

**THE EFFECT OF CONCEPT MAPPING IN IMPROVING  
READING COMPREHENSION VIEWED FROM  
STUDENT'S MOTIVATION**

**(An Experimental Study in the Ninth Grade of State Junior High School 2  
Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017)**

THESIS

Presented as Partial Fulfillment of the Requirements for  
the Magister Degree of Language Education Programme



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**GRADUATE PROGRAMME  
WIDYA DHARMA UNIVERSITY KLATEN  
2017**

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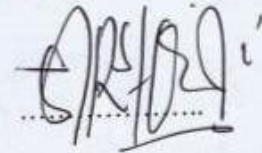
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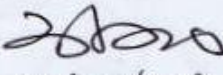
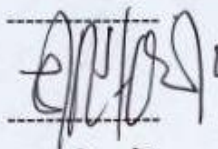
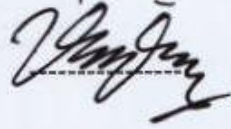
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Title : **THE EFFECT OF CONCEPT MAPPING IN IMPROVING READING COMPREHENSION VIEWED FROM STUDENT'S MOTIVATION** (An Experimental Study in the Ninth Grade of State Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017).

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal of cancellation of my academic degree.

Klaten, March 21<sup>st</sup>, 2017

The writer



Puji Narima Wati

## **DEDICATION**

To:

1. Sri Hadi Fahrudin, SH, my beloved husband
2. Syahida Asma Amanina, Daffa Izzuddin Ash Shidqi and Fachri Muhammad Arsyad, my lovely children

## **MOTTO**

*Verily, with every difficulty there is relief. Therefore, when thou art free (from thine immediate task), still labour harr. And to thy Lord turn (all) thy attention.*

*(QS Al Insyirah : 6-8)*

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The writer



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## ABSTRACT

Puji Narima Wati, NIM 15PSC01694. *The Effect of Concept Mapping in Improving Reading Comprehension Viewed From Student's Motivation* (An Experimental Study in the Ninth Grade of State Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017). Thesis. Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2017.

This research is aimed to find out: 1) the effectiveness of using concept mapping in improving reading comprehension; 2) whether the students with high motivation have better in reading skill than those who have low motivation; 3) the interaction between concept mapping method and levels of motivation in improving reading comprehension in the Ninth Grade of State of Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017.

The research applied an experimental study. The research was done in State of Junior High School 2 Selomerto, Wonosobo. The population was the ninth grade students in the academic year of 2016/2017 totally consisting of 243 students. The samples of the research were 60 students: 30 students in the experimental class (IX.A) and 30 students were in the control class (IX.D) using random sampling technique. Students in each class were categorized into two groups: students having high and low motivation. The data obtained were analyzed using ANOVA 2x2.

The result of data analysis shows that: 1) concept mapping method is more effective than existing method to teach reading comprehension, it was proven by  $p = 0,008$  lower than  $0,05$ . If  $\text{sig} < 0,05$  the result is significant difference; 2) There is no significant difference between the students who have high motivation and low motivation in teaching reading comprehension, it was proved that the significant is  $0,293$ . If  $\text{sig} > 0,05$  the result is not significant difference; and 3) there is no interaction between concept mapping method and students' motivation in teaching reading, it was proved the  $\text{sig} 0,527 > 0,05$  the result is not significant difference. The conclusion of the research as follows: 1) concept mapping method is more effective than existing method; 2) there is no significant difference between the students who have high motivation and low motivation in teaching reading comprehension; 3) there is no interaction between concept mapping method and motivation in teaching reading comprehension. Some recommendations can be considered such as: 1) the teachers should give chance longer to practice the concept mapping method; 2) the students should be more active in teaching activity; 3) next researchers should research the reason why the level motivation is not significant difference in improving reading skill. By considering the recommendations, it is hoped that any deviation of the next research can be minimized.

*Keywords: Concept Mapping Method, Reading Comprehension, Motivation*

## ABSTRAK

Puji Narima Wati, NIM 15PSC01694. Keefektifan *Concept Mapping* dalam Meningkatkan *Reading Comprehension* ditinjau dari Motivasi Siswa (Studi Eksperimen pada siswa kelas IX SMP N 2 Selomerto, Wonosobo Semester 1 Tahun Pelajaran 2016/ 2017). Tesis. Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Widya Dharma Klaten, 2017.

