple texts that refer to
related information, the reader must decide how to create his or her own organizing frame for the information because none is provided by the combined set of texts.

d. Reading to evaluate, critique, and use information.

Reading to evaluate, critique, and use information represents an increased level of demand and a more complex interaction of reading processes. In academic and professional settings, readers are at times.

C. Reading Comprehension

1. Definition of Reading Comprehension

Al Emami (2009) stated that reading comprehension is a complex task that depends on many different automatic and strategic cognitive processes. She also appended that reading fluency, the ability to read with speed and proper expression, is a critical skill for comprehension. It can be noticed the high status reading occupies and captures among the other learning skills. Pardo (2004) defines comprehension as “a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text ” (p. 272)

Reading comprehension it is defined as the language learners’ ability to understand and comprehend a written text to find the main idea and specific
information (Ministry of Education, 2002). In this study, it is the process of using prior knowledge to understand the various written text.

2. Level of Comprehension

According to Dallmann (1982:161) there are some levels of comprehension here are:

a. Reading on the Factual Level

Reading on the factual level pertains to skill in understanding the information that is directly stated in written material. Understanding at this level is closely related to the ability to read inferentially and critically. Among the skills required for reading at the factual level are:

1) Knowing the Meaning of Words

If a large number of words in written material are unknown to the reader, comprehension suffers. A special problem frequently exists in the case of words with multiple meaning.

2) Finding the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. This may often legitimately be the goal in reading fiction or even in reading other types of material, such as science.

3) Selecting Significant Details

Useful in helping the reader note when they have misread a word or a group of words or a sentence. This skill is helpful also in remembering what is read.
b. Factor Affecting Comprehension

To help students handle their shortcomings in comprehending what they have read, the teachers must understand the factors that affect comprehension (Dallmann, Rouch, Char, & Deboer, 1982:165), here are:

1) Difficulty of Material

One of the major causes of lack of comprehension on the part of boys and girls is that teachers expect them to read materials beyond their level. Methods for determining various reading levels of individuals, such as: the independent, instructional, and frustration levels and of the corresponding reading level.

2) Intelligence

A student’s ability comprehend in reading is sometimes limited by the conceptual “load” that his mental ability enables him to carry. All the mechanical reading skills in the world will not enable him to read materials involving abstractions beyond the level of his mental development.

3) Environment

Noisy surroundings, inadequate lighting, high, or low temperatures, stimulating or distracting surroundings may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals.
4) Emphasis on Word Recognition

Methods of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

5) Emphasis on Oral Reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At times oral reading of a selection that is particularly difficult for the reader may increase his understanding of it, since he then not only sees but also hears what he reads.

6) Background for Reading a Selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read.

7) Adjustment of Reading Techniques to Purpose and Type of Material

Effective reading requires a flexible approach to the printed page. A person who has been reading a great deal of fiction and deriving great pleasure from the experience, may encounter problems in reading comprehension because he might read it at the rate he would read a story.
8) Rate of Reading

In the preceding paragraph reference is made to the fact that failure to adjust reading rate to the type of material is a cause of difficulty in comprehending what is being rate.

D. Developing Comprehension in the Classroom

According to Dechant (1982:316) there are two widely accepted requirements for the development of comprehension in the classroom are:

1. Establishing a purpose prior to reading
2. Asking questions before, during, and after the reading

Other techniques for developing comprehension include:

a. Having pupils show by an illustration of the events (a drawing, map, chart, diagram, or graph), by retelling the story, or by demonstration, that they have understood the content of what they have read.
b. Having pupils identify ad state the topic sentence, write a title for the paragraph or story, or identify the details, directions, or sequence of material read.
c. Having pupils develop a formal outline of what they have read.
d. Having pupils summarize what they have read.
e. Having pupils provide the ending for a story which has not been read to completion or having them suggest alternate endings to a story that has been read completely.
f. Having pupils match pictures with sentences.

Dechant also argue that for best results in comprehension teaching, the teacher should always have the pupils read at their instructional or independent reading level, should make sure that the materials are interesting to the pupils, should establish a background of experience and knowledge for the reading assignment, and should teach pupils to use punctuation and to read in phrase and thought units.

Peters (In Dechant 1982:317) notes that much confusion in teaching comprehension arises from the failure to clearly distinguish between instructional outcomes and instructional techniques. For example:

1. Instructional Outcome

   Reading for the main idea (recognizing the central thought of a passage)

2. Enabling Skill or Instructional Technique

   a. Ability to select the topic sentence.

   b. Ability to state the topic sentence in one’s own words.

3. Reading on the Evaluative or Critical Level

   One of the most significant comprehension skills is that of making evaluations of what is read. By critical evaluation is not meant the attitude of suspecting every statement read of being false. The power of critical evaluation in reading involves numerous factors.
E. Definition of SQ3R

SQ3R, is one of the most remarkable and fertile strategies which consists of five steps (surveying, questioning, reading, reciting, and reviewing), is the most popular reading-study system and techniques for approaching a reading text.

Brown (2000, p.315) stated that this strategy consists of the following five steps: Survey: skim the text for an overview of main ideas. Questioning: the reader asks questions about what he or she wishes to get out of the text. Read: read the text while looking for answers to the previously formulated questions. Recite: reprocess the salient points of the text through oral. Review: assess the importance of what one has just read and incorporate it into long term association."

SQ3R is an effective reading strategy; it remains the most popular method among teachers. SQ3R provides useful examples for poor readers to improve, and gives meaning and purpose to reading. SQ3R strategy, such as skimming, questioning and summarizing, have also been proven to enhance reading comprehension and may foster in students a familiarity with such techniques.

Huber (2004) argued that SQ3R is simply a variety of strategies placed together in the hope of gaining a comprehensive effect. Artis (2008) discusses the importance and effectiveness of SQ3R with marketing Students. He suggests that SQ3R causes students to change their negative thoughts on reading textbooks. Artis also believes, “SQ3R introduces a diverse set of mega
cognitive reading techniques in a way students can easily understand and implement” (p. 134).

a. The Procedures

The suggested procedure by which implementation of SQ3R reading strategy is carried out successfully in a reading class is as follows:

1) The teacher should start the lesson by activating the students’ prior knowledge.

2) In the very first step of the strategy, that is, “surveying”, the teacher should guide the students to survey the text by skimming the text to get the key words and the main ideas.

3) In the second step of the strategy, that is, “questioning”, the teacher should guide the students to generate questions based on the key words and main ideas acquired in the previous step.

4) In the third step of the strategy, that is, “reading”, the teacher should guide the students to get the detailed information from the text, reminding them to get the answers to their own questions, and not to let them write notes during this step.

5) In the fourth step of the strategy, that is, “reciting”, the teacher should guide the students to write notes and the answers to the questions that have been generated in “questioning” step, and not to let them open the text again.
6) In the fifth step of the strategy, that is, “reviewing”, the teacher should guide the students to review the text and help them to find whether there is any missing information during the first reading session. Reward method might be helpful to motivate the students so that they will be active in following the lesson. The use of pair and group discussion is very helpful in giving the students opportunity to share their ideas with their friends.

b. The Advantages and disadvantages of SQ3R

SQ3R strategy is survey, questioning, read, recite and review. The advantages of the strategy can increase the student motivation on reading, and help students to understand the general ideas of material. The survey provide the reader with an over view of the material contained in the reading assignment frame work into which facts contained in the selection can be organized as the students progress by through the reader.

By doing the context, it help to increase interest about the reading itself deeply. Student play an important rock in teaching process and use of time was efficient.

The disadvantages of SQ3R strategy is less of communication between teacher and students because the time rock in reading and the material or the text of reading was limited usage in teaching reading the students with lower proficient in vocabulary faced difficulty in understanding meaning of the word.
F. Definition of Mapping

Mapping is a diagram which helped learners see the relationship between words. Since it was developed by Hanf (1971), such strategy had been used widely as a vocabulary development strategy. In fact many maps use short words or phrases that caught many learners attention. These kinds of strategies are ideal for many types of learners, including English Language readers with intermediate proficiency. Tree maps can be used to show classifications, analysis, structures, attributes, examples, and brainstorming.

