EXPLORING SEMANTIC MAPPING STRATEGY IN STUDENTS' READING COMPREHENSION AT MTS UNGGULAN AL KHOIRIYAH-JEMBER

UNDERGRADUATE THESIS

Submitted to Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirements for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Program

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

RAFIDA AINI
SRN. T20196115

ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE EDUCATION
PROGRAM OF ENGLISH EDUCATION
MAY 2024

EXPLORING SEMANTIC MAPPING STRATEGY IN STUDENTS' READING COMPREHENSION AT MTS UNGGULAN AL KHOIRIYAH-JEMBER

UNDERGRADUATE THESIS

Submitted to Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirements for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Program

By:

RAFIDA AINI
SRN. T20196115

Approved by Advisor

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Dr. Ahmad Ridho Rojabi, M.Pd.
NIP: 198105242014111002

EXPLORING SEMANTIC MAPPING STRATEGY IN STUDENTS' READING COMPREHENSION AT MTS UNGGULAN AL KHOIRIYAH-JEMBER

UNDERGRADUATE THESIS

It has been examined and approved by the board of examiners in fullfillments of the requirements for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Program

Day : Wednesday
Date : 12th June, 2024

The Board of Examiners

Chairman	Secretary
Dewi Nurul Qomariyah, S.S, M.Pd.	**Nina Hayuningtyas, M.Pd.**
NIP: 197901272007102003	NIP. 198108142014112003

Members :

1. Sofkhatin Khumaida, M. Pd., M. Ed., Ph. D. ( )
2. Dr. Ahmad Ridho Rojabi, M.Pd. ( )

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Approved by
Dean of Faculty of Tarbiyah and Teacher Training

KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN REPUBLIK INDONESIA

Dr. H. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

MOTTO

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ[1]

Recite in the name of your Lord who created*

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

* The Noble Qur'an Encyclopedia, Al Qur'an Translation (Al- Alaq : 1). https://quranenc.com/en/browse/english_saheeh/5

DEDICATION

I am proudly dedicated this research thesis for

1. I am proudly to myself
2. My beloved parents, my lovely (Alm) Baba and my Mima, who always supported and prays for me unconditionally. The sacrifices you‟ve made for me are beyond any description.
3. My Siblings, my big fams who always supported me till I could accomplish my thesis
4. My friends and seniors who couldn't mention all of you. Thank you so much!

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ACKNOWLEDGMENT

Alhamdulillaahi rabbil alamin, all praises are to Allah SWT the Most Gracious and Most Merciful who always blesses and helps the researcher, so the researcher can finish this undergraduate thesis as one of the requirements for Bachelor Degree (S.Pd.) in the English Education Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of KH Ahmad Siddiq.

Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis will not finish without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KH Achmad Siddiq who has given facilities and services to the writer.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si as the Dean of Teacher Training and Education Faculty, who has approved my thesis.
3. Dr. Nuruddin, M.Pd.I., as the Head of the Islamic and Education Language Program, who has facilitated me in every matter.
4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English Education Program, who has motivated me in the learning process.
5. Dr. Ahmad Ridho Rojabi, M.Pd as the advisor, thank you for your patience, critical, insightful feedback and consistent motivation during my undergraduate journey.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

6. All lecturers of the English and Education Department of UIN KH Ahmad Siddiq, who have given me knowledge and experiences throughout the entire semester.
7. The Principle of *Yayasan Al-Khoiriyah* KH. Maksum. A.M, S.Pd.I, The Principle of MTs Unggulan Al-Khoiriyah, Mr. Sudarno, S. Pd, Miss Tiara Ainur Rizki, S. Pd. as the English teachers at MTs Unggulan Al-Khoiriyah who have helped me during the research and all of teachers and staffs for giving me opportunity.

All of you may Allah SWT grant you blessing. Hopefully this thesis will be useful for the readers and the next researchers who need this thesis as a reference. However, I realize that there are still many mistakes in this thesis. Hence, any criticism and suggestions of this thesis are kindly appreciated.

Jember, May 2024

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The Writer

ABSTRACT

Aini, Rafida, 2024: *Exploring Semantic mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al Khoiriyah-Jember*
Keywords: Reading Comprehension, Semantic Mapping strategy

Reading as a receptive skill is important for all students, since they can gain information from the text. However, reading is not an easy matter, there were many students who had difficulty in comprehending texts. As a result, it is necessary for teachers and learners to apply effective strategies in teaching and learning English, particularly in reading comprehension. Islamic Junior High School of Al-Khoiriyah, particularly at the eight-grade, had implemented Semantic Mapping strategy and this strategy assisted learners to effectively comprehend the texts.

The research questions in this current study are: 1) What is the material used of semantic mapping strategy in students' reading comprehension? 2) How is the procedure of semantic mapping in students' reading comprehension? 3) How is the evaluation of semantic mapping strategy in students' reading comprehension? 4) What are the benefits of semantic mapping strategy in students' reading comprehension?

The study used a qualitative research method and a case study as the research design. The research participants consisted of 32 students and an English teacher who were selected using purposive sampling. The research data collection methods included observation, interviews, and document review. The researcher then analyzed the data by using Miles, Huberman and Saldana model, which included data condensation, data display and drawing conclusions. To ensure data validity, this study used triangulation source and technique.

The results of this study were: 1) The English reading material discussed about descriptive text, and the teacher applied semantic mapping strategy to strengthen students' reading comprehension 2) the procedure of semantic mapping strategy in students' reading comprehension were: a) the teacher determine a reading topic, then asked students to read the descriptive text b) the teacher gave a chance for several minutes to think of many words as they can related to the each sub categories based on the text c) the teacher asked student to wrote the sub categories based on the text d) the students drew semantic map and write the detail things into sub categories based on the text. 3) the evaluation of semantic mapping strategy in students' reading comprehension was written form with 5 essay question, and last d) the benefits of semantic mapping strategy in students' reading comprehension were: a) Increase creativity b) Increase in depth-understanding and c) Organize and cluster the important points based on the text

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

TABLE OF CONTENTS

COVER ..... **i**
APPOROVAL BY ADVISOR ..... **ii**
EXIMINER APPROVAL SHEET ..... **iii**
MOTTO ..... **iv**
DEDICATION ..... **v**
ACKNOWLEDGMENT ..... **vi**
ABSTRACT ..... **viii**
TABLE OF CONTENT ..... **ix**
LIST OF TABLE ..... **xi**
LIST OF FIGURE ..... **xii**
LIST OF APPENDICES ..... **xiii**
CHAPTER I : INTRODUCTION **1**
A. Research Context 1
B. Research Question 9
C. Research Objectives 9
D. Research Significance 10
E. Definition of Key Terms 11
CHAPTER II : LITERATURE REVIEW **12**
A. Previous Research 12
B. Theoretical Framework 17
1. Concept of reading 17
2. Assessment 21
a. Definition of assessment 21
b. Kinds of assessment 22
3. Semantic mapping 25
a. Procedure of Semantic Mapping 30
b. Benefits of Semantic Mapping 32
4. Descriptive Text 32
CHAPTER III: RESEARCH METHODOLOGY **35**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

A. Research Design 35
B. Research Setting 36
C. Research Participant 37
D. Data Collection Technique 38
E. Data Analysis 42
F. Data Validity 44
G. Research Procedures 45
CHAPTER IV : RESEARCH FINDING AND DISCUSSION 48
A. Description of Research Object 48
B. Data presentation and analysis 50
1. The Material of Semantic Mapping in Students' Reading Comprehension at MTs Unggulan Al-Khoiriyah 50
2. The Procedure of Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah 54
3. The evaluation of Semantic Mapping Strategy in Students' Reading Comprehension at MTs Unggulan Al-Khoiriyah 60
4. The benefits of Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah 63
5. Discussion 67
CHAPTER V : CONCLUSION AND SUGGESTION 75
A. Conclusion 75
B. Suggestion 76
REFERENCES 77

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF TABLE

Table 2. 1 : The differences and similarities between the previous study 14
Table 4. 1 : List of Teachers and Staff Mts Unggulan Al-Khoiriyah 49
Table 4. 2 : Students data table 2023/2024 50
Table 4. 3 : Findings of Exploring Semantic Mapping Strategy on Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah..... 66

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF FIGURE

Figure 2. 1 : Hierarchy map 28
Figure 2. 2 : Represent the map 28
Figure 2. 3 : Comparison and Contrast map 29
Figure 2. 4 : Present timeline map 29
Figure 2. 5 : Semantic Mapping by Johnson 31
Figure 4. 1 : Students' reading material 51
Figure 4. 2 : Students during class activity 54
Figure 4. 3 : Students during learning evaluation 60
Figure 4. 4 : Students' worksheet 64

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDICES

APPENDIX 1 Research Matrix 81
APPENDIX 2 Research Instrument 82
APPENDIX 3 Silabus 83
APPENDIX 4 Rencana Pelaksanaan Pembelajaran (Lesson Plan) 85
APPENDIX 5 Student's textbook (LKS : Reading Material) 101
APPENDIX 6 Student's Worksheet 103
APPENDIX 7 Interviews noted 106
APPENDIX 8 Research Journal 112
APPENDIX 9 Research Letters 113
APPENDIX 10 Documentation 115
APPENDIX 11 Declaration of authorship 117
APPENDIX 12 Similarity letter 118
APPENDIX 13 Reseacher's identity 119

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I
INTRODUCTION

A. Research Context

Learning English is crucial for everyone since it is a global language. Obviously, English plays an essential part in international interaction, such as economic relations with other countries, global trade, business, and so on. English is rapidly becoming the world's dominant language of communication.[2] Having English skills will increase your chances of acquiring an appropriate position and a suitable career in the organization. English teaching in the classroom aims to develop students' spoken and written English skills. It means students must be proficient in four language skills, which include speaking, listening, reading, and writing.

In language learning, there are four skills separated into two categories: Reading and listening are classified as receptive skills, whereas speaking and writing are classified as productive skills. Reading comprehension is an important ability required for all educational settings. Saif states that reading is one of the most essential skills, and is the starting point from which individuals learn about everything around them.[3] Reading is essential for getting knowledge and information from all sources. This has been regulated in student curriculum Minister Regulation Education Number 68 of 2013,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[2] Guerra, L., Cavalheiro, L., Pereira, R., Kurt, Y., Oztekin, E., Candan, E., & Bayyurt, Y. ”Representations of the English as a Lingua Franca framework: Identifying ELF-aware activities in Portuguese and Turkish coursebooks”, *relc Journal*, *53*(1) (September, 2020) : 134-150.

[3] Alneyadi, S.; Abulibdeh, E.; Wardat, Y, “The Impact of Digital Environment vs. Traditional Method on Literacy Skills; Reading and Writing of Emirati Fourth Graders”, *Sustainability, 15 (4), (February, 2023) : 3418*. https://doi.org/10.3390/ su15043418

which states that the goals of teaching reading in junior high school students must be able to comprehend the meaning of a short functional, simple essay in text form.[4]

Receptive skills are the ability and understanding when listening or when reading. Either receiving a message or deducing a message from several things that have been received. Rojabi confirmed that "Reading is a receptive language process, where meaning decodes from the author's thinking."[5]. Reading is the process of writer and reader interacting in which the writer creates a written symbol that transmits messages. Reader asked to express the message of the writer, construct the meaning, identify the ideas and analyze the words to find out the contextual meaning. So, it can be concluded that without reading ability, it can be difficult for students to increase their knowledge.

Reading comprehension is the ability to read, process, and understand content. It is based on two interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (understanding the meaning of words and phrases). Mouchri stated that reading comprehension is an interactive process that involves indirect communication between the reader and the text.[6] The reader not only reads the

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[4] *Minister of Education. (2013). Permendikbud Nomor 68 Tahun 2013 tentang KD dan Struktur Kurikulum SMP/MTs.* Jakarta: Menteri Pendidikan dan Kebudayaan Republik Indonesia

[5] Rojabi, A. R, "Collaborative Strategic Reading (CSR) in Improving the English Department Studentsâ€™ Reading Comprehension Achievement" *JET (Journal of English Teaching) Adi Buana, 3*(2), (October, 2018) : 127-â.

[6] Mouchrif, H., Mokhtari , N. ., & Benzehaf , B. "The Impact of Semantic Mapping on Reading Comprehension Among Moroccan EFL Students" *International Journal of Linguistics and Translation Studies*, 4(3), (July, 2023) : 1–29. https://doi.org/10.36892/ijlts.v4i3.353

content, but also understands what it is about. It needs understanding to deliver the information, so they are aware of the content throughout. We can conclude that reading and comprehension cannot be separated. Similarly, Elida also stated that both reading and comprehension cannot be separated, and they are unity. When readers lose one of the elements, they do not comprehend yet.[7]

Reading and writing are the primary ways to worship in Islam. The Islamic Ummah generally accepts that the first revelation, Surah Al-Alaq 1-5, contains the order to read and write.[8] The act of reading and writing, as well as study and the use of communication technologies in the context of transferring knowledge and information, serves as the cornerstone of a civilization and society. The reading instruction appears twice in this first revelation:

اِقْرَاْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ (١) خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ (٢) اِقْرَاْ وَرَبُّكَ الْاَكْرَمُۙ (٣) الَّذِيْ عَلَّمَ بِالْقَلَمِۙ (٤) عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ (٥)

The meaning: "(1) Read in the Name of your Lord Who Created. (2) He created the human being from Alaq (an embryo). (3) Read! and your Lord is the Owner of the Greatest Honor. (4) That He taught with pen. (5) (He has) taught the human being what he did not know."(Q.S. Al-Alaq: 1-5)[9]

Surah Al-Alaq verses 1 to 5 are proof of scientific knowledge which is the basis of Muslim society. The first revelation that came to the Prophet

[7] Elida, Y., & Oktadela, R. "The effect of RAP paraphrasing strategy and semantic map strategy on reading comprehension" *Journal of English Language and Education, 7(1*), (May, 2022) : 68-74. https://doi.org/10.31004/jele.v7i1.235

[8] Zaenani Qodriyatun, Muqowim Muqowim, and Radjasa, "Menanamkan Tradisi Membaca pada Siswa Madrasah menurut Pandangan KH. Wahid Hasyim dalam Menjawab Tantangan Era Industri 4.0," *TA"ALLUM: Jurnal Pendidikan Islam, no. 2* (Desember, 2020): 269. https://doi.org/10.21274/taalum.2020.8.2.267-285

[9] Quran Kemenag. Online version. https://quran.kemenag.go.id/surah/96 (accessed on 12th June 2024, 7.15 pm).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Muhammad Shallallahu ‘alayhi wa Salllam hinted at communication actions that helped Muslims in producing knowledge, namely reading and the use of communication tools (described by the Qolam/pen).

Maulizan reported that the concept in reading comprehension is understanding the meaning of words, understanding sentences, understanding paragraphs and understanding the entire text.[10] In other words, students must be able to understand the material in order to get information from it. There are 4 purpose of reading comprehension according to Sari[11] : (1) to find the points of information, (2) skim quickly, (3) takes place in academic and professional context, (4) integrate information, write and criticize text. However, in reality, students struggled to understand the reading content due to challenges with vocabulary and knowledge.

In line with the problem, the Library of Jakarta University released a news article regarding Indonesian reading interest. Ironically, Indonesians have a poor interest in reading. In addition, according to UNESCO, Indonesia ranks 60th out of 61 countries in terms of reading interest. Based on the previous statement, one person out of 1000 persons has an interest in reading. [12] PISA *(Program for International Student Assessment)* is an international assessment study conducted by the OECD to evaluate education systems in the world by measuring the academic performance of 15 year old school students in

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[10] Maulizan, Z. A., & Khatmi, K. “The effectiveness of SQ4R cooperative learning method on reading learning for EFL students” *Journal of English Teaching and Linguistics*, *1*(2), (December, 2020) : 126-133.

[11] Sari, M. H., Wardhana, D. E. C., & Kusumaningsih, D. “Understanding the level of students' reading comprehension ability” *Universal Journal of Educational Research 8(5),* (April, 2020) : *1848-1855* DOI: 10.13189/ujer.2020.080521\

[12] http://lib.unj.ac.id/en/reading-interest-in-indonesia/ access on 29th August 2023, 10:18

mathematics, science and reading literacy. According to PISA, Indonesia ranks last out of 40 countries in reading with a total score of 371 and the last rank of 41 countries in mathematics. PISA data revealed that students' understanding of reading information still needs to be improved. On average, only 9% of students aged 15 in OECD countries can get the point of the reading information text.[13] Rojabi conducted his research dealing with reading comprehension, he reported that students' interests were low, passive and unmotivated in the lesson.[14] They had difficulties utilizing the dictionary and were unable to understand the material well. Furthermore, Sari reported on her research on students' reading skills, which revealed that even after devoting the entire time allowed to the learning process. Students are still unable to spell the words, identify general, specific and detailed information contained in the text.[15] In another research, (1) students have difficulties in comprehending the text because the students did not master sufficient vocabulary. (2) Issue is that they frequently translate every word instead of

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[13] Amir, J., Dalle, A., Dj, S., & Irmawati, I "PISA Assessment on Reading Literacy Competency :Evidence from Students in Urban, Mountainous and Island Areas" *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 9(1),* (March, 2023) : 107-120. doi: https://doi.org/10.33394/jk.v9i1.7103

[14] Rojabi, A. R "Exploring reciprocal teaching method on efl learners' reading comprehension" *VELES (Voices of English Language Education Society), 5(2),* (October, 2021) : 132-142.

[15] Sari, M. H., Wardhana, D. E. C., & Kusumaningsih, D. "Understanding the level of students' reading comprehension ability" *Universal Journal of Educational Research 8(5),* (April, 2020) : 1848-1855 DOI: 10.13189/ujer.2020.080521\

employing reading skills, and the (3) issue is that the students are less motivated to improve reading comprehension.[16]

A teacher's role in teaching and learning is important in addressing students' reading comprehension challenges, particularly in selecting appropriate teaching strategies and materials. Teachers must be able choose suitable strategies for teaching in the classroom, such as delivering simple understanding of the content. The strategy should assist students in increasing their knowledge in order to obtain detailed information. According to the preliminary study conducted with the English teacher, students' reading interests were poor, passive, and unmotivated during the lesson.. Furthermore, the learning environment differs. Some students who reside in the boarding school have language programs, especially Arabic and English, but students who live outside of the boarding school environment do not have an atmosphere that encourages learning languages as strongly as in the boarding school.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Mapping is one strategy that can be used in the learning process to help students enhance their reading comprehension. Mapping allows all learning materials to be broken down into simpler bits or ideas, making the learning process or the process of transferring knowledge more effective. According to Rojabi, “Mapping is a teaching strategy that has an important role in English teaching especially in reading comprehension achievement. By using

[16] Safitri, M., Marhaban, S., & Erdiana, N “A review of Directed Reading Thinking Activity (DRTA) strategy in teaching reading comprehension” *English Education Journal, 13(2), (July, 2022)* : 290-303. https://doi.org/10.24815/eej.v13i2.25910

mapping, the process of reading comprehension teaching will be easier, because mapping helps students visualize ideas and details about the topic."[17] Furthermore, Sadeghi confirms that "semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. As a graphic arrangement semantic mapping showing the major ideas and relationship in the material between word meanings, a categorical as well of information."[18] Mapping helps students to understand how concepts and details about topics link to one another through mapping. Semantic mapping strategy is one of the effective methods for teaching and learning reading to gain information. It helps students to point out the information into a graphic organizer and make it simple as well.

Prior studies have already investigated Semantic Mapping in EFL classrooms. The first is Rahmawati's research about "The Teaching and Learning Vocabulary using Semantic Mapping Technique of the Eight Grade of SMPN 15 Bandar Lampung." The research design used qualitative descriptive research method. Based on the data analysis, there were three points of the result. First, the procedure of teaching vocabulary using the Semantic Mapping. Second, consider the teacher's teaching problem. Third,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[17] Rojabi, A. R "Improving the Studentsâ€™ Reading Comprehension Achievement by Using Mapping Technique at Ilmu Al-Qurâ€™ an and Tafsir (IAT1) IAIN Jember" *JET (Journal of English Teaching) Adi Buana, 3(1),* (April, 2018) : 41-53.

