THE USE OF SEMANTICS MAPPING AND MNEMONICS STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION FOR THE SECOND GRADE OF SMP 2 MERTOYUDAN MAGELANG IN THE ACADEMIC YEAR "2018/2019"

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S. Pd.)

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Salatiga, September 27th 2018

Hanung Triyoko, S.S, M.Hum, M.Ed
The Attentive Counselor’s note
Lia Anggraeni

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Lia Anggraeni’s graduating paper entitled “THE USE OF SEMANTICS MAPPING AND MNEMONICS STRATEGY TO IMPROVE THE STUDENTS’ READING COMPREHENSION FOR THE FIRST GRADE STUDENTS OF SMP 2 MERTOYUDAN MAGELANG IN THE ACADEMIC YEAR 2018/2019”, 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 examine as soon as possible.

Wassalamualaikum Wr. Wb.

Counselor,

Hanung Triyoko, S.S, M.Hum, M.Ed
NIP. 19730815 199003 1 003
STATEMENT OF ORIGINALITY AND PUBLICATION'S WILLINGNESS

For myself who got a signature below:

Name : Lia Anggraeni
Student Number : 113-14-183
Faculty : Teacher Training and Education Faculty
Program : English Education Department

The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people and other people’s ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, March 12th 2018

The researcher

Lia Anggraeni
NIM: 11314183
DECLARATION

“In the name of Allah the Most Gracious and the Most Merciful”

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the references.

The researcher is capable to account her graduating paper if in the future it can be proved of containing others’ idea or in fact that the researcher imitates the others’ graduating paper. Likewise, this declaration is written by the researcher to be understood.

Salatiga, September 27th 2018

The researcher,

Lia Anggreni

113-14-183
DEDICATION

This graduating is dedicate it to:

- Allah SWT and Prophet Muhammad SAW who always blees me and listen to all my wishes.
- My beloved parents Suherman and Yulia, who always love and support me. You are my inspiration and my everything. Thanks for becoming heroes in my life.
- My beloved brothers Fery Herdiyanto, Randy Rizky Lazamny and Irsyad Fannany Riyadi
- All of the peoples who always give me support and motivation, especially my best friend Wulan, Tin, Muza, Suci, Tia, Ainiul, Ainin, Aina, Ain
- All my friends of State Institute for Islamic Studies (IAIN) Salatiga especially English Education Department 2014 especially E class.
ACKNOWLEDGEMENT

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without supports, guidances, advices, helps, and encouragements from individual and institution, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga
2. Suwardi, M. Pd. as the Dean of Teacher Training and Education Faculty
3. Noor Maliah, Ph. D. as the Head of English Education Department
4. Hanung Triyoko, S.S., M. Hum., M.Ed., as a counselor who has educated, supported, directed and given the researcher advices, suggestions, and recommendations for this thesis from beginning until the end.
5. All of the lecturers in English Education Department. Thanks for your education
6. All of the staffs who have helped the researcher in processing of graduating paper administration.
7. Mr Aziz Amin Mujahidin, M. Pd as the Headmaster of SMP N 2 Mertojusdan.
8. Mrs. Rindarti, S. Pd as the English teacher of second grade SMP N 2 Mertojusdan, thanks for your help.
9. Students of VIII B SMPN 2 Mertojusdan, thanks for their cooperation during the teaching learning process.
10. My beloved family, especially my parents (Yulia and Herman), my brother (Irshad, Feri, and Randi), my grandfather (Daliman), and my grandmother (Fatimah) who always support and advise me.
11. My best friends (Wulan, tsuci, Tia, Ainul, Ainun, Muza, Cahyo), thanks for being by my side for your support and success for you all.
12. All friends in wisma Osamaliki.
13. All of my close friends who I could not mention one by one.
14. All of my friends in IAIN Salatiga, especially for English Department in the cohort of 2014, from A until F class especially F class.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestions and contributions from the readers for the improvement of the graduating paper.
Salatiga, September 27th 2018

The researcher,

Lia Anggraeni

113-14-183
ABSTRACT


Keywords: Reading comprehension, Semantics Mapping, Mnemonics strategy

The researcher conducts the study to increase the students' reading comprehension through semantic mapping and mnemonics strategy. The aim of this research are (1) to find out whether the implementation of semantics mapping and mnemonics strategy can improve students' reading comprehension or not and (2) to find out the result of implementing semantics mapping and mnemonics strategy improves students' reading comprehension for the second grade students of SMPN 2 Mertoyudan. The research design of this study is Classroom Action Research. It includes two cycles; each cycle consists of planning, action, observation and reflection. The subjects of the research are 28 students in the second grade of SMPN 2 Mertoyudan. The researcher got the information from cycle 1 until cycle 2. The implementation from each cycle was divided into three parts, pre-test, treatment and post-test. The researcher analyzed the pre-test an post-test in each cycle. The use of semantics mapping and mnemonics strategy was successful to improve the students' reading comprehension. The result of this research shows that there is an improvement of students' reading comprehension using semantics mapping and mnemonics strategy. It can be seen from T-test calculation in cycle 1 is 9.888 and cycle 2 is 9.447. The passing grade is 75, and the target of the passing grade is 80%. The result of the post-test of cycle 2 is 89% from students. A lot of students can pass the passing grade, so the researcher stops the study. This indicates that by applying semantics mapping and mnemonics strategy, the reading comprehension of students can be improved.
MOTTO

“If you can’t explain it simply, you don’t understand it well enough”

(Albert Einstein)
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CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of the research, research question, objective of the research, limitation of the research, significance of the research, definition of key terms, research of methodology and graduating paper outlines.

A. Background of the Research

Language is a system of symbols, used to deliver the ideas, opinions, and feeling among people communicate. The symbols may be spoken, written, or signed with the hands Kreidler (1998: 19). Whenever people think about language, they will think that language is very important in their life. Cook (1996) state that language is the center of human life and it is one of the most important ways of expressing our self, communicating, planning our lives and exchanging ideas. By language people can express their opinion, feelings, ideas, comment, suggestion, advice, thoughts and they can share their experience and etc.

A lot of countries have various languages that not every person recognizes and understands it. Therefore, communication means tool is needed. English is an international language that every country should know and learn to support
their communication in the global world. According to Patel & Jaim (2008 : 84) English language was the need of the time, because it was the language provided the easy channel for communication with international community. In this opinion the Indian were learning English to open the window of the world to look in the advancement in the field of science and technology. These all information is available in English language. To get this knowledge, speaking is not necessary but the reading is necessary. Lewis (2005) state that the number change as knowledge of the world’s language improve, among those of many language, English is considered to be a global lingual France.

In addition to Indonesian, there is other language that is often used to communicate with other is English. It become dominant language around the world and some of the people use English to communicate with other people. In Indonesia, English is one of the foreign languages to be taught in schools from Elementary School (English as a local content), Junior High School, Senior High School and University (English is obligatory). In order to make English teaching successfully, some factors such as, quality of the teacher, students’ interest and motivation, school buildings, the teaching method, book, etcetera have to be considered.

Learning a foreign language is an integrated process that the learners should study. However all people especially students must be mastered four
language skill of someone wants to be a successfully in studying English, they are listening, speaking, reading, writing. Four basic language skills which are divided into two kinds, namely receptive and productive skills. Reading and listening are the receptive skill while writing and speaking are the productive skill. By mastering all language skills learners have much better chance of understanding and being understood.

The Reading is increasing seen as one of the most important skill. It should be developed in the students to high degree so that, they will be able to read all reference material, general and technical, which is in English, make notes and use it for their purposes. According to Ghazo (2015: 93) it determinants both performance in science and humanities, at primary stage and also academic achievement at a much later stage. Several studies about teaching reading strategies have been performed. Strategy reading skill involve the use of cues to decode the message of the written word. Reading the words is no benefit if the students does not comprehend what is being reads.

Reading implies reading with comprehension. According to Patel & Jain (2008: 133) reading comprehension involves understanding the meaning of context, vocabulary, grammatically structure, and concepts. Sander (2001: 26) classifies reading comprehension into two categories, the passive unskilled readers from the active readers. Skilled readers do not merely read, but they
have an ability to interact with the text. Skilled readers are able to predict what happen next using clues in the text, identify the main idea of the text, and monitor understanding of sequence, context, or characters.

However as the researcher know that Indonesian people has many problems to learn English. Although, they have learned English from kindergarten until senior high school may be until in university, but they still have difficulties to understanding English lesson. They have different ways in learning English. Some of them learn with listening music, with remember the materials, or just read the book. It all based on their capabilities. If they easier in learn of the course they also easier in understanding the material. Actually, if the students like English lesson, of course they will get the matters easier.

Based on my observation in SMP N 2 Mertoyudan Magelang, the researcher found that students get difficulty in learning English especially on Reading skill. They have problems about how to comprehend the text. The researcher observed that the problem might be caused by several factors: 1. The students' understanding of vocabulary is low. 2. The students did not pay attention to the teacher explanation about the lesson. 3. The students feel bored in following teaching learning activities, 4. The students did not understand the content of the text, and 5. The teacher delivers the material with conventional ways.
The one solution to this problem is the use of appropriate in teaching and learning process. Singhal (2000) Strategy are defined are as learning methods, behavior, problem solving or our skill which make learning more effective and efficient. Patel & Jaim (2008 : 84) state that one of the advantages from the reading methods, it trains the eye of reader to recognize the graphics and other graph object. It enable reader to read easily.

Semantics mapping or clustering is making a visual map to produce a topic related to each other. Langan (2006: 25) express that it can use lines, boxes, arrows, and circle to show relationships among the ideas and details. Since readers can easily be overwhelmed by a long string of ideas or event, teachers need to guide students to group ideas into meaningful clusters. Semantic mapping also help the students to activate their background knowledge before reading, monitor their comprehension when they are reading and evaluate their comprehension after reading. It can be helpful reference for students to use in clarifying confusing points as they are reading. Beside, it can be easily applied in the classroom.

Thus, in this research paper, the researcher interested to make research, because the researcher want to know the implementation of semantics mapping and mnemonics strategy to improve the students reading comprehension. Therefore, the researcher make a research with the entitled “The Use of
Semantics Mapping and Mnemonics strategy to Improve Students’
Reading Comprehension for the Second Grade of SMP N 2 Mertoyudan
Magelang in the Academic year 2018/2019”

B. Problem Formulation

The problem study of this research that the researcher needs to analyze are as follows:

1. How does the use of semantics mapping and mnemonics strategy improve the students’ reading comprehension for the second grade of SMP N 2 Mertoyudan Magelang in academic year 2018/2019?

2. What is the result of implementing semantics mapping and mnemonics strategy to improve students’ reading comprehension for second grade of SMP N 2 Mertoyudan Magelang in academic year 2018/2019?
C. Objectives of the Research

To answer the questions above the writer has the objective as follow:

1. To describe the use of semantics mapping and mnemonics strategy to improve students’ reading comprehension for the second grade of SMP N 2 Mertoyudan Magelang in academic year 2018/2019.

2. To know the result of implementing semantics mapping and mnemonics strategy to improve students’ reading comprehension for the second grade of SMP N 2 Mertoyudan Magelang in academic year 2018/2019.

D. Significance of the Research

This research gives several significant values for the students, teachers, researcher and teaching process. This research provides new innovation for English language teaching. The results of this research can be applied in the English teaching learning process, especially in the teaching reading skill.

The researcher hopes that this research is useful for:

1. Institution (IAIN Salatiga)

The reseracher hopes that this result will become one of the study that consider by the institution and it can enrich the treasure of researcher paper about foreign language in this instution.
2. Teacher

The output of this study can be an idea in teaching learning process, to develop their teaching strategy. The teacher can help their students reduce the semantics mapping and mnemonics strategy when they are practice in their learning process.

3. Researcher

The researcher can identify the actual problems in the classroom and give suggestion in solving the problems. This very helpful to improve the researcher ability in doing research. The other hand benefit for the researcher would be a teacher in the future is hopefully this researcher will be able to help the researcher in their future teaching process. An experience in doing a research in the classroom in one of many ways for everyone to acquire classroom addition.

4. Future Researcher

This research can be a reference for the researcher who have similar topic of study. Moreover, this research will help the next research to generate a better study.

5. Students

This paper may become a basic knowledge for foreign language students, who were learning to sharpen their reading comprehension.
E. Hypothesis and Success Indicator

According to Khotari (2004 : 180) research hypotheses is a predictive statement, capable of being tested by scientific method, that relates an independent variable. One simply mean a mere assumption or some supposition to be proved or disproved. But for a researcher hypothesis is a formal question that he intends to resolve. Thus hypothesis may be defined as a proposition or a set forth as an explanation some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established fact.

Based on the students observation result in reading skill as illustrated in chapter 1, the researcher tries to overcome those problems by using semantics mapping and mnemonics strategy. By conducting this research, the researcher proposes a hypothesis: The use of semantics mapping and mnemonics strategy can improve the students’ reading comprehension.

The success indicator of this research is taken from the students’ Basic Competence ability shown in Lesson Plan (RPP). The students’ success and failure in doing the activities in cycle I and II will be assess by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMP N 2 Mertoypudan Magelang is 75. The teacher and the researcher expect that there are at least 80 % of the students who pass the passing grade.
F. Research Methodology

1. Research Design

This Research is Classroom Action Research. Creswell (2014: 110) suggest that use the theory as a framework informing many aspect of design as they collect, analyze and interpret quantitative and qualitative.

Figure 1.1: Steps of Action Research

![Diagram of Action Research Steps]

Taken from theory of Kemmis & Taggart (2010)

There are four steps in each cycle for doing classroom action research, which can be explained as follow:

a. Planning

Khotari (2004: 28) express that planning of the method to be adopted for collecting the relevant data and techniques to used their analysis, keeping in view the objective of the research and available of
staff, time and money. Preparation of the research design should be done with great care as any error in it may upset the entire project.

In this step, the researcher focuses on who, what, when, where, and how the action is conducted. Here the researcher work together with the English teacher to plan some actions to be done in the teaching learning process based on the problems.

b. Action

In this step conducted to implement the strategies prepared in the planning. The actions were done in two meeting and two research cycle (one meeting for cycle I and second meeting for cycle II).

The cycle I, in the first steps, the researcher formulated the test item, take from several resources such as, worksheet, examination try-out, and some books. The researcher tried to formulate the test items based on the syllabus of English second grade junior high school in the first semester.

In the second steps, the researcher determine the topic of the text. Here the researcher would present the topic about procedure text, in particular of the food recipe. The researcher use handouts and pictures as a media in teaching learning process. The students work in individually to know how they have comprehend in learning reading
skill.

In the third steps, the researcher present what semantics mapping and mnemonics strategy is. The researcher show the semantics mapping and mnemonics strategy to the students. And researcher also present how to use them, so that they understand and comprehend the English text easily. The researcher ask the students to use the semantics mapping and mnemonics strategy to work the next their job.

2. Observation

Observation is the next step to monitor and watch closely teaching learning process and collects the data from the result of action. The researcher prepares the observation paper to know class condition when the action done, then the researcher (as the observer and collaborator) and the English teacher (is the teacher in the research) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

3. Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this
phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.

From several definition above, the researcher conclude that classroom action research is an action research classroom, which can do by teacher and researcher with involves students to improve teaching and learning process. This research use data observation toward teaching reading skill using the semantics mapping and mnemonics strategy. This data analyze through some cycle in action.