Penelitian ini ditujukan untuk mengetahui: 1) keefektifan penggunaan *concept mapping* dalam meningkatkan *reading comprehension*; 2) apakah siswa yang mempunyai motivasi tinggi lebih baik dalam keterampilan membaca dibanding siswa yang mempunyai motivasi rendah; 3) interaksi antara *concept mapping* dan tingkat motivasi dalam meningkatkan pemahaman membaca pada siswa kelas IX SMP N 2 Selomerto, Wonosobo Semester 1 Tahun Pelajaran 2016/ 2017.

Penelitian ini menerapkan penelitian eksperimen dan telah dilakukan di SMPN 2 Selomerto, Wonosobo. Populasi penelitian adalah siswa kelas IX tahun pelajaran 2016/2017 yang seluruhnya berjumlah 243 siswa. Sampel penelitian ini berjumlah 60 siswa: 30 siswa di kelas eksperimen (IX.A) dan 30 siswa di kelas control (IX.D) dengan menggunakan teknik *random sampling*. Siswa di masing-masing kelas kemudian dikategorikan dalam dua grup: siswa yang memiliki motivasi tinggi dan rendah. Data yang diperoleh dianalisis menggunakan ANOVA 2x2.

Hasil analisis data menunjukkan bahwa: 1) metode *concept mapping* lebih efektif daripada metode yang ada, terbukti  $p < 0,008$ . Jika  $sig < 0,05$  hasilnya ada perbedaan signifikan; 2) tidak ada perbedaan signifikan antara siswa yang memiliki motivasi tinggi dan rendah dalam pembelajaran *reading comprehension*, terbukti bahwa  $sig > 0,293$ . Jika  $sig > 0,05$  hasilnya tidak ada perbedaan signifikan; 3) tidak ada interaksi antara *concept mapping* dan motivasi siswa dalam pengajaran *reading*, terbukti  $sig > 0,527 > 0,05$ . Jika  $sig > 0,05$  hasilnya tidak ada perbedaan signifikan. Kesimpulan penelitian sebagai berikut: 1) metode *concept mapping* lebih efektif daripada metode yang ada; 2) tidak ada perbedaan signifikan antara siswa yang memiliki motivasi tinggi dan rendah dalam pembelajaran *reading comprehension*; 3) tidak ada interaksi antara metode *concept mapping* dan motivasi siswa dalam pengajaran *reading comprehension*. Beberapa rekomendasi dapat dipertimbangkan seperti: 1) para guru sebaiknya memberi kesempatan lebih lama dalam mempraktekkan metode *concept mapping*; 2) para siswa sebaiknya lebih aktif dalam aktivitas pembelajaran; 3) peneliti berikutnya sebaiknya meneliti alasan mengapa level motivasi tidak memberikan pengaruh yang signifikan dalam meningkatkan keterampilan membaca. Dengan mempertimbangkan rekomendasi tersebut, diharapkan bahwa penyimpangan pada penelitian berikutnya dapat diminimalisir.

*Kata kunci: Metode Concept Mapping, Reading Comprehension, Motivasi*

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the area of the study. It includes background of the study, identification of the problem, limitation of the problem, problem statement, objective of the study, and the last is significance of the study.

#### **A Background of the Study**

Education is a primary need. Some people aware, that the education is important for the future. Because of that, government always gives effort to make good education in their country beside other effort for making human resources who have good quality and good capability. One of problem in this global era is education problem. The problem is about quality of education result. There are some effort of government to make professional teachers because teachers as a main actor in education. The programs hope the teachers can add their competences. One of them is language mastery.

Language has a very important role in human life. Language is used to communicate, to express our idea and feeling or conveying a message from a writer to a reader, and from speaker to a listener. Without language, people cannot communicate with others. One of the languages used in communicating with one to another is English. English is used as means of mutual relationship among nations, for trade and commerce tourism and traveling. English is the world's most important language. In Indonesia,

English is used as the first foreign language to be taught and learnt as compulsory subject.