[18] Sadeghi, K., & Taghavi, E "The relationship between semantic mapping instruction, reading comprehension and recall of Iranian undergraduates reading English texts" *Mextesol Journal, 38(1),* (May, 2014) : 1-13.

students have difficulty pronouncing, spelling, and recalling new words.[19] The second research conducted by Amanda Amalia about "Increasing Students' Vocabulary through Semantic Mapping Strategy at Eleven Years of Smkn 1 Muara Batu Aceh Utara." The research design was Classroom Action Research. The study's findings revealed that most students' vocabulary knowledge improved when the semantic mapping strategy was implemented in the teaching and learning process. It is shown by the students' enthusiasm during the teaching and learning process. The strategy and complementary actions were successful in helping students memorize and comprehend new words effortlessly.[20]

Following some previous research, it could be seen that some previous research mostly used semantic mapping in pre-teaching/pre-reading to gain their students' prior knowledge. Besides, in previous research, the reading texts used as reading material were also different. In previous research have investigated the implementation of semantic mapping strategy in teaching learning in the pre-reading stage to gain their prior knowledge, but few have focused on how semantic mapping strategy implemented in post-reading. In order to solve this research gap, the current study focused on the implementation of semantic mapping in post-reading after students had read an entire text with descriptive text type. Based on the explanation above, the

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[19] Rahmawati, A. R. S "Teaching And Learning Vocabulary Using Semantic Mapping Technique Of The Eighth Grade Of Smpn 15 Bandar Lampung In The Academic Year Of 2020/2021", *Doctoral dissertation, UIN Raden Intan Lampung,* (2021).

[20] Amalia, A. "Increasing Students' Vocabulary Through Semantic Mapping Strategy at Eleven Years of SMKN 1 Muara Batu Aceh Utara" *Doctoral dissertation, Universitas Islam Negeri Sumatera Utara,* (2019).

researcher is interested in carried out research with another study entitled "**Exploring Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah-Jember"**

B. Research Question

1. What is the material of semantic mapping strategy in students' reading comprehension?
2. How is the procedure of Semantic Mapping strategy in students' reading comprehension?
3. How is the evaluation of semantic mapping strategy in students' reading comprehension?
4. What are the benefits of Semantic Mapping strategy in students' Reading Comprehension?

C. Research Objectives

Based on the research questions above the aims of the research are as follow

1. To find out the material of semantic mapping strategy in students' reading comprehension
2. To describe the procedure of Semantic Mapping strategy in students' reading comprehension
3. To describe the evaluation of semantic mapping strategy in students' reading comprehension?
4. To find out the benefit of Semantic Mapping strategy in students' reading comprehension

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

D. Significance of the Research

This research is expected to have contributions to:

1. Theoretical Benefit

After conducting the research, the findings of this research could provide empirical justification for learning activities reading through semantic mapping. The justification could strengthen the theory of semantic mapping in teaching and learning reading.

2. Practical Benefit

Providing opportunities for students as research participants to gain first-hand experience on how to comprehending the English reading text by utilizing semantic mapping as a means to make it more interesting and not monotonous.

a. For the teacher

The result of this research is expected to help the teacher to overcome the students' difficulties in the teaching-learning process through Semantic Mapping in teaching reading comprehension

b. For the students

This research can be used to help the students in reading comprehension and it may guide them to expand and overcome their difficulties in understanding the text

c. For the future researcher

This research is expected to give new knowledge of the future researcher to do better research of the same teaching and learning

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

cases, it can be one of the references to conduct a study about the same topic.

E. Definition of Key Terms

To avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain. The terms are as follows:

1. Semantic Mapping

   Semantic mapping is the process of categorizing and establishing relationships in visual displays. It is the categorized organization of information in pictorial form. When teaching reading comprehension, it can be utilized to help students uncover the relationships between information. In this strategy, students are invited to brainstorm and consider ideas or words connected to the key term. For example, the teacher may refer to the word "elephant" as the primary word, and then urge the studentd to think of it. Students may come up with terms like huge, trunk, four legs, brown, land, and so on. Following that, the teacher and students categorize the word. The categories could include habitat, size, and physical traits.

2. Reading Comprehension

   Reading comprehension is the ability to read a text, process it, and understand its meaning. When someone reads a text, they try to find the main idea. The term student reading comprehension in this study refers to students' ability in the form of a reading test to understand words, sentences, paragraphs, and texts.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

1. The first research a study conducted by Rahmawati. The goal of this study is to describe the teaching and learning process in teaching vocabulary using the Semantic Mapping Technique, as well as to identify the challenges that teachers and students confront during the learning process. The research method used a qualitative descriptive approach. The sample for the research consisted of 30 students from class VIII B. According to research findings, students can expand their vocabulary from one word to another. [21]
2. The second research a study conducted by Amanda Amalia. The study aims to increase the vocabulary of the eleven-grade class of SMKN 1 Muara Batu Utara by implementing the Semantic Mapping Strategy. The method used Classroom Action Research, which was carried out in two cycles. The research subjects were 21 RPL students. The study's findings revealed that most students' vocabulary knowledge improved after using the semantic mapping strategy in the teaching and learning process.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[21] Rahmawati, A. R. S "Teaching And Learning Vocabulary Using Semantic Mapping Technique Of The Eighth Grade Of Smpn 15 Bandar Lampung In The Academic Year Of 2020/2021", *Doctoral dissertation, UIN Raden Intan Lampung,* (2021).

Besides, Students' involvement and classroom interaction enhanced as the method was implemented.[22]

3. The third research is a study conducted by Tuti Maslahah Zahro et.al. The purpose of this research showed presents how teacher's way in applied semantic mapping in teaching reading recount text and the students' perception toward semantic mapping in teaching reading The research method used qualitative research with a case study design. The participants were 32 students of second grade students' of Junior High School in Majenang. The research result show that both the teacher's and students' perception on the use of semantic mapping in reading class was able to apply the semantic mapping that encourages students to developed their reading comprehension[23]
4. The fourth research is conducted by Hassan Mouchrif et.al. The study aimed to explore the effectiveness of semantic mapping as a pre-reading strategy for increasing reading comprehension of cultural materials among EFL learners. The study employed a quasi-experimental design as a research approach. This study focused on 27 EFL learners who were learning English at the Language Center. This study discovered that

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[22] Amalia, A. "Increasing Students' Vocabulary Through Semantic Mapping Strategy at Eleven Years of SMKN 1 Muara Batu Aceh Utara" *Doctoral dissertation*, Universitas Islam Negeri Sumatera Utara, (2019).

[23] Zahro, T. M., & Rachmawati, E "The Use Of Semantic Mapping Technique In Teaching Reading Recount Text*" Journal of English Education Program (JEEP), 8(2)*, (October, 2021). DOI: http://dx.doi.org/10.25157/(jeep).v8i2.6427

semantic mapping significantly improves the inferential level of reading comprehension.[24]

5. The last research was conducted by Erika Sinambela et.al. The setting of research conducted at one of Senior High School in Sumatra Utara. The purpose of this study is to determine whether employing both mind mapping and semantic mapping could improve students' reading comprehension achievements. Erika et al. used quantitative research as their method in this study. The participants were divided into three groups: experimental class 1, experimental class 2, and control class. The research findings revealed that evaluating P= 0.52 > 0.05 or F count = 7.65 > F table = 2 had a significant effect. It may be concluded that both mind mapping and semantic mapping have an effect on students' reading comprehension in narrative texts.[25]

Table 2.1
The Similarities and differences
Previous research and Current study

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

NO	Research Title	Similarities	Differences
1	2	3	4
1	A thesis by Rahmawati (2021) entitled **"Teaching and Learning Vocabulary Using Semantic Mapping Technique of Eight Grade of SMPN 15 Bandar Lampung**	-Both of the research focus on how semantic mapping was implemented in teaching and learning -Both of the research used qualitative as research method	-The previous research was conducted in Junior High School level while this current study was in Islamic Junior High School level. -the steps were different, on previous research,

[24] H., Mokhtari , N. ., & Benzehaf , B "The Impact of Semantic Mapping on Reading Comprehension Among Moroccan EFL Students" *International Journal of Linguistics and Translation Studies*, 4(3), (July, 2023). 1–29. https://doi.org/10.36892/ijlts.v4i3.353

[25] Lamante, F. "Improving The Students'vocabulary Mastery By Using Storytelling At The Eleventh Grade Of Language Class In Man Model 1 Manado" *Doctoral dissertation, IAIN Manado*, (2020).

	In the Academic Year of 2020/2021."		the researcher applied semantic mapping in pre-activities. While, the current research applied semantic mapping on post-reading activities. -the previous research was focused on vocabulary, while the current research focused on reading comprehension.
2	A thesis by Amanda Amalia (2019) entitled **"Increasing Students' Vocabulary through Semantic Mapping Strategy At Eleven Years of Smkn 1 Muara Batu Aceh Utara**"	-Both of the research discuss about how semantic mapping implemented in teaching and learning process	-The research focused on increasing students' vocabulary mastery through semantic mapping -The previous research method used Classroom Action Research. Meanwhile the current research used qualitative case study as research method -The previous research was conducted at Vocational High School level. Meanwhile, the current research conducted in Islamic Junior high School.
3	A journal by Tuti Maslahah Zahro et.al (2021) entitled **"The Use of Semantic Mapping Technique in Teaching Reading Recount text (A Case Study at The Eighth Grade Students of Junior High School in Majenang"**	Both of the research focus on implementing semantic mapping in reading comprehension	-The previous research used qualitative research method. meanwhile, the current research applied qualitative a case study as the research method -The previous research aimed belong students' perception of how semantic mapping is applied in learning reading recount text.
4	An article journal by Hasan Mouchrif et.al (2023) entitled **"The Impact of Semantic Mapping on Reading Comprehension Among Moroccan EFL**	Both of the research focus on reading comprehension by using semantic mapping	-The previous research used a quasi-experimental research design, meanwhile the current research used qualitative -the previous research

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

	Students."		indicates a correlation between vocabulary towards students reading comprehension
5	An article journal by Erika Sinambela et.al (2022) entitled **"The Effect of Mind Mapping and Semantic Mapping on Reading Comprehension of The Eleventh Grades of Senior High School."**	both of the research discuss about reading comprehension	-The previous research used experimental quantitative research -The previous research applied more than 2 strategy both mind mapping and semantic mapping, meanwhile the current research used semantic mapping

Following some previous research, it could be seen that some previous research mostly used semantic mapping in pre-teaching/pre-reading to gain their students' prior knowledge. Besides, in previous research, the reading texts used as reading material were also different, namely narrative and recount text. Moreover, previous research have investigated the implementation of semantic mapping in teaching learning in pre-reading, but few have focused on how semantic mapping implemented in post-reading. Therefore, to fill this research gap, the current research focused on the implementation of semantic mapping in post-reading after the students' reading a whole text with descriptive text type. Based on the table above, all the researchers have a way to analyze their research. Some research has applied classroom action research, quasi-experimental research and few have used a case study research. Hence, the current research applied qualitative with a case study design to discover how implementation semantic mapping strategy on students' reading comprehension.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Theoretical Framework

1. Concept of Reading

Reading is one of the most important parts of any language and an essential resource for lifelong learning. In line with that statement reading is an interactive process in which readers construct a meaningful image of a text using effective reading strategies.[26] Nazarov also defined reading as a complex cognitive process of character decoding aimed at understanding the text.[27] It means, reading is a process that readers utilize to get the message of the writer through words.

"Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences."[28] In addition, "Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text)."[29] Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating.[30] Veergavu also defined that reading comprehension as "Reading comprehension is a thinking process by which

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[26] Seventilofa, I. G. N. O "Mastering Reading Skill Faster" *Ganec Swara, 16(2)*, (September, 2022) : 1674-1680, DOI: https://doi.org/10.35327/gara.v16i2.333

[27] Isaqjon, T "Strategies and techniques for improving EFL learners' reading skills" *Involta Scientific Journal*, *1*(11), (2022) : 94-99, https://dx.doi.org/10.24093/awej/vol11no2.22

[28] Woolley, G "Reading Comprehension. In: Reading Comprehension" *Springer, Dordrecht.*. (2011). https://doi.org/10.1007/978-94-007-1174-7_2

[29] Kirby, J. R "Reading comprehension: Its nature and development" Encyclopedia of language and literacy development, (August, 2007), 1-8.

[30] Mckee, S "Reading comprehension, what we know: A review of research" Language Testing in Asia, *2*(1), (February, 2012). 45, DOI: https://doi.org/10.1186/2229-0443-2-1-45

a reader selects facts, information or ideas from printed materials; determines the meanings the author intended to transmit; decides how they relate to previous knowledge and judges their appropriateness and worth for meeting the learner's own needs and objectives."[31]

According to various reasons provided by certain experts above, reading is a type of receptive language capacity through writing because it provides a person with information, knowledge, and new experiences that they have never had before. Reading allows individuals to expand their knowledge, improve their perspectives, and broaden their horizons.

According to Settiawan, there are three main purpose of reading as follow[32] 1) reading for information, 2) reading for basic comprehension, 3) reading for learning. In addition Carol also defined three purpose of reading 1) Reading process may change as a function of the type of information being read (e.g., texts for enjoyment for information), 2) reader's interest (e.g., the reader may like adventures but not classics), or 3) as a result of educational objectives (e.g., the reader may want to read or teacher may assign a text).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Reading has several principle that must be known, according to Douglas Brown, there are 10 principle as follow[33] : 1) identify your

---

[31] Veeravagu, J., Muthusamy, C., Marimuthu, R., & Michael, A. S "Using Bloom's Taxonomy to Gauge Students' Reading Comprehension Performance/Utiliser La Taxonomie De Bloom Pour Evaluer Les Performances De Comprehension Ecrite Des Eleves" *Canadian Social Science, 6(3),* . (June, 2010). 205.

[32] Settiawan, D "Improving students' reading rate and comprehension by using timed repeated readings" *Journal of English and Arabic Language Teaching, 4(2), (2013)* : 141-168.

[33] Douglas Brown, Language Assessment Principles and Classroom Practices (San Fransisco: Longman, 2004),

purpose in reading text, 2) apply spelling rules and conventions for bottom-up decoding, 3) use lexical analysis to determine meaning, 4) guess at meaning when you are not certain, 4) skim the text for the gist and for main ideas 5) scan the text for specific information, 7) use silent reading techniques for rapid processing, 8) use marginal notes, outlines, charts, or semantics maps for understanding and retaining information, 9) distinguish between literal and implied meanings, 10) capitalize on discourse markers to process relationship.

Mantra pointed 7 micro skills and macro skills in reading that need to know.[34] As follow micro skills 1) discrimination between graphemes and typical English orthographic pattern, 2) store pieces of the language of different lengths in short-term memory, 3) process writing with efficient speed to meet objectives 4) get to know the core words and interpret word order pattern and their significance, 5) recognize grammatical words class nouns, verbs, etc system 6) know that certain meanings can be expressed in different forms of grammar 7) get to know the cohesive tool in written discourse and it is role in signaling the relationship between clauses. As follow macros kills 1) recognizing the theoretical form written discourse and their importance for interpretation, 2) recognize the communicative function of the written text, according to its form and purpose 3) give an explicit context using background knowledge 4) from the events

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[34] Mantra, I. B. N., Widiastuti, I. A. M. S., & Pramawati, A. A. I. Y "Micro and macro skills of reading comprehension acquired by EFL students" *International Journal of Linguistics and Discourse Analytics*, *1*(2), (September, 2020) : 10-17.

described, ideas, etc., 5) distinguish between the literal and implied meanings, 6) detect specific cultural references and interpret them in the context of an appropriate cultural schema, 7) develop and use series of reading strategies, such as scanning and skimming, detecting discourse markers, guessing meaning of words from context and activating schemes for text interpretation.

Furthermore, Douglas stated that two primary hurdles that must be cleared in order to become efficient readers as well-known as bottom-up and top-down model in reading. Bottom-up reading is the ability interprets letters, sounds, words and structures until the entire text is decoded to comprehend the meaning of the text.[35] It means that bottom-up reading process focuses on how readers got information from the smallest one, such as letters, syllables and words in the text. Top down reading process emphasizes the importance of schemata, or prior knowledge in understanding a text.[36] It means that the reader uses their prior knowledge in order to understand the general idea of the text.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

In addition, there are two kinds of reading, extensive reading and intensive reading. Jeremy Harmer noted that extensive reading refers to "reading which students do often away from the classroom" it means that the readers may read webpages, newspapers, magazines or any other text material. It is possible that extensive reading involves reading for pleasure.

[35] Nadea, A. B "Bottom-up or Top-down Reading Strategies: Reading Strategies Used by EFL Students" In *2nd International Conference on Education, Language, Literature, and Arts ICELLA 2021*, (October, 2021): pp. 30-36 DOI https://doi.org/10.2991/assehr.k.211021.005

[36] Nadea, A. B. "Bottom-up or Top-down Reading Strategies: Reading Strategies Used by EFL Students" P-32

The other one is intensive reading, it refers to “the detailed focus on the construction of reading texts which takes place usually in the classroom” it means that the readers must comprehend the text more intensively to obtain the main points of the text.

2. Assessment

a. Definition of Assessment

Assessment can be considered a process of acquiring information in any form that can be used as a basis for making decisions about student development activities, including curriculum, learning programs, school atmosphere, and school policies. There are several definitions about assessment according to some experts. According to Douglas Brown, assessment is a method used to measure the ability, knowledge or performance of a person. In addition, Douglas Brown stated, "Assessment is an ongoing process that encompasses a much wider domain".[37] Brown's definition provides clear information: assessment is used to examine students' knowledge, skills, and performance, and it is continual.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

As mentioned by Ann Gravells, "Assessment is a way of finding out if learning has taken place. It enables you, the assessor, to ascertain if your learner has gained the required skills and knowledge needed at

[37] Douglas Brown, Language Assessment Principles and Classroom Practices (San Fransisco: Longman, 2004), 4

a given point towards their program or qualification".[38] Assessment can be defined as an organized process that includes measures for collecting, analyzing, and interpreting information in order to make conclusions about the qualities of a person or object. Thus, assessment is the procedure of collecting various information that could provide an overview of a student's learning progress. The teacher needs to comprehend the description of student development in order to ensure that students understand the learning process correctly.

b. Kinds of Assessment

Assessment aims to measure the aspects that should be measured. According to Douglass Brown, there are two kinds of assessment[39]:

1) Formative Assessment

According to Morris, formative assessment "In the process of teaching students, the teacher needs to conduct assessments to evaluate the students' understanding, learning needs, and progress".[40] This type of assessment is designed to measure learning objectives and evaluate students' comprehension of the subject content. Formative assessment is a type of evaluation that attempts to provide teachers, educators, and students with information or feedback in order to improve the learning process.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[38] Ann Gravells, Principles and Practice of Assessment in the Life Long Learning Sector (Inggris: Learning Matters, 2009), 7.

[39] Douglas Brown, Language Assessment Principles and Classroom Practices (San Fransisco: Longman, 2004), 6

[40] Morris, R., Perry, T., & Wardle, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. *Review of Education*, *9*(3), e3292.

Teachers can use formative assessments to determine their students' progress while also giving immediate feedback at the beginning, middle, or end of a lesson or activity. The implementation of formative assessments can be carried out by taking into account the following

a) Implemented concurrently with the learning process, and then analyzed to provide treatment according to students' needs and enhance the learning process.
b) Teachers can use various techniques such as observation, performance (performance, product, project, portfolio), and tests.
c) Follow-up can be done directly by providing feedback or intervention.
d) Teachers can prepare various instruments such as rubrics, anecdotal notes, and checklists to record information that occurs during learning.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The implementation of the formative assessment above clearly indicates that this assessment falls under the category of assessment for learning. The goal of this formative assessment function is to monitor the student learning process. This assessment is conducted to assess student progress during the learning process by utilizing several assessment techniques, such as providing direct feedback, using rubrics and checklists, and recording student

performance during the learning process.[41] So it can be concluded, formative assessment is an assessment that aims to review and measure student learning abilities and occurs during the implementation process when learning is being and continues to be carried out.

2) Summative Assessment

Summative assessment can be used as an evaluation process of student learning ability which is carried out with a certain period of time. As Asrifan mentioned "Summative assessment is a type of evaluation that measures the achievement of the learning objectives and learning outcomes of students, which serves as the basis for determining grade promotion or graduation from the education unit".[42] Summative evaluation is used in the teaching and learning process to record student achievement and as a teacher's report at the end of the student's study period. Summative evaluation is a method of evaluating curriculum at the end of a course that focuses on outcomes. A teacher wants to know what students remember about the learning that has been learned, as well as the extent of student proficiency or success at the end of a unit, subject, or entire program, with this assessment. Summative

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[41] Kasman & Siti Khadijah Lubis, "Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum", Jurnal Kependidikan 8, no. 3 (September 2022): 760-775.

