

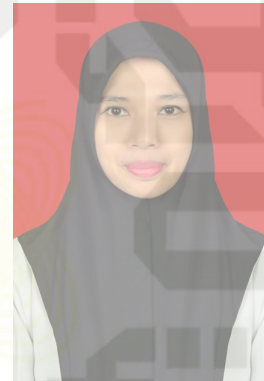


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**THE EFFECT OF USING CREATIVE PROBLEM SOLVING
AND CONCEPT MAPPING STRATEGIES ON STUDENTS'
READING COMPREHENSION AT LANGUAGE
DEVELOPMENT CENTER IAIN
PADANGSIDIMPUAN**

THESIS

Submitted to State Islamic University Sultan Syarif
Kasim Riau in Partial Fulfillment of the Requirements
for the Degree of Magister in English Education



BY

NURMADINAH HASIBUAN
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**THE POSTGRADUATE
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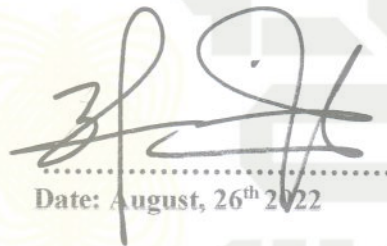
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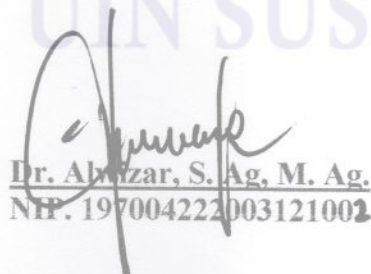
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Finally, the researcher realizes that this thesis is still far from the perfection.

Therefore, constructive critics and suggestions are needed in order to improve this thesis.

Hopefully this thesis would be beneficial to everyone.

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TRANSLITERATION GUIDELINES

Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘Ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q

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ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
هـ	Ha	H
ء	Hamzah	‘
ي	Ya	Y

2. Double Consonant

The double consonant is written double for instance العامه written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instance (شريعة *Syari'ah*), Kasrah is written *i*, for instance (الجبالي *al-Jibali*), and Dhomah is written *u*, for instance (ظلوما *zhuluman*)

4. Double Vowel

او is written *aw*, او is written *uw*, اي is written *ay*, and اي is written *i*.

5. Ta' Marbutah

The stopped Ta' Marbutah in the last verseh, for instance الشريعة is written *syaria'ah*, unless has been taken into the Indonesian standard, for instance may it. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic : الميتة.

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, عبدالله (*Abdullah*)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.



ABSTRACT

Nurhadinah Hasibuan (2022): *The Effect of Using Creative Problem Solving and Concept Mapping Strategies on Students' Reading Comprehension at Language Development Center IAIN Padangsidimpuan*

The purpose of this research was to find out the effect of using Creative Problem Solving and Concept Mapping strategies on students' reading comprehension and to compare the effectiveness between using Creative Problem Solving and Concept Mapping strategies on students' reading comprehension at Language Development Center IAIN Padangsidimpuan. This research was a comparative experimental research used a quasi-experimental non-equivalent pre-test and post-test design. The population was 17 classes and total of sample was 2 classes consisting 52 students. The research sample was taken by using cluster sampling. The data were collected through Pre-test and Post-test. The data was analyzed by using Paired Sample T-test, Independent Sample T-test and eta squared with Anova analysis and univariate analysis. The results of this research were; first, there was a significant difference of the students' reading comprehension before and after using Creative Problem Solving strategy. Second, there was a significant difference of the students' reading comprehension before and after using Concept Mapping strategy. Third, there was no significant difference of the students' reading comprehension between using Creative Problem Solving and Concept Mapping strategies. Creative Problem Solving and Concept Mapping were both excellent in increasing the students' reading comprehension which significantly gave positive effect on the students' reading comprehension. However, based on the comparison result of each reading comprehension indicators, Concept Mapping strategy could increase all indicators than Creative Problem Solving strategy that could increase 4 indicators. Therefore, Concept Mapping strategy was appropriate used to help the students to increase their reading comprehension of all indicators of reading comprehension at Language Development Center IAIN Padangsidimpuan.

Key Word: Creative Problem Solving strategy, Concept Mapping strategy, Reading comprehension.

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ABSTRAK

Nuradina Hasibuan (2022): Pengaruh Penggunaan Strategi *Creative Problem Solving* dan *Concept Mapping* Terhadap Pemahaman Membaca Siswa di Pusat Pengembangan Bahasa IAIN Padangsidimpuan

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan strategi *Creative Problem Solving* dan *Concept Mapping* terhadap pemahaman membaca siswa dan untuk membandingkan keefektifan strategi *Problem Solving* dan *Concept Mapping* terhadap pemahaman membaca siswa di Pusat Pengembangan Bahasa IAIN Padangsidimpuan . Penelitian ini merupakan penelitian eksperimen komparatif dengan menggunakan desain *quasi-experimental non-equivalent pre-test and post-test design*. Populasi penelitian ini adalah 17 kelas dan jumlah sampel sebanyak 2 kelas yang terdiri dari 52 siswa. Sampel penelitian diambil dengan menggunakan *cluster sampling*. Pengumpulan data dilakukan melalui *Pre-test* dan *Post-test*. Data dianalisis dengan menggunakan *Paired Sample T-test*, *Independent Sample T-test* dan *eta squared* dengan analisis Anova dan analisis univariat. Hasil penelitian ini adalah; pertama, ada perbedaan yang signifikan dari pemahaman membaca siswa sebelum dan sesudah menggunakan strategi *Creative Problem Solving*. Kedua, ada perbedaan yang signifikan dalam pemahaman membaca siswa sebelum dan sesudah menggunakan strategi *Concept Mapping*. Ketiga, tidak ada perbedaan yang signifikan dalam pemahaman membaca siswa antara menggunakan strategi *Creative Problem Solving* dan *Concept Mapping*. Pemecahan Masalah Kreatif dan Pemetaan Konsep keduanya sangat baik dalam meningkatkan pemahaman membaca siswa yang secara signifikan memberikan efek positif pada pemahaman membaca siswa. Namun berdasarkan hasil perbandingan masing-masing indikator pemahaman membaca, strategi *Concept Mapping* dapat meningkatkan semua indikator dibandingkan strategi *Creative Problem Solving* yang dapat meningkatkan 4 indikator. Oleh karena itu, strategi *Concept Mapping* tepat digunakan untuk membantu mahasiswa meningkatkan pemahaman membaca mereka terhadap semua indikator pemahaman membaca di Pusat Pengembangan Bahasa IAIN Padangsidimpuan.

Kata Kunci: Strategi *Creative Problem Solving*, Strategi *Concept Mapping*, Pemahaman membaca

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Nurmadinah Hasibuan (2022): تأثير استخدام استراتيجيات حل المشكلات الإبداعية ورسم خرائط المفاهيم على فهم القراءة لدى الطلاب في مركز تطوير اللغة IAIN Padangsidimpuan

كان الغرض من هذا البحث هو معرفة تأثير استخدام استراتيجيات حل المشكلات الإبداعية ورسم خرائط المفاهيم على فهم القراءة لدى الطلاب ومقارنة الفعالية بين استخدام استراتيجيات حل المشكلات الإبداعية ورسم خرائط المفاهيم على فهم القراءة لدى الطلاب في مركز تطوير اللغة IAIN Padangsidimpuan. كان هذا البحث عبارة عن بحث مقارنة استخدم فيه تصميم شبه تجريبي للاختبار القبلي والبعدي. كان عدد السكان 17 فصلاً ومجموع عينة البحث 52 طالباً. تم أخذ عينة البحث باستخدام العينة العنقودية. تم جمع البيانات من خلال الاختبار التكراري والاختبار اللاحق، وتم تحليل البيانات باستخدام اختبار T للعينة المزدوجة، واختبار T للعينة المستقلة، ومربع كاي Anova والتحليل أحادي المتغير. كانت نتائج هذا البحث؛ أولاً، كان هناك اختلاف كبير في فهم القراءة لدى الطلاب قبل وبعد استخدام استراتيجيات حل المشكلات الإبداعية. ثانياً، كان هناك اختلاف كبير في فهم القراءة لدى الطلاب قبل وبعد استخدام استراتيجيات رسم الخرائط المفاهيمية. ثالثاً، لم يكن هناك فرق كبير في فهم القراءة لدى الطلاب باستخدام استراتيجيات حل المشكلات الإبداعية ورسم خرائط المفاهيم. كان كل من حل المشكلات الإبداعية وتخطيط المفاهيم ممتازين في زيادة فهم الطلاب للقراءة مما أعطى تأثيراً إيجابياً بشكل كبير على فهم القراءة لدى الطلاب. ومع ذلك، استناداً إلى نتيجة المقارنة لكل من مؤشرات فهم القراءة، يمكن أن تزيد استراتيجيات رسم الخرائط جميع المؤشرات استراتيجيات حل المشكلات الإبداعية التي يمكن أن تزيد من 4 مؤشرات. لذلك، كانت استراتيجيات رسم المفاهيم من المفاهيم لمساعدة الطلاب على زيادة فهمهم للقراءة لجميع مؤشرات فهم القراءة في مركز تطوير اللغة IAIN Padangsidimpuan.

الكلمة المفتاحية: إستراتيجية حل المشكلات الإبداعية، إستراتيجية تخطيط المفاهيم، إستيعاب القراءة.



CHAPTER I

INTRODUCTION

Background of the Study

Reading is receptive skill which plays an important role for an individual's progress and has a significant relation to academic success, especially for academic goals of students or daily life needs. It is very important when studying about a language specifically English. Reading is also viewed as a basic and complex skill in language learning and in EFL context where the EFL students must have good reading skill to get the benefits of reading. Therefore, reading is a crucial skill in language education, as it is the process by which readers and writers are connected transactionally and communicatively. The presented explanations emphasize some importances of reading in students' life.

First, reading is a process of gaining knowledge. In particular, students find and add a lot of information on a variety of topics in the form of books, newspapers, magazines, essays, journals, and letters. Even so, students will be unable to obtain certain knowledge and information until they read one of them. Therefore, reading has a positive relationship with knowledge and information in terms of mental development. In Al-Qur'an Allah SWT has commanded people to read as much as people can, Allah SWT states that in Surah Al-Alaq verses 1-5 as follow:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ نَكُنْ مِنْ نَارٍ وَنَارٌ كَالْحَمَلُوكِ ۝ أَلَمْ نَكُنْ مِنْ نَارٍ وَنَارٌ كَالْحَمَلُوكِ ۝ أَلَمْ نَكُنْ مِنْ نَارٍ وَنَارٌ كَالْحَمَلُوكِ ۝

الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝



The meaning: Read: In the name of the Lord who has created (all that exists) (1). He has created man from a clot (2). Read: And your Lord is the Most Generous (3). Who has taught (writing) by the pen (4). He has taught man that which he knew not (5) (Al-Hilali and Khan: 1454, 840).

In the verses above, Allah has given mankind ideas on how to know Him and life, how to study, and how to know everything in this world. Allah SWT also offers knowledge to human through their minds, spoken, and written. Allah has commanded humans to read because reading allows them to comprehend something. Therefore, reading provides the students to learn their Creator.

Second, students can derive meaning from the text's visual and non-visual signals, as well as their own experiences. Allah SWT indicates in Surah Az-Zumar verse 9 as follow:

أَمَّنْ هُوَ قَنِيتٌ ءِأَنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا تَحَذِرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ ۗ قُلْ هَلْ

يَسْتَوِي الَّذِينَ يَعْمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ ﴿٩﴾

The meaning: Is one who worships devoutly during the hour of the night prostrating himself or standing (in adoration). Who takes head of hereafter, and who places his hope in the mercy of his lord (like who does not)? Say: "Are does equal, those who know and those who do not know? It is those who are endowed with understanding that receive admonition (9) (Al-Hilali and Khan: 1454, 460).

Based on the verse above, the researcher determines that people who read a wide variety of books are scientists that formed by reading and learning, and those who have knowledge are honourable in Allah's sight. The purpose of this verse is that a person



who has thought will quickly gain wisdom. It signifies that Allah gives wisdom on those who are willing to work hard in their pursuit of knowledge. In line with that, Alderson (2000) states that reading is the process of getting meaning from text through some process of interaction with visual media. As Grabe and W. Stoller (2002: 9) states that reading ability is the ability to deduce meaning from pages in order to understand information correctly. It means that understanding and analyzing the text's information is critical and students must learn a huge portion of information from the text.

Third, reading is non-verbal way of communication. It means that it is an active process in which the reader interacts with the text on an ongoing basis which is the most heavily emphasized skill in the English teaching and learning process. In line with that, Fitriani (2014 & 2015); Woolley (2011); Klinger (2007); Pang, Bernhardt, & Kamil (2003); & Trankersley (2003) state that reading is a complex process activities that involves perception and thought in order to outline the relevance of the content or to produce significance, and to comprehend the content of the text. Reading perception means a cycle to comprehend the importance of the complete literature not just the piece of the content. Therefore, reading constantly requires guessing, predicting, checking and comprehending. Supported by Moreillon (2007: 10) states that reading is an active process that takes a great deal of practice and skills. It's a difficult task in which learners must improve their ability to pronounce words, read pictures, and then make the words in order to be good readers. Therefore, reading is as a process of communication between the reader and the author are connected transactionally and communicatively.

Fourth, reading can improve cognitive ability that involves activities of knowing, comprehending, applying, analyzing, synthesizing, and evaluating. Cognitive activity is used to accommodate the words or scheme in the students' minds. Students decode a message in the text while reading in order to grasp the main point of the author's intent.



In line with that, Anderson (2003: 109) states that a reader must have the following understanding in order to recognize the main idea, follow the text's procedure, get the effect, draw the inferences, and see the writer's aim during reading comprehension. Because the students are actively engaged and interactive with the meaning of the text, they will succeed in comprehending the text as a whole if they can understand the information in the text that they read.

Based on the Language Learning Curriculum of Language Development Center IAIN padangsidempuan, reading is an English skill that must be mastered by students to be able to comprehend the structure of the sentences and the phrases in the text beside having knowledge of reading skills and reading techniques. Thus, the students are familiar with the hints and cues that can be found within the text to comprehend the text in order to the students are able to answer te questions about the text. The purposes of teaching reading in that level are the students must be able to explain about reading strategies, able to understand puctuations and the reading cues in the text, able to comprehend and identify the elements of the texts such as the main idea, supporting details, topic of the text, and able to comprehend and make inferences of the text (*Tim Penyusun Kurikulum Pembelajaran Bahasa: 2021*). In line with that, Jain and Patel (2008: 113) states that reading is an active process which is important for academic success in order to comprehend written texts. It refers that reading means to understanding of prented words.

Regarding the issues above, the researcher did a preliminary study at Language Development Center IAIN padangsidempuan, on Wednesday December 15th, 2021, to find out the students' reading comprehension ability of English texts. The researcher found the factual issue that reading comprehension is still a concern either in the aspects of comprehension or teaching reading comprehension.

The real data found in Language Development Center Document reveals that the students' ability in comprehending an English text was unsatisfactory. It means that the average score of second semester students' reading comprehension was about 11 out of 20 (Score Report of students, Private Document of Language Development Center in IAIN Padangsidimpuan, 15th December 2021). In syllabus of Language Development Center IAIN Padangsidimpuan, English Subject has 4 comprehension skills; they are speaking, reading, listening, and writing. The four skills have highest score of 20, the total of all skills are 20 score X 5 is 100. The explanation of the category score of 20 is presented below:

Table 1.1
Category Score of English Skills of Language Development Center IAIN Padangsidimpuan

No	Items	Score Category
1	1-9 items correct	Weak
2	10-12 items correct	Average
3	13-16 items correct	Good
4	17-20 items correct	Very good
Total of score		20

(Syllabus of Language Development Center IAIN Padangsidimpuan)

Reviewing from the reading syllabus above, the students' reading achievement was still categorized in the average passing grade of English subject. The main problem was the students did not understand the text and hard to answer the questions of the text. As listed in the learning outcomes of reading indicator in the syllabus that the students are expected to be able in developing their skill in order to answer the reading questions of determining elements of the text. It is assumed that the students need new strategies in reading process to achieve their reading comprehension ability.

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Furthermore, based on the Private Interview of there English lecturers of Language Development Center IAIN Padangsidimpuan, the first lecturer said that she has already provided several reading strategies such as skimming, scanning, running dictation and sometimes has modified by playing music while reading activities to help them relaxed, but those haven't helped the students' to improve their reading comprehension ability yet (Interview: One of the English lecturers of Language Development Center IAIN Padangsidimpuan, 16th December 2021). The lecturer used to apply the same strategies and modified by playing music and uniquely the students haven't felt interested in reading process and effected the students' reading achievement.

Meanwhile, the second lecturer reported that she used to apply reading aloud and modified by calling friends' name (Interview: One of English lecturers of Language Development Center IAIN Padangsidimpuan, 28th July 2022). However, the students had low motivation in teaching and learning process and difficult in comprehending the text (Interview: One of English lecturers of Language Development Center IAIN Padangsidimpuan, 17th December 2021). The students could read the text, but most of them could not get the idea in the reading text. The most challenges were in determining references, finding factual information, and lack of vocabulary; here means, the collocation verbs, the phrase verbs, and unfamiliar words in the text. Tannenbaum, Torgesen, & Wagner (2006) argued that difficulty of the words of the text make students hard to understand the text. As a result, students are difficult to activate their background knowledge to help them in understanding the text before reading. It is probably because of the inappropriate strategies and difficult words from many unfamiliar topics. The students cannot activate their prior knowledge to understand the text before reading, the condition certainly effected on the students' motivation while reading proces. Cooke and Laberge (1983) in Yousefi & Seidi (2015) point out that if the students have lack of background knowledge



to fully understand the text, the teacher may use variety of strategies such as introducing, building and classifying key concept. It means that the role of teacher is needed to introduce and apply attractive and enjoyable strategies to solve the difficulties. Therefore more effective and interactive strategies are needed when teaching them.

Additionally, based on the observation of teaching and learning process while doing pair observation in one of the lecturer's class, the researcher observed the students' reading activity in the class. The students were asked to read the reading text alternatively per paragraph and they answered the questions of the text. Then they compared their answers before checking the answers by whole class (Observation: in one of the English lecturer's class, 21th December 2021). Looking at to the observation, the researcher did interview with the lecturer, the lecturer said that she used to apply silent reading and sometimes apply skimming-sacanning (Interview: One of English lecturers of Language Development Center IAIN Padangsidempuan, 28th Juli 2022), yet, the reading activity in the class was still unenjoyable because some of the students still used dictionary to find the meaning of unknown words and sometimes asked the lecturer about unfamiliar words. Even though the lecturer has applied those strategies in teaching reading activities but they still haven't been enough to encourage the students' creative thinking reading to help them in comprehending the text. It means that the method of the reading activity was still on translating learning model and less uninteractive. Therefore, the students were not able to transfer the text to comprehend the text. Most of the students could not concentrate to the text they read and sometimes lose focus. Klinger (2007) claims that the teacher can improve poor students' reading comprehension by teaching effective strategies in promoting reading comprehension and monitoring students' progress. It means to help the students in reading process involves active interaction between the students and the teachers to comprehend the text. Therefore, the



teacher needs to select the suitable strategies to make the reading activity become enjoyable and make them easily in comprehending the text.

From the explanation above, the researcher found that second-semester students have many problems in reading process and those are challenges for students to comprehend the text. These are quite problematic and should be solved. In teaching and learning process, the lecturers need strategies to help the students in reading process. The teaching and the learning process should be attractive and enjoyable, even the students can participate actively in the classroom especially to answer the questions.

Some ways offered to enhance students' reading comprehension, but in this case the researcher tries to apply only two strategies that regarded enough to increase the students' reading activity becoming better. Those strategies are Creative Problem Solving and Concept Mapping. Theoretically, it can be judged to be more active, in order to make them actively participate in teaching and learning process and to increase the students' reading comprehension. It is in line with the syllabus of Language Development Center IAIN Padangsidimpuan that Problem Solving and Concept Mapping strategies are the learning strategies for reading skill (*Tim Penyusun Kurikulum Pembelajaran Bahasa: 2021, 74*). According to Parnes (1985, 1988, 1992, 1997) in Giangreco (2000) states that Creative Problem Solving strategy is one of strategy that can help to solve the case by finding the best solution together between the teacher and the students. It means that it is a strategy to empower teams of teachers and students to work together to face the challenges where the teacher and the students will create a sense of belonging that make the challenges become easily to solve. Then, Concept Mapping is a strategy to build the students analyzing the information of the text (David Novak: 1970 as cited in Que (2021)). It means that Concept Mapping is a strategy that helps students in

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finding relationships among different pieces of information and build their previous knowledge and experiences.

A lot of experts previously conducted studies about Creative Problem Solving (CPS) and Concept Mapping (CM) strategies on Students' Reading Comprehension on level of students at schools. Que (2021); Nisa (2020); Wilany & Rahman (2020); Heriara (2020); Syafrizal (2018); Syafitri (2018); Moriyanti (2017); Usman, Maidatija, & Fitriani (2017) found positive and significant effect, significant difference, and positive responds of using both strategies on students' reading comprehension. Beside, many studies have also found that undertaken the use of CPS and CM strategies on EFL students' reading comprehension in non-Indonesian context, they are Trang (2017); Danesh & Nourdad (2017); & Saeedi et.al (2013) found that CPS and CM strategies are the best way and beneficial in reading lesson that give positive attitudes and positive significant correlation on studets' reading comprehension.

Moreover, most experts conducted studies to examine the use of CPS and CM strategies in different contexts, such as in any kind of research designs, in non-English classes on non-reading skills, and for non-English subjects. Olarewaju & Awofala (2011); Muin, Hanifah & Diwidian (2018); Adila et. al (2020); & Murwaningsih & Fauziah (2020) found that CPC and CM strategies were effective strategies for teaching and learning mathematics to adaptive and improve reasoning skill, linear programming, content at the higher-order levels of cognition, and divergent thinking skill. Then, Oliver (2009); Cajorn et. al. (2012); Guatello, Beasley, & Sinatra (2015); Asmidar (2018); Rasyiah & Mardiansyah (2014); & Raheem (2012) examined that CPS and CM strategies were effective and could be used in Science classroom and for Civil Engineering and Social students to give impact on students' thinking skill, students' learning activity, and students' learning outcomes. Thus, Nurfadhlina (2014); Kazemi &

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Moradi (2019); Shakoori, Kadivar, & Sarami (2017); & Razeq & Abualhommos (2018)

investigated that CPS and CM strategies gave significant effect on students' speaking accuracy and complexity and enhance students' writing skills.

In addition, many studies have been conducted of using CPS and CM strategies on students' reading comprehension for EFL university students of non-Indonesian context, they are Beydarani (2015); Yousofi & Seidi (2015); Kalanzadeh, Maleki, & Raz (2014); Phantharakphong & Pothitha (2014) found some implication and significant effect of applying CPS and CM strategies to improve and to enhance students' reading comprehension. Yet, only a few studies are found by the researcher that undertaken the use of CPS or CM strategy on university students' reading comprehension in Indonesian context. Jaya & Latief (2013) & Yusrizal (2014) conducted classroom action researches to improve students' reading ability by using CM strategy for the second semester students at STAI Ma'arif Metro Lampung and at sixth semester students of PGSD Program Open University of Bandung.

In a relation to those previous studies above, there are several differences and similarities on the research aims, the research designs, the research samples, the research instruments, the focused English skills, even the EFL context in particular. Looking at the previous studies and the fact, the researcher's basis is that the researcher found limited studies that compare the effectiveness between using Creative Problem Solving strategy and Concept Mapping Strategy on students' reading comprehension. Most of the previous studies only examined the effect of Creative Problem Solving on reading comprehension and to examine the effect of Concept Mapping strategy on reading comprehension. Therefore, in line with the gaps, the researcher needed conduct a research entitled "The Effect of Using Creative Problem Solving and Concept Mapping Strategies



on Students' Reading Comprehension at Language Development Center IAIN

hadang sidimpuan”.

1.1 Statement of the Problem

Based on the problems as already mentioned previously in the background, the researcher details the statement of the problem as follow:

Practically, the first English lecturer mentioned that she has already provided several reading strategies such as skimming, scanning, running dictation and sometimes has modified by playing music while reading activities to help them relaxed, but those haven't helped the students' to improve their reading comprehension ability yet. The second, the lecturer used to apply reading aloud and modified by calling friends' name, yet the students still had low motivation in teaching and learning process and difficult in comprehending the text. Pang (2003) mentions that teachers need to be aware on students' learning needs and their motivation for reading. If the students have no motivation, the teachers cannot teach them and they will not understand and do not pay attention in the classroom. The teacher should give motivation for students before and after teaching them in order to make them ready, pay attention to the teachers, and make them enthusiastic while teaching and learning process. The third, the lecturer said that she used to implement silent reading and sometimes implement skimming-scanning, but they still haven't been enough to encourage students' creative thinking reading to help them in comprehending the text. For that cases, more effective, interactive, and appropriate strategies are needed when teaching them to make the reading activity become enjoyable and make them easily in comprehending the text.

