

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

In this section, the research findings are presented. As the researcher stated in the previous chapter that the research design used is the classroom action research. The presentation of findings covering two cycles. The contents of this chapter are the cycle of the research presentation of this data or observation, reflection and the discussion.

#### **A. Research Findings**

There was one cycle of this research having four steps. They were planning, implementing, observing and reflecting. But before presenting the findings of each cycle, this chapter is initiated by presenting the preliminary study and its findings. It is important from the result of the preliminary study, the planning of the cycle one can be arranged. It was done by observing learning reading activities in the classroom, interviewing the English teacher, giving questionnaire to the students, and administering preliminary test. Those were the finding in the preliminary study:

##### **a. Result of Observing Learning Reading Activities in the Classroom**

It was carried out the process of teaching and learning reading activities in the classroom before the implementation of technique. It was held at VIII C class of SMPN 1 Durenan academic year 2013/2014. Class

consisted of 34 students in the class. The pre observation was conducted on February 14<sup>th</sup> and 15<sup>th</sup> 2014.

Based on the observation, she found that the students had difficulties in comprehending recount text. It happened because the students just knew a little vocabulary in English. So, they did not participate actively in the teaching and learning process. Mostly, the teacher technique was a teacher-centered. The teacher asked the students to read the text. Then she gave the meaning of difficult word. After that, the students translated the meaning of text and answered the question related to the text.

Their teacher did not implement variation technique to attract the students' attention and participation. The teacher just used the traditional technique. When this traditional technique applied to comprehending a recount text, it needed long time. One of the students said that it was too complicated when they just wanted to answer the question related to the text.

#### **b. Result of Interviewing the English teacher**

I interviewing the English teacher was held on Friday, February 14<sup>th</sup> 2014. The researcher proposed the teacher some question related to categories. Those were about general condition in English class primarily when the teacher taught recount text, students' activities and kind of techniques implemented. At the last, the researcher asked about semantic mapping technique. (See Appendix 3)

The first category talked about general condition in English class when the teacher taught recount text. The teacher felt that in general the condition of class was good enough because a half of students still gave their attentions to the teacher. In spite of there were always some students who became the trouble makers.

The second category was about students' activities and kinds of technique implemented by the teacher. The teacher explained that she used a traditional method in teaching recount text. It caused the students just knew a little vocabularies in English. So the teacher tried to help the students comprehend recount text. But, this condition made the students passive and always depended on the teacher.

The last category asked about semantic mapping. The teacher said that she had known about semantic mapping. But, she never used this technique in teaching recount text.

### **c. Result of Pre Questionnaire**

The pre questionnaire was conducted to know about students' response about English lesson especially about recount text. The questionnaire used in this study was structured questionnaire. The questionnaire was given to 34 students of VIII C at SMPN 1 Durenan on Saturday, February 15<sup>th</sup> 2014. The questionnaire had three categories; those were students' response toward teaching learning process (2 items, number 1&2), the result of students' activity in recount text (2 items,

number 3&4), and the solution of the problems in recount text (6 items, number 5-10). (See Appendix 5)

The first category was the students' response toward teaching learning process. The result showed 92.8% students were motivated in the teaching and learning process. Next item was students understanding toward comprehending recount text showed 42.8%. It means that, the students had good motivation in learning English, but less comprehended in recount text.

The second category was the result of students' activities in recount text. It was found that 58.8% of students were not satisfied with their score in recount text. Then, only 29.4% of students could answer the teacher's question about recount text. It could be drawn that the students had not reached a good score to pass minimum mastery criterion (KKM).

The third category, asked the solution problem in learning recount text. For the first item, there were so many students who got difficulty in comprehending recount text. It was about 73,5%. Second item, 79,4% of students said that they did not ask question to their teacher, although they had difficulty. It indicated that most of students did not active in the teaching and learning process. Third item, a half of students said that their teacher's technique could not help students comprehending recount text. After that, 76.5% students said that the teacher did not give exercise to comprehend a recount text. So, 61.8% students explained that they could not do task related to recount text easily. The last, there were 85.3%

students could not make summary from recount text. It means that, most of them face problem in comprehending recount text.

**d. Result of Preliminary Test**

The preliminary test was done before the implementation of technique. It was administered on Saturday, February 15<sup>th</sup> 2014. There were six comprehension questions in the form of open ended question and in the form of summary of the story in which the students carried out the test during 60 minutes (See Appendix 11). This was the table of students' score in preliminary test.

