CONCEPT MAPPING FOR ENHANCING STUDENTS' READING COMPREHENSION SKILL
(An Experimental Study at Eight Grade Students of
SMP N 1 Paranggupito
Academic Years of 2015/2016)

THESIS

Presented as a partial fulfilment of the requirement for

the attainment of Magister degree in Language Education Programme

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GRADUATE PROGRAMME
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APPROVAL PAGE

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ACCEPTANCE

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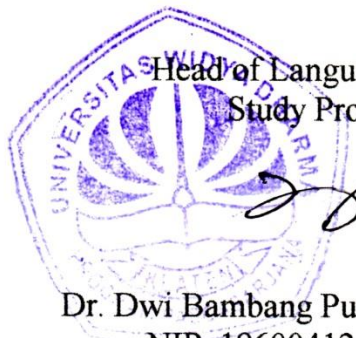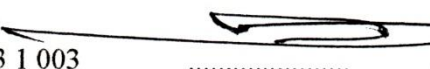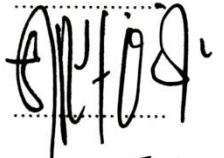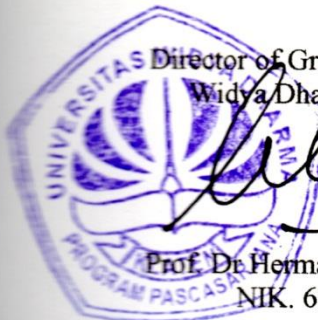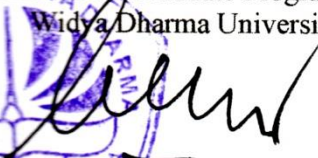
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DEDICATION

All of this for you

My beloved Randy Bramantyo,

My sweeties Hanindya Bratasiwi,

Spirit in my steps, Bapak and Ibuk

MOTTO

Action speaks louder than words.

Remember, "well done" is much better than "well said"

(Benjamin Franklin)

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Researcher does realize that this thesis cannot be considered perfect without any critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better.

Klaten, October, 17th2016

Researcher

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ABSTRACT

Rita Sarimurni, NIM 14PSC01658. *Concept Mapping for Enhancing Students'
Reading Comprehension Skill* (An Experimental Study at Eight Grade Students of
SMP N 1 Paranggupito Academic Years Of 2015/2016). Thesis. Language
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This study is aimed to investigate the effectiveness of Concept Mapping
for enhancing students reading comprehension skill.

Quasi experimental study is the form of this study. This study was
conducted on SMP N 1 Paranggupito. The population and sample were VIIIA and
VIIIB class. The techniques of collecting data were documentating and testing.
This study held on December 2015 to September 2016.

Result of the analysis in students test shows that the mean value of the
students' reading comprehension skills using Concept Mapping is 18.87. And the
frequency of students' reading comprehension skill using Concept Mapping is
91.31%, while 8.69% students were under the mean value. Ideal mean of data of
students' reading comprehension skill using Concept Mapping is 15.625 and the
empirical mean was 18.87, while the ideal standard deviation is3.125 and the
empirical standard deviation is2.55. On the analysis, it can be seen that the
frequency of students' reading comprehension skill using Existing method is
58.33%, while 41.66% students are under the mean value. Ideal mean of data of
students' reading comprehension skill using Existing method is 15.625 and the
empirical mean is16.79, while the ideal standard deviation is3.125 and the
empirical standard deviation is2.52.

The score of t_{obs} = 2.812 >$t_{table\ 5\%}$ 2.016. It can be stated that there is a
positive and significant difference between students' reading comprehension skill
using Concept Mapping and students' reading comprehension skill using Existing
teaching method.

The conclusion of this study is that Concept Mapping enhance students
reading comprehension skill. The implications of the research are: for the
students, they can manage their time and take less time to open their dictionary.
The students can easier to comprehend the text and doing their test. For the
teacher, Concept Mapping help her to manage the time and give more material to
the students. It also help the teacher to prepare the students in the next exam.
Suggestions proposed by researcher are: 1.Students required to using Concept
Mapping in their futher reading task, 2.The English teachers are suggested to
improve and drill the students in using Concept Mapping, 3. The futher researcher
sugessted that the research should be extended its time and the study should have
been involved more participants at different levels.

