

**IMPROVING STUDENTS' READING COMPREHENSION ON  
NARRATIVE TEXT THROUGH STORY MAPPING TECHNIQUE  
AT THE TENTH GRADE OF MADRASAH ALIYAH 135 SAMPANO**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Study Program Tarbiyah and Teacher Training Faculty  
of Institute for State Islamic Institute (IAIN) Palopo in Partial Fulfillment of  
Requirement for Bachelor Degree in English Study Program*

**COMPOSED BY,**

**ALFIAN**

**REG.NUM: 14.16.3.0008**

**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE (IAIN) PALOPO  
2019**

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TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE (IAIN) PALOPO  
2019**

## THESIS APPROVAL



This thesis, entitled **"Improving Students' Reading Comprehension on Narrative Text Through Story Mapping Technique at the Tenth Grade of Madrasah Aliyah 135 Sampano"** written by **Alfian, Reg. Number 14.16.3.0008**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, April, 5<sup>th</sup> 2019 M**, coincided with **Rajab 31<sup>st</sup> 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.



**Palopo, July, 5<sup>th</sup> 2019 M**  
**Rajab, 31<sup>st</sup> 1440 H**

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Judul : "Improving Students' Reading Comprehension of Narrative Text Through Story Mapping Technique at the Tenth Grade of Madrasah Aliyah 135 Sampano."

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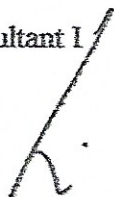
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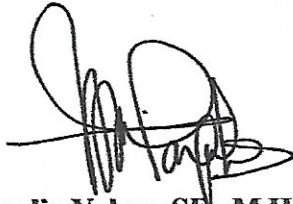
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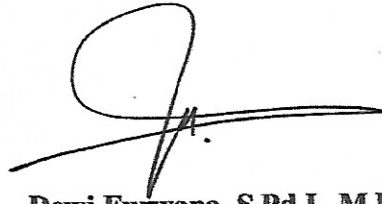
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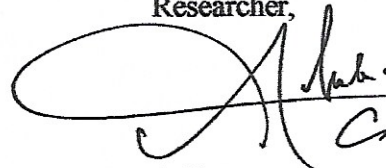
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وَأَصْحَابِهِ أَجْمَعِينَ. (أَمَّا بَعْدُ)

In the name of ALLAH SWT., the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet Muhammad SAW., Peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH) that has been given His guidance, chances and good health. So, the researcher could finish the thesis

The researcher realizes this thesis completed advice, guidance, encouragements, and comments from many people, even though this thesis still far from being perfect. Therefore the researcher would like to express his deepest gratitude to them.

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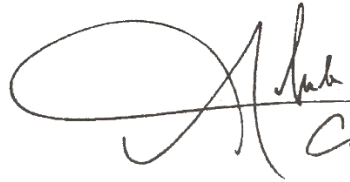
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The researcher hopes this thesis can give values to the students of the English department and English teachers and the readers especially improving teaching and learning Reading Comprehension. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis to Allah SWT., may bless us.

Amin.

Palopo, February 7<sup>th</sup>, 2019

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## ABSTRACT

Alfian, 2019, Improving Students' Reading Comprehension on Narrative Text Through Story Mapping Technique at the Tenth Grade of Madrasah Aliyah 135 Sampano. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under Supervisors: Wisran, S.S., M.Pd as the first consultant and Amir Faqihuddin Assafari, S.Ag., M.Pd.I as the second consultant.

Key Words: Reading Comprehension, Narrative Text, Story Mapping Technique

This research focused on improving students' Reading Comprehension on Narrative Text Through Story Mapping Technique at the Tenth Grade of Madrasah Aliyah 135 Sampano. There were two research questions in this research: (1) Does story mapping technique improve students' reading comprehension on narrative text at the tenth grade of Madrasah Aliyah 135 Sampano?, and (2) How is the students' response to using story mapping technique in learning reading comprehension at the tenth grade of Madrasah Aliyah 135 Sampano?. The objective of the research was (1) To find out the effectiveness of story mapping technique in improving reading comprehension of narrative text, and (2) To find out the students' responses to story mapping technique in reading comprehension.

This research was conducted at the tenth grade of Madrasah Aliyah 135 Sampano in the academic year 2018/2019. The subject of the research was the students of tenth grade, MIA II. The number of the sample was 20 students in one class. The research design was a pre-experimental method. This research applied pre-test, treatment, and post-test. The techniques which were used to collect the data were test and questionnaire.

The mean score of students in pre-test was 35,00 and the mean score of the students was 83,25 in post-test. The mean score of post-test is higher than the students' mean score of pre-test ( $83,25 > 35,00$ ). The probability value was smaller than  $\alpha$  ( $0.00 < 0.05$ ), it indicated that the alternative hypothesis ( $H_1$ ) was accepted. From the result showed that there was a significant improvement from the pre-test to the post-test which analyzed by SPSS 20. From the result of the questionnaire, it showed that most the students choose *strongly agree* for questionnaire 5<sup>th</sup> "*The way teachers teach by using story mapping is very fun*". Then, *agree* for questionnaire 2<sup>th</sup> "*I find it easier to learn English with the story mapping technique*". The researcher concluded that the students very fun in studying by using story mapping technique. That means the use of the story mapping technique in improving students reading comprehension was effective for the tenth grade of Madrasah Aliyah 135 Sampano. In addition, the students also gave a positive response to this technique.

## CHAPTER I

### INTRODUCTION

#### ***A. Background***

Education that occurs in practice, various methods applied in teaching, especially in non-formal education, is less able to make students feel happy and easy to understand. One that drives this because tutors or educators in the teaching process apply many methods individualistic and competitive, which ultimately makes students faced with a compartmentalized position, the student more left behind. As an effort to find a fun learning method and easy to achieve the mastery target, the model was used by the researcher is learning with Cooperative Learning Method.

Cooperative Learning is a learning approach that focuses on using small groups of students to work together in maximizing learning conditions to achieve learning goals. Cooperative Learning is a learning model in which the system of learning and working in small groups totaling four to six people collaboratively so as to stimulate students more passionate in learning.<sup>1</sup> Every method has its own features and weakness. Also, to minimize these problems, students should be a center activity of teaching and learning process or cooperative learning. It is based on Sharan's idea about cooperative learning in her book that cooperative learning is a group-centered and student-centered approach to classroom teaching and learning.<sup>2</sup> In cooperative learning, the teacher

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<sup>1</sup> Slavin. 1995, (Isjoni: 2011), *Cooperative Learning*. <http://www.perpuskampus.com.html>, Accessed March 13, 2016.

<sup>2</sup> Shlomo Sharan, *Handbook of Cooperative Learning Methods*, (London: Praeger Westport, 1994), p. 336

creates an atmosphere that encourages students to feel that they need each other or commonly called positive interdependence that can be achieved through the interdependence reaching goals, the interdependence completing tasks, interdependence of materials or sources, the interdependence of roles, the interdependence of gifts.

As for the development of the learning method above, the researcher has collaborated with the skill of English, that is reading comprehension. Reading comprehension is very important in reading because with comprehension the students can know the meaning of the text that they read. Reading comprehension is considered as the real core for the reading process. Durkin assumes that comprehension is the peak of the reading skill and the base for all reading processes.<sup>3</sup> In fact, it is not always as easy as it seems to comprehend reading texts, especially for students because there are some factors which influence it, such as, the same background, the same language, and the same concept in reading. Based on Kurikulum 2013, there are several types of text form which must be mastered by students. Those are descriptive, recount, and narrative.

From the types of texts which were mentioned above, the narrative text was applied in this research. Narrative text is a piece of text which tells a story to aims the readers of the story. The text consists of orientation, complication, and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes can not find the ideas of

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<sup>3</sup> Rubin, D., *A Practical Approach to Teaching Reading*, (Boston, MA: Allyn and Bacon, 1993), p. 32



whole the text. The students were difficult to comprehend the text, it makes them confused. Finally, the students do not understand the plot of the whole story.

The problem that has been faced at the tenth-grade students at Madrasah Aliyah 135 Sampano. It has happened when they are reading and working at their assignment. The information was got by the researcher from the interview with the teacher. According to the teacher, the problems of the students were: 1). Students are not always as easy as it seems to comprehend reading text. 2). The students reading skills were still low. 3). The students get difficulties in comprehending the reading text. They get difficulties in getting information from the text and finding the details. 4). The students' reading motivation is still low, it is difficult to improve their English ability well. 5) They do not understand the content of the text.

By looking at the method and problem above, the researcher proposed one teaching technique in improving students' understanding of the narrative text, that is by using Story Mapping. Story mapping is a graphic or semantic visual representation of a story. It is direct students' attention to relevant elements of stories using a specific structure. Story mapping provides a visual-spatial display for key information in the narrative text. The map illustrates ways to show an overview of a story. It also tells the information about its generic structure, such as characters, setting, goal, event, and resolution.<sup>4</sup>

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<sup>4</sup> Slavin, *Cooperative Learning*, (Needham Heights: Allyn & Bacon, 1995), p. 141

From the explanation above, the researcher conducted Pre-Experimental Method entitled “Improving Reading Comprehension on Narrative Text Through Story Mapping Technique At the Tenth Grade of Madrasah Aliyah 135 Sampano”.

### ***B. Problem Statement***

Based on the background above, the researcher formulated the research question in this research as follows :

1. Does story mapping technique improve students’ reading comprehension on the narrative text at the tenth grade of Madrasah Aliyah 135 Sampano?
2. How is the students’ response to using story mapping technique in learning reading comprehension at the tenth grade of Madrasah Aliyah 135 Sampano?

### ***C. The Objective of the Research***

Relevant to the problem statement, the objective of the research as follows :

1. To find out whether the story mapping technique improves students’ reading comprehension on the narrative text at the tenth grade of Madrasah Aliyah 135 Sampano.
2. To find out the students’ response story mapping improve students’ reading comprehension on the narrative text at the tenth grade of Madrasah Aliyah 135 Sampano.

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

This research hopefully would be useful both theoretically and practically, as follows:

### 1. Theoretically

The results of this research hopefully can be used as verification of the previous theories about comprehending English reading text.

### 2. Practically

a. As information for the English teachers to improve their reading comprehension teaching and learning process and to choose the most appropriate teaching method based on the students' problem.

b. To be a reference for the next researchers who will take the students' difficulties in comprehending reading text as materials in their research.

### ***E. The Scope of the Research***

The scope of the research was limited in improving students' reading comprehension through story mapping technique. By discipline, this research was under applied English Language teaching, by an activity, the researcher employed story mapping in teaching reading narrative, the material of reading comprehension focused on fable and fairy tale. By the assessment, this research was emphasized on reading comprehension which focused on vocabulary and the content.

### ***F. Definition of Terms***

Based on the title above, the researcher gave definitions as follows :

1. Reading comprehension is a process to get information from reading which is then processed into science. Generally, reading is an activity to get more knowledge from printed text. It is an active thinking process that

depends not only on comprehension skills but also on the students' experiences and prior knowledge.

2. Narrative text is the text which aims to entertain the readers by the story.<sup>5</sup>

For writer narrative text is an imaginative story to entertain people.

3. Story mapping is a schema construction technique that involves teaching the relationship of a part of the story with each other to the reader and giving basic elements of the story in a scheme in order to draw to the attention of the reader.<sup>6</sup>

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<sup>5</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: MacMillan Education Australia, 1997), p. 3

<sup>6</sup> Sorell. A.L., *Three Reading Comprehension Strategies*, ( TELLs, story mapping, and QARs. Academic Therapy, (1990), p. 359-368

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Previous of Related Research***

The researcher describes some previous related research to distinguish which related to this research :

1. Thesis entitled “*Improving Students’ understanding of Narrative Text Through Story Mapping (A Classroom Action Research in the First Year of SMP N 245, Jakarta)*” by Abdul Aziz Mansur (the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta, 2014).<sup>7</sup>

The classroom action research design applied in this research was a collaborative classroom action research. It means that the researcher collaborated with the English teacher of SMP N 245 Jakarta as an observer and collaborator.