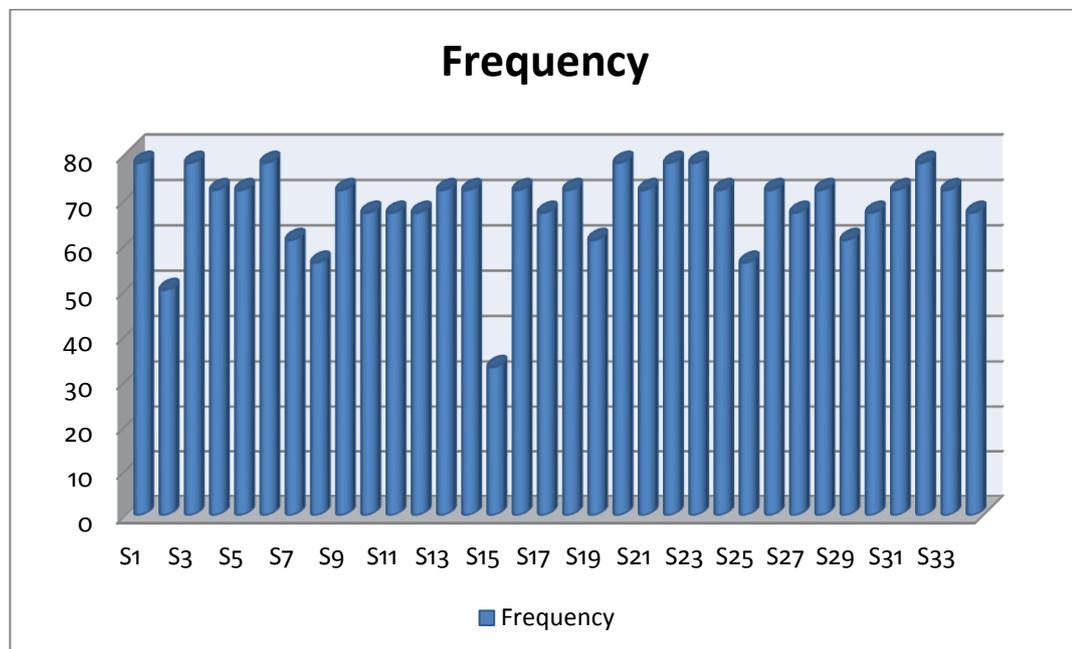
**Table 4.1 Students' Score in Preliminary Test**

No	Students' Name	Preliminary Test	Passing	Fail
1	ADERC	78	√	-
2	AS	50	-	√
3	ARS	78	√	-
4	ASP	72	-	√
5	ADL	72	-	√
6	ALF	78	√	-
7	BZA	61	-	√
8	EZ	56	-	√
9	ENE	72	-	√
10	EFS	67	-	√
11	FI	67	-	√
12	FDF	67	-	√
13	FTC	72	-	√
14	FDN	72	-	√
15	HBP	33	-	√
16	KA	72	-	√
17	MS	67	-	√
18	MW	72	-	√
19	MTC	61	-	√
20	NNS	78	√	-
21	NAM	72	-	√
22	NAR	78	√	-
23	NR	78	√	-
24	NK	72	-	√
25	NM	56	-	√
26	PN	72	-	√
27	RS	67	-	√
28	RWP	72	-	√
29	RAS	61	-	√
30	SY	67	-	√
31	SA	72	-	√
32	VW	78	√	-
33	VEN	72	-	√
34	ZL	67	-	√
<b>Total</b>		<b>34</b>	<b>7</b>	<b>27</b>
<b>Percentage</b>		<b>100%</b>	<b>20.6%</b>	<b>79.4%</b>
<b>Mean score</b>		<b>68.5</b>		

Note: the passing grade minimum is 75.

From the table above, there were out of 7 students of 34 students passed the test and there were 27 students failed in the test because their scores were less than 75. Then there were 20.6% of students passed and 79.4% failed the test. Based on the gained of percentage, the researcher showed the graphic of score in preliminary test in Figure 4.1 below:

**Figure 4.1 Graphic of Students Score in Preliminary Test**



The graphic above showed that the students' comprehension ability in recount text was poor, because most students got score less than 75. From the figure, it could be concluded that almost of the VIIC students' reading comprehension ability in recount text was still low.

From those findings in the preliminary study, the researcher interpreted that the students of VIIC need an innovation technique to improve their ability in comprehending a recount text. The offered technique was semantic mapping. The

actions of modifying and employing the technique were comprehend a recount text. The implementation of the technique was conducted in two cycles. Every cycle was conducted in three meetings. The following were presented the result of employing the developed technique.

### **1. Findings of Cycle 1**

In the Cycle 1, the researcher presented the story by using semantic mapping technique in teaching learning process.