Stahl & Vancil (1986) mentioned that mapping represents a diagram of the relationships between words according to their use in a particular text. Many researches indicate that maps are frequently used graphic organizers that help students analyze texts and group the ideas into meaningful clusters. For example, Raymond C. Jones, (2006) stated that mapping can be a helpful reference for students to use in clarifying confusing points as they are reading.


Aricani, & Ellen, 2000 define maps as a strategy for present the structure of main ideas visually and also the relationships between them. It is a useful tool that helps students learns about how they structure knowledge while supporting the process of knowledge construction.
a. The procedures

The teacher should model mapping a few before the students do this on their own. There are three components to a map:

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

b. Advantages and Disadvantages

Mapping is a visual representation of knowledge, a picture of conceptual relationship. The advantages of the strategy can increase the student motivation on reading comprehension. The Mapping can save strongly memory of the text. It help to increase interest about the reading itself deeply. Students feel happy using map.

The disadvantages of SQ3R strategy is need much time to recognize of mapping. Usually students feel lezzy to draw same mapping.
G. Theoretical Framework

The problem which commonly appeared in teaching reading comprehension is the students just read loudly but they cannot understand the content of the text.

Beside that teacher usually use conventional strategies. Conventional is the simplest strategy that is used by teacher in reading. For Example, teacher introduced the material and the students read it carefully.

Using SQ3R and Mapping strategy is a strategy that teacher give issue and then teacher give explanation to the students of the text to evaluate to the students’ comprehension. Day (1993: 54) says that a major aims in the teaching reading is to get students to use their knowledge to help them with their comprehension of reading. This strategy can help the students realize that they understand more than they think and they can use this knowledge while reading. Goals can be set and achievement can be measured. The result is a highly integrated and enjoyable learning environment.

Logically, the teaching of English will not be boring anymore if the teacher uses interesting strategies: SQ3R and Mapping strategy. SQ3R and Mapping strategy that can build students prior knowledge and build the creativity and give opportunity to elaborate their ideas through talk or share in the class, it helps the students to comprehend the material improve students’ reading comprehension, than the students have critical thinking and
creative in learning and understanding the text because they have opinion and respond about what they read, they can integrate their ideas.

By using SQ3R and Mapping technique, the researcher expects that it will be able to increase the motivation of the students to learn English, and the process of teaching and learning can be interesting, so the problem of teaching reading comprehension can be solved.
CHAPTER III

Research Methodology

A. The setting of research

MAN Salatiga is Madrasah from islamic teacher education which located in Jl. K.H. Wahid Hasyim No. 12 Salatiga. These section try to describe about the situation of this school. MAN Salatiga has duration of study 3 years and consist of 6 skills programs such as, natural science, social science, language, automotive, computer and fashion designer.

B. The subject of the research

The subject of this research is the tenth grade students of MAN Salatiga in the academic year of 2017/2018. The researcher takes class X as the subject of this research. It is consists of 40 students. English teacher who become the subject of the research is Mrs. Nurul. The researcher chosen class X as a research subject. In this research, the researcher becomes the observer of the research.
Table 3.1
The List X Class Group of MAN Salatiga in the Academic
Year of 2017/2018

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
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<tbody>
<tr>
<td>1</td>
<td>Ajeng Novita Sari</td>
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<td>3</td>
<td>Alef Zafluan Aula</td>
<td>L</td>
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<tr>
<td>4</td>
<td>Alicia Ummayah</td>
<td>P</td>
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<tr>
<td>5</td>
<td>Anik Maryani</td>
<td>P</td>
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<tr>
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<td>Aprilia Riski Utami</td>
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<td>11</td>
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<tr>
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<tr>
<td>13</td>
<td>‘Iffah Shokhifana</td>
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<td>14</td>
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<tr>
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<td>Kholisna Nur Hidayah</td>
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<tr>
<td>16</td>
<td>Lailatul Silvia</td>
<td>P</td>
</tr>
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<td>17</td>
<td>M. Zidan Said Agil</td>
<td>L</td>
</tr>
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<td>Gender</td>
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<td>18</td>
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<td>L</td>
</tr>
<tr>
<td>20</td>
<td>Muhamad Tegar Ramadhan</td>
<td>L</td>
</tr>
<tr>
<td>21</td>
<td>Muhammad Farkhan Farid</td>
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<td>22</td>
<td>Muhammad Kafi</td>
<td>L</td>
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<tr>
<td>23</td>
<td>Muhammad Li Ulin Huda</td>
<td>L</td>
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<tr>
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<td>Mukhamad Miftakhul Rizqil Mubarok</td>
<td>L</td>
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<td>Navi Nurul Hidayah</td>
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<td>Niklah Latifatul Khasanah</td>
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</tr>
<tr>
<td>37</td>
<td>Umi Rofiatun</td>
<td>P</td>
</tr>
<tr>
<td>38</td>
<td>Wafiq Faruq Arrasyid</td>
<td>L</td>
</tr>
</tbody>
</table>
C. Research type

1. Classroom Action Research

The writer uses Classroom Action Research (CAR) in this research. Mertler (2009:5) states Research is simply one of many means by which human beings seek answers to questions. Mertler (2009:4) stated that Action Research is defined as any systematic inquiry conducted by teachers, counselors, or others with a vested interest in the teaching and learning process or environment their students learn.

The definition of CAR can be inferred by the notions of CAR; this kind of research constitutes action research which is conducted in a class to solve the problem class that arises. Mettetal (2001) explains that Classroom Action Research (CAR) is a method of finding out what works best in classroom so that it can improve student learning. Classroom Action Research is an analysis of learning process along with an action in a class. In this case, the researcher analyzes the problem of the student’s reading comprehension occurred in the learning
process and found it which was then solved by *SQ3R and Mapping* strategies.

a. Procedure of research

The writer applies the classroom action research procedures. According to Kemmis (Hopkins: 1963). The procedures are divided into three types. The procedures are as follows:

1) Planning

The writer needs to draw up instrument which is support in teaching learning process, as:

a) Making schedule of the action research.

b) Preparing material and lesson plan

c) Designing the steps doing the action

d) Making an observation sheet

e) Making pre-test and post-test to each cycle

f) Preparing list of the students’ name and scoring

2) Action

a) Giving pre-test

b) Studying English lesson in reading comprehension by using SQ3R and Mapping strategy.

c) Give post-test

The implementation of the action involved three meetings in cycle I, and two meetings in cycle II. The researcher would use
five meetings because the subject of descriptive text only five meetings in syllabus. The time table of the implementation of the action can be seen in the following table:

Table 3.2

The Schedule of the Classroom Action Research

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Theme / Sub Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>28 July 2017</td>
<td>Pre-Test, Treatment</td>
</tr>
<tr>
<td></td>
<td>29 July 2017</td>
<td>Treatment, Post Test</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>4 August 2017</td>
<td>Pre-Test, Treatment</td>
</tr>
<tr>
<td></td>
<td>5 August 2017</td>
<td>Treatment, Post Test</td>
</tr>
<tr>
<td>Cycle 3</td>
<td>11 August 2017</td>
<td>Pre-Test, Treatment</td>
</tr>
<tr>
<td></td>
<td>12 August 2017</td>
<td>Treatment, Post Test</td>
</tr>
</tbody>
</table>

3) Observation

Observation is implementation of observation by researcher. In the observation the researcher was analyze the result of the cycles before, and analyze the result of exercise to detect whether the students’ reading comprehension improve or not.
4) Reflection

The researcher proposes once again what has done. Explained what happened in observation and that evaluated, whether the method can be problem solving to improve reading comprehension.