The result of this research showed that there was a improvement of the students’ ability in reading narrative text through story mapping. In the last result of posttest, 2 showed that the students’ mean score was 77.50, and 81.25% or 26 (Twenty Six) students got the score above the target of achievement of minimum mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) of English lesson, it was 75%. based on the data, it could be concluded that using story mapping in teaching narrative text can improve the students’ understanding of the narrative text.

2. Thesis entitled “*Improving the Students’ Reading Comprehension of Narrative Text through Story mapping*” by Muhamad Romli (the Faculty of

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<sup>7</sup> Mansur, Abdul Aziz (106014000328) Thesis. “*Improving Students’ understanding of Narrative Text Through Story Mapping*” (Jakarta: Skripsi of English Education Department, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University, 2014).



Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta, 2014).<sup>8</sup>

The objective of the research was to get empirical evidence of the improving students' reading comprehension of narrative text through story mapping method. The method of this research was classroom action research which was conducted in two cycles. The subject of this research was the 2<sup>nd</sup> Grade of MTs tarbiyatul Falah Bogor at Academic Year 2013/2014 with the total number of students 35. The research instruments were the observation sheet, interview guidelines, questionnaire and test form. Based on the results of data analysis since pre-test up post-test of cycle 2, the average of study result gained in tests with the average value was 65.14. Whereas in post-test of the first cycle after applying story mapping method had enhanced 10.29 point or 15.79% from pre-test being 75.43. Next, the second cycle had enhanced 17.43 point from pre-test or 26.75% to the average value being 82.57. Based on the learning activities which have occurred the enhancing from the first to the second cycle. From these research findings, it showed that the story mapping method could improve the students' reading comprehension of narrative text.

3. The previous research which related to this study is a Thesis entitled “ *The Effectiveness of Story Mapping Technique toward Students' Reading*

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<sup>8</sup> Romli, Muhamad. (107014001134), “*Improving the Students' Reading Comprehension of Narrative Text through Story mapping*” (Jakarta: Skripsi of English Education Department, the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University, 2014).

*Comprehension of Narrative Text* ” by Dewi Nurpitriyani (Tarbiyah Faculty of Syarif Hidayatullah State Islamic University Jakarta, 2015).<sup>9</sup>

The objective of this study is to obtain the empirical evidence about the *effectiveness of story mapping technique toward students' reading comprehension* of narrative text to the tenth grade students of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/2015 and to find out to what extent the story mapping technique is effective toward students' reading comprehension of narrative text. The method used in this study was a quantitative method and the design used in this study was a quasi-experimental design. The sampling technique used in this study was purposive sampling. In this technique, two classes were chosen as experimental class and control class, in which each class consisting of 43 students. The technique of data collection used in this study tested which conducted twice as pre-test and post-test. The result of the calculation of *Cohen's d* formula to measure to what extent story mapping technique was effective on students' reading comprehension of narrative text showing that the effective value obtained was 0.705 that is categorized into moderate effect. Thus, from the data analysis.

The similarity of the three previous above with research this research focused on the student's reading comprehension of narrative text. The first previous research used story mapping to improve students' reading understanding of the narrative text. Whereas in this research also applied story mapping to improve student's reading comprehension. By using the story mapping pattern, students are helped by the structure of psychology, so that they can easily

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<sup>9</sup> Nurpitriyani, Dewi. (1111014000021), “*Analyzing the Effects of Story Mapping on the Reading Comprehension with Low Intellectual Abilities*” (Jakarta: Faculty of Tarbiyah and Teachers' Training State Islamic University, 2015).

remember the story for a long time. The origin of story maps lies within story grammar research. The term story grammar refers to the rules or psychological structures that people use to create and remember stories, the skeleton underlying story, so to speak. These are psychological models of comprehension formation in their long-term memories.<sup>10</sup>

The other differences between previous research were used Classroom Action Research (CAR). Whereas this research was an experimental method. the Experimental method is research that aims to identify the causal relationship of one or more dependent variables by manipulating independent variables in a controlled situation. The researcher chooses this method because the experiment is the only means by which cause and effect can be established. So, the experimental research can be said as a research method that is used to find the effect or certain treatments on others in controlled conditions.<sup>11</sup>

The third previous research, the differences this previous research were used quasi-experimental and this research was the pre-experimental method. Pre-experiment is a design that is not really. There are still external variables that influence the formation of the dependent variable. And the result will be influenced by independent variables.

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<sup>10</sup> Pamela J. Farris. *Teaching Reading: A Balanced Approach for Today's Classrooms*, (New York: McGraw-Hill, 2004), p. 345

<sup>11</sup> Sugiono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta), p. 110

## ***B. Reading***

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

Reading is one of the most important skills for the student of the English language. According to Aebersold and Field, reading is an activity when the people look at the text and try to get the information from the text.<sup>12</sup> It means when the reader sees the text, they try to get the information and understanding the text. Reading is a process where the reader gets the information from books, newspaper, manuals, advertisements, and so on.<sup>13</sup>

The primary Fundamental goal of any reading activity knows the language. Simanjuntak states “reading is a process of putting the reader in contact and communication with ideas”. Broughton states that reading is a complex skill that involves a whole series of lesser skills, where skills mean to relate the ability to recognize stylized shapes which are the figure on a ground, curves and line and dots in patterned.<sup>14</sup>

For many people, reading is a difficult skill to be mastered. In reading, the reader has to know the meaning of the words and sentences they have read accurately. The other difficulty is the reader not to know what is the goal or the mind idea of each paragraph of the text. Many students also get the same difficulties in their reading process. The main purpose of reading is to have the

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<sup>12</sup> Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (United Kingdom: Cambridge University Press, 1997), p.15

<sup>13</sup> Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies for Independent Learners*, 2<sup>nd</sup> Ed., (New York: The Guilford Press, 2008), p. 15

<sup>14</sup> Bowman. <http://definisi-pengertian.blogspot.com> 2010 / 08 / reading definition. html. Accessed 19 September 2014.

same perception between the reader and the author seen the idea of the text.<sup>15</sup>

From those explanations above the researcher concluded that reading is an activity or process to get any information by reading the text.

## **2. Types of Reading**

Generally reading is divided into two types, there are intensive and extensive. Every type has a different definition and characteristic. The definition of each type is defined as follows:

### **a. Intensive Reading**

Intensive reading means reading for detail. It can be said when the students read the text, they try to get every detail of the text. Brown explained that intensive reading is reading that focus on the surface structure such as grammatical forms, meaning and so on.<sup>16</sup> Furthermore, according to Patel and Jain, intensive reading is related to the further process in language learning under the teacher's guidance.<sup>17</sup> In intensive reading, the teacher guides the students to read the text to tell about the grammatical form or the meaning of the word. In this reading, the students read the text and get the specific detail related to the text. Intensive reading where the student is expected to read the reading passage and to understand every part of it.

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<sup>15</sup> Sharon J. Crawley and King Merritt, *Remediating Reading Difficulties*, 3<sup>rd</sup> Ed., (New York: McGraw-Hill, 2000), p. 40

<sup>16</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Wesley Longman Inc., 2001), p. 313

<sup>17</sup> M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, Strategies)*, (Jaipur: Sunrise Publishers & Distributors, 2008), p. 117



#### b. Extensive Reading

Brown explains that extensive reading is reading that encourages students to understand what they are reading.<sup>18</sup> Extensive reading is aimed to build students' enjoyment in reading. The students could read confidently without look up the dictionary to find the difficult words as long as they understand the idea which is in the book. Moreover, Paten and Praveen also mention another purpose of extensive reading that is to ask students to read directly and fluently in the target language.<sup>19</sup> They also said that extensive reading does not need the teacher's guidance. It means when the students do extensive reading, the teacher can be only a facilitator to care for them whether or not they understand, If they do not understand the idea of the text, reading passage, or book when they are reading the teacher could help them. Extensive reading is always done for comprehension, not for specific details.

From both types of reading above, it can be known that intensive reading is a process of reading to get every specific detail, such us grammatical forms, it is passage and to understand every part of the reading text. Meanwhile, extensive reading is aim to make students' enjoy reading. Than extensive reading usually focus on comprehension of the read, not for specific details.

### 3. Purposes of Reading

There are several purposes why people read. By reading they can get more information and add more knowledge to improve the reading skill. According to

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<sup>18</sup> H. Douglas Brown, *Loc. Cit.*

<sup>19</sup> Patel and Jain, *Op. Cit.*, p. 118

Grabe, there are a few purposes of reading.<sup>20</sup> The first is reading to search for simple information, such as title, main idea, and so on. The second is to skim quickly. For example, the students want to search for the date of Indonesia independent day. The third is reading to learn from text. Next, reading to integrate information. The students could connect their prior knowledge to their knowledge after they read and then make it to their own new understanding. Reading also can be done to write. It means the information which is got from reading used as the material for writing. Then, reading to critique texts. The last is reading for general comprehension. The students will comprehend something only by reading.

Rivers and Temperly in Nunan, suggest that there are seven main purposes for reading.<sup>21</sup> The first is because the readers are curious about the topic in the text. The second is to know the instructions on how to do some tasks and follow some instructions related to daily life. The next is reading purposes can also relate the game, to read the instruction on how to play a game. Then, reading also can be done to read the business letter to communicate with a colleague. Next, reading also can be used to know time and place about something will take place or what is available. Furthermore, another reading purpose is to fix up the information, such as, to know something is happening or something happened. The last is reading can be done for enjoyment or excitement. From those explanations, it can be concluded that purposes of reading depend on the need of the reader.

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<sup>20</sup> William Grabe, *Reading in a Second Language Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p. 8

<sup>21</sup> David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle & Heinle Publishers, 1999), p. 251

### ***C. Reading Comprehension***

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

Reading comprehension means understanding what has been read. It is active thinking that depends not only on comprehension skills but also on the students' experiences and prior knowledge. According to Brown reading comprehension is an interactive process between text and readers prior knowledge. The skill and process of comprehension can be taught at a given level and in a given text, a student can master the use of the process at the level. However, when the level of material and type of text changes, the process also changes.<sup>22</sup> Reading is an activity in order to get information and understand the writing text. Grabe said that reading is comprehending the process. The reader reads to know what the author's intention is and why they write.<sup>23</sup>

According to Arsyad and Buhari, comprehension is an essential factor in good reading as perfect comprehension would be almost synonymous with memorization of the material. In addition, the degree of understanding is measured more commonly in term of understanding of the main idea basic fact expressed in the reading. Therefore, comprehension should be flexible and adjusted to the type of the material read and the purpose of reading.<sup>24</sup> They also said there are some tips to easy remember of reading material. First, reading more. Second, learning to read for main ideas. Third, challenging your comprehension.

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<sup>22</sup> Brown. 1994. *Definition of reading*. Online :[http://www.brainyquote.Com/words/re/reading 210418. html](http://www.brainyquote.Com/words/re/reading%20418.html). accessed on November, 29<sup>th</sup> 2014.

<sup>23</sup> Grabe, *op. cit.*, p. 14

<sup>24</sup> Azhar and Buhari, *English for Students of Islamic Studies*, ( Ujung Pandang: AMA Press,1993), P. 2

Fourth, budgeting the time. Fifth, pacing your self, sixth, developing the habit of immediate concentration.<sup>25</sup>

From those concepts above, the researcher concluded that reading comprehension is a multi-process since in the reading comprehension, the reader is not only read the text but the reader must make an organized way between the knowledge which they just know and they have already known. It means, they able to get information in understanding the content.

