

TEACHING READING COMPREHENSION OF NARRATIVE  
TEXT BY USING MIND MAPPING TECHNIQUE  
(A Study on the Second Year Students of SMP Inshafuddin Banda Aceh)

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The Writer

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## ABSTRACT

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Reading is the ability to extract meaning from written text. When students learn to read, they should be able to comprehend the text during reading process. Reading difficulties become most apparent when the students are unable to grasp the meaning from a text. They find it hard to get main idea, supporting details, and even deciding the schematic structure of the text. This is because the students do not know specific technique that can guide them to understanding the text and predicting the meaning. As the effort to improve students' reading comprehension, teacher should be more creative and make learning process more interesting and more favored by learners. Therefore, the writer conducts a study about "*Teaching Reading comprehension of Narrative Text by Using Mind Mapping Technique*". The purposes of this study are to find out the effectiveness of mind mapping technique toward students' reading comprehension and to know the obstacle in applying mind mapping technique. This research was a pre experimental research which used one class as an experimental class. The sample of this study was class VIII-b of SMP Inshafuddin Banda Aceh. The techniques used in obtaining the data were test (pre-test and post-test) and questionnaire. The mean scores of the students in pre-test was 50, while in post-test the score increased to 72. It can be concluded that mind mapping technique was effective to improve students' reading comprehension. Then, based on the analysis of questionnaires, most of students gave positive responses on using mind mapping technique while there are some of them who gave negative responses. However there are some of them who still find it difficult to apply mind mapping, but some others find it easy and enjoy applying the technique. By applying mind mapping technique they became more creative. Finally, the writer concludes that mind mapping technique is one of the techniques that can be used in order to improve students' reading comprehension.

## CHAPTER I

### INTRODUCTION

#### A. Background of study

In learning English, reading is one of four language skills. It is one of the basic skills in English which is not simply translated word by word but needs the understanding of the meaning. Therefore, when the students learn to read, they should be able to comprehend the text during the reading process. Lapp and Flood (as cited in Romero & Romero, 2008) state that all definitions of reading fall into two categories; first, who view reading primarily as a *decoding process*, a breaking of a visual code. In a second view, reading for meaning is emphasized from the very earliest stages of instruction; in this view reading as a comprehension process is stressed.

Now, reading has a part of daily life. Reading cannot be separated from daily activities. People read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers undoubtedly. All those purposes need a good reading comprehension.

As one of language skills, reading has a very important role. The students should comprehend the reading for certain purposes; however it needs a practical and suitable method. Comprehension is the ability to know or grasp ideas with the

mind (Brassell & Rasinski, 2008). In addition, Irwin defined that Comprehension is the process of using one's own prior experiences and the author's cues to construct a set of meanings that are useful to the individual readers in a specific context (as cited in Schumm, 2006). It can be conclude that comprehension helps readers to understand the text. Generally students who have strong comprehension are able to draw conclusions about what they read.

In comprehending the text, the students can be facilitated by many strategies. Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in learning process. Language instructors generally teach reading by providing text and explain the function of the text as well as giving some questions related to the text. Whereas students usually just read the text and answer the questions that are available. Some of them who do not like reading or understand the text will feel the activity a little bit boring them and uninteresting.

As this present day at junior high school level, the students are learned some types of reading text such as recount, descriptive and narrative text. Narrative is one of those types become a common text used in students teaching and learning process, moreover it also used in national exam. A narrative text is a piece of text which tells a story and, in doing so, entertains or informs the readers or listeners (Anderson & Anderson, 2004). The text consists of orientation, complication, or problems and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes cannot find the ideas of whole the text. The students are difficult to comprehend the text and it

makes them confused. Finally, the students do not understand the plot of the whole story.

To solve those problems in teaching narrative text, language instructors can use suitable and interesting methods or techniques in teaching reading. The writer suggests using one teaching technique which has been shown to be a beneficial teaching technique in improving students' understanding of narrative text that is by using mind mapping. Buzan (2005) defined that mind mapping is an effective way for students to remember what they have read and recall it easily when they need it. They will be able to organize ideas on paper structurally. This technique will facilitate the students to comprehend the reading text easily. Buzan (2005) also mentioned that mind mapping is a good tool to improve students' ability in recording information and enhancing creative thinking.

Therefore, to enhance student's reading comprehension, it is important to choose an appropriate technique to be applied in giving the material for the students. Based on the above consideration, the writer has chosen to discuss one aspect of English teaching learning that deals with reading comprehension, under the title **“Teaching Reading Comprehension of Narrative Text by Using Mind Mapping Technique.”**

## **B. Research Question**

In this research, the researcher would like to answer the following questions:

1. Is mind mapping technique effective to improve students' reading comprehension of narrative text?
2. What difficulties do students face in applying mind mapping technique in reading comprehension?

### **C. Research Aim**

According to the case, the aims of the study are:

1. To examine whether mind mapping will improve students' reading comprehension of narrative text.
2. To find out some difficulties that students probably face in applying mind mapping technique in reading comprehension.

### **D. Significance of the Research**

The objectives of this study are concerned three sides of area; English language researchers, students, and English teachers.

1. The result of the study is expected to be useful for the writer herself; hence, it will enrich her knowledge in teaching reading.
2. This study surely helps the English teachers' reference in stimulating their students to read and comprehend the various reading materials by using mind mapping in the teaching learning process of reading comprehension.
3. This study also represents the students can be motivated to read more; hence they can improve their reading comprehension.

## **E. Research Terminology**

To provide accurate information regarding the particular discussed topic, the writer needs to clarify some terminologies related to the study, they are:

### **1. Reading Comprehension**

Harris and Hodges stated that Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message (as cited in Brassell & Rasinski, 2008). This definition also suggests that reading comprehension requires an action on the part of readers. That action involves the use of existing knowledge that the readers have on the topic of the text as well as the text itself in order to create meaning.

### **2. Narrative Text**

A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. Communication purposes of this text are to tell a story about something or someone, and to amuse or entertain the readers or listener (Setiadi, Hutaaruk, santoso, & Kustanti, 2012).

### **3. Mind Mapping**

According to Buzan (2005), Mind Mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of courses, note taking. Mind Mapping is an important technique that improves the way to record information, supports, and enhances creative problem solving.



## **F. Conclusion**

This research is a quantitative study that discusses one aspect of English teaching learning which deals with reading comprehension by using mind mapping technique in narrative text. This chapter is an introductory of the study that contains some brief explanations related to the research. There are: (a) background of study; explained about the reason behind conducting this study, (b) research question; the main research question is mind mapping effective to improve students' reading comprehension of narrative text? (c) research aim (d) significance of the research and (e) terminology; explains some terms that related to this study in order to avoid misunderstanding. In the next chapter, the writer will draw up some previous studies related to this research and also explain the gap that distinguishes this research.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews some previous studies of teaching reading comprehension by using mind mapping technique which divided into five section: A. Reading Comprehension, B. The Purposes of Reading, C. Narrative Text, D. Mind Mapping, E. Previous Study, F. Obstacle in Applying Mind Mapping Technique, G. Conclusion. The researcher gathered information from books, journals, articles and the internet that related to this research.

#### **A. Reading Comprehension**

##### **1. Definition of Reading Comprehension**

Reading is one of the language skills which are very important to develop students' knowledge in study. Reading is a tool of learning. The aim of reading is to make the students get the information of the text. By reading some written texts such as textbooks, magazines, newspapers, etc. the students will get much information. Students will be able to get much information by mastering reading.

Reading is usually defined as the ability to extract meaning from written text. Like all the other skills, it has to be taught and developed and the ultimate goal of EFL(English as a Foreign Language) teachers should train their learners to acquire strategies in order to read and understand comfortably and hopefully make them efficient, independent and active readers. In reading skill the important thing

is how the reader comprehends the text or material. Chaldwell (2008) stated that comprehension is the ability to understand completely and be familiar with a situation, facts, etc.

Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning, and finally connects these words into idea units. Grabe explains that reading comprehension is the interaction of information between the readers drawing information from a text and the reader's expectations or information about the text that already has.

As stated by the RAND (Reading Study Group) (2002) cited in Yemima (2014), reading comprehension is the process of concurrently extracting and constructing meaning through interaction and involvement with written language. In classroom of students' reading activities, they are able to explore the potential that exists themselves in reading activities. Wilhelm cited in Kurniawan's writing defines that reading comprehension is the degree to which the readers understand what the readers read. It is the ultimate end-goal of reading that if the readers do not read to understand, the readers will read for nothing; Comprehension requires the reader to be an active constructor of meaning.