Table 3.4

Four activities in each cycle can be described as follows:
D. Technique of data collection

1. Classroom action research

The researcher will use classroom action research to apply in this class. The Teacher used SQ3R and Mapping strategies researcher as an observer. The researcher used field note which used to observe to know the situation and activities during teaching learning process.

2. Test

The researcher will use test to know students’ ability, and to detect how far student can improve their reading comprehension. The writer uses pre-test and post-test. Pre-test is given before using SQ3R and Mapping strategy in teaching learning process. Than post-test is gives after using SQ3R and Mapping strategy to detect the improvement of students’ reading comprehension.

3. Documentation

Documentation and data need to know about the situation the school for this research. Documentation includes the official organization papers, materials of teaching, camera and video.
E. Technique of data analysis

In this research, researcher would like to analyze the data in two ways. The ways are:

1. Descriptive Qualitative Technique

   Descriptive qualitative technique is used to detect students’ behavior during the teaching learning process. To record all activities in the classroom researcher used field note. It describes the process and result of students’ improvement in reading comprehension by using Survey, Questing, Read, Recite, Review (SQ3R) and Mapping strategy.

2. Statistical technique.

   A statistical technique is used to know the extent to using SQ3R and Mapping strategies to improve students’ reading comprehension the result of pre-test and post-test. This research is calculated by Deviation Standard using SPSS 16.00 windows program.
CHAPTER IV
DATA ANALYSIS

A. Research Findings

In this research, the researcher as observer and teach by the teacher.

The researcher arranged two cycles while each cycle consist of planning, action, observation and reflection. The steps of this research were explained in the description below:

1. Cycle I

   a. Planning

      Before conducting the research, the researcher prepared the research instruments of the research, they are:

      1) Lesson Plan: it was used as guidance for the researcher’s activities in the class.

      2) Material: in this cycle the researcher used descriptive text. Besides that, the researcher also used some books as a teaching resource and searching in the internet.

      3) Teaching aid: the researcher prepared some instrument, such as: power point and power point print out.

      4) Sheet for classroom observation: it was prepared in order to know the condition of teaching learning process.
5) Test: it was include pre-test and post-test. Pre-test was a test given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after teaching learning process was conducted. The test about descriptive text.

b. The implementation of the action

On Friday, July 28th 2017 at 09.00, the teacher and researcher entered to the English class, the teacher opened the class by introducing researcher and checked the students’ presents. In the first meeting, it was followed by 40 students in the class. The researcher and teacher give pre test for students about descriptive text before using SQ3R and Mapping strategies. Researcher divided the sheets and walked around the class in order to check the students along doing the test. Some of them asked their friends, and others asked to the teacher. After the students had finished the pre-test, researcher collected the sheets of paper.

Next activity the teacher showed pictures (Actor and artist Indonesian), than students describe about them. First, the teacher asked to the students, “Did you know what we learn today?” . Than Anik answered “Mendeskripsikan seseorang”. Then, the teacher shared the example of descriptive text to students. After that, the
students read (Survey) the text, students try to make question according the text. The students namely Akmal asked “What are Rafi Ahmad’s hobbies?”. Teacher guides the students to find in paragraph 2, than all of students read in paragraph 2. After students finish read the text, the students namely Wafiq, Aleaf, Ajeng, Dewi, Emmy, Fitri tried to recite the text in front of the class. After that all of students review of the text.

On 29th July 2017 teacher and researcher open the class and present the students. In that day it was followed by 40 students. The teacher explained about Descriptive text, definition of descriptive text, structure of descriptive text and language features of descriptive text. Teacher guides the students to make mapping from the text yesterday, all of students make mapping in group. After finish the lesson, the teacher gave feedback according to their work. Then, the teacher divided post-test to students to know their comprehension about descriptive text, after using SQ3R and Mapping strategies. The teacher gave 30 minutes to finish it. The students submitted the answer then the teacher closed the meeting.
Table 4.1
The result of Pre Test and Post Test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
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<th>Post-test (Y)</th>
<th>Post-Pre (D)</th>
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<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>MTR</td>
<td>40</td>
<td>45</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
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<td>65</td>
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<td>0</td>
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<tr>
<td>22</td>
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</tr>
<tr>
<td>23</td>
<td>MLUH</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>MMRM</td>
<td>35</td>
<td>40</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>25</td>
<td>NNH</td>
<td>45</td>
<td>55</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>26</td>
<td>NLK</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>27</td>
<td>NRM</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>PA</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>29</td>
<td>RS</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>30</td>
<td>RA</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>31</td>
<td>RDU</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>32</td>
<td>RVA</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>33</td>
<td>SHQ</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>34</td>
<td>SAA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>35</td>
<td>TA</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
The researcher calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follows:

Table 4.2

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>40</td>
<td>35.00</td>
<td>80.00</td>
<td>54.6250</td>
<td>12.82963</td>
</tr>
<tr>
<td>Post test</td>
<td>40</td>
<td>40.00</td>
<td>85.00</td>
<td>61.0000</td>
<td>11.88621</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that the mean of pre-test in cycle I is 54.62 with deviation standard 12.82. While mean post-test
in cycle I is 61.00 with deviation standard 11.88. The quantity (N) of the students is 40 students.

c. Passing Grade of Cycle I

Cycle I also has shown that the students can improve their English score especially in reading comprehension with mean of post-test 61.00 it is better than mean of pre-test 54.62. The researcher also calculates the passing grade is 70. But, the result from post test in cycle I students have not complete the passing grade because the students in pre-test who still have the score less than 70 and in post-test 26 students who still has the score less than 70.

d. T-test

To know there is a significant improvement in reading comprehension, the researcher analyzes t-test or t-calculation by using SPSS 16.00 windows program calculating from the result of pre-test and post-test.
Table 4.3

Paired Sample Test Cycle I

Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
</tr>
<tr>
<td>Pair 1</td>
<td>Post-Pre</td>
<td>6.37</td>
<td>6.40388</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

T-test cycle 1 is 6.296

T-table (α=0.05) from the quantity (n) 40 is 2.022

T-test > T-table = 6.296 > 2.022

From the explanation above we can conclude that there is significance using SQ3R and Mapping in cycle 1 because the value of T-test is bigger than T-table.
e. Observation

In the cycle I, the writer observed the teaching and learning process. The writer made two observational check list for the teacher and the students. The explanation of the result on the teacher’s observational checklist are as follows:

Table 4.4

Classroom Observation Sheet for Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins and checking the students attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gave multiple choice test related with descriptive text for pre-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher giving apperception refering the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher prepared the material (slide formed power point)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher explain and giving example about descriptive text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The teacher conducted the procesess of $SQ^3R$</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Based on the observation above, in that meeting was conducted on 28 and 29 July, 2017. At the beginning of the lesson, the teacher entered into classroom and start the lesson with checking students’ readiness for lesson and greeting students before the lesson begins. After that, the teacher invited the students for praying together and checking the student’s attendance. Before the teacher started the lesson, the teacher gave pre-test for students. After the students finished, the teacher started the lesson that day about recount text.
Then, the teacher gave some questions that related with social function, generic structure and language features of recount text. Some of students name Wafiq, Alief, Fitri and Sahida can answer the teacher’s questions. Then, the teacher used power point to explain the material. Next step, the teacher gave examples of descriptive text for students and conducted the process of SQ3R and Mapping strategies in order to the students comprehend the text. After the teacher explained the process of this strategy, the teacher asked students difficulties about the material, but no one students answers the teacher’s question. They were still adapted the use of SQ3R and Mapping strategies. After the lesson the teacher evaluated the student’s comprehension and giving feedback for students about this activity. However, the teacher forgot to guides the students to write the important information and the teacher didn’t summarize the lesson, but the teacher gave the sheet of post-test for students. After finished, the teacher closed the meeting.