#### **a. Planning**

In the planning, some activities were done as follows:

- 1) The researcher and the collaborator decided the topic (standard competency and basic competence) that would be delivered to the students by using semantic mapping.
- 2) The researcher made lesson plan with the collaborator. (See Appendix 1)
- 3) The researcher and the collaborator prepared model of semantic mapping.
- 4) The researcher prepared material and media.
- 5) The researcher prepared the instrument. (Observation sheet, field note, and posttest 1). (See Appendix 7, 9 & 12 )
- 6) The researcher determined the criteria of success.

#### **b. Implementing**

Based on the planning, the implementation of the action in the Cycle 1 was done in the three meetings.

**1. First Meeting (Friday, February 21<sup>st</sup> 2014 at 07.00 am - 08.30 am)**

- 1) The researcher implemented the teaching learning process based on the lesson plan.
- 2) The researcher taught recount text by using semantic mapping firstly and gave example of semantic mapping.
- 3) The researcher asked students to make summary from semantic mapping and answer the question related to the story.

**2. Second Meeting (Saturday, February 22<sup>nd</sup> 2014 at 07.30 am–09.00 am)**

- 1) The researcher asked the students to review and revise the first mapping they made.
- 2) The teacher asked the students to make semantic mapping again based on the recount text that give by the teacher.
- 3) The students presented their result.

**3. Third Meeting (Friday, February 28<sup>th</sup> 2014 at 07.00 am - 08.30 am)**

- 1) Reviewing the material and students task.
- 2) Administering Posttest Cycle 1.

**c. Observing**

In this procedure, the researcher and the collaborator teacher collected the data by conducting the following activities:

1. Observing the teaching learning process by using observation sheet.

Based on the result of observation sheet, the researcher done all of point in observation sheet. But the students' activity was less active.

2. Collecting the data by using field note.

Based on the field note, in spite of the class done follow the main activity as said in the lesson plan but the class still had some problems such as: there were some students who became the trouble maker, they made the class noisy so the other students hard to get concentration.

3. Collected the data from Posttest 1

Based on the data from post test 1, the data showed that the mean score of the class increased 74 in which there were 14 students passed the Minimum Mastery Criterion (KKM).

The detail result of instruments used in the first Cycle can be seen below:

1. The result of observation sheet

The percentage of observation sheet of teacher's activity and students' activities in Meeting 1 was 70% (See Appendix 7).

$$\%O = \frac{10+4}{20} \times 100\% = 70\%$$

Then, the percentage of the observation sheet of teacher's activities and students' activities in Meeting 2 was 80% (See Appendix 7).

$$\%O = \frac{10+5}{20} \times 100\% = 75\%$$

From those percentages as the observation sheet in Cycle 1, those indicated that the students' motivation was low because they only did four activities in meeting 1 and five activities in meeting 2 from ten activities in each meeting. In addition, the researcher compared those percentages to the criteria success of the observation sheet. As a result, the students' motivation also did not achieve the criteria of success was 80% of students activeness in

the class because they only achieved 70% activeness in Meeting 1 and 75% activeness in Meeting 2.

2. The result of field notes

The field notes showed that the semantic mapping activity ran less successful. At first meeting, the students looked confuse using semantic mapping because they usually used a traditional technique. This condition made some students did not focus in teaching learning process and they became trouble makers. In these meetings, they also did not do presentation activity because the students were shy. At second meeting, the researcher walked around each group in order to avoid the students who became trouble makers. This way stimulated the students participate in their group. But they did not relax in the teaching learning process

3. The result of students' score Posttest1

The students' score of Posttest 1 was presented on the table below:

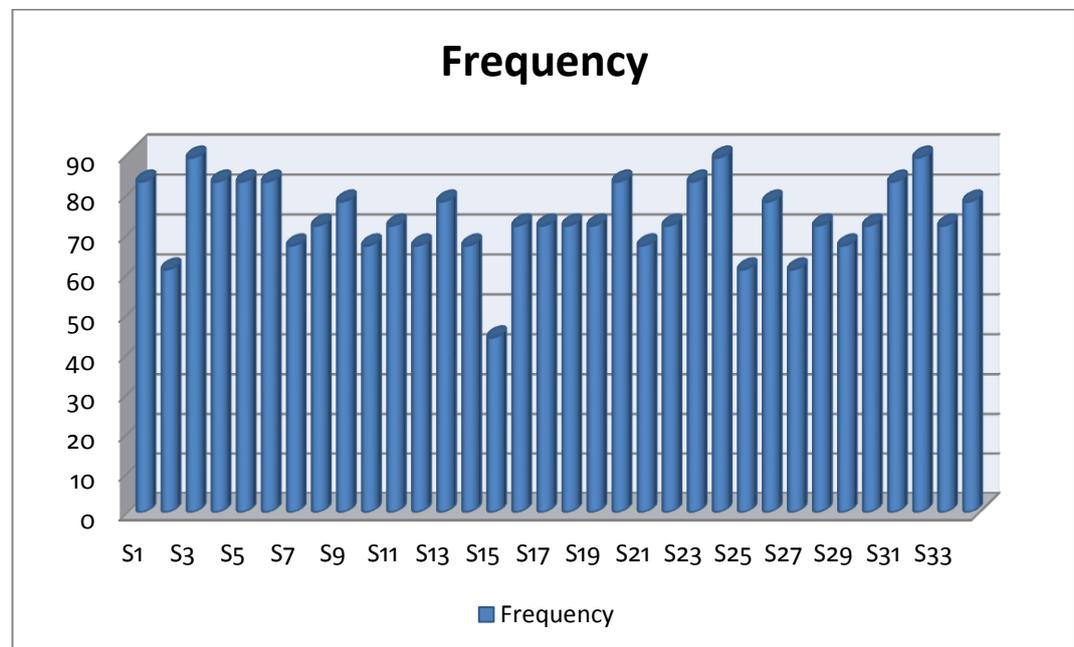
**Table 4.2 Students' Score in Posttest 1**