Keywords Concept Mapping, Reading Comprehension skill

ABSTRAK

Rita Sarimurni, NIM 14PSC01658. *Peta Konsep untuk Meningkatkan Ketrampilan Membaca Pemahaman Siswa* (Penelitian Eksperimental pada Siswa Kelas Delapan SMP N 1 Paranggupito Tahun Ajaran 2015/2016) Tesis. Program Studi Magister Pendidikan Bahasa, Universitas Widya Dharma Klaten. 2016.

Penelitian ini bertujuan untuk mengetahui keefektifan Peta Konsep dalam meningkatkan ketrampilan membaca pemahaman siswa.

Bentuk penelitian ini adalah kuasi eksperimental. Penelitian ini telah dilaksanakan di SMP N 1 Paranggupito. Opulasi dan sampel dalam penelitian ini adalah siswa kelas VIIIA dan VIIIB. Teknik yang digunakan dalam mengumpulakan data adalah dokumentasi dan tes. Penelitian ini berlangsung dari Desember 2015 sampai September 2016.

Hasil dari analisis hasil tes siswa menunjukkan bahwa nilai rata-rata ketrampilan membaca pemahaman siswa yang menggunakan Peta Konsep adalah 18.87. Dan frekuensi keberhasilan dari ketrampilan membaca pemahaman siswa menggunakan Peta Konsep adalah 91,31%, sedangkan 8,69% nilai siswa dibawah nilai rata-rata. Rata-rata ideal dari data ketrampilan membaca pemahaman siswa menggunakan Peta Konsep adalah 15,625, dan rata-rata empirisnya adalah 18,87, dimana standar deviasi idealnya adalah 3,125 dan standar deviasi empirisnya adalah 2,55. Pada analisis dapat dilihat bahwa frekuensi keberhasilan dari ketrampilan membaca pemahaman siswa yang menggunakan metode konvensional adalah 58,33% sedangkan 41,66% nilai siswa dibawah rata-rata. Rata-rata ideal dari data ketrampilan membaca pemahaman siswa menggunakan metode konvensional adalah 15,625, dan rata-rata empirisnya adalah 16,78, dimana standar deviasi idealnya adalah 3,125 dan standar deviasi empirisnya adalah 2,55.

Nilai t_{obs} = 2.812 > $t_{table\ 5\%}$ 2.016. dapat dikatakan bahwa ada perbedaan yang signifikan antara ketrampilan membaca pemahamam siswa yang menggunakan Peta Konsep dan ketrampilan membaca pemahamam siswa yang menggunakan metode konvensional.

Kesimpulannya adalah bahwa Peta Konsep meningkatkan ketrampilan membaca pemahaman siswa. Implikasi dari penilitian ini adalah untuk siswa, mereka dapat mengatur waktu dan tidak menghabiskan abnyak waktu untuk membuka kamus. Siswa dapat lebih mudah dalam memahami teks dan mengerjakan soal. Untuk guru, Peta Konsep dapat membantunya untuk mengatur waktu dan memberikan materi yang lebih banyak kepada siswanya. Hal itu juga membantu guru dalam mempersiapkan siswanya unuk menghadapi ujian. Saran dari penulis adalah: 1. Siswa diharapkan untuk menggunakan Peta konsep dalam ketrampilan membaca selanjutnya, 2. Guru bahasa Inggris disarankan untuk meningkatkan dan membimbing siswa dalam menggunakan Peta Konsep, 3. Peneliti yang akan melakukan penelitian sebaiknya menambahkan waktu unuk penelitian dan objek penelitian juga ditambah dan berasal dari tingkatan yang berbeda .

Kata kunci: Peta Konsep, Ketrampilan Membaca Pemahaman

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the key of communication in the world. With language, people in the world can express their idea and get information from other people. Since years ago people use language which can be understood by other people. They need a language which can be universally understood by society.