[42] Asrifan, A., & Raskova Octaberlina, L. (2021). An Item Analysis Of English Summative Test in EFL Classroom (A case study at Elementary School in Indonesia). *ScienceOpen Preprints*.

assessments are almost always considered formal assessments, such as final semester exams, final presentations, or final projects are examples of summative evaluations. The implementation of summative assessment can carried out by following:

a) Summative assessment is completed at the end of each subject to assess the intended competencies in the learning objectives and at the end of the semester.
b) Teachers can use various techniques such as; such as performance, product, project, portfolio or test.
c) Summative results can be followed by providing feedback or doing one scope of material (which include several learning objectives).
d) At the end of the phase, summative assessment can be carried out at the end of the semester, focusing on the competencies that students learned during the semester and the learning process that was carried out.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Based on the description above, it can be concluded that summative assessment provides information to educators related to student learning achievements within a certain period of time.

3. Semantic Mapping

Semantic Mapping was originally developed by Johnson. He described Semantic mapping as a categorical structuring of information in graphic form. It is an individualized content approach in that students are

required to relate new words to their own experiences and prior knowledge.[43] Semantic mapping is a visual method that builds on students' previous information to improve their information. It is increasingly comprehended by playing with categories of related information. According to Karim "Semantic mapping is indeed a graphic representation of one's ideas and attitudes toward a key concept and is used to categorize and connect the jumbled stuffs."[44] Luana on her research also confirm that the concepts of maps is powerful way to building up, organize, and obtain their students'' knowledge through semantic mapping[45]. Based on the description of semantic mapping, it can be concluded that semantic mapping can be defined as the links and interactions between various types of information. This mapping method allows students to acquire and understand a clearer concept.

Using visual organizers such as mapping to teach reading comprehension could make the lesson interesting. Students will be able to make connections among the word and one another. According to Johnson semantic map is a graphic arrangement of words and it show how new words and ideas. Related to each other within text.[46] It means that semantic mapping shows how points and concepts are related to one

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[43] Johnson, D. D., Pittelman, S. D., & Heimlich, J. E. "Semantic mapping. *The reading teacher*" *39*(8), (1986) : 778-783.

[44] Sadeghi, K., & Taghavi, E "The relationship between semantic mapping instruction, reading comprehension and recall of Iranian undergraduates reading English texts' *Mextesol Journal*, *38*(1), (September, 2014) : 1-13.

[45] Sasabone, L "Applying semantic mapping to improve students' reading comprehension" *SELTICS, 1*(1), . (December, 2018). 10-16.

[46] Nadea, A. B. "*Bottom-up or Top-down Reading Strategies: Reading Strategies Used by EFL Students.*" (October, 2021). P-34

another. Numerous studies used semantic mapping throughout the teaching and learning process. Khotimah confirmed on her research that semantic mapping could be applied in all the way "Semantic mapping helps the students to activate their prior knowledge before reading, monitor their comprehension when they are reading and evaluate their comprehension after reading."[47] Moreover, Sasan defined that Semantic Mapping as a strategy that helps the learner recall words better.[48] It can be concluded that semantic mapping is the most effective way to help students determine their reading comprehension.

According to Carnine, there are several characteristics of mapping, there are[49] :

a. A concept map uses a diagram or visual representation to illustrate a body of information, including concept, ideas, events or facts. As such, the concept map can function as a roadmap for the content and organization of the chapter

1) The structure of the concepts map is dictated by the different types of structure found in materials.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[47] Rachman, D., & Khatimah, K. " Mind Mapping vs Semantic Mapping: Which Technique Gives EFL Learners more Benefits in Reading Comprehension?" *JEES (Journal of English Educators Society), 3(2), (October, 2018):165-176.* DOI : https://doi.org/10.21070/jees.v3i2.1498

[48] Baleghizadeh, S., & Naeim, M. Y "Enhancing vocabulary retention through semantic mapping: A single-subject study" *The International Journal-Language Society and Culture, 32, .* (January, 2011) : 11-16.

[49] Carnine, D., Silbert, J., Kameenui, E. J., & Tarver, S. G. "Direct instruction reading" (Columbus, OH: Merrill 1997).

2) The text material represent a hierarchy in which the relationship between main concepts, subcategories, and the details

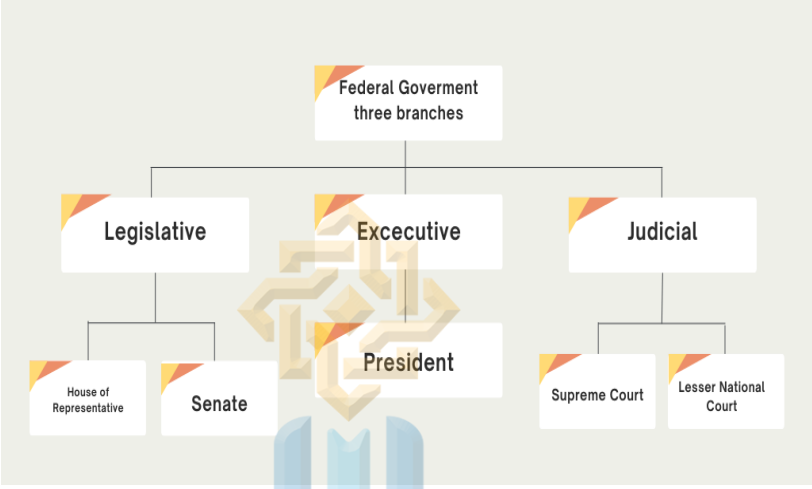
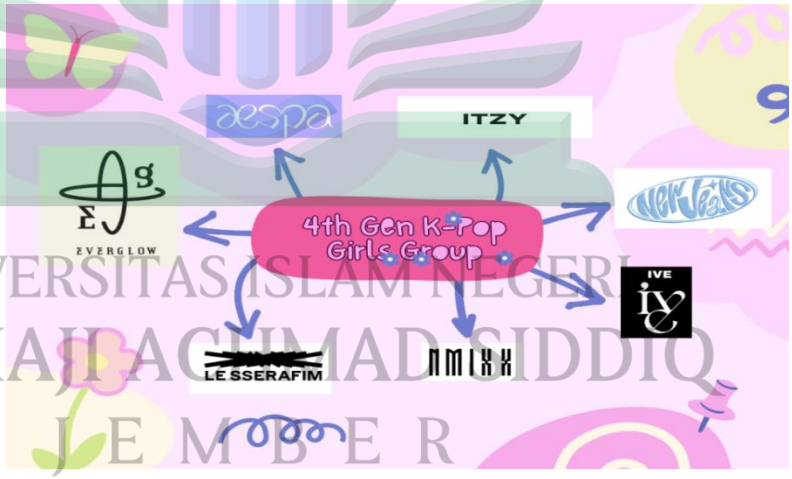


Figure 2. 1

3) the text material represent the diagram that shows the parts



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Figure 2. 2

4) The text material present the comparison and contrast chart that the explains both similarities and differences

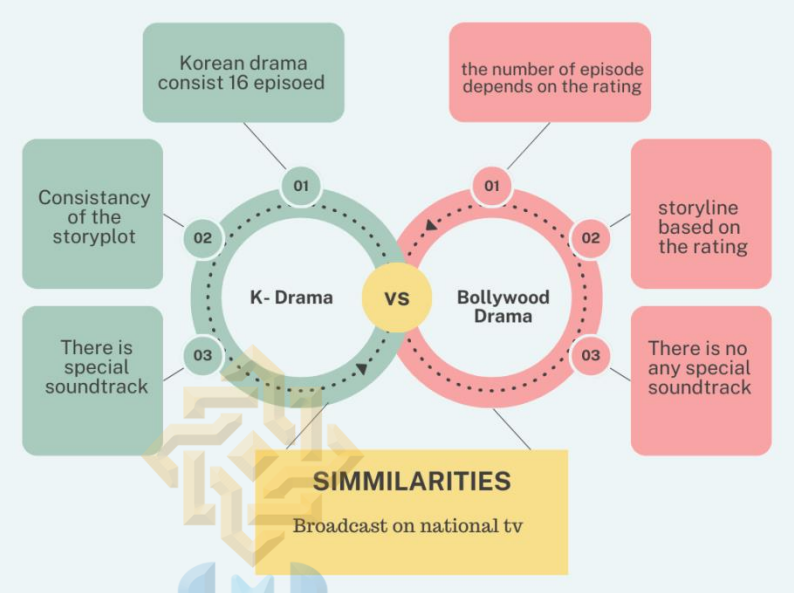
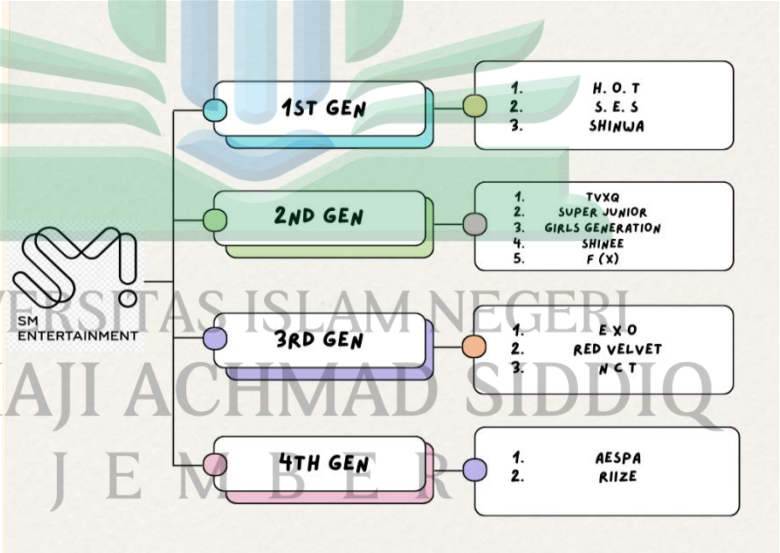


Figure 2. 3

5) The text material presents a timeline that explains a sequence of events



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Figure 2. 4

6) The text materials present processes or cycles that explain how to do something or how something can be done.

b. Procedure of applied Semantic Mapping

According to Stephanie Macceca, the procedure of applying semantic mapping there are 8 steps[50] :

1) Determine the central concept prior to assigning it to students
2) It is important to think about important related ideas, events, characteristics, and examples to effectively prepare for a healthy discussion
3) After introducing the concept to students, ask them to brainstorm words relating to the concept.
4) Record their ideas on the board.
5) Expand the discussion around the words that suggest large related categories, ideas, events characteristics, and examples
6) Point out those words on the list that are likely to be most useful for organizing the main concept.
7) Have students work independently to determine which words belong under the appropriate categories
8) Once students have completed the semantic word map activity sheet, have them present their words and explain their reasons for choosing each word for the appropriate category.

In addition, Johnson[51] mentioned 7 steps:

1) Choose a word central to the topic the class will be studying.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[50] Macceca, S "*Reading strategies for science*" Teacher Created Materials, (2013).
[51] Nadea, A. B. "Bottom-up or Top-down Reading Strategies.... *P- 34*

2) Write the word on a chalkboard, a large chart tablet, or on a transparency.
3) Encourage the class to brainstorm words related to the selected key word. List these words by categories on the chalkboard.
4) Have the students work individually for several minutes to think of as many words as they can related to the key word and list these words, by categories, on a piece of paper.
5) Have the students' share their prepared lists orally and add their words to the class map in categories.
6) Have the students suggest labels for the categories on the semantic map.
7) Discuss the entries on the semantic map. Encourage students to become aware of the new words, gather new meanings from old words, and draw relationships among the new and old words.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

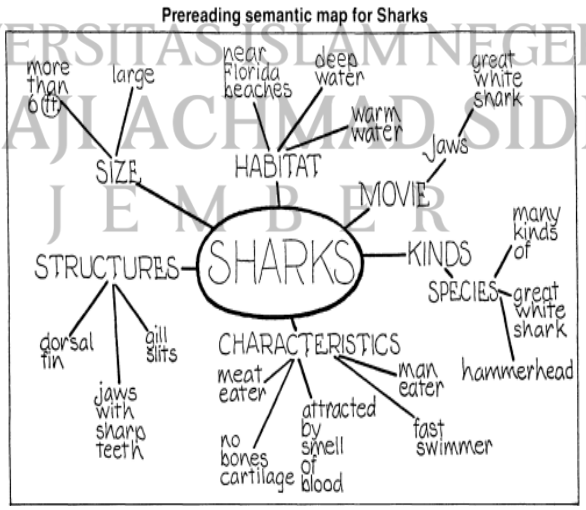


Figure 2. 5
Semantic Mapping by Johnson

c. Benefits of Semantic Mapping

According to Zainal[52], there are three benefits of semantic mapping in teaching and learning activities, as follow:

1) Increase creativity

Students are expected to be able to express their ideas. The semantic mapping in the form of concepts which will later enable activities to be carried out sequentially

2) Increase in depth-understanding

3) Make it easier for students to present and communicate the information. When students are used to understanding the points of a concept or main idea of the subject being studied

4) By using semantic mapping, students get used to organizing and grouping the important information based on the text

4. Descriptive Text

Descriptive text is a type of text that describes specific or detailed information about a person, animal, place, or event to readers.[53] Furthermore, Anggun stated that descriptive text appeals to the senses, thus it describes how something feels, looks, smells, tastes, and/or sounds.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[52] Zainal, Z & Supramaniam, E "The Effects of Semantic Mapping on Reading Comprehension" LSP International Journal, 1(1), (June, 2014), DOI: https://doi.org/10.11113/lspi

[53] Noprianto, E "Student's Descriptive text writing in SFL perspectives" *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(1), (2017) : 65-81. DOI : http://dx.doi.org/10.21093/ijeltal.v2i1.53

An excellent description is like a "word picture" that allows the reader to imagine the object, place, or person. [54]

a. Structure of Descriptive Text (Generic Structure)

1) Identification is an introduction, in the form of a general description of a topic.

2) Description contains the special characteristics of the object, place or person being described. For example, characteristics, physical appearance, and other things that are written specifically

b. Language Features

1) Using specific nouns. For example my cat, my girlfriend, National Monument. Apart from that, we often also use adjectives (adjectives) to clarify the use of nouns or nouns, such as big house, smart student, and independent woman.

2) Simple present tense: uses the basic verb or first form (verb 1) and uses verbs that can show ownership or state of an object. Descriptive text uses simple present tense because descriptive text tells a fact about the object being described. For example, my office is 22 floors, Azka is beautiful, and so on.

3) Action verbs: Use verbs that indicate an activity or an activity that can be seen. For example, sleeping, walking, singing, dancing, etc.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[54] Anggun, S. K "An analysis of descriptive text in english textbook using transitivity system (A case study of reading passages)" *Journal of English and Education*, *4*(1), (2016) :147-158.

4) Figurative language: Using language that is figurative or describes something, usually using metaphors to provide illustrations to the reader.

Descriptive text is one of the text types that Indonesian students must learn since the junior high school level. The importance of studying descriptive text is because it is used to describe, represent or express an object, whether abstract or concrete. This is why descriptive text is written in straightforward and short language, so that the content of the text is simple to understand. This also has a goal that has been defined by Minister Regulation Education Number 68 of 2013 that the aims of teaching reading in junior high school students must be able to comprehend the meaning of short, functional and simple essay in the form of text.[55]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[55] *Minister of Education.* "Permendikbud Nomor 68 Tahun 2013 tentang KD dan Struktur Kurikulum SMP/MTs" *Jakarta: Menteri Pendidikan dan Kebudayaan Republik Indonesia, (2013).*

CHAPTER III
RESEARCH METHODOLOGY

This chapter elaborate several technical methods which were applied in this research

A. Research Design

This study used a qualitative technique using a case study design. It assists the researcher in collecting data on the teaching process of reading comprehension by implementing semantic mapping as a teaching strategy. The researcher used a qualitative a case study design because in this research, the researcher would like to describe the condition and situation. According to Lodico et.al "qualitative research reports data in a narrative using words rather than numbers form."[56] In addition, Donal Ary stated that "qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data."[57] In which researchers accumulate descriptions of facts and then arrange them using a plot line into such a story.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The researcher applied qualitative a case study as a research design. Ary stated that "researchers examine the stories people tell about their lives and co-construct a narrative analysis of those stories. The researcher and those telling their stories have an equal voice in determining the meanings attributed

[56] Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegtl "Methods in Educational Research, 2nd Edition: From Theory to Practice" *San Fransisco: Jossey-Bass*, (2010), 143

[57] Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, "A Introduction to research in education eight edition" *Wadsworth :(Cengage Learning*, 2010)

to the experiences. Narrative analysis has also been referred to using terms such as life stories. A researcher investigating teacher reflection or teacher pathways into teaching might use narrative inquiry approaches."[58] In addition Creswell stated that qualitative research is descriptive that the researcher is interested in the process, meaning, and understanding gained through words or pictures.[59]

The reason why researcher used a qualitative approach is because in this study the data produced is descriptive which is obtained from finding data in the form of writing, explanations, arguments, and documents that come from trusted sources. In addition, this method is widely used, with more variety collected, so it is useful in helping solve problems that arise in learning activities.

Based on the explanation above, the researcher applied qualitative case study research. This qualitative research involves collecting and analyzing data to understand the concepts and perception. The purpose of this study is to obtained information about the implementation of semantic mapping strategy on students' reading comprehension.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Research Setting

This research was conducted in *Yayasan Al-Khoiriyah*, an educational institution managed by KH. Maksum A.M., S.Pdi. *Mts Unggulan Al-Khoiriyah* is one of is located at *Tempuran RT. 01 RW. 02, Curah Kalong,*

---

[58] Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D "*Introduction to research in education*" Cengage, (2018).

[59] Creswell, J. W "Research design: qualitative. *Quantitative, and mixed methods*", (2009).

Kec. Bangsalsari, Kab. Jember Prov. Jawa Timur. The foundation manages several formal educational institution such as *PAUD* (Playgroup), *TK* (Kindergarten), *SDI Al-Khoiriyah* (Elementary School), *MTs Unggulan Al-Khoiriyah* (Junior High School) and *SMK Al-Khoiriyah* (Vocational High School). As non-formal education such as *TPQ (Taman Pendidikan Qur'an)* and *Pondok pesantren* (Boarding School).

This setting was chosen because it is one of the best educational boarding schools in Curahkalong, Bangsalsari, featuring a concentrate on foreign language programs such as Arabic and English. Moreover, the researcher found interesting how teaching and learning in the school related semantic mapping strategy in students' reading comprehension.

C. Research Participant

Research participants are sources that are used to obtain the reports or data related to this research. This includes what the researcher wants to obtain, what the source of information is, how the data was obtained and could be validity can be guaranteed. In this research, researcher used purposive sampling. As Cohen mentioned that purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in- depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience.[60] The researcher used purposive sampling because the researcher determines sampling by establishing special characteristics that are by the research objectives so that they are expected to

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[60] Cohen, L., Manion, L., & Morrison, K. "*Research Methods in Education (8th ed.)*. Routledge." (2018). https://doi.org/10.4324/9781315456539 p. 218

be able to answer research questions. The participants in this study were an English Teacher because she recognized how the teaching and learning on students' reading comprehension. In addition, the eighth-grade class of *MTs Unggulan Al-Khoiriyah* in 2023/2024 academic year consists of 32 students. Following interview guidelines to protect the interviewes's identity, the researcher introduced the English Teacher as Miss A and code ST1 as (Student 1) as well as ST2 as (Students 2).

Furthermore, the seventh-grade and eighth-grade classes learn the same material in terms of descriptive text, therefore the researcher chose this class because the teacher claimed that the eighth-grade class performed more skilled in reading long texts than the seventh-grade class.

D. Data Collection Technique

In qualitative research, there are several kinds of data collection techniques to collect data to answer each research question. Specifically, observations, interviews and documents.[61]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

1. Observation

When educators think about qualitative research, they often have in mind the process of collecting observational data in a specific school setting. Unquestionably, observations represent a frequently used form of data collection, with the researcher able to assume different roles in the

[61] Ary, D, "A Introduction to research in education eight edition" *Wadsworth :(Cengage Learning*, 2010). 67

process.[62] In addition, as John Creswell stated, observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.[63]

a. Participant observer

A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe.

b. Non Participant Observer

A non participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants

In this research, the researcher used non-participant observation to observe the eighth-grade students of Mts Unggulan Al Khoiriyah where the researcher only observed what the teacher and students conducted in the class without teaching or being a student there. By doing observation, the researcher could observe the teacher's strategy in English language teaching and the students' activities in class.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The specific information obtained by this method was:

1) The Material of Semantic Mapping Strategy in Students' Reading Comprehension

[62] Spradley, J. P "Participant observation" New York: Holt. *Reinhart & Winston*, (1980).