4. Subject of the Research

Based on the observation and interviews, this action research would be implementation in the second grade students of SMP N 2 Mertoyudan Magelang especially in B class. This research happen in B class because of this class had low proficiency in reading comprehension. It was expected that the semantics mapping and mnemonics strategy can scaffold the students in understanding to text so that can improve their reading comprehension.
Table 1.2 List of the Students’ Name of 8B Class of SMP N 2 Mertoyudan

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARA</td>
</tr>
<tr>
<td>2</td>
<td>ARPK</td>
</tr>
<tr>
<td>3</td>
<td>ATKS</td>
</tr>
<tr>
<td>4</td>
<td>ADS</td>
</tr>
<tr>
<td>5</td>
<td>ADH</td>
</tr>
<tr>
<td>6</td>
<td>CDIP</td>
</tr>
<tr>
<td>7</td>
<td>DAP</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
</tr>
<tr>
<td>9</td>
<td>DBS</td>
</tr>
<tr>
<td>10</td>
<td>FJE</td>
</tr>
<tr>
<td>11</td>
<td>FSN</td>
</tr>
<tr>
<td>12</td>
<td>FF</td>
</tr>
<tr>
<td>13</td>
<td>HZS</td>
</tr>
<tr>
<td>14</td>
<td>NRA</td>
</tr>
<tr>
<td>15</td>
<td>NN</td>
</tr>
<tr>
<td>16</td>
<td>NAR</td>
</tr>
<tr>
<td>17</td>
<td>PRP</td>
</tr>
<tr>
<td>18</td>
<td>PCN</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
</tr>
<tr>
<td>20</td>
<td>SAF</td>
</tr>
<tr>
<td>21</td>
<td>SAAP</td>
</tr>
<tr>
<td>22</td>
<td>SRSD</td>
</tr>
<tr>
<td>23</td>
<td>SSG</td>
</tr>
<tr>
<td>24</td>
<td>FA</td>
</tr>
<tr>
<td>25</td>
<td>VHS</td>
</tr>
<tr>
<td>26</td>
<td>YEIA</td>
</tr>
<tr>
<td>27</td>
<td>YP</td>
</tr>
<tr>
<td>28</td>
<td>ZKMS</td>
</tr>
</tbody>
</table>

5. Steps of the Research

In conducting the research, the researcher carries out the steps which
summarize in the following research schedule. This research was done on January 2018 until February 2018. The table of research schedule is written below:

Table 1.2 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activities</th>
<th>Place</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 18th 2018</td>
<td>Observation giving the letter to the one of the staff at SMP N 2 Mertoyudan</td>
<td>office staff of SMP N 2 Mertoyudan</td>
<td>09.00 WIB</td>
</tr>
<tr>
<td>2</td>
<td>August 20th 2018</td>
<td>cycle I, Pre-test, treatment</td>
<td>Classroom 8B</td>
<td>10.20-11.3 0</td>
</tr>
<tr>
<td>3</td>
<td>August 25th 2018</td>
<td>Treatment, post-test</td>
<td>Classroom 8B</td>
<td>10.30-11.5 0</td>
</tr>
<tr>
<td>4</td>
<td>August 27th 2018</td>
<td>cycle II, Pre-test, treatment</td>
<td>Classroom 8B</td>
<td>10.20-11.3 0</td>
</tr>
<tr>
<td>5</td>
<td>September 1st 2018</td>
<td>Treatment, post-test</td>
<td>Classroom 8B</td>
<td>10.30-11.5 0</td>
</tr>
</tbody>
</table>

6. Data Collection Method and Research Instrument

Collecting data is important to conduct a research. There are some methods of collecting data such as: Questioner, test, observation, interview and documentation. In order to collect data, the researcher used three of them by using documentation, observation and test as an instrument. Furthermore, an instrument is the tool or facilities that is used by the researcher to collect data.
a. Observation

Classroom observation is an observation that focused on the understanding of how social event of the language classroom are enacted Nunan (1993: 93). In this classroom observation, the researcher observe students and teacher activities in reading teaching learning process. While the teacher did the actions, the researcher used the notes in backside of the class to observe the students behavior during activities in the class. The researcher used checklist to observe and evaluate the events. The research activities do to find the problems during the class and to know how effective the action do.

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application Clustering technique</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The next is teachers’ observation checklist that is used to observe the teacher activity in the learning process. The teachers’ observation checklist is written below:

**Table 1.4 Teachers’ Observation Checklist**

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
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<td>3</td>
<td>The teacher checking students attendant</td>
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<tr>
<td>4</td>
<td>Giving motivation and apperception</td>
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<tr>
<td>5</td>
<td>Reminding previous material</td>
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<tr>
<td>6</td>
<td>Giving an explanation of the material</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Use of semantics mapping and mnemonics strategy</td>
<td></td>
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</tbody>
</table>
b. Test

A test is a method for collecting data by using questions. Tests may be construct primarily as devices to reinforce learning and to motivate the students’ performance in the language. Henson and Janke (2006: 86) explain that the varieties of written test there are subjective and objective. A subjective test evaluated by giving an opinion whereas an objective test is written test which has right or wrong answer include fill in the blank and essay.

1) Pre-test

Pre-test is used to find out how far is the students’ reading comprehension of the text before using the semantics mapping and mnemonics strategy. The function of pre-test is to know the
students reading comprehension before using the semantics mapping and mnemonics strategy applied.

2) Post-test

Post-test is done after the students do the pre-test. The result of the scoring then compared with pre-test. The function of post-test is to know the students improvement using semantics mapping and mnemonics strategy in reading comprehension.

c. Documentation

Hopkins (1993: 140) said that document surrounding curriculum or other education can illumine rationale and purpose in interesting ways. The use of such material can provide background information and understanding what issue that would not otherwise be available. The kind of documentary that consist of notes, photos, book transcript, meeting, summary, agenda and so on. In this research, the researcher use photos as the documentation of the research.

7. Data Analysis

a. Analysis Data Method

In this research, the researcher mixes methods to analyze the data. According to Fraenkel & Wallen (2009: 557), mixe-methods are collect and analyze by using qualitative and quantitative method in a
single research. When the teachers do the action, the researchers observe and analyze the process by using qualitative method. After the scores are given to the students, the researcher analyze it by using quantitative method.

1) Qualitative Data

According to Kothari (2004: 3) Qualitative research is very important to discover and analyze the motives of behavioral science of human. The researcher referees to the steps suggest by Burn (2010: 104) follow:

a) Assembling the Data

The researcher collect all the data, review initial and look for the board pattern, ideas that seem to answer the question

b) Coding the Data

The researcher code-name the data into more specific patterns and identify which data can be code qualitative and quantitative.

c) Comparing the Data

The researcher compare the data to know whether they have the same things or when there are contradictions.
d) Building Meanings and Interpretation

To sense the data, the researcher analyze the several data to pose the question, rethink connections, and develop explanation of the situation.

e) Report the Outcome

The researcher describe the context of the research, outlined the finding, and provide the data samples to support them. Interpret the finding are related to the context and suggest how the project can lead to others areas for research.

2) Quantitative Data

This research uses quantitative analysis to process the data using description statistic. The quantitative data is processes before and after the teacher and the researcher compare the score of the students in each cycle. It was used to answer whether there are significant differences between students’ reading comprehension before and after the action. The maximum score is 100.

According Kothari (2004: 3), Quantitative research is process based on the measurement of quantity. To measure the data quantitative, the researcher use the following formula:
a) To find out the mean score of the pre test and the post test, the researcher used this formula:

Note:

\[ M = \text{The Mean of the students score.} \]

\[ \sum X = \text{The sum of the students score.} \]

\[ N = \text{The total number of the students.} \]

b) To calculate the mean of difference, the researcher used this formula:

Note:

\[ MD = \text{Mean of difference.} \]

\[ \sum D = \text{The total difference the pre-test and the post-test.} \]

\[ N = \text{The total number of the students.} \]

c) To calculate standard deviation, the researcher used this formula:

Note:

\[ SD_D = \text{Standard Deviation.} \]

\[ D = \text{The Difference between the pre test and the post test.} \]
\( N \) = The number of the students.

d) To calculate the standard error for the mean difference, the researcher used this formula:

\[
SE_{MD} = \text{The standard error for the mean difference.}
\]
\[
SD_D = \text{Standard Deviation.}
\]
\[
N = \text{The total number of the students.}
\]
\[
d.f = N-1
\]

e) To calculate the t-test, the researcher used this formula:

\[
T_o = \text{T-test.}
\]
\[
M_D = \text{Mean of difference.}
\]
\[
SE_{MD} = \text{The standard error for the mean difference.}
\]

The classroom action research will be succeed if there are improvement of the students’ reading comprehension. Beside, the students’ response and reaction to the lesson are better than before where they enjoy and feel comfort in teaching learning in the classroom.
G. Graduating Paper Outlines

In order to make a systematic research, the researcher organizes this research into five chapters, they are as follows: Chapter I is introduction. It contains the background of the research, problem formulation, objectives of the research, significance of the research, hypothesis and success indicator, research methodology, and graduating paper outlines. Chapter II is the theoretical review. It contains the theoretical review related to this research. This part contains: reading comprehension, semantics mapping, mnemonics strategy and previous research. Chapter III is implementation of research. It contain procedures of the research. Chapter IV is research findings and data analysis. It contains the result of the research the use of semantics mapping and mnemonics strategy to improve students’ reading comprehension (a classroom action research of the second grade of SMP N 2 Mertoyudan Magelang in academic year 2018/2019). Chapter V is closure. It contains the conclusion and suggestion based on the research finding. Subsequently, it is by bibliography and appendices.
CHAPTER II
THEORITICAL FRAMEWORK

A. Supporting Theories

In this section, the writer discusses about the reading comprehension, semantics mapping and mnemonic strategy.

1. Reading Comprehension

a. Definition of Reading

Reading skill is an important tool for academic success. Patel & Jain (2008: 113) stated that reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is not only a source as a means of consolidating and extending of the design one’s knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

According Hittlement (1986) as quoted by Dallmann (1982: 23) argue that the reading is verbal process interrelated with thinking and with all other communication. Specifically, reading is the process of reconstructing from the printed pattern on the page the ideas and information intended by the author.
Reading can be seen as interactive process between a reader and the text which lead to reading fluency Alyousef (2005). In this process, readers interact dynamically with the text in order to elicit the meaning using various kinds of knowledge through linguistic knowledge as well schematic knowledge.

Knight (2000) believes that reading comprehension, or the construction of meaning while reading, it is the goal of reading and is not a solitary and simple process. It is a complex and dynamic process in which the reader decodes the writers’ words and drawn on his own background knowledge to construct an understanding of the text is similar to the writers’ intents. Comprehension relies on the reader’s experiences, knowledge about language, knowledge of the text structure and genres, metacognitions, basic reasoning abilities and active engagement.

From the several definitions above, reading is an active process between the reader, writer and the text. Most scholars agree that in order to attain comprehension, readers should bring the background knowledge and experience to construct the meaning beside linguistics knowledge.

b. Reading Comprehension
Reading comprehension means the ability to understand the material given by the author. Reading comprehension is not necessarily different from other kind of comprehension. Comprehension is not only related with speed in reading, but also related with the readers know and understand the text.

Reading comprehension is the process for making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence. It can be know that reading comprehension covers not only of the reading words, but also to trying comprehending or understanding the message in this selection. “The readers indicate comprehends the selection, when the readers can answer the question about that text” Wolley (2011).

1) Factors Influence Reading Comprehension

Cushenbery (1985: 62) mentions that the factors influence reading comprehension is a fact that most students have some difficulties in comprehending a text. Inadequate comprehension is usually created by some factors. There are several factors which influence reading comprehension, so that the comprehension is not optimum. They are:
a) Emotional Factor

Learners usually become severely frustrated, when they are not be able to comprehend the reading material satisfy. Their unsuccessful attempts to read, which makes them conspicuous in a socially unfavorable way, are the reason they are disappointed and ashamed.

b) Intelligence Comprehension

Reading comprehension is cognitive process. First, the input is perceived in visual mode and then it is processed in a general cognitive level. Therefore, a particular level of comprehension needs a particular level of intelligence. There are different levels of intelligence need in dealing with comprehension question at the literal, interpretative, critical and creative level.

c) Physical Factors

Learners who have health problem such as obesity, malnutrition, neurological difficulties any granular disturbance may have a significant negative impact on reading in general and comprehension.
2) Level of Reading Comprehension

According to Burns (2011:177) there are four levels of comprehension. They are:

a) Literal Reading

Literal reading involves acquiring information that is directly stated in a section. It is important and a prerequisite for higher level understanding. At this level, the reader is able to comprehend what the author writes.

b) Interpretive Reading

Interpretive reading involves reading between the lines or making inference. It is the process of deriving ideas that are implied rather than directly stated. At this level, the reader is able to understand what the author means.

c) Critical Reading

Critical reading involves evaluating written material, comparing the ideas discovered in the material, with known standards and drawing conclusions about their accuracy and appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas.
d) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination.

c. Strategies on Reading

Grellet (2003: 4) state that offers some strategies in reading comprehension as follows:

1) Scanning

Scanning is quickly going through a text to find a particular piece of information. The readers only try to collect specific information and do not follow the linearity of the passage (e.g.: mane, date, etc.)

2) Skimming

Skimming is quickly running one’s eyes a text to get the gist of it. It is more through activity which requires an overall view of the text and implies definite reading competence.

3) Extensive Reading

Extensive reading is reading longer text, usually for one’s pleasure. This is a fluency activity mainly involving global understanding. The reader has general understanding without necessarily reading every word.
4) Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for details. Readers are expected to understand everything they read and to be able to answer detailed vocabulary and comprehension questions.

d. Reading Process

According to Patel & Jaim (2008: 114) the process of reading may be broadly classified into three stages:

1) Recognition Stage

In this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script on the learner’s mother tongue and English and between the spelling conventions of two languages.

2) Structuring Stage

The learner sees the syntactic relationship of the items and understanding the structural meaning of the syntactical units.

3) Interpretation Stage

This is the high level in process of reading. The learner comprehends
the significance of a word a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

e. Models of Reading

Rumptz (2003) shows there are three models of reading, following:

1) Bottom-up Model

The button-up model of reading ability is primarily concerned with the recognition of individual letters, phonemes and words. This knowledge then leads to the recognition of individual words of the text presented to readers. The meaning of the whole text is a process of building understanding of individual letters to the word level, then to the sentential level, and finally the text level.

2) Top-down Model

The top-down model is places the emphasis on the reader’s active participation in the reconstruction of the meaning in the text. It looks at the reader’s knowledge base and their ability to make predictions using this base.
3) Interactive Model

In accordance with the interactive model, involves the use of the reader’s linguistic decoding processes to tap into their psycholinguistic strategies and schematic knowledge.

f. Characteristic of Reading Methods

According to Patel & Jain (2008: 84) the characteristic of reading method consist of:

1) Who, person posses good reading ability, they can learn speak and write easily. It is shortest read to learn speak and write.

2) Silent Reading

The reading is also very complex skill but the learner needs silent reading not oral reading as they do get knowledge.

3) Reading Material

The material that enable learner to read was developed and they were called Readers.