Jack and Willy (2002) state that, Reading for comprehension is the primary purpose of reading, even though this sometimes overlooked when students are asked to read overly difficult text. Raising students' awareness of

main ideas in a text and exploring the organization of a text are essential for good comprehension.

## **2. Factors Influencing Reading Comprehension**

There are several factors which influencing the reader to become good or poor in comprehension reading text. Harmer (1998) formulated some kinds of reading skill are needed to be mastered. They are faster reading, skimming, scanning, making prediction deducting meaning from context, reference and deducting meaning. Paris (2014) stated that five foundations of comprehension

### **a) Conceptual knowledge.**

The reader needs to be familiar with the concept of the text like the plot and the character's thought of the story.

### **b) Language skills.**

The mastery of language skills proves the better reading comprehension. It means that a student who at least had mastered one skill, he/she can easily comprehend the text. For an example, the students with good vocabulary skills can easily comprehend reading text.

### **c) Text features.**

Students need to know how the concepts of genres, the schematic structures of texts, the titles, and many terms that related to the meaning of texts. It is used to help the students to construct the meaning from any types of texts.

### **d) Strategies.**

Students need a variety of strategies to help them in learning reading comprehension. The appropriate strategies will make them easier to

comprehend the text, such as summarizing and paraphrasing important information or asking and answering questions.

e) Fluent decoding.

Comprehension is difficult when the students only focused on how the words pronounce correctly. In fact, it is easier when the students learn how to automatically decoding and recognizing the words quickly and accurately.

In conclusion, the comprehension process is a long activity that has influencing factors in its process.

## **B. The Purposes of Reading**

The successful of reading comprehension depends on the purpose of the reading itself. When people decide to read, it means that they have a purpose. Even when they read novel for pleasure, at least they want to get information about the story. Many experts proposed the purposes of reading. Grabe and Stoller (2002) pointed up seven purposes for reading:

- 1) to search for simple information,
- 2) to skim quickly,
- 3) to learn from the texts,
- 4) to integrate information,
- 5) to write,
- 6) to critique texts, and
- 7) to comprehend the text generally.

To sum up, when the students have purpose in reading materials, it will let the students to be more focus on what they want to get. Whatever the purpose, the students will have new information and will be useful for their needs when the purpose has decided. Moreover, through the suitable technique in comprehending their reading materials, the students will be more focus in the learning process and maximize the information.

### **C. Narrative Text**

Narrative text is one of English text types. According to Porter (2002) defined narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories. Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) stated that narrative is one of the most powerful ways of communicating with others.

Mark and Katty (2003) defined that there are steps for constructing a narrative text: orientation, complication, sequence of events, resolution, and coda (an optional step).

- 1) Orientation includes *who* is in the story, *when* the story is taking place, and *where* the action is happening.
- 2) Complication sets off a chain of events that influences what will happen in the story.
- 3) Sequence of events tells how the characters react to the complication.

- 4) Resolution shows how the characters solve the problem created in the complication.
- 5) Coda provides a comment or moral based on what has been learned from the story (an optional step)

In order to make the generic structure explanation becomes clear; here the example of narrative text includes its generic structure.

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together. Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then... heartbroken, the guy agreed.

Orientation

Complication

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company.

"You never fail until you stop trying." He always told himself. "I must make it in life!" One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realize those were his ex-girlfriend's parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury car. He wanted them to know that he wasn't the same anymore; he had his own company, car, condo, etc. He had made it in life!

Sequence  
of Event

Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone. He saw his precious paper cranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle. Therefore she had chosen to leave him.

Resolution

She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

Coda

Narrative can be concluded as a text which is used to amuse and entertain the readers through its story. In addition, some steps to make a narrative text should be paid attention for better construction. Narrative sounds an interesting kind of text. In line with reading comprehension, it must be easy for students to understand and comprehend narrative text.

#### **D. Mind Mapping**

Mind mapping is popularized by Buzan (2005) who claims that it is an enormous superior note-taking method. By mind mapping one can develop their ability in memorizing, brainstorming, learning, as well as creativity (Ingemann, 2008). Mind mapping used to visually outline information which often created



around a single word or text, placed in the center, to which associated ideas, words, and concepts are added.

Kaufman (2010) argued that “mind mapping is a useful technique to use while reading, since the non-linear format allows you to view the entirety of your notes at a glance, then easily place new information in the appropriate branch or make connections between ideas. Mind maps help students learn information by forcing them to organize it and add images and color to it.

Mind maps allow students to create a visual image to enhance their learning and can be used as a metacognitive tool that allows them to make connections to material in meaningful ways (Budd,2004). Mind maps have also been used as reflective tools that allow for broader associations to be made to the material (Budd, 2004). Using mind maps also helps teachers vary their teaching methods which may be more likely to reach diverse learners (Nesbit &Adesope, 2006).

Based on the definition above, it can be concluded that a mind-map is a creative way to represent idea or information through diagram.

### **1. The Purposes of Mind Mapping**

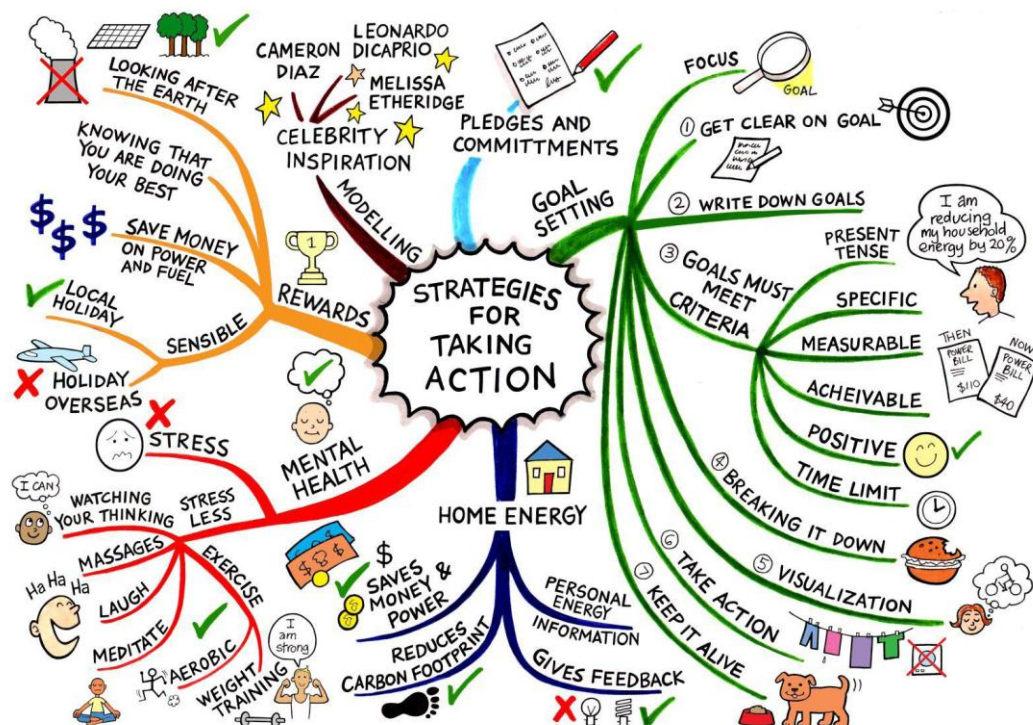
Everything happens for a purpose. As the way to help the students easier in reading comprehension, using mind mapping also has purpose. Generally, the purpose of mind mapping is to associate between ideas, topics or things (Davies 2010) Besides Buzan (2005) also stated that, there are several specific purposes of mind mapping below

- a) Mind mapping activates whole brain.
- b) Mind mapping fixes the mental tangled.

- c) Mind mapping lets the students focus on main explanation.
- d) Mind mapping helps to show the relationship between the separated information parts.
- e) Mind mapping gives clear description wholly and specifically.
- f) Mind mapping lets the students to group the concept and compare it.

Based on the explanation above, mind mapping is hoped to help the students in getting better learning process. By activating the whole brain activities, it can be concluded that mind mapping is expected to make the students easier in comprehending the text or written information.