[63] Ary, D, "A Introduction to research in education eight edition" *Wadsworth :(Cengage Learning*, 2010). 78

Researchers present the results of research regarding what is the material on students' reading comprehension by applied semantic mapping strategy

2) The Procedure of Semantic Mapping Strategy in Students' Reading Comprehension

During the teaching and learning of reading class, the researcher examined the teacher's strategy on students' reading comprehension by applied semantic mapping.

3) The Evaluation of Semantic Mapping Strategy in Students' Reading Comprehension

In the final phase, after applied the semantic mapping strategy on students' reading comprehension, the researcher observed how the assessment of reading comprehension

4) The Benefits of Semantic Mapping Strategy in Students' Reading Comprehension

The researcher observed and explained the benefits of applied semantic mapping on students' reading comprehension.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2. Interview

The interview is one of the primary methods we use to acquire data for qualitative research. Interviews can be used in various settings to collect information on a specific theme or topic.[64] By conducting an

[64] Kielmann, K., Cataldo, F., & Seeley, J "Introduction to qualitative research methodology: a training manual" *United Kingdom: Department for International Development (DfID)*, (2012) : 1-4.

interview, researcher can investigate important questions that were not even in the research plan. Kielman[65] noted there were three main types of interviews, structured, unstructured and semi structured.

The data obtained by using interview technique were:

a. The material of semantic mapping strategy in students' reading comprehension
b. The procedure of semantic mapping strategy in students' reading comprehension
c. The evaluation of semantic mapping strategy in students' reading comprehension
d. The benefits of semantic mapping strategy in students' reading comprehension.

In this research, the researcher used semi structured interviews, semi structured interviews are conducted naturally to review questions to informants without disturbing their comfort during the interview, so the participants feel comfortable to share their information. The researcher interviewed the English teacher and students. Although the researcher has prepared the list of interview questions, the researcher could be able personally ask more needed questions during the research regarding a topic. Hence, the researcher get various answers, and more detail from participants.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[65] Ibid, 27

3. Document Review

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material.[66] In addition, Corbin stated that like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.[67] This method was used to collect data related to location, profile, lesson plans, documentations or photos of teaching and learning process in English subjects. The following documents related to the research are as follow:

a. History of Mts Unggulan Al-Khoiriyah
b. Profile of Mts Unggulan Al-Khoiriyah
c. Vision and Mission of Mts Unggulan Al-Khoiriyah
d. Lesson Plan

In the final step of collecting those research data, the researcher used document reviews such as recording, school profiles and photos and videos taken during the research.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[66] Glenn A. Bowen "Document Analysis as a Qualitative Research Method", Qualitative Research Journal, Vol. 9 Issue: 2, , (2009) : 27-40, https://doi.org/10.3316/QRJ0902027

[67] Corbin, J., & Strauss, A "Qualitative research" *Techniques and procedures for developing grounded theory*, (Sage publicatiobn, 2015). *P. 37*

E. Data Analysis

This study employed data analysis developed by Miles, Huberman, and Saldana. There are four stages to the data analysis process in qualitative research. These levels elaborate as follows.[68]:

1. Data Collection

   Data collection is the first step in data analysis. In the early phases, the researcher met with the school's principal to obtain information regarding class schedules, school profiles, learning resources, and student populations. Researcher met the teachers and students to conduct interviews, documentation and observation. Then, the researcher recorded the information conveyed by the informants. Furthermore, researcher seek additional information from data obtained in the field.

   In this stage, researcher collected data as much information and data as possible. Then, the information and data goes through a process which includes screening and processing. So, that it could be used by researcher

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2. Data Condensation

   Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the writer text. In this stage, the researcher elaborated the data to obtain the highlight points which are relevant to the research.

---

[68] Miles, Huberman & Saldana, Qualitative Data Analysis (New Delhi: Sage Publications, 2014), 10-11.

In this study, the researcher condensed the data by summarizing the data. By summarizing the data, the results of interviews, observations, and documentation can be linked by researchers to one another to strengthen each data obtained and can make researchers more understanding when analyzing data.

3. Data Display

In this stage, the researcher processed information and described the data obtained. The information was about how semantic mapping strategy on students' reading comprehension which included the objective, materials, and procedure. The researcher displayed the data by using descriptions based on the field notes from interview and observation.

At this stage, the researcher collected a collection of information that has been compiled, thus providing conclusions and taking action. After the condensation data, the next step is data display. In this research, the presentation of data will be in the form of descriptions, tables and. However, in this study the researcher will present data in the form of narrative text to present the results of interviews with participants.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

4. Conclusion drawing

The researcher drew the conclusion from the preliminary study, observation, and interview to know how semantic mapping strategy on students' reading comprehension to the eighth-grade students of Mts Unggulan Al-Khoiriyah. The researcher concluded the results of the research that found.

F. Data Validity

Validity is an essential component of research. Based on Cohen that "Data validity might be addressed through the honesty, depth, authenticity, richness, trustworthiness, dependability, credibility and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher."[69]

In this research, the researcher used source triangulation and technique triangulation. Source triangulation means that test the credibility of the data by examining data that has been obtained from various sources or several different sources to get the same result. The researcher will be checked more to get valid data. Researcher used source triangulation to test the credibility of the data by checking the data that had been obtained from various sources such as the results of observation, interviews and documents.

Meanwhile, the triangulation technique was chosen by collecting some various data using different techniques of collecting data such as observation, interview, and document review. The researcher used triangulation techniques to test the credibility of data by carrying out repeated checks on data that has been obtained from the same source using different techniques such as data from observations, then checking with the results of interviews.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[69] Cohen, L., Manion, L., & Morrison, K. "*Research Methods in Education (8th ed.)*" Routledge. (2018). https://doi.org/10.4324/9781315456539 p. 240

G. Research Procedures

This section explains the process of the research, starting from research background, the study of design, the factual data, and the writing of the reports.[70] The steps of this research are as follow:

1. Pre-field research stage

   The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study.

   a. Developing research designs in compiling this plan, the researcher established the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

   b. Choosing research fields

      Before conducting research, a researcher must first choose a research field. The chosen research field in Mts Unggulan Al-Khoiriyah

   c. Permit processing

      In permit processing, the researcher took a license in advance to the campus and visited the research field to obtain permission, then took a stage of research.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[70] Sugiyono "Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D" *Bandung: CV Alfabeta*, 2018

d. Assessing the state of the field

After obtaining permission, researcher began to explore and assess the field to know better the background of the research object. This was done in order to make it easier for researcher to dig up the data.

e. Prepare research equipment

The researcher then prepared the necessary equipment for the research, before heading out into the field

2. Field research stage

After all preparations have been considered, the following stage is to do research. During this step, the researcher acquired the necessary data through a variety of techniques, including observations, interviews, and document review.

3. Data analysis stage

After all the data is collected, analyze the whole data with qualitative analysis techniques by presenting an overview of obtained data during data collection—the result of the analysis described in the data exposure and research findings.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV
DATA DISPLAY AND DATA ANALYSIS

A. Description of Research Object

In this section describes the general of the research object

NSM : 121235090245

NPSN : 70027675

School's name : MTs Unggulan Al-Khoiriyah

Accredited : B

Address : Dusun Tempuran RT. 01 RW.02, Kel. Curahkalong, Kec. Bangsalsari, Kab. Jember

Vision and Mission MTs Unggulan Al-Khoiriyah

1. Vision

   Terwujudnya insan beriman dan beramal sholeh (The realization of human beings who believe and do good deeds)

2. Mission

   a. *Mempersiapkan insan yang berakhlaqul karimah* (Preparing people who have good morals)

   b. *Menyelenggarakan proses pendidikan yang terpadu dengan IPTEK* (Organizing an integrated education process with science and technology)

   c. *Menjadikan Madrasah sebagai agen of change menuju masyarakat madani (*Making Madrasas as agents of change towards civil society)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

d. *Meningkatkan hubungan yang harmonis antara warga madrasah dengan masyarakat sebagai stakeholder* (Increasing harmonious relations between madrasah residents and the community as stakeholders)

3. Teacher and Staff profile

Table 4. 1
List of Teacher and Staff profile

NO	Name	Main Duties/Additional Duties
1	Sudarno, S. Pd	Head Master
2	Maulina Agustin, S. Pd	Vice Quality Management / Deputy Head of Curriculum
3	Sumadi, S. Pd	Deputy Head of Student Affairs
4	Elliana Ferrawati, S. Pd	Deputy Head of Public Relations and Industry
5	Vina Nuril Jannah, S. Pd	Teacher
6	Wuwun Dwi Fathur Rohmah, S. Pd	Teacher
7	Ismiatus Sholeha, S. Pd	Teacher
8	Istiana, S. Pd	Teacher
9	Uswatun Hasanah, S. Pd	Teacher
10	Musliha, S. Pd.I.	Teacher
11	Musrifah, S. Pd.I	Teacher
12	Sumadi, S. Pd.I	Teacher
13	Rizky Nurdiyanto, S. Pd	Operator/ Teacher
14	Tiara Ainur Rizki, S. Pd	Teacher
15	Sahifa Munawaroh, S. Pd	Teacher
16	Siti Hamidah, S. Pd	Teacher
17	Umi Hanik, S. Ag	Teacher
18	Nur Halimah, S. Pd.I	Teacher
19	Wardatussholihah, S. Pd	Teacher
20	Suliyanah, S. Pd	Teacher
21	Sumardi	Cleaning staff/ Security
22	Edi Mulyono	Cleaning staff/Security

(SOURCE : Administration of MTs Unggulan AL-Khoiriyah)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Table 4. 2
Students data table 2023/2024

NO	Class	Male	Female	Total
1.	VII A	15	17	32
2.	VII B	19	16	35
3.	VIII	15	17	32
4.	IX	20	18	38
TOTAL		69	68	127

(SOURCE : Administration of MTs Unggulan AL-Khoiriyah)

B. Data Presentation and Analysis

The detailed data descriptions and findings obtained using the methods and procedures described in Chapter 3 are included in data presentation and analysis. This description is made up of data descriptions that are presented to the topic in response to research questions. The findings of the research are presented from data analysis. Furthermore, the discovery could be a category, classification system, or typology.[71]

1. The Material of Semantic Mapping in Students' Reading Comprehension at MTs Unggulan Al-Khoiriyah

Based on classroom observations conducted on 5th October 2023, the researcher discovered that the material in reading English class discussed about descriptive text with the title My Home. The material included social functions, text structure, and language aspects. As seen in Figure 4. 1 The researcher found that the teacher did not used *Buku Paket* as the main resource but used *LKS* as the main resource.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[71] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, 96.

Figure 4. 1
Students' reading material

In addition, the researcher interviewed the English Teacher regarding the material. The materials of students' reading comprehension by implemented Semantic Mapping at Eighth Grade students of Mts Unggulan Al-Khoiriyah according Miss A as English Teacher stated:[72]

> *"Materi pembelajaran yang saya jelaskan kepada siswa biasanya saya ambil dari berbagai sumber. Akan tetapi, main resources yang saya pakai dari LKS, Buku Paket dan internet. Buku paket tidak terlalu digunakan karena tidak semua murid di kelas ini dipinjami buku paket, satu bangku mendapatkan 1 buku paket. Kalau LKS, memang kami mewajibkan siswa membeli. Kalau topik yang dibahas pada pembelajaran reading kali ini adalah teks deskriptif. Jenis teks yang menjelaskan secara detail mengenai benda, hewan, tempat dan orang. Untuk cara"*
> (I often get the learning materials that I explained to students from a variety of sources. However, the primary materials I used were worksheets and the internet. The *buku paket* is rarely utilized because not all students in this class received a *buku paket* from the library; each seat receives 1 *buku paket*. We require students to buy their own worksheets (LKS). The topic discussed in this reading

[72] Miss A., inteviewed by RA, Jember, 12th October 2023

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

lesson was descriptive text. This type of text contains detailed information about things, animals, places, and people.)

The material discussed about descriptive text. In this material there were several points taught such as 1) the use of simple tenses in text 2) the use of specific principle nouns such as my cat, my house, my pet and etc. 3) use of action verbs which indicate an action or activity, for example sleep, walk, clean. 4) use of figurative language which describes something or illustrates something to the reader, for example her skin is as white because of the snow. As a teacher's said during an interview regarding about the material. Miss A collected the materials from textbooks (LKS and Buku Paket) and sometimes from other sources, such as an internet website. In addition, the teacher explained the material based on the guidelines book. Furthermore, Semantic mapping could be applied on students' reading comprehension because it could help students to comprehending the information well by visual representation of a particular concept. Therefore, the material was suitable to be applied by semantic map strategy to make students more comprehending the text in more detail and got easier to remember the point of each paragraph. Therefore, this was also supported by ST1, she confirmed [73]

"Materi kemarin membahas tentang descriptive text, biasanya kami belajar bersumber dari LKS. Jika dari LKS kurang lengkap, maka Miss A mengambil dari internet atau membawa peraga yang beliau buat sendiri."
(Yesterday's material discussed about descriptive text, Generally, we learnt from LKS. If the LKS material is not complete, then

[73] ST1, interviwed by RA, Jember, 19th October 2023

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

> Miss A takes it from the internet or brings a demonstration that she made by herself.)

Those statements above also confirmed by ST2, she confirmed:[74]

> *"Kemarin kami belajar tentang descriptive text, yang mana membahas secara detail suatu benda, hewan, tempat dan lain-lain. Materinya dari LKS, karena kami hanya mempunyai LKS. Miss A juga menjelaskan secara detail tentang apa descriptive text itu, kegunaannya apa lalu kebahasaannya juga"*
> (Yesterday, we learnt about descriptive text, which is a detailed description of an object, animal, or place. We only have LKS, so the material originates from it. Miss A also explained in detail what descriptive text is, what it is used for, and the language utilized.)

Based on the interviews of the researcher with students, it can be concluded that the material discussed about descriptive text with entitled "my home" they learnt about the detail things inside the home and making semantic maps to write-down the detail things.

Based on document review, the researcher found that the teacher used LKS and internet website as teaching resources. took the materials from textbooks (LKS and *Buku Paket*) and sometimes she took from other sources such as Internet websites. In addition, the teacher explained the material based on the guidelines book. Furthermore, Semantic mapping could be applied on students' reading comprehension because it could help students to comprehend the information well by visual representation of a particular concept.

Data Collected based on observation, interviews, and document review showed that the results of material on students' reading comprehension by implemented semantic mapping strategy were about

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[74] ST2, interviwed by RA, Jember, 19th October 2023

descriptive text including social functions, text structure and linguistics elements. The source material used is descriptive text obtained from *LKS (Lembar Kerja Siswa)*.

2. The Procedure of Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah

Procedure is a sequence of learning activities carried out by teachers for students to provide understanding sequentially according to learning guidelines and rules. Based on classroom 05th October 2023 observation during teaching and learning process, the researcher found the following steps: First, the teacher asked students to open their LKS books' which provided a text related reading material about descriptive text. Then, the teacher appointed a student to reading one paragraph in turn. This aims to ensure that students listen to their friends reading English texts well and correctly. Second, the teacher gave a chance for several minutes to think of many words as they can relate to each sub category based on the text. Third, Students draw a semantic map and decide a word categories based on each paragraph.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Figure 4. 2
Students during class

According to interview conducted with Miss A, there were some procedures that need to be considered in applied Semantic Mapping Strategy in students' reading comprehension, she explained :[75]

> *"Sebelum saya memulai pembelajaran, saya awali dengan salam dan berdoa. Kedua, di kelas saya ada setoran hafalan kosakata bagi siapa saja yang ingin mendapatkan nilai tambahan, atau saya juga menambah kosakata baru untuk pertemuan selanjutnya. Ketiga, saya bertanya mengenai pembelajaran pertemuan yang lalu untuk memastikan apakah mereka masih ingat atau sudah lupa. Kalau prosedur dalam mengimplementasikan semantic mapping dalam pembelajaran membaca sebetulnya sama saja sesuai dengan RPP. Ada kegiatan pendahuluan, kegiatan inti dan penutup. Untuk mengimplementasikan semantic mapping ini ada di kegiatan inti. Pertama, menentukan topik bacaan, topik bacaan yang saya ambil bersumber dari LKS. Kedua, menulis main topik di papan. Ketiga, menulis kategori atau sub yang akan dibahas seperti ketika kita membahas tubuh manusia. Tubuh manusia terdiri dari berbagai bagian. Subtopik Kepala, nanti disebutkan di kepala ada bagian apa saja. Lalu bagian badan, disebutkan ada bagian apa saja yang ada di badan. Saya juga meminta mereka untuk reading aloud supaya mereka juga mendengarkan bagaimana teman sesama membaca."*
> (I start the class with greetings and prayer. Second, in my class, there is a vocabulary memorizing activity for anyone who wants to get extra points, and I also add new vocabulary for the next meeting. Third, I asked about the previous meeting to determine if they still remembered or had forgotten about the topic. The procedure of applied semantic mapping in teaching and learning process the same as in the RPP. There were set-induction activities, main activities and closing activities. Applied semantic mapping is a main activity. First, determine the reading topic, the reading topic provided from the LKS. Second, wrote the main topic on the board. Third, wrote the categories or sub-categories that will be discussed, for example, we want to discussed about the human body. The human body consists of various parts. Sub-topic (Head) then, mentioned what part of the human head, there were ears, eyes, nose, and so on. Then, the part of the human body, mentioned what parts in the human body. I also asked them to read aloud, so they could be able heard how the way their friends reading English text."

[75] Miss A., inteviewed by RA, Jember, 12th October 2023

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Based on an interview conducted with Miss A (English Teacher), there were several steps taken by the teacher. In a set induction activities the teacher did the several steps before going into core activities. First, greeted the students, asked the captain of class to lead pray together and checked the students' attendance. Second, the teacher gave a chance for students who wants to additional score by memorizing vocabulary that had been given in the previous meeting. Third, asked students about the previous meeting to make sure they were still remember it. Fourth, the teacher gave an apperception regarding the day's material about descriptive text by gave an example of what is a part of the school environment. In core activities, the teacher starts with explained the material of descriptive text including the definition, social function, generic structures and language features. First, the teacher asked students to read the descriptive text provided in LKS and each paragraph was read in turn by students then asked students what part the paragraph is. Second, the teacher gave a chance for several minutes to think of many words as they can related to each sub category based on the text. Third, asked students to make a semantic mapping and writedown sub categories. For example about the parts of the home are the room, kitchen, backyard and etc. Third, the teacher asked students to write the detail things inside the writer's house based on sub categories in the text (rooms are living room, bedrooms etc), (in the kitchen there are refrigerator, stove and etc)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The statement above also supported by ST2, she stated: [76]

> *"Miss A mengawali pembelajaran dengan berdoa dan cek absensi, lalu bertanya kabar dalam berbahasa Inggris. Setelah itu, jika ada yang mau tambahan nilai, setor hafalan vocab atau Miss A yang memberi kosakata baru untuk pertemuan selanjutnya. Pada saat mulai pembelajaran, Miss A memberikan instruksi untuk membuka LKS yang membahas teks descriptive, lalu kami diminta untuk membaca text yang ada di dalam LKS tersebut. Setiap paragraf dibaca oleh murid yang berbeda. Setelah teks sudah terbaca, kami diminta untuk menulis apa saja yang ada di dalam teks dalam bentuk peta/map"*
> (Miss A started the lesson by praying and checking attendance, and then asked about how our condition was recently in English. Then, if anyone wants additional points, memorize the vocab in front of our class or Miss A will provide new vocabulary for the next meeting. Miss A gave instructions to open our LKS which discussed descriptive text, then we were asked to read the text in the LKS. Each paragraph is read by a different student. After the text had been read, we were asked to wrote what was in the text in the form of a map.)

ST1 also confirmed:[77]

> *"Biasanya, Miss A selalu mengawali dengan berdoa dan salam. Lalu, sebelum ke materi inti ada hafalan vocab dan kami diminta untuk berdiri di hadapan teman sekelas. Setelah hafalan vocab, Miss A memberikan clue tentang topik yang dibahas. Masuk ke pembelajaran inti, Miss A meminta kami untuk membaca teks secara bergantian. Setelah itu, Miss A akan menerangkan maksud dari teks itu. Dijelaskan apa saja bagian dari teksnya mulai dari judul, identifikasi teks bacaan hingga struktur teks"*
> (Generally, Miss A always begins with prayers and greetings. Then, before going to the core activities, there was vocabulary memorization. We were asked to stand in front of our friend in the class. After memorizing the vocab, Miss A gave a clue about today's topic. In core activities, Miss A asked us to read the text in turns. After that, Miss A explained the reading text and the part of the text such as the title, the identification of the text and the text structures)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[76] ST2, interviwed by RA, Jember, 19th October 2023
[77] ST1, interviwed by RA, Jember, 19th October 2023

Regarding the observation at the eight-grade on 05th October 2023, the researcher found when the teacher entered the class, the teacher greeted them, and asked the captain of the class to lead prayer together before starting the teaching and learning process. Then, the teacher checked the student attendance. Before going to the core activities, the teacher explained the learning objectives and the topic. Also, if the student wanted to get an additional score, there was a chance for them to memorize vocabulary in front of the class.[78]

In core activities, the teacher explained the material step by step. Starting from explaining the definition, the function and the structures as well as language features regarding descriptive text. Then, the teacher asked them to open the learning material as well-known as LKS, there were a reading material about descriptive text. The students are required to reading the text, each paragraph is read by a different student. Based on the teacher this aims to ensure that students learnt how to read English correctly and they also listen to how their friends reading as well. The teacher gave a chance for several minutes to think of many words as they can related to each sub category based on the text. Afterwards, the students wrote the detailed things based on the text.