In line with that, Antoniou and Souvignier (2007: 43) point out that effective reading requires the use of strategies that are explicitly taught. It is similar idea with Tranklesley (2003: 6) states that teacher must teach students to access content when they

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read as well as teach the strategies they need better understand the text and become more thoughtful readers. Furthermore, using the same strategies in teaching reading may probably make students uninterested in reading activity and affected on their reading comprehension achievement. The teacher needs to introduce and to try new strategies to create a lively class. Finding an efficient strategies which facilitates students' learning and help them comprehend better seems to be quite necessary (Jalilifar: 2010). It means, by teaching them with some special strategies can make them interact with the text and engage their interest in reading.

Looking at the previous studies and the fact, the researcher found limited studies that compare the effectiveness between using Creative Problem Solving strategy and Concept Mapping Strategy on students' reading comprehension. From previous studies, there are not any researchers that have compared the effectiveness from both strategies and there were not that have explained which strategy is more effective. Most of the previous studies firstly only examined the effect of Creative Problem Solving on reading comprehension (Nisa (2020); Wilany & Rahman (2020); Syafitri (2018); Theriana (2020); Moriyanti (2017); & Danesh & Nourdad (2017)). Secondly only examined the effect of Concept Mapping strategy on reading comprehension (Syafrizal (2018); Que (2021); Usman, Maidatija, & Fitriani (2017); Trang (2017); Saeedi et.al (2013); Beydani (2015); Yousofi & Seidi (2015); Kalanzadeh, Maleki, & Raz (2014); Phantarakphong & Pothitha (2014); Jaya & Latief (2013) & Yusrizal (2014)).

There are two strategies that can be applied in teaching reading comprehension which proposed at Language Development Center IAIN Padangsidimpuan. They are Creative Problem Solving strategy and Concept Mapping strategy. However, no one has applied those strategies in teaching reading comprehension. Theoretically, those



strategies can help students to comprehend the text and being active in teaching and learning process.

1.1.1 Limitation of the Problem

Based on the identification of the problems above, the scope of this study was limited in applying Creative Problem Solving and Concept Mapping strategies on reading comprehension. The reading comprehension was focused on texts that used in Language Development Center IAIN Padangsidimpuan. In this matter, the researcher used recount text. It is a kind of genre that retell the series of past events and considered as one of common kind of text that can be found in everyday life. Based on the syllabus and the students' textbooks, recount texts are most used as the reading text resources, such as personal letters, personal experience, cooking experience, incidents reports, science experiment, person's life achievement, and others that can be seen in many sources, therefore, the researcher chooses the dominant texts used.

This kind of recount text was used in teaching reading by using both Creative Problem Solving (CPS) and Concept Mapping (CM) strategies. The researcher used both strategies because of some reasons. Theoretically, CPS is a strategy to help students to reach the goal and solution in teaching and learning process. Treffinger, Isaken, and Dorval (2003: 1) state that Creative Problem Solving is a strategy to help students solve problems and manage change creatively. It means that CPS is a reading strategy which asks students to think more creative-innovative and reach creative-innovative solutions. Meanwhile, CM is a strategy that helps students in exploring their ideas and in comprehending the text. Novak & Gowin (1984) state that Concept Mapping strategy is a classroom activity which involves making of a diagrammatic representation of the relationship between the major concept (topic) and the subordinate (minor) concepts in a hierarchical order. Therefore, it is an educational strategy that links new information to



prior knowledge structure and introduces conceptual understanding through meaningful showing of concept. Practically, Creative Problem Solving strategy and Concept Mapping strategy are strategies which proposed at Language Development Center IAIN Padangsidimpuan. Yet, no one has implemented those strategies in teaching reading comprehension that can help students to comprehend the text and being active in teaching and learning process. Based on previous studies, Creative Problem Solving strategy and Concept Mapping strategy are strategies that effective and recommended in teaching reading comprehension.

Research Questions

To make the problem clear, the problem of the study was formulated in the following research questions:

1. Is there significant difference of the students' reading comprehension before and after using Creative Problem Solving strategy at Language Development Center IAIN Padangsidimpuan?
2. Is there significant difference of the students' reading comprehension before and after using Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan?
3. Is there significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan?
4. How is the effect size after using Creative Problem Solving strategy on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan?
5. How is the effect size after using Concept Mapping strategy on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan?



6. How is the effect size between using Creative Problem Solving strategy and Concept Mapping strategy on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan?

1.1 Purpose and Objectives of the Study

The purpose of this study was to find out the effect of using Creative Problem Solving and Concept Mapping strategies on students' Reading Comprehension at Language Development Center in IAIN Padangsidimpuan.

In conducting this study, the researcher described the objectives of the research as follows:

1. To examine the significant difference of the students' reading comprehension before and after using Creative Problem Solving strategy at Language Development Center IAIN Padangsidimpuan.
2. To examine the significant difference of the students' reading comprehension before and after using Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.
3. To examine the significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.
4. To explain the effect size after using Creative Problem Solving strategy on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan.
5. To explain the effect size after using Concept Mapping strategy on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan.

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6. To explain the effect size between using Creative Problem Solving strategy and Concept Mapping strategy on the students' reading comprehension at Language Development Center IAIN Padangsidempuan.

1. Significance of the Study

This study was important to carry out the effect of using Creative Problem Solving and Concept Mapping strategies on the students' reading comprehension at Language Development Center IAIN Padangsidempuan.

Internally, the findings of this research provided an effective strategies for teachers/lecturers in increasing students' reading comprehension, thus, provided some guidances in teaching by using Creative Problem Solving and Concept Mapping strategies on students' reading comprehension. Externally, the findings of this research revealed information that students' reading comprehension has significant effect after applying Creative Problem Solving and Concept Mapping strategies on students' reading comprehension, thus, became first few attepts in investigating students' reading comprehension concerning to management of learning process by using Creative Problem Solving and Concept Mapping strategies.

In other hand, the findings of this research also gave a contribution for the university as a place where this research was going to be conducted to add references of some strategies of using Creative Problem Solving and Concept Mapping strategies on that relates in affecting students' reading comprehension and as information to improve the quality of teaching English language in order to provide the facilities for teachers/lecturers, offices, and students as well. Thus, assisted university to give references or as input to conduct further research for other researchers who are interested in conducting a research with different skills. Then, helped the writer as this research

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researcher to accomplish the regulation for studies of postgraduate program at UIN

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Rationale of the Study

This study was conducted to find out the effect of using Creative Problem Solving and Concept Mapping strategies on students' reading comprehension and to compare the effectiveness of using Creative Problem Solving and Concept Mapping strategies on students' reading comprehension at Language Development Center IAIN Padangsidimpuan. If the students have lost of problems and lecturers use inappropriate strategies in teaching and learning reading process, both will impact not only in the students' class, but also in all subjects and the students' outcomes. Therefore, this study promoted Creative Problem Solving and Concept Mapping strategies to increase students' capability in reading. Rationally, these Creative Problem Solving and Concept Mapping strategies have been implemented as one of teaching strategies promoted in many areas of study. The researcher is interested in undertaking the strategies only in the skill of reading that focused on reading comprehension.

Definition of the Key Terms

Operationally, the researcher needs to define some terms in order to focus and to avoid misunderstanding and misinterpretation on the part of reader, the key terms are defined as follow:

1. **Reading Comprehension** is the reader's ability to understand information by the process of cognition, interpretation, and perception that presented in written form. Hills (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that reading comprehension is process of communication between the readers and the writer to understanding the text.



2.

Creative Problem Solving strategy is a reading strategy which asks students to think more creative-innovative and reach creative-innovative solutions. Treffinger, Isken, and Dorval (2003) state that Creative Problem Solving is a strategy to help students solve problems and manage change creatively. It means that CPS is a process or a strategy to help students to reach the goal and solution in teaching and learning process.

Concept Mapping strategy is an educational strategy that links new information to prior knowledge structure and introduces conceptual understanding through meaningful showing of concept. Novak & Gowin (1984) state that Concept Mapping is a classroom activity which involves making of a diagrammatic representation of the relationship between the major concept (topic) and the subordinate (minor) concepts in a hierarchical order. It means that it is a strategy that helps students in exploring their ideas and in comprehending the text.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Reading Comprehension

Reading is one of the important skills in learning language which have to be learnt by the students to master English well. It is a receptive skill which involves reader and writer interaction. Harmer (2001, p. 198) states that receptive skill is the way in which people extract meaning from the discourse they see or hear. It means students can learn a language from what they hear and read where the reader processes the information which got from reading a text.

Reading activity requires a reader to have a wide range capacities and abilities to get comprehension to extract and construct a meaning from a text and the reading activities have to related each other. Harris (1969); Maibodi (2008); & Lems (2010 as cited in Theriana: 2020) claim that reading is an interactive and a complex process in which the reader's perceptual abilities, word-analysis skills, experience, exposure to different languages, mindset, and capacity for logic in which all play a role in the recognition and understanding of written symbols or comprehending what someone has already written. It means that reading is not only read a text but also need to analyze the word in a text, language background, and need comprehension when the reader read.

Reading also means cognitive activities to accommodate the words or scheme in the students' minds. Tampubolon (1987) & Grabe and W. Stoller (2002) state that reading is a cognitive process that combines physical and mental effort to deduce meaning from a text in order to understand information correctly. In this matter students need reading skill in order to get a new knowledge. As Anderson (2003: 109) states that a reader must



have the following understanding in order to recognize the main idea, follow the text's procedure, get the effect, draw the inferences, and see the writer's aim during reading comprehension. The students are actively engaged and interactive with the meaning of the text, they will succeed in comprehending the text as a whole if they can understand the information in the text that they read.

In line with that, reading is also a process of building meaning. Haris & Sipay (1984); Hills (2003); Johnson (2008); Linse (2005); & Tarigan (2005) point out that reading is a process of drawing, bringing, and getting meanings from printed and written material by combining information from the text with prior knowledge appropriately. It indicates that the reader needs to use a variety of techniques to piece together the meaning the author probably intended. To accomplish this, readers should understand concepts from the text using prior knowledge and pay good attention to support ideas in the text. For readers, it is highly helpful to fully comprehend the text content in order to extract any information from the text through critical thinking.

The main goal of reading is comprehension. It means people can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Then, to get comprehension a reader have a wide range capacities and abilities, the reader can extract and construct a meaning from a text and the reading activities have to related each other. Finally, as students know that reading comprehension is very important, cause comprehension is the process by which a person understanding the meaning of the written or spoken language.

Comprehension is the primary goal of reading. It is an ability to comprehend written even spoken language as an ultimate goal in learning to read. The goal of comprehension is to teach students specific strategies in order to comprehend the text as they are reading.



As Coe, et al. (2005 as cited in Syafrizal: 2018) states that comprehension is a complex transactional process which involves reader, text, and purpose for reading. Major means of focusing on comprehension of a text are comprehension questions and focusing of comprehension typically covers literal comprehension of the text, drawing inferences of the text, using the text for other purposes, and understanding and responding critically to the text. reader is not only looking at the texts but also thinking what the reader is reading. It means it involves an interaction between the reader and the text where the reader is able to read and understand the texts. Basically, reading comprehension is an ability to comprehend what the readers read where words have context and texts have meaning. Anderson in Linse (2005) and Nunan (2003) mentions that the aim of reading is comprehension. Therefore, reading comprehension is important for the students to become effective reader in which comprehension is the process by which a person understand the meaning of the written or spoken language.

Reading comprehension involves taking meaning to a text in order to obtain meaning from text. To understand reading comprehension, it should be begun by analyzing what comprehension that involved and how it relates to the entire reading process. It is a complex skill that requires an active interaction between text elements and the reader. Heilman and Blair (1981, p. 242) mention that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. It means that there is interaction between thought and language to comprehend the text.

Reading comprehension is the ability of students in interpreting the idea of passage without knowing the individual meaning but memorizing the passage and recite it by using their own words. Harmer (2003, p. 202) claims that reading comprehension is not stopping for every word, not analyzing everything that the reader or speaker includes in



the text. It means that readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details.

It is in line with the idea, Linse defines that reading comprehension is an ability to understand a text (2005, p. 71). It means that reading comprehension involves a through understanding of the text to know what the reader has read, not only read the text but also understand and what the text talks about and comprehend the implicit and explicit meaning of the text.

Further, in comprehending a text, there is a complex arrangement of cognitive processes. It simultaneously uses awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. In accordance with Simon in Burnes and Page (1991, p. 62), reading comprehension is a process of mental operation which takes place in readers' heads while they are reading and stem from the high speed cognitive activity. This is a multi-dimensional process that involves factors related to the reader, the text, and the activity (Lehr and Osborn, 2005, p. 6). Some individuals equate decoding with reading. Just because a learner knows how to pronounce written words correctly, does not mean that they can read. Further, King and Stanley (2004, p. 8) explain that there are five aspects in the process of reading comprehension. They are; finding main idea, finding factual information/ details, finding the meaning of vocabulary in context, identifying reference, and making reference.

In concluding, reading comprehension is the ability of reader to understand the text and to comprehend the meaning of the text in which the text is broadly constructed to



include all capacities, abilities, knowledge, experiences, purposes, processes, and consequences that a person bring to the act of reading.

Purpose of Reading

Grabe and Stoller (2002) describe the purpose of reading as follow:

a. Reading to search simple information

Reading to search simple information is a common reading ability that is often used in reading tasks and probably best seen as a type of reading ability. Even though some researchers see it as a relative independent cognitive process. In reading to search simple information, students typically scan a text for a specific piece or specific word. Skimming is a common part and useful skill of many reading tasks which involves a combination of strategies to guess where important information might be in the text and using basic reading comprehension skill to form a general idea. Reading to search helps readers to find out the information needed by scanning and skimming the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. it requires to remember main ideas as well as number of details that elaborate the main idea and supporting ideas in the text and to recognize and to build rhetorical frames that organize the information in the text.

c. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complimentary, mutually supporting or conflicting information, and reconstructing of a rhetorical frame to accomodate information from multiple sources. It requires critical evaluation of the information being

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read to decide what information to be integrated and how to integrate it for reaching the reader's goal.

d. Reading for general comprehension

Reading for general comprehension is the most basic and more complex purpose of reading underlying and supporting the most other purposes of reading. It requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited constraints.

2. Kinds of Reading Comprehension

In reading comprehension, reading process can be divided in two kinds, they are:

a. Silent reading

Silent reading is using visual memory and condition of not speaking and a sound track, to train the students to really pay attention to can understand the text. According to Oxford dictionary (p.887), "Silent is condition of not speaking and a sound track". Then, Tarigan (p.22) says "Silent reading is using only visual memory". In addition, Kasihani says that silent reading is to train the students to really pay attention to can understand the text. Further according to Nunan (2006, p. 69), silent reading generally focuses in the classroom should be on getting the meaning from print when comparison is the goal of reading. That is why by silent reading, the students train to understand the material of the text.

It can be concluded that silent reading is a process who done and used by readers to get message from the written by condition not speaking and without sound track and as reading activity who done without voice of the text.

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It means that the researcher can conclude that there are many skills that are

claimed in silent reading, as follows:

- 1) Reading without voice, without move of lip.
- 2) Reading without the move of head.
- 3) Silent reading is faster than voice reading.
- 4) Reading without finger of things as director.
- 5) The speed of the eye is claimed in reading.
- 6) Reading with the good understanding.

b. Loud reading

The second type of reading comprehension is loud reading; loud reading is to train the students to be able to read with good pronunciation and to say the correct intonation. According to Kasihani (p. 64), “Loud reading is to train the students able to read with good pronunciation or speaking, the aim of loud reading is able to tell good words, phrase, and sentence of English”. In addition, according to H. Douglas Brown (p. 90), “Loud reading is the test – taker separate letters, word, and or short sentences and read them loud, one by one, in the presence of an administrator since the easement is reading comprehension, any recognize sable oral approximation of the target response is considered correct”. So, from the above definitions, the researcher concludes that loud reading is the process of reading loudly; it is done by good pronunciation and well speaking to tell good words, phrase, and sentence of English.

In addition, Tarigan (p. 22) says that loud reading is activity to read, using voice and saying the correct intonation, so the listener and reader can get information like thinking, feeling, attitude, or writer’s experience.

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It is concluded that loud reading is oral matter, therefore, in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading comprehension, for this case, reading text must be chosen which the content and the language are easier to understand.

Teaching Reading Comprehension

Reading comprehension is meant by reading for meaning, understanding, and entertaining. It includes higher-order thinking skills and is much more complex than merely decoding specific words. Teaching reading is a process of transferring knowledge from the teachers or lecturers to the students, can be inside the class, beyond the class, or somewhere. Teaching students how to figure out the meaning as well as analyze and synthesize what they have read is an necessary part of the reading process.

Based on Nunan's overview (2003, p. 68), teaching reading has at least two elements, firstly, it can infer to teach learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teach learners who already have reading skill in their first language. In learning process activities occur due to activity interaction learn how to teach. Learning is Process change of behavior of blessing experience and practice. Learning and teaching are the activities that are educational things (Djamarah, 1995, p. 1). Then, Barnhardt, et.al (1999), said that Learning is shown by a change in behavior as a result of experience. In teaching reading, teachers should prepare everything before teaching in the classroom. The preparation can be a lesson plan which will assist the teacher in teaching and can manage the time and learning process. According to Harris and Graham (2007), there are five reading processes that should be considered by the teacher, they are:

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a. Micro Processes

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. The reader must decide which chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage.

b. Integrative Process

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

c. Macro Processes

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details.

d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

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e. Metacognitive Processes

The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

In conclusion, all of the processes will help the teacher or lecturer in teaching English, especially in reading, then, will help the students to understand in part of the text that they are read as suitable as teacher's explanation, and last is the reader will be more easily to understand what the real meaning, because they already know some processes of teaching reading.

There are some barriers that students usually get in learning reading, like; It is not accustomed to pronouncing English so that the process of reading and speaking was stagnant, they are not confident/ embarrassed when talking to a smarter friend or native speaker, they have Lack of vocabulary/ vocabulary so hard to understand the text, they are afraid of making mistakes and fear of blame. Difficult to pronounce because of the English reading different from his writing, etc. To solve the problem, the teachers or lecturers must be able to understand and manage all related to the teaching and learning process in class.

Each teacher or lecturer teaches in a different way, whether in the use of technique or strategy. it depends on the subject matter and depending on whether the strategy is appropriate in use in the lesson. Most teachers or lecturers use the usual techniques in teaching reading, such as silent technique that students basically read without making a sound, some are using jigsaw techniques, herringbone, think pairs,

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and so on. Each technique or strategy has its own advantages and disadvantages. Generally, the teachers usually use a method too in teaching. Beside, Toprak and Amacioglu (2009), stated that methods are often divided into three phases: pre-reading, during reading, and post-reading activities. Then the teacher in demand to be able to choose which is suitable to be taught to students. This is where the important role of the teacher. Teachers must be creative, effective and inovative so that students can follow the lesson well and get satisfactory results, whether it is the result of understanding the learning and the value that they get.

According Djamarah (1995, p. 6) four very basic issues important that can and should be made by teachers as guidelines for the implementation of activities learning to succeed accordingly with the expected, they are:

- a. The learning objectives are formulated to be clear and directed.
- b. Choosing how to approach learning teaching that is considered the most precise and effective to achieve target.
- c. Selecting and setting procedures, methods and techniques the study of teaching is considered most appropriate and effective.

Teachers or lecturers are required to have the ability about use of various methods, techniques and strategies or combine several of them which are more relevant and effective, like Creative Problem Solving strategy and Concept Mapping strategy. Both strategies are good and interactive to be used by teachers or lecturers to teach the students in reading comprehension. Besides, the teachers or lecturers must also know kind and how the process of reading that they will do for students in the classroom.

In line with that, teaching reading comprehension means a guidance to make the students enrich their knowledge through reading comprehension. The teacher or

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lecturer should know micro skill that the students should do. Brown (2001) states the micro skills that the students must possess in increasing their reading comprehension.

a. The role of students

Teacher necessarily looks at the students' affection to keep their mood and anxiety in a good level which is closely associated with outcomes of the language learning. One of the good ways to assure students job well is by maintaining their emotional state in a proper level. As stated that students' motivation is the key point to achieve successful of teaching and learning reading. It has an important impact on reading development (Murcia (2001) as cited in Nisa: 2020). Students need to keep focus and aware on their goals in reading text efficiently because without having motivation they might be distracted easily.

b. The role of teachers

Nunan (1999) suggests that teacher's roles are closely related to the function of the teacher as follow:

- 1) The types of teachers' functions are expected to fulfill whether as director, tutor, or model. They have a role to give scaffolding by giving clear instructions through explanation and accurate guidances. Giving scaffolding provides support to students that can be done by giving explicit knowledge and guided practices. In giving instructions, a teacher should aware of implied and explicit feedback. The students' motivation will get easily lost when they do not know what to do.
- 2) The degree of controlling the teacher has been over how the learning takes place.

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- 3) The degree of teacher is responsible for the content.
- 4) The interactional patterns are developed between teachers and students.

Harmer (1998) states six principles in teaching reading as follow:

- a. The teacher needs to understand that reading is an active skill. When students read a text, they must do other activities, not just read a text, but they have to realize that including understanding the words meaning, the stated arguments, and working out whether they agree or disagree about the arguments.
- b. The teacher has to make the students enjoy reading the passage. When the students do not enjoy reading, they will get nothing from that but they will get benefits such as more knowledge and new information if they enjoy their reading.
- c. The teacher needs to encourage the students in responding the content of reading text, not just to the language being used in the text. students have to be accustomed to understand and respond to the meaning of the text and express their feelings about the topic of the text.
- d. The teacher should emphasize that prediction is a major factor in reading. Before students come into the text, they can do prediction by looking at the title which sometimes give clues to make the students comprehend the text easily.
- e. The teacher has to match the tasks to the topic. Tasks are the way to check the students' ability in reading comprehension. Therefore, good tasks are those that suitable for the topic being discussed that can be made by questions, puzzle, etc.

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- f. The teacher should exploit reading texts to the full. It means that teacher does not ask the students to read a text and move to another activity having no relation to the text. the teacher should cover all things that the students can work out with the text by discussing the text fully, studying the language, and iving additional tasks to the students.

Anderson (2003) states some key principles of teaching reading as follow:

- 1) Exploiting the students' background knowledge. Background knowledge includes all experiences that a reader bring to a text. reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, and teaching text structure. If the reading is unfamiliar topic, the teacher needs to begin the reading process by building up stuents' background knowledge.
- 2) Building a strong vocabulary base. Basic vocabulary should be explicitly taught and students should be taught to use contexts to effectively guess the meanings of less frequent vocabulary.
- 3) Teaching for comprehension. Monitoring comprehension is essential to successful reading. Students must monitor their comprehension process and able to discuss what strategies they use to comprehend the text with the teacher or with fellow readers.
- 4) Working to increase reading rate. The teacher must work towards finding a balance between assisting students to increase their reading rate and to develop reading comprehension skill. The focus here is to teach readers reducing their dependence on a dictionary.
- 5) Teaching reading strategies. Students need to learn how to use a range of reading strategies that match their reading purpose. Reading strategy means

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not only knowing what strategy to use, but also knowing how to use and to integrate a range of strategies.

- 6) Encouraging readers to transform strategies into skills. A learner learn and practice specific reading strategy that moves from conscious to unconscious and from strategy to skill.
- 7) Building assessment and evaluation into teaching. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment includes information from reading comprehension tests as well as reading rate data. Qualitative assessment includes reading journal responses and reading interest surveys, and responses to reading strategy checklist.
- 8) Striving for continuous improvement as a reading teacher. Reading teacher needs to passionate their work, view themselves as facilitator, help each other discovering what works best, teach students what to do, and understand the nature of reading process. To be effective readers, students should be able to scan, skim, read between lines and intensively, and deduce meaning from context.

Additionally, David Nunan states that there are some principles for teaching reading, they are:

- a. Exploit the reader's background knowledge.

Background knowledge includes all of experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on unfamiliar topic, you may need to begin the reading process by

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building up background knowledge. text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be

b. Build a strong vocabulary base.

Basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

c. Teaching for comprehension.