## **2. Strategies in Reading Comprehension**

Good reading strategies help to read in a very efficient way using them your aim to get the maximum benefit from your reading with the minimum effort. According to Moreillon, reading comprehension strategies is a medium that can help students to read the text.<sup>26</sup> It means that when the students find difficulty in reading the text, these strategies could help them to make the reading text be easier. Duffy explained three strategies in reading comprehension including pre-reading instruction, during reading instruction, and post-reading instruction.<sup>27</sup>

### **a. Before reading**

In this strategy, the students set the purpose before they read the text. By setting the purpose in the beginning, it will make students be more motivated and comprehend since they know what kind of information that must be found. There are three steps in doing before reading activity, which is: prior knowledge about

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<sup>25</sup> *Ibid.*, p.4-8

<sup>26</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America Library Association, 2007), p.10

<sup>27</sup> Gerald G. Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p. 19

the purpose of the reading, prior knowledge about the topic, and prior knowledge about the type of text.

#### b. During reading

The second strategy is during reading. If the students found some problems when they are reading, they could use during reading strategy. The following steps are important during reading. The first is when the students found some words that they do not know, meanwhile they are not allowed to open the dictionary, they could guess the meaning of the word by looking at the word before and after the unknown word. Then, if the students did not know the conjunction which is used whether it is to show adding idea, moreover, furthermore, further, to show contrasting idea, on the contrary, on the other side, meanwhile, or to show giving conclusion, it can be concluded that, all in all, the conclusion is, the students just keep reading and find another clue in the next sentence. Last, sometimes the problem is a lost focus for why the material being read in the first place, whereupon the students will stop and re-think how reading is to be used. When the students find those problems, the students just focus on reading and avoiding that can be obstacles.

#### c. Post/After Reading

According to Tankersley, after reading, the students are asked to focus on showing their understanding and connecting their new knowledge to prior knowledge.<sup>28</sup> It means connecting the process among before, during, and after

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<sup>28</sup> Karen Tankersley, *The Thread of Reading Strategy for Literacy Development*, (Alexandria: ASCD, 2003), p. 110

reading activity, it can help the students in understanding the text and the students are actively involving in reading.

Brown mentions ten strategies of reading comprehension each which can be practically applied to the classroom techniques.

- a. Identify the purpose of reading. the efficient reading consists of clearly identifying the purpose of reading something. By doing so, we know what we are looking for us out potential distraction information.
- b. Use graph rules and pattern to aid in bottom-up decoding. This strategy is good for beginning level learners.
- c. Use efficient reading for relatively rapid comprehension. This strategy is good for intermediate to advanced level students, because they need not to be speed readers but you can be helped them to increase efficient by teaching a few silent reading rules that include, you do not need to “pronounce” each word to yourself, try to visually perceive more than one word at a time, preferably phrases, unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.
- d. Skimming, it consist of quickly one’s eyes across a whole text to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or massage, and possibly some of the developing or supporting ideas.
- e. Scanning, its purpose is to extract certain specific information without reading through the whole texts. So, the exercises of this strategy may ask students to look for name or dates, to find a definition of essential concept, or to list a certain

number of supporting details. In vacation or general English, scanning is important in dealing with general like, schedules, manual, forms, etc.

f. Semantic mapping or clustering, it helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work techniques as students collectively induce order and hierarchy to passages.

g. Guessing, in this strategies, learners can use guessing to their advantage to guess the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, a content of the message.

h. Vocabulary analysis, it means that when the learners do not know immediately recognize a word in the passage. One way for them to make guessing is to analysis it in terms of what they know about it.

i. Distinguish between literal and implied meanings this requires the application of sophisticated top-down processing skills.

j. Capitalized on discourse makers to process relationship, this strategy is good for learners of intermediate proficiency level

Based on the strategies above, it can be known that strategy in reading comprehension can help the student in reading and connecting they new knowledge, in the use strategies in teaching reading comprehension can help in develop strategies for teacher self and the students' can easier comprehend they read.

## ***D. Narrative Text***

### **1. Definition of Narrative Text**

Narrative text is one of the English text which tells a story. The story can be realistic, fantastic or combination between realistic and fantastic.<sup>29</sup> The narrative is a text which has a generic structure including the beginning, the middle and the ending.<sup>30</sup> It means that narrative text is the text which tells the sequence of the story that can be realistic, fantastic or both. Narrative text also tells about the characters in the story, the event in the story, and the reason why the event happened. The Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of the narrative text is the narrative mode, the set of methods used the communicate the narrative text through a process narration.<sup>31</sup> It tells that narrative text is a text which tells a story and the story is telling about events which happen to the character.

The researcher concluded that narrative text is one of the English text which servers to tell the story of the past for entertainment or entertaining readers. Narrative text structure is believed could be made better students' reading comprehension. And then, the purpose of the narrative text is to amuse or entertain the audience by a story.

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<sup>29</sup> Sarwoko, *Mandiri English SMA: English on Target*, (Jakarta: Erlangga, 2014), p. 109

<sup>30</sup> Angela Carrasquillo, *Beyond the Beginnings (Literacy Interventions for Upper Elementary English Language Learner)*, (Great Britain: Cromwell Press Ltd., 2004), p. 74

<sup>31</sup> <http://guruberbagirasa.blogspot.com/narrative-text-definition-purposes.html>, Accessed on January 17<sup>th</sup> 2017.



## **2. Generic Structures of Narrative Text**

There is a generic structure in narrative text, more or less as follows.

### **1. Orientation**

Orientation introduces the character, setting of the story, such as, where the story takes place when it is. And the time and place also describe.

### **2. Complication**

Complication means conflicts. It means in this element the main character revolves around conflicts or problems that influence the setting, time or characters. The main character is not allowed to reach the goal. A problem or series of problem complicate the character's life. A number of problems create a suspenseful complication.

### **3. Resolution**

It also can be called anti-climax element since in this element all problems which appear in complication are solved.

The researcher concluded that orientation tells about the beginning of the story. It also introduces the character of the story, and the place where the story is happening. Then, complication tells about problems which are happening in the story. It is usually confronted by the main character. Resolution tells about how those problems in the complication are solved whether it is a happy or sad ending.

### **The Smart Monkey and The Dull Crocodile**

#### **Orientation**

One day there was a monkey. He wanted to cross a river. There, he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

#### **Complication**

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey "My father is very sick. He has to eat the heart of the monkey. So, he will be healthy again." At the time, the monkey was in dangerous situation and he had to think hard. Then, he had a good idea. He told the crocodile to swim back to the river bank. "What's for? Asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

#### **Resolution**

The crocodile agreed and turned back around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "where is your heart?" asked the crocodile. "You are foolish. Now I am free and I have my heart," said the monkey to the crocodile.

### **3. Strategies in Reading Narrative Text**

Reading can be a difficult activity if the reader doesn't know the strategy on how to read it. There are some strategies which are offered. The first strategy is from Mikulecky. According to her, there are some strategies that can be used in

reading a story in narrative text.<sup>32</sup> The first is the teacher asks the students to read the title. It is helpful for the students to know what is the story is going to be read by them. Then, the teacher commands the students to read the story from the beginning to the ending. After reading the whole text, the teacher requests the students with their friends using the comprehension questions. There are those comprehension questions: asking about the characters in the story, using “who was the story mainly talk about?”, then, asking about the setting of the story, “when did the story take place? asking about of the main character’s purpose, asking about the complication in the story, “what was the problem in the story?”, “did (character) have trouble?, asking about the resolution in the story, “What did (character) try to solve?”, “Was it hard to solve the problem?”, “Was the problem solved?, “Did (character) get what he/she wanted?”, asking the coda or moral value of the story, “What lesson did the story to tell you?”. After asking them to do those comprehension questions, the teacher asks them to work in a group of three or four students, they retell the plot of the story. Those strategies above can be applied in teaching reading narrative text to the students. While applying the strategy, the writer asks the students to read the title, to read the passage, to answer the comprehension questions, and to work in a group to retell the story. Giving the comprehension is very important to know how far the students comprehend the story.

Those steps above could be applied in the class. It can be guidelines to students. They could know which part that must be read carefully, which part that

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<sup>32</sup> Beatrice S. Mikulecky, *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*, (New York: Pearson Education Inc., 2004), p. 4

must comprehend more. Further, those steps above have covered the whole elements in the narrative text, such as plot, main idea, characters, orientation, complication, and resolution.

### ***E. Story Mapping***

#### **1. Definition of story mapping**

The story mapping is designed to students in the order they could imagine that the elements of the story have correlation one to another since the story mapping provides a visual schema to how most stories are organized and integrated.<sup>33</sup> when the students use story mapping, they could know that the story related one to another. If there is one element is lost, the story will incomplete. Story mapping is simply a graphic presentation of story grammar.<sup>34</sup>

In using the story mapping technique, the teacher can ask students to locate the story elements of the narrative.<sup>35</sup> Story mapping can help students to improve their reading comprehension by showing them the story elements, then they fill it into those elements. The story mapping elements are defined as title of the story, main character tells about who character of the story, setting tells about where the story happens, problem tell about what the main character must solve or do, main events tells about what are the important things that happen in the story, and story outcome how is problem resolved.<sup>36</sup>

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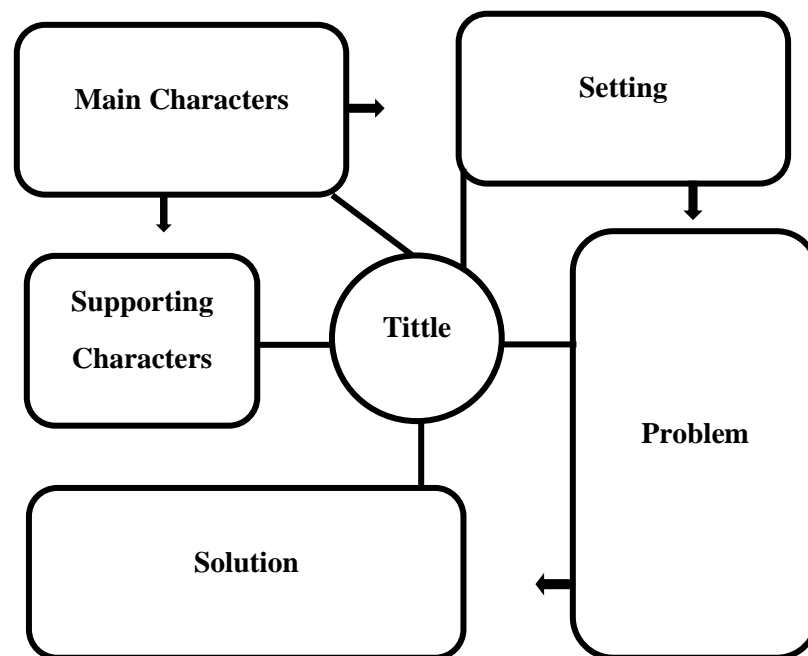
<sup>33</sup> Mathes, *Cooperative Story Mapping, Remedial and Special Education*, Vol. 18, 1997, p.21

<sup>34</sup> Mathes, *Ibid.*, p. 22

<sup>35</sup> Matthias Grunke, et al., *Analyzing the Effects of Story Mapping on the Reading Comprehension of Children with Low Intellectual Abilities, Learning Disabilities: A Contemporary*, 2013, p. 52

<sup>36</sup> Julie Bowen, *School-Based Interventions for Students with Behavior Problems*, (New York: Kluwer Academic/Plenum Publishers, 2004), p. 141

From those definitions above, it can be said that story mapping technique is a technique that has elements which exist in the narrative text such as characters, setting, plot, events, problem, and resolution. The students could know easily who the characters are, what the problem is, how to solve the problem, where the setting is. The elements of story mapping can facilitate the students to read the story in narrative text. Below is the graphic of story mapping :



**Graphic 2.1 of Story Mapping<sup>37</sup>**

## **2. Purposes of Story Mapping Technique**

There are some purposes of story mapping technique. Farris stated that there are at least seven purposes of story mapping technique.<sup>38</sup> The first is to allow the readers to create mental images from words in the text. It means that

<sup>37</sup> J. Garcia, <http://www.2scholastic.com> *Fun Learning for Kids*, p. 56

<sup>38</sup> Farris, *Loc. Cit.* p. 512.

when the students are reading the text, they could imagine what the story is telling in the text. The second is to enhance meaning with mental imagery. While using the story mapping technique, the students visualize the story into their own imagination and it improved their mental imagery ability. The third is link past experience to the words and ideas in the text. The forth is strengthen a reader's relationship to the text. The next is heightens the engagement with the text. When the students become more interested in reading, automatically it will make them be familiar with the text. The last is to bring joy to reading. The story mapping technique supplies the story elements that can be drawn by the students.