No	Students' Name	Posttest 1	Passing	Fail
1	ADERC	83	√	-
2	AS	61	-	√
3	ARS	89	√	-
4	ASP	83	√	-
5	ADL	83	√	-
6	ALF	83	√	-
7	BZA	67	-	√
8	EZ	72	-	√
9	ENE	78	√	-
10	EFS	67	-	√
11	FI	72	-	√
12	FDF	67	-	√
13	FTC	78	√	-
14	FDN	67	-	√
15	HBP	44	-	√
16	KA	72	-	√
17	MS	72	-	√
18	MW	72	-	√
19	MTC	72	-	√
20	NNS	83	√	-
21	NAM	67	-	√
22	NAR	72	-	√
23	NR	83	√	-
24	NK	89	√	-
25	NM	61	-	√
26	PN	78	√	-
27	RS	61	-	√
28	RWP	72	-	√
29	RAS	67	-	√
30	SY	72	-	√
31	SA	83	√	-
32	VW	89	√	-
33	VEN	72	-	√
34	ZL	78	√	-
<b>Total</b>		<b>34</b>	<b>14</b>	<b>20</b>
<b>Percentage</b>		<b>100%</b>	<b>41.2%</b>	<b>58.8%</b>
<b>Mean Score</b>		<b>73.9</b>		

Note: the passing grade minimum is 75.

From the table above, there were just 14 out of 34 students passed the test and there were 20 students who failed in the test because they got scores less than 75. Then there were 41.2% of students passed and 58.8% failed the test. Based on the gained of percentage, the researcher showed the graphic of score in the Posttest 1 in the following figure:

**Figure 4.2 Graphic of Students Score in Posttest 1**



Based on the result of students' score in the Cycle 1, there was a slight improvement of the students' mean score from the students' mean score on the preliminary study. The mean of preliminary study was 68.5 and the mean score of posttest in Cycle 1 was 73.9. It means that there was 5.4 points or 7.9% mean score improvement. The improvement percentage derived from the formula: (See Appendix 14)

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{73.9 - 68.5}{68.5} \times 100\%$$

$$P = 7.9\%$$

From that calculation showed that the students got improvement of the scores in preliminary test. But it still needed more improvement because it could not achieve yet the criteria of success.

#### **d. Reflecting**

Reflecting was the procedure of analysis the collected data in observing procedure.

##### **1. Discussing the result of the implementation**

58.8% of the students or 20 students got the score above the Minimum Mastery Criterion (KKM). It has not given satisfactory result yet on the improvement of students' achievement. The students had not achieved the criteria success that 75% students must achieve the Minimum Mastery Criterion. Therefore, the planning needed to be revised before the implementation of the next cycle so that it could achieve the criteria of success.

## 2. Talking about students' participation

The students' participation can be seen in observation sheet and field notes. The observation sheet showed that the students' participation was low. The students' participation did not achieve the criteria of success was 80% of students activeness in the class, because they only achieved 70% activeness in meeting 1 and 75% activeness in meeting 2.

Meanwhile, the field notes showed the teaching and learning process was done unsatisfactory. There was something to improve better from the researcher and the students' aspects. For the students, for example, they must to do exercise confidently. Then for the teacher she had to attract the students' participation and more patients to repeat the step in the semantic mapping.

From the explanation above, the researcher and the collaborator analyzed weakness in Cycle 1 so they could solve the obstacle in the next cycle. In the Cycle 1, the students did not cooperate well in semantic mapping activities. Besides that, they did not understand well the language features and grammatical features in recount text. On the basis of the weakness above, some revisions were made to be implementation in the Cycle 2 as follows:

1. The researcher used moving position of sit to get new atmosphere.
2. The researcher should give more motivation to be more active.
3. The researcher guided students' work in their group intensively.