Later on, the result of the students’ observational checklist were explained below:
### Table 4.5

**Classroom Observation Sheet for Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer greeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students with their teacher praying together</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students individually confirm attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students follow the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students do the pre-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students answer the teacher’s question related with the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students listen to the explanation about material descriptive text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students follow the instruction of <em>SQ3R and Mapping strategies</em></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students discuss with their friend about material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students ask when there is difficulty</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The students do the post-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The students give feedback</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
At the beginning of the lesson, after the teacher entered into classroom and checked the readiness and said greeting to the students before the lesson begins. The students got ready for the learning process, all of them prayed together and confirmed the attendance. And then the students do the pre-test for minutes. After they finished, the teacher gave some questions about recount text. Some of students name Wafiq, Alief, Fitri and Sahida can answer the teacher’s questions.

Next, the students listened the teacher’s explanation about material and the students paid attention orderly. After that, the students got the text about Descriptive of Raffi Ahmad that related with the material and followed the teacher’s explanation for using SQ3R and Mapping strategies in order to the students comprehend the text. In this activity, the students followed the instruction from their teacher. The teacher gave opportunities to the students to ask question. Finally, the students did the post test for minutes. During the lesson, almost of them name Isna, Lila, M.Ziedan looked confused and had difficulties in reading comprehension.

f. Reflecting

Based on the observation of the cycle 1, the researcher has to reflect the weakness that happened in the learning process to
maximize and improve students’ reading comprehension and minimize the fault of the students. The researcher has to motivate the students to always practice to read in English. The researcher has to organize more than the time in order to in the next meeting the process teaching and learning be better. In cycle I the score of many students less on 70, so the researcher continue to the next cycle.

2. Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue to the next cycle:

a. Planning

The activities are prepared:

1) Lesson Plan: it was used as guidance for the researcher’s activities in the class.

2) Material: power point print out and four text about descriptive text.

3) Teaching aid: SQ3R and Mapping strategy.

4) Sheet for classroom observation

5) Test: pre-test and post-test.

b. The implementation of the action

The teacher comes to the class with the researcher, On Friday, August 4th 2017 2014 at 09.00, the teacher entered the class to teach
English. In action 2, the teacher revised the teaching learning process in cycle I where students still have difficulties in reading comprehension. Before the lesson, the teacher gave the pre-test for students in 30 minutes about descriptive text. After pre-test, the teacher began to teach and explained the material to the students. Teacher still used *SQ3R and Mapping* strategies. Teacher gives the students text about descriptive of place. Students read and some students (Syahida, tasya, Umi) asked “What is location of Makassar?”. Teacher guides the students to read in paragraph 3 and looks for the answered. Than students namely Assa, Atina, Martina recite the text in front of the class. Students and teacher give appreciate for them. Teacher guides the students to make review of Makassar text. And finally teacher closed the meeting.

On Saturday August 5th 2017 at 11.00, the teacher entered the class. The teacher reminded about four descriptive texts that had learned yesterday. Then, teacher ordered students to continue make Mapping for text yesterday.

After finished make mapping, the teacher gave post-test to know whether their reading comprehension increase or not. The teacher gave 30 minutes, after time was up students collected their answer. The teacher closed the meeting.
### Table 4.6
The result of Pre Test and Post Test cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>Post-Pre (D)</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANS</td>
<td>45</td>
<td>60</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>2</td>
<td>AHA</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>AZA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>AU</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>5</td>
<td>AM</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>6</td>
<td>ARU</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>AKN</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>ASFN</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>AAS</td>
<td>45</td>
<td>55</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>DFNH</td>
<td>75</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>EW</td>
<td>75</td>
<td>70</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>FS</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>‘IS</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>14</td>
<td>KBS</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>KNH</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16</td>
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<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>MZSA</td>
<td>45</td>
<td>40</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>MIR</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>MKD</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>MTR</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>21</td>
<td>MFF</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>MK</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
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<tr>
<td>23</td>
<td>MLUH</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>MMRM</td>
<td>45</td>
<td>55</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>NNH</td>
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<td>15</td>
<td>225</td>
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<td>26</td>
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<td>80</td>
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<td>100</td>
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<td>27</td>
<td>NRM</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>PA</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>29</td>
<td>RS</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>30</td>
<td>RA</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>RDU</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>32</td>
<td>RVA</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>33</td>
<td>SHQ</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>34</td>
<td>SAA</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>35</td>
<td>TA</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>36</td>
<td>TLS</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
</tbody>
</table>
Then, the researcher calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follows:

**Table 4.7**

*Descriptive Statistics cycle II*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>40</td>
<td>45.00</td>
<td>75.00</td>
<td>60.1250</td>
<td>10.53002</td>
</tr>
<tr>
<td>Post-test</td>
<td>40</td>
<td>40.00</td>
<td>85.00</td>
<td>69.0000</td>
<td>9.35072</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>40</td>
<td>40.00</td>
<td>85.00</td>
<td>69.0000</td>
<td>9.35072</td>
</tr>
</tbody>
</table>
From the table above can be seen that the mean of pre-test in cycle II is 60.12 with deviation standard 10.53. While mean post-test in cycle II is 69.00 with deviation standard 9.350. The quantity (N) of the students is 40 students.

c. Passing Grade of Cycle II

Cycle II also has shown that the students can improve their English score than cycle I especially in reading comprehension with mean of post-test 69.00 it is better than mean of pre-test 60.12. The researcher also calculates the passing grade is 70. But, the result from post test in cycle II students have not complete the passing grade because the students in pre-test 25 students who still have the score less than 70 and in post-test 13 students who still has the score less than 70.

d. T-test

To know there is a significant improvement in reading comprehension, the researcher analyzes t-test or t-calculation by using SPSS 16.00 windows program calculating from the result of pre-test and post-test.
Table 4.8

Paired Samples Test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mea n</td>
<td>Std. Deviation Mean</td>
<td>Std. Error</td>
</tr>
<tr>
<td>Pair Post- Pre 1</td>
<td>8.875 00 5.71632</td>
<td>.90383</td>
<td>10.70317</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

T-test cycle II is 9.819

T-table (α=0.05) from the quantity (n) 40 is 2.022

T-test > T-table = 9.819 > 2.022

From the explanation above we can conclude that there is significance using SQ3R and Semantic Mapping in cycle II because the value of T-test is bigger than T-table.

e. Observation

In the second cycle, observation was also carried out during the implementation of action. The students more confident learn with SQ3R
and Mapping strategies. The students’ more comfortable to do the learning process.

Table 4.9

Classroom Observation Sheet for Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins and checking the students attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gave multiple choice test related with descriptive text for pre-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher giving apperception refering the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher prepared the material (slide formed power point)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher explain and giving example about descriptive text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The teacher conducted the procesess of <em>SQ3R and Mapping strategies.</em></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The teacher guides the students to discuss the material with their friends</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The teacher guides the students to write important</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Based on the observation above, in that meeting was conducted on 4 and 5 August, 2017. At the beginning of the lesson, the teacher entered into classroom and start the lesson with checking students’ readiness for lesson and greeting students before the lesson begins. After that, the teacher invited the students for praying together and checking the student’s attendance. Before the teacher started the lesson, the teacher gave pre-test for students. After the students finished, the teacher started the lesson that day about descriptive text. Then, the teacher gave some questions that related with social function, generic structure and language features of recount text. Some of students name syahida can answer the teacher’s questions. Then, the teacher used power point to explain the material. Next step, the teacher gave examples of descriptive text for
students and conducted the process of *SQ3R and Mapping strategies* in order to the students comprehend the text. After the teacher explained the process of this strategy, the teacher asked students difficulties about the material, but no one students answers the teacher’s question. They were still adapted the use of *SQ3R and Mapping* strategies. After the lesson the teacher evaluated the student’s comprehension and giving feedback for students about this activity. Teacher gave the sheet of post-test for students. After finished, the teacher closed the meeting.