English is the most used language in the world. People use English as global language. It means that English is as a communicative language in every situation where people in different country meet. As a global language, English used in many situation such as trading, meeting, conference and also education.

Especially in Indonesia, English is regarded as the first foreign language. It is learned from Elementary School to University, even in a certain kindergarten they have started studying English. In Indonesia government has made curriculum which is used as reference in teaching and learning process. In academic years 2015/2016 the curriculum which is used is KTSP *(Kurikulum Tingkat Satuan Pendidikan).* Based on the KTSP the objectives of putting English subject in education are students can learn English and use it for their daily life.

English has four skills: listening, speaking reading and writing. Every skill has each difficulty in teaching and learning process.

As one of three subjects in high school which are usually tested in final exam, English has an important function in deciding a graduation. The subjects

are tested in final examination as a national standard of graduation. In the final examination of English, students have to master all of English skills. The materials include listening, reading and writing.

The most needed skill by students in doing their exam is reading. Students should comprehend the text or question in their test. The fact that most of the students cannot comprehend the text, so that there are problems when doing English test. Comprehension becomes especially important to students in the later elementary grades, Sweet and Snow (2003). It is important because it provides the foundation for further learning.

Many studies have been conducted in recent years regarding how to find ways influential in enhancing reading comprehension of students. Concept maps have been highly recommended and widely used by teacher. A concept map is a graphical representation that gives an answer to a "focus question", Heder (2013). Concept maps are form of tool that demonstrates the relationship between concepts. In the other source Sahin (2013), stated that concept maps support most of teaching strategies, such as the understanding of the subject taught, integrating old information, developing the conceptual perception level of students and upgrading students' success.

Some studies show the effectiveness of Concept Mapping on the students reading comprehension. Sahin (2013), demonstrate that the activities with concept maps in the experimental group have a preponderant effect on the reading comprehension of participants. Salehi (20123) showed the results of ANOVA and T-test revealed that there was a significant difference between the two groups with

students in the experimental group outperforming those in the control group in reading comprehension. Omar (2013) also showed that using computer-generated concept maps as a learning strategy has a positive impact on students' reading comprehension level.

From the studies above, it could be proven that concept mapping enhanced the students' reading comprehension skill. Eight grade students have been chosen as objects of the research. From the experiences when teaching students of SMPN 1 Paranggupito, some problems faced when teaching English as students' foreign language especially reading. The problems are that the results of students' final examination test are under KKM (*kriteria ketuntasan minimal*). KKM is the minimal passing grade which arranged by education units.In this school, the students usually translate all the words in the text and arrange them in Indonesian form. The students also waste their time to open the dictionary to find every word in the text. In the other hand, students do not have more interest in long text. It is because they cannot focus on some topics. To solve the problems in reading above, teacher tred to do some effort included using Concept Mapping, that might be effective for enhancing students reading comprehension skill.

B. **Identification of the Problem**

From the explanation on the background, researcher can identify the problems as follow:

1. The results of students' final examination test are under KKM.

2. Students usually translate all the words in the text and arrange them in Indonesian form, it made them fell confuse when comprehend the text.

3. The students waste their time to open the dictionary to find every word in the text, so that when the time is up, they cannot finish their task.

4. Teacher has not found the appropriate method to improve students reading comprehension skill.

C. Limitation of the Problem

The problems limited on the implementation of concept mapping on students reading comprehension. The research was focused on how is the result of the students reading comprehension skill after using Concept Mapping. The text used in this study is narrative. At the end of the research, researcher knew how the results of the students test.

D. Problem Statement

Based on the problem, the problem statement: Is Concept Mapping effective for enhancing students reading comprehension skill?

E. Objective of the Study

There is an objective to be achieved in line with the statement of the problems is to investigate the effectiveness of Concept Mapping for enhancing students reading comprehension skill.

F. Significance of the Study

There are some advantages of the research that hopefully could be gained from this study:

1. For the researcher

   Researcher can improve her knowledge and experience in using Concept Mapping on reading comprehension

2. For the English teacher

   Teacher can read the research and make it as reference for teaching reading and using the method.