4) This method is not helpful to average students because it aims at the active command over the language.

5) This method ignores reading and writing aspect of language learning.
2. Semantics Mapping

a. Definition of Semantics mapping

The use of technique in reading comprehension is very quite necessary in order to simplify learning achievement process for optimum result. For the teacher, the technique could be like guidance and reference systematically in the implementation of learning.

Semantics means the study of meaning. Semantics is of relatively recent origin the verb meaning to signify. From the earliest times down to the present day grammatically have been interested in the meaning of the word, and fluently more interested in what words mean than in their syntactic function. Lyons (1971: 400) a practical manifestation of this interest in the innumerable dictionaries, which produced where language has been studies.

Sinatra & Pizzo (1992) state that mapping is an active reading process that stimulates lazy readers to think more deeply about the ideas in the text because they must figure out relationships between ideas and the hierarchy of their organization. Inverse, the students accepting the technique are able to accelerate the comprehension which is designed to case about learning contents.

Semantics mapping is a technique developed by John and Pearson
(1978) and has roots in cognitive psychology. It assume that the students come to class with fragmentary knowledge or even misconceptions about the topic when the teacher going the topic. Semantic mapping is indeed a graphic representation of one’s ideas and attitudes toward a key concept and is used to categorize and connect the jumbled stuffs.

Murley (2007) defines that semantic mapping is a visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts. In other word, it seems a way to connect and correlate some ideas into one theme which is interlinked to other in specific point. Therefore, it can be stated that mapping is useful to correlate one idea to other ways to produce the core points of material topic.

A large body of literature supports that prior knowledge of text related information strongly affects reading comprehension. The brainstorming phase of semantic mapping (intended to activate the readers’ prior knowledge) gives the teacher an insight into the schemata of each of his/her students, thus revealing the amount of interest, level of readiness, gaps, misconceptions, and errors Pearson & Johnson, (1978).
Typically, in brainstorming, ideas from one student will trigger ideas from other students “in chain reaction thought process” (Heimlich & Pittelman, 1986: 34). Other advantages of semantic mapping are: motivating students of all grades, integrating thinking with reading, integrating assessment with teaching, and making judgments concerning the appropriate instruction needed.

b. Various of Semantic Mapping

Semantic mapping has been used various ways, including the following Maggard (2000)

1) As a technique for increasing vocabulary and improving reading comprehension

2) As means of improving the teaching of study skills.

3) As a framework for identifying the structural organization of the texts.

4) As means of teaching critical thinking skills.

5) As a link between reading and writing instruction.

c. Concept of the Maps

A concept semantics mapping is a general organizer that provides idea with its corresponding characteristics. Concept maps can be applied with many different shapes and used to show any type of relationship that can be synchronized.
1) Maps are well-informative design for

(a) Brainstorming at the beginning of the chapter in any content area.

(b) Activating prior knowledge before writing an idea, or

(c) Coming up with vocabulary buildings.

2) Maps can be used to show closest relationships between concept through the size and manner in which the graphic is formed. For instance, the concept mostly can be placed at the top, in the centre, or to the left, with descriptions, example or characteristics placed underneath, around or to the right of the core idea.

Below is an example of semantics mapping or semantics mapping according to Axelrod and Cooper (1985:462)

**Figure 2.1 Example of Semantics Mapping Adapted by Axelrod**
Semantics maps are likely visual form that distinguishes the relationship among concept. Shmaefsky (2007) use of concept maps assists the students in the acquiring of scientific information which will help them in classifying ideas. These ideas communicated and synchronized among the topic.

d. Benefits of the Semantics Mapping

In fact, the students expecting that writing seems difficult may have an obstacle in term of expositing and conveying their ideas into the text, so that they have to look for a keyword at the first step. Semantics mapping is able to solution to solve the students’ difficulty in reading comprehension. Griff (2000), Edward (2011) discussed the benefit of semantics mapping can balancing the brain, help to organize thoughts, improve the creativity, speed of learning and memory.

Semantics mapping contributes to help the students’ reading comprehension easier to organize. Semantics mapping also helps them to arrange their ideas effectively, the students understanding the topic and the supporting topic.

e. Classroom Application of Semantic Mapping

Zaid (1995: 9) explains there are three places in a lesson where
Semantic mapping may be used; as a pre-reading strategy to activate students’ prior knowledge or to help the teacher in assessing the students’ readiness to do the assignment. The teacher asks the students to think of ideas related to the topic. This brainstorming phase allows students to make use of their prior knowledge or experience. Thus prior knowledge can be used as a stepping block to new knowledge. This phase gives the teacher insight into the level of readiness of each student to new topics. Semantic mapping can be used as a strategy to allow students to record what they are learning during reading.

As they are reading, the students write down the new information they gained from the text and decide what to add to or to eliminate from the pre-reading map. New information is there by integrated with prior knowledge. As a post-reading strategy, to allow them to integrate or synthesize what they have studied. After reading, the students discuss the information acquired from the reading and how to modify the pre-reading map. The class as a whole decides the final shape of the map. It serves as a visual representation of the knowledge they gained from the reading.

The steps in the teaching and learning process using semantic mapping strategy are described as follows:

1) Pre-Reading
a) Write the topic of the text and draw a circle around it.

b) Ask students to think about the topic and share as many words as they can that relate to the topic.

c) Discuss and record on the maps information and words that students suggest.

d) Write the information in maps.

e) Discuss each of the maps or categories of words and determine appropriate labels or headings.

2) While Reading

a) Have the students read the text.

b) Have the students use their notes during a discussion period in which they share the information about the topic gained through their independent reading.

c) Through discussion, explicit main ideas and supporting details. Record these on the map using the main idea headings, and supporting details as the information listed under the categories. Use colour pens so that each major category and its detail are written in different colours. This helps students to associate the supporting details with the main idea. Add new information to the map.
3) Post Reading

a) After the students have finished reading the text, add new information about the topic to the map suggested.

b) After the students have had an opportunity to add all of the new information to the map, have them make their own copies of the semantics map from the chalkboard and explain their maps.

3. Mnemonic

a. The Definition of Mnemonic

According to Murphy (2009: 5) mnemonic are memory tools or aids that the readers can use to remember all sorts of things. Many of them work by using the first letter of each item in a list to create an easy-to-remember phrase while using them cannot improve the readers’ memory or increase the readers’ brain storage space, they can offer memory unusual ways to remember information that might not usually remember.

Pearson (2018: 1) Mnemonic refers to article memory aids such as stories, rhymes, acronyms, and more complex strategy involving verbal mediator or visual imagery, such as the journey method or method of keyword.
b. The purpose of mnemonics

Mnemonics strategy device, such as a formulate or rhyme, used as an aid in remembering and apply specific language to learning and connect information with keyword. According to Pearson (2018: 3)

Purpose of mnemonic is simply, to help the reader remember something, not by understanding it, not by incorporating it into the reader developing “expert database”, but simple in the manner of a parrot. They are used to enable the readers to regurgitate information. Memory codes are made easier to find by increasing the number of link they have to other memory codes.

Collaborative strategy make meaningful connections between memory codes and these are stronger. Mnemonic strategy makes connections that are not meaningful. Mnemonic strategies are most useful:

1) Where there are no meaningful connections to be made, or the readers, or the readers lack the knowledge to make meaningful connections.

2) Where the readers need to remember items in sequence.

c. Types of Letter Mnemonics

The two types of first-letter Mnemonics are:

1) Acronyms: initial letters form a meaningful word

   For example: BEDMAS the order of the mathematical operations:
Brackets; Exponent; Division; Multiplication; Addition; Subtraction.

2) Acrostics: initial letters are used as the initial letters of other word to make a meaningful phrase.

Example: King Phillip Came Over From Great Spain (the order of categories in taxonomy of living things): Kingdom Phylum Class Order Family Genus Species

4. Collaborate of Semantics Mapping and Mnemonics Strategy

Semantic mapping activities that are carried out during the pre-reading, reading or after reading use the words or phase of the lesson are to activate learners’ schemata and to introduce them to the main point of the text. Teachers can collaborate the semantics mapping and Mnemonics to enhance the comprehension, main ideas, supporting details, pattern of textual organization, as well as character and plot development. In this phase, a semantic map is developed by placing the central idea in a circle in the center of a sheet of paper. Students then brainstorm words with the Mnemonics and phrases that relate to the topic. Mnemonics as a keyword when the students develop the Semantics Mapping.
B. Previous Research

In this section the research takes review of previous research as comparison to this research.

The first previous research conducted by Ghazo (2004) he has been conducts his research by talking of two classes if English Course in Jordan University. This research used descriptive qualitative method as design. The purpose of the research is to investigate the effectiveness using the SQ3R and Semantic mapping strategy as compared to the traditional method.

The second previous research made by Azmi has been conducts his research into students’ perspective who are currently learning English subject in a primary school. This research used mix-mode research triangulation as the method of analysis. The aim of the research is to know the effectiveness of using the mnemonic technique in learning English vocabulary as well as the students’ response toward the technique. The result received from questionnaire will be used to help in obtaining the data for the research.

The third previous research from Elahi took an EFL learners’ from a public language school in Tehran. This research used the quasi-experimental study. The result if his research relived that there was no significant difference between two variable, those are using mnemonic technique and semantic mapping strategy.
Regarding the research, there are differences between the three previous researchs above. The researcher will observe improving the students’ reading comprehension using Semantic mapping and mnemonic, the researcher tries to use this strategy to improve the reading comprehension for the second grade of SMP N 2 Mertoyudan Magelang.
A. Description of Teaching and Learning Process in Cycle I

The researcher use Semantics mapping and Mnemonics strategy to improve reading comprehension. The procedure bellow:

1. Planning

   In this step, the researcher plans the following below:

   a. Selecting the materials with teacher’s annual program based on the syllabus.

   b. Preparing material, making the lesson plan and designing the steps in doing the action.

   c. Preparing teaching aids with the theme obligation, prohibition and suggestion (e.g. students’ worksheet and handout about the semantic mapping and mnemonics strategy)

   d. Preparing students’ and teachers’ observation checklist of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

   e. Preparing the pre-test and post-test of the cycle I. (to know whether students’ comprehension enhances or not)
f. Preparing the list of students’ name and scoring of cycle I.

The preparations design in order to gain the purpose of teaching learning process. Students are supposed to improve their understanding by the materials give.

2. Action

In this section the learning process is led by teacher.

a. The teacher gives greeting for the students before start the lesson.

b. Teacher checking student’s attendant.

c. The teacher giving motivation and apperception.

d. The teacher reminding previous material

e. The teacher explains about definition of obligation, prohibition, and suggestion materials.

f. The teacher mentions the words that usually use in the obligation, prohibition, and suggestion materials.

g. Giving opportunity to the students by asking the difficulties of the problem.

h. Asking the students to answer question related the material.

i. Giving feedback

j. Giving some examples and mention the generic structure in the example.
k. Asking the students to read the obligation, prohibition, and suggestion materials and answers some questions as pre-test.

l. Giving correction related with the material.

m. Introduce the semantics mapping and mnemonic strategy in the lesson as a treatment in the class.

n. Showing the example of the use semantic mapping and mnemonic in the obligation, prohibition, and suggestion materials.

o. Giving the post test with the semantic mapping and mnemonics.

p. Giving the opportunity to the students by asking the difficulties or problem

q. Concluding the material and giving feedback after the lesson.

3. Observation

The researcher observes students and teacher activity in the class by using observation checklist.

a. Observing the learning process concentrate on the students’ capability which show their understanding of the lesson

b. Observing the student’s attention and all the activities in the learning process.

c. Observing the students’ activities and the teacher’s activities.

d. Observe the students activities before and after use semantics mapping
and mnemonics strategy.

e. Observing score to the students based on the rubric assessment.

f. Observing the data of pre-test and post-test.

g. Observing the passing grade in SMP N 2 Mertoyudan. (how many the students get the passing grade)

4. Reflection

a. The researcher evaluated the activities that have been done.

b. The classroom teacher and the researcher discuss to make a reflection what should they do to repair the problems.

c. Analyzing the data from the observation checklist and students’ score of the test in the cycle I.

d. Make a conclusion of the cycle I

e. The standardized score KKM (Kriteria Ketuntasan Minimum) in SMP N 2 Mertoyudan is 75. Based on this rule, the mean score post-test must pass the KKM.

B. Description of Teaching and Learning Process in Cycle II

The second cycle will be done based on the result of reflection from the first cycle. It whether the result from observation shows that the quality of the students was still low, it is needed another action in order to make
improvement of the quality for the next cycle. The topic is same with cycle I.

The procedures are as follows:

1. **Planning**

   In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

   a. The researcher identifies the problem and makes the solution for the problem.

   b. Preparing the material use semantics mapping and mnemonic strategy.

   c. Making the lesson plan cycle II and designing the steps in doing the action.

   d. Preparing students’ and teachers’ observation checklist of cycle II (to know the situation of the teaching-learning process when the technique is applied).

   e. Preparing students’ attendance list

   f. Preparing post-test cycle II

   g. Preparing the list of students’ name and scoring of cycle II.

   The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their reading comprehension by the materials are given.
2. **Action**

In this section, the learning process is led by the teacher. The activities of the cycle II acting included:

a. The teacher gives greeting for the students before start the lesson.

b. Teacher checking students’ attendant.

c. The teacher giving motivation and apperception.

d. The teacher reminding previous material

e. The teacher asked students about the obligation, prohibition, and suggestion material’s, that have already discuss at the previous meeting.

f. Explain again about the definition, the rules, and function of obligation, prohibition, and suggestion materials.

g. Giving some example of the obligation, prohibition, and suggestion material’s

h. Asking the students to comprehend the obligation, prohibition, and suggestion materials and answers the some question followed as pre-test.

i. Giving correction related with the material.

j. Introducing the semantics mapping and mnemonic strategy in the lesson as a treatment in the class.

k. Showing the example of the use semantic mapping and mnemonic in
the obligation, prohibition, and suggestion materials.

1. Giving occasion for the students, to ask any difficulties using semantics mapping and mnemonics in the learning process.

m. In the end of lesson, giving post test.

n. Asking the students to summarize a text using semantic mapping and mnemonics.

o. Giving chance for the students to present in front of the class to explain their semantics mapping and mnemonics to know their knowledge about the text.

p. Concluding the material and giving feedback after the lesson.

3. Observation

The researcher observes students and teacher activity in the class by using observation checklist.

a. Observing the learning process concentrate on the students’ capability which show their understanding of the lesson

b. Observing the student’s attention and all the activities in the learning process.

c. Observing the students’ activities and the teacher’s activities.

d. Observing the students activities before and after use semantics mapping and mnemonics strategy.
e. Observing score to the students based on the rubric assessment.

f. Observing the data of pre-test and post-test.

g. Observing the passing grade in SMP N 2 Mertoyudan. (how many the students get the passing grade)

4. **Reflection**

a. The researcher evaluated the activities that have been done.

b. The classroom teacher and the researcher discussed to make a reflection what should they do to repair the problems.

c. Analyzing the data from the observation check list and of cycle II.

Next cycle will be happen when the cycle II is fall.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on analyzes the collected data. The researcher collected the data from the second grade students’ of SMP N 2 Mertoyudan. The researcher gives the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collected data since in the beginning until the end of the research. The findings consist of the result of the cycle I and cycle II. The two cycles are the treatment of the implementation in using semantics mapping and mnemonics strategy to improve reading comprehension.