Later on, the result of the students’ observational checklist were explained below:

**Table 4.10**

**Classroom Observation Sheet for Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer greeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students with their teacher praying toghether</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students individually confirm attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students follow the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students do the pre-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students answer the teacher’s question related with the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students listen to the explanation about material descriptive text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students follow the instruction of <em>SQ3R and Mapping strategies</em></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students discussion with their friend about material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students ask when there is difficulty</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The students do the post-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The students give feedback</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

At the beginning of the lesson, after the teacher entered into classroom and checked the readiness and said greeting to the students before the lesson begins. The students got ready for the learning process, all of them prayed together and confirmed the attendance. And then the students do the pre-test for minutes. After they finished, the teacher gave some questions about descriptive text. Some of students name Kholisna, Miftakhul, Tegar can answer the teacher’s questions.

Next, the students listened the teacher’s explanation about material and the students paid attention orderly. After that, the students got the text about Descriptive of Makassar that related with the material and followed the teacher’s explanation for using *SQ3R and Mapping* strategies in order
to the students comprehend the text. In this activity, the students followed
the instruction from their teacher. The teacher gave opportunities to the
students to ask question. Finally, the students did the post test 30 minutes.

From the result of this cycle it shows that there is an improvement
with the previous cycle. So it means that the students more understand
with the materials. It’s also shows that the students made an increase in
their reading comprehension.

f. Reflection

Based on the observation of the cycle II, the researcher has to
reflect the weakness that happened in the learning process to maximize
and improve students’ reading comprehension and minimize the fault of
the students. The researcher has to motivate the students to always
practice to read in English. The researcher has to organize more than the
time in order to in the next cycle the process teaching and learning be
better.

3. Cycle III

According to the result of cycle II, although there was an improvement
of the result of pre-test and post-test, but the results was still low than the
standardized score. So the researcher necessary for continue the next cycle.

a. Planning

The activities are prepared:
1) Lesson Plan: it was used as guidance for the researcher’s activities in the class.

2) Material: power point print out and four text about descriptive text.


4) Sheet for classroom observation

5) Test: pre-test and post-test.

b. The implementation of the action

On Friday, August 11\textsuperscript{st} 2017, The teacher comes to the class with the researcher. In action 3, the teacher revised the teaching learning process in cycle 1 and 2 where students still have difficulties in reading comprehension. Before the lesson, the teacher gave the pre-test for students in 30 minutes about descriptive text. After pre-test finished, the teacher began to teach and explained the material to the students.

The teacher gave questions related with descriptive text. The students namely Wafiq answered the question about definition of descriptive text, Syahida answered the question about social function of descriptive text, and Fitri answered the question about generic structure of descriptive text. Next activity, the teacher gave example of descriptive text Than, the students discuss this text with their friends using \textit{SQ3R} and \textit{Mapping} strategies in order to get the content and information about this text.
After the students finished discuss with their friends, the students presented their discussion in front of the class. After finished discussion, the teacher closed the meeting.

On Saturday, August 12\textsuperscript{nd} 2017 at 08.30, the teacher entered the class. The teacher reminded about descriptive text that had learned yesterday. Then, the teacher discussed about this descriptive text using this strategy.

After finished discuss, the teacher gave post-test to know whether their reading comprehension increase or not. The teacher gave 30 minutes, after time was up students submitted their post-test. The teacher closed the meeting.

Table 4.11

The result of Pre Test and Post Test cycle 3

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>Post-Pre (D)</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AHA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>AZA</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>AU</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>AM</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>ARU</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>AKN</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>ASFN</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>AAS</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>DFNH</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>EW</td>
<td>75</td>
<td>70</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>FS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>‘IS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>KBS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>KNH</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>LS</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>MZSA</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>MIR</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>MKD</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>MTR</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>MFF</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>MK</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>MLUH</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>24</td>
<td>MMRM</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>25</td>
<td>NNH</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
</tbody>
</table>
Then, the researcher calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follows:
Table 4.12

Descriptive Statistics CYCLE 3

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>40</td>
<td>50.00</td>
<td>75.00</td>
<td>66.875</td>
<td>7.31064</td>
</tr>
<tr>
<td>Post test</td>
<td>40</td>
<td>60.00</td>
<td>85.00</td>
<td>74.750</td>
<td>5.18256</td>
</tr>
<tr>
<td>Valid N</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(listwise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that the mean of pre-test in cycle III is 66.87 with deviation standard 7.31. While mean post-test in cycle III is 74.75 with deviation standard 5.18. The quantity (N) of the students is 40 students.

c. Passing grade of cycle III

The result in cycle III is better than cycle I and cycle II. In previous cycle the standardized of score that is calculated by the teacher is 70 and the result of post-test shows there is only 3 students who still have the score less than 70. So, the mean from pre-test in cycle III is 66.87 and post-test in cycle III is 74.75. The results of pre-test and post-test were used to know the score of students’ reading comprehension.
d. T-test

To know there is a significant improvement in reading comprehension, the researcher analyzes t-test or t-calculation by using SPSS 16.00 windows program calculating from the result of pre-test and post-test.

Table 4.13
Paired Samples Test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation Mean</td>
<td>Lower</td>
</tr>
<tr>
<td>Post-Pre</td>
<td>7.87500</td>
<td>4.65302</td>
<td>9.36311</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

T-test cycle III is 10,70
T-table (α=0,05) from the quantity (n) 40 is 2,022
T-test > T-table = 10,70 > 2,022
From the explanation above we can conclude that there is significance using SQ3R and Mapping in cycle III because the value of T-test is bigger than T-table.

e. Observation

In the second cycle, observation was also carried out during the implementation of action. There were two kinds of classroom observation sheets for teacher and students activity. The first is classroom observation sheet for teacher which would be explained below:

**Table 4.14**

Classroom Observation Sheet for Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins and checking the students attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gave multiple choice test related with descriptive text for pre-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher giving apperception refering the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher prepared the material (slide formed power point)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Based on the observation in cycle III, the fifth meeting conducted on Friday, August 11th 2017. At the beginning of the lesson, the teacher entered into classroom and started the lesson with checking students’ readiness for lesson and greeting students before the lesson begins. Then, the teacher invited the students for praying together and checking the students’
attendance. After that, the teacher gave pre-test for students. The students did the test and finished for minutes.

The following activity the teacher revised the lesson in cycle I and cycle 2. The teacher gave some questions about recount text. Furthermore, the teacher continued to explain the material about descriptive text by using power point, then gave example of descriptive text. The students divided into several groups, and the teacher conducted the process of SQ3R and Mapping strategies in order to comprehend the text. After that, the teacher asked the students to write the important information. The teacher also summarized the result of the discussion and asked the students difficulties of the material. Finally, the teacher gave post-test for student and closed the meeting.

Later on, the result of classroom observation sheet for students were explained below:

Table 4.15

Classroom Observation Sheet for Students

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer greeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students with their teacher praying toghether</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
3. The students individually confirm attendance

4. The students follow the activity

5. The students do the pre-test

6. The students answer the teacher’s question related with the material

7. The students listen to the explanation about material descriptive text

8. The students follow the instruction of $SQ3R$ and Mapping strategies

9. The students discussion with their friend about material

10. The students ask when there is difficulty

11. The students do the post-test

12. The students give feedback

At the beginning of the lesson, after the teacher entered into classroom and checked readiness and said greeting to the students before the lesson begins. The students got ready for the learning process and answered the teacher’s greeting. After that, the teacher invited the student for praying together and then the students individually confirmed the attendance.
Next activity, before the teacher started the lesson, the students answered the teacher’s question. Almost of students can answered the questions. The students in cycle III more active than cycle I and II. After that, the students listened the explanation about the material that given by teacher. Then, the students discussed the example of descriptive text with their friends and applied $SQ3R$ and Mapping strategies in order to comprehend the text. Next, the students wrote the important information of the text. The students also presented their discussion in front of the class. Finally, the students did the post-test 30 minutes and the teacher closed the meeting.