In the globalization era, English has become a very important language to be mastered. It has been used as the tools of communication between people from different nations and parts of the world. English is used in various fields as education, business, tourism, and others. It has been noted that there are a quarter of the world's population speak English (Harmer, 2007:18). Beside the use of English in spoken area, English is also used in many published works. Many pieces of scientific literature are written in English. Without mastering English, one will have limitation to master knowledge from all over the world which affects his limitation to develop his life.

In Indonesia English as the first foreign language which is learned by the students from elementary school until university students. However, sometimes the teachers have difficulties when teaching English. The character of English needs full understanding. The teachers should have special English teaching strategies. Teachers must create new sight about education; they must do the best to get best result in learning process. Teachers must be creative, not only about their competence of their subject but also about competence of pedagogic, personality, professionalism, and social. And they must know about new information.

Almost all reformation in education depends on teachers. Without teachers who master resources and teaching strategies, the reformation in education will not get a maximal result. It means that teachers not only can



master the resources, but also master the teaching strategies. There are many kind of innovation and strategies or method in teaching and learning processes. The purposes are to increase the student's interest, improve the quality of learning process and increase the result of the study. Because of that, teachers should master many kind of learning methods and know how to apply them.

English teachers in Indonesia should have good strategies in teaching English. It can be shown to the learners that English is not too difficult and can be learned by all the learners easily. English teaching strategy is one of the ways to communicate or transfer the material from the teachers to the students. When the teachers have good strategies in teaching English, it can help the students understand English better.

From four language skills in English namely Speaking, Listening, Reading, and Writing, reading is assumed as the most essential skill to learn (Silver & Freed in Omar, 2015:1). Richards and Renandya (2002:273) also state that reading has got a special focus in many second or foreign language teaching situations. It is because of some reasons including 1) reading is assumed as important skill to be mastered to reach their goals as for information and for study purposes, 2) there are many scientific texts which serve various pedagogical purpose which means that good reading texts provides good models for writing, and 3) reading is a skill which is highly valued by students and teachers at the same rate. According to Widdowson in Hedge (2000: 188) reading process is about how to make sense of text.

Reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author. It means that the reader may be interested in two things, in constructing a personal interpretation of a text or in trying to get at the author's original intention. In this way actually the students' duty in reading comprehension should be.

As previously stated, reading is an important skill to learn, particularly by students who are required to read many texts to add their knowledge. For students, they need to be able in understanding written text to get the information, knowledge, and technology development. Therefore, reading skill as a part of understanding written text must be developed continuously. In English subject of Junior High School, according to the Basic Competence included in 2013 Curriculum, the students are required to understand the purpose, structure, and language elements of descriptive text, report text, recount text, procedure text, and narrative text (Minister of Education and Culture, 2013: 72).

Reading is one of language skills that the students need to master when they learn English. Through developing reading skills, students can get the exposure to the written texts that they get during the process of learning English. Getting exposure is an important phase on learning a language, especially at the beginning step of learning. If learners get enough exposure, they will get the message appropriately. Besides, they will get good models on learning the topic. The models help the learners create similar texts when they come to the phase of joint construction or independent construction of the text.

At the end, learners will get the productive skills that they need to put meaning effectively in doing the communication activities.

Reading differs from speaking and writing in that it is a comprehension activity. It is a receptive form of communication. In reading, the reader must 1) decode print into speech, and 2) decode speech into thought; thus the reader must perform designed to give the basic reading competence or to foster the maintenance of the competence. When the sections of reading come, usually when the teaching phase is at the stage of modeling of the written text, students get some activities to comprehend the text model. Student start to develop the skill to find the specific information as it the lowest level of reading competence, and they move to learn the more complicated sub skills of reading. Finding the implicit facts and the meaning of certain words in the text are the two difficult tasks to do. These come at the end of exposure of the text. At this phase students usually get difficulties.