Picture 2.1  
The sample of Mind Mapping



## **2. The Procedure of Mind Mapping**

Making mind mapping is easy. The students can remember much information through this way. Buzan (2005) defined that there are several steps to make mind mapping.

- 1) Starting from the center of the blank paper. It is better to rotate the paper, so you can use it horizontally (it helps the brain feels free to spread the ideas).
- 2) Using picture or photo as the central of the idea. A picture has thousands meanings and help the students to use their imagination. A central picture makes the students focus, concentrate, and feel interested in what they are mapping.
- 3) Using colors. Colors have same role as pictures, brain will stimulate an idea through colorful form. It gives mind map more alive and adds creative thinking energy for the students.
- 4) Linking the main branches with the central picture and linking within the supporting branches. An association has important role in brain activity, by linking two or more things will make the students easier to understand and remember.
- 5) Making curved line, not straight line. The straight line will only make the brain bored.
- 6) Using only a keyword to every single line. This is used to give flexibility in making the mind map.
- 7) Using pictures. Every single picture has thousand meanings as same as central picture.

### **3. The Advantages and Disadvantages of Mind Mapping**

These are some advantages and disadvantages that stated by Cleford (2014).

#### **Advantages:**

- a. Easily add ideas or links later.
- b. Helps to concentrate on information structure and relationships between ideas rather than disconnected facts.
- c. Mind map may help people to see other connections and similarities in the information they receive. Add sketches in making mind map are more memorable than conventional notes.
- d. Mind maps can incorporate a mass of material (For example, a jet's maintenance manual was reduced from 1000s of pages to a room-length mind map. A year's subject notes became an easily reviewed poster).
- e. Mind mappings can help revision, even if the course notes are conventional. They condense material into a concise, memorable format.

#### **Disadvantages:**

- a. Mind map cannot take a piece of the word in a paragraph to be inserted into a mind map, but it replace it with our own language
- b. Someone's map may be so personal and it could be difficult for others to understand. Mind maps are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.

From those explanations above, it can be concluded that mind mapping naturally just a technique which has both positive and negative things inside. Oftentimes, the learners can take the advantages through this technique; meanwhile the disadvantages cannot be separated from its use. Hence, it depends on the user to maximize the advantages of using mind mapping.

### **E. Previous Study**

Similar study has been done by Panatda Siriphanich (2010) about the improvement of reading comprehension by using mind-mapping as written on his article *“Using Mind Mapping Technique to Improve Reading Comprehension Ability of Thai EFL University Students”* which aimed to investigate the use of mind mapping technique whether it can improve reading comprehension ability and the students’ opinions towards the use of mind mapping technique.

This research use one-group pre-test post-test design. First year students at Songkhla Rajabhat University, Muang Songkhla who were learning “English for communication and reading skills” as a compulsory subject were asked to do pre-test in order to check the students’ reading comprehension ability before the treatment and their mean score on the pre-test were 11.17. After the explanation of writing mind mapping, they were taught by the lesson plans for mind mapping technique for 4 plans and were asked to do post-test to assess their reading progress and their post-test mean score were 12.25. The questionnaire were launched after the post-test and followed by oral interview. The material used in this study derived from the context in Get Ready to Read which is the reading text

for English for Communication and Reading Skills, a compulsory subject for the first year students at Rajabhat University, Songkhla.

Another related study is “*Teaching Reading Comprehension through Mind Mapping: A case of The Eleventh Grade Students of SMA N 2 Demak in the academic year 2008/2009*” by Ana Amalia (2008). The objective of this study is to find out the effectiveness of using mind mapping in improving students’ reading comprehension achievement. It is a pre-experimental study which used random sampling in getting the sample. The collecting data is only through the test. The result indicates that using mind mapping in teaching reading comprehension is effective to improve students’ reading comprehension achievement. It can be seen from the result pre-test and post-test; the average score of pre-test = 12,6 and the standard deviation = 8,88. Meanwhile, the average score of post-test = 21,7 and the standard deviation = 9.

#### **F. Obstacle in Applying Mind Mapping Technique**

The used mind mapping technique contributes to the improvement to reading comprehension. Based on Panatda (2010) states that students who faced that English as a foreign language have low ability in reading comprehension; they cannot reorganize and connect the new information from the text with their own knowledge. The students also consider that reading is very difficult to learn because they are hard in getting mind idea, supporting details, and even deciding the schematic structure of the text. This is because the students do not know specific

technique that can guide them to understanding the text and predicting the meaning.

Using mind mapping as a technique will help students comprehend the text. Reading comprehension is important to be learned to increase students' comprehension especially in the target language text form. By arising students' interest in comprehending the text through mind mapping, students can explore their knowledge and vocabulary in the target language materials. In line with this, mind mapping becomes an alternative way in teaching reading comprehension. This technique is chosen because it can stimulate the students' pleasure in teaching and learning process of reading comprehension; they are free to write and draw what they comprehend about the materials.

## **G. Conclusion**

This chapter has discussed several key issues related to; a. reading comprehension, b. the purposes of reading, c. narrative text, d. mind mapping, e. previous study, f. obstacle in applying mind mapping technique. As a conclusion, mind mapping is hoped to help the students in getting better learning process. By activating the whole brain activities, mind mapping is expected to make the students easier in comprehending the text or written information.

The writer will explain about the research design, population and sample, and also data collection and analysis procedure in the next chapter.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research is an experimental research. There are two variables: an independent variable and a dependent variable. Alison and Susan (2005) identified: the independent variable is the one that we believe may “cause” the result; the dependent variable is the one we measure to see the effects the independent variable has on it. In this case, the dependent variable is teaching reading comprehension of narrative text and independent variable is by using mind mapping technique. This research also use one class as an experimental class.

#### **B. Population and Sample**

##### **1. Population**

John W. Creswell (2008) explains population is “a group of individuals who have the same characteristic”. Based on the definition, the population of this research is all of the second grade students of SMP Inshafuddin Banda Aceh 2015/2016 academic year. There were three classes for the second grade students; class VIII-a (25 students), VIII-b (25 students), VIII-c (26 students). Total number of the population in this study is 76 students.



## 2. Sample

Arikunto (2013) stated that sample is the representative of the retrieved population. In conducted the research, purposive sampling was used as the technique of choosing the sample. There are three classes of the second year's students at SMP Inshafuddin Banda Aceh in 2015/2016 academic year. A sample was selected based on the teacher's recommendation to take VIII-bclass consisting of 25 students.

### C. Data Collection Procedure

As mentioned in the first chapter, some techniques were used in obtaining the data; experimental teaching, test (pre-test and post-test) and questionnaire. The explanation would be discussed as follows:

#### 1. Experimental Teaching

Experimental teaching is one of the techniques in gaining the data. It was held for four meetings to teach the students by using mind mapping technique in order to improve their readingcomprehension ability. The writertaught the students for four meetings with 40 minutes allocated time for each meetings. The aim of the experimental study was to find outwhethermind mapping technique improves the students' ability in comprehending reading text or not.

##### a. First Meeting

Inthe first meeting, the writer introduced herself to the class, and then mentioned her purposes to do research in their class. The writer expected that the students would pay attention during the teaching reading process in order to get

the best result to this research. The pre-test then was given to the students consisting of ten questions with 40 minutes allocated time.

#### b. Second Meeting

In the second meeting, the writer divided the students into some groups which consist of 4-5 members in each group. It is used to let the students learn first about making mind mapping together. The writer discussed the text in the pre-test and asked the students about narrative text and their difficulties in understanding the texts. Then, the writer explained the schematic structures of narrative texts and everything that can be found in narrative texts. After that, the writer introduced and explained what mind mapping is with the strategy used by students in learning narrative text. Next, the writer gave instruction to read and comprehend the text first, after that asked the students to write their comprehension through mind mapping. Then the students tell their mind mapping in front of the class while some others give their opinion; whether they have similar thinking about the text. The last the students have to answer some questions related to the text, in order to make sure whether their reading comprehension is helped by mind mapping.

#### c. Third Meeting

In this meeting, the writer continued to explain the schematic structures of narrative texts and everything that can be found in narrative texts and about how to mapping the material. Even the writer gives them the same contain of teaching, but the material is little bit different.

#### d. Fourth Meeting

In the last meeting, the students were given post-test that consisted of 10 choices questions that had to be answered by them.