Cognition can be defined as thinking. Metacognition can be defined as thinking about our thinking. In order to teach comprehension, the readers must monitor their comprehension processes and be able to discuss with the teacher or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills. *Questioning the author* is an excellent technique for engaging students in meaningful cognitive and metacognitive interactions with text and for assisting students in the process of constructing the meaning from text. Beck et. al. emphasize that this activity is to be done during the reading process, not after reading. Students learn to engage with meaning and develop ideas rather than retrieve information from the text. Use of this approach engages the teacher and readers in queries about the text as the material is being reading.

d. Work in increasing reading rate.

The teacher must work towards finding a balance between assisting students to improve their reading rate and that the focus is not to develop *speed*

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readers, but *fluent* readers. A fluent reader is a reader who reads at a rate of 200 words-per minute with at least 70 percent comprehension

Teach reading strategies.

To achieve the desire result in reading, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading class room. A good technique to sensitize students to the strategies they use is to get them to verbalize (or talk about) their thought processes as they read. Readers can listen to the verbal report of another reader who has just read the same material, and it is often revealing to hear what other readers have done to get meaning from a passage.

f. Encourage readers to transform strategies into skills.

The use of the skill takes place outside the direct consciousness of the reader. The goal for explicit strategy instruction is to move readers from conscious control reading strategies to unconscious use of reading skills.

Build assessment and evaluation into your teaching.

Assessing growth and development in reading requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.

h. Striver for continuous improvement as a reading teacher.

Reading teachers need to be passionate about their work. They should view themselves as facilitator, helping each reader discover what works best. The

good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and techniques: you need to understand the nature of the reading process.³⁰ So, a good reading teacher should apply above principles in teaching reading to make his/her students easier to understand and comprehend the passage.

Beside it, there are some principles strategies in reading comprehension stated by Douglas Brown as follows:

- 1) Identify your purpose in reading text.
- 2) Applying spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guess at meaning (of words, idiom, etc.) when you aren't certain. Skim the text for the gist and for main ideas.
- 5) Scan the text for specific information (names, dates, key words).
- 6) Use silent reading techniques for rapid processing.
- 7) Use marginal notes, outlines, chart, or semantic map for understanding and retaining information.
- 8) Distinguishing between literal and implied meaning.
- 9) Capitalize on discourse markers to process relationship

Therefore an English teacher can apply these principles in teaching reading comprehension to make teaching-learning process more successful.

4. Teaching Reading Comprehension Based Genre

Genre is a kind of text which describes the general of the text. Pardiyono (2007) points out that genre is a kind of text types as a frame of reference in order a text can be made effectively from accuracy side, elements arrangement, and the grammar



use. Therefore it will be easier to understand the text. Djuharie (2007: 24) classifies many genres of text in learning reading skill as follow:

- a. Narrative. It is a kind of genres that has social function to tell story, to entertain, and to amuse the reader.
- b. Procedure. It is a kind of genres that has social function to describe how something is accomplished through steps.
- c. Descriptive. It is a kind of genres that has social function to describe particular person, place or thing.
- d. Explanation. It is a kind of genres that has social function to explain the process involved in the information or working of natural or social cultural phenomena.
- e. Discussion. It is a kind of genres that has social function to present information and opinion and more of one side issue.
- f. Hortatory. It is a kind of genres that has social function to persuade the reader that should be done or not.
- g. Report. It is a kind of genres that has social function to present information about something.
- h. New items. It is a kind of genres that has social function to inform reader and listener about events of the day which are considered newsworthy.
- i. Analytical exposition. It is a kind of genres that has social function to persuade the reader or listener that something is in the case.
- j. Recount. It is a kind of genres that has social function to retell the series of past events.
- k. Spoof. It is a kind of genres that has social function to retell a humorous twist.
- l. Anecdote. It is a kind of genres that has social function to share with others an account or unusual incident.

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In this research, the reading text only focused on recount text. it is a kind of genre that retell the series of past events and considered as one of common kind of text that can be found in everyday life. As Hyland (2003) & Cavanagh (1998 as cited in Sari:2018) mention that recount text means reconstructing experiences by retelling past events in original sequence that usually written as a series of events in the order in which they happened for the purpose of informing or entertaining. Recount text has structures of orientation, sequence of events, and reorientations. As concluding, it is a text that retell past events in sequence in order to inform and amuse the reader or listener.

The samples of recount text can be seen in many sources, such as in personal letters, police reports, insurance claims, and incident reports. Lutfiah (2011) classifies types of recount text as follow:

- a. Personal recount. It usually retells an experience in which the writer was personally involved. It lists and describes past event experiences by retelling it chronologically in order to inform or to entertain the reader.
- b. Procedural recount. It records events such as science experiment or cooking experience in order to inform the reader about the procedure to do something.
- c. Biographical recount. It retells past events and achievements in a person's life in order to inform the reader. It usually uses specific names of the people involved in the biography and it is also known as a factual recount which tells historical, autobiography, and memoirs.

In this research, the researcher distributed kinds of personal and biographical or factual recount texts to examine students' reading comprehension.

5. Assessing Reading Comprehension

After giving the lesson to the students, it is necessary to know how far their ability/comprehension about the lesson they read and learnt, to know their comprehension the teacher or the lecturer gives the test to the students, because testing is tool to measure. Testing students' ability to comprehend text is one of the most crucial objectives in teaching reading. Klinger, Vaughn, & Boardman (2007) states that assessing comprehension is hard to teach, because it might have challenges in determining how many students really comprehend the text. Reading comprehension assessment has different purposes including to compare students' comprehension levels with those of in a sample group, to find out if students have met reestablished criteria for their grade level, and to inform teachers how effective the reading comprehension technique they use. Westwood (2008) states that the main functions of assessment are below:

- a. To enable a teacher in evaluating the effectiveness of teaching technique and making any necessary modification to technique of deliving and learning activities.
- b. To identify students who still have dificulies in mastering the course content and need additional help.
- c. To provide students with information if they arrest to be transferred to another school or to a special education.
- d. To be accountable to parents by providing them with evidence of their student's learning.
- e. To match with govemment education authorities by providing hard evidence of achievement levels.

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In giving the suitable assessment to measure students' reading comprehension, the researcher needs to consider the types of reading. Brown (2002, p. 189) points out several types of reading as follow:

- a. Perceptive. It involves attending to the components of larger stretches of discourse letters, words, punctuations, or other graphic symbols.
- b. Selective. It involves recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.
- c. Interactive. It involves language stretches of several paragraphs to one page or more. This reading type is the process of negotiating meaning where the reader brings a set of schemata for understanding the text and intake is the product of interaction.
- d. Extensive. It applies to texts that more than a page up to pages and includes professional articles, essays, technical reports, short stories books, and books.

Looking at the reading types above, the researcher categorizes the second semester students at Language Development Center IAIN Padangsidimpuan are in interactive reading. Therefore, it can be determined the assessment of their reading comprehension. Brown (2003) claims several kinds of tests for interactive reading that suitable for assessing students. They are cloze test, improtu reading plus comprehension question, short answer task, editing task, scanning, ordering task, and information transfer. In this research, the researcher measures student's reading comprehension by giving recount texts and comprehension questions. Brown (2003: 206) states the features of comprehension questions test as follow:

- a. Main idea (topic)
- b. Supporting idea
- c. Detail (scanning for a specifically stated detail)



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d. Inferences

e. Vocabulary in context

f. Expression/idioms/phrases in context

g. Grammatical features

h. Excluding facts not written (unstated details)

In line with that, based on the syllabus of Language Development Center IAIN Padangsidempuan, as listed in the learning outcomes of reading indicators in the syllabus that the students are able to identify grammatical features, the language components of paragraph such as main idea (topic), supporting idea, theme, or others, and to identify and to infer conclusion from the text. King and Stanley (2002 as cited in Nisa: 2020) state that components of the paragraph in reading, as follow:

a. Finding main idea

Main idea is called as topic sentence which tells what the rest paragraph is in some paragraphs, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

b. Finding factual information/details

Factual information requires readers to scan specific details. Supporting sentence or specific information develops the topic sentence which appears with WH Questions by giving definitions, examples, setting, character, time, facts, an incidents, comparison, analogy, cause and effect, quotation, purpose, etc. In which the answer can be found in the text.

c. Finding the meaning of vocabulary in the text

It means that vocabulary is fundamental for everyone who wants to speak or produce utterances for reading. The reader develops guessing to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d. Identifying references

One of the purpose of reading is for a reference which is any expression used an utterance to refer to something or someone (or a clearly delimited collection of things or people). Identifying references to which they refer will help readers understand the reading passage. Reference words are usual short and be frequently pronoun, such as it, he, she, this, those, and so on.

e. Making inference

An inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. The importance of reading is to understand what the writer wrote; it is expected that reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate prediction based on the text that they have read.

In this research, the researcher used the five reading comprehension components as King and Stainly stated above as the indicators of reading comprehension which appropriate with the reading indicators of Language Learning Curriculum of Language Development Center IAIN Padangsidimpuan. They are finding main idea, finding factual information/details, finding the meaning of vocabulary in context, identifying references, and making inferences.

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As a conclusion, the researcher looked for and found out the effect of Creative Problem Solving and Concept Mapping strategies on students reading comprehension by using comprehension questions test that adopted from Language Development Center IAIN Padangsidempuan for administering and scoring students' reading comprehension on five reading indicators used: finding main idea, finding factual information/details, finding the meaning of vocabulary in context, identifying references, and making inferences.

Creative Problem Solving Strategy

Creative Problem Solving (CPS) is a strategy to find a solution for a story-based or text-based problem. Creative is an idea that has an element of newness or uniqueness, at least to the one who creates the solution, and also has value and relevancy. Problem is any situation that presents a challenge, an opportunity, or a concern. Solving is devising ways to answer, to meet, or to resolve the problem. Munandar (1975) points out that CPS has two concepts: a training program designed to improve creative behaviour and a systematic way of organizing and processing information or ideas in order to understand and to solve problems creatively to make informed decision. It refers that CPS is a way of behaving and thinking and the mental process of creating a solution to a problem.

Problem-solving activities require students to use language to communicate new information in order to solve a problem. Johnson (2008) mentions that Problem Solving sometimes refers to problem-based learning (PBL). In line with the idea, Adelman and Taylor (2006: 268) indicate that PBL is a term which involves the learning authentic concept and built around a series of active problem solving investigation. Conkting (2004) states the students work in group and they share information about the text where students will get new information from other and it can improve their language skill and



their comprehension about the text. Therefore, this strategy is very useful to improve students' reading comprehension.

CPS strategy can help students in comprehending the text and being active in teaching and learning process. Creative Education Foundation (2015) & Mitchell and Rowatt (1999) as cited in Theriana (2020) states that CPS is a process, method, system, or proven strategy to approach a problem in an innovative-imaginative way and resulting in effective action. It provides help to map problems and to challenge students in overcoming them. The stages of CPS involve students to think more innovative-creative and to reach innovative-creative solutions.

Moreover, CPS will provide many stages to help students to reach the goal and solution in teaching and learning process. Treffinger, Isaken and Dorval (2003); & Qattami (2010) state that CPS is a model to help students solve problems and manage change which involves creativity. Similar to Zhou (2017) declares that CPS is a tool to think creatively in learning process. It means CPS gives a set of easy tools to help transferring goal and dream in a real condition. It will help and enhance the problem understanding, generate new and different solution, and assess the solution using the creative skills.

Additionally, CPS strategy builds a cooperation where teacher and students work together in finding the solution. According to Parnes (1997 as cited in Giangreco et. al: 2000) claims that the process of Creative Problem Solving is a strategy to empower teams of teacher and students working together in order to meet the challenges. It is one of strategies that involves teacher and students to solve the problem by finding the best solution. Both will create a sense of belonging that make the problem easily to be solved.



Based on the explanation, the example of applying CPS in teaching and learning process is the activity of comprehending the reading text. The students can perform problem solving skills to select and to develop responses creatively not only by memorizing but also by thinking, and to expand the thinking process in order to comprehend the text and solve the problems that they find in the text. It also empowers teams between teacher and students in finding the final solution.

Purpose of Creative Problem Solving Strategy

Creative problem solving has many purposes. According to Creative Education Foundation (2015 as cited in Theriana: 2020), as below:

- a. Helping re-define the problems and opportunities they face.
- b. Coming up with new idea, innovative responses, and solution.
- c. Training to take action.
- d. Making learning and teaching process fun, engaging, and collaborative.
- e. Creating better solutions and positive experience.
- f. Helping speed the adoption of new ideas.

By applying CPS strategy, students will be motivated by the defined problem, the process of discovery, and their capabilities to make pertinent observations, comparisons, inferences, and interpretations, and to arrive to a new insight. This strategy also encourages students' creative and critical thinking to enable them comprehending the text and solving the problems that they find in the text. therefore, CPS gives a number of benefits as follow:

- a. Train students to solve problem.
- b. Encourage students to think and act creatively.
- c. Train students to face and to solve the problem realistically.
- d. Interpret and evaluate the result of observations.

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- e. Stimulate the development of students' thinking progress to solve the problem quickly.

Model of Creative Problem Solving Strategy

Creative Problem Solving provides three major components, they are; understanding the challenge, generating ideas, and preparing for action. Treffinger, Isken, & Dorval (2003) state that during the students do their tasks in finding solution of a text-based problem, they require to understand the text, find the idea, and give the solution. The challenge can be from problems of the text, generating idea is used to find the best solution, and preparing for action is used when students choose the best solution for the problem. Bukharuddin (2016) mentions that the model of CPS can be seen from the following stages:

- a. Clarification. Students clarify the covers of the problem with explanation about the matter to which the students is submitted therefero they can understand what the expected completion is.
- b. Expression. Students are free to express their opinions on the matter.
- c. Evaluation and selection (Development). Each group discusses suitable opinions for solving the problem.
- d. Implementation. Students decide the opinions to solve the problem and apply it till getting a solution to the problem.

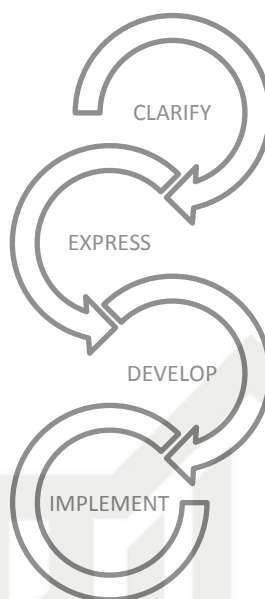
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Figure 2.1.
Model of Creative Problem Solving Strategy



(source: Bakharuddin: 2016)

3. Procedures of Creative Problem Solving Strategy in Teaching Reading Comprehension

Creative Problem Solving strategy is implemented in the following procedures (Johnson: 2008, 150):

- a. Identify and define the problem found in the story or text.
- b. Allow students to work in small groups to generate as many ideas for a solution.
- c. Students choose one best idea for solution.
- d. Students elaborate and refine the ideas with others. Then, students share their solutions.

2.3 Concept Mapping Strategy

Concept Mapping (CM) strategy depicts important concepts across a selection of text and show how they connect structurally. It is in line to view of Novak (1998); & Novak & Cannas (2008) that CM facilitates meaningful-longlife learning knowledge through a framework providing major concept boxes that will have lines to and from



several other concepts boxes generating ideas. As a teaching strategy, students use a map developed by the teacher. As a learning strategy, students develop their own maps. In a text mapping, the major concepts of a passage attach to major branches in a diagram to which minor branches are added for details.

Concept mapping is a strategy that can be used to understand the text structures. Chang, Sung, & Chen (2002); Munthe (2009); & Kommers (2004) introduce CM as an educational technique of students that links certain knowledge structures to the new information and introduces conceptual understanding through representing relationship of the main concepts. In teaching and learning, concept mapping can be used in various ways; created map by students, created map by teacher and students, and presented map to the students. Identically, Berry (2008) contributes CM as a way for students in representing their understanding of the interrelation between concepts that they encounter in their learning. It means CM leads the students to engage in learning process activity.

Moreover, Concept Mapping represents relationships among a set of connected concepts and ideas. Students reflect on what they know and what they don't know. Novak & Gowin (1984); & Sinatra, Gemake, & Morgan (1986) state that CM covers a diagrammatic arrangement describing how the written works are represented the relationship between the major and the minor ideas. In this matter, it helps the students to link the prior knowledge to novel information and manifest related ideas.

Beneficially, Concept Mapping reveals in what ways readers remember, organize, interpret, and understand information in a particular subject area. Alebinejad & Mousapour (2007 as cited in Yousofi & Seidi: 2015) defines CM as a graphic organizational technique design to help individual and group to explain and explore their



knowledge and understanding a topic. It means by using the strategy, it will help students

organizing and understanding new information more clearly by linking their new knowledge with their prior knowledge.

Purpose of Concept Mapping Strategy

Concept mapping are also known as story map, semantic map and narrative map. The components of concept mapping are: Topic, sub topic, definition, function, and example. This type map also had positive effect on reading comprehension and summarization skill. In this research, researcher focuses on students' reading comprehension. Daley (2010) shows the purposes of concept mapping on reading comprehension, as below:

- a. to generate ideas (brainstorming)
- b. to design complex structure
- c. to communicate complex idea
- d. to new idea explicitly integrating new and old knowledge
- e. to asses understanding or diagnose understanding.

Concept Mapping is an effective way to teach and learn about a new information and represent concepts to help the students in organizing the importance ideas in reading passage. It can be seen from provided benefits of CM for students. Meyer (1989 as cited in Que: 2021) states that CM helps students to creatively transfer information to solve problems, to organize information coherently in reading passage, and to provide a convenient and to concise schematic summary of learning. Moreover, Stize & Alvarez (1978 as cited in Que: 2021) adds that CM gives students a confidence sense to manipulate and to rearrange information, increases concentration to focus on the task, and improves motivation for self-directed learning.

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2. Classification Format of Concept Mapping Strategy

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 Concept Mapping is the meaningful learning strategy when a new concept is inserted into more. There are four designs of CM as Munthe (2009: 19) states below:

- a. Provide major concept placed on the top and specific concepts placed beneath the major concept.
- b. Use arrows to show their interrelationship.
- c. Represent the description of the students' understanding to the topic.
- d. Derive from interconnection between the concepts.

Furthermore, the formats of Concept Mapping are provided as Sinatra, Gemake, & Morgan (1986: 5-6) classifies as follow:

- a. Narrative mapping format.
- b. Descriptive mapping format.
- c. Comparative and contrast mapping format.
- d. Classification mapping format.

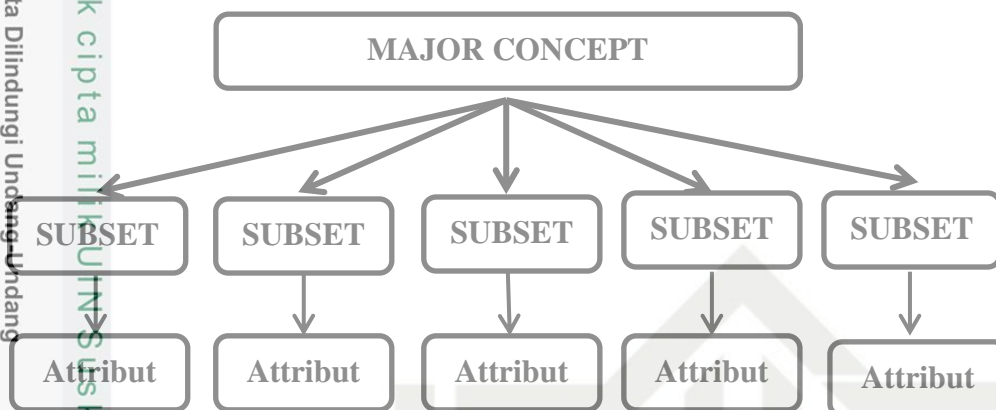
In this research, the researcher used classification mapping format due to Classification mapping format is the kind of mapping format that shows relationship among concepts by displaying how boxes are related. The classification mapping format is presented in the following figure:

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Figure 2.2

Classification Mapping Format



(Adapted from Sinatra, Gemake, & Morgan: 1986)

Based on the figure above, there are three elements of the classification mapping format, namely; major concept as the topic of the text, subsets which link their relationships to the topic, and attributes which explain specific type of each subset.

3. Procedure of Concept Mapping Strategy in Teaching Reading Comprehension

Concept Mapping strategy can be very helpful for teaching-learning reading comprehension. Schwart (1988, as cited in Urquhart & Frazee 2012) stated that CM is a kind of graphic organizer to teach students about the meaning of key concepts in their reading. This strategy helps students in understanding the essential attributes, qualities, and characteristics of a concept or word meanings. This strategy can also be used before, during, and even after reading in enhancing students' comprehension of a text (Urquhart & Frazee, 2012). In teaching reading comprehension, there are some procedures that can be used for building Concept Mapping as Pannen (2001) states that:



- a. Start with the main idea, topic, or issue to focus on.

Choose a focus question or something that needs to be solved or a conclusion that needs to be reached. The topic or question is decided on that will help with the hierarchical structure of the concept mapping.

- b. Determine the key concepts.

Find the key concepts that connect and relate to the main idea and rank them. The most general and inclusive concept comes first, then link to smaller or more specific concepts.

- c. Finish by connecting concepts.

Creating and linking phrases or words. The basic links between the concepts are created and add crossed links which connect concepts in different areas of the map to further illustrate the relationships and strengthen the understanding and knowledge of the students about the topic.

Thus, here are some procedures in applying Concept Mapping strategy in teaching reading comprehension as Stoica et. al (2016) describes as follow:

- a. Selecting a text that related to curriculum.
- b. Giving some questions that have relation with the topic (brainstorming).
- c. Drawing a concept map on the board.
- d. Explaining that concept map that will organize the important ideas in text.
- e. Explaining structures of concept mapping which consist of : 1) Main topic, 2) Sub topic and, 3) Attributes of sub topic.
- f. Distributing the text.
- g. After reading, students complete the concept map with information from the text.



2.4 Related Studies

Related research means studies conducted by other researcher that are relevant to the present study. It means that related research can look at other studies which the researchers have done. The relevant studies to this research “The Effect of Using Creative Problem Solving and Concept Mapping Strategies on Students’ Reading Comprehension at Language Development Center IAIN Padangsidempuan” are presented below:

1. An experimental study by Eka Wilany & Abdul Rahman (2020) entitled “The Effect of Creative Problem Solving Method Towards Efl Students’ Reading Comprehension”. The objective of this research was to find out whether there was significant effect of Creative Problem Solving method towards students’ reading comprehension. This research was nonrandomized control group, pretest - posttest design. The samples were two classes in SMAN 11 Batam. It was used total sampling. Multiple choice of reading comprehension test was used as instrument of this research. The research found out that there was significant effect of Creative Problem Solving Method to students’ reading comprehension. By using creative problem, student found the problem they found and think the best solution for their problem.

In my research, it is focused on to find out whether there is a significant effect of Creative Problem Solving method on students’ reading comprehension for university students, used quasi experimental pre-test post-test design in which two experimental groups and one control group selecting them by random sampling, and multiple choice and observation sheet are used as instruments of my research.

2. Saafrizal conducted an experimental research through quasi-experimental design which involved pre-test and post-test procedures to find out the effect of concept

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mapping strategy on the students' reading comprehension entitled "The Effect of Concept Mapping Strategy on Students' Reading Comprehension at Ma Arrasyid Tambilahan". The samples were divided into two groups; experimental group and control group by a cluster sampling technique was used to take them as samples. the result concluded that the application of concept mapping gives positive effect toward the students' reading comprehension.

The difference on my researcher is lied on the context of samples, I am motivated to prove this theory whether it is relavant conducted for university students at at second semester Language Development Center IAIN Padangsidimpuan that supported with other theories too.

3. An experimental study of Nanda Syafitri (2018) to find out The Effect of Applying Creative Problem Solving Model Assisted by Puppet as Teaching Media on the Students' Critical Reading Comprehension entitle "The Effect of Applying Creative Problem Solving Model Assisted by Puppet as Teaching Media on the Students' Critical Reading Comprehension", one class as the sample senior high school in Madrasah Aliyah Muhammadiyah 01 Medan and multiple choice or statement true or false which consist of 20 items as the instrument of collecting the data. The result showed that the result of this research proved that applying Creative problem Solving model assisted puppet as media was significantly affected on students' critical reading comprehension.

In this research, the reseracher applied CPS by combining it with Puppet as the media and one class as the sample. In my research, I intent to apply CPS as strategy in teaching reading comprehension to find out the effect of the strategy on reading comprehension for universitty students level by using a CPS experimental class and a control group without using CPS.