The practices of teaching reading skill in State of Junior High School 2 Selomerto, Wonosobo, Central Java do the similar activities when they learn the reading skills. In the Curriculum 2013, at the seventh grade, students of the school learn to read the monologue texts (descriptive text) and some short functional text (song). At the higher grade, they learn more complicated sub-skills of reading and more complex texts. At the Ninth grade, they read some monologue texts (recount) and some short functional text (greeting card, short message, announcement, notice and song). At the ninth grade, students learn

to read monologue texts (procedure, narrative and report) and some short functional texts (label, advertisement and song).

While teaching reading skills at the ninth grade, the writer find the students always get problem to comprehend the texts. The students always get lower score on reading test, and they also get lower score on the final examination. In the 2014/2015 academic year the average score for English examination is only 6,00 and in the 2015/2016 academic year the average score of English Examination is 6,01. In detail, the analysis of the English final examination score shows that students get low score especially on reading information report texts. The low achievement indicates that the students get poor reading skills.

Though reading is just making sense of a text, there are some difficulties found by the students in learning reading comprehension. The difficulties can be due to many factors. Soleimani (2012:80) lists some factors of students' difficulty in learning reading including the lack of appropriate reading strategies, lack of background knowledge related to the topic of the target language, and lack of attitude toward reading. From the lists above, the lower ability in reading comprehension does not only come from academic factor but also come from motivation aspect. When the students are lack of attitude toward reading, it means that they lose their attention and interest in having deep understanding in reading.

In addition, learners in different ages also have different obstacles in learning English. Related to the difference between ages in language learning,

Ur (1996:288-298) provides different ways in teaching three classification of ages including children, adolescents, and adults. Based on Ur's classification, students of junior high school are included as adolescents' students. Adolescents students own greater potential than that of young children but they may be considerably more difficult to be motivated and managed. So, the student's motivation is important in teaching learning.

Motivation is important aspect in every occasion. It influences someone's work on its process and result. Students' motivation refers to students' subjective experiences, especially their willingness to engage in lesson and learning activities and their reasons for doing so. Motivation represents psychological processes that emerge volunteer activities to achieve a certain objective (Winarno, 2002: 1). Without student's motivation, the good method will not be able to be applied well.

The teachers also take longer time to build up trusting relationship of the students in this age. Therefore, because of the different characteristics of adolescents' learners, the role of teacher in finding the appropriate way in teaching reading is also different. It is due to the factor that the difficulty of learning reading comprehension not only comes from the students themselves; the teachers also play an important role in making the students successful in reading. Teachers are mostly motivate their students to read for general understanding, without worrying about the meaning of every single word, however, the students on the other hand, are desperate to know the meaning of each word. It then affects the way of the students to learn English as they are

busy in using dictionary, and in translating every-single word of the reading texts.

There is an existing model in the school as a method that used by teacher. The existing method in the school is peer tutoring method. The method is a type of collaborative learning strategy small group sessions. It consists of one to one or one to few in which students support each other learning rather than relying solely on an adult teacher concerns with the students' that are processed or made in a small group. It contains not over 10 students' and it is helpful to the students' to increase their motivation in reading (David, 1984: 534). But they still translate every single word of the reading text especially report text. They can understand the text when the teacher has discussed it before. However, they can't understand with the new report text because of its complexity vocabulary. In other wise, the students need more method for variation, especially in learning genre. The researcher chooses other method for a new variation in learning genre.

Here, the teacher needs to provide better method and strategy to make the students try to get the whole understanding of the text, not only the translation of single meaning. If the teachers are accustomed to use existing method in teaching reading, they are still supporting the students to translate the word in the text one by one which means that the students will always find the difficult in learning reading and it affects their ability in reading comprehension. Therefore, the teachers are required to use or develop recent

method and strategies to provide some effective opportunities for their students in learning reading.

The use of appropriate method is purposed to help students develop their own strategies as strategic readers. In providing good method, the teachers are required to recycle over new texts and tasks. By having appropriate method and strategies in reading, the students are able to improve their performance on tests of comprehension (Carell in Richards and Renandya, 2002: 288). There are many method and strategies to develop by the teachers to improve their students' ability in reading comprehension. It requires the application of strategy which emphasizes more on student-centered than teacher-centered. One of the methods that can be used which focuses on student-centered activities is by the use of concept map.