### **2. Test**

In this study, the writer gave the students two kind of test; pre-test and post test. Arikunto (2013) stated that test is a series of questions or exercises used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups. The pre-test is given before the experimental teaching is held and the post-test is conducted after treatment. For pre test, the students were given a narrative text. Furthermore, the post test was given in the similar form as pre test. These tests were done to find out whether mind mapping technique improves the students' reading comprehension ability of narrative text or not.

### **3. Questionnaire**

To answer the second research question, the writer also distributed questionnaire for the students. The questionnaire was given after post-test. The questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent to be answered (Sugiyono, 2011).

The questionnaire in the form of closed statement (to be answered individually) given to respondents directly. Questionnaire in this study was an enclosed questionnaire, contains positive statements.

The scale model of measurement used is a like scale. The numbers of statements area about 10 points. Each statements consists of 5 possible answers that have been provided; they are strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS).

#### **D. Data Analysis Procedure**

##### **1. The Analysis of Test**

In analyzing score of test, the writer calculates the mean of students score by using statistical formula (Sudjana, 2005).

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

X : mean (average score)

F<sub>i</sub> : frequency

X<sub>i</sub> : middle score of interval class

F<sub>i</sub> X<sub>i</sub> : the amount of multiplication between the frequencies and the middle scores of interval class

Before calculating mean, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution list;

- a. The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is:

$$R = H - L$$

Where:

R : range

H : the highest score

L : the lowest score

b. Number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + 3.3 \log n$$

Where:

I : the amount of interval class

n : the amount of sample

c. The length of interval

In determining the length of interval class, I used the formula:

$$P = \frac{R}{I}$$

Where:

P : length of interval

R : the range of score

I : interval

d. Table Distribution of Test

After finding the range of data, number of interval classes, length of interval, the data is served in distribution table as follow:

**Table 3.1: Distribution table (Sudjiono, 2006)**

Interval Class	F	X	Fx
Total			

Where:

f : frequency

x : the middle score of interval class

fx : the amount of multiplication of frequency and deviation  
range

The purpose of mean calculation is to know the average score of students and to compare average score of pre-test and post-test.

## 2. Questionnaire Analysis

In this research, the researcher distributed the questionnaire to the students in table forms. They chose the answer according to their choice. In analyzing the questionnaires, the researcher used the following formula:

$$P = \frac{f}{n} \times 100\%$$

In which:

P :percentage

f : frequency

n : number of sample

100%: constant value

## **E. Brief Description of Research Location**

### **1. The School**

Inshafuddin Islamic boarding school is educational institutions under the auspices of the Inshafuddin Foundation which is located at Tanggul Street No. 3 Lambaro Skep Village, Kuta Alam Sub district, Banda Aceh. Inshafuddin Islamic boarding school has been developed on July 17, 1998. Vision and mission of Dayah Inshafuddin are forming a human being who pious to Allah SWT (IMTAQ) as well as the acquisition of knowledge and technology (Science and Technology). Forming a knowledgeable individual muslim, noble, personality, skilled, and able to apply their knowledge in everyday life towards civil society.

In realizing the vision and mission, Dayah Inshafuddin organizing teaching and learning activities at junior and senior high school (National Curriculum of Education degree in Interior and Education Boarding School (Curriculum of Dayah Salafiah) and coupled with a wide range of science skills, languages (Arabic and English), speech and scout.

### **2. The Facilities**

In order to support teachers and students in teaching and learning process, Dayah Inshafuddin has enough facilities as follows:

**Table 3.2the Facilities at Dayah Inshafuddin**

No.	Facilities	Unit
1.	Classrooms	13
2.	Library	1
3.	Language Laboratory	1
4.	Computer Laboratory	1
5.	Science Laboratory	1
6.	Sport Field	1
7.	Teacher's Office	1
8.	Canteen	1
9.	Mosque	1
10	Health Unit Room	1

The teaching learning process at Inshafuddin Islamic boarding school takes place from 07.45 am until 01.00 pm for the day class, 02.30 pm until 04.00 pm at noon, and from 07.30 pm until 09.00 pm for the night class. Since both of general subject and Islamic knowledge are important for the future of youth generation, the headmaster of Inshafuddin Islamic boarding school implement the school subject and Islamic knowledge altogether.

The school also provides multimedia room, computer and science laboratory. Multimedia room is used as language laboratory that is aimed at helping students to learn language especially English and Arabic. Meanwhile, computer laboratory is proposed to facilitate students in operating computer to improve students' knowledge of technology. The school also offers science laboratory to the students to learn the science material in practice. In learning process, the school combines the classes for males and females.



### 3. The students

Based on the data that the writer collected from administration office of the School, the total students of Inshafuddin Islamic Boarding School are 260 students. They are classified of 9 classes in academic years 2015/2016.

The details of total students in the first grade of Inshafuddin could be seen on the following table:

**Table 3.3** The total number of students at SMP Inshafuddin Kota Banda Aceh

No.	Class	Male	Female	Total
1.	VII-A	14	16	30
2.	VII-B	19	16	35
3.	VII-C	14	18	32
4.	VIII-A	13	12	25
5.	VIII-B	11	14	25
6.	VIII-C	14	12	26
7.	IX-A	15	14	29
8.	IX-B	15	13	28
9.	IX-C	16	14	30

### F. Conclusion

In this methodology chapter, the writer explained about sample of the research and research design that is employed in this study. The sample of this study is the second grade of SMP Inshafuddin Banda Aceh. There are two kinds of data collection procedure; (1) pre-test and post-test; these tests was done to find out whether mind mapping technique improves the students' reading comprehension ability of narrative text or not, (2) questionnaire was conducted to answer the second research question. It was close-ended and consists of 10

statements. The results of these works will clearly be described in the chapter four.

## CHAPTER IV

### FIELD RESEARCH DATA

#### A. Data Analysis and Discussion

In this chapter, the writer discusses the results of the research which was conducted on. During the research at, the writer has conducted the test; there are pre-test and post-test. Students were also provided the questionnaire by the writer. The discussion includes the result of the tests, examining hypothesis, and the result of questionnaires.

**Table 4.1: the table of pre-test score**

No.	Name of students	Score
1.	RM	40
2.	FZ	70
3.	MY	50
4.	FR	30
5	RW	40
6	AL	60
7	MIM	60
8	TW	40
9	UAF	70
10	FA	40
11	KF	70
12	KR	70
13	MSF	60
14	MIB	60
15	MI	50
16	MRA	50
17	MM	30
18	RLA	60
19	DBA	40
20	MRI	60

21	SA	70
22	RF	30
23	SU	50
24	MK	50
25	PQ	40

There were 25 students in the class and all of them attended the class on the day of pre-test.

The data in the table above can be calculated by using the following steps:  
First, the range (R) determined by using the formula below:

$$R = H - L$$

Where:

R = range of the score

H = the highest score

L = the lowest score

The highest score of pre-test was 70 and the lowest score was 30. Thus, the range was

$$R = 70 - 30$$

$$R = 40$$

The class interval was identified by using following formula:

$$I = 1 + (3,3) \log n \quad (n = \text{number of students})$$

$$= 1 + (3,3) \log 25$$

$$= 1 + (3,3) (1,4)$$

$$= 1 + 4,62$$

$$= 5,62$$

$$\approx 6$$

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{I}$$

$$P = \frac{40}{6}$$

$$P = 6,6$$

$$P \approx 7$$

From those results, the frequency distribution table can be seen below :

**Table 4.2: the frequency distribution table of pre-test**

Class interval	Fi	Xi	Fixi
30-36	3	33	99
37-43	8	40	320
44-50	5	47	235
51-57	0	54	0
58-64	4	61	244
65-71	5	68	340
	N = 25	303	1238

Where:

$f_i$  = refers to frequency

$x_i$  = refers to the middle score interval class

$fix_i$  = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$X = \frac{\sum fix_i}{\sum f_i}$$

$$X = \frac{1238}{25}$$

$$X = 49,52$$

$$X \approx 50$$

**Table 4.3: the table of post-test score**

No.	Name of students	Score
1.	RM	70
2.	FZ	70
3.	MY	80
4.	FR	80
5	RW	70
6	AL	80
7	MIM	80
8	TW	70
9	UAF	50
10	FA	80
11	KF	80
12	KR	70