4. The researcher got students to bring dictionary.
5. The researcher should not push the students to finish their work soon.
6. The researcher should give brief explanation about semantic mapping steps slowly and clearly.

## **2. Findings of Cycle 2**

### **a. Planning**

Planning in the Cycle 2 was made based on the revision made after doing reflection in the Cycle 1 as follows:

- 1) The researcher made a new lesson plan with same topic. (See Appendix 2)
- 2) The researcher implementing the new lesson plan.
- 3) The researcher opened the class and used moving position of sit to get new atmosphere.
- 4) The researcher explained the objective of the lesson.
- 5) The researcher divided the students into 8 groups; 6 groups consist of and 2 groups consist of 5.
- 6) The researcher asked the students to use dictionary in comprehending recount text for their discussion.
- 7) The researcher gave recount text and semantic mapping to be filled out by the students.
- 8) The students discussed the recount text.
- 9) The researcher monitored and motivated in their process of learning.
- 10) The students presented their work to others group.
- 11) The researcher praised their group work.

12) The researcher prepared the instrument. (observation sheet, and field note posttest 2). (See Appendix 8, 10 & 13)

## **b. Implementing**

### **A. First Meeting (Saturday, March 01<sup>st</sup> 2014 at 07.30 am – 09.00 am)**

- 1) The researcher implementing the new lesson plan.
- 2) The researcher using moving position of sit to get new atmosphere.
- 3) The comprehending recount text based on the semantic mapping that they made and dictionary.
- 4) The students presented and the researcher revised their work.

### **B. Second Meeting (Friday, March 07<sup>th</sup> 2014 at 07.00 am – 08.30 am)**

- 1) The researcher using moved position of sit to get new atmosphere.
- 2) The researcher motivated the students.
- 3) The students developed their mapping.
- 4) The students presented their work to other group.
- 5) The teacher monitored their process in making semantic mapping.
- 6) The researcher praised their group work.

### **C. Third Meeting (Saturday, March 08<sup>th</sup> 2014 at 07.30 am – 09.00 am)**

- 1) The researcher asked whether there's still problem or difficulty.
- 2) The researcher reviewed the meeting before.
- 3) Administering Posttest 2

## **c. Observing**

In this procedure, the researcher and the collaborator teacher collected the data by conducting the following activities:

1. Observing the teaching learning process by using observation sheet.

Based on the result of observation sheet, the class was done very well. The students were more active than cycle 1. They gave contribution during teaching learning process. They also enjoyed in learning semantic mapping to comprehend recount text.

2. Collecting the data by using field note.

Based on the field note, there were fewer trouble makers so the class could run easily. Despite, the noisy still exist but it came from their talking with the friends to discuss task of recount text.

3. Collected the data from Posttest 2

Based on the data from Posttest 2, the data showed that the mean score of the class increased 88,7 in which there were 32 students passed the minimum mastery criterion (KKM).

The detail result of instruments used in the second cycle can be seen below:

1. The result of observation sheet

The percentage of observation sheet of teacher's activity and students' activities in Meeting 1 was 86.4% (See Appendix 8).

$$\%O = \frac{11+8}{22} \times 100\% = 86.4\%$$

Then, the percentage of the observation sheet of teacher's activities and students' activities in Meeting 2 was 95.4% (See Appendix 8).

$$\%O = \frac{11+10}{22} \times 100\% = 95.4\%$$

From those percentages as the observation sheet in Cycle 2, those indicated that the students' participation was improve because they had did

eight activities in Meeting 1 and ten activities in Meeting 2 from eleven activities in each meeting. In addition, the researcher compared those percentages to the criteria success of the observation sheet. As a result, the students' participation also achieved the criteria of success was 80% of students activeness in the class because they only achieved 86.4% activeness in Meeting 1 and 95.4% activeness in Meeting 2.

## 2. The result of field notes

The field notes showed that the semantic mapping activity ran successfully. At first meeting in Cycle 2, the researcher making moving class to get new atmosphere. The teacher also just explained when the students ask but some students were more accustomed to the semantic map. It was proved from their self learning. They work independently without asking to the teacher first and they would ask if they really on a problem. It might appear because of the using of dictionary which helped them to do their task.

In second meeting in Cycle 2, the students had a good improvement from the first meeting. Almost of students worked well. Their concentration has already developed and discussed actively. The condition in the class same in Cycle 2, it was noisy. But the disturbance did not come from the students who played. Meanwhile, it came from the students who discussed with their friends.