Based on the purposes which mentioned above, the researcher takes conclusion that the story mapping is a technique that has many purposes, such as, it could improve students' reading comprehension and also bring the joy to reading that makes reading be more fun.

### **3. The Advantages of Story Mapping Technique**

According to Farris, there are some advantages of story mapping that can be very beneficial for the students.<sup>39</sup> The first is students will be more aware of the story elements since the story mapping contains setting, characters, the sequence of events, conflict and resolution that make students be more comprehensive about the story, The second advantage is students could be easy to see the story pieces. It is because story mapping has elements with good chronological order which make students be easier to arrange the story pieces mesh. The third is story mapping provides students' knowledge in guessing what

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<sup>39</sup> Farris. *Ibid.*

the story is going to tell after another. It means when the students read the story using the story mapping elements, they could guess what happened in the next by looking at the element of story mapping. The next advantage is students be facilitated to use their personal schema to recall the story elements. It means when the students apply story mapping, they could engage their prior knowledge to the knowledge after they read.

#### **4. Teaching Narrative Text by Using Story Mapping**

There are some steps of using story mapping to teach narrative text compiled from Farris, those were:

- a. Step 1: Introduce the concept of a story mapping together with what the benefits for students are. Tell them that story mapping would be helpful to develop their reading comprehension of a story.
- b. Step 2: Explain the major components of story mapping through identifying a story first concerning to figure out the title, the theme of the story, the important characters and personality traits of specific participants of a story, then identifying the orientation or significant plot developments. It leads to a sequence of action to note characters' attempts in overcoming problems, then evoke, to get the solution. A teacher needs to give interactive instruction for each story component clearly. Build questioning to students before or after reading the story to construct their motivation or check their comprehension. After students read a story, let them fill out a section of the story map worksheet.

- c. Step 3: Direct them when students commit errors to read the story using the guidance question even modeling to help them come up with an appropriate response.
- d. Step 4: Have students read independently. Encourage them to write the answers just using keywords while the teacher is still questioning such as who is the main character? What is he like? What does the story take place? etc. Then give specific praise to students responses and conference individually with those students for appropriately identifying story mapping elements.
- e. Step 5: Ask students through selected stories and complete the stories and complete the story map worksheet on theirs after the students use the story mapping technique independently. Then, check students' responses and conference individually with those students requiring additional guidance and support.
- f. Step 6: Give students an evaluation. It is necessary to check their reading comprehension of a story using a printed test to gain working individually.<sup>40</sup>

Moreover, Joanna also submitted the steps which she applied while using the story mapping technique in her research, the steps were:

- a. Step 1: In the first week, the teacher prompted the information students were expected to identify from the store was read. Prior to reading the story, the teacher-researcher used overhead transparency of the story map during instruction to show students how to organize information.

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<sup>40</sup> Farris. *Ibid.*, p. 346



- b. Step 2: In the next week, the teacher-researcher repeated the same steps as step 1 and reviewed the main area for recording a story setting, characters, problems, and solution.
- c. Step 3-6: During the next 4 weeks, the teacher researcher read the story with the whole class and reviewed the four main areas of the story mapping orally. Individually, students completed a blank story map.<sup>41</sup>

From those steps which mentioned above, we can know both of steps can be combine and apply in teaching and learning activity. Especially in teaching story mapping technique to gain the goal in reading comprehension. In story mapping, learning can be better with cooperative learning. Cooperative learning methods, students work together in four to six-member teams to master material initially presented by the teacher to achieve the expected learning goals.

#### ***F. Theoretical Framework***

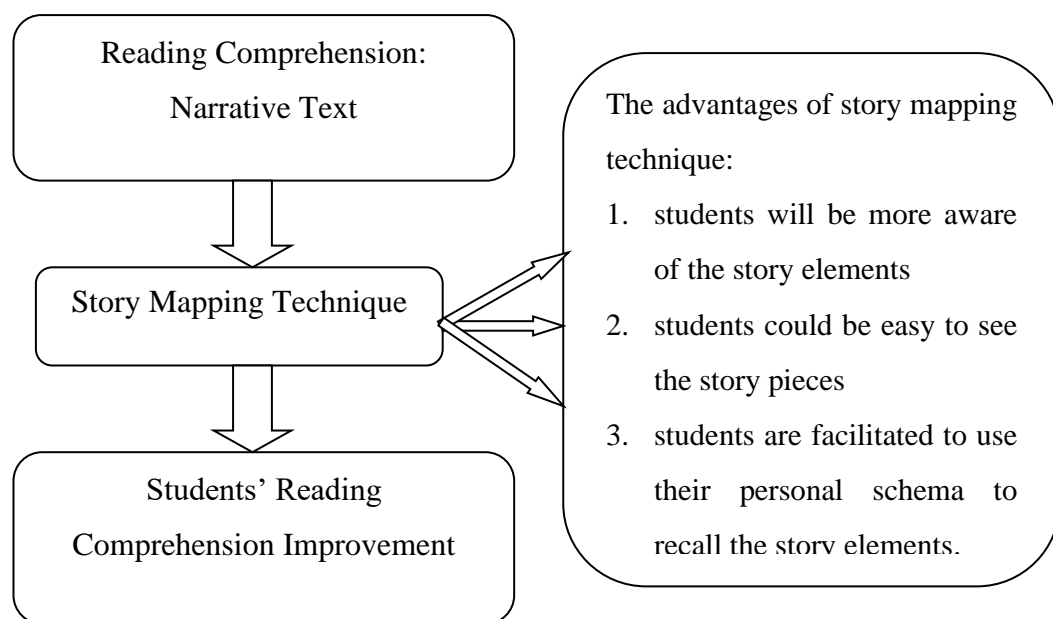
From those definitions, it could be known that reading comprehension is related to the activity to understand the information which is got from printed text and combine it into readers previous knowledge. There were several factors that influence students' reading comprehension, such as, students' background, students' vocabulary mastery, and students' ability to save the knowledge into their memory. Narrative text is text that purpose is to entertain or amuse the readers. There are generic structures in narrative text that are orientation, complication, and resolution. Story mapping is a graphic of story elements. Story mapping elements and narrative text generic structures have similarity. It is also in

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<sup>41</sup> Joanna Fransiscone, *Loc. Cit.*

line with another researcher who found that story mapping was to improve students' reading comprehension of narrative text. Furthermore, since narrative text tells the fictive story, it was made students become more interested in reading the text. The students would use their imagination to think about the story in their minds. By using story mapping, the students not only use their imagination but also use their concentration to link one element to another element of story mapping, it was helped students to comprehend the narrative text.

The theoretical framework in this research was shown in the diagram:



**Graphic 2.2 Theoretical Framework**

This research was held at Madrasah Aliyah 135 Sampano, which aimed to find out whether the story mapping technique in improving students' reading comprehension of narrative text.

***G. Research Hypothesis***

The statistic hypothesis of this research as follows:

- a. Null Hypothesis ( $H_0$ ): There is no significant difference between students' achievement in reading comprehension after using the story mapping technique. If P-value  $\leq \alpha$  (0.05) means reject  $H_0$ .
- b. Alternative Hypothesis ( $H_a$ ): There is a significant difference between students' achievement in reading comprehension after using the story mapping technique. If P-value  $\geq \alpha$  (0.05) means accept  $H_1$ .

### CHAPTER III

#### METHOD OF THE RESEARCH

##### *A. Method of the Research*

This research aimed to see whether or not there was an increase in students' procedural knowledge after learning using story mapping techniques. The research method chosen in carrying out this research was the experimental method. The experiment is a way to find causal relationships between two factors that are deliberately generated by the researcher. Experimental is the research to find out the related cause-effect of reality.<sup>41</sup> The experimental method was carried out that aim of seeing the consequences of treatment.<sup>42</sup>

##### *B. Research Design*

Design of this research was pre-experimental design because in this research did not use the control class and the sample was not randomly selected. The researcher applied pre-test, treatment and post-test design. The design of this research described as follow.<sup>43</sup>

Pre-Test	Treatment	Post-Test
O <sub>1</sub>	X	O <sub>2</sub>

Notes:

O<sub>1</sub> : Pre-Test

X : Treatment

O<sub>2</sub> : Post-Test

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<sup>41</sup> Masyuhuri, Zainuddin, *Metodologi penelitian pendidikan pendekatan praktis dan aplikatif*, (ED, III; Malang: PT Refika Aditama, 2011), p. 43

<sup>42</sup> Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ( Jakarta; Bumi Aksara, 2015), p. 9

<sup>43</sup> Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Cet, IV: Bandung: Alfabeta, 2013), p. 112

### ***C. The Place and Time of the Research***

The research was held in Madrasah Aliyah 135 Sampano, district of South Larompong, Luwu. It was conducted for two weeks, started from Februari 1<sup>th</sup> up to 5<sup>th</sup> 2018 in academic year 2018/2019. There were fourth meeting that included pre-test and post-test.

### ***D. Population and Sample***

#### **1. Population**

The population of Madrasah Aliyah 135 Sampano in academic year 2018/2019 consist of 125 students and there are six class.

#### **2. Sample**

The researcher focused on one class at tenth grade of Madrasah Aliyah 135 Sampano, class MIA II. The sample of this research consists of 20 students'. The researcher applied purposive sampling because the sample non randomly.

### ***E. The Instrument of the Research***

The instrument of the research consists of pre-test and post-test. The pre-test and post-test consists of 20 multiple choice questions. Post-test gave after the treatments. The purpose was to see whether or not there was any progress in students' reading comprehension after receiving the treatment. The number of content was 15 items, 1,2,3,4,5,7,8,9,11,14,15,16,17,19, and 20. And the number of vocabulary was 5 items, 6,10,12, 13, and 18.

## ***F. The Procedure of Data Collection***

The procedure of collecting data in this research was described as follows:

### ***1. Pre-Test***

The pre-test was conducted before the treatment. The writer gave the students a reading text and asked them to read for several minutes. The students asked to answer the question which consists of 20 multiple choices.

### ***2. Treatment***

After giving a pre-test, The researcher gave a treatment carried out in four meeting and each meeting took 90 minutes. It conducted for two weeks. The treatment was applied as follows :

- a) The first meeting, the researcher explained the material about narrative text and element of story mapping. After that, the student was divided into four groups. Every group consists of five students. Next, the researcher gave worksheet of story mapping to each group, and then the students were given narrative text with the topic “The Legend of Malin Kundang”. Then, the students read the text. Next, the students were given a chance to identify the unfamiliar vocabulary and the students answered the question based on the story. The researcher gave some clues to the students how to make the story mapping. The worksheet consisted of an empty map and the researcher asked the students to fill the map based on the topic. After the students fill the story map, they were given five minutes to pay attention to their own paper. After that, the students presented their answer in front of each group. then, the

researcher gave correction of the incorrect answer. Last, The researcher made a conclusion.