3. For other researchers

   They can make this study as a reference in the future.

4. For the reader

   The reader knows how is Concet Mapping can enhance students reading comprehension skill.

CHAPTER V

CONCLUSIONS,IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

After analyzed and discussedstudents' reading comprehension ability before and after treatment using Concept Mapping, some conclusions that should be in line with the problems can be draw. They are explained as follows:

1. The mean value of the students' reading comprehension skills by using Concept Mapping was 18.87 in scale between 18.750 −21.875 in very good category. The frequency of students' reading comprehension skill using Concept Mapping was 91.31%, while 8.69% students who were under the mean value. It means that H1 accepted.

2. The average score of the students' reading comprehension skills using Existing method was 16.79 in the scale between 15.625 −17.750 in good category. Based the analysis, it can be seen that the frequency of students' reading comprehension skill by using existing method was 58.33%, while 41.66% students who were under the mean value.

3. Based on the result of statistical analysis, the score of $t_{obs} = 2.812 > t_{table\ 5\%}$ 2.016. It can be stated that there was a positive and significant difference between the students' reading comprehension skill using Concept Mapping and students' reading comprehension skill using Existing method. This improvement is caused by the facts that the students were able to recognize

the text completely, were able to comprehend the content, language feature, or grammar focus of the text, and were able to differentiate several texts with the same genre and topic.

B. Implication

The effectiveness of Concept Mapping in enhancing students' reading comprehension was obviously proven. There is a significant difference between students with existing method and students with concept mapping on their result of reading comprehension test. This bring some impacs to both students and teacher. For the students, they can manage their time and take less time to open their dictionary. The students can easier comprehend the text and doing their test. Students can improve their understanding of the content by underlyingthe important words and correcting their answer by referring back to an informational source. Concept mapping provides students with opportunities to become actively involved in their learning while linking knowledge to long term memory. Through the use of concept maps, students have opportunities to organize their thoughts in a concrete and/or graphic/visual format, while connecting concepts and linking prior knowledge to new knowledge. Related concepts become connected rather than fragmented. Concept maps also provide them with opportunities to think about their own thinking as they reflect on their conceptual understandings. The process of map drawing has a positive impact on student's awareness of the reading process and they can manage to have more control over reading comprehension in English by visually representing what is conveyed in the texts they read.

For the teacher, Concept Mapping helps her manage the time and give more material to the students. Concept mapping helps the teacher to understand what students know by the process of externalizing this knowledge.It encourages teacher to become more open minded and flexible withstudent's various interpretations and perspectives. Awareness is important for the development of the effective strategies. Thus, educators should instill awareness and help learners develop more efficient strategies to learn. This means that the focus of courses shifts from teaching and presenting information to learning and creating meaning. Additionally, teachers can use concept mapping as an effective learning tool for assessing learner's understandings through their creation of concrete and/or graphic/visual representations. It allows a teacher to observe gaps in the student's knowledge in order to facilitate correct conceptions (connections).

C. Suggestions

To support students reading comprehension skill using Concept Mapping, here are some sugesstions:

1. For the students

    Students are required touse Concept Mapping in their futher reading tasks.Because concept mapping is a student-center strategy; they have more chances to work on reading outside the classroom context. Additionally, concept mapping is an effective tool to organize ideas, thoughts and make the retrieving the details easier.

2. For the English teachers

   The English teachers are suggested to improve and drill the students in using Concept Mapping.Teachers should always seek new strategies to help students solve their problems in learning language. Teachers can introduce this technique to the students to improve their readingcomprehension. In addition, it enables the teacher to perceive the area that students do not havesufficient knowledge and help them to fill this gap.

3. For the future researcher

   In order to generalize the results for larger groups, the research should be extended its time and the study should have been involved more participants at different levels. Further explorations using longer training duration and more extensive reading materials along with participants of different levels of reading abilities are worth considering verifying the relative efficiency of different concept-mapping methods for enhancing text learning. Even given its limitations, this study has provided many ideas for ways to modify teaching practices

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