Concept map is in line with what stated as constructivism learning theory proposed by Duffy et, all and meaningful learning proposed by Ausubel and Novak. Concept map has been investigated in a variety of contexts which include reading comprehension, writing skills, science education, and testing from elementary to graduate students (Dias, 2010:29). Concept map is proposed by Novak which stresses the prior knowledge importance in learning new concept. It is about what the learner already knows to learn the next concept. Concept map is concepts enclosed in circles or boxes and uses a connecting line and linking word to indicate the relationship between concepts or propositions (Kalhor, 2012: 725).

In concept map, there are two related terms involved as concept and proposition. According to Novak and Canas, concept is defined as perceived regularity in events or objects, or records of events or object, designated by a label. Meanwhile, he defines propositions as statements about some object or event in the universe, either naturally occurring or constructed. There are two or more concepts contained in propositions which are connected using linking words or phrases to form a meaningful statement (Novak and Canas, 2008:1).

The use of concept map is characterized by the representation of hierarchical fashion, with most general concepts put at the top of the map and the more specific, less general concepts arranged hierarchically below. The use of hierarchical structure depends on the context in which that knowledge is being considered. The other characteristic which is also important is the inclusion of cross-links. Cross-links are the relationship or links between concepts in different segment or domains of the concept map. They help us see how a concept in a knowledge represented on the map is related to a concept in another knowledge shown on the map. In short, when we apply concept maps, we must consider of representing hierarchical structure in a good map and of having ability to look for and characterize new cross-links.

Related to the use of concept maps in language learning, concept maps provide some benefits. They are powerful to be used not only as a learning tool but also as an evaluation tool. Concept maps can also be used to encourage students to use meaningful-mode learning pattern and to identify both valid and invalid ideas held by students (Novak and Canas, 2008:5).



Related to developing students' reading skill and comprehension, concept map can be used as an effective method because through concept map, the students are able to increase their independence in application of knowledge organizing methods. The students will be also more creative because they are required to create concept map (Liu in Kalhor, 2012:727).

Therefore, due to the academic benefits found in the application of concept map in improving students' reading comprehension, the research in using concept map to improve students' reading comprehension is essentially needed to be done. It is necessary to know how effective is the use of concept map to improve their reading comprehension compared to the use of existing method in teaching reading. From some types of text taught in Junior High School, descriptive text seems to be the most appropriate text to be used for applying concept maps because concept maps have special characteristics that are the most general on the top and the more specific ones on the bottom.

By applying concept maps in reading comprehension in descriptive text, therefore, it is hoped that the students of junior high school are able to have better understanding in reading comprehension to reach the learning goals in teaching and learning process in the classroom.

Based on the background previously explained, the researcher focuses on investigating the problem through experiment research entitled "The Effect of Concept Mapping in Improving Reading Comprehension Viewed from Students' Motivation". It is an experimental study in the Ninth Grade of State

Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/2017.

## **B Identification of the Problem**

In the academic year of 2015/2016 the ninth grade students of State Junior High School 2 Selometo, Wonosobo get difficulties on reading the monologue texts, especially information report text. They get the problem on getting the implicit facts from the texts, get the meaning of the words found in the text and identify the main ideas of the paragraphs in the text.

To investigate the reasons of the problem, the researcher did the informal interview with the students. The analysis of the answers' students shows that the students get difficulties because of some reasons; 1) they have inadequate vocabulary, especially the technical term used in the information report texts; 2) they do not have the ability to deduce meaning from the contexts; 3) they get difficulties to see the meaning of sentences in passive voice; 4) they don't have enough experiences to read various models of the report texts; 5) they also have limited opportunities to get the exposure to the report texts outside the class.

The low motivation in learning reading is another thing that the researcher should pay attention in designing this study. The informal interviews with the students show the reason of the low motivation in learning reading namely 1) the students do not get the challenging activities; 2) they tend to do monotonous activities in the classroom interaction; 3) they do not

get rewards or reinforcement of their learning; 4) the teacher tends to dominate the teaching learning activities; 5) the text are not interesting for the students, so that they do not have curiosity to see the texts.