## 3. The result of students' score in Posttest 2

The students' scores of Posttest 2 were presented on the table below:

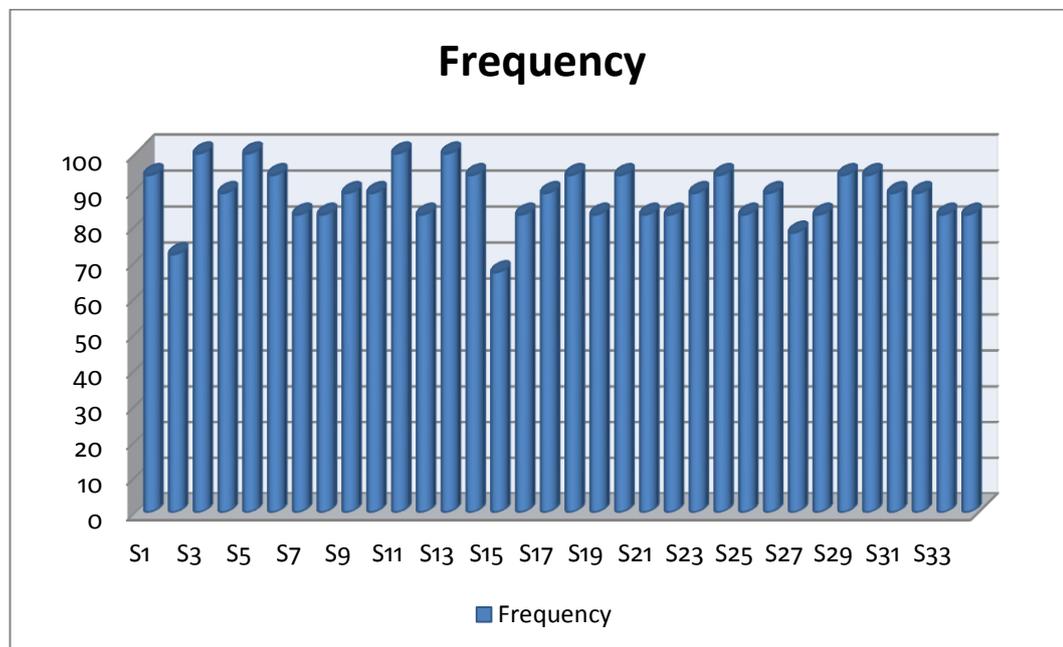
**Table 4.3 Students' Score in Posttest 2**

No	Students' Name	Posttest 2	Passing	Fail
1	ADERC	94	√	-
2	AS	72	-	√
3	ARS	100	√	-
4	ASP	89	√	-
5	ADL	100	√	-
6	ALF	94	√	-
7	BZA	83	√	-
8	EZ	83	√	-
9	ENE	89	√	-
10	EFS	89	√	-
11	FI	100	√	-
12	FDF	83	√	-
13	FTC	100	√	-
14	FDN	94	√	-
15	HBP	67	-	√
16	KA	83	√	-
17	MS	89	√	-
18	MW	94	√	-
19	MTC	83	√	-
20	NNS	94	√	-
21	NAM	83	√	-
22	NAR	83	√	-
23	NR	89	√	-
24	NK	94	√	-
25	NM	83	√	-
26	PN	89	√	-
27	RS	78	√	-
28	RWP	83	√	-
29	RAS	94	√	-
30	SY	94	√	-
31	SA	89	√	-
32	VW	89	√	-
33	VEN	83	√	-
34	ZL	83	√	-
<b>Total</b>		<b>34</b>	<b>32</b>	<b>2</b>
<b>Percentage</b>		<b>100%</b>	<b>94.1%</b>	<b>5.9%</b>
<b>Mean Score</b>		<b>88.7</b>		

Note: the passing grade minimum is 75

From the table above, there were 32 students of 34 students passed the test and there were just 2 students failed in the test because their scores were less than 75. In other words, there were 94.1% of students passed and 5.9% failed the test. Based on the gained of percentage, the researcher showed the graphic of score in Posttest 2 below:

**Figure 4.3 Graphic of Students Score in Posttest 2**



Based on the result of students' score in the Cycle 2, there was a slight improvement of the students' mean score in the Posttest 1. The mean of Posttest 1 was 73.9 and the mean score of posttest in Cycle 2 was 88.7. It means that there was 14.8 points or 20% mean score improvement. The

improvement on the percentage was derived from the formula below: (See Appendix 14)

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{88.7 - 73.9}{73.9} \times 100\%$$

$$P = 20\%$$

The calculation above showed that the students' score in the Posttest improvement. It indicated that gained scores of Posttest in Cycle 2 met the criteria of success in which there were 75% of the students got scores  $\geq 75$ .