- b) The first meeting, the researcher explained the material about narrative text and element of story mapping. After that, the student was divided into four groups. Every group consists of five students. Next, the researcher gave worksheet of story mapping to each group, and then the students were given narrative text with the topic “Ali Baba”. Then, the students read the text. Next, the students were given a chance to identify the unfamiliar vocabulary and the students answered the question based on the story. The researcher gave some clues to the students how to make the story mapping. The worksheet consisted of an empty map and the researcher asked the students to fill the map based on the topic. After the students fill the story map, they were given five minutes to pay attention to their own paper. After that, the students presented their answer in front of each group. then, the researcher gave correction of the incorrect answer. Last, The researcher made conclusion.
- c) The first meeting, the researcher explained the material about narrative text and element of story mapping. After that, the student was divided into four groups. Every group consists of five students. Next, the researcher gave worksheet of story mapping to each group, and then the students were given narrative text with the topic “Surabaya”. Then, the students read the text. Next, the students were given a chance to identify the unfamiliar vocabulary and the students answered the question based on the story. The researcher gave some clues to the students how to make the story mapping. The

worksheet consisted of an empty map and the researcher asked the students to fill the map based on the topic. After the students fill the story map, they were given five minutes to pay attention to their own paper. After that, the students presented their answer in front of each group. then, the researcher gave correction of the incorrect answer. Last, The researcher made a conclusion.

- d) The first meeting, the researcher explained the material about narrative text and element of story mapping. After that, the student was divided into four groups. Every group consists of five students. Next, the researcher gave worksheet of story mapping to each group, and then the students were given narrative text with the topic “The Hare and Tortoise”. Then, the students read the text. Next, the students were given a chance to identify the unfamiliar vocabulary and the students answered the question based on the story. The researcher gave some clues to the students how to make the story mapping. The worksheet consisted of an empty map and the researcher asked the students to fill the map based on the topic. After the students fill the story map, they were given five minutes to pay attention to their own paper. After that, the students presented their answer in front of each group. then, the researcher gave correction of the incorrect answer. Last, The researcher made a conclusion.

### **3. *Post-Test***

The post-test has given to the students after doing treatment. The researcher evaluation the students with the same materials. The students asked to answer the question which consists of an essay by use story mapping in reading



the text. The post-test gave to the students' ability in mastering reading skill through skimming technique in reading text after having treatment.

#### **4. Questionnaire**

The questionnaire included the increase of data speed collection, low or no cost requirements, and higher levels of objectivity compared to many alternative methods of primary data collection. The researcher used the questionnaire to find out how the students respond in learning reading comprehension of narrative text through story mapping.

#### **G. The Technique of Data Analysis**

After collecting data by conducting the pre-test, treatments, and post-test which involved some instruments, the researcher then focused on the data analysis.

To analyze the data, the researcher used the following steps :

1. Looking for students Score, by using the following formula:<sup>44</sup>

$$Score = \frac{Students' correct answer}{Total number of item} \times 100$$

Scoring without correction, namely scoring by means that each item answered correctly gets a value of one, so the number of scores obtained by students is by counting the number of items answered correctly using a scale of 100.

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<sup>44</sup> Imam, *Pengolah Hasil Test dan Penelitian Hasil Belajar*, (Jakarta; Katsuri, 1993), on December 15<sup>th</sup>, 2015, p.100

2. Classification the students score based on the following classification:<sup>45</sup>

No	Score	Classification
1.	96 – 100	Excellent
2.	86 – 95	Very Good
3.	76 – 85	Good
4.	66 – 75	Fairly Good
5.	56 – 65	Fair
6.	36 – 55	Poor
7.	00 to 35	Very Poor

3. Classifications the students score by using percentage:

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage from the students' response

F = The cumulative frequency of subjects

N = Total number of students.<sup>46</sup>

Calculating the mean score, finding out the standard deviation of the pre-test and post-test computing the frequency and the rate percentage of the students' scores by using SPSS 20.

4. Analysis of Questionnaire

To get the data of students' interested in learning reading through story mapping technique, students' were given a positive statement of the questionnaire. The researcher made questionnaire that consisted of 10 items.

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<sup>45</sup> Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), Accessed on December 16<sup>th</sup>, 2015, p.185

<sup>46</sup> L. R Gay, *Educational Research*, (USA, 1981), p. 225

**Table 3.1 The Questionnaire<sup>47</sup>**

No	Pernyataan	Sikap				
		SS	S	BS	TS	STS
1	I love learning English using the Story Mapping technique					
2	I find it easier to learn English with the story mapping technique					
3	I feel motivated to learn English by using story mapping techniques					
4	I find it easier to understand English reading with the story mapping technique					
5	The way teachers teach by using story mapping is very fun					
6	I continue to rely on myself when I understand the narrative text by using story mapping techniques					
7	I feel more active in learning reading the especially narrative text by using story mapping techniques					
8	I feel comfortable learning to understand the narrative text by using story mapping techniques					
9	Learning with story mapping techniques improves my ability to understand the narrative text					
10	Learning with story mapping techniques helps me to overcome difficulties in the understanding narrative text					

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<sup>47</sup> Aziz Mansur, Abdul. *Thesis "Improving Students' Understanding of Narrative Text Through Story Mapping"*, (Jakarta; Universitas Islam Negeri. 2014). p. 49

5. Reading Assesment<sup>48</sup>

	Poor (36-56 Score)	Fair (57-75 Score)	Good (76-100 Score)
Main Idea	Fails to identify the main idea	Identifies the main idea but cannot identify supporting details	Identifies the main idea as well as supporting details
Content	Fails to identify the content of the story	Identifies the content but cannot identifying independently the content	Can identify the content when reading
Vocabulary	Attempts to decode an unfamiliar word, but does not independently interpret the meaning	Decodes the unfamiliar word but is not always able to interpret the meaning from context	Interpret the meanings of unfamiliar words
Inference	Cannot conclude inferred message, nor identify propose	Identifies limited inferred messages, or recognizes but misinterprets the inference	Can identify when message is inferred and can conclude the accurate meaning
Expression	Cannot identify expression in the story	Identifies expression, but cannot independently	Identify the expression when reading the text

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<sup>48</sup> Brown, H. Douglas, *Op. Cit.*, P. 206

## **CHAPTER IV**

### **FINDING AND DISCUSSIONS**

In this chapter consists of two part, the first is the findings and the second is a discussion. The findings deal with the result of the data analysis and the discussion deals with the explanation of the findings.

#### ***A. Findings***

The findings that the researcher reported in the chapter were based on the analysis of data calculated and the application of the technique explained in the previous chapter. The findings were processed to find out whether or not the story mapping technique can improve students' reading comprehension of narrative text. The findings in this research show the result of the data that have been analyzed statistically and tabulating of data. It comprised of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

#### **1. The Analysis Students Reading Score in the Pre-test.**

In this section, the researcher showed the students the correct answer and score of pre-test, the mean score, standard deviation of students, and the rate percentage of students reading the score in pre-test. The researcher presented them in the tables and calculated the data by using SPSS 20 program. For more clearly, at first, the researcher showed the students' correct answer in the pre-test.

It is tabulated by the following table:

**Table 4.1 The Scoring of The Students' Correct Answer in pre-test**

<b>Respondent</b>	<b>Correct Answer</b>
R1	9
R2	5
R3	4
R4	6
R5	7
R6	8
R7	8
R8	6
R9	7
R10	10
R11	8
R12	6
R13	8
R14	8
R15	6
R16	6
R17	9
R18	7
R19	6
R20	5

From table 4.1 it showed that the highest correct answer of the students were 10 and one student got it, the lowest correct answer were 4 and one student got it. and the scoring of the correct answer in pre-test can be seen at the table below:

**Table 4.2 The Scoring of The Students' Correct Answer in the pre-test**

<b>Respondent</b>	<b>Correct Answer</b>	<b>Score</b>
R1	9	50
R2	5	25
R3	4	20
R4	6	30
R5	7	35
R6	8	40
R7	8	40
R8	6	30
R9	7	35
R10	10	50
R11	8	40
R12	6	30
R13	8	40
R14	8	40
R15	6	30
R16	6	30
R17	9	45
R18	7	35
R19	6	30
R20	5	25

From table 4.2 it showed that the highest correct answer of the students were 50 and one student got it, the lowest correct answer were 20 and one student got it. To find out the mean score of students' in pretest, the researcher calculated by using SPSS 20. The result can be presented in the table of descriptive statistic as follows:

**Table 4.3 The Mean Score of Students` Pre-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestExperiment	20	20	50	35,00	8,111
Valid N (listwise)	20				

From table 4.3, it showed that the highest score of the student was 50 and the lowest score was 20. Besides, it also indicated that the mean score of the students' in pre-test was 35.00 and the standard deviation error was 8.111.

In the other side, the researcher also had written the students' score of the correct answer before giving treatment by using multiple choice and is presented through the table rate percentages score.

**Table 4.4 The Rate Percentage of Students' Scoring in the pre-test**

No	Classification	Score	Pretest	
			Frequency	Percentages
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	-	-
4	Average	66-75	-	-
5	Fair	56-65	-	-
6	Poor	36-55	8	40%
7	Very Poor	00-35	12	60%
	<b>Total</b>		<b>20</b>	<b>100%</b>

Table 4.4, indicates that students score in the frequency of pre-test. Where none students got "Fair, average, good, very good and excellent " score. The number of students taken as a sample got a poor score was 8 (40%), and students



got a very poor score was 12 (60%). Based on the data above, it can be seen on the table above there is no one students got excellent that indicated the reading comprehension of students still low.

## 2. The Analysis Students' Reading Score in post-test

In this section, the researcher showed that the students' correct answer in post-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in post-test. The researcher presented in the tables and calculated the score by using SPSS 20. For more clearly, at first, the researcher showed the students' correct answer score in post-test. The post-test focused on the content and vocabulary. The number of content was 15 items, 1,2,3,4,5,7,8,9,11,14,15,16,17,19, and 20. And the number of vocabulary was 5 items, 6,10,12, 13, and 18. It was tabulated by the following:

**Table 4.5 The Scoring of The Students' Correct Answer in post-test**

<b>Respondent</b>	<b>Correct Answer of Content</b>	<b>Correct Answer of Vocabulary</b>	<b>Correct Answer</b>
R1	12	4	16
R2	13	5	18
R3	11	4	15
R4	13	5	18
R5	13	5	18
R6	13	4	17
R7	11	5	16
R8	13	5	18
R9	13	5	18
R10	10	5	15
R11	14	4	18
R12	10	5	15

R13	12	4	16
R14	14	4	18
R15	14	5	19
R16	12	5	16
R17	11	5	14
R18	13	4	17
R19	14	4	18
R20	9	4	13

From table 4.5 it showed that the highest correct answer of the students were 19 and one student got it, the lowest correct answer were 13 and one student got it. and the scoring of the correct answer in post-test can be seen at the table below:

**Table 4.6 The Scoring of The Students' Correct Answer in post-test**

<b>Respondent</b>	<b>Correct Answer</b>	<b>Score</b>
R1	16	80
R2	18	90
R3	15	75
R4	18	90
R5	18	90
R6	17	85
R7	16	80
R8	18	90
R9	18	90
R10	15	75
R11	18	90
R12	15	75
R13	16	80
R14	18	90
R15	19	95

R16	16	80
R17	14	70
R18	17	85
R19	18	90
R20	13	65

From table 4.6 it showed that the highest correct answer of the students were 95 and one student got it, the lowest correct answer were 65 and one student got it. To find out the mean score of students' in post-test, the researcher calculated by using SPSS 20. The result can be presented in the table of descriptive statistic as follows:

**Table 4.7 The Mean Score of Students' Post-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PosttestExperiment	20	65	95	83,25	8,156
Valid N (listwise)	20				

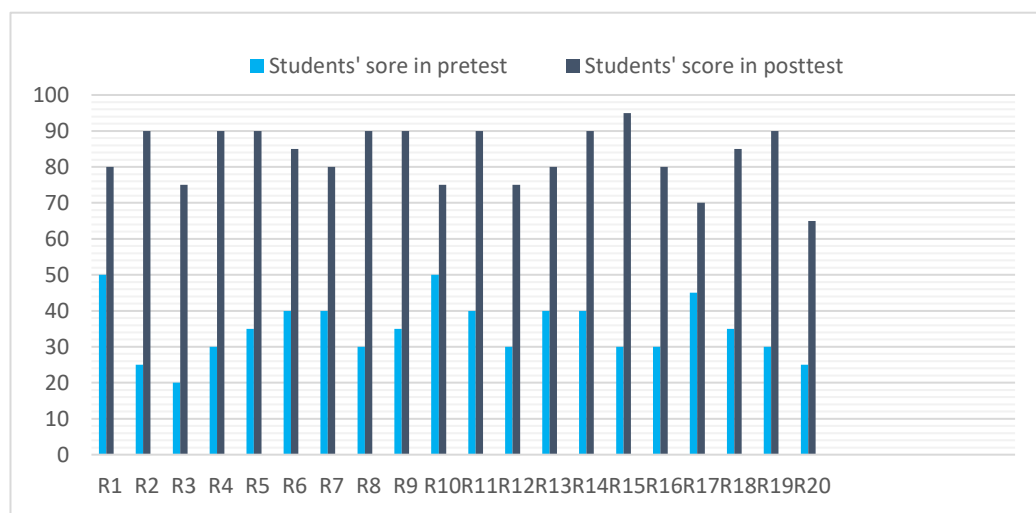
From table 4.7, it showed that the highest score of the student was 95 and the lowest score was 65. Besides, it also indicated that the mean score of the students' in post-test was 83.25 and the standard deviation error was 8.158.