A. The Result of the Research

1. Research of the Finding

   In this research, the researcher acts as the collaborator that observes the learning process and Mrs. Wulan acts as the teacher. The researcher arranged two cycles, each cycle consist of planning, action, observation, and reflection. The further explanation can be seen as follow:

   a. Cycle I

      1) Planning

      After determining the problems related to the teaching of reading, the teacher and the researcher began to plan the actions to
solve the problems. The actions were focused on improving students’ reading comprehension through the use of semantic mapping. The situations expected after the implementation of the actions are: a) Students could use semantic mapping to comprehend the texts. b) Students would be motivated to read the text. c) Students could find specific and general information from the text. d) Students could improve their ability to read efficiently by using reading comprehension strategy. e) The teacher could guide the students to use semantics mapping technique before, during, and after reading process. The researcher also prepared several instrument, they are as follow:

a) Lesson Plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guide to managing time and activities during teaching and learning process (see appendix 1).

b) Observation Checklist

The observation checklist was prepared in order to know the students’ and teacher’ activities during the teaching and learning process.
c) Material

The material of the obligation, prohibition and suggestion show the meaning, purpose, generic structure, and example.

d) Teaching Aid

The researcher prepared some instrument. They are board-marker and handout for students (obligation, prohibition and suggestion). The researcher also provided the material and tools to succeed the action.

e) Pre-test and post-test

The researcher used pre-test and post-test in the action. The pre-test was done before using semantic mapping and mnemonics strategy to know the understanding of students in reading comprehension. Then, the researcher used post-test. Post-test was done after using semantics mapping and mnemonic strategy to find the result of the study before and after using semantics mapping and mnemonics strategy.

2) Action

The action of the cycle I was done on August 20th 2018 and August 25th 2018. Mrs. Isti Wulan K as English teacher and the researcher entered to the English class.
On Monday August 20th 2018, before started the lesson, the researcher informed the students that for a few days later the class would be observed by the teacher. The researcher started the lesson by greeted “Assalamu’alaikum?” and the students answer the teacher recited “Wa’alaikum salam Miss” and continues with “Good morning class”. The students answers “Good morning miss” and the teacher asked about their condition “How are you today?” and students said “I’m fine thanks, and you?” advanced the teacher’s “I’m fine too, thank you”.

The teacher asks the researcher to introduce herself and conveyed the purpose of coming in the class. Then the teacher checked the students’ attendance list. After that, teacher asks the students about the previous meeting and gives preconception for the students. The teacher open the lesson plan (see appendix 1) then read the purposes of the lesson. Next the teacher gave the students a handout (see appendix 2) about the definition, the functional text, and the example about the obligation, prohibition and the suggestion materials. The teacher asked some students to read about the materials. The teacher asked the students to find out the difficult words, to translated or found the similar or antonym of
that word. Then the teacher explained more detail in Indonesian Language in order to make the understood the materials.

The teacher told that they would pre-test. The teacher gave the students assignment about the obligation, prohibition and the suggestion. The teacher gave 30 minutes for the students to do a pre-test (see appendix 3). The teacher gave the test which 5 question and one of essay. The teacher walked around the students to help the students, who got the difficulties in their job. Then the teacher asks the students to summarize a text about the obligation, prohibition and the suggestion materials. When the students summarize the text, they appeared difficult to do it. Even, some students wrote all of the text and several from them just written once until two sentences in their worksheet. After they have been finished the task, the teacher asks students to explain their summarize one by one. But, the students can not improve their summarize. They just read their summarize that they write in worksheet. It was done in one meeting. After the students finished the pre-test, the teacher closed and recited “hamdallah” together.

On August 25th 2018 the teacher and the researcher entered the class and recite “Assalamu’alaikum” then the students replace
with “Wa`alaikumsalam”. The teacher greeted “Good Morning class” and the students answer “Good Morning Miss”. The teacher asks their condition “How are you today?” and students said “We are fine, and you?”. “We are also fine thanks” (and give a eye contact with the researcher).

The teacher asked the students condition and checked the students’ attendance list. After that, the teacher reminded the students about the definition, the functional text, and gives the example about the obligation, prohibition and the suggestion. The students answered the teacher question’s although still read the handout.

The researcher introduced semantic mapping technique in the second meeting. Using black marker, the researcher drew a large oval on the whiteboard and wrote inside it “how to learn English well”. Then, teacher asked the students what they knew about the topic. The researcher prepared questions to lead students to fill the points of the map. The questions were: “What is the step of learn English well”. The researcher recorded their responses on the whiteboard; listing them in the order they were given. Then the researcher asks the students to participate make a map in front of
the class. They were enthusiastic to create the map.

When no further suggestions were raised, the researcher asked the students how to put them in order as a text. Then the researcher made a oval that give a text “learn English well” to the students. They discussed the information listed in the map and the content of the text. Teacher said “Siapa yang mau membantu ku melanjutkan point selanjutnya? Some of you may help me to write something here? One of them said : “saya Miss. Yang ini to Miss? (Me Miss, May be this is Miss?). And other student said Saya juga Miss. (Me also Miss). The teacher appriciate the both students “Yaa terima kasih, berarti kamu sudah mudeng semuaya? Ada pertanyaan, atau yang belum paham?. Okey thanks, so you have understand about it, right? Any questions, or who have not understand?”. The other students suggest that “Miss, nggak bisa buat kalimatnya. (Miss I can not make a sentence)” and the teacher explain “Nggak harus kalimat, yang penting kata kuncinya kan, satu kata saja boleh asal kalian paham sama isi text nya. Map-nya nggak harus yang seperti ini ya, kalian bisa membuat bentuk lain. (Just a keyword is no problem, when you understand the content of the text.)” the students ask “Berarti cuma satu kata nggak papa bu?
In individually, the teacher gave the post-test (see appendix 4), to the students for about 30 minutes. But, still 25 minutes the students have done their worksheet. The teacher monitored the students’ activities and after the time was up, the teacher collected the students’ worksheet.

The students were interested in completing the map in their post-test. They rushed to get their turn to fill the map. The contents of the semantic mapping that was used in the tasks included the general and specific information of the text. The map was used as an activity after reading to explore the students’ prior knowledge. The teacher asked the students to present their post-test in front of the class. After the several of students explained their opinion, the time was up. The findings can be seen from the 2 quotations bellow:

First dialogue

Researcher : ‘Menurut kamu, semantic mapping membantu buat memahami teks gak dek”? (In your opinion, how was semantic mapping help you to understand the text?)

Student : “Membantu mbak. Jadi waktu baca aku udah
punya gambaran isi teksnya, terus kata-kata yang nanti ada di teks juga udah banyak yang ada di map. Terus bisa mudah diingat kata-kata kuncinya mbak”. (In my opinion, it helped me, I knew what the text would be, and it consisted of the words that were used in the text. I could also remember the key-words)

Second dialogue

Researcher : Dek Fanny, menurutmu apakah semantics mapping and mnemonic tadi membantumu memahami teksnya? (Fanny, what do you think, did semantics mapping and mnemonics help you to more understand the text?)

Student : Iya mbak, waktu menjelaskan didepan kelas jadi mudah untuk mengungkapkan, dan pointnya bisa tersampaikan semua. (I think yes, because when I explain in front of the class it easy to do it, and the point delivered)

Researcher : Bagaimana kalau dibandingkan dengan yang nggak pake semantics mapping dan mnemonics? (how if you compare without use semantic mapping and mnemonics?)

Student : Kalau yang tanpa map itu mudah menyampaikan
mbak, tapi malah kaya baca to mbak, jadi aku malah isine nggak mudeng. (when without use the map easy to explain, but i don’t understand about the content)

Then the teacher concluded the material and said:

Teacher : “wasalamu’alaikum Wr.Wb”

Students : “wa’alaikumsalam Wr. Wb”

Teacher : “see you”

Students : “see you to”

3) Observing

In cycle I, the researcher also observed the teaching learning process in the class. Observing the students’ and the teacher’s activities.

Table 4.1 Form the Result of Students’ Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students who</td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td>There were Students (YP, FA, CDIP, HZS) answered teacher question</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td>All of the students did the task</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application semantic mapping and mnemonics strategy</td>
<td>√</td>
<td>They felt enjoy the application of semantic mapping and mnemonics strategy (the students give participate to complementary the example of the semantics mapping and mnemonics strategy)</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendant</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation</td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>6</td>
<td>Giving the</td>
<td>√</td>
<td></td>
<td>The teacher explained</td>
</tr>
<tr>
<td></td>
<td>explanation of the material</td>
<td></td>
<td>the material, she used mix language: in Indonesia and English language</td>
<td></td>
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<tr>
<td>---</td>
<td>-----------------------------</td>
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<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>use of semantic mapping and mnemonics strategy to teach reading comprehension</td>
<td>√</td>
<td>The teacher used a design of semantic mapping and mnemonics strategy and accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the question</td>
<td>√</td>
<td>The teacher gave time (3 minutes) to the student about everything to asked question</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Help student’s difficulties during learning</td>
<td>√</td>
<td>The teacher helped students to solve the difficulties (students</td>
<td></td>
</tr>
</tbody>
</table>
difficult to make a sentences)

The teacher gave feedback to the result of the learning.

Giving feedback after the lesson

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARA</td>
<td>70</td>
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<tr>
<td>2</td>
<td>ARPK</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>ATKS</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>ADS</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>ADH</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>CDIP</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>DAP</td>
<td>55</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>DBS</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>FJE</td>
<td>55</td>
</tr>
<tr>
<td>11</td>
<td>FSN</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>FF</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>HZS</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>NRA</td>
<td>55</td>
</tr>
<tr>
<td>15</td>
<td>NN</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>NAR</td>
<td>55</td>
</tr>
<tr>
<td>17</td>
<td>PRP</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>PCN</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>SAF</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>SAAP</td>
<td>55</td>
</tr>
<tr>
<td>22</td>
<td>SRSD</td>
<td>60</td>
</tr>
</tbody>
</table>
The passing grade of English lesson in SMP N 2 Mertojukan is 75. From the students’ score in the pre-test of the cycle I above, the calculated the number of the students who passes the passing grade are:

Table 4.4: Count of Passing Grade of the Pre-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\geq 75$</td>
<td>7</td>
<td>25%</td>
</tr>
<tr>
<td>$\leq 75$</td>
<td>21</td>
<td>75%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, the researcher and the teacher know that there are only 25% of the students who get score higher than the passing grade.
b) Post-test

Table 4.5: Students’ Score in the Post-test of the Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARA</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>ARPK</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>ATKS</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>ADS</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>ADH</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>CDIP</td>
<td>80</td>
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<tr>
<td>7</td>
<td>DAP</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>DBS</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>FJE</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>FSN</td>
<td>70</td>
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<tr>
<td>12</td>
<td>FF</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>HZS</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>NRA</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>NN</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>NAR</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>PRP</td>
<td>75</td>
</tr>
</tbody>
</table>
From the students’ score in the post test of the cycle 1 above, the researcher and the teacher can calculated the number of students who passed the passing grade.

**Table 4. 6: Count of Passing Grade of the Post-test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>20</td>
<td>71%</td>
</tr>
<tr>
<td>≤75</td>
<td>8</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the data above, it can be concluded that there are an improvement from the pre test. The students who pass the passing grade in the pre test of the cycle I are 25%. In the post test 71% of the students pass the passing grade. There is an improvement as many as 46%. However, the teacher and the researcher expect that there are at least 80% of the students pass the passing grade.

c) Calculation of cycle I

**Table 4. 7: Difference Square of Pre and Post-test Score in Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score Pretest</th>
<th>Score Posttest</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
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<td>2</td>
<td>ARPK</td>
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<td>80</td>
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<td>3</td>
<td>ATKS</td>
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<tr>
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<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>ADH</td>
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</tr>
<tr>
<td>28</td>
<td>ZKMS</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
In the cycle 1, the mean of the pre test is 63.392 and the mean of the post test is 75.714. It means that the mean of the post test is bigger than the mean of the pre test. It can be concluded that there is significant improvement of the students’ understanding in reading comprehension after being taught by using semantics mapping and mnemonics strategy.
From the data of the cycle I above, the researcher and the teacher find that the T-test is 9.888 and the T-table with N is 2.048. The value of the T-test is bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was a significant difference between pre-test and post-test. However, the teacher and the researcher conducted the cycle II because the students
who passed the passing grade were less than 80%.

4) Reflecting

Based on the result of the cycle I, there was some reflecting that should be given attention to maximizing the skill of students in writing. The researcher found some weakness that happened during the teaching and learning process. The weakness is less of a quarter of seventh-year students did not have an idea to write. They were still confused in organizing the sentences. The students had low mastery of grammar and punctuation and have limited vocabulary so they feel difficult to write a sentence.

b. Cycle II

1) Planning

The researcher prepared several instruments, they are as follows:

a) Lesson Plan

The lesson plan was arranged based on the problem in the result of the cycle I (see appendix 6).

b) Observation Checklist

Observation checklist was prepared in order to know the students’ and teachers’ activities during the teaching and learning process.
c) Material

The material of the obligation, prohibition and suggestion show the meaning, purpose, generic structure, and example.

f) Teaching Aid

The researcher prepared some instrument. They are board-marker and handout for students (obligation, prohibition and suggestion). The researcher also provided the material and tools to succeed the action.

d) Pre-test and post-test

The researcher used pre-test and post-test in her action. The pre-test was done before using Semantics mapping and mnemonics strategy to know the competence of students in reading comprehension. Then, the researcher used post-test. Post-test was done after using Semantics mapping and mnemonics strategy to see the result of the study after using Semantics mapping and mnemonics strategy.

2) Action

The action of the cycle II was done on Tuesday, 27 August, 2018. Before started the lesson, the teacher started the lesson by greeted “Assalamualaikum warahmatullahi wabarakatuh” and
asking about the condition of the students by “how are you today?” the students answered, "I'm fine to thank you, and you?". The teacher answered, “I’m very well too, thank you”. She continued the lesson based on lesson plan arranged. Before beginning the lesson the teacher checked the students’ attendance list. After checked the attendance list the teacher review about the last meeting. Then the teacher asked the students to explain the function of obligation, prohibition and suggestion. They said not clearly, then teacher ask "Yunus" to answer. YP said “Obligation untuk kaharusan, prohibition untuk larangan dan suggestion untuk saran”

After reviewing, the teacher told that they have to do a pre-test. The teacher gave the task for the students to answer the pretest well. Then the teacher gave 30 minutes to do a pre-test about the obligation, prohibition and suggestion (see appendix 7).

Teacher : In point 2 you make a summarize like two last meeting ago, are you remember?

YP : Boleh pake yang peta-peta Miss? Can I use the map Miss?

Teacher : No, you use map in the next meeting.

YP : Susah menyusun kalimatnya Miss. It is difficult to arrange the sentence, Miss.
Teacher: Mudah, kalian hanya mencari subjek verb pelengkap to?

It is easy, just write the subject verb and complement, right?

After doing pretest the teacher gave a handout to the students and asked some students to read more about text. Then the teacher explained more detail in Indonesia language in order to make the students understood the material. Then the teacher asked the students to explain their information in front of the class one by one on their postest. It was done in one meeting. After the students finished the pre-test, the teacher closed and said “hamdalah” together.