#### **d. Reflecting**

Reflecting was the procedure of analysis the collected data in observing procedure.

##### **a. Discussing the result of the implementation**

88.7% of the students or 32 students got the scores above the Minimum Mastery Criterion (KKM). It has given satisfactory result on the improvement of students' achievement. The students had achieved the criteria success in which 75% of the students must achieve the Minimum Mastery Criterion.

b. Talking about students' participation

The students' participation can be seen in observation sheet and field notes. The observation sheet showed that the students' participation was good. The students' motivation met the criteria of success in which the students achieved 86.4% activeness in meeting 2 and 96.4% activeness in meeting 2 of participation from 80% of the predetermined criteria of success.

Meanwhile, the field notes showed that semantic mapping activity ran successfully. The teaching and learning activity got improvement in each meeting. The students could develop their cooperation within their group.

From the findings above, the implementation of Semantic Mapping gave satisfactory results.

### **3. Findings after the Implementation**

To support the needed data related to students' participation in using Semantic Mapping technique to comprehend recount text the researcher, carried out an interview to the English teacher as the collaborator and she gave questionnaire to the students.

**a. The Result of Post Interview**

Post interview was held on Saturday, March 8<sup>th</sup> 2014. It was held after doing Posttest 2. The researcher asked the teacher some questions with some

categories (See Appendix 4). The first category was general condition in English class during implementation of the technique. It was found that the students' ability in comprehending recount text was better than before. They looked enjoyed with the semantic mapping. The students' participation also was good.

The researcher also asked about the teacher's argument about semantic mapping. She stated that semantic mapping could be an effective way to in comprehending recount text.

#### **b. The Result of Post Questionnaire**

The students' responses after learning recount text by using semantic mapping could be seen from the post questionnaire. The post questionnaire was conducted on Saturday, 8<sup>th</sup> March 2014. The questionnaire had three categories. (See Appendix 6)

The first focus was the students' responses toward teaching learning process. The items included in this category were number 1, 2, and 3. There were 20 students or 58.8% were interested in teaching learning recount text through Semantic Mapping. Next, item number two, there were 25 students or 73.5% could comprehend recount text better through semantic mapping than usual. And the last, there were 22 students or 64.7% were motivated in comprehending recount text by using Semantic Mapping.

Second category focused on the students' result in comprehending recount text using Semantic Mapping. The items included in this category

were number 6, 7, 8, and 9. The first item number 6, most of the students (31 or 91.2%) stated that semantic mapping helped them comprehend recount text. Then, for number 7 there were 29 students or 85.3% said that semantic mapping solved their problem in comprehending recount text. Next, for number 8, there were 32 students or 97% stated that semantic mapping could help them do task related recount text. The last number 9, there were 33 students or 82.4% students stated that semantic mapping helped them in making summary of recount text.

The last category was focused on the students' response toward semantic mapping. The items included in this category were number 4, 5, and 10. There were more than 80% of students felt enthusiastic to comprehend recount text using Semantic Mapping.

## **B. Discussion**

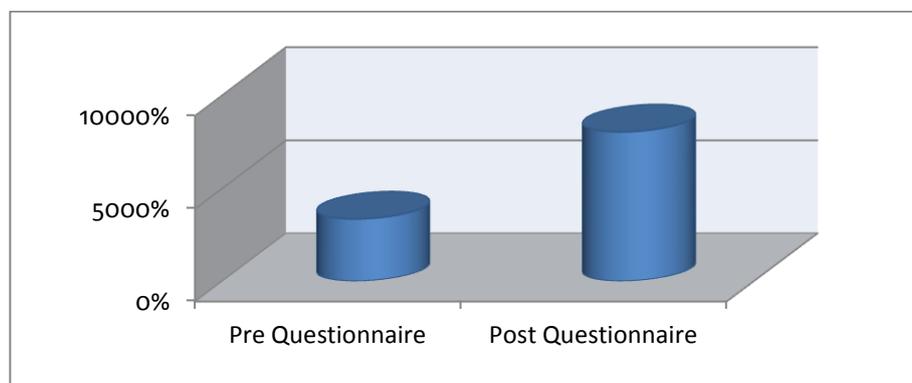
The objective of this study was to improve the eight graders' students' reading ability in comprehending recount text. Following the instruments of collecting data during the semantic mapping implementation;

The data were gained from unstructured observation i.e. observation before CAR and observation after CAR. Based on the observation before CAR, showed that it was hard for students to comprehend recount text with traditional method. It happened because it made them depended on their teacher. However, the observation after CAR showed that they were

motivated in comprehending recount text and they participated actively in teaching learning process. It could be seen from the observation sheet in which achieved 80% of the students' activeness in the class. Moreover, from the result of field notes showed the semantic mapping activity ran successfully.