13	MSF	80
14	MIB	90
15	MI	80
16	MRA	70
17	MM	80
18	RLA	50
19	DBA	70
20	MRI	80
21	SA	80
22	RF	70
23	SU	70
24	MK	80
25	PQ	70

The data in the table above can be calculated by using the following steps:

First, the range (R) determined by using the formula below:

$$R = H - L$$

Where:

R = range of the score

H = the highest score

L = the lowest score

The highest score of post- test was 90 and the lowest score was 50. Thus, the range was  $90 - 50 = 40$

The class interval was identified by using following formula:

$$I = 1 + (3,3) \log n \quad (n = \text{number of students})$$

$$= 1 + (3,3) \log 25$$

$$= 1 + (3,3) (1,4)$$

$$= 1 + 4,62$$

$$= 5,62$$

$$\approx 6$$

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{I}$$

$$P = \frac{40}{6}$$

$$P = 6,6$$

$$\approx 7$$

From those results, the frequency distribution table can be seen below :

**Table 4.4: the frequency distribution table of post-test**

Class interval	Fi	Xi	Fixi
50-56	1	53	53
57-63	1	60	60
64-70	10	67	670
71-77	0	74	0
78-84	12	81	927
85-91	1	88	88
	N = 25	423	1798

Where:

fi = refers to frequency

xi = refers to the middle score interval class



$fixi$  = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution above, the writer determined the mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1798}{25}$$

$$X = 71,92$$

$$X \approx 72$$

The aim of determining the mean score was to know the average ability of students in the pre-test and post-test. The writer found out that the mean score between the two test was different. The mean score of pre-test was 50 while the mean score of post-test 72 which mean that post-test score was higher than pre-test by 22points.

From many steps above, it can be concluded that the mean score of *pre-test* was higher than *post-test*. In line with this, the student scores for post-test was higher than pre-test. It appears that students' that mind mapping effective to improve students' reading comprehension of narrative text.

## B. The Result of Questionnaire

As been described in the previous chapter, one of the techniques in collecting data used in this study is to use questionnaires distributed to the respondents based on the sample. Then the data is processed in the form of a frequency distribution table by using the formula:

$$P = \frac{f}{n} \times 100\%$$

In which:

P :percentage

f : frequency

n : number of sample

100%: constant value

The results of the questionnaires are calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

**Table 4.5 I like learning reading comprehension by using mind mapping technique**

	Options	Frequency	Percentage (%)
Q. 1	a. Strongly Agree	13	52%
	b. Agree	12	48%
	c. Disagree	0	0

d. Strongly Disagree	0	0
Total	25	100%

It can be seen from the table above that 52% students' strongly agree that they like studying reading comprehension by using mind mapping, then the rest of them (48%) agree to learn with the technique. and none of students that did not agree in applying mind mapping technique.

**Table 4.6. My teacher have ever applied mind mapping technique.**

Options	Frequency	Percentage (%)
Q. 2 a. Strongly Agree	0	0
b. Agree	0	0
c. Disagree	17	68%
d. Strongly Disagree	8	32%
Total	25	100%

Based on the table above, it shows that 68% of the students disagree that their teacher have ever applied mind mapping model in learning reading comprehension. None of them (0%) or strongly agree or agree,so that, it indicated that their teacher never applied mind mapping technique in learning reading narrative text.

**Table 4.7.I Have no obstacles in applying this learning technique**

	Options	Frequency	Percentage (%)
Q. 3	a. Strongly Agree	7	28%
	b. Agree	16	64%
	c. Disagree	2	8%
	d. Strongly Disagree	0	0
	Total	25	100%

When asked about the obstacles in applying mind mapping, 28% of the students strongly agree and 64% of the students agree that they have no obstacles in applying the technique. On the contrary, 8% of them have problem when practice it. It can be concluded that majority of the students have no problems in adjusting mind mapping technique in classroom

**Table 4.8. I become more active in learning by using this technique**

	Options	Frequency	Percentage (%)
Q. 4	a. Strongly Agree	12	48%
	b. Agree	10	40%
	c. Disagree	3	12%
	d. Strongly Disagree	0	0
	Total	25	100%

It can be seen from the table above that 48% of the students strongly agree that they become more active learning by mind mapping technique, then some of student about (40%) agree, and only 12% of them disagree. It indicates that most of students become active in learning by using the technique.

**Table 4.9 The technique used by teacher help me in learning reading comprehension**

	Options	Frequency	Percentage (%)
Q. 5	a. Strongly Agree	13	52%
	b. Agree	11	44%
	c. Disagree	1	4%
	d. Strongly Disagree	0	0
	Total	25	100%

The fact shows that 52% of the students strongly agree and 44% agree that certain technique that teachers used can help them in learning reading comprehension. Again, only 4% disagree and 0% of students remained strongly disagreed.

**Table 4.10 I feel easy in answering reading comprehension exercises**

	Options	Frequency	Percentage (%)
Q. 6	a. Strongly Agree	9	36%

b. Agree	15	60%
c. Disagree	0	0
d. Strongly Disagree	1	4%
Total	25	100%

The data in the table implies that the percentage of the students who strongly agree feeling easy in answering reading comprehension exercises. At least 36% of the students strongly agree with this statement. Then 60% of the students chose agree. Then, on the contrary, 4% of the students strongly disagree if they feel easy when answer reading comprehension sheets.

**Table 4.11. I don't need much time to comprehend the questions**

Options	Frequency	Percentage (%)
Q. 7 a. Strongly Agree	9	36%
b. Agree	14	56%
c. Disagree	2	8%
d. Strongly Disagree	0	0
Total	25	100%

Having looked to the above table it can be seen that nine from the total of nine students (36%) expressed their strong agreement toward the statement “I don't need much time to comprehend the questions” and 56% of the rest agree. Only few of

students (8%) stated they disagree with the statement. It could be concluded that they felt easy to comprehend the questions.

**Table 4.12 High materials make me difficult to answer reading comprehension exercises**

	Options	Frequency	Percentage (%)
Q. 8	a. Strongly Agree	3	12%
	b. Agree	14	56%
	c. Disagree	6	24%
	d. Strongly Disagree	2	8%
	Total	25	100%

The data in the table implies that the percentage of the students who strongly agree about high materials make the students difficult to answer reading comprehension exercises is 12%. Then, 56% of them chose agree with the statement. Next, there are 24% of the students disagree and the rest of them (8%) chose strongly disagree.

**Table 4.13 In my opinion, learning reading comprehension by this technique gives many benefits**

	Options	Frequency	Percentage (%)
Q. 9	a. Strongly Agree	15	60%

b. Agree	9	36%
c. Disagree	0	0
d. Strongly Disagree	1	4%
Total	25	100%

Based on the table, majority of students strongly agree and agree that applying mind mapping in learning reading in narrative text gives many benefits. And small number of students stated that there is no benefit by applying this technique.

**Table 4.14 Mind mapping technique gives influences in improving students' reading comprehension**

	Options	Frequency	Percentage (%)
Q. 10	a. Strongly Agree	13	52%
	b. Agree	10	40%
	c. Disagree	0	0
	d. Strongly Disagree	2	8%
	Total	25	100%

The table indicated that majority of students stated that the use of mind mapping technique could improve students' reading comprehension. While, only 2 students did not agree in applying this technique.



### **C. Discussion**

In this thesis there were two research questions provided. The explanations for each research questions are as follow: First question is, “Is mind mapping effective to improve students’ reading comprehension of narrative text?” It can be explained based on the data and questionnaire presented mind mapping effective to improve students’ reading comprehension of narrative text. Furthermore, the different score before and after applying mind mapping also showed that mind mapping technique effective to improve students’ reading comprehension. The mean of pre-test score is 50, while the mean of post-test score is 72. It can be summarized that mind mapping effective to improve students’ reading comprehension of narrative text.

The second research question is “What difficulties do students face in applying mind mapping technique in reading comprehension”. The researcher analyzed the questionnaire to answer the second research question. Based on data, there is no obstacle faced by the students in learning reading comprehension in narrative text based on questionnaire divided, they stated that this technique help them to analyze narrative text easily.

The complete conclusions of this study and some suggestions for future research will clearly be explained in the next chapter.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This chapter discusses conclusions and suggestions derived from the research findings and discussions which were elaborated in the previous chapter. This study was aimed to find out the effectiveness mind mapping technique toward students' reading comprehension improvement and to know the obstacle in applying mind mapping technique. The suggestions are directed to follow up of this study.