In the other side, the researcher also had written the students' score of the correct answer before giving treatment by using multiple choice and is presented through the table rate percentages score.

**Table 4.8 The Rate Percentage of Students' Scoring in post-test**

No	Classification	Score	Post-test	
			Frequency	Percentages
1	Excellent	96-100	-	-
2	Very Good	86-95	8	40%
3	Good	76-85	7	35%
4	Average	66-75	4	20%
5	Fair	56-65	1	5%
6	Poor	36-55	-	-
7	Very Poor	00-35	-	-
	<b>Total</b>		<b>20</b>	<b>100%</b>

Table 4.8, classification and the mean score of respondents, the researcher found that there were none of them (0%) got excellent, poor and very poor. But, there was 1 respondent (5%) classified as fair, 4 respondents (20%) classified as average, 7 ( 35%) respondents classified as good, and 8 (40%) respondents classified very good. Based on the data above, it can be seen on the table above there is no one students got poor and very poor that indicated the reading comprehension of students was good.

**Graphic 4.1 The score of pretest and posttest**

### 3. The Mean Score of the Students' in Pre-test and Post-test

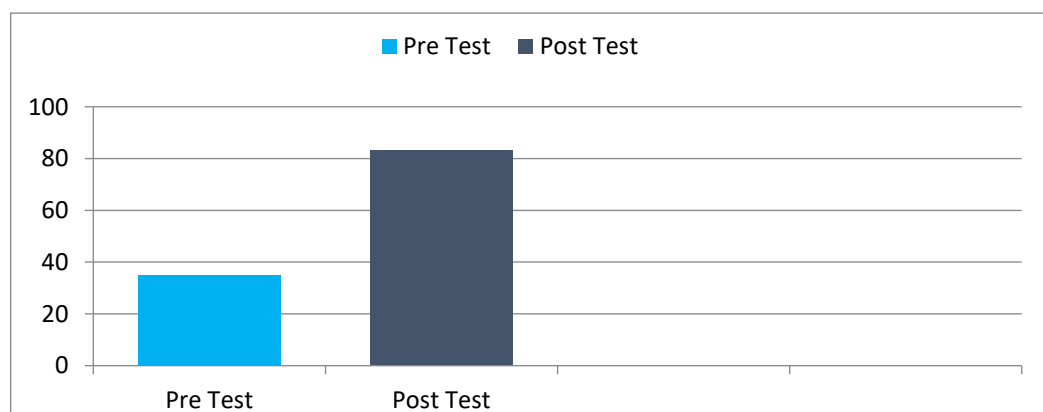
Besides showing about the mean score in each subject of the reading test, the researcher also presented the total mean score and standard deviation of in pre-test, and then compare both of them. The result would be presented into the table descriptive statistic as follow :

**Table 4.9 The mean score and standard deviation of the pre-test and post-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PrettestExperiment	20	20	50	35,00	8,111
PosttestExperiment	20	65	95	83,25	8,156
Valid N (listwise)	20				

The result showed that the students' mean score of pre-test was 35,00 and post-test was 83,25. The mean score of post-test is higher than the students' mean score of pre-test ( $83,25 > 35,00$ ). The standard deviation in pre-test was 8.111 and in post-test was 8,156. the result mean score of pre-test and post-test also showed from the graphic below:

**Graphic 4.2 The mean score of Pre-test and post-test**



Based on the graphic above that the mean score of students in post-test was higher than the mean score of the students in the pre-test. It can be concluded that there was an improvement in teaching reading comprehension of narrative text by using story mapping technique.

#### 4. Analysis of the Hypothesis of Acceptability

To know whether or not the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis, the researcher used t-test and calculated by using SPSS 20. The result can be seen below:

**Table 4.10 The paired sample statistic of pretest and post-test**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PrettestExperiment	35,00	20	8,111	1,814
PosttestExperiment	83,25	20	8,156	1,824

The table sample statistic of pretest and posttest above showed that students mean score increase from 35,00 to 83.25

**Table 4.11 The Paired Sample Correlation**  
**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 PrettestExperiment & PosttestExperiment	20	-,099	,677

The table paired sample correlation of pre-test and post-test above showed that the correlation of the students' ability before and after treatment is 0,099. It means that there is a significant correlation of students' ability in reading comprehension by using story mapping technique before and after treatment.

**Table 4.12**  
**The Paired Samples Test of Pretest and Posttest Sample Test**  
**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PrettestExperiment – PosttestExperiment	-48,250	12,061	2,697	-53,895	-42,605	-17,891	19	,000

The hypothesis was tested by using SPSS 20. In this case, the researcher used the test of significant for paired sample test, that is a test to know the significance difference between the result of students' mean score in pre-test and post-test. To prove the hypothesis, the data which was obtained from the experimental class was calculated by using the t-test formula.

And then, the criteria used as follows:

1. If t-test ( $t_o$ ) > t-table ( $t_t$ ) significant degree of 0.05,  $H_o$  (null hypothesis) is rejected.
2. If t-test ( $t_o$ ) < t-table ( $t_t$ ) significant degree of 0.05,  $H_o$  (the null hypothesis) is accepted.

The result of statistical analysis for the level of significance 0.05 with a degree of freedom ( $df$ ) =  $N-1$ , where ( $N$ ) = 20,  $df$  =19.  $t_t$  = 17,891>2.064. The probability value was smaller than  $\alpha$  ( $0.00<0.05$ ), it indicated that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. The researcher concluded that teaching narrative text through story mapping technique

was effective to improve students reading comprehension at the tenth grade of Madrasah Aliyah 135 Sampano.

### 5. Analysis of Questionnaires

To get data of students' interest in learning reading comprehension of narrative text through story mapping technique, the researcher made questionnaire that consisted of 10 items. To find out the percentage of students in questionnaire assessment by using the formula below :

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage from the students' response

F = The cumulative frequency of subjects

N = Total number of students.<sup>49</sup>

The result percentages of students score would be presented by using a table. It could be seen by the following tables :

**Table 4.13 Questionnaire no. 1**

NO	Statement	Classification	Frequency	Percentages
1.	I love learning English using the Story Mapping technique	Strongly Agree	14	70%
		Agree	6	30%
		Ordinary	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

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<sup>49</sup>L. R Gay, *Loc. Cit.*



**Table 4.13** Presents that there were 14 of students (70%) choose “strongly agree”, 6 of the students (30%) choose “agree”. Besides, it shows that there was none of the student (0%) choose “ordinary”, “disagree”, and “strongly disagree”.

The resulting questionnaire above, it showed that all students choose strongly agree and agree. So, the researcher concluded that students were happy in studying reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers’ skill affects students’ understanding in learning reading comprehension through story mapping technique.

**Table 4.14 Questionnaire no. 2**

NO	Statement	Classification	Frequency	Percentages
2.	I find it easier to learn English with the story mapping technique	Strongly Agree	5	25%
		Agree	14	70%
		Ordinary	1	5%
		Disagree	-	-
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.14** Presents that there were 5 of students (25%) choose “strongly agree”, 14 of the students (70%) choose “agree”, and 1 of student (5%) choose “ordinary”. Besides, it shows that there were none of the students (0%) choose, “disagree”, and “strongly disagree”.

The resulting questionnaire above, it showed that all students choose strongly agree, agree and ordinary. So, the researcher concluded that students

were easy in studying reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers' skill affects students' understanding in learning reading comprehension through story mapping technique.

**Table 4.15 Questionnaire no. 3**

NO	Statement	Classification	Frequency	Percentages
3.	I feel motivated to learn English by using story mapping techniques	Strongly Agree	8	40%
		Agree	7	35%
		Ordinary	5	25%
		Disagree	-	-
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.15** Presents that there were 8 of students (40%) choose “strongly agree”, 7 of students (35%) choose “agree”, and 5 of student (25%) choose “ordinary”. Besides, it showed that there was none of student (0%) choose, “disagree”, and “strongly disagree”.

The resulting questionnaire above, it showed that all students choose strongly agree, agree and ordinary. So, the researcher concluded that students were motivated in studying reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers' skill affects students' understanding in learning reading comprehension through story mapping technique.

**Table 4.16 Questionnaire no. 4**

<b>NO</b>	<b>Statement</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentages</b>
4.	I find it easier to understand English reading with the story mapping technique	Strongly Agree	7	35%
		Agree	13	65%
		Ordinary	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.16** Presents that there were 7 of students (35%) choose “strongly agree”, 13 of students (65%) choose “agree”. Besides, it shows that there was none of the student (0%) choose, “ordinary”, “disagree”, and “strongly disagree”.

The resulting questionnaire above, it showed that all students choose strongly agree and agree. So, the researcher concluded that students were easy to understand a text in studying reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers’ skill affects students’ understanding in learning reading comprehension through story mapping technique.

**Table 4.17 Questionnaire no. 5**

<b>NO</b>	<b>Statement</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentages</b>
5.	The way teachers teach by using story mapping is very fun	Strongly Agree	15	75%
		Agree	2	10%
		Ordinary	3	15%
		Disagree	-	-
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.17** Presents that there were 15 of students (75%) choose “strongly agree”, 2 of students (10%) choose “agree”, and 3 of students (15%) choose “ordinary”. Besides, it shows that there was none of the student (0%) choose, “disagree”, and “strongly disagree”.

The resulting questionnaire above, it showed that all students choose strongly agree, agree and ordinary. So, the researcher concluded that the teacher was pleased in learning reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers’ skill affects students’ understanding in learning reading comprehension through story mapping technique.

**Table 4.18 Questionnaire no. 6**

<b>NO</b>	<b>Statement</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentages</b>
6.	I continue to rely on myself when I understand narrative text by using story mapping techniques	Strongly Agree	1	5%
		Agree	13	65%
		Ordinary	1	5%
		Disagree	4	20%
		Strongly Disagree	1	5%
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.18** Presents that there was 1 of student (5%) choose “strongly agree”, 13 of students (65%) choose “agree”, 1 of student (5%) choose “ordinary”, 4 of students choose “disagree”, and 1 of student (5%) choose “strongly agree”. It shows that students most choose agree.