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4. Moriyanti (2017) conducted an experimental studies entitled “The Influence of Problem Solving Strategies on Reading Achievement and Motivation”. The aim of the research was to measure the influence of problem solving strategies on reading achievement and motivation. The data were analyzed and tabulated statistically. Based on the data, the result showed that the application of problem solving strategies could influence students’ reading achievement and motivation.

A study of Ana Theriana (2020) to find out whether there was significance difference or not between the students who were taught in Application of Creative Problem Solving Method in Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang and those who were not, entitled “The application of creative problem solving method in teaching reading recount Texts to the tenth grade students of Senior high school 2 Palembang”. Nonequivalent control group design of quasi-experimental design was applied in this study. Based on the result of this study, the creative problem solving method could improve students’ achievement in reading recount text. There was a significant difference between the students taught in Application of Creative Problem Solving Method in Reading Recount Texts to the Tenth Grade Students of Senior High School 2 Palembang and those who were not.

6. Bustami Usman, Refha Maidatija, & Siti Sarah Fitriani (2017) conducted a study to find out if reading comprehension ability of students from class X at SMAN 1 Sawang could improve significantly by using the Concept Mapping technique in teaching-learning reading EFL entitled “Using Concept Mapping to Improve Reading Comprehension”. True experimental design was employed in this study. Tests were used as instruments to collect data which was analyzed using SPSS version 16 and a questionnaire with a Likert scale was used to find out the students’

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responses toward the use of Concept Mapping for learning reading comprehension.

The data concluded that using the Concept Mapping technique significantly improved the reading comprehension ability.

In my study, I will conduct an experimental research of quasi experimental pre-test and post test design. Multiple choice test and observation sheet are used to collect the data.

An action research by Stella Rose Que (2021) entitled “Using Concept Mapping to Improve Students’ Reading Comprehension at the First Grade of SMA Negeri 7 Ambon”. This study aimed to determine students’ improvement in reading comprehension by using concept mapping Technique. The result shows that this technique can be successfully used to improve students reading comprehension of SMA Negeri 7 Ambon especially class X. Although there were some problems which raised during teaching learning process but collaboration between English teacher and the writer help this study going smoothly. Through the technique the students can actively participate in the teaching and learning process. This is proved by the result of second cycle, where students who grade bellow 65 improved better after the implementation of concept mapping technique. Besides, the students also show positive responses toward Concept Mapping technique in the teaching learning process so the result in the class is more lively and enjoyable.

This study, the researcher applied Concept Mapping to improve students’ reading comprehension at school in conducting an action research of 2 cycles by using test, observation, and questionnaire as the instruments. Meanwhile, in my research, I am interested in conducting an experimental research to find out the effect of CPS strategy and Mind mapping on students’ reading comprehension at university by using test and observation checklist as the instrument.

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8.

The study was conducted by Khairun Nisa (2020) entitled “The effect of Using Creative Problem Solving (CPS) Strategy and Students’ Learning Participation on Their Reading Comprehension of Narrative Text at State Senior High School 3 Mandau Bengkalis Regency.” This study was conducted to find out the significant effect between CPS strategy and students’ learning participation on their reading comprehension of narrative texts at State Senior High School 3 Mandau Bengkalis Regency. The research was quasi-experimental with two groups pre-test and post-test design. 68 students were the sample of the research consisting of two classes as experimental group by using CPS strategy and control group by using conventional method. quantitative approach was used to analyze the data. The data found that there was a significant of CPS strategy on students’ learning participants and can be used as an alternative strategy in teaching reading comprehension to make the students learn actively and comprehend well.

This article focused on the effect of CPS strategy and Students’ learning participation on reading comprehension of Narrative text at school, and the data was collected by using questionnaire, observation list, and test. Meanwhile the researcher focuses on two strategies namely CPS strategy and Concept Mapping on Students reading comprehension of functional text of recount text at university. The data will be collected by using test and observation checklist. The similarity lies on the research design with a pre-test and post-test in experimental and control group.

9.

An experimental study was conducted by Beydarani (2015) entitled “The Influence of Concept Mapping on Reading Comprehension of Iranian English Students Employing Persuasive and Descriptive Texts”. This study aimed to investigate the influence of concept mapping on reading comprehension of EFL learners employing persuasive and descriptive texts. 52 students were selected as the participants of the

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study randomly assigned in four groups: two control groups and two experimental groups. Students in two experimental groups received treatment of concept mapping as reading comprehension texts while students in two control groups received no treatment of concept mapping. The results indicated that the learners in two experimental groups outperformed the learners in two control groups in reading comprehension. This study also showed that semantic mapping has different effect across types of texts. students who received persuasive text performed well than who received descriptive text.

This study was conducted for two Experimental classes and two control classes while in my research there are two experimental classes for CPC strategy class and Concept Mapping class and one control class without using both strategies. Furthermore, this study focused on reading comprehension of persuasive and descriptive texts while in my research focuses on reading comprehension of functional text in recounts reading texts.

10. A study of Gholam-Ali Kalanzadeh, Zinat Maleki, & Aazam Raz (2014) entitled “Concept Maps and Reading Comprehension among EFL Learners”. The aim of this study was to find out whether the application of concept maps have any significant effect on the reading comprehension of Iranian EFL learners. In this research, the researcher found the the application of concept maps had significant effect on the reading comprehension of Iranian EFL learners.

In this research, the results of this study showed that the null hypothesis was rejected because p-value (0.000) was less than 0.05 at 68 degree of freedom, so concept maps accompanying the text have significant effect on the reading comprehension of Iranian EFL learners. The participants of this study were university students, the researcher suggested that another study can be conducted to determine the impact of

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concept maps on different age groups. Therefore, it may be the case that if this research were conducted with younger or older students. This study can be a bases for my research that will be conducted for university students of EFL students in context of Indonesia at second semester Language Development Center IAIN Padangsidempuan.

11. Nouroddin Yousofi & Narges Seidi (2015) conducted an experimental research of pre-test and post-test design entitled “The impact of concept mapping technique on EFL reading comprehension: A case study”. The researcher indicated that *concept maps are one of the strategies that can be applied by the learners in their reading comprehension*. The findings of this study had some implications in applying appropriate technique to teach reading to EFL learners.

12. “Development of English Reading Comprehension by Using Concept Maps” a study of Phatchara Phantharakphonga & Suteera Pothitha (2014) to study the development of English reading comprehension by using concept maps, and to study the students’ attitudes towards learning English reading comprehension by using concept maps. This study conducted through the use of scores from concept map retelling based on the redeveloped rubrics and comprehension test and the interview was also conducted. The data concluded that the use of concept maps could enhance the students’ English reading comprehension.

13. An action research was conducted by Candra Jaya and Mohammad Adnan Latief (2013) to develop the concept mapping strategy to improve the reading ability of the second semester students at College of Islamic Studies *Ma’arif* (STAI) Metro-Lampung entitled” Using Concept Mapping to Improve the Reading Ability”. The findings of the study revealed that the concept mapping strategy that involves the use of concept mapping format to be filled in based on the comprehension from a



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Reading text has successfully improved the Reading ability of the second semester students of the English Department at STAI Ma'arief Metro Lampung. The success is indicated by the students' improvement in reading scores and in the improvement of joyful learning interaction. The students enjoyed learning reading using concept mapping and found concept mapping helpful.

The difference in my research that I conduct an experimental research of the effect of Creative Problem Solving Strategy and Concept Mapping Strategy on Students' Reading Comprehension at second semester Language Development Center IAIN Padangsidimpuan.

14. An action research of Yusrizal (2014) entitled "Contribution of Concept Mapping on the Improvement of Students' Reading Comprehension of Open University of Bengkulu". This study aimed to find the contribution of CPS to improve students' reading comprehension for university students at six semester of PGSD program in UT Bandung. Based on the data, It was found that Concept Mapping can improve students' reading comprehension. This can be evidenced from the students' means which gradually improved in cycle one, two and three. In particular, the study provided the discussion of 7 indicators of reading comprehension that were improved by using concept mapping during the research, as the result of Concept Mapping contribution.

There were three basic differences of this research and my research, in which in the researcher conducted an action research by 3 cycles for university students of PGSD program semester 6 meanwhile I conducted an experimental research for FTIK second semester students at Language Development Center not in faculty class. Moreover, this study provided 7 (detail information, main idea, summarizing, inference, cause-effect, predicting, and excluding facts) indicators of reading

comprehension while I use 4 indicators of reading comprehension (main idea, factual/detail information, references, and word meaning).

15. Phan Thuy Trang (2015) conducted an experimental research to investigate the effects of using concept mapping on EFL learners' reading comprehension and to examine their attitudes towards the implementation of concept mapping in reading lessons entitled "The Effects of Concept Mapping on Efl Students' Reading Comprehension". The samples were sixty-four first year EFL students. The data were collected from the pre-test and post-test, and questionnaire. The findings indicated that there was a significant difference in the students' reading comprehension: the students in the experimental group outperformed those in the control group. The study also indicated the positive attitudes of the students towards the use of concept mapping in reading lessons. They enjoyed learning reading using concept mapping and perceived using concept mapping as beneficial in reading lessons.

16. Maghsoud Danesh & Nava Nourdad (2017) conducted a correlation research entitled "On the Relationship between Creative Problem Solving Skill and EFL Reading Comprehension Ability". The study aimed to investigate the relationship between Creative Problem Solving (CPS) skill of Iranian secondary school students and their reading comprehension ability. The sample of participants included 70 second grade students randomly selected among secondary school students. The Torrance Test of Creative Thinking was used to measure CPS. The results indicated that there was a positively significant correlation between reading comprehension ability and CPS skill. Among the subcomponents of CPS, elaboration and originality revealed positively significant correlation with reading comprehension. Furthermore, the findings suggested a dire need of accommodating creativity and CPS techniques and

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activities in EFL materials, text book. Teaching creativity is highly recommended as a prerequisite for every kind of learning including foreign language learning.

This study conducted a correlation reasearch of CPS and Iranian students' reading comprehension ability at school. Meanwhile my research focuses on to find out the effect of CPS and Concept Mapping on Students' reading comprehension at university students in Indonesian context.

7. A study of Ali Saeedi et. al (2013) entitled "Comparing Effectiveness of Methods of Presentation and Providing Concept Maps on Reading Comprehension". The purpose of this study was comparing effectiveness of methods of presentation of concept maps and methods of concept mapping on reading comprehension. The research instruments were experimental texts, comprehension test, camp tools software, and tteacher-generated concept maps. The results of this study indicated that presentation of per-prepared concept maps significantly improved comprehension, compared to the map generation and control group. But paper-pencil and computer-based concept mapping compared to the control groups were not statistically significant. The best way for use of concept maps is teacher-generated concept maps with texts.

18. The research entitled "The Effect of Using Creative Problem Solving (CPS) Method Toward Students' Speaking Ability of the Second Year at State Islamic Junior High School 094 Tembilahan" done by Nurfadhlina (2014). The objectives of this study is to find out whether the students' speaking ability in telling recount text by using Creative Problem Solving (CPS) method is higher than without using Creative Problem Solving (CPS) method of the second year students at MTs N 094 Tembilahan and to find out whether there is a significant effect of using Creative Problem Solving (CPS) method toward speaking ability in telling recount text of the

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second year at MTs N 094 Tembilahan. In the research, the type of the research was quasi experimental research. The samples were two classes which consisted of an experimental taught by using Creative Problem Solving (CPS) method and a control class taught by using conventional strategy. The technique of data collecting was test which consisted of pre-test and post-test. The data found that there was a significant effect of CPS method on students' speaking ability.

The differences between this research and in my research were; the first this research focused on the effect of CPS method on students' speaking ability in telling recount text at school meanwhile in my research is focused on the effect of CPS and Concept Mapping on students' reading comprehension of functional text in recount texts at university. In this research the data was collected by using test meanwhile in my research the instruments are test and observation checklist.

19. Ali Kazemi & Amin Moradi (2019) conducted an experimental research to investigate the effect of concept mapping and rehearsal on speaking accuracy and complexity of Iranian intermediate EFL learners entitled "The Influence of Concept Mapping and Rehearsal on Speaking Accuracy and Complexity". Two language institutes were randomly selected in Yasouj, Iran. A Quick Placement Test was validated and administered. The findings were that concept mapping had a statistically significant effect on speaking accuracy and complexity of intermediate EFL learners. While, rehearsal significantly improved accuracy. It was revealed that the concept mapping group and the rehearsal group do not show significant differences in terms of accuracy, but the concept map group outperformed the rehearsal group in terms of complexity. These findings have important implications for teaching speaking.

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In this research, the researcher focused on speaking skill to carry out the effect of concept map and rehearsal strategies on the skill and proved giving effect for teaching speaking.

20. A study of Maryam Shakoori, Parvin Kadivar, & Reza Sarami (2017) entitled "The Effect of Concept Mapping Strategy as a Graphical Tool in Writing Achievement among EFL Learners". Semi experimental design and 28 students were selected from Danesh Gostar Foreign Language center as a sample group of experimental and control group. The results indicated that the use of concept mapping was efficient in writing achievement for experimental group. The use of efficient and practical method like concept mapping as a graphical tool for representation of knowledge that emphasizes on the relationships between concepts can facilitate and make writing achievement interesting for EFL learners and give depth and meaning to learning.

In this research, the researcher focused on writing skill to carry out the effect of concept mapping strategy as a graphical tool in writing achievement among EFL learners and indicated efficient effect for teaching writing as a graphical tool. My research focuses on reading comprehension to carry out the effect of concept mapping strategy on students' reading comprehension for EFL students in context of Indonesia.

21. Anwar Hussein–Abdel Razeq & Ghada Abualhommos (2019) had conducted an experimental research at a female high-school in a foreign language setting. Fifty six eleventh grade students are divided in two equal groups: nonmapping group (control) and mapping group (Experimental Group) entitled "Using Concept Maps in Teaching Writing in the L2 Classroom". This study investigated the effect of employing Concept Mapping (CM) as a pre-writing planning strategy on English

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Language Learners' (ELL) writing performance on different modes of writing and to investigate the effect of the explicit teaching of CM on ELL's knowledge and skills pertaining to vocabulary, organization, grammar and punctuation. To analyze the results, the study used Independent Sample T-Test and ANOVA Test on composition scores. The findings indicated that the Experimental Group who uses CMs scored significantly higher than the Control Group in all areas of writing. CMs effectively had the potential to enhance students' writing skills.

In this research, the researcher focused in improving writing skill by using concept maps to find out the effect of the strategy on students' writing skill and it was proved that CMs significantly effected students' writing skill. Different to my research, it is focused on the effect of CMs on students' reading comprehension.

22. A study of Ummi Rasyidah & Dedi Mardiansyah (2014) entitled "The Effects of Concept Mapping Learning Strategy on Civil Engineering Students' in English Reading Comprehension". This study extended the knowledge garnered with civil engineering populations by determining the reading comprehension strategies most important to students' success on adult literacy outcome measures and aligning them with previously researched interventions. Concept Mapping should benefit from strategies that teach looking for clues in or generating questions about a text. A pre-experimental design was used. The result showed that post-test is higher than pre-test. There was an improvement of students' reading comprehension achievement by using Concept Mapping Strategy.

In this research the researcher conducted a pre-experimental research design to find the improvement of students' civil engineering reading comprehension achievement.

In my research, the focus is in teaching English reading comprehension for English class students by using CMs.

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23. A study of B. O. Abdul-Raheem (2012) entitled “Effects of Problem-Solving Method on Secondary School Students’ Achievement and Retention In Social Studies, In Ekiti State, Nigeria”. This study investigated the effects of problem-solving method of teaching on secondary school students’ achievement and retention in Social Studies. Quai-experimental, pre-test, post-test, and control group design were adopted. The sample for the study consisted of 240 Junior Secondary School Class II students randomly selected from six secondary schools in Ekiti State, Nigeria. The instrument used for the study was the Social Studies Achievement Test (SSAT) designed and validated by the researcher. The data were analyzed using t-test and ANCOVA statistical tools. The results showed that problem-solving method is more effective than conventional lecture method in improving students’ achievement in Social Studies. Government should also emphasize the use of problem-solving method to teach Social Studies in secondary schools.
24. Kevin Oliver (2009) had conducted a study to investigate how well 74 6th-grade science students represented text structures from a 900-word textbook chapter on soil conservation, given a concept map template with four superordinate terms and 24 unsorted concepts entitled “An Investigation of Concept Mapping to Improve the Reading Comprehension of Science Texts”. Findings suggest students were more successful at classifying pre-selected terms under given superordinate categories than they were at fully identifying relevant concept sets and articulating three different relationship types between terms. It means that students expressed a strong preference for mapping in pairs or small groups compared to mapping alone. The researcher recommended for improving the relational thinking of students tasked with concept mapping expository science texts, including bridging to more open-

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ended maps, embedding mapping in longer-term inquiry projects, and leveraging collaborative and tool-based scaffolds.

25. An experimental research was conducted by Asmidar (2018) entitled “The Effect of Creative Problem Solving Model toward Students Learning Activities and Learning Outcomes of Science Learning”. The purpose of this research to determine the effect of Creative Problem Solving learning model on the activity and learning outcomes of students on science learning in grade VI elementary school. The type of this research was quasi-experiment research with posttest only control group design. The sample in this research was class VIA MIN 3 Padang as experimental class and class VC MIN 3 Padang as control class by simple random sampling technique. Data were analyzed by using descriptive and test-t. From the analysis results obtained the Creative Problem-Solving learning model have an effect on students’ learning activity and outcome.

26. “Effects of the Creative Problem Solving (CPS) Learning Model on Matter and Properties of Matter for Seventh Grade Students” a study of Cajorn, et al. (2012) to study the effects of the Creative Problem Solving (CPS) Learning Model on the students’ learning achievement, scientific creativity skill, and scientific attitudes. The design of this study was pretest-posttest control-group design. The findings revealed that the CPS learning model was effective and could be used in the science classroom. It means that the students who learned through the CPS learning model had the overall mean scores in learning achievement, scientific creativity skill and scientific attitudes higher than those who learned with the conventional learning model.

27. A study of Tri Murwaningsih & Muna Fauziah (2020) to determine the effectiveness of the CPS learning process in thematic learning and the effectiveness of CPS on

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students' divergent thinking skills entitled "The Effectiveness of Creative Problem Solving (CPS) Learning Model on Divergent Thinking Skills". The samples were 104 fifth-grade students at public elementary schools in Laweyan District. Test instruments, observation sheets, and documentation were used to collect research data. This study went through two stages of data analysis, namely quantitative tests and qualitative analysis using interactive analysis methods through data reduction, data display, and conclusion drawing. The result showed that the CPS learning model is more effective than DI to improve students' divergent thinking skills. It means the results of this study can be applied to improve the divergent thinking skills of elementary school students.

28. Adeneye Olarewaju & Adele Awofala (2011) had conducted an experimental research entitled "Effect of Concept Mapping Strategy on Students' Achievement in Junior Secondary School Mathematics". This study investigated the effect of concept mapping strategy on achievement in mathematics of 88 junior secondary year three Nigerian students. The study adopted a pre-test, posttest non-equivalent control group quasi-experimental design and data collected for the study were analyzed using the t-test statistic. Results showed that concept mapping is an effective strategy for teaching and learning mathematics and capable of improving students' mastery of content at the higher-order levels of cognition. The researcher recommended concept mapping should be added to the teaching strategies of mathematics teachers at the secondary school level. It means.
29. "The effect of creative problem-solving models on students' higher level thinking skills in linear programming" an experimental study of R. Adilla et. al. (2020). The purpose of this study was to determine the effect of Creative Problem Solving (CPS) on Higher Level Thinking Skills of Grade XI students in High Schools in Linear

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Programs. This research was carried out in SMA Negeri 5 Palembang. This research method is quantitative with only a control group posttest design. The results of the study showed that higher-order thinking skills in the experimental class were higher than the control class. It means that CPS influences Higher Level Thinking Skills in Class XI of SMA Negeri 5 Palembang in linear programming.

A. Muin, S. H. Hanifah, & F. Diwidian (2018) had conducted an experimental research to analyze the effect of creative problem solving (CPS) learning model on the students' mathematical adaptive reasoning entitled "The effect of creative problem solving on students' mathematical adaptive reasoning". The method used in this study was a quasi-experimental with randomized post-test control group design. Samples were taken as many as two classes by cluster random sampling technique consisting of experimental class (CPS) as many as 40 students and control class (conventional) as many as 40 students. The result of this research showed that the most prominent aspect of adaptive reasoning that could be developed through a CPS was inductive intuitive. CPS model could develop student' mathematical adaptive reasoning skills and could facilitate development of mathematical adaptive reasoning skills thoroughly.

Based on the previous studies above, the researcher focuses on three terms of Creative Problem Solving strategy, Concept Mapping strategy, and reading comprehension. Therefore, this research is conducted to find out the effect of using Creative Problem Solving strategy and Concept Mapping strategy on students' reading comprehension at Language Development Center IAIN Padangsidimpuan. Using both strategies on students' reading comprehension at Language Development Center IAIN Padangsidimpuan on the basis that; the first, the teacher needs to increase the students' reading comprehension therefore the teacher should find the appropriate strategies by

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using Creative Problem Solving strategy and Concept Mapping strategy. The second, the previous studies above indicated briefly that Creative Problem Solving strategy and Concept Mapping strategy can impact on students' reading comprehension skills, therefore the researcher feels confident and believe in conducting Creative Problem Solving strategy and Concept Mapping strategy on students' reading comprehension at Language Development Center IAIN Padangsidimpuan. The third, reviewing from the previous studies, there is a limited study that compare the effectiveness between using Creative Problem Solving strategy and Concept Mapping Strategy on students' reading comprehension. Most of the previous studies only examined the effect of Creative Problem Solving on reading comprehension and examined the effect of Concept Mapping strategy on reading comprehension. The last, looking at the field, Creative Problem Solving and Concept Mapping strategies can be applied in teaching reading comprehension which proposed at Language Development Center IAIN Padangsidimpuan, yet, no one has implemented those strategies in teaching reading comprehension. As conclusion, the effect of using Creative Problem Solving strategy and Concept Mapping strategy on students' reading comprehension, both have not conducted even at Language Development Center IAIN Padangsidimpuan.

Operational Concept

Operational concept is a concept used as a guidance in avoiding misunderstanding which should be interpreted into particular word in order to make it easy to be measured. It is used in clarifying the variables to avoid misunderstanding and misinterpreting where all related theoretical frameworks can be operated in the operational concept. It means that it is the concept used to clarify the theories used in the research to avoid misunderstanding and misinterpretation which is derived from related theoretical

concepts on all variables that should be operated in an academic writing as research

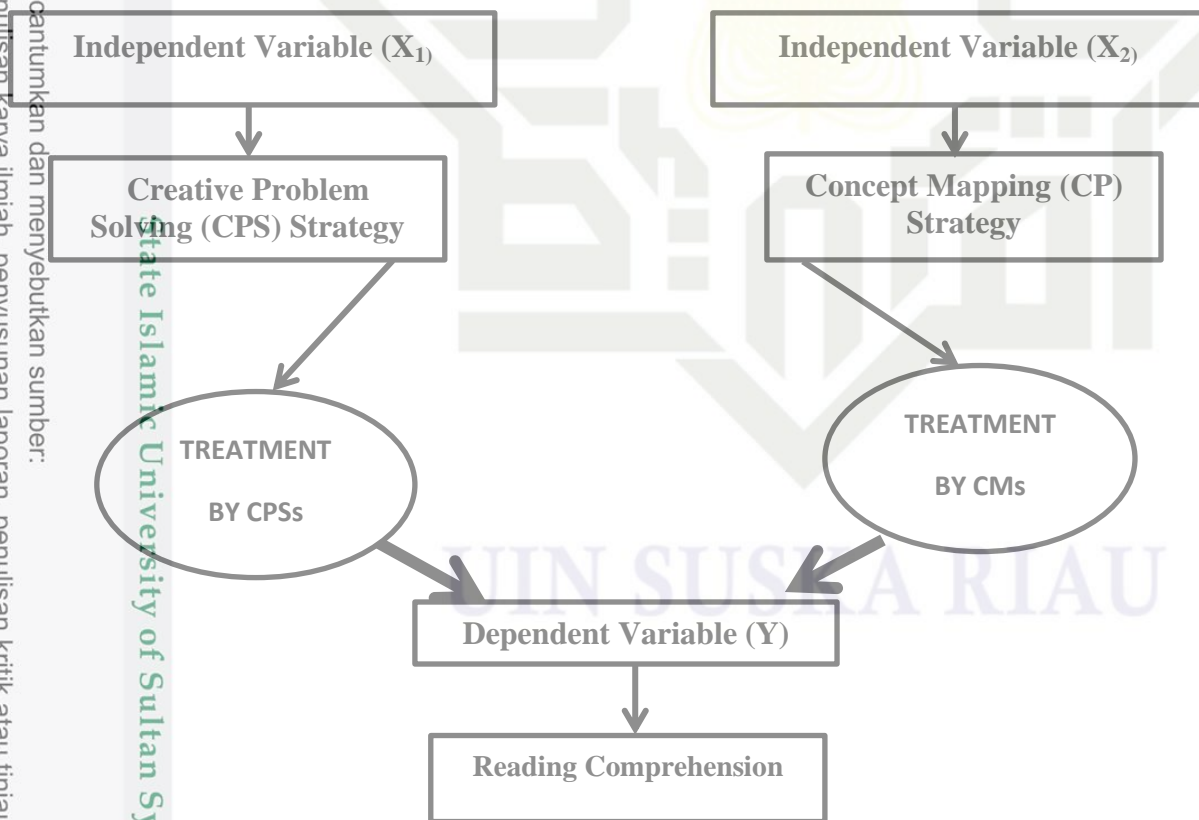
paper practically and empirically.