1. Based on the findings of research, students' reading comprehension improved through mind mapping technique. It was proved by the average score of post-test (72) increased than in the pre-test (50) which mean that post-test score was higher than pre-test by 22 point.
2. Based on the analysis, most of students gave positive responses toward learning by using mind mapping technique while there are some of them gave negative responses. However there are some of them still difficult in applying mind mapping, but some others feel easy and enjoy applying the technique. By applying mind mapping technique they became more creative.

**B. Suggestion**

To follow up the finding of this study, some suggestions, that might be helpful and useful to be considered.

1. In teaching learning process, especially in teaching reading, teacher has to choose an appropriate technique to enhance students' reading comprehension.
2. The teacher should be active and creative and also innovative in teaching learning process.
3. Learning reading by using mind mapping technique can be chosen to be taught in reading class because it provides positive influences for students and enhances students' reading comprehension.

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**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp. 0651-7551423- Fax. 0651-7553020 Situs: www.tarbiyah.ar-raniry.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY  
Nomor : UN.08/FTK/PP.00.9/1574 /2016

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY**  
**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: Un.08/DT/TL.00/5970/2015 tentang pengangkatan pembimbing skripsi; b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen; 7. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry; 8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 9. Peraturan Menteri Agama No.21 Tahun 2015 tentang Statuta Universitas Islam Negeri Ar-Raniry Banda Aceh 10. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; 11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
- Merapahatkan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2015
- MEMUTUSKAN**
- Menetapkan : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.08/DT/TL.00/5970/2015 tanggal 25 Agustus 2015
- PERTAMA : Menyujuk Saudara:
- KEDUA : 1. Habiburrahman M.Com.,M.S., Ph.D Sebagai Pembimbing Pertama  
2. Mulia, M.Ed Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : **Fadhilah Andirini**  
NIM : **231121320**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Teaching Reading Comprehension of Narrative Text by Using Mind Mapping Technique**
- KETIGA : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
- KEEMPAT : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
- KELIMA : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2015/2016.
- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.



**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
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Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : Un.08/FTK1/ TL.00/ 1687 / 2016

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Fadhilah Andrini  
N I M : 231 121 320  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : X  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Jln. Bak Mee No.10 Punge Blang Cut, Banda Aceh

Untuk mengumpulkan data pada:

**SMP Inshafuddin Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Teaching Reading Comprehension of Narrative Text by Using Mind Mapping Technique**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 14 Maret 2016  
Art. Dekan  
Wakil Dekan Bidang Akademik  
  
Dr. Saifuddin, M.Ag  
NIP. 19620406 200112 1 001



Kode: 4373

BAG. UMUM BAG. UMUM



**PEMERINTAH KOTA BANDA ACEH**  
**DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA**

JALAN P. NYAK MAKAM NO. 23 GP. KOTA BARU TELP/FAX. (0651) 7555136, 7555137  
E-mail: disdikporabna@gmail.com Website: www.disdikporabna.com

Kode Pos : 23125

**IZIN PENELITIAN**

**NOMOR : 074/A.2/2800**

**TENTANG**

**PENGUMPULAN DATA PADA SMP INSAFUDDIN KOTA BANDA ACEH**

**Dasar** : Surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Aceh Nomor : Un.08/FTK1/TL.00/1687/2016 Tanggal 14 Maret 2016, Hal Izin Pengumpulan Data.

**MEMBERI IZIN**

**Kepada** :  
**Nama** : FADHILAH ANDRINI  
**NIM** : 231 121 320  
**Prodi** : Pendidikan Bahasa Inggris  
**Jenjang** : S-1  
**Untuk** : Mengumpulkan data dalam rangka penyusunan Skripsi dengan judul :  
**"TEACHING READING COMPREHENSION OF NARRATIV TEXT BY USING MIND MAPPING TECHNIQUE".**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi Mahasiswa yang bersangkutan supaya menyampaikan foto copy hasil, Penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan Pemuda dan Olahraga Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 18 April s.d 18 Mei 2016.

Demikian surat ini di sampaikan untuk dapat dipergunakan semestinya.

Banda Aceh, 18 April 2016

KEPALA DINAS PENDIDIKAN PEMUDA  
DAN OLAHRAGA KOTA BANDA ACEH.

**SABRI TS, SIPd**

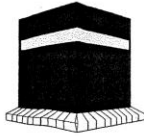


NIP. 19720424 199702 1 001

Tembusan :

1. Dekan FTK UIN Ar-Raniry B.Aceh
2. Mahasiswa/i yang bersangkutan
3. Arsip.





**YAYASAN PEMBINA INSHAFUDDIN**  
**SMP INSHAFUDDIN**

JALAN TANGGUL NO. 3 LAMBARO SKEP TELP. 32089  
E-mail: [smpinshafuddin@disdikporabna.com](mailto:smpinshafuddin@disdikporabna.com) Website: [www.disdikporabna.com](http://www.disdikporabna.com)



Kode Pos: 23126

**SURAT KETERANGAN PENGUMPULAN DATA**

Nomor : 86/ SMP-INSH / VII/ 2016

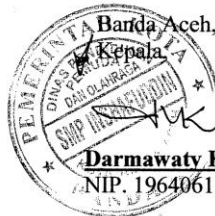
Kepala Sekolah Menengah Pertama (SMP) Inshafuddin Banda Aceh menerangkan bahwa:

Nama : FADHILAH ANDRINI  
NIM : 231 121 320  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan Universitas Negeri Ar-Raniry Banda Aceh  
Alamat : Punge Blang Cut, Banda Aceh

Benar yang namanya tersebut diatas telah melakukan penelitian di SMP Inshafuddin Banda Aceh mulai dari tanggal 26 April 2016 s.d 03 Mei 2016 dalam rangka pengambilan data untuk penyusunan Skripsi berjudul: **“TEACHING READING COMPREHENSION OF NARRATIVE TEXT BY USING MIND MAPPING TECHNIQUE”**.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Banda Aceh, 20 Juli 2016  
Kepala  
  
**Darmawaty Kaoy, S.Pd**  
NIP. 19640618 198903 2 003



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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP Inshafuddin Banda Aceh  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : VIII/b  
Materi Pokok : *Narrative Text*  
Alokasi Waktu : 8 x 40 menit

### **A. KOMPETENSI INTI**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI**

#### **Kompetensi Dasar**

##### **KD 1.1**

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

##### **KD 2.1**

Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

##### **KD 2.2**

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

---

**KD 2.3**

Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

**KD 3.14**

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

**KD 4.18**

Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

**Indikator Pencapaian Kompetensi****KD 1.1**

1. Menunjukkan sikap bersyukur dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional dengan cara menggunakannya dalam berkomunikasi dengan guru maupun teman.

**KD 2.3**

1. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

**KD 3.14**

1. Mengidentifikasi unsur-unsur kebahasaan (*language features*) dalam teks Narrative berbentuk fable.
2. Mengidentifikasi gagasan utama.
3. Menyimpulkan pesan moral dalam teks narrative berbentuk fable.

**KD 4.18**

1. Menulis teks naratif pendek sederhana berbentuk fable.
2. Menjelaskan makna dan pesan moral yang terdapat dalam teks narrative dalam bentuk lisan dan tulisan.

**C. TUJUAN PEMBELAJARAN****1. Afektif ( ref KD 1.1 dan 2.3)**

- Siswa dapat Menunjukkan sikap bersyukur dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional dengan cara menggunakannya dalam berkomunikasi dengan guru maupun teman.
- Siswa dapat Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

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## 2. **Kognitif**(ref. KD 3.14)

- Siswa dapat Mengidentifikasi unsur-unsur kebahasaan (*language features*) dalam teks Narrative berbentuk fable.
- Siswa dapat mengidentifikasi gagasan utama, penyebab dan solusi dari teks yang diberikan (sesuai generic structure narrative text).
- Siswa dapat mengetahui pesan moral yang terdapat dalam teks naratif yang berbentuk cerita fiktif.

## 3. **Psikomotor**(ref. KD 4.18)

- Siswa dapat menggambar mind mapping sederhana berdasarkan teks naratif yang telah dipahami.
- Siswa dapat menjelaskan makna dan pesan moral yang terdapat dalam teks narrative dalam bentuk lisan dan tulisan.