Based on the observation above, the writer got the good result. It was more interesting and better than cycle I and II. The student’s enthusiasm as good as possible. The teacher conducted the teaching and learning process very well. It can be seen from the conducts process of applying $SQ3R$ and Mapping strategies which is well-organized. The teacher also make the teaching and learning process became active. All of students were also more confident and active to learned use $SQ3R$ and Mapping strategies. The students were also more comfortable to do the learning process.
When *SQ3R* and Mapping strategies applied, their participations were so high than cycle I and cycle 2. They raised their hand, making question, and laugh. It made the situation of the class so alive.

From the result of this cycle it showed that there was an improvement with the previous cycle, so it means that the students more understand with the materials. It is also showed that the students can increase in their reading comprehension.

f. Reflection

In this cycle, the researcher conclude that the treatment of using *SQ3R* and mapping strategies were successful in improving reading comprehension. It could be seen the students’ reading improvement in the students’ score. Most of students paid attention to the teacher’s explanation and active in the learning process.

B. Analysis and Discussion

From the result of analyzes in cycle I, II and III, the researcher analyzed the students improvement from cycle I, II and III. The improvement as follows:
Table 4.16
The Analyze of Students Improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>54,62</td>
<td>60,12</td>
<td>66,87</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>61,00</td>
<td>69,00</td>
<td>74,75</td>
</tr>
<tr>
<td>2.</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>12,82</td>
<td>10,53</td>
<td>7,310</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>11,88</td>
<td>9,350</td>
<td>5,182</td>
</tr>
<tr>
<td>3.</td>
<td>T-table</td>
<td>2,022</td>
<td>2,022</td>
<td>2,022</td>
</tr>
<tr>
<td></td>
<td>N = 40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>α = 0.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>T-test</td>
<td>6,296</td>
<td>9,819</td>
<td>10,704</td>
</tr>
</tbody>
</table>

From the statement above, the researcher can see that mean between pre-test and post-test has significant different, where post-test is greater than pre-test. It shows that SQ3R and mapping strategy gives influence in improving students’ reading comprehension. It means that using SQ3R and mapping strategy is appropriate with the situation and condition of students’
in MAN Salatiga in learning English especially in reading comprehension beside that, the students are more interested and can be active in teaching learning process and also be able to increase of the students on the academic assignment.
CHAPTER V

CLOSURE

In this chapter, the researcher presents the conclusion and suggestion after conducting the research, doing analysis, and presenting the results.

A. Conclusion

After conducting the research of SQ3R and Mapping strategy to improve reading comprehension, the researcher can conclude based on the findings discussed that:

1. The implementation of students’ reading comprehension using $SQ3R$ and $Mapping$ strategies for the tenth grade students of MAN Salatiga can be done effectively. The students can remember and commit to memory what they have read. As a result, the students remember the contents of the text they have read, so they do not lose what they read. It also helps them to enrich their vocabulary and reading comprehension.

2. Based on the findings of the research, the students’ reading comprehension can be improved through $SQ3R$ and $Mapping$ strategies. The use of $SQ3R$ and $Mapping$ strategies can motivate the students to involve actively in learning reading comprehension in class. Besides, they can be active in the English class. It can be seen from the comparison between the T-calculation of all the score of
cycle I, cycle II and cycle III. In the cycle I, the T-calculation is 6,296, in the cycle II the T-calculation is 9,819, and cycle III the T-calculation is 10,704. In addition the T-calculation improves in every cycle.

3. The result of the students using SQ3R and Mapping strategies in reading comprehension is improve it can be shown that the mean of students’ score post-test higher than score pre-test. In cycle I, cycle II and cycle III pre-test are 54,62, 60,12 and 66,87 then post-test in cycle I, cycle II and cycle III are 61,00, 69,00, 74,75. It also can be seen from the percentages’ of students’ score in each cycle, in cycle I the percentages’ score is 11 or 27.5 %, in cycle II is 26 or 65 %, and in cycle III is 37 or 92.5 %. So the SQ3R and Mapping strategies are successful to improve students reading comprehension.

B. Suggestion

Based on the research finding and conclusion above, the researcher give suggestions as follows:

1. For teachers

   The teacher should use SQ3R and Mapping strategy to teach reading. This game can make the students keep in mind what they read and enrich their vocabularies.
2. For students

The students should be more active in teaching-learning process. They need to have a big spirit and study harder and they should read more. The students should pay attention to teacher explanation. If teacher give command they can do perfectly, and they can do exercise well.

3. For another researcher

It has been known from the research finding by applying SQ3R and Mapping strategy can increase students’ reading comprehension. So, the result of this research can be a reference for another researcher who wants to conduct a research about reading comprehension, especially in using SQ3R and Mapping strategy.
BIBLIOGRAPHY


RENCANA PELAKSANAAN PEMBELAJARAN

A. Nama Sekola : MAN SALATIGA
B. Mata Pelajaran : BAHASA INGGRIS
C. Kelas / Semester : X/1
D. Materi pokok : Text descriptive tentang orang dan tempat wisata
E. Alokasi waktu : 2 x 45 menit
F. Kompetensi inti :
   KI 1 : Menghayati dan mengamalkan ajaran agama yang dianut.
   KI 2 : Menghayati dan mengamalkan perilaku jujur, disilin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai,) dan sebagai teladan dalam berinteraksi secaraefektif dengan lingkungan social dan alam sebagai cerminan bangsa dalam pergaulan dunia.
   KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual procedural berdasarkan rasa ingin tahuunya tentang ilmu pengetahuan sesuai dengan bakat dan minat untuk memecahkan masalah.
   KI 4 : Mengolah, menalar dan menyaji dalam ranah kongkrit dan abstrak terkait pengembangan yang dipelajari di sekolah secara mandiri maupun menggunakan metode sesuai kaidah keilmu.

G. Kompetensi Dasar:
   1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
   1.2 Menunjukan perilaku tanggung jawab, perduli, kerja sama, dan cinta damai dalam melakukan komunikasi fungsional.
   1.3 Menganalisis fungsi social, structure text, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah, sesuai dengan konteks penggunaannya.
   1.4 Menyunting teks deskriptif lisan dan tulisan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, struktur teks dengan unsure kebahasaan yang benar dan sesuai konteks.
   1.5 Menyusun teks deskriptif lisan dan sederhana tentang orang, tempat, wisada dan bangunan secaraanbar dan sesuai konteks.

H. Indikator
   1. Menunjukan semangat mengikuti pembelajaran
2. Menunjukkan perilaku santun dan berkomunikasi interoersonal dengan guru dan teman.
3. Mengidentifikasi fungsi social, structure text dan tata bahasa deskriptif lisan dan tulisan.
4. Menyusun teks deskriptif lisan tentang orang, tempat wisata, bangunan bersejarah sesuai dengan unsur kebahasaannya.