On Saturday September 1st, 2018 the teacher entered the class and started the lesson as usual. Greeting students by “Assalamualaikum warahmatullahi wabarakatuh”, asked about the condition, and checked the students’ attendance list. Before starting the lesson, the teacher review about the previous material. She asked the students “did you remember what we have learned in the last meeting?”. The students answered that they learned about obligation, prohibition and suggestion. After that, the teacher gave a handout to the students.

Next, the teacher explained the definition and the steps of semantics mapping and mnemonics strategy. Then the teacher asked
some question about the topic to know students’ knowledge, the teacher has started the lesson by showing example of design the maps with last text (pretest cycle II).

After the teacher explain the step and the example of semantics mapping and mnemonics strategy.

Teacher : May I ask NRA to write some word here?

NRA : Yes Miss.

Teacher : Any other help me?

CDIP : Saya Miss satu. (Me Miss just one)

Teacher : Okey

Then the teacher gave post-test to the students to summarize text used semantics mapping and mnemonics strategy for about 30 minutes (see appendix 8). The teacher monitored the students’ activities and after the time was up, the teacher collected the students’ worksheet. The teacher asked the students to present their post-test in front of the class.

The teacher concluded the material, and then the teacher said:

"Students, time was up. We will continue to the next meeting."

Teacher: “Wassalamu’alaikum Wr. Wb!”

Students: “Wa’alaikumsalam Wr. Wb!”
Teacher: “See you next week”

Students: "See you"

3) Observing

In cycle II, the researcher also observed the teaching-learning process in the class. Observe the students’ activity and teacher’s activity.

Table 4.8: Form of Result Observation Check List for Students

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were Students answered teacher question (YP, NRA, CDIP)</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
</tbody>
</table>
5. Being enthusiastic in application semantics mapping and mnemonics strategy √ They felt enjoy the application of semantics mapping and mnemonics strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendant</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Reminding previous material</td>
<td>√</td>
<td>The teacher immediately explain the current material</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>use of semantic mapping and mnemonics strategy to teach reading comprehension</td>
<td>√</td>
<td>The teacher used a design of semantic mapping and mnemonics strategy and accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Giving opportunity for asking the question</td>
<td>√</td>
<td>The teacher gave time to the student about everything to asked question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help student’s difficulties during learning</td>
<td>✓</td>
<td>The teacher helped students to solve the difficulties</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------</td>
<td>---</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td>The teacher gave feedback to the result of the learning.</td>
<td></td>
</tr>
</tbody>
</table>

The researcher got the data from the test of the cycle II and analyzed the data of pre-test and post-test based on rubric reading assessment (see appendix 9). There are five aspects in scoring such as comprehension, form, grammar, format, main idea. Each aspect of reading test gave the point that divided into three; bellow standard, approaching the standard exceeds the standard. 2 questions in this worksheet 1 ask to find the prohibition, obligation and suggestion and one other ask to summarize the text.

The researcher analyzed the data of pre-test and post-test.

The calculation and result of both tests are presented follow:

a) Pre-test

The researcher analyzed the date of pre-test and post-test.
First they gave score to the students based on the rubric assessment.

Table 4. 10: Students’ Score in the Pre-test of the Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARA</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>ARPK</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>ATKS</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>ADS</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>ADH</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>CDIP</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>DAP</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>DBS</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>FJE</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>FSN</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>FF</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>HZS</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>NRA</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>NN</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>NAR</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>17</td>
<td>PRP</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>PCN</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>75</td>
</tr>
<tr>
<td>20</td>
<td>SAF</td>
<td>65</td>
</tr>
<tr>
<td>21</td>
<td>SAAP</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>SRSD</td>
<td>75</td>
</tr>
<tr>
<td>23</td>
<td>SSG</td>
<td>75</td>
</tr>
<tr>
<td>24</td>
<td>FA</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>VHS</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>YEIA</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>YP</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>ZKMS</td>
<td>70</td>
</tr>
</tbody>
</table>

The passing grade of English lesson in SMP N 2 Mertoyudan is 75. From the students’ score in the pre-test of the cycle I above, the calculated the number of the students who passes the passing grade are:
Table 4.11: Count of Passing Grade of the Pre-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>16</td>
<td>57%</td>
</tr>
<tr>
<td>≤75</td>
<td>12</td>
<td>43%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, the researcher and the teacher know that there are only 71% of the students who get score higher than the passing grade.

b) Post-test

Table 4.12: Students’ Score in the Post-test of the Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARA</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>ARPK</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>ATKS</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>ADS</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>ADH</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>CDIP</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>DAP</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>85</td>
</tr>
<tr>
<td>9</td>
<td>DBS</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>FJE</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>FSN</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>FF</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>HZS</td>
<td>85</td>
</tr>
<tr>
<td>14</td>
<td>NRA</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>NN</td>
<td>85</td>
</tr>
<tr>
<td>16</td>
<td>NAR</td>
<td>85</td>
</tr>
<tr>
<td>17</td>
<td>PRP</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>PCN</td>
<td>90</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>SAF</td>
<td>85</td>
</tr>
<tr>
<td>21</td>
<td>SAAP</td>
<td>80</td>
</tr>
<tr>
<td>22</td>
<td>SRSD</td>
<td>85</td>
</tr>
<tr>
<td>23</td>
<td>SSG</td>
<td>85</td>
</tr>
<tr>
<td>24</td>
<td>FA</td>
<td>85</td>
</tr>
<tr>
<td>25</td>
<td>VHS</td>
<td>85</td>
</tr>
</tbody>
</table>
From the students’ score in the post test of the cycle II above, the researcher and the teacher can calculated the number of students who passed the passing grade.

**Table 4. 13: Count of Passing Grade of the Post-test in the Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>25</td>
<td>89%</td>
</tr>
<tr>
<td>≤75</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it can be concluded that there are an improvement from the pre test. The students who pass the passing grade in the pre test of the cycle II are 57%. In the post test 89% of the students pass the passing grade. There is an improvement as many as 32%. However, the teacher and the researcher expect that there are at least 80% of the students pass the passing grade. Then, the teacher and the researcher conducted the cycle II.
c) Calculation of cycle II

Table 4. 14: Difference Square of Pre and Post-test Score in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score Pretest</th>
<th>Score posttest</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>2</td>
<td>ARPK</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>ATKS</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>ADS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>ADH</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>CDIP</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>DAP</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9</td>
<td>DBS</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>FJE</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>FSN</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>12</td>
<td>FF</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>HZS</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>NRA</td>
<td>60</td>
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<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>NN</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
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</tr>
<tr>
<td>16</td>
<td>NAR</td>
<td>70</td>
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<td>15</td>
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<tr>
<td>17</td>
<td>PRP</td>
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<td>5</td>
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</tr>
<tr>
<td>18</td>
<td>PCN</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>RS</td>
<td>75</td>
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<td>-5</td>
<td>25</td>
</tr>
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<td>SAF</td>
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<td>85</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>21</td>
<td>SAAP</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>22</td>
<td>SRSD</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>SSG</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>FA</td>
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<td>85</td>
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<td>225</td>
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<td>25</td>
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<td>5</td>
<td>25</td>
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<td>25</td>
</tr>
<tr>
<td>27</td>
<td>YP</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>28</td>
<td>ZKMS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
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<td>Y1</td>
<td>D</td>
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<td>2050</td>
<td>2305</td>
<td>255</td>
</tr>
</tbody>
</table>
In the cycle 1, the mean of the pre test is 73.214 and the mean of the post test is 82.321. It means that the mean of the post test is bigger than the mean of the pre test. It can be concluded that there is significant improvement of the students’ understanding in reading comprehension after being taught by using semantics mapping and mnemonics strategy.
From the data of the cycle I above, the researcher and the teacher find that the T-test is 9.447 and the T-table with N-1 is 2.048. The value of the T-test is bigger than the value of the T-table. It means that there was significant influence from the cycle I up to the cycle II. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there were significant differences between pre-test and post-test. Therefore, the researcher and the teacher conclude that the result
of the cycle II is really significant. Finally, the teacher and the researcher successfully conduct this research. It also means that flashcard could improve the students’ understanding on present continuous tense at the second grade students of SMP N 2 Mertoyudan in the academic year of 2018/2019.

4) Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score and the checklist were used to make proper reflection. The passing grade (KKM) for English subject is 75. The students’ scores in the post test of the cycle II show that there are 80% of the students who get score higher than KKM. The students’ answers in the post test of the cycle II were better. Some students can answer the questions correctly. In the pre test of the cycle II, there are 89% of the students who get score higher than KKM. It means that, after reflection from the cycle I was applied in the action of the cycle II, the students’ scores improve as many as 32% in the post test of the cycle II. The teacher and the researcher stop the cycle because 80% of the students have already passed the passing grade.
B. Discussions

After analyzing the students’ score in the cycle I and the cycle II, the researcher concludes that there is significant improvement of the students’ understanding on reading comprehension after being taught by semantics mapping and mnemonics strategy. The improvement can be seen as follows:

**Table 4.15: Table of Data Analysis**

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>63.392</td>
<td>73.214</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>75.714</td>
<td>82.321</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≥75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>25%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>71%</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>46%</td>
<td>32%</td>
</tr>
<tr>
<td>3</td>
<td>T-Table (N=28)</td>
<td>2.048</td>
<td>2.048</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>9.888</td>
<td>9.447</td>
</tr>
</tbody>
</table>

From the table above, it can see that the t-test is bigger than t-table. It means that there is significant improvement of the students’ understanding on reading comprehension after being taught by using semantics mapping and
mnemonics strategy. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement is as many as 46%, and in the cycle II, the improvement is as many as 32%. On the result among T-test of cycle I and cycle II, the implementation of semantic mapping and mnemonics strategy was successful to improve students' reading comprehension. It could be seen from the table that showed that T-test of cycle I was 9.888 and cycle II was 9.447 was higher than T-table (2048) T-test > T-table, so the result was improvement significant.

Based on the result above, the researcher concludes that semantics mapping and mnemonics strategy can improve the students’ reading comprehension.
CHAPTER V
CLOSURE

This chapter consists of the conclusion and suggestion. After completing this research, the research provides some conclusions and suggestion of the research.

A. Conclusion

After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problems of the research that:

1. There is an improvement of reading comprehension using semantics mapping and mnemonics strategy for the second grade students of SMP N 2 Mertoyudan. It can be seen from students’ scores of pre-test and post-test. It is shown in the mean of students’ score of pre-test in cycle I and cycle II are 63.392 and 73.214. It means that the reading comprehension without semantics mapping and mnemonics strategy was low because the result showed that the standardized score (75) is higher than the mean of pre-test in cycle I and cycle II.

While using semantics mapping and mnemonics strategy the students’ mean score of post-test in cycle I and II are 75.714 and 82.321. The mean of post-test in cycle II (75.714) are higher than the mean of post-test in cycle I (82.321). The mean of post-test in cycle II is higher than the mean of post-test in cycle I. It means that using semantics mapping and mnemonics strategy, the students' reading comprehension was improved.
Based on the result above, the researcher concludes that using semantics mapping and mnemonics strategy successfully improving in reading comprehension for second grade students of SMP N 2 Mertoyudan.

2. There is a significant influence of using semantics mapping and mnemonics strategy in improving reading comprehension for second grade students of SMP N 2 Mertoyudan. It can be seen from the score of pre-test and post-test which are increased from the result of the calculation of t-test in two cycles. The t-test of the cycle I is 9.888 and t-test of the cycle II is 9.447. The quantity (N) of this research is 28, based on the quantity of this research; the t-table is 2.048. In cycle I, the t-test is higher than t-table that is 9.888 > 2.048. While in the cycle II, the t-test is higher than t-table that is 9.447 > 2.048.

In addition, the result showed that there is a significant influence of t-test in the cycle I and cycle II, in cycle I 9.888 and the cycle II 9.447. The researcher concluded that there is a significant influence of using semantics mapping and mnemonics strategy in improving the students reading comprehension for second grade of SMP N 2 Mertoyudan in the academic year 2018/2019.
B. Suggestion

Based on the research findings and discussion, the following suggestions addressed to the teacher, the students, and the future researcher are presented:

1. **For the Teacher**

   The teacher can use the semantics mapping and mnemonics strategy to improve students’ reading comprehension. Using semantics mapping and mnemonics strategy in teaching-learning process is an interesting and really enjoyable activity for students. Moreover, using semantics mapping and mnemonics strategy in teaching-learning process is very easy to be applied. It can motivate and make the students easier in reading a subject.

2. **For the Students**

   The students can apply and practice the semantics mapping and mnemonics strategy by following the steps. It will help the students to solve their problems in reading comprehension and to improve their reading skill.

3. **For the Future Researcher**

   The researcher suggests the future researcher to conducted Classroom Action Research in using semantics mapping and mnemonics
strategy to improve students’ skill especially in reading comprehension. The future researcher can also examine the effectiveness of using semantics mapping and mnemonics strategy in the teaching-learning process if it is applied in Junior High School.
REFERENCES


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Appendixes
CURRICULUM VITAE

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Email : Lia.anggraeni144@gmail.com

Phone Number : 085786867363

Education Background

1. TK PGRI Saratan, Graduated in 2001
2. SD N Saratan, Graduated in 2007
3. SMP N 2 Mertoyudan, Graduated in 2010
4. SMK N 2 Magelang, Graduated in 2013
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Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : B- 2/II/L/21/D1.1/PP.07.3/07/2018 Salatiga, 25 Juli 2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Kepada

Yth. Hanung Triyoko, S.S., M.Hum., Ed

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Lia ANgraeni
NIM : 113-14-183
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF SEMANTIC MAPPING AND MNEMONIC STRATEGY TO IMPROVE THE STUDENTS’ READING COMPREHENSION FOR SECOND GRADE OF SMP N 2 MERTOYUDAN

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

Wassalamualaikum Wr. Wb.

[Signature]

A.n. Dekan,
Wakil Dejan Bidang Akademik.

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik

[Signature]
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : LIA ANGGRAENI  
NIM : 113-14-183  
Dosen Pembimbing : Hanung Triyoko, S.S., M.Hum., M.Ed  

*Judul Skripsi: The Use of Semantic Mapping and Mnemonics Techniques to Improve Students’ Reading Comprehension*  

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Catatan:  
Jika ada perubahan judul skripsi, harus dicentang dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Kerus Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

Dosen Pembimbing,  
Hanung Triyoko, S.S., M.Hum., M.Ed  
NIP: 19710815-199903-1008
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Jumlah 142

Salatiga, 27 Agustus 2018

Mengetahui

Wakil Dekan Bidang Akademik

Umum, Perencanaan dan Keuangan

Dr. Fatinrochman, S. Ag., M.Pd

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Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP N 2 Mertoyudan
Di Danurejo Mertoyudan

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
Nama : Lia Anggraeni
NIM : 113-14-183
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah :
The Use of Semantics Mapping and Mnemonic Strategy to Improve the Students’ Reading Comprehension

Dosen Pembimbing : Hanung Triyoko, S.S., M.HUM., M.Ed.


Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

NIP. 196908171996031004

Mulig, S.Ag., M.Phil.
Mertoyudan, 1 September 2018

Nomor : 423.4/1029b/17.21.SMP/2018

Kepada

Yth Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Salatiga

Tentang : Pemberian Izin Penelitian

DI SALATIGA

Menindaklanjuti Surat Saudara Nomor : B-1938/In.21/01.1/PN.03.1/08/2018 tanggal 10 Agustus 2018, tentang Permohonan Izin Penelitian, dalam Program Penelitian Skripsi yang berjudul : “The Use of Semantics Mapping and Mnemonic Strategy to Improve the Students’ Reading Comprehension” Mahasiswa;

Nama : Lia Anggraeni
NIM : 113-14-183
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini kami memberikan izin kepadanya untuk melakukan Penelitian dengan catatan:
1. Tidak mengganggu proses belajar mengajar
2. Mematuhi semua peraturan yang berlaku di SMPN 2 Mertoyudan.

Demikian surat ini disampaikan untuk dapat digunakan sebagaimana mestinya.

KEPALA SEKOLAH

CPTO IATI KUSUMO, S.Pd
Pembina
NIP 19620205 198301 1 002
PEMERINTAH KABUPATEN MAGELANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 MERTOYUDAN

Danurejo, Mertoyudan, Telp.(0293) 326086 Kabupaten Magelang Kode Pos 56172
e-mail: metrodja@gmail.com
Website: http://smrn2mertoyudan-magelang.sch.id

SURAT KETERANGAN
TELAH MELAKUKAN PENELITIAN
Nomor: 422/1029b/17.21.SMP/2018

Yang bertanda tangan di bawah ini:
Nama: CIPTO JATI KUSUMO, S.Pd.
NIP: 196202051983011002
Pangkat, Gol/Ruang: Pembina, IV/a
Jabatan: Kepala Sekolah

Dengan ini menerangkan bahwa:
Nama: LIA ANGGRAENI
NIM: 113-14-183
Prodi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan
Telah melakukan penelitian dengan:
Judul Penelitian: "The Use of Semantics Mapping and Mnemonic Strategy to Improve the Students’ Reading Comprehension"
Waktu Penelitian: Agustus – September 2018

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimanamestinya.

Mertoyudan, 1 September 2018

[Signature]

CIPTO JATI KUSUMO, S.Pd.
Pembina
NIP 196202051983011002
Profil of SMP N 2 Mertoyardan

1. The General Situation of SMP N 2 Mertoyardan

   This classroom action research is conducted at SMP N 2 Mertoyardan. The school was built on July 18th, 1984. The location is at Danurejo village, Mertoyardan subdistrict, Magelang regency and West Java. The number of phone is (0293) 326086. The e-mail of the school is smpn2mertoyardan@yahoo.com. SMP N 2 Mertoyardan consists of 18 groups of learning with 571 students, 40 teachers, 13 staffs and 6 cleaning services.

   This school is also completed with some supporting infrastructures, there are language laboratory, science laboratory, library, auditorium, mosque and gazebo.

2. Vision and Mission

   a. Vision

      Excellent in the science and technology, have a conception of environment and be based on faith and piety.

   b. Mission

      1) Fulfilling standard of graduate competence by formulate the academic and non academic performance and be a students' having a certain character.

      2) Fulfilling standard of contain by implementing the basic competence, standard competence, indicators, basic material that can be materialized in the syllabus.

      3) Implementing learning based problem solving and scientific to develop students' potential.
4) Improving the teachers’ competence and staff of education by 
workshop, in-house training, coaching and education.
5) Fulfilling the adequate tools and infrastructure to support 
learning process and education service.
6) Implementing management based on expert school.
7) Fulfilling the standard of funding by empowering all of potential 
that can support the excellent learning.
8) Developing assessment system that can measure all of the 
students’ ability.
9) Creating the superior environment and culture in order to make 
all member of school is comfortable and safe.
10) Implementing the pioneering effort to be excellent school that 
can be signed by the success of academic and non-academic 
achievement, professional teachers and staff of educations, 
cohesive teamwork of teachers and strong students’ character.

List of Teacher SMP N 2 Mertoayudan
In the Academic Year of 2017/2018

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cipto Jati Kusuma, S. Pd.</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>Nurul Aini Kumala, S.Pd.</td>
<td>Science</td>
</tr>
<tr>
<td>3</td>
<td>Dra. Haryati</td>
<td>Counseling</td>
</tr>
<tr>
<td>4</td>
<td>Winarti, S. Pd., M.Pd.</td>
<td>Counseling</td>
</tr>
<tr>
<td>5</td>
<td>Dra. Zubaidiyah</td>
<td>Science</td>
</tr>
<tr>
<td>6</td>
<td>Dra. Tri Remani Rahayu</td>
<td>Javanese Language</td>
</tr>
<tr>
<td>7</td>
<td>Dra. Sualloewati</td>
<td>English</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Subject</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Siti Asgolani, S.Pd</td>
<td>Science</td>
</tr>
<tr>
<td>9</td>
<td>Sapto Triyono, S.Pd. Jas</td>
<td>Penjaskes (Sport) teacher</td>
</tr>
<tr>
<td>10</td>
<td>Teguh Hariyanto, S.Pd.</td>
<td>Mathematic</td>
</tr>
<tr>
<td>12</td>
<td>Hemeningsih, S.Pd.</td>
<td>Mathematic</td>
</tr>
<tr>
<td>13</td>
<td>Eni Widyastuti, S.Pd.</td>
<td>Social</td>
</tr>
<tr>
<td>14</td>
<td>Tri Mariastuti Vinsencia, S.Pd.</td>
<td>Indonesian language</td>
</tr>
<tr>
<td>15</td>
<td>Rindarti, S.Pd.</td>
<td>English teacher</td>
</tr>
<tr>
<td>16</td>
<td>Sri Lestari</td>
<td>Art and Culture Teacher</td>
</tr>
<tr>
<td>17</td>
<td>Istudiyanto, S.Pd.</td>
<td>Penjaskes (Sport) teacher</td>
</tr>
<tr>
<td>18</td>
<td>Sri Suhermi, S.Pd.</td>
<td>Penjaskes (Sport) teacher</td>
</tr>
<tr>
<td>19</td>
<td>Nok Ancriah, S.Pd</td>
<td>Indonesian language</td>
</tr>
<tr>
<td>20</td>
<td>Suharyati</td>
<td>Art and Culture Teacher</td>
</tr>
<tr>
<td>21</td>
<td>Ninik Satriyati, S.Pd</td>
<td>English teacher</td>
</tr>
<tr>
<td>22</td>
<td>R. Suryanto, S.Pd., NM.</td>
<td>English teacher</td>
</tr>
<tr>
<td>23</td>
<td>Sri Supadmi, S.Pd.</td>
<td>Social</td>
</tr>
<tr>
<td>24</td>
<td>Sri Zumrutul Islamiyah, S.Pd.</td>
<td>Social</td>
</tr>
<tr>
<td>25</td>
<td>Muhammad Kholil, S.Pd.</td>
<td>Science</td>
</tr>
<tr>
<td>26</td>
<td>Henry Yulianto, S.Th.</td>
<td>Islamic Teacher</td>
</tr>
<tr>
<td>27</td>
<td>Widodo, S.Pd.</td>
<td>Art and Culture Teacher</td>
</tr>
<tr>
<td>28</td>
<td>Muryadi</td>
<td>Ketrampilan Jasa</td>
</tr>
<tr>
<td>29</td>
<td>Dra. Anik Munawaroh</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>30</td>
<td>Umi Kusum, S.Pd.</td>
<td>Civic Education Teacher</td>
</tr>
<tr>
<td>31</td>
<td>Oina Nurhayati, S.Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>32</td>
<td>Agus Suprayogo, S.Pd</td>
<td>Civic Education Teacher</td>
</tr>
<tr>
<td>33</td>
<td>Maria Agustina Djoyaning Setyohati, S.Si.</td>
<td>Technology, Information and Communication (TIK)</td>
</tr>
<tr>
<td>34</td>
<td>Adityo Faridh Wicaksono, S.Pd</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Endang Suryatun, S.Pd.</td>
<td>Mathematic</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Subject</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>36</td>
<td>Ardani, S.Pd.I.</td>
<td>Islamic Teacher</td>
</tr>
<tr>
<td>37</td>
<td>Dra. V. Surahmi</td>
<td>Islamic Teacher</td>
</tr>
<tr>
<td>38</td>
<td>Titin Nasrofa, S.Pd.</td>
<td>Science</td>
</tr>
<tr>
<td>39</td>
<td>Nova Hadijah Iriani D, S.Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>40</td>
<td>Roykhan Abid, S.Pd.</td>
<td>Islamic Teacher</td>
</tr>
<tr>
<td>41</td>
<td>Desiana Nugraeni, S.Pd.</td>
<td>Javanese Language</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP N 2 Mertoayu
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ Gasal
Materi Pokok : Obligation, Prohibition, and
Suggestion
Alokasi Waktu : 2 X 40 MENIT

A. Kompetensi Inti

3. Memahami dan menerapkan pengetahuan (fakual, konseptual dan
posedural) berdasarkan rasa ingin tahu yang diajarkan pengetahuan,
teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Menguasai, mengkaji, dan menelar dalam ranah konkrit (menggunakan,
mengetahui, menangkap, menemukan, dan membuat) dan ranah abstrak
(menulis, membaca, menghitung, menggambar dan mengarang) sesuai
dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut
pandang/ teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
</table>
| 3.3 Menerangkan fungsi sosial, struktur teks, dan unsur kebebasan teks interaksi| 3.3.1 Membaca informasi terkait dengan keharusan, larangan, dan himbauan menggunakan Bahasa
<p>| lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait   | lagris dengan baik dan benar                                           |
|                                                                                  | 3.3.2 Menyebarkan informasi terkait dengan keharusan, larangan, dan    |
|                                                                                  | himbauan menggunakan ucapan dan tekanan kata dengan benar.             |</p>
<table>
<thead>
<tr>
<th>Keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (perhatikan unur kebahasan must, should)</th>
<th>3.3.3 Menanyakan peredaran penggunaan susunan terkait dengan keharusan, larangan, dan himbauan</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.4 Menbuat tulisan terkait dengan keharusan, larangan, dan himbauan yang terjadi pada peristiwa penting yang diketahui</td>
<td></td>
</tr>
<tr>
<td>3.3.5 Melakukan refleksi tentang proses dan hasil belajaranya</td>
<td></td>
</tr>
</tbody>
</table>

| 4.3.1 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan dengan memperhatikan fungsi sosial, struktur teks, dan urutan kebahasan yang benar dan sesuai dengan konteks |
|-------------------------------------------------|-------------------------------------------------|
| 4.3.2 Terampil menyebutkan informasi terkait dengan keharusan, larangan, dan himbauan menggurankan ucapan dan tekaan kata dengan benar |
| 4.3.3 Terampil membuat tulisan terkait dengan keharusan, larangan, dan himbauan yang terjadi pada peristiwa penting yang diketahui |

**Fokus Pengucapan Karakter:** peduli, disiplin, bertanggung jawab, kerja sama, sopan dan santun dalam berkomunikasi dengan orang lain.
C. Tujuan Pembelajaran

Pertemuan Pertama

Melalui serangkaian kegiatan pembelajaran, siswa dapat:
1. Membaca informasi terkait dengan keharusan, larangan, dan himbauan menggunakan Bahasa Inggris dengan baik dan benar
2. Menyebrukkan informasi terkait dengan keharusan, larangan, dan himbauan menggunakan ucapan dan tekanan kata dengan benar.
3. Menyanyai perbedaan penggunaan susunan terkait dengan keharusan, larangan, dan himbauan
4. Membuat tunisan terkait dengan keharusan, larangan, dan himbauan yang terjadi pada peristiwa penting yang diketahui.
5. Melakukan refleksi tentang proses dan hasil belajarnya.
6. Terampil membaca informasi terkait dengan keharusan, larangan, dan himbauan menggunakan Bahasa Inggris dengan baik dan benar.
7. Terampil menyebrukkan informasi terkait dengan keharusan, larangan, dan himbauan menggunakan ucapan dan tekanan kata dengan benar.
8. Terampil membuat tunisan terkait dengan keharusan, larangan, dan himbauan yang terjadi pada peristiwa penting yang diketahui.

D. Materi Pembelajaran

Pattern:

<table>
<thead>
<tr>
<th>S</th>
<th>Modals/ Auxiliary Verb</th>
<th>Verb base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obligation</td>
<td>Prohibition</td>
<td>Suggestion</td>
</tr>
<tr>
<td>S</td>
<td>Must</td>
<td>Must Not</td>
</tr>
<tr>
<td></td>
<td>Have to</td>
<td>Don't</td>
</tr>
<tr>
<td>You</td>
<td>Most</td>
<td>Should</td>
</tr>
<tr>
<td>don't</td>
<td>should</td>
<td>Come to the party</td>
</tr>
</tbody>
</table>
E. Metode Pembelajaran

Pendekatan : Scientific approach
Model : Semantics Mapping and Mnemonic

F. Media/alat dan Bahan

- Media/Alat : Spidol, lembar kerja siswa,
- Bahan : Teks ariyabik

G. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/MTs Kelas VIII, edisi revisi dari suraber lain yang sesuai

H. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (80 menit)

<table>
<thead>
<tr>
<th>Langkah Pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan</td>
<td>Guru:</td>
<td>10 menit</td>
</tr>
<tr>
<td>Pendahuluan:</td>
<td>- Mengacupkan salam</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>- Mengenai kehadiran siswa,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Berdoa yang di pimpin oleh ketua kelas VIIIB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Membuka suasana belajar yang kondusif</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tegur sapa siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Apersepsi terkait dengan <em>obligation, prohibition and suggestion</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Bertanya jawab tentang <em>obligation, prohibition and suggestion</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memperbentuk tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Menyebutkan kegiatan belajar yang akan dilakukan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Menyampaikan penilaian yang akan digunakan</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Siswa mengamati contoh penelitian tentang obligation, prohibition and suggestion yang ada dalam buku pegangan siswa</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa membaca contoh penelitian tentang obligation, prohibition and suggestion yang ada dalam buku pegangan siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa bertanya apa-apa yang belum diketahui berkaitan dengan informasi tentang tentang obligation, prohibition and suggestion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa menyebutkan contoh informasi terkait tentang obligation, prohibition and suggestion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa membaca sebuah teks yang diberikan guru secara individu untuk mengetahui tingkat pemahaman siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa membuat ringkasan dari text yang sudah dibaca oleh siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa membaca informasi yang mereka dapatkan tentang tentang obligation, prohibition and suggestion secara acak.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dengan bimbingan guru, siswa merefleksikan dari hasil belajar yang telah didapatkan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>Siswa dan guru:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Membahas manfaat pembelajaran yang baru diselesaikan</td>
</tr>
<tr>
<td></td>
<td>Menyimpulkan hasil pembelajaran</td>
</tr>
<tr>
<td></td>
<td>Menyampaikan kegiatan dan topik rencana pembelajaran untuk peremuan berikutnya</td>
</tr>
<tr>
<td>Langkah Pembelajaran</td>
<td>Deskripsi</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Kegiatan Pendahuluan:</strong> Introduction</td>
<td></td>
</tr>
</tbody>
</table>
| Guru: | - Mengucapkan salam  
- Mengecek kehadiran siswa,  
- Berdoa yang di pimpin oleh ketua kelas VIIIB  
- Menyiapkan suasana belajar yang kondusif  
- Tegur sapa siswa  
- Guru meresview materi sebelumnya.  
- Apersepsi terkait dengan *obligation, prohibition and suggestion*  
- Bertanya jawab tentang *obligation, prohibition and suggestion*  
- Menyebutkan tujuan pembelajaran  
- Menyebutkan kegiatan belajar yang akan dilakukan  
- Menyampaikan penilaian yang akan digunakan | |
| **Kegiatan Inti:** Connection | - Siswa mengamati contoh penulisan tentang *obligation, prohibition and suggestion* yang ada dalam buku pegangan siswa  
- Siswa membaca contoh penulisan tentang *obligation, prohibition and suggestion* yang ada dalam buku pegangan siswa  
- Siswa bertanya apa-apa yang belum diketahui berkaitan dengan informasi tentang *obligation, prohibition and suggestion* | 65' |
| Evaluation | | Application |
|---|---|
| Siswa menyebukan contoh informasi teks tentang obligation, prohibition and suggestion. | - Guru menjelaskan tentang semantik mapping and mnemonics strategy beserta contohnya. | - Siswa membaca sebuah teks yang diberikan guru secara.
| - Siswa membaca sebuah teks yang diberikan guru secara. | - Dengan berbincang guru, siswa membahas beberapa ringkasan dari teks yang sudah dibaca oleh siswa menggunakan semantic mapping and mnemonics strategy. | - Dengan berbincang guru, siswa meneleksikan dari hasil belajar yang telah didapatkan. |
| Kegiatan Penutup | | Siswa dan guru: |
| | - Membahas manfaat pembelajaran yang baru diselesaikan | - Menyimpulkan hasil pembelajaran |
| | - Menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya | - Menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya |
I. Penilaian