## D. MATERI PEMBELAJARAN

### Fungsi sosial

- Melaksanakan komunikasi transaksional dengan guru dan teman

### Unsur kebahasaan

- Direct and indirect speech
- Adverbial/ penghubung waktu : first, then, after that, before
- Adverbial dan frasa prepositional penunjuk waktu : a long time ago, one day, once upon the time, immediately, in the morning
- Grammar : Present Tense, past tense

### Struktur teks

- Fiksi
- 1) **Orientation**, includes *who* is in the story, *when* the story is taking place, and *where* the action is happening.
- 2) **Complication**, sets off a chain of events that influences what will happen in the story.
- 3) Sequence of Events, tells how the characters react to the complication.
- 4) **Resolution**, shows how the characters solve the problem created in the complication.
- 5) **Coda**, provides a comment or moral based on what has been learned from the story (an optional step)

## E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Langkah Pembelajaran : Mengamati, Menanyakan, Mengumpulkan Informasi,

Metode	Mengasosiasikan, Mengkomunikasi
Teknik	: Cooperative learning, Active learning
	: Mind Mapping Technique

## F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

### 1. Pertemuan 1

Tahap	Langkah-Langkah Pembelajaran	Alokasi Waktu
Pembukaan	<ul style="list-style-type: none"> <li>- Siswa berdoa sebelum memulai pelajaran.</li> <li>- Siswa diabsen oleh guru.</li> <li>- Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan.</li> <li>- Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>- Siswa diberikan sejumlah soal yang terdiri dari teks naratif sebagai langkah awal untuk melihat kemampuan dasar siswa dalam menjawab soal reading dan memperhatikan score yang diperoleh siswa.</li> </ul>	60 Menit
Penutup	Refleksi untuk mengevaluasi : <ul style="list-style-type: none"> <li>- Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.</li> </ul>	10 Menit

### 2. Pertemuan 2

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>- Siswa berdoa sebelum memulai pelajaran.</li> <li>- Siswa diabsen oleh guru.</li> <li>- Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan.</li> <li>- Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 Menit
Kegiatan Inti	<b>Mengamati :</b> <ul style="list-style-type: none"> <li>- Siswa mendengarkan penjelasan guru mengenai teks naratif.</li> <li>- Siswa duduk berkelompok dan mengamati teks naratif yang telah dibagikan oleh guru.</li> <li>- Siswa dituntut membaca teks naratif yang telah dibagikan.</li> </ul>	40 Menit

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
	<p><b>Menanya :</b></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan dan arahan guru, siswa mempertanyakan mengenai hal-hal yang berkaitan dengan teks naratif yang telah dibagikan.</li> </ul> <p><b>Menalar :</b></p> <ul style="list-style-type: none"> <li>- Siswa secara berkelompok mengidentifikasi struktur bahasa dan ide pokok yang terdapat dalam teks yang diberikan oleh guru.</li> <li>- Siswa diberikan waktu untuk memahami teks tersebut.</li> </ul> <p><b>Mencoba :</b></p> <ul style="list-style-type: none"> <li>- Siswa mencoba menggambar mind mapping secara berkelompok berdasarkan teks yang telah mereka pahami.</li> </ul> <p><b>Mengkomunikasikan :</b></p> <ul style="list-style-type: none"> <li>- Siswa diminta mempresentasikan hasil mapping mereka. Siswa dari kelompok lain diperbolehkan memberi pendapat untuk mengkonfirmasi apakah mereka mempunyai pemikiran yang sama mengenai teks tersebut.</li> </ul>	
Penutup	<p>Refleksi untuk mengevaluasi :</p> <ul style="list-style-type: none"> <li>- Siswa secara individu menjawab beberapa pertanyaan yang diberikan oleh guru sesuai dengan isi teks naratif yang telah mereka pelajari.</li> <li>- Siswa bersama guru menyimpulkan pembelajaran.</li> <li>- Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.</li> </ul>	30 Menit

### 3. Pertemuan 3

Tahap	Langkah-Langkah Pembelajaran	Alokasi Waktu
Pembukaan	<ul style="list-style-type: none"> <li>- Siswa berdoa sebelum memulai pelajaran.</li> <li>- Siswa diabsen oleh guru.</li> <li>- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</li> <li>- Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 Menit
Kegiatan Inti	<p><b>Mengamati :</b></p> <ul style="list-style-type: none"> <li>- Siswa mendengarkan penjelasan guru mengenai teks naratif.</li> </ul>	40 Menit

Tahap	Langkah-Langkah Pembelajaran	Alokasi Waktu
	<ul style="list-style-type: none"> <li>- Siswa duduk berkelompok dan mengamati teks naratif yang telah dibagikan oleh guru.</li> <li>- Siswa dituntut membaca teks naratif yang telah dibagikan.</li> </ul> <p><b>Menanya :</b></p> <ul style="list-style-type: none"> <li>- Dengan bimbingan dan arahan guru, siswa mempertanyakan mengenai hal-hal yang berkaitan dengan teks naratif yang telah dibagikan.</li> </ul> <p><b>Menalar :</b></p> <ul style="list-style-type: none"> <li>- Siswa secara individu mengidentifikasi struktur bahasa dan ide pokok yang terdapat dalam teks yang diberikan oleh guru.</li> <li>- Siswa diberikan waktu untuk memahami teks tersebut.</li> </ul> <p><b>Mencoba :</b></p> <ul style="list-style-type: none"> <li>- Siswa mencoba menggambar mind mapping secara individu berdasarkan teks yang telah mereka pahami.</li> </ul> <p><b>Mengkomunikasikan :</b> Siswa diminta mempresentasikan hasil mapping mereka. Siswa dari kelompok lain diperbolehkan memberi pendapat untuk mengkonfirmasi apakah mereka mempunyai pemikiran yang sama mengenai teks tersebut.</p>	
Penutup	<p>Refleksi untuk mengevaluasi :</p> <ul style="list-style-type: none"> <li>- Siswa secara individu menjawab beberapa pertanyaan yang diberikan oleh guru sesuai dengan isi teks naratif yang telah mereka pelajari.</li> <li>- Siswa bersama guru menyimpulkan pembelajaran.</li> <li>- Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.</li> </ul>	30 Menit

#### 4. Pertemuan 4

Tahap	Langkah-Langkah Pembelajaran	Alokasi Waktu
Pembukaan	<ul style="list-style-type: none"> <li>- Siswa berdoa sebelum memulai pelajaran.</li> <li>- Siswa diabsen oleh guru.</li> <li>- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</li> <li>- Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 Menit

Tahap	Langkah-Langkah Pembelajaran	Alokasi Waktu
Kegiatan Inti	- Siswa diberikan sejumlah soal yang terdiri dari teks naratif sebagai langkah akhir untuk melihat kemampuan siswa setelah belajar dengan technique pembelajaran mind mapping technique.	60 Menit
Penutup	Refleksi untuk mengevaluasi : - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	10 Menit

## A. Penilaian Hasil Belajar

### 1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1 2 3 4 5 6 7 8	Rasa hormat Jujur Peduli Berani Percaya diri Komunikatif Peduli sesama Ingin tahu	Pengamatan	Proses	Lembar Pengamatan	

### 2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama bangunan publik yang dekat dengan kehidupan siswa sehari-hari	Unjuk kerja	Tulis	1. Analyze the text on groups and create the mind map based on the text.