This research was a comparative experimental research which focused on gaining students' reading comprehension, taught by using Creative Problem Solving strategy in experimental class 1 and taught by using Concept Mapping strategy in experimental classes 2 at Language Development Center IAIN Padangsidempuan Therefore, in analyzing the problem of this research, there are three variables as below:

1. Using Creative Problem Solving strategy as the first independent variable (X_1).
2. Using Mind Mapping strategy as the second independent variable (X_2).
3. Reading comprehension as the dependent variable (Y)

The operational concept in this research is shown in the figure below:

Figure 2.3
Operational Concept



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Based on the operational concept above, the researcher decided some factors to be operated as described. In another way to show the technique of the researcher, the indicators of each variable as follow:

Indicators of Creative Problem Solving Strategy (X_1)

Indicators of the implementation of Creative Problem Solving strategy can be seen in the following procedures (Johnson: 2008, p. 150):

- 1) The lecturer asks students to identify and to define the problems found from the text.
- 2) The lecturer allows students to work in groups to generate as many ideas for solutions of the problems.
- 3) The lecturer asks students to choose the best ideas for the solutions.
- 4) The lecturer asks students to elaborate their ideas with others and share their solutions.

b. Indicators of Concept Mapping Strategy (X_2)

There are some indicators in applying Concept Mapping strategy (Stoica at. al: 2016) described as follow:

- 1) The lecturer selects a text (related to curriculum)
- 2) The lecturer gives some questions that have relation with the topic(brainstorming).
- 3) The lecturer draws a concep mapping on the board.
- 4) The lecturer explains the concept map that will organize the important ideas in the text.
- 5) The lecturer explains the structures of the concept map that consist of main topic, sub topics, and attributes of sub topics.
- 6) The lecturer distributes a text for each group.



- 7) After reading, the lecturer asks students to complete the concept map with the information from the text.

Indicators of Reading Comprehension (Y)

The indicator of Reading Comprehension as stated King and Stanley (2002 as cited in Nisa: 2020) and in line with the syllabus of Language Development Center IAIN Padangsidimpuan, the researcher identifies them as below:

- 1) Students are able to find the main idea of the text.
- 2) Students are able to find the factual informations/details of the text.
- 3) Students are able to find the meaning of vocabulary in context of the text.
- 4) Students are able to identify references from the text.
- 5) Students are able to make inferences of the text.

Hypotheses

In teaching learning process, there are a great numbers of strategies that can be used in reading class. In this research, it was assumed that there were various students' problems in reading comprehension which was influenced by many factors. Therefore, Creative Problem Solving and Concept Mapping strategies are definitely be able to solve the problems and to increase students' capability in reading comprehension in which both strategies were applied to teach reading in order to find out the effect of both strategies on students' reading comprehension in increasing their comprehension at Language Development Center IAIN Padangsidimpuan.

The term "hypothesis" refers to the expectation of researcher on the interaction between two variables in the study problem. Gay (2000, p. 71) states that the hypothesis is researchers' tentative prediction of the results of the research findings. The hypotheses are formulated as follows:



1. H₀₁: There is no significant difference of the students' reading comprehension before and after using Creative Problem Solving strategy at Language Development Center IAIN Padangsidimpuan.

H₁₁: There is a significant difference of the students' reading comprehension before and after using Creative Problem Solving strategy at Language Development Center IAIN Padangsidimpuan.

H₀₂: There is no significant difference of the students' reading comprehension before and after using Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

4. H₂₂: There is a significant difference of the students' reading comprehension before and after using Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

5. H₀₃: There is no significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

6. H₃₃: There is significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

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CHAPTER III

RESEARCH METHODOLOGY

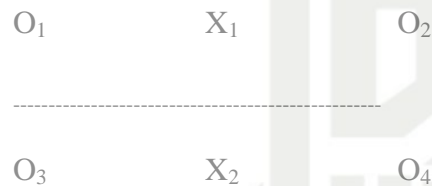
Research Design

This research was a comparative experimental research which used a quasi-experimental non-equivalent pre-test and post-test design. It is a research where the researcher manipulates group where the samples are treated then measured how the treatment effects each group. Creswell (2008: 299) states that an experiment is testing a theory or idea to see whether there is the effect or the influence on an outcomes or on a dependent variable. It means that technically, the researcher controls one or more independent variables then examines the effect of the experimental manipulation on one or more dependent variables. Thus, Gay (2000) states that an experimental typically involves a comparison of two groups. In this study, the researcher compared only two groups of experimental groups without control group. The first experimental group was Creative Problem Solving strategies group and the second experimental group was Concept Mapping strategy group.

A comparative experimental research was used in this research to carry out the effectiveness of using Creative Problem Solving and Concept Mapping strategies on reading comprehension and to compare the effectiveness of using Creative Problem Solving and Concept Mapping strategies on reading comprehension. This research had three variables. Sugiyono (2015) defines research variables as an attribute of people and activities that have certain variations determined by researcher to be studied and drawn by conclusion. The variables of this research consisted of two independent variables and one dependant variable. Cresswell (2008) states that independent variable is an attribute that effects on dependent variable and dependent variable is an attribute that affected by independent variable. The independent variables were Creative Problem Solving

strategy and Concept Mapping strategy, then the dependent variable was reading comprehension.

In a quasi-experimental design, the researcher manipulated two independent variables to carry out the effect on dependent variable. Gay (2000) states that quasi-experimental design involves selecting two groups or more differing on one or some independent variables and comparing them to one or some dependent variables. It means the researcher manipulates the independent variable to show cause and effect to dependent variable. The experimental research design is shown below:



(Adaped from Creswell: 2008, p. 314)

In which:

O_1 and O_3 = pre-test.

O_2 and O_4 = post-test.

X_1 = treatment (by using CPSs)

X_2 = treatment (by using CMs)

The experiment is treated to two groups. One group was taught by using Creative Problem Solving Strategy and another one was taught by using Concept Mapping strategy. The presentation of those groups consisting of independent variables and dependent variable can be drawn in the following table:

Table 3.1
Research Design Pre-test and Post-test Design

E1	01	X1	02
E2	03	X2	04

(Adapted from Gay, 2000)

E1 : Experimental Group 1

E2 : Experimental Group 2

01, & 03 : Pre-test

X1 : Treatment by CPS strategy

X2 : Treatment by CM strategy

02, & 04 : Post-test

Based on the table above, it represents that the definition and selection of comparison group is very important part of the quasi-experimental design procedure. The independent variables differentiating the groups must be clearly and operationally defined, since each group represents a different population.

3 Location and Time of the Research

This research was conducted at Language Development Center IAIN Padangsidimpuan which is addressed at H. T. Rizal Nurdin Km.4,5 Sihitang, Padangsidimpuan, North Sumatera. This research was started from arranging proposal on October 2021 till finishing thesis on August 2022.

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3.3 Population and Sample of the Research

Population

Population is the group of interest to the researcher in which the result evaluation to be generalized (Gay: 2000). Sugiyono adds that population is generalization area, consists of objects or subjects that has specific quality and characteristics, chosen be studied by the researcher, then concluded (1994: 45). It means that it generalization area that has characteristic and quality to be studied and to be concluded by the researcher.

The population of this research was the entire of the second semester students of Tarbiyah and Teacher Training Faculty at Language Development Center IAIN Padangsidempuan 2021/2022 Academic years. The target of the population was Tarbiyah and Teacher Training Faculty students which consists of 17 classes. The total number of the population was 442 students. It is shown in the table below.

Table 3.2
Population of the Research

No	Room	Total of Students
	Room 1	26
	Room 2	26
	Room 3	26
	Room 4	26
	Room 5	26
	Room 6	26
	Room 7	26
	Room 8	26
	Room 9	26
	Room 10	26
	Room 11	26
	Room 12	26

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13	Room 13	26
14	Room 14	26
15	Room 15	26
16	Room 16	26
17	Room 17	26
TOTAL		17
		442

Sample

The total of population above was 442 students, to minimize the number of the population, the sample of this research needs to be taken. Darmadi (2014) states that a sample is a part of a number and characteristic that belong to the population. Therefore, the sample was selected by using cluster sampling. Sugiyono (2016) stated that it is suitable to be used for quantitative research or studies that do not generalize. It is in line that the population in this research was big enough and homogenous, it was classified into groups. The analysis is not for individual but for the groups which consists of several individuals. Gay (2000) states that cluster sampling is selecting groups randomly not individual. The members of selected groups had similar characteristics. They were considered as homogeneous based on their same characteristics, first, they had an average age of 18-19 years old; second, they were categorized as high classes based on the final reading test that the average score of the students was 14 out of 20 (70) which was categorized as good; third, they were taught by the same syllabus from Language Development Center IAIN Padangsidimpuan. Among 442 students of 17 rooms of Tarbiyah and Teacher Training Faculty at Language Development Center IAIN Padangsidimpuan, two classes were chosen as the sample. Both classes were 52 students as experimental class 1 and experimental class 2 that can be seen in the following table:

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Table 3.3

Sample of the the Research

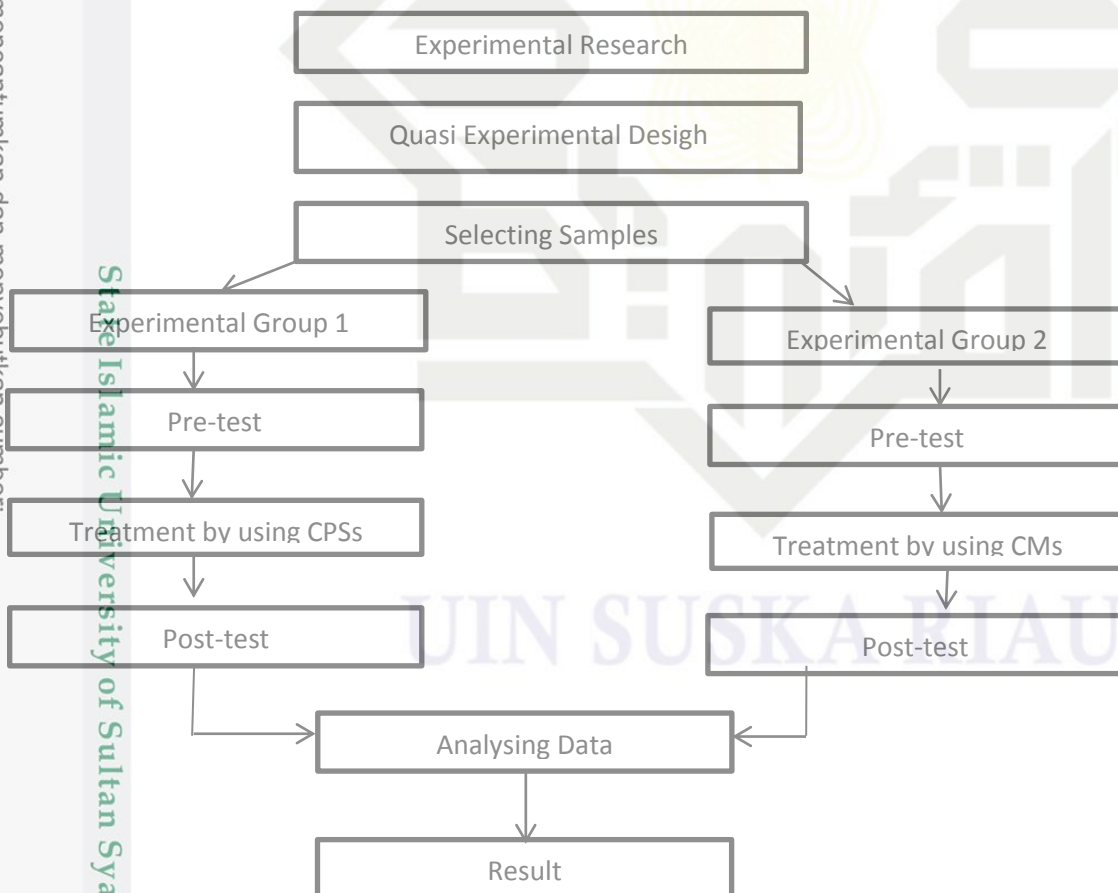
No	Cleasses	Number of students	Samples
1.	Room 2	26	1 st Experimental Class (CPSs)
2.	Room 3	26	2 nd Experimental Class (CMs)
Total of students		52	

3. Procedure of the Research

The procedure of this research can be seen in the following figure:

Figure 3.1

Procedure of the the Research



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In this research, the researcher gave five meetings for every group with two meetings for pre-test and post-test and three meetings for giving treatment. The total of meetings were ten meetings. The first experimental group was taught by using Creative Problem Solving Strategy and the second experimental group was taught by using Concept Mapping strategy.

The first day, the researcher gave pre-test for experimental class 1. The next days, the researcher gave treatment to experimental class 1 taught by using CPS strategy for three meetings. The fifth day, the researcher gave post-test for experimental group 1. The sixth day, the researcher gave pre-test for the students of experimental class 2. The next days, the researcher taught the students of experimental class 2 by using CM strategy for three meetings. The tenth day, the researcher gave post-test to the students of experimental group 2. It can be seen from the following table:

Table 3.4
Design of Research Procedure

Class	Pre test	Treatment	Post test
Experimental group 1	√	X ₁	√
Experimental group 2	√	X ₂	√

Note:

X₁: class where the students are taught by using Creative Problem Solving strategy

X₂: class where the students are taught by using Concept Mapping strategy.

5.5 Data Collection Technique

Collecting data is the most important one in the research in order to support the research. Therefore, researchers must have a good instrument to guarantee in taking the valid data. As Arikunto (1997: 106) states that “Instrument of the research is a tool of facilities used by the writer in collecting data”, it means that the instruments is used to

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make the process easier and better with the more careful, complete and systematic ways.

The data is collected by using the following instruments:

Pre-test

Pre-test was used to collect data of students' reading comprehension which is administered to both groups of experimental classes before giving treatment.

Post-Test

The post-test was used to collect the data of students' reading comprehension which was administered to both groups of experimental classes after giving treatment.

In this research, the test was adopted from the test of Language Development Center IAIN Padangsidimpuan. Based on the syllabus of Language Development Center IAIN Padangsidimpuan, the test format of the reading test was comprehension questions. The test was 20 items which consisted of 4 texts of 5 questions. The text used was functional text of recount text. In line with that, the researcher tested five indicators of reading comprehension as follow:

Table 3.5
Indicators of Reading Comprehension (Pre-test)

Types of Test	Indicators	Number of Item	Score	Total Score
Comprehension Questions (Adopted test from Language Development Centere IAIN Padangsidimpuan)	Finding main idea	1, 2, 11, 16	5	5X4
	Finding factual/ information/details	3, 8, 12, 17, 19	5	5X4
	Finding meaning of vocabulary in context	4, 7, 13,	5	5X4
	Identifying references	2, 10, 14, 18	5	5X4
	Making inferences	5, 9, 15, 20	5	5X4
Total				100

Table 3.6
Indicators of Reading Comprehension (Post-test)

No	Types of Test	Indicators	Number of Item	Score	Total Score
1.		Finding main idea	1, 6, 11, 16	5	5X4
2.	Comprehension Questions (Adopted test from Language Development Center IAIN Padangsidempuan)	Finding factual/ information/details	2, 9, 10, 12, 17, 18	5	5X4
3.		Finding meaning of vocabulary in context	3, 7, 8, 14, 19	5	5X4
4.		Identifying references	4, 15, 19	5	5X4
5.		Making inferences	5, 13, 15, 20	5	5X4
Total					100

The process of collecting the data was done by giving pre-test, treatment, and then post-test in order to get the data from the students. After giving the tests, the researcher looked at the total of score from students' reading comprehension result. The classification of reading comprehension of students as below:

Table 3.7
Classification of Students' Score

Score	Categories
80-100	Very good
66-79	Good
56-65	Fair
40-55	Poor
30-39	Very Poor

(Haris, 1969)

The researcher collected the data by giving pre-test and posttest to students. It was administered to two classes which consisted of FTIK 2 as experimental class 1 taught by using CPS strategy, and FTIK 3 as experimental class 2 taught by using

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CM strategy. The data was collected for five meetings for every group through the following procedures:

Table 3.8

The Procedures of Each Meeting

The Meetings	The Activities
1 st meeting	<ol style="list-style-type: none"> The lecturer distributed pre-test papers. The lecturer asked the students of the first experimental group to do the pre-test.
2 nd meeting	<ol style="list-style-type: none"> The lecturer taught students of the experimental class 1 by using CPS strategy. The lecturer reviewed the teaching and the learning process.
3 rd meeting	<ol style="list-style-type: none"> The lecturer taught students of the experimental class 1 by using CPS strategy. The lecturer reviewed the teaching and the learning process.
4 th meeting	<ol style="list-style-type: none"> The lecturer taught students of the experimental class 1 by using CPS strategy. The lecturer reviewed the teaching and the learning process.
5 th meeting	<ol style="list-style-type: none"> The lecturer distributed Post-test papers. The lecturer asked the students of the first experimental group to do the post-test.
6 th meeting	<ol style="list-style-type: none"> The lecturer distributed pre-test papers. The lecturer asked the students of the second experimental group to do the pre-test.
7 nd meeting	<ol style="list-style-type: none"> The lecturer taught students of the experimental class 2 by using CM strategy. The lecturer reviewed the teaching and the learning process.
8 th meeting	<ol style="list-style-type: none"> The lecturer taught students of the experimental class 2 by using CM strategy. The lecturer reviewed the teaching and the learning process.
9 th meeting	<ol style="list-style-type: none"> The lecturer taught students of the experimental class 2 by using CM strategy. The lecturer reviewed the teaching and the learning process.
10 th meeting	<ol style="list-style-type: none"> The lecturer distributed Post-test papers. The lecturer asked the students of the second experimental group to do the post-test.

In this research, the researcher also used observation sheet in order to describe the teacher and the students' activity while teaching process of conducting treatment by Creative Problem Solving and Concept Mapping strategies. The observation checklist was designed based on the indicators of variable X_1 and variable X_2 using Creative Problem Solving strategy and Concept Mapping strategy adapted based on the relevant situation and condition of the students. It is shown in the following table:

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Table 3. 8

Observation of Using CPS Strategy

	Observed Items
	The students identified and defined the problems found from the text.
	The lecturer allowed students working in groups to generate as many ideas for solutions of the problems.
	The students chose the best ideas for the solutions.
	Students elaborated their ideas with others and shared their solutions.

Table 3. 9

Observation of Using CM Strategy

No	Items Observed
1.	The lecturer selected a text (related to curriculum). The lecturer gave some questions that have relation with the topic (brainstorming).
2.	The lecturer drew a concept mapping on the board.
3.	The lecturer explained the concept map that organized the important ideas in the text.
4.	The lecturer explained the structures of the concept map that consisted of main topic, sub topics, and attributes of sub topics.
5.	The lecturer distributed a text for each group. After reading, students completed the concept map with the information from the text.

Data Analysis Techniques

To analyze the data, the researcher used paired sample t-test, independent sample t-test, and eta-squared by using Anova analysis and univariate of variance analysis. A SPSS statistic was used to analyze the data.

1. Paired sample t-test

Paired sample t-test is another name for non-independent sample t-test or dependent sample t-test. In this research, the researcher employed this formula to

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answer the first and the second research questions and to determine the result of the first, the second, the third, and the fourth hypotheses as follow:

a. The first research question: Is there significant difference of the students' reading comprehension before and after using Creative Problem Solving strategy at Language Development Center IAIN Padangsidimpuan?

b. The second research question: Is there significant difference of the students' reading comprehension before and after using Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan?

c. The first hypothesis: H_01 : There is no significant difference of the students' reading comprehension before and after using Creative Problem Solving strategy at Language Development Center IAIN Padangsidimpuan.

d. The second hypothesis: H_{a1} : There is a significant difference of the students' reading comprehension before and after using Creative Problem Solving strategy at Language Development Center IAIN Padangsidimpuan.

e. The third hypothesis: H_02 : There is no significant difference of the students' reading comprehension before and after using Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

f. The fourth hypothesis: H_{a2} : There is a significant difference of the students' reading comprehension before and after using Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

Moreover, the function of t-table was to check and to see if there is a significant improvement between the mean of the pretest and posttest scores (before and after giving treatment). The t-value obtained was compared to the t-table value at the degree of freedom ($df = N - 1$), which is statistically hypothesis:

$$H_0: t_0 < t\text{-table}$$

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$H_a: t_0 > t\text{-table}$

H_0 is accepted if $t_0 < t\text{-table}$. It means if there is no any significant difference on the students' reading comprehension after giving treatment by using Creative Problem Solving strategy and Concept Mapping strategy on students' reading comprehension at Language Development Center IAIN Padangsidimpuan.

H_a is accepted if $t_0 > t\text{-table}$. It means there is a significant difference of the students reading comprehension after giving the treatment by using Creative Problem Solving and Concept Mapping strategies at Language Development Center IAIN Padangsidimpuan.

2. Independent sample t-test

T-test for non-independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments (Gay, 2000, p. 488).

In this research, pre-test and post-test were given in both experimental groups to find out the significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

The researcher employed this formula to answer the third research question and to determine the result of the fifth and the sixth hypotheses as below.

a. The third research question: Is there significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan?

b. The fifth hypothesis: H_{03} : There is no significant difference of the students' reading comprehension between using Creative Problem Solving strategy and

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Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

The sixth hypothesis: H_{a3} : There is significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

Furthermore, the function of t-table was to check and to see if there is a significant difference of the students' reading comprehension mean scores between using Creative Problem Solving Strategy and by using Concept Mapping Strategy. The t-test value was compared to the t-table value at the degree of freedom (df) = $(N_1+N_2)-2$. The value of both t_0 and t-table statistically hypothesis by using formula:

$$H_0 = t_0 < t\text{-table}$$

$$H_a = t_0 > t\text{-table}$$

H_0 is accepted if $t_0 < t\text{-table}$. It means if there is no significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

H_a is accepted if $t_0 > t\text{-table}$. It means if there is significant difference of the students' reading comprehension between using Creative Problem Solving strategy and Concept Mapping strategy at Language Development Center IAIN Padangsidimpuan.

Before doing this test, the researcher did normalities test as presented in the following tables below.

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Table 3.11

Normality Test of Experimental Class 1 and Experimental Class 2 by One-way Anova

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test Experimental 1	.116	26	.200*	.962	26	.427
	.154	26	.116	.924	26	.056
Post-test Experimental1	.115	26	.200*	.952	26	.257
	.165	26	.065	.922	26	.051

The table of One-way Anova formula above displays the normality test of CPS strategy class and CM strategy class. It was obtained that the sig. value of pre-test experimental class 1 based on both Kolmograv-Smirnov and Shapiro-Wilk was higher than 0.05 ($0.200(0.427) > 0.05$), the sig. value of post-test experimental class 1 based on both Kolmograv-Smirnov and Shapiro-Wilk was higher than 0.05 ($0.116(0.56) > 0.05$), the sig. value of pre-test experimental class 2 based on both Kolmograv-Smirnov and Shapiro-Wilk was higher than 0.05 ($0.200 > 0.257$), and the sig. value of post-test experimental class 2 based on both Kolmograv-Smirnov and Shapiro-Wilk was higher than 0.05 ($0.65(0.57) > 0.05$). Therefore, the distribution of the data was normal.