I. Tujuan Pembelajaran
1. Siswa dapat menunjukan perilaku santun dalam pembelajaran
2. Siswa dapat menunjukan semangat dalam mengikuti pembelajaran
3. Siswa dapat memahami teks deskriptif
4. Siswa dapat menyusun teks deskriptif
5. Siswa dapat mengerti structure text descriptif

J. Materi
Descriptive text
Text Descriptive Raffi Ahmad, my family, Bali island

K. Methode
SQ3R and Mapping strategies, Discussion

L. Media
Laptop, power point, gambar

M. Sumber
Buku, Koran, majalah, suara guru dll.

N. Langkah-langkah pembelajaran

Pre test

1) Kegiatan Pendahuluan

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa</th>
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<tr>
<td>Memberi salam kepada siswa</td>
<td>Membalas salam guru</td>
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<tr>
<td>Mengajak siswa berdoa</td>
<td>Berdoa bersama guru</td>
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<tr>
<td>Mengecek kehadiran siswa</td>
<td>Menyatakan kehadiran</td>
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2) Kegiatan inti

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<th>Guru</th>
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<tr>
<td>Mengamati (Observing)</td>
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<tr>
<td>Memperlihatkan gambar orang dan meminta siswa mendeskripsikannya</td>
<td>Mengidentifikasi gambar dan mendeskripsikan</td>
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<tr>
<td>Memperlihatkan bacan tentang descriptive text (Survey)</td>
<td>Mengidentifikasi bacan</td>
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<tr>
<td>Mempertanyakan Questioning</td>
<td></td>
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<tr>
<td>Mengarahkan siswa untuk mempertanyakan apa yang ada di dalam text (Questioning)</td>
<td>Berdiskusi bersama dengan guru dan teman tentang teks deskriptif</td>
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<tr>
<td>Mengarahkan siswa mencari jawaban dari text (Read)</td>
<td>Berdiskusi bersama dengan guru untuk menemukan jawaban</td>
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<td>Mengeksplorasi (Exploring)</td>
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<td>Meminta siswa mencari kata-kata sulit dan mencari artinya</td>
<td>Mencari kata-kata sulit dan mengartikannya</td>
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<td>Mengasosiasi (Associating)</td>
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<tr>
<td>Meminta siswa untuk meninjau bacan untuk mengetahui kelebihan serta kekurangan dalam bacan (Review)</td>
<td>Mengidentifikasi kelebihan serta kekurangan dalam bacan</td>
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<tr>
<td>Meminta siswa untuk melengkapi map sederhana tentang bacan yang telah dibaca (mapping)</td>
<td>Melengkapi map sederhana dari bacan yang telah dibaca</td>
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<tr>
<td>Member latihan pada siswa</td>
<td>Memahami bacan serta</td>
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</table>
Phillip LaDon Phillips, Jr. is a singer or song writer from Leesburg, Georgia. He is the winner of the “American Idol” 2012, defeating his fellow finalist Jessica Sanchez. Born on September 20, 1990 to Sheryl and Phillip LaDon Phillips, Sr., Phillips holds a degree from Albany Technical College, majoring in Industrial Systems Technology. He missed the graduation ceremony due to his participation in the eleventh season of “American Idol”.
Phillips loves music. He started playing music when he was 14. He also formed a band with his brothers-in-law in 2009. He is a fan of Jonny Lang, Dave Matthews, John Butler and Damien Rice.

Adapted from: en.wikipedia.org/wiki/Philip_Philips (August 23, 2012)

1. What is Phillips’ nationality?
   a. Scotland.  
   b. Ireland.  
   c. Brazilian.  
   d. American.  
   e. Mexican

2. When did Phillips start playing music?
   a. In 2001  
   b. In 2004  
   c. In 2007  
   d. In 2009  
   e. In 2012

3. Which statement is NOT TRUE based on the text?
   a. Philips was born in Georgia about 23 years ago.  
   c. Phillips beat Jessica Sanchez at the “American Idol” show.  
   e. Phillips started to perform with his band when he was 14.

Text 2 (for number 4-6)

Ampera Bridge is a vertical-lift bridge in the city of Palembang, South Sumatera, Indonesia. It is not only a landmark of the city but also reflects the nation’s political aspirations.

The bridge was initially called Bung Karno bridge. It was constructed in April 1962 and officially opened on September 30, 1965. It measures 1,177 meters long and 22 meters wide.

The bridge, lying over the Musi River, connects Seberang Ulu and Seberang Ilir, two regions of Palembang. It has two lifting towers at 63 meters tall, with a distance of 75 meters between the two. This bridge once had a retractable section, which could be lifted to make way for tall ships to sail through. The section was
powered by a 500-ton pendulum ballast lifter, which could fully lift the bridge to make way for ships. However, this section is no longer opened to allow ships through, because of the time consuming process and for safety reasons. People nowadays use the areas at both sides of the river for recreational activities.

4. How long did it take to complete the bridge?
   a. Two years.  d. Five years.
   b. Three years.  e. Six years
   c. Four years.

5. What was the purpose of the retractable section?
   a. To attract visitors
   b. To make way for cargo ships
   c. To allow tall ships to pass through
   d. To give more space for ships to anchor
   e. To enable traders to sail the river

6. Which statement is NOT TRUE based on the text?
   a. The Ampera Bridge is 1,177 meters long and 22 meters wide.
   b. The Ampera Bridge is a landmark of Palembang, South Sumatera.
   c. The two lifting towers of the Ampera Bridge measure 63 meters tall.
   d. The retractable section was officially closed in September 1967.
   e. Recently, people visit areas of the bridge for recreation.

Text 3 (for number 7-10)

Singapore is an island city of about 4 million people. It’s a beautiful city with lots of parks and open spaces. It’s also a very clean city. Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older section. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.
Singapore is famous for its shops and restaurants. There are many good shopping centres. Most of the good are duty free. Singapore’s restaurants sell Chinese, Indian, Malay, European food, and the prices are quite reasonable.

7. What is the main idea of paragraph 2?
   a. Singapore is famous for its cleanliness
   b. There are a lot of shops and restaurants
   c. Singapore people live in a common house
   d. There are many different kinds of building

8. Which is NOT TRUE according to the text?
   a. The people live in high-rise flats
   b. Singapore has a lot of beautiful parks
   c. Most open spaces in Singapore are dirty
   d. There are many old shop houses in Chinatown
   e. Singapore is famous for its shops and restaurants

9. “…the prices are quite reasonable.” (the last sentence).
   What does the underlined word mean?
   a. Very expensive
d. Cheap
   b. Expensive
e. Famous
   c. Fixed

10. What is the genre of the text?
    a. Descriptive
d. Discussion
    b. Recount
e. Narrative
    c. Report

**Text no 11-15**
A close friend Fiqie

Fiqie has been my close friend for two years. I first meet with him on a school in senior high school. I asked him the way to library and we started talking. We have been friends ever since.

Fiqie is quite good looking. He is tall and slim with brown skin and black hair. Like many Indonesian people. He has a great sense of style, he always looks well in casual clothes.

Fiqie is very outgoing. He is always friendly and loves to have fun. He is got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he does not get what he wants. He acts childishly and stamps his feet.

Fiqie is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, and he loves exploring life under sea.

I’m in glade to have Fiqie as my friend. It is a pleasure to be with him and I’m sure we will always be a close friend.

11. Which statement is TRUE?
   a. He never act childishly and stamps his feet.
   b. He is not a fantastic sense of humour
   c. he can be a bit immature at times
   d. he is not friendly and loves to have fun
   e. Fiqie always eating fried chicken

12. The text mainly focus on?
   a. A close friend Fiqie
   b. I meet with him on senior high school
   c. First meet with my close friend
   d. The characteristic of fiqie
   e. I ask with him in library

13. In the second paragraph the writer describe about?
a. Fiqie looks in casual clothes
d. Fiqie is Indonesian people

b. Fiqie is tall and slim
e. Fiqie is good style

c. Fiqie’s body and style

14. The word “His” in the nine paragraph refers to?

a. Boat
d. I

b. Sailing
e. Under the sea

c. Fiqie

15. The word “Close” in the text mean?

a. Far
d. Near

b. Fast
e. Quick

c. Slow

Text no 16-20

MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesian, and the largest city on Sulawesi Island. From 1971 to 1999, the old name of Makassar is Ujung Pandang. The area of Makassar is 175.77 km2 and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century, Trans Studio Makassar the third largest indoor theme park in the word and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with rice and coconut milk.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street sell pisang epe, especially around the area of Losari beach.