This is also supported by lesson plan about descriptive text procedure at point H about learning activities that contains procedure of semantic mapping in reading comprehension, in core activities namely 1)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[78] Observation, 05-06th of October 2023

the teacher determine a reading topic, then asked students to read the descriptive text 2) the teacher gives a chance for several minutes to think of many words as they can related to the each sub categories based on the text 3) the teacher asked student to decide the sub categories based on the text 4) the students draw semantic map and write the detail things into sub categories based on the text.[79]

Data collected based on the results of observation, interviews and document review, the procedure of teaching and learning reading comprehension by implemented semantic mapping strategy the researcher summarized into several points : Starting the explanation of what is descriptive text, social function, generic structure as well as language features. Secondly, in core activities there are 1) the teacher determine a reading topic, then asked students to read the descriptive text 2) the teacher give a chance for several minutes to think of many words as they can related to the each sub categories based on the text 3) the teacher asked student to decide the sub categories based on the text 4) the students write the detail things into sub categories based on the text. In the end of the closed session, the teacher gave students an evaluation regarding the material by giving several questions regarding the text.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[79] Document review of the lesson plan, 26th October 2023

3. The Evaluation of Semantic Mapping Strategy in Students' Reading Comprehension at MTs Unggulan Al-Khoiriyah

Based on the researcher's observations on 06th October 2023, the evaluation of students' reading comprehension employing semantic mapping utilized formative assessment in the form of a written test.. As seen in figure 4. 3 the researcher found that the teacher assessed the results of students' reading comprehension which is the teacher gave students exercises related to the material about descriptive text. They were given reading text based on LKS (learning material) and made their own semantic map. After finding out the point of each paragraph by making their own map, they were expected to be able to comprehend the text well by giving questions related to the text. Therefore, before class ended, the teacher gave a question towards students to make sure they were still remember the day's material as well as related what is descriptive text about such as social functions, text structures, and linguistics features. [80]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Figure 4. 3
Students during learning evaluation

[80] Observation, 06th October 2023

According an interview conducted with Miss A, she explained how the way English reading class evaluation, she stated: [81]

> *"Evaluasi diberikan pada sesi akhir sebelum pembelajaran berakhir, hal ini bertujuan untuk mengetahui apakah tujuan pembelajaran tercapai dengan meminta mereka untuk mempraktekannya dengan cara yang mereka pahami. Pada saat evaluasi, saya memberikan latihan soal essay sebanyak 5 sampai 10 butir pertanyaan atau di LKS sudah tersedia pertanyaanya. Hal ini untuk mengukur seberapa jauh pemahaman mereka terhadap teks yang mereka baca. Jika waktunya masih cukup, kita akan mengoreksi bersama dan memperbaikinya. Setelah itu, saya mereview kembali tentang pembelajaran hari itu. Jika masih ada siswa yang belum paham, saya memberikan kesempatan bagi siapa yang ingin bertanya terkait pembelajaran."*
> (Evaluation is given at the final session before learning ends. This aimed to find out whether the learning objectives were achieved by asking them to practice it in a way that they understand. During the evaluation, I gave practice written test questions with 5 to 10 questions or sometimes the questions are already available on the LKS. This is to measure how far they understand the reading text. If there is time left, we will correct it together. After that, I review the day's learning to make sure they were still remembered. If there were students who don't understand, I provide an opportunity for anyone who wants to ask questions related to the material)

Based on interview conducted with Miss A, it can be shown that the evaluation of students' reading comprehension by applied semantic mapping strategy at Mts Unggulan Al-Khoiriyah given in the final section before class ends. The evaluation was in the way of feedback, comments, even corrections from the teacher regarding the result with a scoring rubric based on lesson plan. Then, the teacher gave a written test to measure their understanding about the text. The teacher gave 5 up to 10 questions to find

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[81] Miss A., inteviewed by RA, Jember, 12th October 2023

out how their understanding related the reading topic. If there is time left before class ends, then there is correcting the answer together.

It was also supported by ST1[82], she confirmed:

> *"setelah Miss A menjelaskan materi, sesi membaca, tanya-jawab. Miss A memberikan latihan soal yang diambil dari LKS. Ada 5 soal pertanyaan atau bahkan lebih. Kami diberikan kebebasan bertanya, meminta bantuan jika kesulitan selama pembelajaran berlangsung"*
> (after Miss A explained the material, reading session, question and answer session. Miss A provided exercises questions from the LKS. There were 5 questions or even more. We have freedom to asking questions, asking for help if we had difficulties during the learning process)

In addition, relate to the above statement ST2 stated[83] :

> *"Miss A selalu memberikan kami soal latihan setelah menjelaskan materi pembelajaran, bentuk soalnya macam-macam tergantung materi dan skillnya. Jika kami ada masalah atau butuh penjelasan lebih terkait materi, beliau selalu bersedia membantu dengan telaten hingga kami mengerti."*
> (Miss A always gave us exercises questions after explained the learning material. The forms of the questions various depending on the material and skills. If we had problems or needed further explanation regarding the material, She patiently help us until we understood)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The statements above were corroborated by the researcher's observations on 06th October 2023 that the evaluation of students' reading comprehension by implemented semantic mapping used formative assessment in the form of a written test. In this case, the researcher found that the teacher assessed the results of students' reading comprehension which the teacher gave students exercises related the material being discussed about descriptive text. They were given reading text based on

[82] ST1, interviwed by RA, Jember, 19th October 2023
[83] ST2, interviwed by RA, Jember, 19th October 2023

LKS (learning material) and made their own semantic map. After finding out the point of each paragraph by making their own map, they were expected to be able to comprehend the text well by giving questions related to the text.

Regarding lesson plans, evaluations of reading comprehension by implemented semantic mapping strategy at the eight-grade of Mts Unggulan Al-Khoiriyah, approved in point I in the lesson plan, namely assessment. The evaluations were done in the way of a written test with 5 questions regarding text descriptive reading material. [84]

The data collected based on interview, observations and document review of the evaluation of semantic mapping on students' reading comprehension at the eight-grade of Mts Unggulan Al-Khoiriyah was formative assessment in the form of written test with 5-10 essay questions

4. The Benefits of Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah

Based on observations on 06th October 2023, as seen in figure 4. 4 the researcher found that Semantic Mapping on students' reading comprehension of descriptive text has several benefits. Such as increase their creativity to create semantic mapping based on their creativity, comprehending the main idea of the longer text based on semantic mapping that have been created by students as well as students get used to organizing and grouping the important information based on the text

[84] Document reviwe of lesson plan, 26th October 2023

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

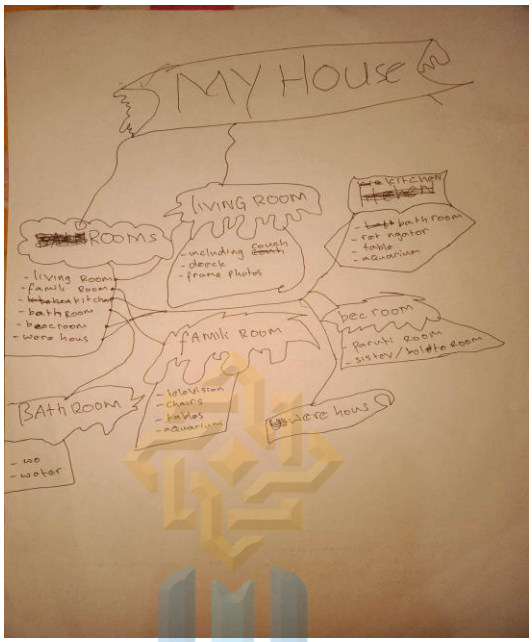


Figure 4. 4
Student's worksheet

Moreover, the researcher interviewed an English teacher regarding the benefits of semantic mapping in the teaching-learning process. Miss A as an English Teacher reported:

> *"Penggunaan map dalam pembelajaran sangat menguntungkan bagi saya selaku tenaga pendidik. Bisa digunakan dalam proses pembelajaran manapun. Pre-reading, while-reading, post-reading. Untuk di kelas saya, penggunaan semantic mapping berada di post reading yaitu setelah teks terbaca. Kelebihan dari penggunaan semantic mapping dalam pembelajaran yaitu sebagai representasi visual untuk pemahaman konsep teks. Jadi, setelah membaca teks yang panjang lebar itu, kita dapat mengerti keseluruhan dengan singkat hanya melalui mapping. Kedua, semantic mapping juga dapat mengorganisasikan informasi. Ketiga, murid dapat menuangkan kreativitasnya dalam map, entah itu ditambah warna atau bentuknya berubah sesuai kreativitas mereka"*
> (As a teacher, I find that using maps in learning is quite effective. It can be utilized in any learning process, whether pre-reading, while-reading, and post-reading. In my class, semantic mapping is applied in post-reading, after students reading the whole text. The advantage of semantic mapping in learning that is provides a visual representation for comprehending text concepts. So, after reading the lengthy text, we can understand the whole thing briefly just through mapping. Second, semantic mapping can help to organize

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

information. Third, students can exhibit their creativity by adding color or changing the shape by themselves)

Based on Miss A's explanation regarding semantic mapping on students' reading comprehension, students could be able to comprehend the text well. This was also conveyed by ST2, she confirmed:[85]

> *"Belajar dengan menggunakan mapping, memudahkan kami untuk memahami teks yang panjang secara singkat. Saya lebih paham, karena disitu terdapat pengkatagorian dalam setiap paragraph yang kami baca"*
> (Learning through mapping makes it easier for us to comprehend long content. I comprehend better because there were categorizations in each paragraph)

Based on observations and interviews, the implementation of semantic mapping strategy on students'reading comprehension not only helps develop their comprehension but can also help their visual thinking through a map as visual representation. This is supported by an interview according to Miss A, she stated :

> "*....dengan penggunaan semantic mapping sebagai representasi sebuah teks, siswa dapat mengingat point dari sebuah teks hanya dari mapping"*
> (.....by using semantic mapping as a representation of a text, students could be able remember the points from a text just through the mapping)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

This statement was also proven by ST1, she said:[86]

> "*Penggunaan map (semantic mapping) memudahkan saya untuk memahami teks yang panjang, saya juga bisa menuangkan kreativitas saya dalam pembuatan map"*
> (Using maps (semantic mapping) makes it easier for me to understand a long texts, I could be able to express my creativity into mapping

[85] ST2, interviwed by RA, Jember, 19th October 2023
[86] ST1, interviwed by RA, Jember, 19th October 2023

The implementation of strategies in the teaching and learning process play an important role to create an effective learning environment. So, students are more interested in reading activities. Furthermore, the teacher also needs appropriate strategies/techniques to support the learning process. The explanation above is based on results of the researcher conducted with Miss A:[87]

> *"Menerapkan semantic mapping pada membaca teks deskriptif cocok karena strategi tersebut membuat mereka memahami teks dengan lebih baik. Mereka juga lebih aktif dan berpartisipasi mengisi gap dalam mapping berdasarkan teks"*
> (Applying semantic mapping on reading descriptive text is suitable, because the strategy makes them more comprehending a text well. They were more active and participate to fill the gap in mapping based on the text)

Based on observation and interviews, Semantic mapping strategy makes students easier in comprehending text, creative and more active in the teaching and learning process. Students focus and pay attention to the teacher while explaining about the material. It showed that the implementation of semantic mapping could be able to help students comprehend the descriptive text and improve their thinking.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Table 4. 3
Findings of The Implementation of Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah

No	Focus	Findings
1	2	3
1	What is the material of semantic mapping strategy in students'	The material of The Implementation of Semantic Mapping in Teaching Reading Comprehension was about descriptive text including social function, text structure and linguistics elements by using additional

[87] Miss A., inteviewed by RA, Jember, 12th October 2023

	reading comprehension?	median in the form of whiteboard and the source of material used is descriptive text obtained from textbook namely LKS and internet website
2	How is the procedure of Semantic Mapping Strategy in students' reading comprehension?	The procedure of Semantic Mapping on Students' Reading Comprehension based on lesson plan : 1) the teacher determine a reading topic, then asked students to read the descriptive text 2) the teacher gave a chance for several minutes to think of many words as they can related to the each sub categories based on the text 3) the teacher asked student to decide the sub categories based on the text 4) the students draw semantic map and write the detail things into sub categories based on the text.
3	How is the evaluation of semantic mapping strategy in students' reading comprehension?	The evaluation of semantic mapping strategy on students' reading comprehension was formative assessment with written test form related the text with 5 questions and correcting the friend's' map
4	What are the benefits of Semantic Mapping Strategy in students' reading comprehension?	According to observation, we concluded that there were three benefits : 1) Increase creativity 2) Increase in depth-understanding 3) By using semantic mapping, students get used to organizing and grouping the important information based on the text

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

C. Discussion

This section presented a discussion of the research findings of the research results that has been collected in the field. Besides, this section shows the results of the research by appealing to some previous research and also theories related to this research to accomplish and reinforce the discussion of the results of this research.[88] This research generated four themes and these

[88] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*. 97

themes were recognized based on the research objectives. The following is a detailed discussion of each theme in this research :

1. **The Material of Semantic Mapping Strategy in Students' Reading Comprehension at MTs Unggulan Al-Khoiriyah**

   Material is the core component of the teaching and learning system which plays an important role in development students achieves competency standards and basic competencies. Learning material generally contains knowledge, skill, and attitude that students must to know. The teacher's role here is how the teacher can deliver or present the subject material as meaningful as possible so that students are motivated to follow the teaching and learning process well and enthusiastically.

   The findings based on observation, interview and document review of semantic mapping strategy on students' reading comprehension about: descriptive text including social function, text structure and language features as well. Descriptive text is one type of text that have to be learned by Indonesian students since Junior High School level. Descriptive text is a text that describes the features of someone, something or a certain place. The importance of studying descriptive text is because it is used to describe, represent or express an object, whether abstract or concrete. It was relevant with Nurhidayah's study that stated the description is important because it can help to draw out our emotions by helping us

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

imagine a situation.[89]. In addition, Anggun explained that a good description is like a "word picture" that allows the reader to imagine the object, place, or person.[90] Moreover, the source material used in descriptive text obtained based on the book namely LKS (Lembar Kerja Siswa) class VIII, and the relevant material based on other sources such as internet websites. The teacher didn't used *Buku Paket* because not all students receives *Buku Paket* from the library. They were allowed to get one *Buku Paket* per seat. This study is consistent with Tomlisons's theory of appropriate and suitable material applied in the class. Materials are important things that a teacher needs to facilitate language learning, such as textbooks, videos, flashcards, games, websites, and printed materials.[91]

The conclusions related to the findings of learning material used semantic mapping strategy follow existing theory in teaching material. Materials for enhancing students' language and learning skills such as textbooks, whiteboards and other supported media. The semantic mapping also develops students comprehending the text, where students are comprehending the text by write-down and making a map as representation of the key point of each paragraph. The teacher explains the material discusses about descriptive text including social functions, text structures and language features by applied semantic map. The source

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[89] Nurhidayah, R " An Analysis Of Students'difficulties In Comprehending Descriptive Text" *Journal of English Educational Study (JEES)*, *4*(2), (November, 2021): 89-95.

[90] Anggun, S. K "An analysis of descriptive text in english textbook.. P. 159

[91] Tomlinson, B "Materials development for language learning and teaching." *Language teaching*, *45*(2), (2012) : 143-179.

material used is descriptive text obtained from LKS (Lembar Kerja Siswa) Class VIII and additional sources from internet websites.

2. The Procedure of Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah

Based on the finding, the procedure of semantic mapping strategy on students' reading comprehension strategy at MTs Unggulan Al-Khoiriyah consist of lesson plan : 1) the teacher determine a reading topic, then asked students to read the descriptive text 2) the teacher gave a chance for several minutes to think of many words as they can related to the each sub categories based on the text 3) the teacher asked student to decide the sub categories based on the text 4) the students draw semantic map and write the detail things into sub categories based on the text.

Those finding above is relevant with Johnson's theory who noted some procedures. However, there is a difference in implemented semantic mapping. Johnson's theory applied in pre-reading while the current research applied in post reading, but the whole procedure is still the same as Johnson's theory: 1) Choose a word central to the topic the class will be studying. 2) Write the word on a chalkboard, a large chart tablet, or on a transparency. 3) Encourage the class to brainstorm words related to the selected key word. List these words by categories on the chalkboard. 4) Have the students work individually for several minutes to think of as many words as they can that are related to the key word and list these words, by categories, on a piece of paper. 5) Have the students' share their

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

prepared lists orally and add their words to the class map in categories. 6) Have the students suggest labels for the categories on the semantic map. 7) Discuss the entries on the semantic map. Encourage students to become aware of the new words, gather new meanings from old words, and draw relationships among the new and old words.[92] Furthermore, Amalia Amanda researched regarding semantic mapping strategy also relevant, the different with this current research is about how semantic mapping strategy applied in pre-teaching with different topic, the steps as follow : (1) Select a word central to the topic, (2) Display the target word. Put the word in a circle in the middle of the board, (3) Invite the students to generate as many words as possible that relate to the target word. Ask students to brainstorm and think of the ideas that come to their head when they think of the word. Record the words on a chart or on the blackboard, (4) Have the students write the generated words in categories. After all the brainstorming has taken place, discuss how the information could be placed into categories, (5) Have the students label the categories. Label and add extra information to each category, (6) From this list, construct a map, (7) Lead the class in a discussion that focuses on identifying meanings and uses of words, clarifying ideas, highlighting major

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[92] Johnson, D. D., Pittelman, S. D., & Heimlich, J. E. "Semantic mapping. *The reading teacher*" *39*(8), (1986) : 778-783.

conclusions, identifying key elements, expanding ideas and summarizing information.[93]

3. The evaluation of Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah

Evaluation is the last part of the teaching and learning process. Teaching evaluation is the process of obtaining the data and information needed to determine the extent and how the learning process has progressed to make judgments and improvements needed to maximize the results.

Based on the findings, the researcher mentioned that the evaluation is conducted at the last learning process seems like the teacher gave a quiz in a written test form with 5 essay questions related to the reading material about descriptive text. Then, the teacher gave an opportunity to correcting the task together with the classmate. This evaluation was called formative assessment. It was relevant with Jeremy Harmer's theory that formative assessment is the assessment in which the function is to improve the teaching and learning process. This evaluation is carried out at the end of each discussion of a topic and it is intended to the extent of the learning process has proceeded as planned at the beginning of the activity.[94] Furthermore, it was also relevant with Amalia's research that her study

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[93] Amalia, A. "Increasing Students' Vocabulary Through Semantic Mapping Strategy at Eleven Years of SMKN 1 Muara Batu Aceh Utara" *Doctoral dissertation, Universitas Islam Negeri Sumatera Utara*, (2019).

[94] Jeremy Harmer, *The Practice of English Language Teaching:Fifth Edition*, (Harlow, UK: Pearson , 2015), 408

also used formative assessment with different ways as well-known as fill in the blank type.[95]

In conclusion, the researcher concluded that evaluation was another important factor in learning implementation. Evaluation is necessary to assess how a good and successful learning process based on the goal of learning. The evaluation helped the teacher and also the organizer to create a better learning process in the English class. In conclusion, the teacher always does a quiz written in the last meeting of the learning process, this kind of evaluation is formative assessment which is done at the last meeting of the learning process and it is necessity to create the most innovative of the learning process in the next English class.