The data were taken from questionnaire i.e. pre questionnaire and post questionnaire. The data taken from pre questionnaire revealed that was hard to comprehend recount text without using any technique. Meanwhile, the data from post questionnaire revealed that the semantic mapping helped the students comprehend recount text.

The data from questionnaire gave positive result for the students in comprehending recount text. It could be seen in this figure below:

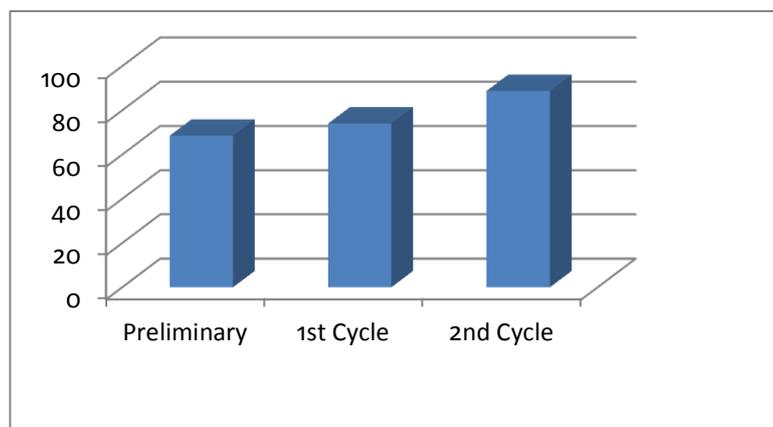


**Figure 4.4 Result of Students' Questionnaire**

The data were gained from interview i.e. pre interview and post interview. The pre interview with English teacher indicated that the students had some difficulties in comprehending recount text and students' did not participate actively. To solve those problems, the researcher implemented semantic

mapping to improve the students' comprehension ability in recount text. After the implementation of the technique, it showed that the English teacher gave some positive response.

Meanwhile, based on the students' test, it was found that the students' score gradually got improvement. It was known from the mean score of the preliminary test, 68,5. After the implementation of the technique in Cycle 1, 73,5 of students got score above the Minimum Mastery Criterion (KKM). Because the result was unsatisfactory yet, then the researcher continued to the second cycle with the mean score 88,7. It indicated that the technique was success in improving students' reading comprehension ability in recount text.



**Figure 4.5 The Students' Score in Learning Using Semantic Mapping**

The success of this research was influenced by the used of the developed semantic mapping because it had some advantages to teach reading. According to Antonnaci (in Hussein 2012:715) semantic mapping is a visual representation knowledge, a picture of conceptual relationship. It means that semantic mapping can be as a visual representation of knowledge. In addition Zaid (in Hussein 2012:715) explained that the students who use semantic

mapping manifest considerable improvement reading comprehension, written expression and vocabulary development. Those explanations showed that the semantic mapping technique had good effect to improve the students' comprehending in reading.

Fortunately, the researcher found some advantages of semantic mapping in teaching learning process. When the researcher applied semantic mapping in teaching reading she saw that teacher's strategy was important to help students in comprehending reading. In this study, the researcher used teaching reading strategies to encourage the students in comprehend text formulated in three phase techniques. According to William (in Jansen, 2008:4), the three phase techniques comprise pre-reading phase, whilst-reading phase, and post-reading phase.

In the teaching learning process the researcher also saw that the students tried to improve their comprehending in reading by participating actively in cooperative group. According to Richards and Rodgers (2003:195) cooperative group is the instructional use of small groups through which students work together to maximize their own and each other's learning. Besides, Haynes and Zacarian (2010:41) stated that research has shown how important cooperative learning is to academic and social learning students in general. They believed that cooperative group instruction is helpful for ELLs. Hence, semantic mapping could be categorized as cooperative group activities

because it allowed the students to work in small group in the class. As the result the students' motivation was good in semantic mapping activity.

Besides, the use of dictionary was also contributive to ELLs. Perfetti *et al* (2004:240) stated that vocabulary has been a slightly neglected partner in accounts of reading comprehension. They also stated that those word meanings are instrumental in comprehension on logical as well as theoretical ground. It means that the use of dictionary give beneficial contribution for the students in comprehending reading.

From the discussion above, it could be stated that the practical problems in the class could be solved by using the developed Semantic Mapping. Semantic Mapping improved the students' comprehension in reading. It was verified that the ability of the students reading comprehension increased well. Next, the students reading score improved each cycle. Last, the students' motivation to learn reading increased. In conclusion, the implementation of strategy by using semantic mapping was good to solve the students' problem in comprehending recount text. Consequently the students could understand recount text satisfactory.