The resulting questionnaire above, It showed that students choose to agree. So, the researcher concluded that students believe themselves in reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers’ skill affects students’ understanding in learning reading comprehension through story mapping technique.

**Table 4.19 Questionnaire no. 7**

<b>NO</b>	<b>Statement</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentages</b>
7.	I feel more active in learning reading especially narrative text by using story mapping techniques	Strongly Agree	5	25%
		Agree	10	50%
		Ordinary	-	-
		Disagree	5	25%
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.19** Presents that there were 5 of students (25%) choose “strongly agree”, 10 of students (50%) choose “agree”, and 5 of students (25%) choose “disagree”. Besides, it shows that there was none of the student (0%) choose, “ordinary”, and “strongly disagree”.

The resulting questionnaire above, it showed that all students choose strongly agree, agree and there are disagree. So, the researcher concluded that students’ were active in learning reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers’ skill affects students’ understanding in learning reading comprehension through story mapping technique.

**Table 4.20 Questionnaire no. 8**

<b>NO</b>	<b>Statement</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentages</b>
8.	I feel comfortable learning to understand narrative text by using story mapping techniques	Strongly Agree	12	60%
		Agree	6	30%
		Ordinary	2	10%
		Disagree	-	-
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.20** Presents that there were 12 of students (60%) choose “strongly agree”, 6 of students (30%) choose “agree”, and 2 of students (10%) choose “ordinary”. Besides, it shows that there was none of the student (0%) choose, “disagree”, and “strongly disagree”.

The resulting questionnaire above, it showed that all students choose strongly agree, agree and there are ordinary. So, the researcher concluded that students’ were comfortable in learning reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers’ skill affects students’ understanding in learning reading comprehension through story mapping technique.

**Table 4.21 Questionnaire no. 9**

<b>NO</b>	<b>Statement</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentages</b>
9.	Learning with story mapping techniques improves my ability to understand narrative text	Strongly Agree	12	60%
		Agree	7	35%
		Ordinary	-	-
		Disagree	1	5%
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.21** Presents that there were 12 of students (60%) choose “strongly agree”, 7 of students (35%) choose “agree”, and 1 of student (5%) choose “disagree”. Besides, it shows that there was none of student (0%) choose, “ordinary”, and “strongly disagree”.

The result questionnaire above, it showed that all students choose strongly agree, agree and there are disagree. So, the researcher concluded that story mapping was improved students in learning reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers’ skill affects students’ understanding in learning reading comprehension through story mapping technique.



**Table 4.22 Questionnaire no. 10**

<b>NO</b>	<b>Statement</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentages</b>
10.	Learning with story mapping techniques helps me to overcome difficulties in understanding narrative text	Strongly Agree	6	30%
		Agree	9	45%
		Ordinary	5	25%
		Disagree	-	-
		Strongly Disagree	-	-
		<b>TOTAL</b>	<b>20</b>	<b>100%</b>

**Table 4.22** Presents that there were 6 of students (30%) choose “strongly agree”, 9 of students (45%) choose “agree”, and 5 of student (25%) choose “ordinary”. Besides, it shows that there was none of the student (0%) choose, “disagree”, and “strongly disagree”.

The resulting questionnaire above, it showed that all students choose strongly agree, agree and there are ordinary. So, the researcher concluded that story mapping was helped students in learning reading comprehension of narrative text through story mapping technique. Because of that, the researcher assumes that the teachers’ skill affects students’ understanding in learning reading comprehension through story mapping technique.

## ***B. Discussion***

This section presents the discussion based on the findings of the research. The discussion focused on the finding of the two proposed research questions. The first discussion is about using of story mapping technique improve students' reading comprehension of narrative text. Meanwhile, the second discussion focused on the students' responses to story mapping in improve students' reading comprehension of narrative text.

1. The effectiveness of applying story mapping to improve students' reading comprehension of narrative text.

Based on the finding of the research, it was found that the students' achievement in reading comprehension of narrative text an experimental class where story mapping technique was applied to teach reading comprehension had increased. It can be seen in the mean score of post-test is higher than the students' mean score of pre-test ( $83,25 > 35,00$ ). According to Farris, the improvement of students reading comprehension achievement is because in the story mapping there are elements in the story which facilitate the students to read the narrative text. In story mapping, there are story elements consist of title, character, problems, and solution which facilitate students to read the narrative text easily.<sup>50</sup>

As an example from students' improvement from the respondent 11<sup>th</sup>, the result showed that the respondent got 8 correct answers in the pre-test and the score was 40. After students gave the treatments, the respondent got 18 correct answers and the score was 90 from 20 questions in post-test. And then, the

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<sup>50</sup> Pamela J. Farris, *Teaching Reading: A Balanced Approach for Today's Classroom*, (New York: McGraw Hill, 2004), p. 346

respondent 15<sup>th</sup>, the result showed that the respondent got 6 correct answers and the score was 30 in the pre-test. After students gave the treatments, the respondent got 19 correct answers and the score was 95 from 20 questions in the post-test. From these result, the researcher concluded that there was an improvement of the students' reading comprehension ability after given treatment.

There were some factors that might cause why story mapping technique was effective when it was applying an experimental class. Firstly, it can be seen in the advantages of story mapping. When the researcher applied story mapping technique in experimental class, the students become aware of story structure. When students read the narrative text, they could put elements of story structure in chronological order correctly. It is in line with Farris who said that students will be more aware of story elements since in story mapping there are elements such as setting, characters, the sequence of events, conflicts, and resolution which make students be easy to comprehend the story. Secondly, Boulineau et al., also explained the elements of story mapping can make students be easier to read the story in the narrative text. It is caused by structures have the same similarity. When the researcher applied it, it has proved that students be easy to read the narrative text. It is because in narrative text consists of elements related to the narrative text. Then, they added that when applying the story mapping technique in the classroom, the researcher saw students' really enjoy to read the narrative text. It is like Farris who argued story mapping bring joy to the reader.

## 2. Students' Response about story mapping technique in the class

Data collected from the students' response showed a strong positive response. In the classification *Strongly Agree*, 75% of respondents chose "*The way of teacher teach by using story mapping is very fun*". and then, 70% students classification *Strongly Agree*, chose "*I love learning English using the story mapping technique*". So, the students gave positive responses about story mapping technique. Students also gave a good response during the treatment. They were actively worked in their groups and collaborated with each other. They interested to do their worksheet. This result supported by Anderson in his theory, he stated that there are some characteristics of students who had interesting in learning. The characteristics are having motivation in learning, having self-confident in learning and many more.<sup>51</sup> Based on the data of respondents above, the researcher concluded that the students of Madrasah Aliyah 135 Sampano were helped from the story mapping technique and it was really effective.

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<sup>51</sup> Anderson, Neil. "*Reading*" *Practical English Language Teaching Reading*. David Nunan (ed.). (New York: McGraw Hall, 2003).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Conclusion*

Having implemented the treatments through story mapping, the researcher conclude that the story mapping technique improves students' reading comprehension at the tenth grade of Madrasah Aliyah 135 Sampano. It could be proven by the students' result of the hypothesis test which showed that the probability value was smaller than  $\alpha$  ( $0.00 < 0.05$ ). The mean score of posttest was higher than the mean score of pretest ( $83.25 > 35.00$ ). The story mapping technique really effective to improve students' reading comprehension ability of narrative text. By using story mapping the students easy to comprehend the text, got the detail and specific information, determining the main idea, identifying the inference and vocabulary. Story mapping also made students more active and creative in the learning process. the writer felt that the students could enjoy reading. The students could actively involve in teaching and learning activity since the students could use their creativity and imaginary.

Data collected from the students' response showed a strong positive response from the participants. 70% of the participants think that the application of story mapping technique was good because they can help the students improve their ability in reading narrative the text. So, the researcher concluded that students' of Madrasah Aliyah 135 Sampano were helped from the story mapping technique and it was really effective.

### ***B. Suggestion***

Based on the result of data analysis and conclusion, the researcher gives some suggestion as follows :

#### **1. For the Teacher**

The researcher suggests to English teacher to implement the story mapping technique. Because this strategy is one of the appropriate ways of teaching reading comprehension of narrative text. The teachers' should prepare a good media such as, narrative story and story mapping. Besides that, the teacher should choose a suitable text for the students, give more intensive guidance to the students and also give the text based on the students' level or skill. For the beginner class, the teacher should avoid a difficult text. So the students can comprehend the text as well.

#### **2. For the students**

The students can practice more about reading comprehension or another material by using a story mapping technique because this story mapping can be used independently or grouping.

#### **3. For the next researcher**

The next researcher who wants to use the story mapping as a strategy in teaching reading comprehension for narrative text, it might combine this strategy with the technology. In addition, this strategy can be applied in another skill, such as listening by using video and writing. So the students will learn integrated skill.

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# **APPENDICES**

## **LESSON PLAN**

<b>School</b>	<b>: Madrasah Aliyah 135 Sampano</b>
<b>Class/ Semester</b>	<b>: X / Genap</b>
<b>Material</b>	<b>: The Legend of Malin Kundang</b>
<b>Skill Focus</b>	<b>: Reading Comprehension</b>
<b>Time Allocation</b>	<b>: 2 x 45 Minutes</b>
<b>Meeting</b>	<b>: 1<sup>st</sup> (treatment I).</b>

### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar**

- Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks naratif lisan dan tulis dengan member dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

### **C. Tujuan Pembelajaran**

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsure kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.

2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsure kebahasaan teks naratif sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsure kebahasaan teks naratif sesuai konteks penggunaannya.

#### **D. Materi Pokok**

##### ***Narrative text***

##### **1. Definition of Narrative Text**

A narrative is a text that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

##### **2. Social Function**

The main purposes of narrative text are to tell a story about something or someone and to amuse or entertain the readers or listeners.

##### **3. Generic Structures**

###### **a. Orientation**

It sets the scene and introduces the participants of the story.

###### **b. Complication**

It tells the begining of the problem which leads to the crisis or climax of the main participant.

###### **c. Resolution**

It provides solution to the problem either in happy ending or in sad ending.

### **THE LEGEND OF MALIN KUNDANG**

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a

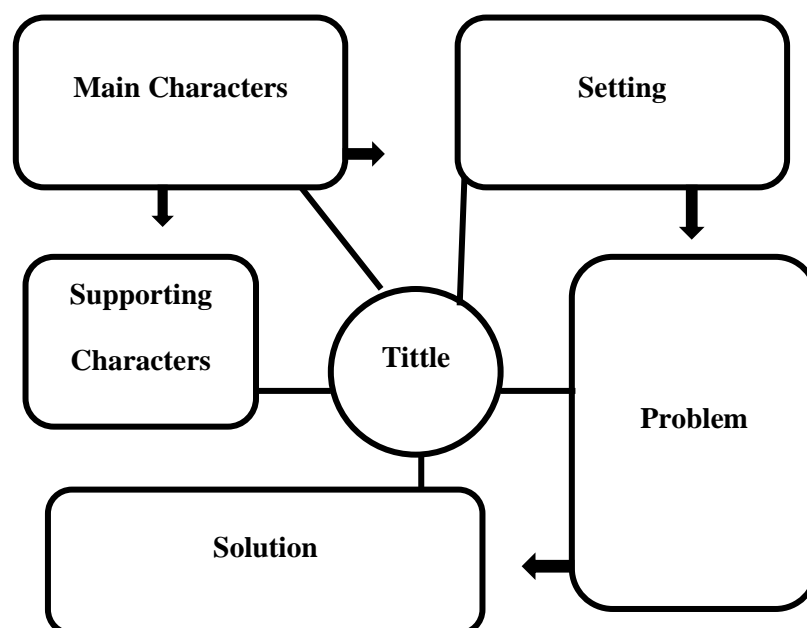
coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

### ***The Concept of Story Mapping***

The story mapping is designed to students in order they could imagine that the elements of story have correlation one to another since the story mapping provides a visual schema to how most story are organize and integrated. story mapping technique is a technique that has elements which exist in the narrative text such as characters, setting, plot, events, problem, and resolution.