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## 2. Penilaian praktek

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks	Unjuk kerja	Presentasi	1. Analyze the structure of text 2. Choose the right answer a, b, c, or d based on the text

### LAMPIRAN : Rubrik Penilaian dari Segi Sikap (*attitude*)

#### a. Rasa hormat (*respect*)

- 5 = Tidak pernah menunjukkan sikap tidak hormat
- 4 = Pernah menunjukkan sikap tidak hormat
- 3 = Beberapa kali menunjukkan sikap tidak hormat
- 2 = Sering menunjukkan sikap tidak hormat
- 1 = Sangat sering menunjukkan sikap tidak hormat

#### b. Jujur (*honest*)

- 5 = Tidak pernah menunjukkan sikap tidak jujur
- 4 = Pernah menunjukkan sikap tidak jujur
- 3 = Beberapa kali menunjukkan sikap tidak jujur
- 2 = Sering menunjukkan sikap tidak jujur
- 1 = Sangat sering menunjukkan sikap tidak jujur

#### c. Peduli (*care*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli
- 4 = Pernah menunjukkan sikap tidak peduli
- 3 = Beberapa kali menunjukkan sikap tidak peduli
- 2 = Sering menunjukkan sikap tidak peduli
- 1 = Sangat sering menunjukkan sikap tidak peduli

#### d. Berani (*brave*)

- 5 = Tidak pernah menunjukkan sikap tidak berani
- 4 = Pernah menunjukkan sikap tidak berani

- 
- 3 = Beberapa kali menunjukkan sikap tidak berani
  - 2 = Sering menunjukkan sikap tidak berani
  - 1 = Sangat sering menunjukkan sikap tidak berani

**e. Percaya diri (*confidence*)**

- 5 = Tidak pernah menunjukkan sikap tidak percaya diri
- 4 = Pernah menunjukkan sikap tidak percaya diri
- 3 = Beberapa kali menunjukkan sikap tidak percaya diri
- 2 = Sering menunjukkan sikap tidak percaya diri
- 1 = Sangat sering menunjukkan sikap tidak percaya diri

**f. Berkomunikasi baik (*communicative*)**

- 5 = Tidak pernah menunjukkan sikap tidak komunikatif
- 4 = Pernah menunjukkan sikap tidak komunikatif
- 3 = Beberapa kali menunjukkan sikap tidak komunikatif
- 2 = Sering menunjukkan sikap tidak komunikatif
- 1 = Sangat sering menunjukkan sikap tidak komunikatif

**g. Peduli sosial (*social awareness*)**

- 5 = Tidak pernah menunjukkan sikap tidak peduli sosial
- 4 = Pernah menunjukkan sikap tidak peduli sosial
- 3 = Beberapa kali menunjukkan sikap tidak peduli sosial
- 2 = Sering menunjukkan sikap tidak peduli sosial
- 1 = Sangat sering menunjukkan sikap tidak peduli sosial

**h. Ingin tahu (*curiosity*)**

- 5 = Tidak pernah menunjukkan sikap tidak ingin tahu
- 4 = Pernah menunjukkan sikap tidak ingin tahu
- 3 = Beberapa kali menunjukkan sikap tidak ingin tahu
- 2 = Sering menunjukkan sikap tidak ingin tahu
- 1 = Sangat sering menunjukkan sikap tidak ingin tahu

**Rubrik Penilaian dari Aspek Pengetahuan (*knowledge*)**

**a. Kosa kata (*vocabulary*)**

- 5 = Hampir sempurna
- 4 = Ada kesalahan tapi tidak mengganggu makna
- 3 = Ada kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami.

**b. Ketelitian (*accuracy*)**

- 5 = Sangat teliti
- 4 = Teliti
- 3 = Cukup teliti
- 2 = Kurang teliti
- 1 = Tidak teliti

**c. Pemahaman (*understanding*)**

- 
- 5 = Sangat memahami  
4 = Memahami  
3 = Cukup memahami  
2 = Kurang memahami  
1 = Tidak memahami

## **G. INSTRUMEN PENILAIAN**

### **a. Soal**

#### **1. Pre-test (Pertemuan Pertama)**

Answer the questions below:

1. Who is the main character?
  - a. A guy and a girl.
  - b. A girl.
  - c. A couple of husband and wife.
  - d. A guy
2. How did the girl die?
  - a. By a fire in Paris.
  - b. By an accident.
  - c. By committing suicide.
  - d. By cancer.
3. What was finally happened to the guy after broke up?
  - a. Lived happily ever after with his ex-girlfriend.
  - b. Recovered him after a long period of frustration.
  - c. Met his ex-girlfriend's parents.
  - d. Established his success.
4. Where did he see his ex-girlfriend's parents were going to the cemetery?
  - a. In the funeral.
  - b. On the street.
  - c. In his office.
  - d. On their cars.
5. What is the story about?
  - a. The girl's endless love.
  - b. The girls' pain love.
  - c. The guy's endless love.

- 
- d. The couples' pain love.
6. What is the resolution part of the story?
- a. The guy knew the truth.
  - b. The guy went to the cemetery.
  - c. The girl told her illness.
  - d. The girl left her papercranes.
7. "...she did not want her illness to be his obstacle." (in the fourth paragraph)  
The underlined word refers to...
- a. The girl.
  - b. The girl's father.
  - c. The guy.
  - d. The guy's father.
8. "...he can take some of those back with him." (in the last paragraph) The underlined word refers to...
- a. The guy's love.
  - b. The girl's love.
  - c. The paper cranes.
  - d. Both the guy and girl's love.
9. When were the girl's parents aware for the guy attendance in the cemetery?
- a. After the guy looked at the girl's picture.
  - b. Before the guy went out from the cemetery.
  - c. After the guy looked at the paper cranes.
  - d. After the guy asked the truth.
10. What is the value of the story?
- a. Love is hurt.
  - b. Love never dies.
  - c. Love will find its way.
  - d. Love happens for a reason.

## 2. Soal Pos-test (Pertemuan Ketiga)

Answer the questions below:

1. Who was need expensive surgery?

- 
- a. Sally.
  - b. Mommy.
  - c. George.
  - d. Dr. Carlton Armstrong.
2. What did Sally do to help George?
    - a. She bought a miracle.
    - b. She pulled her piggy bank.
    - c. She did surgery.
    - d. She made a scuffing noise.
  3. What did Dr. Carlton Armstrong do firstly after heard Sally's story?
    - a. He asked for money.
    - b. He asked about how much money Sally has.
    - c. He surgeries George without paid.
    - d. He asked about Sally's house.
  4. What does the story about?
    - a. A miracle has price.
    - b. Sally's miracle to help her brother.
    - c. Sally's effort to help her brother.
    - d. A miracle is priceless.
  5. Who is Dr. Carlton Armstrong?
    - a. A surgery specializing.
    - b. A pharmacist.
    - c. Sally's dad.
    - d. A pharmacist's brother.
  6. How old is Sally?
    - a. Eleven.
    - b. Eight.
    - c. Seven.
    - d. Ten.
  7. What did Sally want to buy for helping her brother?
    - a. Medicine.

- 
- b. Money.  
c. Miracle.  
d. Health.
8. How much money did Sally has?  
a. One hundred dollar.  
b. One thousand cent.  
c. One dollar and seven cent.  
d. One dollar and eleven cents.
9. What can we learn from the story?  
a. A miracle defeats someone's effort.  
b. Someone's effort needs a miracle.  
c. Someone's faith needs an effort.  
d. An effort without faith and miracle is nothing.
10. What does the story about?  
a. A miracle has price.  
b. Sally's miracle to help her brother.  
c. Sally's effort to help her brother.  
d. A miracle is priceless.

**b. Jawaban**

**1. Jawaban Pre-test**

No.	Jawaban	Skor
1	D	10
2	D	10
3	D	10
4	B	10
5	D	10
6	A	10
7	C	10
8	C	10
9	C	10
10	C	10
Jumlah		100

**2. Jawaban Post-test**

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No.	Jawaban	Skor
1	C	10
2	B	10
3	B	10
4	C	10
5	A	10
6	B	10
7	C	10
8	D	10
9	D	10
10	D	10
Jumlah		100

### c. Teknik Penilaian

Penilaian Soal Pre-test dan Post-test

$$\text{Skor total} = \frac{\text{Skor total jawaban siswa yang benar}}{\text{Skor maksimum perangkat tes}} \times 100$$

Mengetahui,  
Guru Pamong

Banda Aceh, 25 April 2016  
Mahasiswa Praktikan

Aisyah  
NIP.

Fadhilah Andrini  
NIM. 231121320

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1. Name : Fadhilah Andrini
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  - a. Father's name : H. Husni, ST
  - b. Mother's name : Hj. Ikhwatiah, S. Pd
  - c. Father's occupation : Government Employee (Pension)
  - d. Mother's occupation : Government Employee
10. Address : Jl. Bak Mee No. 10 Punge Blang Cut - Banda Aceh
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  - a. Kindergarten : TK Pertiwi Meulaboh (1997 – 1998)
  - b. Elementary School : SD Negeri 39 Banda Aceh (1998 – 2004)
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  - e. University : UIN Ar-Raniry Banda Aceh (2011 – 2016)

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Author



Fadhilah Andrini