4. The benefits of Semantic Mapping in Students' Reading Comprehension at MTs Unggulan Al-Khoiriyah

Based on the data obtained by the researcher, students need motivation and innovation by the teachers to create good class environment students who are more active and think critically in learning. Therefore, the teacher needs to choose an appropriate strategy for the material to be taught. In the researcher's observation, the teacher applied Semantic Mapping in reading English comprehension especially in reading descriptive text. The benefit results' based on observation and interviews were students increase their creative thinking skill, comprehending the text well, organize the information and in depth-understanding.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[95] Amalia, "Increasing Students' Vocabulary Through Semantic Mapping Strategy. P. 67

Those benefits above was relevant with Zainal's study, he mentioned the benefits of Semantic Mapping strategy[96]: (1) Increase creativity. Students are expected to be able to express their ideas. The semantic mapping in the form of concepts which will later enable activities to be carried out sequential (2) Increase in depth-understanding**.** Make it easier for students to present and communicate the information. When students are used to understanding the points of a concept or main idea of the text (3) By using semantic mapping, students get used to organizing and grouping the important information based on the text. Furthermore, it was also relevant with researched regarding benefits of semantic mapping, Rahmawati[97] also confirmed three benefits of semantic mapping as follows : (1) helping to develop world knowledge (2) helping to activate students' prior knowledge and (c) helping to determine how much building knowledge is required.

In conclusion, Semantic mapping strategy had further enriched their reading comprehension skills. It also enabled them to organize the ideas into meaningful sentence structures. In addition they managed to acquire new words and phrases. They were also admitted that they could complete the reading comprehension questions easily and were able to write correct sentences.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[96] Zainal, Z & Supramaniam, E. "The Effects of Semantic Mapping on Reading Comprehension" *LSP International Journal*, *1*(1), (2014).

[97] Rahmawati, A. R. S "Teaching and learning vocabulary using semantic mapping technique of the eighth grade of smpn 15 bandar lampung in the academic year of 2020/2021" *Doctoral dissertation, UIN Raden Intan Lampung*, (2021).

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of what has been discussed in previous chapter IV is follow:

The material of English reading class discussed about descriptive text including social function, text structure and linguistics elements. The reading text has been provided in a student' book namely LKS, if the material is not complete enough, the teacher obtained various sources such as the internet and others.

The procedure of Semantic Mapping Strategy in Students' Reading Comprehension based on lesson plan : 1) the teacher determine a reading topic, then asked students to read the descriptive text 2) the teacher gave a chance for several minutes to think of many words as they can related to the each sub categories based on the text 3) the teacher asked student to decided the sub categories based on the text 4) the students draw semantic map and write the detail things into sub categories based on the text.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The evaluation of Semantic Mapping strategy in Students' Reading Comprehension was formative assessment with written test type about the text related to the material with 5 questions and correcting the friend's map.

The benefits of Semantic Mapping Strategy on Students' Reading Comprehension, we concluded that there are three benefits : 1) Increase creativity 2) Increase in depth-understanding 3) By using semantic mapping,

students get used to organizing and grouping the important information based on the text.

B. Suggestion

In this part, the researcher would like to give some suggestions after conducting the research at MTs Unggulan Al-Khoiriyah for:

1. The Teacher

   It is better for the teacher during the learning process to applied semantic mapping strategy assisted by images or another visual representation beside a map to provide reading books.

2. The future researchers

   It is hoped that future researchers will be more critical in exploring cases and data to get novelty in new research with a similar topic and make a difference between current and previous research. The researcher also suggests the future researchers to use this research result as a source and information, because it allows the future researchers to get some important information about similar topics.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

REFERENCES

Alneyadi, S.; Abulibdeh, E.; Wardat, Y. *The Impact of Digital Environment vs. Traditional Method on Literacy Skills*; Reading and Writing of Emirati Fourth Graders. Sustainability 2023, 15, 3418. DOI https://doi.org/10.3390/ su15043418

Amalia, A. (2019) "*Increasing Students' Vocabulary Through Semantic Mapping Strategy at Eleven Years of SMKN 1 Muara Batu Aceh Utara*" (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).

Amir, J., Dalle, A., Dj, S., & Irmawati, I. (2023). *PISA Assessment on Reading Literacy Competency : Evidence from Students in Urban, Mountainous and Island Areas. Jurnal Kependidikan*: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 9(1), 107-120. doi:https://doi.org/10.33394/jk.v9i1.7103

Anggun, S. K. (2016) An analysis of descriptive text in english textbook using transitivity system (A case study of reading passages)" Journal of English and Education, 4(1), 147-158.

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. *Introduction to research in education.* (Cengage,2018)

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, *An Introduction to research in education eight edition.* (Wadsworth: 2010)

Baleghizadeh, S., & Naeim, M. Y. (2011). *Enhancing vocabulary retention through semantic mapping: A single-subject study*. The International Journal-Language Society and Culture, 32, 11-16.

Cohen, L., Manion, L., & Morrison, K. (2018*). Research Methods in Education (8th ed.)*. Routledge. https://doi.org/10.4324/9781315456539

Corbin, J., & Strauss, A. *Qualitative research. Techniques and procedures for developing grounded theory*,(California: 2015)

Creswell, J. W. *Mixed methods Qualitative Research in applied linguistics: A practical introduction.* (California: 2009).

Elida, Y., & Oktadela, R. (2022). *The effect of RAP paraphrasing strategy and semantic map strategy on reading comprehension*. Journal of English Language and Education, 7(1), 68-74.

Glenn A. Bowen, (2009) "*Document Analysis as a Qualitative Research Method", Qualitative Research Journal*, Vol. 9 Issue: 2, pp.27-40, https://doi.org/10.3316/QRJ0902027

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Guerra, L., Cavalheiro, L., Pereira, R., Kurt, Y., Oztekin, E., Candan, E., & Bayyurt, Y. (2022). *Representations of the English as a Lingua Franca framework: Identifying ELF-aware activities in Portuguese and Turkish coursebooks*. relc Journal, 53(1), 134-150.

H., Mokhtari , N. ., & Benzehaf , B.. (2023). *The Impact of Semantic Mapping on Reading Comprehension Among Moroccan EFL Students*. International Journal of Linguistics and Translation Studies, 4(3), 1–29. https://doi.org/10.36892/ijlts.v4i3.353

http://lib.unj.ac.id/en/reading-interest-in-indonesia/ access on 29th August 2023, 10:18

Huberman, M. & Saldana. *Qualitative Data Analysis*. (New Delhi: Sage Publications, 2014.)

Isaqjon, T. (2022). *Strategies and techniques for improving EFL learners' reading skills.* Involta Scientific Journal, 1(11), 94-99.

Johnson, D. D., Pittelman, S. D., & Heimlich, J. E. (1986). *Semantic mapping. The reading teacher*, 39(8), 778-783.

Junaidi, E. (2022,). *The Roles of Language Shift in English as Foreign Language (EFL) Classroom Communication. In Proceeding of International Conference on Language Pedagogy* (ICOLP) (Vol. 2, No. 1, pp. 113-121).

Kielmann, K., Cataldo, F., & Seeley, J. (2012). *Introduction to qualitative research methodology: a training manual*. United Kingdom: Department for International Development (DfID), 1-4.

Kirby, J. R. (2007). *Reading comprehension: Its nature and development. Encyclopedia of language and literacy development*, (August), 1-8.

Lamante, F. (2020*). Improving the students'vocabulary mastery by using storytelling at the eleventh grade of language class in man model 1 manado* (Doctoral dissertation, IAIN Manado).

Macceca, S. *Reading strategies for science.* Teacher Created Materials. (California, 2013).

Mantra, I. B. N., Widiastuti, I. A. M. S., & Pramawati, A. A. I. Y. (2020). *Micro and macro skills of reading comprehension acquired by EFL students.* International Journal of Linguistics and Discourse Analytics, 1(2), 10-17.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegtl, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Fransisco: Jossey-Bass,2010), 143

Maulizan, Z. A., & Khatmi, K. (2020). *The effectiveness of SQ4R cooperative learning method on reading learning for EFL students*. Journal of English Teaching and Linguistics, 1(2), 126-133.

Mckee, S. (2012). *Reading comprehension, what we know: A review of research 1995 to 2011.* Language Testing in Asia, 2(1), 45.

Minister of Education. (2013). Permendikbud Nomor 68 Tahun 2013 tentang KD dan Struktur Kurikulum SMP/MTs. Jakarta: Menteri Pendidikan dan Kebudayaan Republik Indonesia

Mouchrif, H., Mokhtari , N. ., & Benzehaf , B.. (2023). *The Impact of Semantic Mapping on Reading Comprehension Among Moroccan EFL Students*. International Journal of Linguistics and Translation Studies, 4(3), 1–29. https://doi.org/10.36892/ijlts.v4i3.353

Nadea, A. B. (2021, October). *Bottom-up or Top-down Reading Strategies: Reading Strategies Used by EFL Students. In 2nd International Conference on Education, Language, Literature, and Arts* (ICELLA 2021) (pp. 30-36). Atlantis Press.DOI https://doi.org/10.2991/assehr.k.211021.005

Nurhidayah, R. (2021). *An Analysis Of Students'difficulties In Comprehending Descriptive Text.* Journal of English Educational Study (JEES), 4(2), 89-95.

Rachman, D., & Khatimah, K. (2018*). Mind Mapping vs Semantic Mapping: Which Technique Gave EFL Learners more Benefits in Reading Comprehension?*. JEES (Journal of English Educators Society), 3(2), 165-176. DOI : https://doi.org/10.21070/jees.v3i2.1498

Rahmawati, A. R. S. (2021). *Teaching and learning vocabulary using semantic mapping technique of the eighth grade of smpn 15 bandar lampung in the academic year of 2020/2021* (Doctoral dissertation, UIN Raden Intan Lampung).

Rojabi, A. R. (2018). *Collaborative Strategic Reading (CSR) in Improving the English Department Studentsâ€™ Reading Comprehension Achievement.* JET (Journal of English Teaching) Adi Buana, 3(2), 127-â.

Rojabi, A. R. (2021). EFL Learners' Perceptions on Schoology Use in the Reading Class. Voices of English Language Education Society, 5(1), 10–26. https://doi.org/10.29408/veles journal.v5i1.3219

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Rojabi, A. R. (2021). *Exploring reciprocal teaching method on efl learners' reading comprehension*. VELES (Voices of English Language Education Society), 5(2), 132-142.

Sadeghi, K., & Taghavi, E. (2014). *The relationship between semantic mapping instruction, reading comprehension and recall of Iranian undergraduates reading English texts.* Mextesol Journal, 38(1), 1-13.

Safitri, M., Marhaban, S., & Erdiana, N. (2022). *A review of Directed Reading Thinking Activity (DRTA) strategy in teaching reading comprehension.* English Education Journal, 13(2), 290-303. https://doi.org/10.24815/eej.v13i2.25910

Sari, M. H., Wardhana, D. E. C., & Kusumaningsih, D. (2020). *Understanding the level of students' reading comprehension ability*. Universal Journal of Educational Research 8(5): 1848-1855, 2020. DOI: 10.13189/ujer.2020.080521

Sasabone, L. (2018). *Applying semantic mapping to improve students' reading comprehension*. SELTICS, 1(1), 10-16.

Settiawan, D. (2013*). Improving students' reading rate and comprehension by using timed repeated readings*. Journal of English and Arabic Language Teaching, 4(2), 141-168.

Seventilofa, I. G. N. O. (2022). *Mastering reading skill faster*. GANEC SWARA, 16(2), 1674-1680.

Spradley, J. P. (1980). Participant observation New York: Holt. Reinhart & Winston.

Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: CV Alfabeta, 2018)

Veeravagu, J., Muthusamy, C., Marimuthu, R., & Michael, A. S. (2010). *Using Bloom's Taxonomy to Gauge Students' Reading Comprehension Performance*. Canadian Social Science, 6(3), 205.

Woolley, G. (2011). Reading Comprehension. In: Reading Comprehension. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-1174-7_2

Zahro, T. M., & Rachmawati, E. (2021). *The use of semantic mapping technique in teaching reading recount text*. Journal of english education program (jeep), 8(2).

Zainal, Z & Supramaniam, E., (2014). The Effects of Semantic Mapping on Reading Comprehension. *LSP International Journal*, *1*(1).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDICES

APPENDIX 1 : Research Matrix

RESEARCH MATRIX

Title	Variable	Indicator	Source of Data	Research Method	Research focus
Exploring Semantic Mapping Strategy in Students' Reading Comprehension at MTs Unggulan Al-Khoiriyah-Jember	Reading Comprehension	1. Definition 2. The Principle of Teaching Reading Comprehension 3. The purposes of reading comprehension 4. The model of reading comprehension 5. The kinds of reading comprehension	1. Students of MTs Unggulan Al-Khoiriyah (Eighth Grade) 2. English Teacher of MTs Unggulan Al-Khoiriyah (Eighth Grade)	1. Research approach and types : a. Qualitative b. Case Study 2. Data Collection Method : a. Observation 1. Teaching and Learning process at Eighth-grade students of MTs Unggulan Al-Khoiriyah 2. The Implementation of Semantic Mapping Strategy in Students' Reading Comprehension b. Interview 1. English Teacher 2. Students c. Documentation 3. Data Analysis Method: a. Data Collection b. Data Condensation c. Data Display d. Drawing Conclusion 3. Validation of Data a. Triangulation of sources b. Triangulation of methods	1. What is the material of semantic mapping strategy in students' reading comprehension? 2. How is the procedure of Semantic Mapping strategy in students' reading comprehension? 3. How is the evaluation of semantic mapping strategy in students' reading comprehension? 4. What are the benefits of Semantic Mapping strategy in students' Reading Comprehension?
	Assessment	1. Formative assessment 2. Summative assessment			
	Semantic Mapping	3. The Definition of Semantic Mapping 4. The Procedures of Semantic Mapping 5. The Benefits of Semantic Mapping			
	Descriptive Text	1. Definition 2. Structures 3. Linguistics Elements			

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 2 : Research Instrument

RESEARCH INSTRUMENTS
EXPLORING SEMANTIC MAPPING STRATEGY
IN STUDENTS' READING COMPREHENSION
AT MTS UNGGULAN AL-KHOIRIYAH JEMBER

A. OBSERVATION
   1. Teaching and Learning Process at Eight-Grade of MTs Unggulan Al-Khoiriyah
   2. The Implementation of Semantic Mapping Strategy in Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah

B. INTERVIEW GUIDELINES
   1. What is the material of semantic mapping strategy in students' reading comprehension?
   2. How is the procedure of Semantic Mapping strategy in students' reading comprehension?
   3. How is the evaluation of semantic mapping strategy in students' reading comprehension?
   4. What are the benefits of Semantic Mapping strategy in students' Reading Comprehension?

C. DOCUMENT REVIEW
   1. Profile of Mts Unggulan Al-Khoiriyah
   2. Vision and Mission of Mts Unggulan Al-Khoiriyah
   3. The Lesson Plan

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 3: Syllabus

PROGRAM SEMESTER TAHUN PELAJARAN 2023/2024

Nama sekolah : MTs Unggulan Al-Khoiriyah

Kelas / Semester : VIII / GANJIL

Mata Pelajaran : BAHASA INGGRIS

Kompetensi Dasar	Indikator	Alokasi Waktu	Juli				Agustus				September					Oktober				November				Desember				
			1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya		4				4																					
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		6					4	2																			
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *can* , *will*)		4						2	2																		
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		6							2	4																	
3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana		4									4																

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

4.3 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.		6										4	2													
3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan,/kejadian/ peristiwa, sangat pendek dan sederhana.		4											2		2											
4.4 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan kontek		6													2	4										
3.5 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks prosedur lisan dan tulis berbentuk resep dan manual, sangat pendek dan sederhana		4															4									
4.5 Menyusun teks prosedur, lisan dan tulis, sangat pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.		6																4	2							
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)		4																	2	2						
4.6 Menyusun teks interaksi transaksional lisan dan tulis dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks (Perhatikan unsur kebahasaan there is/are)		6																	2	4						
Total		72	0	0	0	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	0	0	0			

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jember, 17 Juli 2024

Mengetahui,

Kepala Sekolah
MTs Unggulan Al-Khoiriyah

Guru Mata Pelajaran

SUDARNO, S. Pd
NIP. -

TIARA AINUR RIZKI, S.Pd
NIP.

APPENDIX 4 : Rencana Pelaksanaan Pembelajaran (Lesson Plan)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Mts Unggulan Al-Khoiriyah
Mata Pelajaran : Bahasa Inggris
Kelas : VIII/1
Materi : Teks Deskriptif
Alokasi waktu : 2 X 40 menit
Skill : Reading

A. Kompetensi Inti

KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional‖.

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar 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

Kompetensi Dasar	Indikator Pencapaian
3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda/tempat, sangat pendek dan sederhana.	3.3.1 Mengidentifikasikan fungsi sosial, struktur teks, dan unsur kebahasaan yang terkandung dalam teks deskriptif lisan, tulis, pendek

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

	dan sederhana 3.3.2 Menganalisis teks deskriptif lisan, pendek dan sederhana dengan fungsi sosial, struktur teks dan kebahasaan
4.3 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.3.1 mengkomunikasikan teks deskriptif dengan pengucapan dan intonasi yang tepat

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks descriptive lisan dan tulis pendek dan sederhana
2. Peserta didik mampu menganalisis teks descriptive lisan, pendek dan sederhana dengan fungsi sosial, struktur teks dan kebahasaan
3. Peserta didik mengkomunikasikan teks deskriptif dengan pengucapan dan intonasi yang tepat

D. Media, Alat dan Bahan Pembelajaran

1. Media

   Worksheet atau LKS (Lembar Kerja Siswa)
2. Alat/Bahan

   Papan tulis

   Spidol

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

E. Sumber Belajar

1. Buku Paket
2. LKS
3. Internet sources

   https://www.britishcouncil.org/

   https://www.ef.co.id/

   https://www.ruangguru.com/blog

F. Materi Pembelajaran

- Definition of Descriptive text

Deskriptif teks adalah suatu teks yang menjelaskan atau mendeskripsikan orang orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan dari descriptive text adalah untuk menjelaskan, menggambarkan, atau mengungkapkan seseorang atau suatu benda.

- Struktur Descriptive Text

  Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

  Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tampilan fisik, dan hal lain yang dituliskan dengan spesifik.

- Language Features

  Noun : Menggunakan kata benda yang spesifik, seperti misalnya my cat, my boyfriend, National Monument, Selain itu, sering juga menggunakan adjective (kata sifat) untuk memperjelas penggunaan noun atau kata benda, seperti *a big house*, *a smart student*, *an independence woman*.

  Simple present tense : menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. Descriptive text menggunakan simple present tense karena descriptive text menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty*, dan lain-lain.

  Action verbs : Menggunakan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktivitas yang bisa dilihat. Misalnya, *sleep*, *walk*, *sing*, *dance*, dll.

  Figurative language : Menggunakan bahasa yang figuratif atau menggambarkan sesuatu, Biasanya menggunakan sebuah metafora untuk memberikan ilustrasi kepada pembaca.

G. Metode Pembelajaran

1. Pendekatan : Scientific
2. Metode Diskusi, Tanya Jawab, Latihan

H. Kegiatan Pembelajaran

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

PENDAHULUAN (15 menit)
1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran 4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional 5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari 6. Guru memberikan kosakata baru dan peserta didik mampu memberikan definisi yang benar 7. Guru memberikan apersepsi dengan meminta peserta didik menyebutkan detail dari lingkungan sekolah 8. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai 9. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus
KEGIATAN INTI (65 menit)
Mengamati 1. Siswa mendengarkan penjelasan guru mengenai fungsi sosial, struktur teks dan unsur kebahasaan yang terkait dengan teks deskriptif tentang mendeskripsikan tempat(sekolah) 2. Siswa diberikan contoh kontekstual terkait teks deskriptif mengenai sekolah dengan menyebutkan detail bagian dari sekolah Mempertanyakan 1. Dengan bimbingan guru, siswa menyusun pertanyaan yang berkaitan dengan fungsi sosial, struktur teks dan unsur kebahasaan yang terkandung dalam teks deskriptif tentang lingkungan sekolah 2. Guru bertanya kepada siswa tentang fungsi sosial, struktur teks dan unsur kebahasaan yang terkandung dalam teks deskriptif

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Mengeksplorasi 1. Peserta didik membaca teks deskriptif (reading aloud) secara bergantian dengan teman sekelas 2. Peserta didik membuat semantic mapping di depan kelas terkait dengan teks deskriptif Mengasosiasi Peserta didik membaca teks deskriptif dan membuat semantic mapping versi sendiri dengan detail terkait teks deskriptif Peserta didik menjawab pertanyaan essay terkait teks deskriptif Mengkomunikasikan Guru secara bersama-sama mengoreksi lembar jawaban siswa
PENUTUP (10 Menit)
1. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya. 2. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran pertemuan berikutnya. 4. Siswa dan guru berpamitan.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

I. Penilaian

1. Penilaian sikap spiritual dan sosial

NO	Aspek Pengamatan	Skor			
1	Tidak nyontek dalam mengerjakan ujian/ulangan/tugas	1	2	3	4
2	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas				
3	Mengungkapkan perasaan terhadap sesuatu apa adanya				

4	Melaporkan data atau informasi apa adanya				
5	Mengakui kesalahan atau kekurangan yang dimiliki				

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap sosial peserta didik dalam bersikap jujur. Berilah tanda cek (v) pada kolom skor sesuai sikap jujur yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut: 4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang tidak melakukan

2= kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

2. Penilaian pengetahuan dilakukan dengan

   a. Soal Essay (5 butir)
      Rubric Penilaian

NO	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Scoring = $\frac{Total\ correct\ answer}{total\ number\ of\ item}$

Answer the question below

1. Where is the location of the writer's house?
2. What is the function of the living room?
3. What are the things inside the family room?
4. What is the most favorite writer’s thing in the family room?