1. Pengetahuan :
   Teknik Penilaian : tertulis
   Bentuk Instrumen : Pertanyaan tertulis berbentuk tes tulis singkat
   Instrumen Penilaian : Lihat lampiran
   Waktu pelaksanaan : Saat pembelajaran usai (assessment of learning)
   Kisi-Kisi dan Soal

<table>
<thead>
<tr>
<th>Indikator</th>
<th>No Soal</th>
<th>Teknik/Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disajikan beberapa teks rumpang, siswa dapat menyebutkan informasi terkait tentang obligation, prohibition and suggestion.</td>
<td>1-5</td>
<td>Tes Tulis / Singkat</td>
</tr>
</tbody>
</table>

2. Ketrampilan :
   Teknik Penilaian : Membaca
   Bentuk Instrumen : Pertanyaan tertulis berbentuk uraian
   Instrumen Penilaian : Lihat lampiran
   Waktu pelaksanaan : Saat pembelajaran usai (assessment of learning)
   Kisi-Kisi dan Soal

<table>
<thead>
<tr>
<th>Indikator</th>
<th>No Soal</th>
<th>Teknik/Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secara individu disajikan sebuah text, siswa dapat menyampaikan apa-apa yang mereka dapatkan dari informasi terkait obligation, prohibition and suggestion</td>
<td>1</td>
<td>Tes lisan / Uraian</td>
</tr>
</tbody>
</table>
Rubrik Penilaian dan Pedoman Penskoran

a) Rubrik Penilaian Pengetahuan:

Nilai Akhir = jumlah benar x 5

b) Rubrik Penilaian Ketempilan

<table>
<thead>
<tr>
<th>Aspek</th>
<th>Skor</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>3</td>
<td>Paham</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Cukup paham</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Kurang paham</td>
</tr>
<tr>
<td>Form</td>
<td>3</td>
<td>Sesuai instruksi</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Kurang sesuai instruksi</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Tidak sesuai instruksi</td>
</tr>
<tr>
<td>Grammar</td>
<td>3</td>
<td>Memahami grammar</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Cukup Memahami grammar</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Kurang memahami grammar</td>
</tr>
<tr>
<td>Format</td>
<td>3</td>
<td>Sesuai instruksi</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Kurang sesuai instruksi</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Tidak sesuai instruksi</td>
</tr>
<tr>
<td>Main Idea</td>
<td>3</td>
<td>Memahami main idea</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Kurang memahami main idea</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Tidak memahami main idea</td>
</tr>
</tbody>
</table>

Nilai Akhir / Nilai Diperoleh = Total Skor X 5

Mengetahui:

Guru Mapel Bahasa Inggris

Riniarti, S.Pd.

Mertoyudan, Agustus 2018
Peneliti

NIP: 19710331 200212 1 001

Lia Anggraeni

NIM: 113-14-183
Cycle I Pre-test

Name: 
Number: 

A. Answers the question below!
1. When you feel sick, you ................. go to the medical room. (obligation)
2. You are so tired, you ......................... take a rest. (suggestion)
3. Vina .......................................... call Miss Dewi now! (Obligation)
4. .............................................. touch my hand. (prohibition)
5. I think Dila ....................... made a cake that day. (suggestion)

B. Summarize this text below. Then explain in front of the class.

We will use more English now. You should greet me and your friends in English. You should ask the question in English. You should answer the question in English. You should take leave in English, too. But don’t worry, when you need I will help you. You should not be ashamed to use English. You should not be ashamed to speak and write to each other in English. You should be sure that you can do it because I will always help you. You should listen to more English songs. You should sing more English songs. More importantly, you should understand the lyrics. You should read more stories from around Indonesia and the world in English.
Cycle I (post-test)

Name:

Number:

A. Answers the question bellow
1. Please, come on time and ............... come late. (prohibition)
2. The students ............... obey the school regulation. (obligation)
3. My brother ............... turn off the computer before he go away. (suggestion)
4. Please ............... open the window. (prohibition)
5. I ............... visit the library now. (obligation)

B. Summarize this text bellow. Then explain in front of the class.

We must wear a uniform every day. From Monday to Tuesday we must wear the OSIS uniform. On Monday we must wear the black shoes and the white socks. On Wednesday and Thursday we must wear batik skirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear the scout uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or casual wear at any place and any time during the school hours. On Saturday, we must follow the extracurricular class, so we must wear sport uniform.
Name: Putri Chelron Niswati

Number: 18

A. Answers the question below:
1. When you feel sick, you ___________ go to the medical room. (obligation)
2. You are so tired, you ___________ take a rest. (suggestion)
3. Vina ___________ call Miss Dewi now! (obligation)
4. ___________ touch my hand. (prohibition)
5. I think Dila ___________ made a cake that day. (suggestion)

B. Summarize this text below. Then explain in front of the class.

We will use more English now. You should greet me and your friends in English. You should ask the question in English. You should answer the question in English. You should take leave in English, too. But don't worry, when you need I will help you. You should not ashamed to use English. You should not be ashamed to speak and write to each other in English. You should be sure that you can do it because I will always help you. You should listen to more English songs. You should sing more English songs. More importantly, you should understand the lyrics. You should read more stories from around Indonesia and the world in English.
Name: John Doe
Number: 29

A. Answers the question below!
1. When you feel sick, you ___________ go to the medical room. (obligation)
2. You are so tired, you ___________ take a rest. (suggestion)
3. Vira ___________ call Miss Dewi now! (Obligation)
4. You ___________ touch my hand. (prohibition)
5. I think Dila ___________ made a cake that day. (suggestion)

B. Summarize this text below. Then explain in front of the class.

We will use more English now. You should greet me and your friends in English. You should ask the question in English. You should answer the question in English. You should take leave in English too. But don’t worry, when you need I will help you. You should not ashamed to use English. You should not be ashamed to speak and write to each other in English. You should be sure that you can do it because I will always help you. You should listen to more English songs. You should sing more English songs. More importantly, you should understand the lyrics. You should read more stories from around Indonesia and the world in English.
A. Answers the question bellow
1. Please, come on time and _______ Don’t _______ come late. (prohibition)
2. The students _______ must _______ be obey the school regulation. (obligation)
3. My brother _______ should turn on the computer before he go away. (suggestion)
4. Please _______ Don’t _______ open the window. (prohibition)
5. I _______ must _______ visit the library now. (obligation)

B. Summarize this text bellow, Then explain in front of the class.

We must wear a uniform every day. From Monday to Tuesday we must wear the OSIS uniform. On Monday we must wear the black shoes and the white socks. On Wednesday and Thursday we must wear the black skirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear the scout uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or casual wear at any place and at any time during the school hours. On Saturday, we must follow the extracurricular class, so we must wear a sport uniform.
A. Answers the question below
   1. Please, come on time and..........come late (prohibition)
   2. The students........must...........be obey the school regulation. (obligation)
   3. My brother........must...........turn of the computer before he go away. (suggestion)
   4. Please........must...........open the window. (prohibition)
   5. I........must...........visit the library now. (obligation)

B. Summarize this text below. Then explain in front of the class.

   We must wear a uniform every day. From Monday to Tuesday we must wear the OSIS-uniform. On Monday we must wear the black shoes and the white socks. On Wednesday and Thursday we must wear batik skirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear the scout uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or casual wear at any place and any time during the school hours. On Saturday, we must follow the extracurricular class, so we must wear sport uniform.
A. Answers the question below:

1. Please, come on time and don't arrive late. (prohibition)
2. The students must be obedient to the school regulations. (obligation)
3. My brother should turn off the computer before he go away. (suggestion)
4. Please don't open the window. (prohibition)
5. I want to visit the library now. (obligation)

B. Summarize this text below. Then explain in front of the class.

We must wear a uniform every day. From Monday to Tuesday we must wear the OSIS uniform. On Monday we must wear the black shoes and the white socks. On Wednesday and Thursday we must wear the black skirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear the sport uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or casual wear at any place and any time during the school hours. On Saturday, we must follow the extracurricular class, so we must wear sport uniform.
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP N 2 Mertoayudan
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ Gasal
Materi Pokok : Obligation, Prohibition, and Suggestion
Alokasi Waktu : 2 X 40 MENIT

A. Kompetensi Inti
3. Memahami dan menerapkan pengetahuan (faktaual, konseptual dan prosedural) berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, mengkaji, dan menalar dalam ranah konkret (mengunakannya, mengurai, memahami, memodifikasi, dan membantu) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Menerangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</td>
<td>3.3.1 Membaca informasi terkait dengan keharusan, larangan, dan himbauan menggunakan Bahasa Inggris dengan baik dan benar</td>
</tr>
<tr>
<td></td>
<td>3.3.2 Menyebutkan informasi terkait dengan keharusan, larangan, dan himbauan menggunakan ucapan dan tekanan kata dengan benar.</td>
</tr>
</tbody>
</table>
C. Tujuan Pembelajaran

Pertemuan Pertama

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Membaca informasi terkait dengan keharusan, larangan, dan himbauan menggunakan Bahasa Inggris dengan baik dan benar
3. Menyanyakan perbedaan penggunaan susunan terkait dengan keharusan, larangan, dan himbauan
4. Membuat tulisan terkait dengan keharusan, larangan, dan himbauan yang terjadi pada peristiwa penting yang diketahui.
5. Melakukan refleksi tentang proses dan hasil belajarnya.
6. Terampil membaca informasi terkait dengan keharusan, larangan, dan himbauan menggunakan Bahasa Inggris dengan baik dan benar
7. Terampil menyebutkan informasi terkait dengan keharusan, larangan, dan himbauan menggunakan ucapan dan tekanan kata dengan benar.
8. Terampil membuat tulisan terkait dengan keharusan, larangan, dan himbauan yang terjadi pada peristiwa penting yang diketahui

D. Materi Pembelajaran

Pattern:

<table>
<thead>
<tr>
<th></th>
<th>Modals/ Auxiliary Verb</th>
<th>Verb base</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Obligation</td>
<td>Prohibition</td>
</tr>
<tr>
<td></td>
<td>Must</td>
<td>Must Not</td>
</tr>
<tr>
<td></td>
<td>Have to</td>
<td>Don't</td>
</tr>
<tr>
<td>You</td>
<td>Must</td>
<td>don’t</td>
</tr>
</tbody>
</table>
E. Metode Pembelajaran

Pendekatan: Scientific approach
Model: Semantics Mapping and Mnemonic

F. Media/alat dan Bahan

- Media/Alat: Spidol, lembar kerja siswa,
- Teks: autentik

G. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan, Bahan Inggris, When English Rings The Bell, SMP/Mts Kelas VIII, edisi revisi dan sumber lain yang sesuai

H. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama: (80 menit)

<table>
<thead>
<tr>
<th>Langkah Pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Pendahuluan</td>
<td>Guru:</td>
<td>10'</td>
</tr>
<tr>
<td>Introduction</td>
<td>- Mengucapkan salam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengecek kehadiran siswa,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Berdoa yang di pimpin oleh ketua kelas VIIIIB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Menyiapkan suasana belajar yang kondusif</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tegur kepada siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru mereview materi sebelumnya,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Apersepsi terkait dengan obligation, prohibition and suggestion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Bertanya jawab tentang obligation, prohibition and suggestion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Menyebutkan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Keterangan</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
<td></td>
</tr>
</tbody>
</table>
| - Menyebutkan kegiatan belajar yang akan dilakukan  
- Menyampaikan penilaian yang akan digunakan | 5' |
| **Connection** | 05' |
| - Siswa mengamati contoh penulisan tentang obligation, prohibition, and suggestion yang ada dalam buku pegangan siswa  
- Siswa membaca contoh penulisan tentang obligation, prohibition, and suggestion yang ada dalam buku pegangan siswa  
- Siswa bertanya apa-apa yang belum dijelaskan berkaitan dengan informasi tentang tema obligation, prohibition, and suggestion  
- Siswa menyelesaikan contoh informasi terkait tentang obligation, prohibition, and suggestion  
- Siswa membaca sebuah teks yang diberikan guru secara individu untuk mengenali tingkat pemahaman siswa  
- Siswa membuat ringkasan dari text yang sudah dibaca oleh siswa  
- Siswa membeberkan informasi yang mereka diperoleh tentang tema obligation, prohibition, and suggestion secara orali  
- Dengan bimbingan guru, siswa membeberkan, dari hasil belajar yang telah diselesaikan | 05' |
| **Application** | |
| **Evaluation** | |
| **Kegiatan Penutup** | 5' |
| - Membahas manfaat pembelajaran yang baru diselesaikan  
- Menyimpulkan hasil pembelajaran  
- Menyempatkan kegiatan dan topik rencana pembelajaran untuk persiapan berikutnya |
<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Inti</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Menyebetkan kegiatan belajar yang akan dilakukan</td>
<td></td>
</tr>
<tr>
<td>- Menyampaikan penilaian yang akan digunakan</td>
<td></td>
</tr>
<tr>
<td>Connection</td>
<td>- Siswa mengamati contoh penulisan tentang <em>obligation, prohibition and suggestion</em> yang ada dalam buku pegangan siswa</td>
</tr>
<tr>
<td>- Siswa membaca contoh penulisan tentang <em>obligation, prohibition and suggestion</em> yang ada dalam buku pegangan siswa</td>
<td></td>
</tr>
<tr>
<td>- Siswa bertanya apa-apa yang belum diketahui berkaitan dengan informasi tentang tentang <em>obligation, prohibition and suggestion</em></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>- Siswa menyebutkan contoh informasi terkait tentang <em>obligation, prohibition and suggestion</em></td>
</tr>
<tr>
<td>- Guru menjelaskan tentang <em>semantic mapping and mnemonic strategy</em> beserta contohnya</td>
<td></td>
</tr>
<tr>
<td>- Siswa menata sebuah teks yang diberikan guru secara</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>- Dengan bantuan guru, siswa membuat contoh ringkasan dari teks yang sudah dibaca oleh siswa menggunakan <em>semantic mapping and mnemonic strategy</em></td>
</tr>
<tr>
<td>- Dengan bimbingan guru, siswa merefleksikan dari hasil belajar yang telah didapatkan</td>
<td></td>
</tr>
<tr>
<td>Kegiatan</td>
<td>Siswa dan guru:</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Penuh</td>
<td>- Membahas manfaat pembelajaran yang baru diselidikkan</td>
</tr>
<tr>
<td></td>
<td>- Menyelesaikan hasil pembelajaran</td>
</tr>
<tr>
<td></td>
<td>- Menyampaikan kegiatan dan topik terkait pembelajaran untuk penerima berikutnya</td>
</tr>
</tbody>
</table>