Furthermore, testing homogeneity of the data was also used. The data can be seen from the table as follows:

Table 3.12
Homogeneity Test of Experimental Class 1 and Experimental Class 2 by One-Way Anova

	Levene Statistic	Df1	df2	Sig.
Ex. 1 by CPSs	.375	1	50	.543
Ex. 2 by CMs	.152	1	50	.698
Pre-test	1.808	6	19	.151
Post-test	2.171	4	21	.181

Based on the table above, the significance value of homogeneity of experimental class 1 was $0.543 > 0.05$ and the significance value of homogeneity of experimental class 2 was $0.698 > 0.05$. Thus, the significance value of homogeneity of pre-test experimental 1 and 2 was $0,151 > 0.05$ ad the significance value of homogeneity of post-test experimental 1 and 2 was $0.181 > 0.05$. Therefore, it could be concluded that the results of both experimental classes even the result of both of pre-test and post-test in experimental class 1 and experimental class 2 were homogeneous.

3. Eta-squared

Eta squared was used to answer the the the fourth, the fifth, and the sixth research questions as below.

a. The fourth research question: How is the effect size after using Creative Problem Solving strategy on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan?

b. The fifth research question: How is the effect size after using Concept Mapping strategy strategy on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan?

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- c. The sixth research question: How is the effect size after using Creative Problem Solving strategy and Concept Mapping strategy on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan?
- Eta squared ranges from 0 to 1 and represents the proportion of variance in the dependent variable that is explaining the independent variables as presented below.

Table 3. 13
Effect Size Classification

Categories	Classification
0 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
>1.00	Strong effect

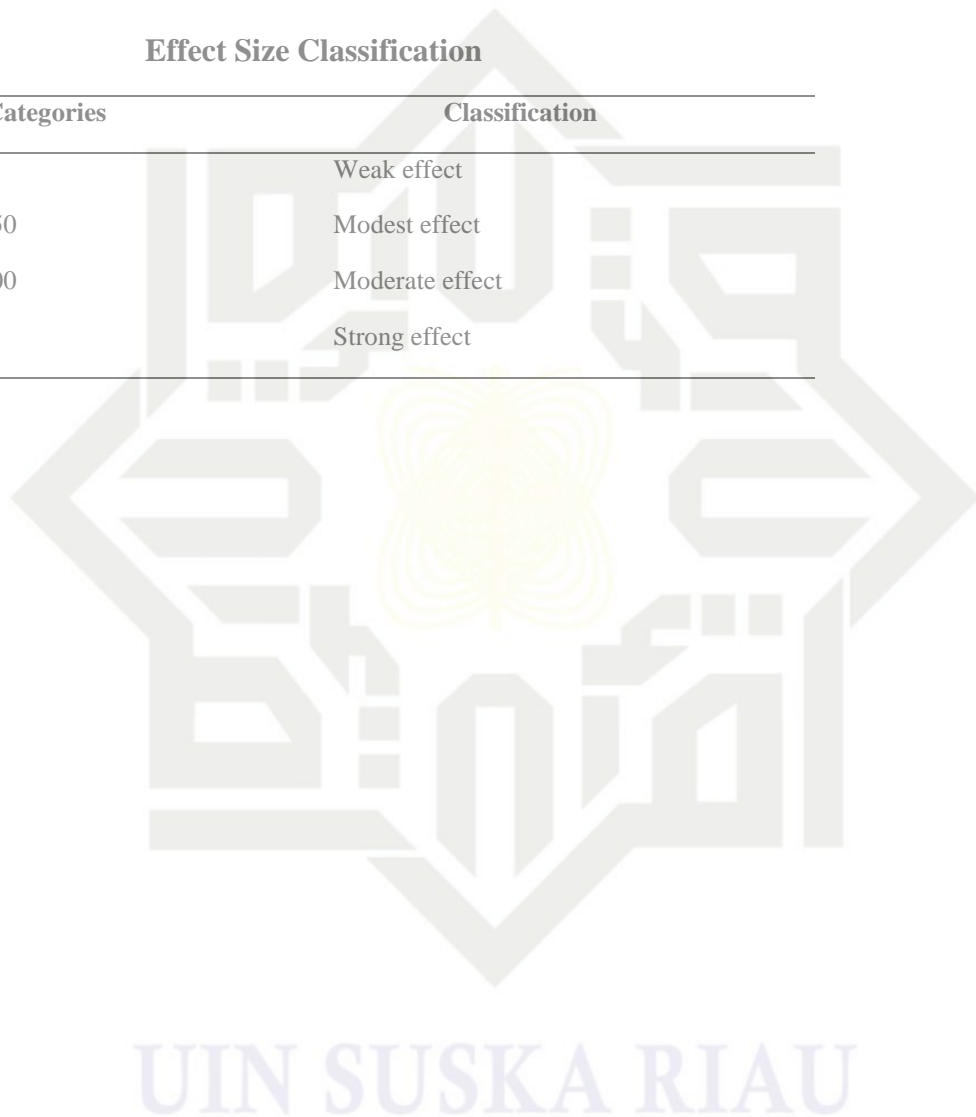
(Cohen)

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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1 Conclusion

Based on the result and discussion above, it was found that there was significant difference of the students' reading comprehension before and after using Creative Problem Solving (CPS) strategy and Concept Mapping (CM) strategy at Language Development Center IAIN Padangsidempuan. CPS and CM strategies significantly increased the students' reading comprehension and gave large effect on the students' reading comprehension even if both strategies showed that there was no significant difference of the students reading comprehension between using them.

Concept Mapping strategy could increase all indicators of reading comprehension meanwhile Creative Problem Solving Strategy could only increase 4 indicators. It means that Concept Mapping strategy was appropriate used to teach reading comprehension in order to increase the students' achievement in all indicators of reading comprehension. The achievement of the students' score each indicator of reading comprehension was bigger after using CM strategy than after using CPS strategy.

Based on the Bloom's Taxonomy of learning achievement that the implementation of Concept Mapping strategy reached the stages (remembering, understanding, and applying, analyzing) higher than Creative Problem Solving strategy (remembering, understanding, and applying). It was proved that Concept Mapping strategy was more appropriate applied in teaching reading comprehension at Language Development Center IAIN Padangsidempuan.

5.2 Implication of the Research

Implications are concluded from the result of the research. First, theoretically there is no one best strategy because every strategy has its own strengths and weakness but the



teacher is in charge of considering appropriate strategy to be used in teaching reading

skill even in teaching other skills. They should vary their teaching strategies and have knowledge about those strategies before applying them. In this research, CPS and CM strategies are effective strategies to be used in teaching reading comprehension based on the research result that was recently done.

Second, the implications of using CPS strategy and CM strategy are very useful in teaching and learning reading and the teacher is easy to use those strategies without requiring any equipments. The students can be easy to answer the questions given for them which CPS and CM strategies can encourage the students to be more interested in reading process which involves enjoyable learning and engage the students to be more active where the students participate actively in each group which creates an interactive, a lively, and a communicative learning.

Recommendation

Based on the data analysis and the conclusion of this research found that there is great effect of using Creative Problem Solving (CPS) and Concept Mapping (CM) strategies on the students' reading comprehension at Language Development Center IAIN Padangsidimpuan. Therefore, some recommendations are provided in order to improve the students' reading comprehension.

First, the teacher or the lecturer is recommended to apply CPS strategy in teaching reading comprehension. CPS strategy creates active and communicative learning because it makes the teaching and the learning process become enjoyable and collaborative. It also encourages the students to think and to act creatively. CPS strategy is suitable reading strategy to help the students in comprehending the text to find main idea of the text, to find factual information, to find meaning of the vocabulary in context, and to make inferences.

Second, it is recommended for the teacher or the lecturer to teach reading comprehension by using CM strategy. CM strategy is effective way to teach and to learn reading text, it makes the students to generate ideas from the text, to communicate complex idea, to transfer information creatively, and to asses understanding. This strategy is strongly recommended to help the students in comprehending the text to find main idea of the text, to find the factual information, to find the meaning of vocabulary in context, to identify references, and to make inferences.

Third, by implementing those strategies, students are able to learn actively during the teaching and learning process besides increasing their reading comprehension. Therefore, the students are suggested to keep practicing those strategies in order to become their habit while reading.

Fourth, Creative Problem Solving strategy and Concept Mapping strategy are recommended as effective strategies in teaching reading comprehension. And this study is new finding that compare the effectiveness of CPS strategy and CM strategy on the students' reading comprehension. Therefore, it is recommended to use the findings of this research as a reference in conducting further research. However, the result of this research is still far from being perfect. The next researchers hopefully can develop this research using different strategies and perspectives in order to give greater contributions to the school, to the teachers, to the students, and to all sides related to the education. In which this research is still limited among others and focused only on reading comprehension of recount text. Therefore, the next researcher would take more meetings and wide range of sample when conducting another study for getting more data.



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APPENDIX 1

LESSON PLAN FOR EXPERIMENTAL CLASS 1

(TAUGHT BY CREATIVE PROBLEM SOLVING STRATEGY)

(1st Meeting)

KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
 PUSAT PENGEMBANGAN BAHASA
 Jl. T Rizal Nurdin, Km.4.5 Sihitang, Padangsidimpuan Tenggara 22733
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LESSON PLAN	Lecturer: Nurmadinah Hasibuan	Class/Semester: FTIK Room 2/2
Time: 100 minutes	Lesson: Unit 11C Camden Market	Subject/Skill: English 4/Reading

Aim (s) of the lesson:

- ➔ Students are able to find the main idea of the text.
- ➔ Students are able to find the factual information/details of the text.
- ➔ Students are able to find the meaning of vocabulary in context of the text.
- ➔ Students are able to identify reference from the text.
- ➔ Students are able to make inferences of the text.

Opening

1. The lecturer greets the Ss.
2. The lecturer asks the Ss to pray before starting the lesson.
3. The lecturer checks the Ss' absent.
4. The lecturer provides "Warm-up" (to warm up the students and wake them up to study)
 - The lecturer tells the Ss that they're going to speed read "Find the sentence game".
 - The lecturer asks the Ss to stand up and to open their TB (p. 43); the Ss look at the text and give numbers on the paragraph by number 1-7.
 - The lecturer reads a sentence/a phrase/a word; the Ss find it by saying the paragraph; the Ss who can find it fast, will sit down. (e.g.: T reads out "My uncle lent us some money"; Ss raise hand and say "paragraph 7")

✓ **Lead-in**

1. The lecturer asks the Ss to look at the photos (p. 43), then, the lecturer asks them: have you ever bought anything in places like these? Are those places like where you live? What can you see in both photos?

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2. The lecturer elicits the Ss' answers on the whiteboard (building the students' vocabulary).
3. The lecturer highlights the grammar point that found in the text.
 - o Past simple
 - o Modals of obligation in the past time.

Reading activity: Using CPS strategy "Home Comforts" (The lecturer explains the procedures of the implementation of CPSs to the Ss before doing the activity and explains the material that will be used for teaching and learning).

1. The lecturer asks the students to identify and to define the problems found from the text.
2. The lecturer allows the students to work in groups to generate as many ideas for solutions of the problems.
3. The lecturer asks the students to choose the best ideas for the solutions.
4. The lecturer asks the students to elaborate their ideas with others and share their solutions.
5. The lecturer asks the students to point out the main idea of the text.
6. The lecturer asks the students to point out the factual information/details of the text.
7. The lecturer asks the students to point out the meaning of vocabulary in context of the text.
8. The lecturer asks the students to mention the references of the text.
9. The lecturer asks the students to tell the inferences of the text.

Home Comforts

With the opening this week of a new branch of Home Comforts, Kyra Komac now has 25 stores in her successful international chain of home and furniture shops. But the new store, London's Camden High Street, takes her back to where it all started. She talks about how the business began.

When I was little, my mother began selling vegetarian food from a stall at Camden Market. She couldn't leave me at home on my own, so I had to go to the market with her.

To begin with, I didn't have to do anything. I just sat there, and my mum told me jokes and stories so I didn't get bored. When I got older, I gave my mum a hand and I really enjoyed it.

Then, one year, my uncle gave me a book. **It** was all about making candles and I loved it. I was fourteen, and I didn't have to go to the market anymore because Mum could leave me at home on my own. I spent my free time making candles of all different shapes and sizes. I made hundreds of them.

One day, my mother was ill so I had to go to the market on my own. I decided to take some



candles with me and see if I could sell **them**. They were sold out in twenty minutes! The next week, my mum gave me some money to buy some wax to make more candles. Again, they sold out really quickly.

Two months later, we decided to stop doing the vegetarian food. My mum and I couldn't make enough candles during the week, so some of my school friends started to help us. I sold them one pound for every candle, and we used to sell them for four or five times that. It was fun and my friends worked with me at the stall.

I couldn't leave school at sixteen and I was in a hurry to leave. My uncle lent us some money and I opened my first shop in Portobello Road. Since then, I've never looked back. In the first store, we only sold incense and candles, but now we sell everything from designer furniture to silver jewellery. Oh, and candles, of course.

Randomized Events

Her friends helped her.

Her mother couldn't go to the market.

Kyra and her mother stopped selling food.

She left school.

Her mother started working at the market.

She received a book about candles.

She sold her first candles.

She started making candles.

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Reading Questions Instruction: Answer the following questions!

The topic of the text is about... (Underline the best answer)

How they began their business/How do they make candles.

Paragraph 2 is mainly discussed about... (Underline the best answer)

their first business/ Her first time to sell candle.

What did her mom do to make her feeling interested?

How much did she pay her school friends?

Funny story has close meaning with....(Paragraph 3)

The word " Sick" is similar to...(Paragraph 5)

The word "**it**" refers to...(Paragraph 4)

The word "**them**" refers to...(Paragraph 5)

From the passage, it tells us that...(Underline the best answer)

She was keen on the book/She was uninterested in the book.

From the text, it can be inferred that...(Underline the best answer)

They began their last store only furniture and jewellery at the end of their business journey in Portobello/They spread their stores and became success.

The Order of the Events

Her mother started working at the market.

She received a book about candles.

3. She started making candles.

4. Her mother couldn't go to the market.

5. She sold her first candles.

6. Kyra and her mother stopped selling food.

7. Her friends helped her.

8. She left school.



Key answer

- How they began their business
- Their first business
- Old jokes and stories
- One pound for every candle
- Jokes
- A book
- Some candles
- She was keen on the book
- They spread their stores and became success.

Closure:

1. The lecturer gives time to the Ss to express their difficulties found while learning process.
2. The lecturer & the Ss conclude the lesson.
3. The lecturer closes the learning session.

Homework

Notes for next lesson

Kepala Pusat Bahasa IAIN
Padangsidempuan

Dr. Eka Satri Harida, M.Pd
NIP. 19750917 200312 2 002

The Researcher

Nurmadinah Hasibuan
SRN. 22090122278

The Lecturer

Nurmadinah Hasibuan

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LESSON PLAN FOR EXPERIMENTAL CLASS 1

(TAUGHT BY CREATIVE PROBLEM SOLVING STRATEGY)

(2st Meeting)

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LESSON PLAN	Lecturer: Nurmadinah Hasibuan	Class/Semester: FTIK Room 2/2
Time: 100 minutes	Lesson: 2A Journeys	Subject/Skill: English 4/Reading

aim (s) of the lesson:

- ➔ Students are able to find the main idea of the text.
- ➔ Students are able to find the factual information/details of the text.
- ➔ Students are able to find the meaning of vocabulary in context of the text.
- ➔ Students are able to identify reference from the text.
- ➔ Students are able to make inferences of the text.

Opening

1. The lecturer greets the Ss.
2. The lecturer asks the Ss to pray before starting the lesson.
3. The lecturer checks the Ss' absent.
4. The lecturer provides "Warm-up" (to warm up the students and wake them up to study)
 - The lecturer tells the Ss that they're going to speed read "Find the sentence game".
 - The lecturer asks the Ss to stand up and to open their TB (p. 75); the Ss look at the text and give numbers on the line by number 1-14.
 - The lecturer reads a sentence/a phrase/a word; the Ss find it by saying the line; the Ss who can find it fast, will sit down. (e.g.: The lecturer reads out "Balinness"; the Ss raise hand and say "line 12).

Lead in

1. The lecturer asks the Ss some questions: Do you like holiday? Where did you go last holiday? What did you see? What did you buy? How did you feel?
2. The lecturer elicits the Ss' answers on the whiteboard (bulding the Ss' vocabulary).
3. The lecturer highlights the grammar point that found in the text.
 - Past simple

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Reading activity: Using CPS strategy “My Last Journeys” (The lecturer explains the procedures of the implementation of CPSs to the Ss before doing the activity and explains the material that will be used for teaching and learning).

1. The lecturer asks the students to identify and to define the problems found from the text.
2. The lecturer allows the students to work in groups to generate as many ideas for solutions of the problems.
3. The lecturer asks the students to choose the best ideas for the solutions.
4. The lecturer asks the students to elaborate their ideas with others and to share their solutions.
5. The lecturer asks the students to point out the main idea of the text.
6. The lecturer asks the students to point out the factual information/details of the text.
7. The lecturer asks the students to point out the meaning of vocabulary in context of the text.
8. The lecturer asks the students to mention the references of the text.
9. The lecturer asks the students to tell the inferences of the text.

My Last Journeys

I spent my summer holiday in Bali. I went there by myself. On the first day, my flight ended at Gusti Ngurah Rai. **It** took 2 hours from Jakarta to Bali. Then, I went to Denpasar online cab and checked in to the hotel I already booked. Because I was tired, I decided to take a nap at the hotel. In the afternoon, I strolled around streets in Denpasar. The night came and I came back to the hotel.

On the second day, I decided that it would be the “Beach Day”. It meant that I would be visiting beaches. I went to Sanur Beach. The blue sea water and white sand refreshed my eyes. I also went to Sindhu Beach, in which there were so many small boats.

On the third day, I went to the Bali Museum. There were so many interesting stuffs there, like ancient scripts, leather puppet paintings, and so on. I also went to Bajra Sandhi Monument. This monument depicted the struggle of Balinese in against the invaders. There were about 33 dioramas depicting the battles. Because this was the last day, I bought some souvenirs for my family and friends.

I had a fantastic experience in Bali and made wonderful memories. It was a nice trip.

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Randomized Events

I went to Sanur Beach.

I had a nice trip.

I went to Bali Museum.

I go for a walk around streets in Denpasar.

I spent time in Sindhu beach.

I enjoyed Bajra Sandhi Monument.

I purchased some souvenirs.

I had a flight at Gusti Ngurah Rai.

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Reading Questions

Instruction: Answer the following questions!

1. The topic of the text is about... (Underline the best answer)

Having a nice shopping in Bali/Having a fantastic holiday in Bali.

2. From the text, it can be inferred that... (Underline the best answer)

The writer has been to BALI before/ The Writer went to Bali for the first time.

3. **Sleep for awhile** has similar meaning to...(Paragraph 1)

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4. Goods has closed meaning with...(Paragraph 3)

The words "it" refers to...(Paragraph 1)

The Writer thought that her journey was awful_____(T/F)

She spent her "beaches day" before strolling in Denpasar_____(T/F)

There were around thirty three dioramas describing the Combat_____(T/F)

The flight took around 2 hours from Jakarta to Denpasar_____(T/F)

She came back to the hotel after strolling_____(T/F)

The Orders of the Events

I had a flight at Gusti Ngurah Rai.

I go for a walk around streets in Denpasar.

I went to Sanur Beach.

I spent time in Sindhu beach.

I went to Bali Museum.

I enjoyed Bajra Sandhi Monument.

I purchased some souvenirs.

I had a nice trip.

Key answer

1. Having a fantastic holiday in Bali.

2. The writer has been to BALI before

3. Take a nap

4. Stuffs.

5. Flight

6. F

7. F

8. T

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9. F

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Closure:

- The lecturer gives time to the Ss to express their difficulties found while learning process.
- The lecturer & the Ss conclude the lesson.
- The lecturer closes the learning session.

Homework
Notes for
next lesson

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Pangsidiempuan

Eka Sustri Harida, M.Pd
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The Researcher

The Lecturer

Nurmadinah Hasibuan
SRN. 22090122278

Nurmadinah Hasibuan

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LESSON PLAN FOR EXPERIMENTAL CLASS 1

⊙ (TAUGHT BY CREATIVE PROBLEM SOLVING STRATEGY)

(3st Meeting)

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Hak Cipta Dilindungi/ Undang-Undang

Time: 100 minutes

Aim (s) of the lesson:

- ➔ Students are able to find the main idea of the text.
- ➔ Students are able to find the factual information/details of the text.
- ➔ Students are able to find the meaning of vocabulary in context of the text.
- ➔ Students are able to identify reference from the text.
- ➔ Students are able to make inferences of the text.

Opening

1. The lecturer greets the Ss.
2. The lecturer asks the Ss to pray before starting the lesson.
3. The lecturer checks the Ss' absent.
4. The lecturer provides "Warm-up" (to warm up the students and wake them up to study).
 - The lecturer tells Ss that they're going to speed read "Find the sentence game".
 - The lecturer asks Ss to stand up and to open their TB (p. 109); Ss look at the text and number the line by 1-39.
 - The lecturer reads a sentence; Ss find it by saying the line; Ss, who can find it fast, will sit down. (e.g.: T reads out "His next disaster"; Ss raise hand and say line 25).

Lead-in

1. The lecturer introduces some vocabulary items related to the text.
 - He's bleeding.
 - He's got a big bruise.
 - He's got a black eye.
 - He's got a few scratches.
 - He's sprained his wrist.
 - He's suffering from shock.
 - He's twisted his ankle.

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- He's unconscious.

2. The lecturer highlights the grammar point that found in the text.

- Past perfect simple

Reading activity: Using CPS strategy "The World's Luckiest Man" (The lecturer explains the procedures of the implementation of CPSs to the Ss before doing the activity and explains the material that will be used for teaching and learning).

1. The lecturer asks the students to identify and to define the problems found from the text.
2. The lecturer allows the students to work in groups to generate as many ideas for solutions of the problems.
3. The lecturer asks the students to choose the best ideas for the solutions.
4. The lecturer asks the students to elaborate their ideas with others and to share their solutions.
5. The lecturer asks the students to point out the main idea of the text.
6. The lecturer asks the students to point out the factual information/details of the text.
7. The lecturer asks the students to point out the meaning of vocabulary in context of the text.
8. The lecturer asks the students to mention the references of the text.
9. The lecturer asks the students to tell the inferences of the text.

The World's Luckiest Man

Life is going well for music teacher Frane Selak, 74, from the central Croatian town of Metrinja. Selak recently won about \$1 million with the first lottery ticket he had bought for 20 years. With the money, he bought a new house, car and speedboat, and married his girlfriend.

Selak is lucky to be alive. A few years ago, he was turning a corner in his car in the mountains, when he saw a truck coming straight towards him. His car swerved off the road through the forest for 100 metres, ploughed into a tree and exploded. Fortunately, Selak had jumped out.

But this was not the first of his lucky escapes. Back in 1962, Selak was travelling from Sarajevo to Dubrovnik when the train he was in came off the rails and fell into an icy river. Rescue workers found seventeen corpses in the river, but Selak had swum to safety, suffering only shock, bruises and a broken arm.

Then, a year later, he was involved in a plane crash in which nineteen people died. But before the crash, Selak had jumped out of the plane and landed in a haystack. Again, the only injuries were cuts and scratches and the usual shock.

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His next disaster was a bus accident when four people died. The bus left the road and Selak again found himself in a river. But he was becoming something of an expert at this sort of situation and swam to safety. By this time, said Selak, his friends had stopped visiting **him**.

Three years later, he lost most of his hair and suffered burns when his car caught fire at a petrol station. The petrol pump was old and had sprayed petrol all over the hot engine of his car. Then in 1995, he was in hospital again. Another bus had knocked him over.

Selak is philosophical about his fortune. 'I am going to enjoy my life now- I feel like I have a reborn. I know God was watching over me all those years,' he said.

Randomized Events

He won the lottery.

He welcomes his life opportunity pleasantly.

His bus fell into a river.

He was burnt at a petrol station.

He was in a plane crash.

He was hit by a bus.

His train fell into a river.

He had a car accident in the mountains.



Reading Questions

Instruction: Answer the following questions!

- 1. The topic of the text is about... (Underline the best answer)
- 2. A man's fortune to be alive/A man's struggles to fight with his injuries.
- 3. What happened to Selak in 1963?
- 4. The word "crashed" has close meaning to.....(paragraph 2)
- 5. The word "him" refers to..... (paragraph 5)
- 6. Paragraph 6 tells us about..... (Underline the best answer)
- 7. He got disasters twice/He only got accident at a petrol station.
- 8. Paragraph 5 is mainly discussed about... (Underline the best answer)
- 9. Selak's crash in a bus/Selak's journey to be expert swimmer.
- 10. How many people people died when train accident happened?
- 11. What's the matter to selak when he was in train accident?
- 12. The word "Dead bodies" has similar meaning to.....(paragraph 3)
- 13. From the passages, it tells us that..... (Underline the best answer)
- 14. Selak is unlucky man/Selak is glad to carry on his life.