5. How many bedrooms in the writer's room?

3. Pembelajaran Remedial
   a. Pembelajaran remedial dilakukan bagi peserta didik yang capaian KD nya belum tuntas
   b. Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

b. Tahapan pembelajaran remedial dilaksanakan melalui remidial teaching (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes.

Jember, 17 Juli 2023

Mengetahui,
Kepala Sekolah
Mts Unggulan Al-Khoiriyah

Guru Mata Pelajaran

SUDARNO, S.Pd
NIP. -

TIARA AINUR RIZKI, S.Pd

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Mts Unggulan Al-Khoiriyah

Mata Pelajaran : Bahasa Inggris

Kelas : VIII/1

Materi : Teks Deskriptif

Alokasi waktu : 2 X 40 menit

Skill : Reading

A. Kompetensi Inti

KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional‖.

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar 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.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian
3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda/tempat, sangat pendek dan sederhana.	3.3.1 Mengidentifikasikan fungsi sosial, struktur teks, dan unsur kebahasaan yang terkandung dalam teks deskriptif lisan, tulis, pendek dan sederhana

	3.3.2 Menganalisis teks deskriptif lisan, pendek dan sederhana dengan fungsi sosial, struktur teks dan kebahasaan
4.3 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.3.1 Mengkomunikasikan teks deskriptif dengan pengucapan dan intonasi yang tepat

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks descriptive lisan dan tulis pendek dan sederhana
2. Peserta didik mampu menganalisis teks descriptive lisan, pendek dan sederhana dengan fungsi sosial, struktur teks dan kebahasaan
3. Peserta didik mengkomunikasikan teks deskriptif dengan pengucapan dan intonasi yang tepat

D. Media, Alat dan Bahan Pembelajaran

1. Media

   Worksheet atau LKS (Lembar Kerja Siswa)
2. Alat/Bahan

   Papan tulis

   Spidol

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

E. Sumber Belajar

1. Buku Paket
2. LKS
3. Internet sources

   https://www.britishcouncil.org/

   https://www.ef.co.id/

   https://www.ruangguru.com/blog

F. Materi Pembelajaran

- Definition of Descriptive text

Deskriptif teks adalah suatu teks yang menjelaskan atau mendeskripsikan orang orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan dari descriptive text adalah untuk menjelaskan, menggambarkan, atau mengungkapkan seseorang atau suatu benda.

- Struktur Descriptive Text

  Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

  Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tampilan fisik, dan hal lain yang dituliskan dengan spesifik.

- Language Features

  Noun : Menggunakan kata benda yang spesifik, seperti misalnya my cat, my boyfriend, National Monument, Selain itu, sering juga menggunakan adjective (kata sifat) untuk memperjelas penggunaan noun atau kata benda, seperti *a big house*, *a smart student*, *an independence woman*.

  Simple present tense : menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. Descriptive text menggunakan simple present tense karena descriptive text menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty*, dan lain-lain.

  Action verbs : Menggunakan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktivitas yang bisa dilihat. Misalnya, *sleep*, *walk*, *sing*, *dance*, dll.

  Figurative language : Menggunakan bahasa yang figuratif atau menggambarkan sesuatu, Biasanya menggunakan sebuah metafora untuk memberikan ilustrasi kepada pembaca.

G. Metode Pembelajaran

1. Pendekatan : Scientific
2. Metode Diskusi, Tanya Jawab, Latihan

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

H. Kegiatan Pembelajaran

PENDAHULUAN (15 menit)
1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran 4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional 5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari 6. Guru memberikan kosakata baru dan peserta didik mampu memberikan definisi yang benar 7. Guru memberikan apersepsi dengan meminta peserta didik menyebutkan detail dari lingkungan sekolah 8. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai 9. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus
KEGIATAN INTI
Mengamati 1. Siswa mendengarkan penjelasan guru mengenai fungsi sosial, struktur teks dan unsur kebahasaan yang terkait dengan teks deskriptif tentang mendeskripsikan tempat(sekolah) 2. Siswa diberikan contoh kontekstual terkait teks deskriptif mengenai sekolah dengan menyebutkan detail bagian dari sekolah Mempertanyakan 1. Dengan bimbingan guru, siswa menyusun pertanyaan yang berkaitan dengan fungsi sosial, struktur teks dan unsur kebahasaan yang terkandung dalam teks deskriptif tentang lingkungan sekolah

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2. Guru bertanya kepada siswa tentang fungsi sosial, struktur teks dan unsur kebahasaan yang terkandung dalam teks deskriptif Mengeksplorasi 1. Peserta didik membaca teks deskriptif (reading aloud) secara bergantian dengan teman sekelas 2. Peserta didik membuat semantic mapping di depan kelas terkait dengan teks deskriptif Mengasosiasi Peserta didik membaca teks deskriptif dan membuat semantic mapping versi sendiri dengan detail terkait teks deskriptif Peserta didik menjawab pertanyaan essay terkait teks deskriptif Mengkomunikasikan Guru secara bersama-sama mengoreksi lembar jawaban siswa
PENUTUP
1. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya. 2. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 3. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran pertemuan berikutnya. 4. Siswa dan guru berpamitan.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

I. Penilaian

1. Penilaian sikap spiritual dan sosial

NO	Aspek Pengamatan	Skor			
1	Tidak nyontek dalam mengerjakan ujian/ulangan/tugas	1	2	3	4
2	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas				

3	Mengungkapkan perasaan terhadap sesuatu apa adanya				
4	Melaporkan data atau informasi apa adanya				
5	Mengakui kesalahan atau kekurangan yang dimiliki				

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap sosial peserta didik dalam bersikap jujur. Berilah tanda cek (v) pada kolom skor sesuai sikap jujur yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut: 4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang tidak melakukan

2= kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

2. Penilaian pengetahuan dilakukan dengan
   a. Soal Essay (5 butir)

      Rubric Penilaian

NO	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

Scoring = $\frac{Total\ correct\ answer}{total\ number\ of\ item}$

Answer the question below

1. Where is the location of the writer's house?

2. What is the function of the living room?
3. What are the things inside the family room?
4. What is the most favorite writer's thing in the family room?
5. How many bedrooms in the writer's room?

3. Pembelajaran Remedial
   a. Pembelajaran remedial dilakukan bagi peserta didik yang capaian KD nya belum tuntas

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

b. Tahapan pembelajaran remedial dilaksanakan melalui remidial teaching (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes.

Jember, 26 Oktober 2023

Mengetahui,	
Kepala Sekolah	Guru Mata Pelajaran
MTs Unggulan Al-Khoiriyah	
SUDARNO, S.Pd	TIARA AINUR RIZKI, S.Pd
NIP. -	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 5 : Students' reading material from LKS

Concept Map

Home Sweet Home

My House

My House Chores

Let's Clean Up

Apperception

Look at the picture above. That is a picture of a house. Place we take a shelter from cold and hot temperatre. Besides that, house can be used as a place to take a rest. So, house is one of the most essential thing in our lives. In this chapter, will learn to describe our house, our household chores and tips on to clean parts of our house. So, let's learn this chapter carefully.

Picture of a house.

Material Exploration

A. My House

Descriptive text is a text that describes a particular object in detail. Describing house can be done by using descriptive text. Take a look at the example below.

My House

My house is located in Sudirman Street 09, Kota Baru. My house has a land area of 1500 m^2 and a building area only 300 m^2. There are several rooms in my house. Such as living room, family room, kitchen, bathroom, three bedrooms and a warehouse.

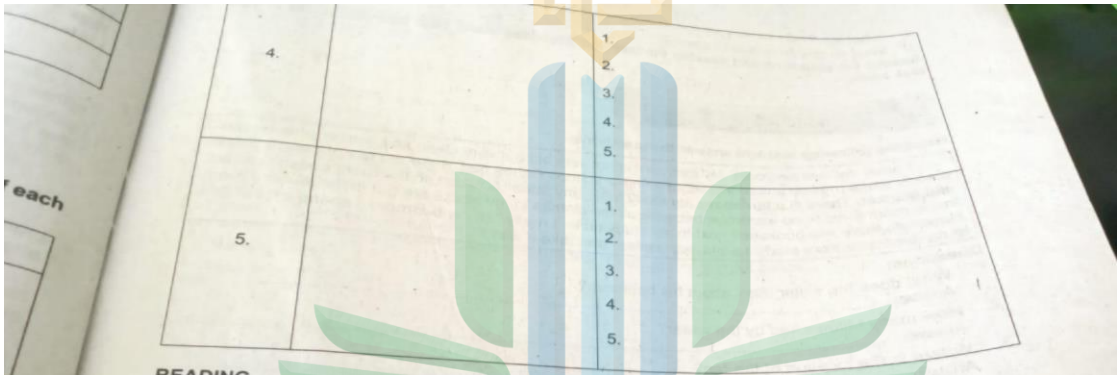
The first room is the living room. Living room is used to approve the guests who come to my house. In which there is some furniture including couch, desks, framed photos on the wall, and lavender flowers on the pot. My living room is colored green and it looks so calm when you see it for many times. I love this living room, because the decoration is chosen by myself.

The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables, and an aquarium. That is a big television, so when we sit together in front of it, we can see the movie clearly. Furthermore, we usually turn the light on when we want to see a horror movie and it is like watching in the real cinema.

Actually, I don't like the chairs and the table in the family room, because it spends the space more and there is a less space for us to sit on the floor. How about my aquarium? This is the thing that I love so much. That aquarium was bought by my own money and I fill it with some fishes like lohan and arwana. Those fishes are so cute when they are grown up. Also, the family room is used for me to do a lot of works. In this room, there is a computer which has been a long time. May be my father will buy a new computer this year, I hope for it.

We have a large kitchen, including a dinning room. There is also a bathroom near the kitchen. I have three bedrooms in my house. The first room is my sister's room. It is close-set to the living room.

The second room is my parent's room and last room is mine. My parent's room is bigger than mine and there is a big bed includes TV and sound system for my father. He usually listens to the music and country is his favorite genre of music. My room is located in the corner of house. My room is completed by some furnitures and there are some big pictures on the wall. Most of the pictures are the soccer players such as Cristiano Ronaldo and Steven Gerrard.



READING
Task 1
Read the following text carefully.

My Home

My home is big. There are three bedrooms. My bedroom is near the living room. Next to my bedroom is my parents' bedroom. It is a big bedroom. There is a bathroom inside. The next bedroom is for guest. Sometimes my family comes to stay for a night. They take a rest in that room.

The kitchen is in the back part of my house. It is not big. There are a refrigerator, gas stove, and some kitchen utensils. My kitchen is very clean. My mother always sweep the floor everyday.

There is a small backyard behind my home. In the corner of the backyard, there are a bathroom and toilet. We plant some trees around the yard. My mother also plants some vegetables.

Task 2
Write the main idea of each paragraph. Write in the table below.

Paragraph 1

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 6 : Students' Worksheet from LKS

y Name is : Syahnaz Juliana azzahra Sholeha

1.

My house

rooms
- Living room
- family room
- Kitchen
- Bathroom
- Bed room
- werehause

Living room
- furneture including couch
- desks
- framed photos on the wall
- and lavander flowers on the pot

family room
- aquarium
- TV
- Chairs
- Tables

Kitchen
- Bathroom
- refrigator
- apan
- stove
- wok

bedrooms
- Parents room
- Sister / brater room
- mirror
- Lamp
- Cup board

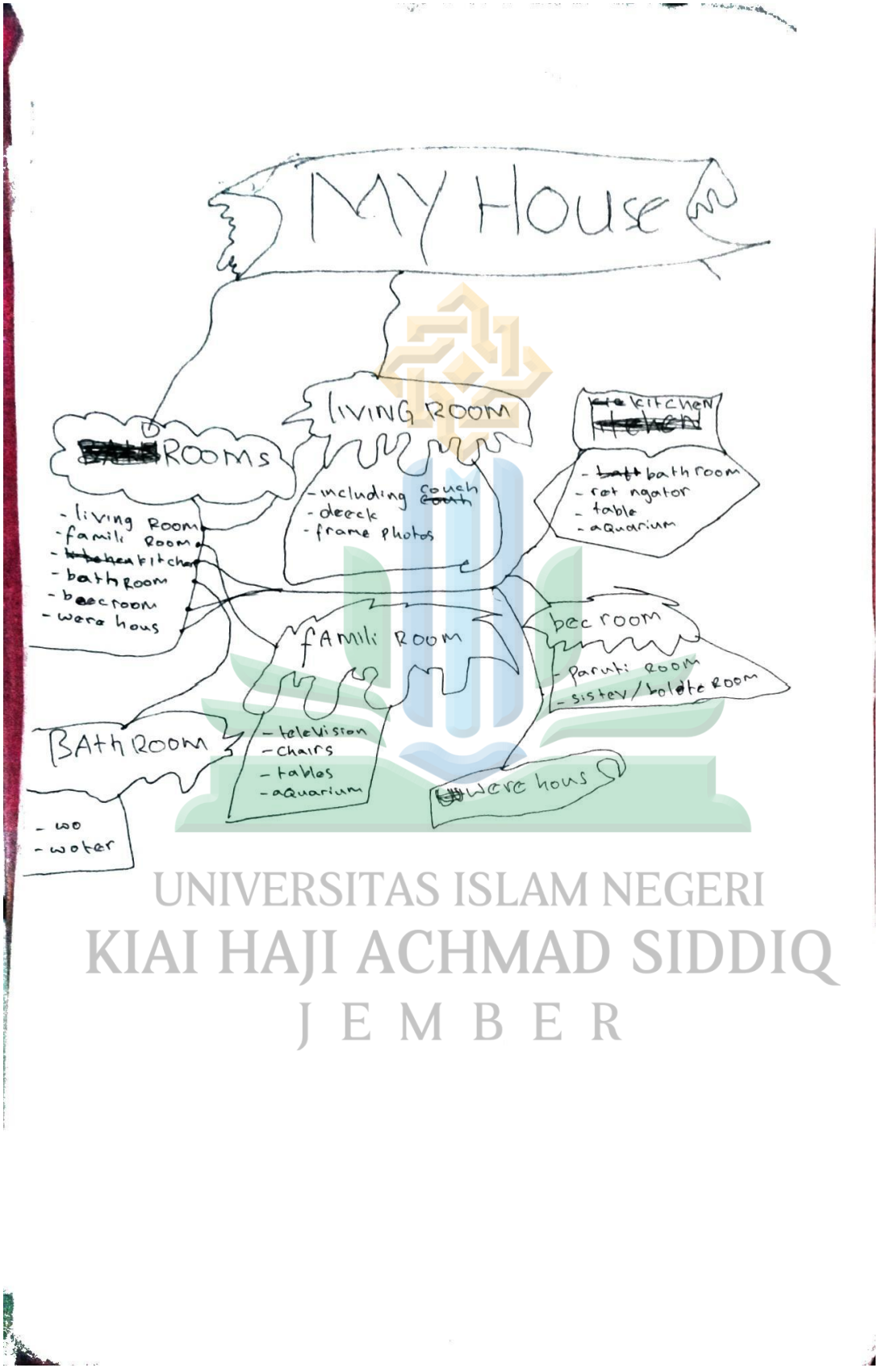
Bathroom
- Dipper
- Brush
- Bucket
- water
- Soap
- Shampo
- towel

warehause
- box
- cupboard
- by Cle
- second hand

2. Jawaban

1. my house is locatd in sudirman street 09. kota baru. my house has a land area of 1500 m² and a building area only 300 m².
2. Living room is used to aprove the guest who come to my house
3. - couch
   - desks
   - framed photos
   - lafender flower on thepot
4. aquarium this is the thing that I love so much
5. three bad rooms

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

m. sholeh. ah. wafa

My House

My house is locatd in Sudirman Street 09, Kota Baru. My house has a land area of 1500 m^2 and a building area only 300 m^2. There r 2 several rooms in my house. Such as living room, familiy room, kiteshen, bathroom, three bathroom and a werehouse.

The first room is the living room. Living room is used to approve the guest who come to my house. In which there is some furniture including couch, desks, framed photos on the wall, and lavender flowers on the pot. My living room is colored green and it looks so calm when you see it for many times. I love this living room, because the decoration is chosen by myself.

The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables, and an aquarium. That is big television, so when we sit together in front of it, we can see the movie clearly. Futhermore, we usually turn the light on when we want to see a horror movie and it is like watching in the real cinema.

Actually, I don't like the chairs and the table in the family room, because it spends the space more and there is a less space for us to sit on the floor. How about my aquarium? This is the thing that i love so much. That aquarium was bought by my own money and I fill it with some fishes like lohan and wakan. Those fishes are so cute when they are grow up. Also, the family room is used for me to do a lot of works. In this room, there is computer which has been a long time. May be my father will buy a new computer this year, I hope for it.

We have a large kitchen, including a dining room. There is also a bathroom near the kitchen. I have three bedroom in my house. The first room is my sister's room. It is close-set to the living room. The second room is my parent's room and last room is mine. My parents's room is bigger than mine and there is a big bed includes TV and sound system for my father. He usually listen to the music and country is his favorite genre of music. My room is located in the corner of house. my room is completed by some furnitures and there are some big pictures on the wall. Most of the pictures are the soccer players such as Christiano Ronaldo and Steven Gerrard.

(Source : LKS Bahasa Inggris)

I. Make a map of the writer's house. Make it on a piece of paper

II. Answer the question below

1. Where is the location of writer's house?
2. What is the function of living room?
3. What are the things inside family room?
4. What is the most favorite writer's thing in the family room?
5. How many bedrooms in the writer's house?