16. What is the text purpose?
a. To inform the reader about Makassar
b. To inform the reader about location of Makassar
c. To explain the reader about traditional food in Makassar
d. To describe about makassar
e. To introduce the location and traditional food in Makassar

17. Why Makassar become the largest city of Sulawesi island?
   a. Because Makassar has 1,4 population
   b. Because Makassar is home of several prominent landmarks in 16 century
   c. Because makassar has 175,77 km2
   d. Because Makassar has several famous traditional food
   e. Because makssar is home of pisang epe

18. The word famous in paragraph three mean?
   a. Fame
   b. Interesting
   c. Delicious
   d. Usual
   e. First before others

19. The text mainly focus on?
   a. Makassar is the provincial capital of Sulawesi
   b. Makassar is the largest city of Sulawesi Island
   c. The area Makassar is 175,77 km
   d. The descriptive of Makassar
   e. Makassar has traditional foods like Coto and Konro

20. The statement is FALSE?
   a. Makassar is home to several prominent landmarks
   b. The population of around 1,4 million.
   c. The old name of Makassar is Karebosi Link
d. Makassar is the home of pisang epe, or pressed bananas

e. Makassar has several famous traditional foods
KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SALATIGA
MADRASAH ALIYAH NEGERI
Jalan KH.Wahid Hasyim No 12 Telepon/Fax. (0298) 323031 Salatiga 50714
e-mail: man_salatiga@yahoo.com / mansalatiga@kemenag.go.id
Website: www.mansalatiga.sch.id

SURAT KETERANGAN
Nomor B-999/ Ma.11.59/TL.00/09/2017

Berdasarkan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut
Agama Islam Negeri (IAIN) Salatiga Nomor : B-1493/Fn.21/D1/PN.03.00/07/2017
tanggal 14 Juli 2017 perihal Permohonan Izin Penelitian Skripsi, bersama ini
Kepala Madrasah Aliyah Negeri Salatiga menerangkan dengan sesungguhnya
bahwa :

Nama : IIS YULIYANTI
NIM : 113-13-123
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurang : S.1
Dosen Pembimbing : Setia Rini, M.Pd
Judul Skripsi : THE USE OF SQ3R AND SEMANTIC MAPPING
STRATEGIS TO IMPROVE STUDENTS‘ READING
COMPREHENSION

Yang bersangkutan benar-benar telah mengadakan Penelitian di Madrasah
Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana
mestinya.

Salatiga, 11 September 2017
Kepala Madrasah Aliyah Negeri
Salatiga

[Signature]

HANDONO
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Selatan, No.2 Telp. (0298) 6031364, Fax. (0298) 323433 Salatiga 50712
http://www.iainsalatiga.ac.id email : administrai@iainsalatiga.ac.id

Nomor : B.1.3.065/In.21/D1.1/PN.03.00/ 03/2017
Lamp : -
Hal : Pembimbing dan Asisten
       Pembimbing Skripsi

Kepada
Yth. Setia Rini, M.Pd
   di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : IIS YULIYANTI
NIM  : 113-13-123
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH WORD NETGAME (CLASSROOM ACTION RESEARCH ON THE FIRST GRADE STUDENTS OF SMA SURUH IN ACADEMIC YEAR 2016/2017)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 15 Maret 2017
a.n. Dekan
Wakil Dekan Bidang Akademik
# Lembar Konsultasi Skripsi

<table>
<thead>
<tr>
<th>NO.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
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Setiap konsultasi lembar ini harus dibawa

Dosen Pembimbing

Setiap konsultasi lembar ini harus dibawa

Dosen Pembimbing

Go to school

1. Memahami tugas dan tugas
2. Membuka buku untuk membaca
3. Memahami semua pernyataan
4. 1. Memahami buku dan membaca
5. 2. Memahami buku dan membaca
6. 3. Memahami buku dan membaca
7. 4. Memahami buku dan membaca
8. 5. Memahami buku dan membaca

Dosen Pembimbing
# DAFTAR NILAI SURAT KETERANGAN KEGIATAN

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Kegiatan</th>
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| 1   | OPAK STAIN SALATIGA 2013  
“Rekonstruksi Paradigma Mahasiswa yang Cerdas, Peka dan Peduli” | 26-27 Agustus 2013 | Peserta | 3 |
| 2   | OPAK TARBIYAH 2013  
“Menjunjung Tinggi Nilai-Nilai Kearifan Lokal Sebagai Identitas Pendidikan Indonesia” | 29 Agustus 2013 | Peserta | 3 |
<p>| 3   | UPT PERPUSTAKAAN STAIN Salatiga “Library User Education (Pemakaian Pemakaian Perpustakaan)” | 16 September 2013 | Peserta | 2 |
| 4   | “Training motivasi” dan “lomba rangking 1” Lembaga Dakwah Kampus (LDK) Darul Amal STAIN Salatiga. | 26 September 2013 | Peserta | 2 |
| 5   | COMMUNICATIVE ENGLISH CLUB STAIN Salatiga “English Friendship Camp 2013” | 28-29 September 2013 | Peserta | 2 |
| 6   | MAPABA I (Masa Penerimaan Anggota Baru PMII) “Menemukan Jati Diri Menuju Mahasiswa yang Peka dan Peduli” | 04-06 Oktober 2013 | Peserta | 2 |
| 7   | Pendidikan Pers Mahasiswa Tingkat Dasar (PPMTD) LPM Dinamika “Mengasah Kembali Kepeloporan Pers Mahasiswa di Tengah Era Globalisasi” | 23 November 2013 | Peserta | 2 |
| 8   | SIBA-SIBI Training UAS Semester Ganjil 2013-2014 | 10-11 Januari | Peserta | 2 |</p>
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<tr>
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<td>25 September 2014</td>
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<td>Seminar Nasional “Peranan Technopreneur dalam Mendukung Program Pemerintahan Melalui Ekonomi Kreatif Koperasi Mahasiswa (KOPMA) &quot;FATAWA” IAIN Salatiga</td>
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<td>Syiar Ramadhan in Campus oleh DEMA Fakultas Ekonomi dan Bisnis Islam IAIN Salatiga “ Menumbuhkan Semangat Berbagi dan Kebersamaan Sesama Muslim di Bulan Suci</td>
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<td>A 2-hour Teaching Training Workshop focusing on “ICE BREAKING to Teach Language Skills” Conducted by IALF Bali.</td>
<td>27 Juli 2016</td>
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<td>20</td>
<td>Seminar Nasional “Revitalisasi Budaya Filsafat dalam Pemikiran Islam Kontemporer”</td>
<td>03 November 2106</td>
<td>Peserta 8</td>
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<td>Surat Keterangan mengajar di TPQ Al Hijrah desa Kembang kota Salatiga sejak 03 Maret 2014</td>
<td>26 Februari 2017</td>
<td>Pengajar 7</td>
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<td>22</td>
<td>Surat Keterangan pengasuh di TPQ Al Hijrah desa Kembang kota Salatiga sejak 03 Maret 2014</td>
<td>26 Februari 2017</td>
<td>Pengasuh 4</td>
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Total Points: 101

Salatiga, 20 April 2017
Mengetahui,
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[- Signature]

Achmad Maimun, M.Ag
NIP. 19700510 199803 1 003
CURRICULUM VITAE

Personal Details

Name: Iis Yuliyanti
Gender: Female
Place, Date of Birthday: Kendal, July 27th 1994
Religion: Islam
Address: Sendang Dawuhan, Rt.001, Rw, 003 Rowosari-Kendal

Educational Background
1. Elementary School of 01 Sendang Dawuhan
2. Junior High School of 01 Rowosari
3. Senior High School of 01 Rowosari
4. English Education Department of State Institute for Islamic Studies (IAIN) Salatiga
Documentation

1. The Teacher gave Material

2. The Students do assignment Pre-Test
3. The teacher gave explanation about material

4. Students gave post test
5. Students write difficult words

6. Students shared of the text
7. Students mapping discussion