As previously stated, it can be identified some problems related to improving English reading comprehension including: 1) the students find some difficulties in reading comprehension, especially report text; 2) the factors of students' difficulty in reading comprehension can be from academic factors problem in meaning, knowledge and strategy in reading or from internal factor as attitude (motivation) to read; 3) the teachers have not applied new method and strategy to help the students overcome their difficulties and 4) concept map method has not been applied in State of Junior High School 2 Selomerto, Wonosobo.

To do this study, the researcher needs to choose the treatment that maximizes the reading activities as well as raises the interest of the learning reading. The researcher must determine the suitable method to overcome the learning problem.

### **C Limitation of the Problem**

Since there are some factors of students' difficulty in reading comprehension, this research only focuses on the lack of strategy and attitude owned by the students in learning reading which provides impact on the low skill and achievement owned by them in reading comprehension. Since the students are lack students' strategy and attitude in reading, the teacher is

required to implement an effective and interesting learning method for the students. It aims to avoid boredom and to activate them in learning reading. Therefore, the researcher is intended to apply certain strategy that is concept map as the method to overcome students' difficulty in reading comprehension and to improve the 9<sup>th</sup> grade of Junior High School students' reading comprehension and motivation in the first semester. The problems of this study are limited to some related variables. This study only focuses on concept mapping method as the experimental variable, and the existing method namely peer tutoring method as the control variable. Here, the researcher emphasizes only in report text. The reason why this research only focuses on teaching report text viewed from students' motivation because this research help the teachers in choosing teaching strategies and help students to understand report text comprehensively using certain method.

#### **D Problem Statement**

Based on the background of the study, the problems of the study as follows:

1. Is the use of concept mapping method more effective than the existing method in improving reading comprehension in the Ninth Grade of State of Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017?
2. Do the students with high motivation have better in reading text than those who have low motivation in the Ninth Grade of State of Junior

High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017?

3. Is there an interaction between teaching methods and levels of motivation in improving reading comprehension in the Ninth Grade of State Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017?

### **E Objective of the Study**

The result of the study is stated as follows:

1. To find out the effectiveness of using concept mapping in improving reading comprehension in the Ninth Grade of State of Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017.
2. To find out whether the students with high motivation have better in reading text than those who have low motivation in the Ninth Grade of State of Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017.
3. To find out the interaction between teaching methods and levels of motivation in improving reading comprehension in the Ninth Grade of State of Junior High School 2 Selomerto, Wonosobo in the First Semester of Academic Year 2016/ 2017.

## **F Significance of the Study**

### **1. Theoretical Significance**

Theoretically, the results of this study gave contribution of the use of alternative method in teaching reading in junior high school students. This study also added more knowledge related to the development of reading skill by using concept mapping method. The result of this study gave a contribution to the development English education at school, especially in the process of teaching reading skills in secondary level. The other researchers or other teachers may take the result of the research when they want to make further researches on teaching reading comprehension. English teachers may also consider using concept mapping method when they want to teach reading skills at the secondary level more effectively.

### **2. Practical Significance**

Practically, the results of this study have given some benefits for the English teachers to improve their methods and strategy in teaching reading. This study has contributed to any new ideas of effective way in teaching reading. Finally, they are able to apply concept map as an alternative method in teaching reading effectively and attractively for students. This study has given beneficial for the 9<sup>th</sup> grade of students in State Junior High School 2 Selomerto in improving their comprehension and motivation in reading and to activate them in the learning process especially in learning reading comprehension. For the school, this study provided additional information and reference to be used to improve

education quality particularly in English subject. This study has used as references of improving school performance through the improvement of teachers' performance.

## CHAPTER V

### CONCLUSION, IMPLICATION AND RECOMMENDATION

This chapter consist of conclusion, implication and recommendation for effect of teaching reading comprehension by using concept mapping method.