1. Penilaian

1. Penentuan :
   - Teknik Penilaian : tertulis
   - Bentuk Instrumen : Petanyaan tertulis berbentuk tes tulis singkat
   - Instrumen Penilaian : Lihat lampiran
   - Waktu pelaksanaan : Saat pembelajaran umum (assessment of learning)
   - Kisi-Kisi dan Soal

<table>
<thead>
<tr>
<th>Indikator</th>
<th>No</th>
<th>Teknik/Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disajikan beberapa teks, siswa diperintahkan menyearikan kata obligation, prohibition and suggestion.</td>
<td>1</td>
<td>Tes Tulis / Singkat</td>
</tr>
</tbody>
</table>

2. Ketentuan :
   - Teknik Penilaian : Membaca
   - Bentuk Instrumen : Pertanyaan tertulis berbentuk uraian
   - Instrumen Penilaian : Lihat lampiran
   - Waktu pelaksanaan : Saat pembelajaran umum (assessment of learning)
### Kisi-Kisi dan Soal

<table>
<thead>
<tr>
<th>Indikator</th>
<th>No. Soal</th>
<th>Teknik/Bentuk Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secara individu disajikan sebuah text, siswa dapat menyampaikan apa-apa yang mereka dapatkan menggunakan semanties mapping and mnemonics dari informasi terkait obligation, prohibition and suggestion</td>
<td>1</td>
<td>Tes list</td>
</tr>
<tr>
<td>Main Idea</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Memahami main idea</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Kurang memahami main idea</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tidak memahami main idea</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Nilai Akhir / Nilai Diperoleh = Total Skor x 5

Mengetahui:
Guru Mapel Bahasa Inggris

[Signature]

Rudianta, S.Pd.
NIP: 19713331 200212 1 001

Saletiga, Agustus 2018
Peneliti

[Signature]

Lia Anggraeni
NIM: 113-14-183
Cycle II (Pre-test)

Name/Class:

The good condition in the classroom is one of the reasons, that we can learn well. We should create the classroom tidy and interesting. So, we must not litter. We should available the garbage bin and we must put the garbage in there. We must not put the rubbish in the locker. Then we also must be creative to design the class and make interesting. But, we must not write or draw anything on the desk and on the walls with the pens. We must sweep the floor and dust the teacher's desk and the shelf every day. We should open the windows to circulation the pure air. Sometimes, to create the different condition, we should learn in outside of the class.

1. From the text above, please find the words of obligation, prohibition or suggestion!!

2. Summarize the text above, then explain in front of the class
Cycle II (Post-test)

Name/Class:

We should be a discipline students. We must not be late to school. We must come on time to class and to the flag ceremony. If we are late, we must wait outside the gate. We must not come in until the security guard gives us permission. We have to do the punishment from the security guard. Sometimes, we should sing the several national songs in the middle field or we have to clean the restroom. Even, we must sign a paper before we come to class. If we cannot come on time for any reason, we must hand in a notice from our parents to the principal. We must not follow the class for that day.

1. From the text above, Please find the words of obligation, prohibition or suggestion???

2. Summarize the text above using semantics mapping and mnemonics, then explain in front of the class.
The good condition in the classroom is one of the reasons that we can learn well. We should keep the classroom tidy and interesting. So, we must not litter. We should available the garbage bin and we must put the garbage in there. We must not put the rubbish in the locker. Then we also must be creative to design the classroom and make it interesting. But, we must not write or draw anything on the desk and on the walls with the pens. We must sweep the floor and dust the teacher's desk and the shelf every day. We should open the windows to circulate the pure air. Sometimes, to create the different condition, we should learn in outside of the class.

1. From the text above, please find the words of obligation, prohibition, or suggestion!!!
2. Summarize the text above using semantics mapping and mnemonics, then explain in front of the class.

Obligation:
- Must put the garbage in there.
- Must sweep the floor and dust the teacher's desk and the shelf every day.
- Should keep the classroom tidy and interesting.
- Should open the windows to circulate the pure air.
- Should learn in outside of the class.

Prohibition:
- Must not put the rubbish in the locker.
- Must not write or draw anything on the desk and the wall.
- Should avoid the garbage bin.

Suggestion:
- Should keep the classroom tidy and interesting.
- Should open the windows to circulate the pure air.
- Should clean in outside of the class.

The good condition in the classrooms. We must sweep the floor and dust the teacher's desk and the shelf every day. We must put the garbage in there. We must not put the rubbish in the locker. We should open the windows to circulate the pure air. We should clean in outside of the class.
The good condition in the classroom is one of the reasons that we can learn well. We should create the classroom tidy and interesting. So, we must not litter. We should have the garbage bin and we must put the garbage in there. We must not put the rubbish in the locker. Then we also must be creative to design the class and make interesting. But, we must not write or draw anything on the desk and on the walls with the pens. We must sweep the floor and dust the teacher's desk and the other every day. We should open the windows to circulate the pure air. Sometimes, to create the different condition, we should learn inside the class.

1. From the text above, Please find the words of obligation, prohibition, and suggestion?? Should be a multiple choice.

2. Summarize the text above using semantics mapping and mnemonics, then explain in front of the class.

Obligation: We must put the garbage in there.
Then we also must be creative to design the class and make interesting.
We must sweep the floor and dust the teacher's desk and the other every day.

Prohibition: We must not litter.
We must not put the rubbish in the locker.
We must not write or draw anything on the desk and on the walls with the pens.

Suggestion: Should create the classroom is tidy and interesting.
Should clean the garbage bin.
Should clean the windows.

Summarize: The good condition in the classroom is one of the reasons that we can learn well. We must not litter and must not put the rubbish in the locker. We must not write or draw anything on the desk and on the walls with the pens.
The good condition in the classroom is one of the reasons that we can learn well. We should create the classroom tidy and interesting. So we must not litter. We should available the garbage bin and we must put the garbage in there. We must not put the rubbish in the locker. Then we also must be creative to design the class and make interesting. But we must not write or draw anything on the desk and on the walls with the pens. We must sweep the floor and dust the teacher’s desk and the shelf every day. We should open the windows to circulation the pure air. Sometimes, to create the different condition, we should learn in outside of the class.

1. From the text above, please find the words of obligation, prohibition or suggestion!!!

2. Summarize the text above using semantics mapping and mnemonics, then explain in front of the class.

1) obligation:
- we must put the garbage in there bin
- we must sweep the floor
- we must be creative to design the class and make interesting

prohibition:
- we must not litter
- we must not put the rubbish in the locker
- we must not write and draw anything on the desk

suggestion:
- we should learn in outside of the class
- we should open the windows to circulation the pure air
- we should available the garbage

2) We should create the classroom tidy and interesting. So we must not litter and not the rubbish in the desk. We should available the garbage. We must not write or draw anything on the desk and walls with the pens. We should sweep the floor and dust the teacher’s desk every day. We should open the windows and sometimes, to create the different condition, we should learn in outside of the class.
The good condition in the classroom is one of the reasons that we can learn well. We should create the classroom tidy and interesting. So, we must not litter. We should have available the garbage bin, and we must put the garbage in there. We must not put the rubbish in the locker. Then we also must be creative in design the class and make interesting. But, we must not write or draw anything on the desk and on the walls with the pens. We must sweep the floor and dust the teacher's desk and the shelf every day. We should open the windows to circulation the pure air. Sometimes, to create the different condition, we should learn in outside of the class.

1. From the text above, please find the words of obligation, prohibition or suggestion!!!

2. Summarize the text above using semantics mapping and mnemonics, then explain in front of the class.

   **Answer**
   
   1. **Obligation**
   - We must put the garbage in there.
   - We also must be creative to design the class and make interesting.
   - We must sweep the floor and dust the teacher's desk and the shelf every day.

   **Prohibition**
   - We must not put the rubbish in the locker.
   - We must not write or draw anything on the desk and on the walls with the pens.
   - We must not litter.

   **Suggestion**
   - We should create the classroom tidy and interesting.
   - We should have available the garbage bin.
   - We should open the windows to circulation the pure air.
   - We should learn in outside of the class.

3. The good condition in the classroom is one of the reasons that we can learn well. We must put the garbage in there and be creative to design the class and make interesting. We should create the classroom tidy and interesting and available the garbage bin. We must not litter and put rubbish in the locker.
The good condition in the classroom is one of the reasons that we can learn well. We should create the classroom tidy and interesting. So we must not litter. We should avoid the garbage bin and we must put the garbage in there. We must not put the rubbish in the locker. Then we also must be creative to design the class and make interesting. But, we must not write or draw anything on the desk and on the walls. With the pens, we must sweep the floor and dust the teacher's desk, and the shelf every day. We should open the windows to circulate the pure air. Sometimes, to create the different condition, we should learn outside of the class.

1. From the text above, please find the words of obligation, prohibition, we suggest how.

2. Summarize the text above using semantics skipping and summarizing, then explain in front of the class.

Obligation:

- We must put the garbage in there.
- Then we also must be creative to design the class and make interesting.
- We must sweep the floor and dust the teacher's desk, and the shelf every day.
The good condition in the classroom is one of the reasons that we can learn well. We should create the classroom tidy and interesting. So we must not litter. We should available the garbage bin and we must put the garbage in there. We must not put the rubbish in the locker. Then we also must be creative to design the class and make interesting. But we must not write or draw anything on the desk and on the walls with the pens. We must sweep the floor and dust the teacher’s desk and the shelf every day. We should open the windows to circulation the pure air. Sometimes to create the different condition, we should learn in outside of the class.

1. From the text above, please find the words of obligation, prohibition or suggestion!!!

2. Summarize the text above using semantics mapping and metonyms, then explain in front of the class.

Answer:
1. Obligation
   - we must put the garbage in there
   - we also must be creative to design the class and make interesting.
   - we must sweep the floor and dust the teacher’s desk and the shelf every day.

Prohibition
   - we must not put the rubbish in the locker
   - we must not write or draw anything on the desk and on the walls with the pens.
   - we must not litter
The good condition in the classroom is one of the reasons that we can learn well. We should create the classroom is tidy and interesting. So, we must not litter. We should available the garbage bin and we must put the garbage in there. We must not put the rubbish in the locker. Then we also must be creative to design the class and make interesting. But, we must not write or draw anything on the desk and on the walls with the pens. We must sweep the floor and dust the teacher's desk and the shelf every day. We should open the windows to circulation the pure air. Sometimes, to create the different condition, we should learn in outside of the class.

1. From the text above, please find the words of obligation, prohibition or suggestion!!!

2. Summarize the text above using semantics mapping and mnemonics, then explain in front of the class.

**Obligation**
- must put the garbage in there
- must sweep the floor and dust the teacher's desk and the shelf every day
- must not write on the desk and the wall

**Prohibition**
- must not put the rubbish in the locker
- must not write the desk and the wall
- must not litter
The good condition in the classroom is one of the reasons that we can learn well. We should create the classroom tidy and interesting. So we must not litter. We should available the garbage bin and we must put the garbage in it. We must not put the rubbish in the locker. Then we also must be creative to design the class and make interesting. But, we must not write or draw anything on the desk and on the walls with the pens. We must sweep the floor and dust the teacher's desk and the shelf every day. We should open the windows to circulation the pure air. Sometimes, to create the different condition, we should learn outside of the class.

1. From the text above. Please find the words of obligation, prohibition, or suggestion!!!

2. Summarize the text above using semantics mapping and mnemonics, then explain in front of the class.

- **Obligation:**
  - We must put the garbage in there bin
  - We must sweep the floor
  - We must be creative to design the class and make interesting

- **Prohibition:**
  - We must not litter
  - We must not put the rubbish in the locker
  - We must not write and draw anything on the desk

- **Suggestion:**
  - We should learn outside of the class
  - We should open the window to circulation the pure air
  - We should available the garbage
We should be a discipline students. We must not be late to school. We must come on time to class and to the flag ceremony. If we are late, we must wait outside the gate. We must not come in until the security guard gives us permission. We have to do the punishment from the security guard. Sometimes, we should sing the several national songs in the middle field or we have to clean the classrooms. Even, we must sign a paper before we come to class. If we cannot come on time for any reason, we must hand in a notice from our parents to the principal. We must not follow the class for that day.

1. From the text above, Please find the words of obligation, prohibition or suggestion!!!

2. Summarize the text above, then explain in front of the class.

Obligation:
- We must come on time to class
- We must wait outside the gate
- We must sign a paper before we come to class

Prohibition:
- We must not be late to school
- We must not come in until the security guard gives us permission
- We must not follow the class for that day

Suggestion:
- We should be a discipline students
- We should sing the several national songs in the middle field
- Not be late

Come On Time

Write Outside the gate

Sign a paper

Not be late
We should be a discipline student. We must not be late to school. We must come on time to class and to the flag ceremony. If we are late, we must wait outside the gate. We must not come in until the security guard gives us permission. We have to do the punishment from the security guard. Sometimes, we should sing the several national songs in the middle field or we have to clean the restaurant. Even, we must sign a paper before we come to class. If we cannot come on time for any reason, we must hand in a notice from our parents to the principal. We must not follow the class for that day.

1. From the text above, please find the words of obligation, prohibition or suggestion!!

   2. Summarize the text above, then explain in front of the class.

   3. Obligation → We must come on time to class
      → We must wait outside the gate
      → We must sign a paper before we come to class

   4. Prohibition → We must not be late to school
      → We must not come in until the security guard gives us permission.

   5. Suggestion → We should be a discipline student.
      → We should sing the several national songs in the middle field.
We should be a discipline students. We must not be late to school. We must come on time to class and to the flag ceremony. If we are late, we must wait outside the gate. We must not come until the security guard gives us permission. We have to do the punishment from the security guard. Sometimes, we should sing the several national songs in the middle field or we have to clean the restroom. Even, we must sign a paper before we come to class. If we cannot come on time for any reason, we must hand in a notice from our parents to the principal. We must not follow the class for that day.

1. From the text above, please find the words of obligation, prohibition or suggestion!!

2. Summarize the text above, then explain in front of the class.

- Obligation
  - Must come on time to class and to the flag ceremony.
  - Must sing a paper before

- Prohibition
  - Must not come until the security guard gives us permission.
  - Must not follow the class for that day.

- Suggestion
  - Should be a discipline student.
  - Should sing the several national songs