The orders of the events

- 1. He won the lottery.
- 2. He had a car accident in the mountains.
- 3. His train fell into a river.
- 4. He was in a plane crash.
- 5. His bus fell into a river.
- 6. He was burnt at a petrol station.
- 7. He was hit by a bus.
- 8. He welcomes his life opportunity pleasantly.

Key answer

- 1. A man's fortune to be alive.
- 2. He was in plane crash.
- 3. Ploughed
- 4. Selak
- 5. He got disasters twice
- 6. Selak's crash in a bus
- 7. 17 people

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8. He's got suffering from shock, bruises, and a broken arm.

Corpses

Selak is glad to carry on his life.

Closure:

1. The lecturer gives time to the Ss to express their difficulties found during the learning process.
2. The lecturer & the Ss conclude the lesson.
3. The lecturer closes the learning session.

Homework

Notes for next lesson

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N.P. 19750917 200312 2 002

The Researcher

The Lecturer

Nurmadinah Hasibuan
SRN. 22090122278

Nurmadinah Hasibuan

State Islamic University of Sultan Syarif Kasim Riau

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**LESSON PLAN FOR EXPERIMENTAL CLASS 2
(TAUGHT BY CONCEPT MAPPING STRATEGY)**

(1st Meeting)

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LESSON PLAN	Lecturer: Nurmadinah Hasibuan	Class/Semester: FTIK Room 3/2
Time: 100 minutes	Lesson: Unit 11C Camden Market	Subject/Skill: English 4/Reading
<p> Aim (s) of the lesson:</p> <ul style="list-style-type: none"> ➔ Students are able to find the main idea of the text. ➔ Students are able to find the factual information/details of the text. ➔ Students are able to find the meaning of vocabulary in context of the text. ➔ Students are able to identify reference from the text. ➔ Students are able to make inferences of the text. <p> Opening</p> <ol style="list-style-type: none"> 1. The lecturer greets the Ss. 2. The lecturer asks the Ss to pray before starting the lesson. 3. The lecturer checks the Ss' absent. 4. The lecturer provides "Warm-up" (to warm up the students and wake them up to study) <ul style="list-style-type: none"> ○ The lecturer tells the Ss that they're going to speed read "Find the sentence game". ○ The lecturer asks the Ss to stand up and to open their TB (p. 43); the Ss look at the text and give numbers on the paragraph by number 1-7. ○ The lecturer reads a sentence/a phrase/a word; the Ss find it by saying the paragraph; the Ss who can find it fast, will sit down. (e.g.: T reads out "My uncle lent us some money"; Ss raise hand and say "paragraph 7") <p> Lead in</p> <ol style="list-style-type: none"> 1. The lecturer asks the Ss to look at the photos (p. 43), then, the lecturer asks them: have you ever bought anything in places like these? Are those places like where you live? What can you see in both photos? 2. The lecturer elicits the Ss' answers on the whiteboard (building the Ss' vocabulary). 3. The lecturer highlights the grammar point that found in the text. <ol style="list-style-type: none"> 1) Past simple 		



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2) Modals of obligation in the past time.

Reading activity: Using CM strategy “Home Comforts” (The lecturer explains the procedures of the implementation of CMs to the Ss before doing the activity).

The lecturer selects the text.

The lecturer gives some questions that have relation to the topic (brainstorming).

The lecturer draws a concept mapping on the whiteboard.

The lecturer explains the concept map that will organize the important ideas in the text.

The lecturer explains the structures of the concept map that consist of main topic, sub topics, and attributes of sub topics.

The lecturer distributes the text.

After reading, the lecturer asks students to complete the concept map with the information from the text.

The lecturer asks the Ss to point out the main idea of the text.

9) The lecturer asks the Ss to point out the factual information/details of the text.

10) The lecturer asks the Ss to point out the meaning of vocabulary in context of the text

11) The lecturer asks the Ss to mention the references of the text.

12) The lecturer asks the Ss to tell the inferences of the text.

Home Comforts

With the opening this week of a new branch of Home Comforts, Kyra Komac now has 25 stores in her successful international chain of home and furniture shops. But the new store, London's Camden High Street, takes her back to where it all started. She talks about how the business began.

When I was little, my mother began selling vegetarian food from a stall at Camden Market. She couldn't leave me at home on my own, so I had to go to the market with her.

To begin with, I didn't have to do anything. I just sat there, and my mum told me jokes and stories so I didn't get bored. When I got older, I gave my mum a hand and I really enjoyed it.

Then, one year, my uncle gave me a book. **It** was all about making candles and I loved it. I was fourteen, and I didn't have to go to the market anymore because Mum could leave me at home on my own. I spent my free time making candles of all different shapes and sizes. I made hundreds of them.

One day, my mother was ill so I had to go to the market on my own. I decided to take some

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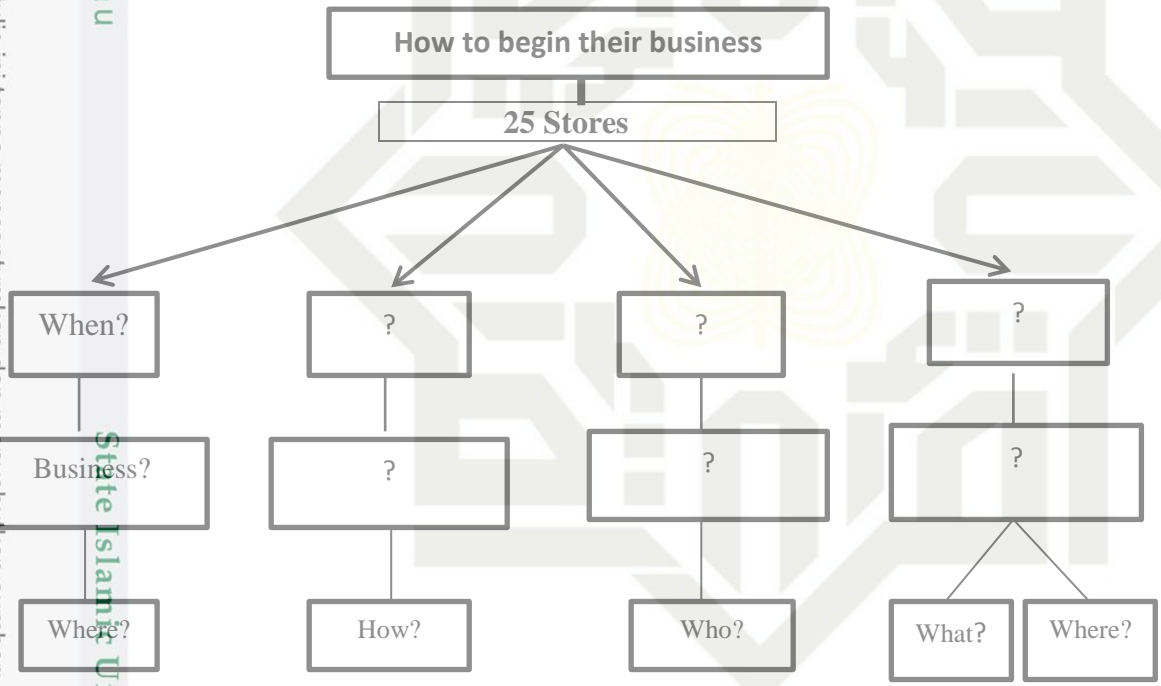


candles with me and see if I could sell **them**. They were sold out in twenty minutes! The next week, my mum gave me some money to buy some wax to make more candles. Again, they sold out really quickly.

Two months later, we decided to stop doing the vegetarian food. My mum and I couldn't make enough candles during the week, so some of my school friends started to help us. I paid them one pound for every candle, and we used to sell them for four or five times that. It was fun and my friends worked with me at the stall.

I could leave school at sixteen and I was in a hurry to leave. My uncle lent us some money and I opened my first shop in Portobello Road. Since then, I've never looked back. In the first store, we only sold incense and candles, but now we sell everything from designer furniture to silver jewellery. Oh, and candles, of course.

The Mapping Format



Reading Questions

Instruction: Answer the following questions!

- The topic of the text is about... (Underline the best answer)
 How they began their business/How do they make candles.
- Paragraph 2 is mainly discussed about... (Underline the best answer)
 Their first business/ Her first time to sell candle.

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3. What did her mom do to make her feeling interested?

4. How much did she pay her school friends?

Funny story has close meaning with.....(Paragraph 3)

The word “ Sick” is similar to...(Paragraph 5)

The word “**it**” refers to...(Paragraph 4)

The word “**them**” refers to...(Paragraph 5)

From the passage, it tells us that...(Underline the best answer)

She was keen on the book/She was uninterested in the book.

From the text, it can be inferred that...(Underline the best answer)

They began their last store only furniture and jewellery at the end of their business journey in Portobello/They spread their stores and became success.

✓ **Key answer**

How they began their business

Their first business

Told jokes and stories

One pound for every candle

Jokes

III

A book

8. Some candles

9. She was keen on the book

10. They spread their stores and became success.

✓ **Close:**

1. The lecturer gives time to the Ss to express their difficulties found during the learning process.

2. The lecturer & the Ss conclude the lesson.

3. The lecturer closes the learning session.

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Homework

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Eka Susri Harida, M.Pd
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The Researcher

The Lecturer

Nurmadinah Hasibuan
 SRN. 22090122278

Nurmadinah Hasibuan



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**LESSON PLAN FOR EXPERIMENTAL CLASS 2
(TAUGHT BY CONCEPT MAPPING STRATEGY)**

(2nd Meeting)

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LESSON PLAN	Lecturer: Nurmadinah Hasibuan	Class/Semester: FTIK Room 3/2
Time: 100 minutes	Lesson: 2A Journeys	Subject/Skill: English 4/Reading

AIM (s) of the lesson:

- ➔ Students are able to find the main idea of the text.
- ➔ Students are able to find the factual information/details of the text.
- ➔ Students are able to find the meaning of vocabulary in context of the text.
- ➔ Students are able to identify reference from the text.
- ➔ Students are able to make inferences of the text.

Opening

1. The lecturer greets the Ss.
2. The lecturer asks the Ss to pray before starting the lesson.
3. The lecturer checks the Ss' absent.
4. The lecturer provides "Warm-up" (to warm up the students and wake them up to study)
 - The lecturer tells the Ss that they're going to speed read "Find the sentence game".
 - The lecturer asks the Ss to stand up and to open their TB (p. 75); the Ss look at the text and give numbers on the line by number 1-14.
 - The lecturer reads a sentence/a phrase/a word; the Ss find it by saying the line; the Ss who can find it fast, will sit down. (e.g.: The lecturer reads out "Balinesss"; the Ss raise hand and say "line 12).

Lead in

1. The lecturer asks the Ss some questions: Do you like holiday? Where did you go last holiday? What did you see? What did you buy? How did you feel?
2. The lecturer elicits the Ss' answers on the whiteboard (building the Ss' vocabulary).
3. The lecturer highlights the grammar point that found in the text.
 - Past simple



Reading activity: Using CM strategy “My Last Journeys” (The lecturer explains the procedures of the implementation of CMs to the Ss before doing the activity).

The lecturer selects the text.

The lecturer gives some questions that have relation to the topic (brainstorming).

The lecturer draws a concept mapping on the whiteboard.

The lecturer explains the concept map that will organize the important ideas in the text.

The lecturer explains the structures of the concept map that consist of main topic, sub topics, and attributes of sub topics.

The lecturer distributes the text.

After reading, the lecturer asks the students to complete the concept map with the information from the text.

The lecturer asks the Ss to point out the main idea of the text.

The lecturer asks the Ss to point out the factual information/details of the text.

10. The lecturer asks the Ss to point out the meaning of vocabulary in context of the text.

11. The lecturer asks the Ss to mention the references of the text.

12. The lecturer asks the Ss to tell the inferences of the text.

My Last Journeys

I spent my summer holiday in Bali. I went there by myself. On the first day, my flight ended at Gusti Ngurah Rai. **It** took 2 hours from Jakarta to Bali. Then, I went to Denpasar and hired an online cab and checked in to the hotel I already booked. Because I was tired, I decided to take a nap at the hotel. In the afternoon, I strolled around streets in Denpasar. The night came and I went back to the hotel.

On the second day, I decided that it would be the “Beach Day”. It meant that I would be visiting beaches. I went to Sanur Beach. The blue sea water and white sand refreshed my eyes. I also went to Sindhu Beach, in which there were so many small boats.

On the third day, I went to the Bali Museum. There were so many interesting stuffs there, like ancient scripts, leather puppet paintings, and so on. I also went to Bajra Sandhi Monument. This monument depicted the struggle of Balinese in against the invaders. There were about 33 dioramas depicting the battles. Because this was the last day, I bought some souvenirs for my family and friends.

I had a fantastic experience in Bali and made wonderful memories. It was a nice trip.



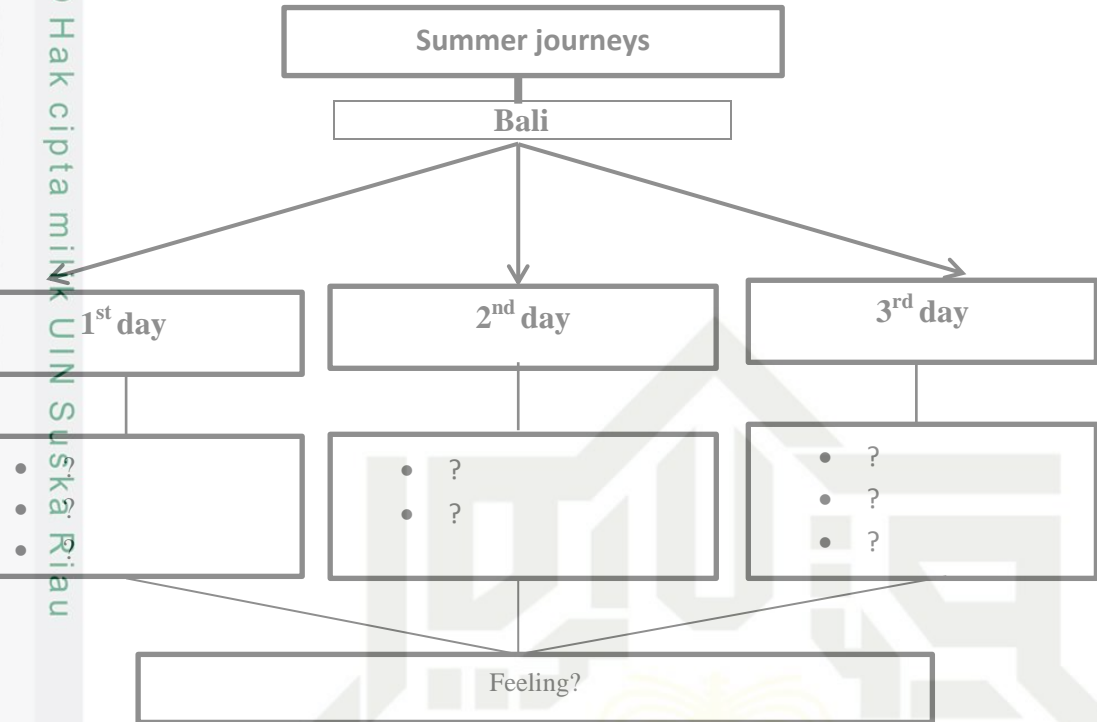
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The Mapping Format



Reading Questions

Instruction: Answer the following questions!

The topic of the text is about... (Underline the best answer)

Having a nice shopping in Bali/ Having a fantastic holiday in Bali.

From the text, it can be inferred that... (Underline the best answer)

The writer has been to BALI before/ The Writer went to Bali for the first time.

Sleep for awhile has similar meaning to...(Paragraph 1)

4. **Goods** has closed meaning with...(Paragraph 3)

5. The words **“it”** refers to...(Paragraph 1)

6. The Writer thought that her journey was awful____(T/F)

7. She spent her “beaches day” before strolling in Denpasar____(T/F)

8. There were around thirty three dioramas describing the Combat____(T/F)

9. The flight took around 2 hours from Jakarta to Denpasar____(T/F)

10. She came back to the hotel after strolling____(T/F)



Key answer

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1. Having a fantastic holiday in Bali.
2. The writer has been to BALI before
3. Take a nap
4. Suffs.
5. Fight

Closure:

1. The lecturer gives time to the Ss to express their difficulties found during the learning process.
2. The lecturer & the Ss conclude the lesson.
3. The lecturer closes the learning session.

Homework

Notes for

Next lesson

Kepala Pusat Bahasa IAIN
Padangsidempuan

Dr. Eka Suci Harida, M.Pd
NIP. 19750917 200312 2 002

The Researcher

The Lecturer

UIN SUSKA RIAU

Nurmadinah Hasibuan
SRN. 22090122278

Nurmadinah Hasibuan

State Islamic University of Sultan Syarif Kasim Riau



**LESSON PLAN FOR EXPERIMENTAL CLASS 2
(TAUGHT BY CONCEPT MAPPING STRATEGY)**

(3rd Meeting)

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Time: 100 minutes

Aim (s) of the lesson:

- ➔ Students are able to find the main idea of the text.
- ➔ Students are able to find the factual information/details of the text.
- ➔ Students are able to find the meaning of vocabulary in context of the text.
- ➔ Students are able to identify reference from the text.
- ➔ Students are able to make inferences of the text.

Opening

1. The lecturer greets the Ss.
2. The lecturer asks the Ss to pray before starting the lesson.
3. The lecturer checks the Ss' absent.
4. The lecturer provides "Warm-up" (to warm up the students and wake them up to study).
 - The lecturer tells Ss that they're going to speed read "Find the sentence game".
 - The lecturer asks Ss to stand up and to open their TB (p. 109); Ss look at the text and number the line by 1-39.
 - The lecturer reads a sentence; Ss find it by saying the line; Ss, who can find it fast, will sit down. (e.g.: T reads out "His next disaster"; Ss raise hand and say line 25).

Lead in

1. The lecturer introduces some vocabulary items related to the text.
 - He's bleeding.
 - He's got a big bruise.
 - He's got a black eye.
 - He's got a few scratches.
 - He's sprained his wrist.
 - He's suffering from shock.
 - He's twisted his ankle.
 - He's unconscious.



2. The lecturer highlights the grammar point that found in the text.
 - Past perfect simple

Reading activity: Using CM strategy “The World's Luckiest Man” (The lecturer explains the procedures of the implementation of CMs to the Ss before doing the activity).

The lecturer selects the text.

The lecturer gives some questions that have relation to the topic (brainstorming).

The lecturer draws a concept mapping on the whiteboard.

The lecturer explains the concept map that will organize the important ideas in the text.

The lecturer explains the structures of the concept map that consist of main topic, sub topics, and attributes of sub topics.

The lecturer distributes the text.

After reading, the lecturer asks students to complete the concept map with the information from the text.

The lecturer asks the Ss to point out the main idea of the text.

9. The lecturer asks the Ss to point out the factual information/details of the text.

10. The lecturer asks the Ss to point out the meaning of vocabulary in context of the text

11. The lecturer asks the Ss to mention the references of the text.

12. The lecturer asks the Ss to tell the inferences of the text.

The World's Luckiest Man

Life is going well for music teacher Frane Selak, 74, from the central Croatian town of Metrinja. Selak recently won about \$1 million with the first lottery ticket he had bought for 20 years. With the money, he bought a new house, car and speedboat, and married his girlfriend.

Selak is lucky to be alive. A few years ago, he was turning a corner in his car in the mountains, when he saw a truck coming straight towards him. His car swerved off the road through the forest for 100 metres, ploughed into a tree and exploded. Fortunately, Selak had jumped out.

But this was not the first of his lucky escapes. Back in 1962, Selak was travelling from Sarajevo to Dubrovnik when the train he was in came off the rails and fell into an icy river. Rescue workers found seventeen corpses in the river, but Selak had swum to safety, suffering only shock, bruises and a broken arm.

Then, a year later, he was involved in a plane crash in which nineteen people died. But before the crash, Selak had jumped out of the plane and landed in a haystack. Again, the only injuries were cuts and scratches and the usual shock.

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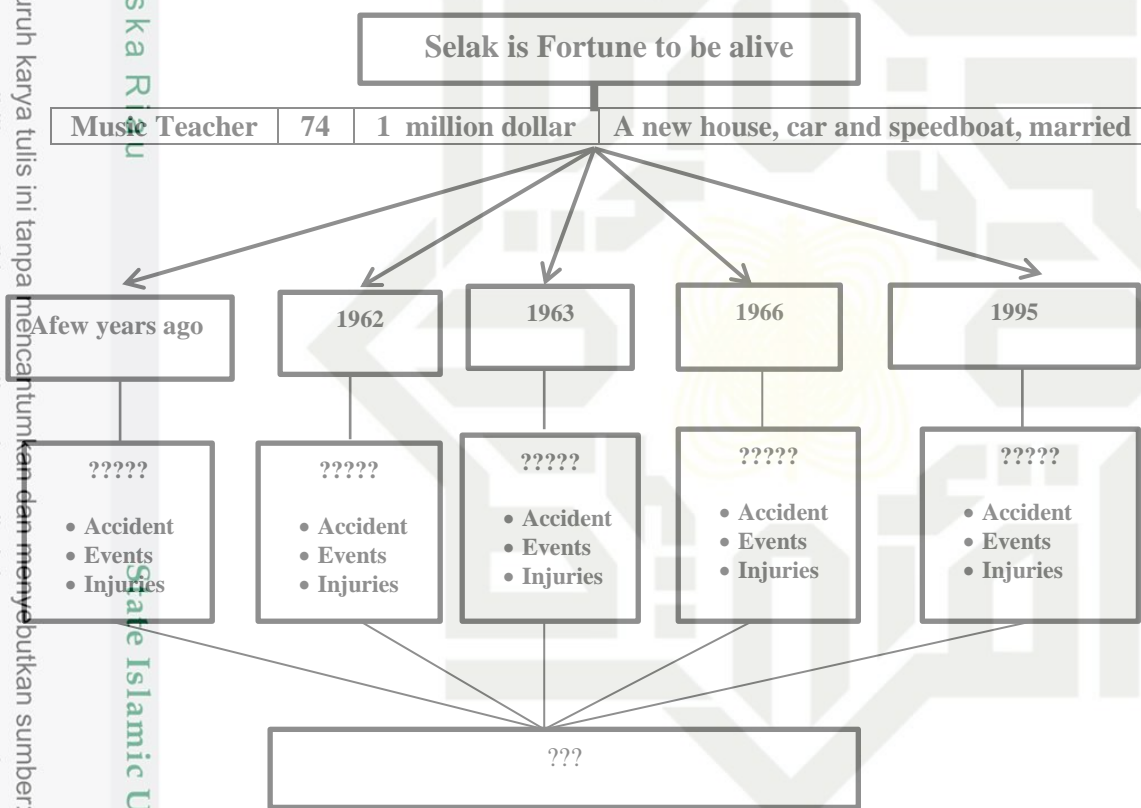


His next disaster was a bus accident when four people died. The bus left the road and Selak again found himself in a river. But he was becoming something of an expert at this sort of situation and swam to safety. By this time, said Selak, his friends had stopped visiting him.

Three years later, he lost most of his hair and suffered burns when his car caught fire at a petrol station. The petrol pump was old and had sprayed petrol all over the hot engine of his car. Then in 1995, he was in hospital again. Another bus had knocked him over.

Selak is philosophical about his fortune. 'I am going to enjoy my life now- I feel like I have been reborn. I know God was watching over me all those years,' he said.

The Mapping Format



Reading Questions

Instruction: Answer the following questions!

1. The topic of the text is about... (Underline the best answer)
 A man's fortune to be alive/A man's struggles to fight with his injuries.
2. What happened to Selak in 1963?
3. The word "crashed" has close meaning to.....(paragraph 2)

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4. The word "him" refers to..... (paragraph 5)

Paragraph 6 tells us about..... (Underline the best answer)

Selak got disasters twice/He only got accident at a petrol station.

Paragraph 5 is mainly discussed about... (Underline the best answer)

Selak's crash in a bus/Selak's journey to be expert swimmer.

How many people died when train accident happened?

What's the matter to selak when he was in train accident?

The word "Dead bodies" has similar meaning to.....(paragraph 3)

From the passages, it tells us that..... (Underline the best answer)

Selak is unlucky man/Selak is glad to carry on his life.

Key answer

1. A mans' fortune to be alive.
2. He was in plane crash.
3. Ploughed
4. Selak
5. He got disasters twice
6. Selak's crash in a bus
7. 17 people
8. He's got suffering from schock, bruises, and a broken arm.
9. Corpses
10. Selak is glad to carry on his life.

Closure:

4. The lecturer gives time to the Ss to express their difficulties found during the learning process.
5. The lecturer & the Ss conclude the lesson.
6. The lecturer closes the learning session.