#### A. Conclusion

Based on the results of the analysis, there are some research findings that can be taken:

1. The concept mapping method is significantly different from the existing method namely peer tutoring to teach reading comprehension and concept mapping method is more effective than existing method to teach information report text for the ninth grade at State of Junior High School 2 Selomerto, Wonosobo in the academic year of 2016-2017.
2. The reading skill of the students who have high motivation is significantly different from that of those who have low motivation and the students who have high motivation have better reading skill than those who have low motivation for the ninth grade at State of Junior High School 2 Selomerto, Wonosobo in the academic year of 2016-2017.
3. There is an interaction between concept mapping method and motivation in teaching reading comprehension of report text; (a) for the students who have high motivation, concept mapping method is significantly different from existing method to teach reading comprehension of information report text and concept mapping method is more effective than existing method to teach reading comprehension



of information report text; and (b) for the students who have low motivation, existing method is not significantly different from concept mapping method to teach reading comprehension of information report text; and existing method is not more effective than concept mapping method to teach reading comprehension. Based on the findings, it can be concluded that in general concept mapping method is more effective than existing method to teach reading. For the students who have high motivation, concept mapping method is more effective than existing method to teach reading but for the students who have low motivation, existing method is not more effective than concept mapping method to teach reading.

## **B. Implication**

The following section discusses the implication in accordance with the conclusions of this research. The result of the research findings implies that concept mapping method's an effective method to teach reading comprehension to the ninth grade of State of Junior High School 2 Selomerto in the academic year of 2016/2017. It is proved from the research findings that concept mapping method influences students' reading scores. The significant difference between the mean score of students taught by using concept mapping method and existing method is very clear. It can be seen from discussion of findings that the mean score of students in experimental class is higher than those in control class.

Based on the conclusion above the effectiveness of concept mapping method in teaching reading comprehension viewed from students' motivation is successful at State of Junior High School 2 Selomerto Wonosobo in the academic year 2016/2017. Concept mapping is able to attract the student's attention and motivation in learning reading comprehension. In addition, the students who have high motivation can show good interest during the treatment than the students having low motivation. They worked actively in their activity and collaborated with each other. After they made concept mapping, they confidently said their opinion when came in front of the class to have presentation to show their knowledge about the concept of the information text. The students having high motivation have performed better than the students having low motivation. It implies that the students showed their happiness and they felt that reading class is enjoyable

Concept mapping helped students in reading process started by understanding complex information in a report text easily because concept mapping allowed the students to present information visually. Concept mapping also helped the students improve their skill in organizing the text because it helped them the structure of in information report. Besides that, concept mapping made the students to focus on the lesson. It implies that concept mapping method could be used to improve the reading comprehension ability of grade ninth students at State of Junior High School 2 Selomerto Wonosobo.

Using concept mapping for English teachers give wider chance in developing themselves. They can develop various basic kind of concept mapping. Because of using concept mapping need detail preparation, it implies that the teacher more challenge to study. It also makes the teachers have skill to develop themselves with many models to present the lesson.

In the truth, the student is an individual that is being in development era. If the teachers are be able to facilitate their development, they will be the best student. Besides that, if the students usually make concept mapping in facing the problem, they will usually think systematically, hierarchically and guided.

Based on the research, concept mapping method is proved as an effective method to teach reading comprehension of information report text. Since the method is proved as an effective method perhaps government institutional could socialize some new methods including concept mapping method to the school. Besides that, teachers are also demanded to be aware and able to use some innovative methods in teaching English especially in text. Motivation is also one of important factors influencing student in learning that should be considerable in making decision about teaching learning process for all element such as the government, school, teachers and parents.

### C. Recommendation

1. For Teachers
  - a. Teachers can use Concept Mapping Method as one of the ways in improving the students' reading skill.
  - b. Teachers should know the way so that the students' motivation better because it is one of important factors that influences the students' reading skill in the classroom.
2. For Students
  - a. The students have to be more active and involve in learning process to improve their reading skill.
  - b. For students having low motivation, they should encourage themselves and realize the importance of active involvement in the teaching and learning process.
3. For other Researchers
  - a. If the next researchers want to use the result of this research as additional reference to conduct the similar research, they should also consider the weaknesses which occur in this research.
  - b. There are some tools that can be used in Concept Mapping Method not always questionnaire so the researchers should consider and choose the appropriate tool(s) for the real condition in the place s/he conducts the research.

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