Jawaban

1. locatn in sudirman street 09 kotabarn
2. living Room is used to approve the geust who come te my hose
3. aquarium tv hars table
4. aquarium
5. Rooms, living room, famil Room, bathroom, baeroom, wara hows

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 7 : Interview

INTERVIEW

Date : 12th October 2023 Narasumber : English Teacher	Researcher : Assalamualaikum MISS A : Wa'alaykum salam, mbak Researcher : Mohon maaf sebelumnya, bisa jenengan memperkenalkan diri terlebih dahulu? MISS A : Nama saya Tiara Ainur Rizky, disini saya dipanggil Bu Tiara, Miss Tiara. dan saya salah satu tenaga pendidik khususnya mata pelajaran Bahasa Inggris di Yayasan Al-Khoiriyah (Mts Unggulan Al-Khoiriyah RESEARCHER : Baik, Miss. Saya lanjut ke pertanyaan terkait pengajaran pemahaman membaca (Bahasa Inggris) melalui semantic mapping (map) untuk keperluan penelitian saya.? MISS A : Boleh, mbak. Silahkan. Saya akan menjawab dengan baik, sesuai demgam keperluan penelitian jenengan RESEARCHER : : Pertanyaan pertama terkait tujuan dari teaching reading menggunakan strategi tersebut di dalam kelas. What's the point of teaching reading by applied semantic strategy? MISS A : tujuan dari penggunaan mapping, khususnya semantic map supaya mereka dapat poin-poin penting dari sebuah bacaan. Seperti yang kita ketahui, jangankan memahami bacaan, mereka sendiri tidak ada interest membaca. Ada sih, Cuma masih kurang dibandingkan yang lain. Penggunaan semantic map memudahkan mereka juga menangkap pin dari keseluruhan teks. RESEARCHER : : Baik, Miss. Jadi tidak monoton membaca sendiri. Biasanya kan Cuma membaca sendiri. Pertanyaan kedua, bagaimana tentang materi yang diajarkan menggunakan strategi tersebut? MISS A : Untuk menteri yang saya gunakan dalam pembelajaran biasanya saya ambil dari berbagai sumber mbak, di Internet, website british council dan LKS. Lalu, saya kumpulkan jadi simpulkan se simple mungkin supaya siswa mengerti dengan baik. Akan tetapi, main resources yang saya pakai dari LKS dan internet. Topik yang dibahas pada pembelajaran reading kali ini adalah teks deskriptif. Jenis teks yang menjelaskan secara detail mengenai benda, hewan, tempat dan orang RESEARCHER : Baik, Miss. Jadi disesuaikan sesuai kemampuan siswa ya. Pertanyaan ketiga, step dalam mengaplikasikan semantic mapping ini, Miss?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	MISS A : Untuk step yang saya gunakan sesuai petunjuk lesson plan mbak, yang mana terdiri dari pembukaan, kegiatan ini dan penutup. Saya mulai dari salam, berdoa dan mengecek kehadiran siswa. Sebelum memulai topik utama biasanya ada sesi setoran vocabulary 5-10 kata dengan waktu 15 menit. RESEARCHER : Lalu, pertanyaan saya yang ketiga, bagaimana step dalam mengaplikasikan semantic mapping? MISS A : Sebelum saya memulai pembelajaran, saya awali dengan salam dan berdoa. Kedua, di kelas saya ada setoran hafalan kosakata bagi siapa saja yang ingin mendapatkan nilai tambahan, atau saya juga menambah kosakata baru untuk pertemuan selanjutnya. Ketiga, saya bertanya mengenai pembelajaran pertemuan yang lalu untuk memastikan apakah mereka masih ingat atau sudah lupa. Kalau procedure dalam mengimplementasikan semantic mapping dalam pembelajaran membaca sebetulnya sama saja sesuai dengan RPP. Ada kegiatan pendahuluan, kegiatan inti dan penutup. Untuk mengimplementasikan semantic mapping ini ada di kegiatan inti. Pertama, menentukan topik bacaan, topik bacaan yang saya ambil bersumber dari LKS. Kedua, menulis main topik di papan. Ketiga, menulis kategori atau sub yang akan dibahas seperti ketika kita membahas tubuh manusia. Tubuh manusia terdiri dari berbagai bagian. Subtopik Kepala, nanti disebutkan di kepala ada bagian apa saja. Lalu bagian badan, disebutkan ada bagian apa saja. Saya juga meminta mereka untuk reading aloud supaya mereka juga mendengarkan bagaimana teman sesama membaca RESEARCHER : Pembelajaran bahasa Inggris sekali pertemuan ada berapa jam, Bu? MISS A : Sesuai RPP yang telah ada mbak, 2 x 40 menit biasanya RESEARCHER : Untuk proses evaluasi pembelajarannya dilakukan bagaimana Miss? MISS A : untuk proses evaluasi dilakukan di akhir pembelajaran sebelum kelas benar-benar berakhir. Pada proses

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	evaluasi pembelajaran biasanya saya memberikan latihan soal dengan topik bacaan yang berbeda dengan bentuk open-ended question juga menggambar map sesuai dengan topik yang di dapat. RESEARCHER : Baik Miss, pertanyaan tersebut adalah pertanyaan terakhir, terima kasih telah meluangkan waktu untuk menjawab beberapa pertanyaan MISS A : Baik, mbak, jika ada yang perlukan lagi, gak papa saya siap membantu.
Date : 19th October 2023 Narasumber : ST1	RESEARCHER :Assalamu'alaykum Warahmatullahi Wabarakatuh ST1 : Waalaikumsalam, BU RESEARCHER :Bagaimanakbar hari ini? ST1 : Alhamdulillah, sehat Bu. Bagaimana dengan jenengan BU? RESEARCHER :Alhamdulillah, sehat. Mohon maaf mengganggu waktunya sebentar. Boleh saya tanya-tanya mengenai pembelajaran yang telah kamu dapatkan dari Miss Tiara sebentar boleh? ST1 : Boleh, Bu RESEARCHER :Baik, Terima Kasih. Sebelumnya, perkenalkan dirimu terlebih dahulu. ST1 : Nama saya Putri, BU RESEARCHER :Baik, Putri.Putri, Bu fida ingin bertanya, Putri suka baca tidak? ST1 : Saya suka baca bu, terlebih lagi buku cerita RESEARCHER :Wah bagus itu, ada spesifik buku yang kamu suka gak? ST1 : Tidak ada Bu, apapun saya baca. RESEARCHER :wah keren, kalau begitu, bagaimana pembelajaran bahasa inggris menurutmu? ST1 : kadang susah mengerti, BU tapi kelamaan paham RESEARCHER : masih ingat tidak kemaren belajar tentang apa? ST1 : Tadi, kami di kelas belajar tentang descriptive text RESEARCHER :Apa yang kamu ketahui dari descriptive text? ST1 : Descriptive text adalah teks yang menjelaskan sesuatu secara detail mengenai suatu benda, hewan, dan banyak lainnya RESEARCHER :Wahh sip, lalu. Untuk sumber belajar yang dipakai biasanya dari mana? Apakah hanya dari LKS atau ada sumber lain sebagai pendukung? ST1 : Dari LKS bu, dan kalau tidak lengkap biasanya Miss Tiara ngambil dari internet RESEARCHER :Oke.. untuk langkah-langkah pembelajaran yang alami bagaimana? Tentang pembelajaran kemaren ST1 : Biasanya, Miss Tiara selalu mengawali dengan berdoa

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	dan salam. Lalu, sebelum ke materi inti ada hafalan vocab. Setelah hafal vocab, miss tiara memberikan clue tentang topik yang dibahas. Masuk ke pembelajaran inti, Miss Tiara meminta kami untuk membaca teks secara bergantian. Setelah itu, Miss Tiara akan menerangkan maksud dari teks itu. Dijelaskan apa saja bagian dari teksnya mulai dari pembukaan hingga bagian yang dibahas. RESEARCHER :setelah dijelaskan secara keseluruhan tentang pembelajaran descriptive text kemaren, lalu bagaimana untuk proses evaluasinya? ST1 : biasanya ada latihan soal, Bu. Macam-macam sih tugasnya. Kalo kemaren ada soal essay 5 pertanyaan RESEARCHER :menurutmu, setelah kemaren belajar tentang descriptive dengan menggunakan semantic mapping/menggambar map, apa yang kamu dapatkan? Manfaatnya gitu ,ST1 : menurut saya, Penggunaan map (semantic mapping) memudahkan saya untuk memahami teks yang panjang, saya juga bisa menuangkan kreativitas saya dalam pembuatan map. RESEARCHER :jadi mudah memahami teks panjang ya, baik terima kasih. Itu saja yang perlu saya tanyakan, terima kasih mbak Putri dan mohon maaf mengganggu waktunya ST1 : sama-sama, Bu
Date : 19th October 2023 Narasumber : ST2	RESEARCHER :Assalamualaikum ST2 : Waalaikumsalam RESEARCHER :Gimana kabarnya? ST2 : Alhamdulillah, Bu RESEARCHER :Alhamdulillah. Mohon maaf minta waktunya sebentar ya, mau tanya sedikit tentang pembelajaran bahasa Inggris kemarin. ST2 : boleh, bu RESEARCHER :Silahkan perkenalan dulu ST2 : Nama saya Humayroh Aliyah, biasa dipanggil Hume RESEARCHER :baik , Hume.Hume suka membaca nggak? ST2 : Suka bu, saya suka membaca cerita yang ada di media sosial RESEARCHER :Membaca cerita dari web mana? ST2 : Manga, atau cerpen bu. Yang ringan RESEARCHER :waaahh bagus Hume. Oh iya mau nanya sedikit tentang pembelajaran kemaren. Masih ingat gak kemaren belajar tentang apa pas pembelajaran Bahasa Inggris ST2 : Kemarin kita belajar tentang descriptive text yang membahas secara rinci tentang benda disekitar kita. Bukan hanya benda saja, ada hewan dan sebagainya RESEARCHER :biasanya belajar dari buku apa? ST2 :dari LKS bu, kadang Miss Tiara mengambil sumber

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	lain dari internet RESEARCHER :Kalau tata cara/step yang dilakukan miss Tiara bagaimana dalam pembelajaran membaca menggunakan semantic mapping? ST2 : Miss Tiara mengawali pembelajaran dengan berdoa dan cek absensi, lalu bertanya kabar dalam berbahasa Inggris. Setelah itu, jika ada yang mau setor hafalan vocab ya maju dan berdiri di depan atau Miss Tiara yang memberi kosakata baru untuk pertemuan selanjutnya. Pada saat mulai pembelajaran, Miss Tiara memberikan instruksi untuk membuka LKS yang membahas teks descriptive, lalu kami diminta untuk membaca text yang ada di dalam LKS tersebut. Setiap paragraph dibaca oleh murid yang berbeda. Setelah texk sudah terbaca, kami diminta untuk menulis apa saja yang ada di dalam teks dalam bentuk peta/map RESEARCHER :setelah miss tiara menjelaskan materinya, ada kegiatan apa? Biasanya ngapain ST2 : Miss Tiara selalu memberikan kami soal latihan setelah menjelaskan materi pembelajaran, bentuk soalnya macam-macam tergantung materi dan skillnya. Jika kami ada masalah atau butuh penjelasan lebih terkait materi, beliau selalu bersedia membantu dengan telaten hingga kami mengerti RESEARCHER :Baik. Hume. Menurut Hume,apa yang hume rasakan atau manfaat dari pembelajaran kemaren? Yang belajar pakai mapping ST2 : Menurut saya, Belajar dengan menggunakan mapping, memudahkan kami untuk memahami teks yang panjang secara singkat. Saya lebih paham, karena disitu terdapat pengkatagorian dalam setiap paragraph yang kami baca RESEARCHER :Jadi lebih terorganisir yaaa ST2 : Nggeh Bu, jadi lebih rapi dan tertata RESEARCHER :Baik,Hume. Terima Kasih sudah meluangkan waktunya. Mohon maaf jika ada salah ya, terima kasih ST2 :Baik,Bu.Terima kasih
Date : 19th October 2023 Narasumber : ST3	RESEARCHER : Assalamualaikum ST3 : Wa'alykkum salam A :Boleh minta waktunya sebentar boleh ya ST3 : Boleh, Bu RESEARCHER : Silahkan memperkenalkan diri ST3 : Namasaya Wildatus Z, biasa dipanggil Wilda RESEARCHER : Baik, Wilda.bagaimana kabar hari ini? ST3 : alhamdulillah Bu RESEARCHER :Baik,Wilda Ibu Fida ingin nanya-nanya tentang pembelajaran kemarin, boleh ya? ST3 :Boleh Bu, monggo RESEARCHER :Wilda ingat kemarin belajar tentang apa?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	ST3 : Kemarin kita belajar tentang descriptive text tentang rumah Bu, disitu menjelaskan detail hal apa saja yang ada di dalam rumah RESEARCHER :wahh bagus, buku yang digunakan sebagai sumber belajar dari mana? ST3 : Miss Tiara mengambil dari sumber buku LKS kadang sih dari Internet kalau misalnya materinya kurang lengkap di buku LKS RESEARCHER :Baik, kemarin belajar tentang descriptive text dengan menggunakan/mengaplikasikan pakai semantic mapping. Masih ingat tidak bagaimana cara Miss Tiara? ST3 : masih ingat Bu, pertama awal kelas setoran hafalan vocab, setelah itu Miss Tiara menjelaskan dulu materi apa itu descriptive text. Lalu, kita dikasih bacaan tentang descriptive text. Setelah itu membuat map, sebelum itu kita mengklasifikasi sesuai kategorinya RESEARCHER :setelah itu, biasanya ada disuruh latihan soal nggak? ST3 : ada bu, kemarin dikasih 5 soal essay yang berhubungan dengan descriptive text RESEARCHER :Menurut Wildan, manfaat dari pembelajaran kemaren dengan mengaplikasikan/menggunakan semantic mapping gimana? ST3 : menurut saya, saya mudah menarik suatu detail bacaan dengan menggunakan mapping dengan mudah dan mengerti RESEARCHER :baik Wildan, sudah itu saja sih yang Bu Fida tanyakan. Terima Kasih Wildan atas waktunya ST3 : Baik Bu, sama-sama

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 8 : Research Journal

RESEARCH JOURNAL

EXPLORING SEMANTIC MAPPING STRATEGY ON STUDENTS' READING COMPREHENSION AT MTS UNGGULAN AL-KHOIRIYAH

NO	Day/Date	Activity	Signature
1	17th of May 2023	The researcher did the preliminary study by conducting observasion and interview with English Teacher (Miss. Tiara Ainur Rizki, S.Pd	
2	03rd of October 2023	The researcher confirmed the research letter permission	
3	05th October 2023	Observe The Implementation of Semantic Mapping Stratagy on Students' Reading Comprehension	
4	06th October 2023	Observe The Implementation of Semantic Mapping Stratagy on Students' Reading Comprehension	
5	12th October 2023	Interview with the English Teacher about the strategy applied in reading comprehension (Miss. Tiara Ainur Rizky, S.Pd)	
6	19th October 2023	Interview with the students about the strategy applied in reading comprehension	
7	25th-26th October 2023	Complete the research data and document review	
8	31st October 2023	Get a letter of research finishing	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jember, 31 Oktober 2023

Mengethui
Kepala Sekolah Mts Unggulan Al-Khoiriyah

SUDARNO, S.Pd
NIP.

Peneliti

Rafida Aini
T20196115

APPENDIX 9 : Research Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3878/In.20/3.a/PP.009/10/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Unggulan Al-Khoiriyah
Tempuran RT. 01 RW. 02, Curah Kalong, Kec. Bangsalsari, Kab. Jember Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196115
Nama : RAFIDA AINI
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

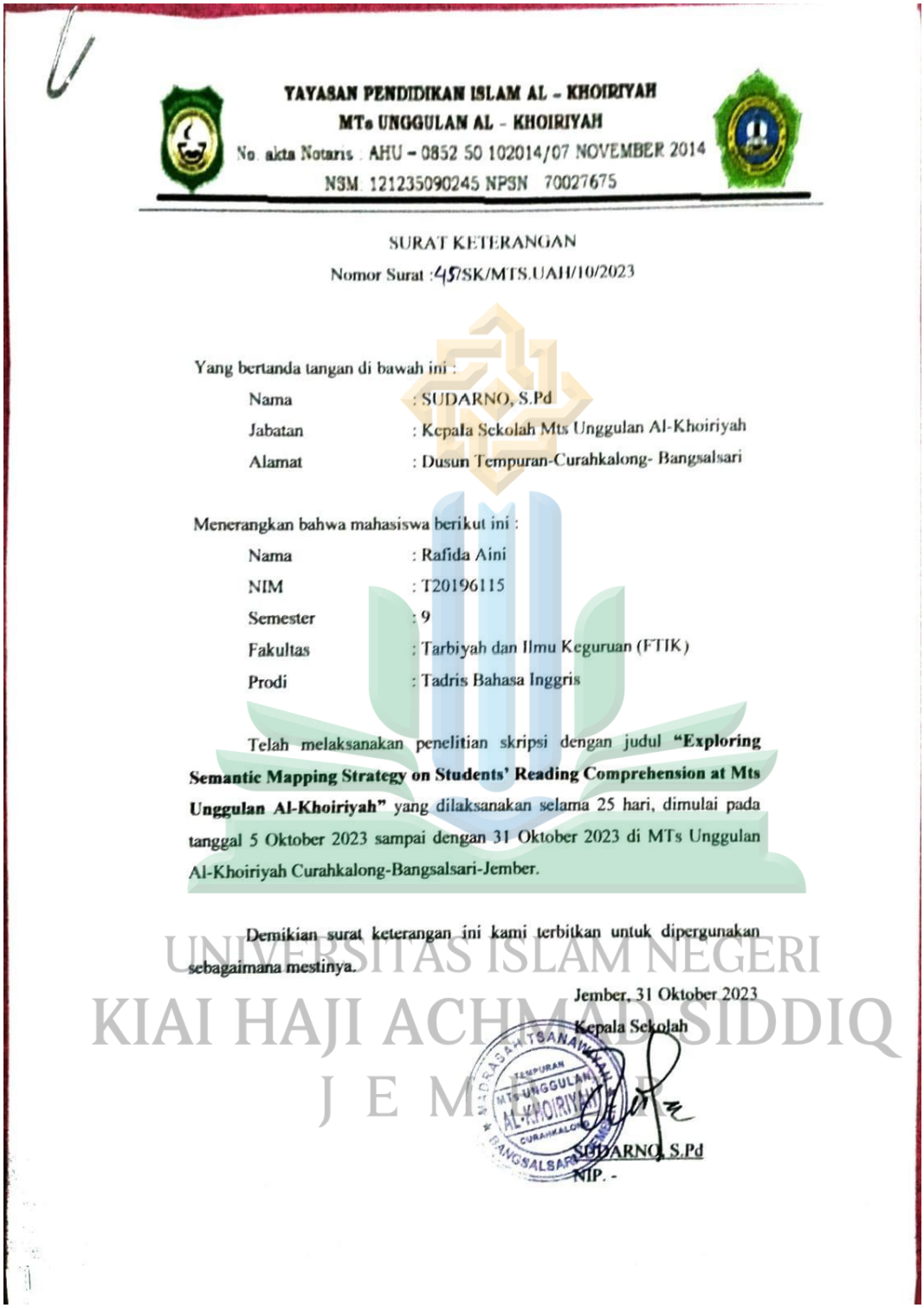
untuk mengadakan Penelitian/Riset mengenai " Exploring Semantic Mapping Strategy on Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah " selama 23 (dua puluh tiga) hari di lingkungan lembaga wewenang Bapak/Ibu Sudarno, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Oktober 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER



YAYASAN PENDIDIKAN ISLAM AL - KHOIRIYAH
MTs UNGGULAN AL - KHOIRIYAH
No. akta Notaris : AHU - 0852 50 102014/07 NOVEMBER 2014
NSM 121235090245 NPSN 70027675

SURAT KETERANGAN
Nomor Surat :45/SK/MTS.UAH/10/2023

Yang bertanda tangan di bawah ini :

Nama	: SUDARNO, S.Pd
Jabatan	: Kepala Sekolah Mts Unggulan Al-Khoiriyah
Alamat	: Dusun Tempuran-Curahkalong- Bangsalsari

Menerangkan bahwa mahasiswa berikut ini :

Nama	: Rafida Aini
NIM	: T20196115
Semester	: 9
Fakultas	: Tarbiyah dan Ilmu Keguruan (FTIK)
Prodi	: Tadris Bahasa Inggris

Telah melaksanakan penelitian skripsi dengan judul **"Exploring Semantic Mapping Strategy on Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah"** yang dilaksanakan selama 25 hari, dimulai pada tanggal 5 Oktober 2023 sampai dengan 31 Oktober 2023 di MTs Unggulan Al-Khoiriyah Curahkalong-Bangsalsari-Jember.

Demikian surat keterangan ini kami terbitkan untuk dipergunakan sebagaimana mestinya.

Jember, 31 Oktober 2023
Kepala Sekolah

SUDARNO, S.Pd
NIP. -

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 10 : Documentation

1.		Memorizing Vocabulary
2. .		Teacher explains the material
3.		Students write the detail things about the material into semantic map

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

4.		Interview the English teacher
5.		Interviewes with students

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 11

DECLARATION OF AUTHORSHIP

The undersigned below :

Name	: Rafida Aini
SRN	: T20196115
Adress	: Gambirono Kulon, Kec Bangsalsari, Kab. Jember
Department/ Major Courses	: Faculty of Tarbiyah and Teacher Training/ English Education Department

State that thesis entilted **"Exploring Semantic Mapping Strategy on Students' Reading Comprehension at Mts Unggulan Al-Khoiriyah"** is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, 02nd May 2024

Author

Rafida Aini

T20196115

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 12 : Similarity letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Rafida Aini
NIM : T20196115
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Exploring Semantic Mapping Strategy on Students' Reading Comprehension at MTs Unggulan Al-Khoiriyah

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar 12%

1. BAB I : 10%
2. BAB II : 18%
3. BAB III : 16%
4. BAB IV : 16%
5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 28 Mei 2024
Penanggung Jawab Turnitin
FTIK UIN KHAS

Ulfa Dina Novierda, S.Sos.I., M.Pd

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 13

RESEARCHER IDENTITY

Personal information

Name	: Rafida Aini
SRN	: T20196115
Place, date of birth	: Jember, 14th November
Address	: Gambirono Kulon, Kec Bangsalsari, Kab. Jember
Department/ Major Courses	: Faculty of Tarbiyah and Teacher Training/ English Education Department
E-mail	: rafidaaini0@gmail.com

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Educational Background

2005-2006	: TK Dewi Sartika
2006-2012	: SDN Gambirono 03
2012-2015	: SMPN 02 Tanggul
2015-2018	: SMK Negeri 6 Jember