Homework

Notes for next lesson

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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Padangsidempuan

The Researcher

The Lecturer

Dr. Hika Susti Harida, M.Pd
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Nurmadinah Hasibuan



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APPENDIX 2

RESEARCH INSTRUMENT (PRE-TEST)

READING COMPREHENSION

NAME:
CLASS:

Instructions:

1. Write down your name and your class on the paper.
2. Please read the texts below carefully.
3. There are 20 questions and please answer the question correctly.
4. The time given is 60 minutes.
5. This test is used for a research purpose only.

Texts¹

Read the following text to answer question 1-5:

My Last Holiday

Last month, I spent my **holiday** in Yogyakarta. I went to Borobudur Temple. My family and I went there early morning. We went to Borobudur Temple by car. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls. My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday. I could learn and practice speaking English with one of foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourist. We went back at 04:30 in the evening. **It** was a very enjoyable holiday.

1. The text above is mainly discussed about...
2. The word **it** refers to...
3. The writer and family reached Borobudur Temple in the early morning _____ **True/False.**
4. **Holiday** has closed meaning to **vocation** _____ **True/False.**
5. From the passage, it can be inferred that the writer loved the holiday _____ **True/False.**

¹ The text is adopted from the test used in Language Development Center IAIN Padangsidimpuan.

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Read the following text to answer question 6-10:

Life Journey

Spanish lawyer has **given up** his job and has sold his car to cycle around South America and performed as a clown. Alvaro Neil, also known as 'Biciclow'n', was cycling his way around South America, performing his clown act free everywhere he went.

Alvaro, 36 from Asturias in the north of Spain, gave up his job last year when he realized there was more to life than a nine to five job. 'You only live once and life in an office just isn't life,' he says. So in October last year he **set out** on his South American adventure.

He began his journey in La Paz, Bolivia and so far he has visited six countries (Bolivia, Argentina, Chile, Ecuador, Peru, Colombia) and cycled more than 15,000 kilometres. The journey has already taken him thirteen months, and Venezuela, Brazil, Paraguay and Uruguay lie ahead.

He spends two or three months in each country, but he has never **stopped off** for more than five days in any one place. Alvaro is getting by on a budget of three dollars a day and has spent in fire stations, police stations and churches, at 4,700 metres in the mountains of Peru and in the dry Atacama Desert of Chile.

He has given about 20 performances to more than 8,000 people. 'My show includes juggling, music, magic, acrobatics and theatre. I perform to the poorest people and my sole purpose is to bring them a little happiness,' says Alvaro. At the end of one performance, a little girl ran up to him from the audience and gave him a big kiss and a hug. This is one of his sweetest memories from the trip so far.

He explains that the trip is a way of **bringing together** the three things he loves most in life: 'Cycling's in my blood, I'm a born clown and I enjoy helping other people.' He is sponsored by the *Clowns Without Frontiers* organization and his mission is to bring a smile into the lives of the people he **runs into** on his travels.

6. What is the main idea of the text?
7. Find the synonym of "started (a journey)" from the underlined words above!
8. He has shown twenty performances to under 8,000 people _____ **True/False**.
9. From the passage, it can be inferred that he is kind and helpful _____ **True/False**.
10. What does "them" refer to?



Read the following text to answer question 11-1:5

Going To The Beach

Last week, my family and I went to the beach for spending our holiday. We were my mother, my father, my elder brother and me. You can guess that in the beach was full of the visitors, so we decided to went there earlier, it was around 6 a.m. My parents had us to prepare swimming suit and clothes. My mother had planned to have breakfast with boiled instant noodle which would be cooked in the beach. My father prepared our tent and car.

We went to the beach so earlier, the road was lonely. We got the beach around 7 p.m it was because it was not far from our city. After arriving the beach, we bought the entering ticket, each the entering ticket was Rp. 10.000/ person. My father decided to set the tent near of the tent, my mother set the fire and started to boil the instant noodle. We had to have breakfast before playing in the beach especially swimming. Finishing the breakfast, we went from the tent and went to beach.

My father swam fast and well, because my elder brother and I could not swim so we played on the sand in spite of my mother took care of us from the tent. I collect the shell, my elder brother built the palace from the sand, my mother sometimes went us to make sure that we were fine. She was still baking the bread so we could not play together.

11. What is the topic of the text?

12. How much do they pay for the tickets?

13. Shell means a hard outer part of nuts. True/False.

14. The word we refers to elder brother and father. True/False.

15. From the passage, it tells us if the journey only took an hour to the beach. True/False.



Read the following text to answer question 16-20:

The Luckiest Woman

Klara Bunnenberg is twenty-eight years old and lucky to be alive. She has been in and out of hospital a number of times since her first accident at the age of twenty-four. On this occasion, she was cycling down a narrow country lane when she had to swerve off the road to avoid an oncoming car. Klara ploughed into a tree, broke her right arm and lost three teeth.

Two years later, whilst working as a summer camp supervisor, she was climbing in a tree on the bank of a river with the children she was looking after. She jumped out of the tree, planning to land on the bank. Unfortunately, she missed the bank and fell into the back seat of a passing speedboat and broke her left leg.

Her latest adventure also led to disaster. On her twenty-eighth birthday, her boyfriend gave her a pair of inline skates at a birthday party he was throwing for her. Desperate to try out her new skates, Klara put **them** on in front of her friends. She successfully made it to the bottom of the hill outside her house, but couldn't stop. She flew into the road and was hit by an oncoming vehicle. Luckily for Klara, it was an ambulance which knocked her over. Unfortunately, she broke her left arm, and her right leg and was knocked unconscious. The ambulance driver took her straight to hospital - not a problem, as he was going there anyway.

16. What is the main idea of the text?

17. What is the matter with Klara when she crashed a tree?

18. What does "them" refer to?

19. She was hit by an oncoming vehicle when cycling _____ **True/False.**

20. It can be concluded that she got much injuries _____ **True/False.**

RESEARCH INSTRUMENT (POST-TEST)

READING COMPREHENSION

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Instructions:

1. Write down your name and your class on the paper.
2. Please read the texts below carefully.
3. There are 20 questions and please answer the question correctly.
4. The time given is 60 minutes.
5. This test is used for a research purpose only.

Texts²

Read the following text to answer question 1-5:

THE CAR ACCIDENT

I saw a car accident yesterday. I was standing on the corner, waiting for the green light. The amber light changed from green to yellow. Then I saw a sports car. The man driving the sports car was driving very fast. He wanted to get through the yellow light, but when he got closer, it turned red. On the other street, a tow truck started to move forward. The driver of the sports car tried to stop, but it was too late. He **smashed** into the side of the tow truck. The man in the sports car got out of his car very slowly. He had a cut on his head, and he was stumbling around. The man in the tow truck was not hurt. He called an ambulance with his cell phone. Then, a crowd was gathering. Some people were watching from a distance, and others were helping the injured man. Then the ambulance arrived. The paramedics put the injured man on a stretcher and drove him to the hospital.

No.	Questions	Answers
1.	The text is mainly discussed about...	?
2.	Why was he driving so fast?	?
3.	Crashed into has similar meaning with.....	?
4.	The word it refers to red	True/False
5.	From the passage, it tells us that the man got much pain.	True/False

² The text is adopted from the test used in Language Development Center IAIN Padangsidimpuan.



Read the following text to answer question 6-10:

A Hero's Return

White has just returned from an 18,000-mile, around-the-world bicycle trip. White had two reasons for making this epic journey. First of all, he wanted to use the trip to raise money for charity, which he did. He raised 70,000 pounds for the British charity, Oxfam. White's second reason for making the trip was to break the world record and become the fastest person to cycle around the world. He is still waiting to find out if he has broken the record or not.

White set off from Trafalgar Square, in London, on 19th June 2004 and was back 299 days later. He spent more than 1.300 hours in the saddle and destroyed four sets of tyres and three bike chains. He had the adventure of his life crossing Europe, the Middle East, India, Asia, Australia, New Zealand and the Americas. Amazingly, he did all of this with absolutely no support team. No jeep carrying food, water and medicine. No doctor. Nothing! Just a bike and a very, very long road.

The journey was lonely and desperate at times. He also had to fight his way across deserts, through jungles and over mountains. He cycled through heavy rains and temperatures of up to 40 degrees, all to help people in need. There were other dangers along the road. In Iran, he was chased by **bandits** and was lucky to escape with his life and the little money he had.

The worst thing that happened to him was having to cycle into a **headwind** on a road that crosses the south of Australia. For 1.000 kilometres he battled against the wind that was constantly pushing him. This part of the trip was slow, hard work and depressing, but he made it in the end. Now Mr White is back, he just wants to see family and friends and rest. After that he intends to write a book about his adventures.

No.	Questions	Answers
6.	What is the main idea of the text?	?
7.	Headwind ; a wind that helps you/a wind that pushes against you/a wind that is very hot	Choose the best answer!
8.	Bandits ; dangerous people/ dangerous winds/ dangerous insects	Choose the best answer!
9.	In Iran, some people wanted to kill him and take his money.	True/False
10.	In Australia, he had to fight a wind and made it in the end.	True/False



Read the following text to answer question 11-15:

My Last Journey

When I left for the USA my family dropped me off. We had breakfast on the airport but we had to hurry up so that I wouldn't miss my flight. It was a teary goodbye, but I was looking forward to new experiences in the USA. After I got on the plane I made myself comfortable and sent a few last minute goodbye text messages. I thought of how much I wanted this moment that I just needed to get away from it all. A short while later the pilot announced that all electronics were to be switched off, for we were preparing to take off. As the plane was speeding up on the runway I sat back and took pleasure in brute force and strength of the moment the plane was creating to lift itself up from the ground.

When our plane got in at JFK Airport in New York there was already a taxi waiting to pick me up. The taxi dropped me off at the Holiday Inn where I would meet up with my friends. After I checked in to the hotel we all went to Time Square, where we looked around for the rest of the day. The next day we got up in the early hours of the morning and did some sightseeing. That night we were exhausted and went to bed early. The next morning we checked out after breakfast, rented a car and set out on a cross-country road trip. It would be another 3 months before I would go back home.

No.	Questions	Answers
11.	What is the text mainly discussed about?	?
12.	What did the writer do after he checked-in into the hotel?	?
13.	From the passage, when did the writer plan to go home?	?
14.	<u>Set out</u> means sort out the cases.	True/False
15.	The word <u>we</u> refers to friends and family.	True/False

Read the following text to answer question 16-20:

Michael Palin

British TV viewers has voted for Michael Palin as the UK's top TV star. Palin received the award at a ceremony in London yesterday. Michael Palin first became famous as a comedian in the 1970s with the Monty Python TV show. When the show ended, Palin made a number of successful films and in the 1980s he began his new career as a maker of travel documentaries.

In the last 20 years, Palin has been all over the world. His work has taken him to the Himalayas, the Sahara Desert and both the North and South Poles. He has visited more than 80 countries and travelled over 160,000 kilometres. Following his trip to the Sahara, Palin, who was in his 60s, said that he was not a very good traveller, and **recent** news reports said that he intends to give up soon. However, at yesterday's ceremony, Palin insisted this was not

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No.	Questions	Answers
16.	What is the text mainly discussed ?	?
17.	How many countries has he visited?	?
18.	Michael Palin first became famous as a comedian in the 1980s.	True/False
19.	The word “recent” is similar to “fresh”	True/False
20.	It can be inferred from the passage that he was a special man who has multi talents.	True/False



APPENDIX 3

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THE KEY ANSWER OF READING PRE-TEST

1.	Having a delightful trip.
2.	Holiday
3.	False (at 11:30 in the afternoon)
4.	True
5.	True
6.	Lawyer gives up job to cycle around South America.
7.	Set out
8.	False (He has shown twenty performances to more than 8,000 people)
9.	True
10.	The poorest people
11.	The writer spends holiday with family in the beach.
12.	Rp. 40,000 (Rp. 10,000/person)
13.	False (a hard outer part of animals)
14.	False (refers to the writer and brother)
15.	True
16.	A women's lucky break
17.	Broke her right arm and lost three teeth.
18.	Skates
19.	False (She was hit by an oncoming vehicle when trying her new skates)
20.	True

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THE KEY ANSWER OF READING PRE-TEST

No.	
	6. car accidents in the traffic light.
	7. He wanted to get through the yellow light.
	8. Smashed into
	9. False (the yellow light)
	10. True
	11. A hero's adventures and his coming back
	12. A wind that pushes against you
	13. Dangerous people
	14. True
	15. True
	16. The day the writer leaves for the USA.
	17. Did sightseeing.
	18. 3 months ago
	19. False (to start a journey)
	20. False (to friends and the writer)
	21. Michael Palin's life achievement
	22. More than 80 countries
	23. False (in the 1970s).
	24. True
	25. True

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APPENDIX 4

**RESEARCH INSTRUMENT
OBSERVATION CHECKLIST**

Observation Checklist of Applying Creative Problem Solving (CPS) Strategy

Applying Creative Problem Solving (CPS) Strategy		
No.	Item Observed	Observation Time (1 st)
1.	The lecturer asks students to identify and to define the problems found from the text.	
2.	The lecturer asks students to work in groups to generate as many ideas for solutions of the problems.	
3.	The lecturer asks students to choose the best ideas for the solutions.	
4.	The lecturer asks students to elaborate their ideas with others and share their solutions.	
	Yes	%
	No	%
	Total	%
No.	Item Observed	Observation Time (2 nd)
1.	The lecturer asks students to identify and to define the problems found from the text.	
2.	The lecturer asks students to work in groups to generate as many ideas for solutions of the problems.	
3.	The lecturer asks students to choose the best ideas for the solutions.	
4.	The lecturer asks students to elaborate their ideas with others and share their solutions.	
	Yes	%
	No	%
	Total	%
No.	Item Observed	Observation Time (3 rd)
1.	The lecturer asks students to identify and to define the problems found from the text.	
2.	The lecturer asks students to work in groups to generate as many ideas for solutions of the problems.	
3.	The lecturer asks students to choose the best ideas for the solutions.	
4.	The lecturer asks students to elaborate their ideas with others and share their solutions.	
	Yes	%
	No	%
	Total	%

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Observation Checklist of Applying Concept Mapping (CM) Strategy

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Applying Concept Mapping (CM) Strategy		
No.	Item Observed	Observation Time (1 st)
1.	The lecturer selects a text (related to curriculum) and the lecturer gives some questions that have relation with the topic (brainstorming).	
2.	The lecturer draws a concept mapping on the board.	
3.	The lecturer explains the concept map that will organize the important ideas of the text.	
4.	The lecturer explains the structures of the concept map that consist of main topic, sub topics, and attributes of the sub topics.	
5.	The lecturer distributes a text for each group and after reading, the lecturer asks students to complete the concept map with the information from the text.	
	Yes	%
	No	%
	Total	%
No.	Item Observed	Observation Time (2 nd)
1.	The lecturer selects a text (related to curriculum) and the lecturer gives some questions that have relation with the topic (brainstorming).	
2.	The lecturer draws a concept mapping on the board.	
3.	The lecturer explains the concept map that will organize the important ideas of the text.	
4.	The lecturer explains the structures of the concept map that consist of main topic, sub topics, and attributes of the sub topics.	
5.	The lecturer distributes a text for each group and after reading, the lecturer asks students to complete the concept map with the information from the text.	
	Yes	%
	No	%
	Total	%
No.	Item Observed	Observation Time (3 rd)
1.	The lecturer selects a text (related to curriculum) and the lecturer gives some questions that have relation with the topic (brainstorming).	
2.	The lecturer draws a concept mapping on the board.	
3.	The lecturer explains the concept map that will organize the important ideas of the text.	
4.	The lecturer explains the structures of the concept map that consist of main topic, sub topics, and attributes of the sub topics.	
5.	The lecturer distributes a text for each group and	

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after reading, the lecturer asks students to complete the concept map with the information from the text.	
Yes	%
No	%
Total	%

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APPENDIX 5

The Result of Students Reading Comprehension

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STUDENTS	EXPERIMENTAL CLASS 1 (CPS STRATEGY)	
	PRE-TEST	POST-TEST
DB	80	95
NAN	60	90
TA	80	95
SSR	65	80
M	75	95
KNN	80	100
RAI	55	85
AA	85	100
YM	70	90
AAN	55	85
AT	60	85
RH	85	100
RFN	75	95
RERH	65	95
FA	50	80
ISS	70	90
SL	70	90
S	65	90
AS	70	90
SRS	70	90
YSS	75	95
RA	60	85
HP	65	85
ANH	70	90
SFH	65	85
N	50	80
Total	1.770	2.340
Mean	68.07	90.00

The Result of Students Reading Comprehension

NO	STUDENTS	EXPERIMENTAL CLASS 2 (CM STRATEGY)	
		PRE-TEST	POST-TEST
1.	PAAH	85	100
2.	NHS	70	90
3.	JA	70	90
4.	MIH	65	90
5.	WH	85	100
6.	DWH	80	95
7.	LK	80	95
8.	NHS	60	85
9.	FN	70	90
10.	BRNR	70	90
11.	S	75	95
12.	AN	80	95
13.	MFS	60	85
14.	SAH	70	90
15.	NIA	75	95
16.	UH	70	90
17.	DDH	60	85
18.	SGAM	65	95
19.	KP	80	95
20.	NFP	60	85
21.	ADS	75	85
22.	RA	65	85
23.	MPAN	55	80
24.	NAR	65	85
25.	RH	55	80
26.	NG	75	90
Total		1.820	2.340
Mean		70.00	90.00

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This is to certify that

Name : Nurmadinah Hasibuan
 ID Number : 1221085307940001
 Test Date : 06-08-2022
 Expired Date : 06-08-2024

achieved the following scores:

Listening Comprehension : 50
 Structure and Written Expression : 50
 Reading Comprehension : 45
 Total : 483



Linati Marta Kalisah, M. Pd
 Global Languages Course Director



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يشهد العلق بأن:

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1221085307940001	:	رقم الهوية
07-08-2022	:	تاريخ الاختبار
07-08-2024	:	الصلاحية

قد حصلت/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع	:	48
القواعد	:	46
القراءة	:	44
المجموع	:	460

الترقيم التعريفي

No. 716/GLC/APT/VIII/2022



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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

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: 2152/Un.04/Ps/PP.00.9/07/2022
 : berkas
 : Penunjukan Pembimbing I dan
 : Pembimbing II Tesis Kandidat Magister

Pekanbaru, 15 Juli 2022

Kepada Yth.

1. Dr. Kalayo Hasibuan. M. TESOL (Pembimbing Utama)
2. Dr. Bukhori. S. Pd. I. M. Pd (Pembimbing Pendamping)

Pekanbaru

Sehubungan dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Nurmadinah Hasibuan
NIM	: 22090122278
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: IV (Empat)
Judul Tesis	: The Effect Of Using Creative Problem Solving And Concept Mapping Strategies On Students' Reading Comprehension At Language Development Center IAIN Padang Sidempuan

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Masalam,
 Direktur,

Prof. Dr. H. Ilyas Husti. MA
 NIP. 19611230 198903 1 002



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Nomor : B-2475/Un.04/Ps/HM.01/07/2022
 Lampiran : 1 berkas
 : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 29 Juli 2022

Kepada
 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Prov. Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: NURMADINAH HASIBUAN
NIM	: 22090122278
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2022
Judul Tesis/Disertasi	: The Effect of Using Creative Problem Solving and Concept Mapping Strategies on Student's Reading Comprehension at Language Development Center IAIN Padangsidempuan

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Language Development Center IAIN Padangsidempuan

Waktu Penelitian: 3 Bulan (28 Juli 2022 s.d 28 Oktober 2022)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
 Direktur,

Prof. Dr. H. Ilyas Husti, MA
 NIP. 19611230 198903 100 2

Tembusan:
 1. Rektor UIN Suska Riau



Hak Cipta milik UIN Suska Riau

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PEMERINTAH PROVINSI RIAU
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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/49594
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Perintah Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-2475/Un.04/Ps/HM.01/07/2022 Tanggal 29 Juli 2022**, dengan ini memberikan rekomendasi kepada:

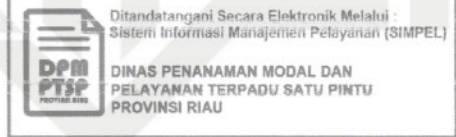
- | | | |
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| 2. NIM / KTP | : | 22090122278 |
| 3. Program Studi | : | PAI |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE EFFECT OF USING CREATIVE PROBLEM SOLVING AND CONCEPT MAPPING STRATEGIES ON STUDENTS READING COMPREHENSION AT LANGUAGE DEVELOPMENT CENTER IAIN PADANGSIDIMPUAN |
| 7. Lokasi Penelitian | : | LANGUAGE DEVELOPMENT CENTER IAIN PADANGSIDIMPUAN |

Dengan ketentuan sebagai berikut:

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2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan dihitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 3 Agustus 2022



Terdapat :

Ditujukan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Gubernur Sumatera Utara
3. Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
4. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
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Jalan. T. Rizal Nurdin Km. 4,5 Sihitang Padangsidimpuan 22733
Telepon (0634) 22080 Faximile (0634) 22040
Website: uinsyahada.ac.id

SURAT IZIN PENELITIAN

Nomor : **18** /In.14/A1/B.2b/PP.00.9/8/2022

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan ini memberikan izin kepada:

: Nurmadinah Hasibuan
: 22090122278
: Pendidikan Agama Islam
: Pendidikan Bahasa Inggris
: Magister (S2) UIN SUSKA RIAU

untuk mengumpulkan data dan informasi dalam menyelesaikan Thesis dengan judul **"The Effect Of Using Creative Problem Solving And Concept Mapping Strategies On Students' Reading Comprehension At Language Development Center IAIN Padangsidimpuan"**.

Surat Izin Penelitian ini diberikan kepada yang bersangkutan agar dapat menggunakan sebagaimana mestinya.

Padangsidimpuan, **11** Agustus 2022
a.n. Rektor,
Wakil Rektor Bidang Akademik
dan Pengembangan Lembaga



Dr. Erawadi, M.Ag
NIP. 19720326 199803 1 002

Penyusunan:
Rektor UIN Yahada Padangsidimpuan

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NAMA : NURMADINAH HASIBUAN
 NIM : 22090122278
 PROGRAM STUDI : PAI
 KONSENTRASI : PBI
 PEMBIMBING I / PROMOTOR : Dr. KALAYO HASIBUAN, M.TESOL
 PEMBIMBING II / CO PROMOTOR : Dr. BUKHORI, S.Pd.1, M.Pd
 JUDUL TESIS/DISERTASI : The Effect of Using Creative Problem Solving and Concept Mapping Strategies on Students' Reading Comprehension at Language Development Center IAIN Padangsidimpuan

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1.	28/07	State Islamic University of Sultan Syarif Kasim Riau	
2.	28/07	Chapter I acknowledgment of the study Instrument	
3.	14/08	Chapter 4 and 5 result Conclusion	
4.	18/08	Chapter 4 and 5 Discussion and Recommendation	
5.			
6.			

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Pembimbing / Promotor*
1.	28/07	Chapter 1, 2, 3 Hak cipta, plagiarisme, penjiwaan, R. Quastions, indicators & Capabilities, Sampel	
2.	01/08	Operational Concept Instruments : pre-test & Post-test Lesson plans	
3.	02/08	Procedure of the research Data collection technique pre-test & post-test Lesson plans Outline of chapter 4 & 5	
4.	19/08	Chapter 4 and 5 Result Discussion Conclusion	
5.	22/08	Approved for Dis excavation	
6.			

Catatan :
*Coret yang tidak perlu

Catatan :
*Coret yang tidak perlu

Pekanbaru, 22/08/2022
Pembimbing II / Co Promotor*

Pekanbaru, 18th of August 2022
Pembimbing / Promotor*

[Signature]

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Nama : Nurmadinah Hasibuan
NIM : 22090122278
Judul : The Effect Of Using Creative Problem Solving And Concept Mapping Strategies On Students' Reading Comprehension At Language Development Center IAIN Padangsidempuan

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PERSONAL INFORMATION

Name : Nurmadinah Hasibuan
 Date of birth : Medan/13 July 1994
 Religion : Islam
 Nationality : Indonesian
 Marital Status : Marriage



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 Phone Number/Wa : 082286488466
 Email : nurmadinah.hsb@gmail.com

EDUCATIONAL BACKGROUND

- 1999-2005 : SD Negeri 101510, Hapung, Sosa, Tapanuli Selatan
- 2005-2008 : MTs Negeri, Sibuhuan
- 2008-2011 : MAN Sibuhuan
- 2011-2015 : Tadris/Pendidikan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Padangsidimpuan