#### **STORY MAPPING**



### E. Metode Pembelajaran

- Approach : Cooperative Learning
- Technique : Story Mapping

### F. Langkah-langkah Kegiatan Pembelajaran

Activity	Description	Time Allotment
<b>Apperception</b>	<ul style="list-style-type: none"><li>• Teacher greets when inside to the class</li><li>• Teacher instruction the students to pray together</li><li>• Teacher checks the students' attendance</li><li>• Teacher tells the topic that will be learn</li><li>• Teacher tells the goal of the lesson</li></ul>	10 minutes
<b>Exploration</b>	<ul style="list-style-type: none"><li>• Teacher gives stimulus as material of Narrative</li><li>• Teacher involves the students to identify the social function, generic structure and language features of narrative text.</li><li>• Discussing material with students</li></ul>	15 minutes
<b>Elaboration</b>	<ul style="list-style-type: none"><li>• Students are devided into some groups consist of 5-6 students.</li><li>• Each group isgiven a narrative text and a story map by the teacher.</li><li>• Teacher ask to students to read the text</li><li>• Students are given chance to look for hard words in dictionary</li><li>• Students answer the question based on the text</li></ul>	35 minutes

	<ul style="list-style-type: none"> <li>• Students are given a worksheet of Story Mapping</li> <li>• Teacher explain the component or element of story mapping</li> <li>• Teacher ask to the students to fill element of Story Mapping</li> </ul>	
<b>Confirmation</b>	<ul style="list-style-type: none"> <li>• Students present their group work in front of the class.</li> <li>• The teacher guidances check and discuss the group work</li> <li>• Teacher gives confirmation to the students' work</li> </ul> <p><b>Closing class</b></p> <ul style="list-style-type: none"> <li>• Teacher and students review the material that has been taught</li> <li>• Teacher motivates students</li> <li>• Teacher closes the class and leads students to pray together.</li> </ul>	<p>20 minutes</p> <p>10 minutes</p>

#### **G. Media**

- English Book
- Story Mapping Worksheet

#### **H. Instrument**

*Answer the following questions correctly based on the text!*

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, dilligent, and strong boy!

3. How did the merchant allow Malin Kundang to join him in the sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made MalinKundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

#### **I. Assesment**

Technique : students answer essay questions

Form :written test

#### **Scoring guidance**

Each right answer is scored = 20

Score maximum5x20 = 100

$$\text{Students' score} = \frac{\text{total right answer}}{20} \times 100$$

Sampano,.....

English Teacher,

Researcher,

\_\_\_\_\_

\_\_\_\_\_

Headmaster  
of Madrasah Aliyah 135 Sampano

\_\_\_\_\_

## **STUDENTS' WORKSHEET**

***Read the following text below !!!***

### **THE LEGEND OF MALIN KUNDANG**

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.



**Name** :

**Class** :

*Answer the following questions correctly based on the text!*

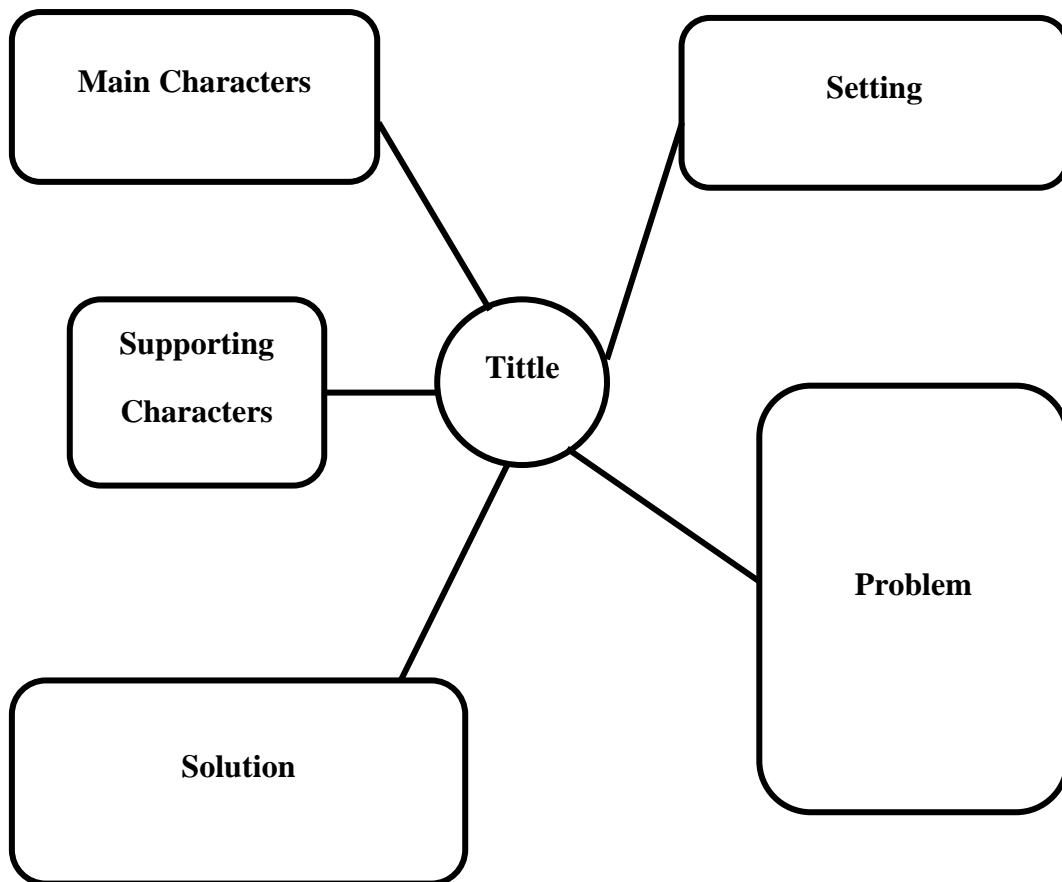
1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, dilligent, and strong boy!
3. How did the merchant allow Malin Kundang to join him in the sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

\*\*\*GOOD LUCK!\*\*\*

## THE STORY MAPPING WORKSHEET

*Fill the story mapping element below based on the text you have read!*

Topic : *The Legend Of Malin Kundang.*



## **KUNCI JAWABAN**

1. Because his father had passed away when he was a baby.
2. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.
3. MalinKundang helped the merchant defeat the pirates who attacked the merchant's ship and To thank him, he allowed MalinKundang to sail with him.
4. He became wealthy.
5. The local people recognized that it was MalinKundang, a boy from the area. The news thatMalin has become rich ran fast in the town.
6. She ran to the beach to meet the new rich merchant
7. Because Malin denied that she was her mother and he yelled at her.
8. She cursed MalinKundang that he would turn into a stone if he didn't apologize to her.
9. A thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island and turned into a stone.
10. The moral of the story is that we have to respect our parents, especially our mother.

## LESSON PLAN

<b>School</b>	<b>: Madrasah Aliyah 135 Sampano</b>
<b>Class/ Semester</b>	<b>: X/ Genap</b>
<b>Material</b>	<b>: Ali Baba and the Forty Thieves</b>
<b>Skill Focus</b>	<b>: Reading Comprehension</b>
<b>Time Allocation</b>	<b>: 2 x 45 Minutes</b>
<b>Meeting</b>	<b>: 2<sup>rd</sup> (treatment II).</b>

### A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. Kompetensi Dasar

- Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks naratif lisan dan tulis dengan member dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

### C. Tujuan Pembelajaran

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsure kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.

2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsure kebahasaan teks naratif sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsure kebahasaan teks naratif sesuai konteks penggunaannya.

#### **D. Materi Pokok**

##### ***Narrative text***

1. Definition of Narrative Text

A narrative is a text that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

2. Social Function

The main purposes of narrative text are to tell a story about something or someone and to amuse or entertain the readers or listeners.

3. Generic Structures

- a. Orientation

It sets the scene and introduces the participants of the story.

- b. Complication

It tells the begining of the problem which leads to the crisis or climax of the main participant.

- c. Resolution

It provides solution to the problem either in happy ending or in sad ending.

#### **ALI BABA AND FORTY THIEVES**

Ali baba had gone with his three donkeys to cut wood in the oasis. Suddenly he looked up and saw a dust cloud raised by many horses coming across the desert toward him. Immediately he hid himself. It turned out that is it was a band of robbers returning to the oasis, laden with treasure. The leader got down from his horse and went up to a large rock.

“Open sesame,” he said.

Ali baba saw the rock open up and the whole band of robbers ride inside. After a while the rock opened up again and out come the robbers, all forty of them.

“Close sesame,” ordered the leader, and the rock closed.

Ali baba waited until the horsemen had ridden away across the desert, before leaving his hiding place.

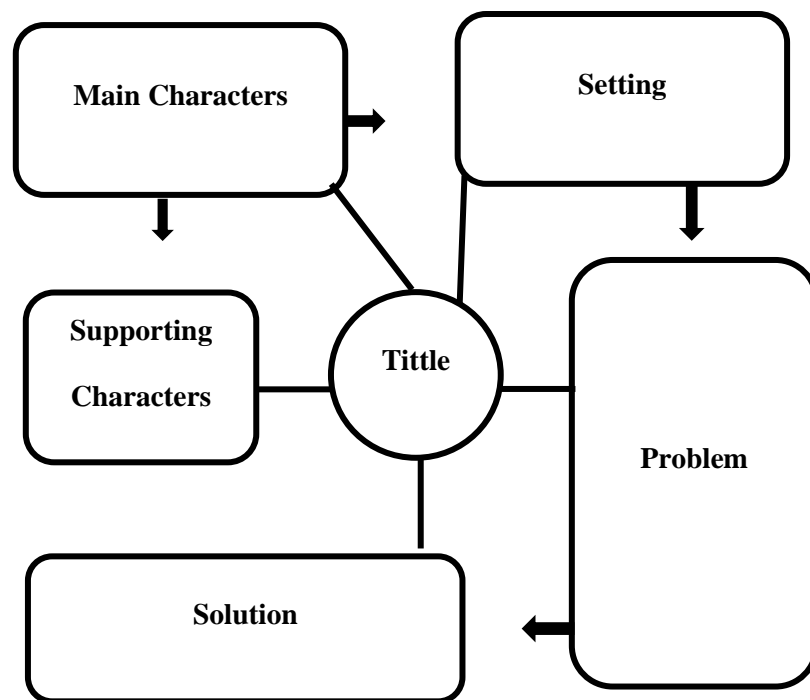
He went up to the great rock and said, “open sesame.” When the rock obeyed, Ali baba entered and found himself in a cavern full of treasure. He filled as many bags with gold coins as his donkey could carry, and then he fled from the oasis.

From then on, Ali Baba lived happily, but he never returned to the oasis. He was a kind and generous, he used the money from the forty thieves to help his friends.

### ***The Concept of Story Mapping***

The story mapping is designed to students in order they could imagine that the elements of story have correlation one to another since the story mapping provides a visual schema to how most story are organize and integrated. Story mapping technique is a technique that has elements which exist in the narrative text such as characters, setting, plot, events, problem, and resolution.

#### **STORY MAPPING**



### E. Metode Pembelajaran

- Approach : Cooperative Learning
- Technique : Story Mapping

### F. Langkah-langkah Kegiatan Pembelajaran

Activity	Description	Time Allotment
<b>Apperception</b>	<ul style="list-style-type: none"><li>• Teacher greets when inside to the class</li><li>• Teacher instruction the students to pray together</li><li>• Teacher checks the students' attendance</li><li>• Teacher tells the topic that will be learn</li><li>• Teacher tells the goal of the lesson</li></ul>	10 minutes
<b>Exploration</b>	<ul style="list-style-type: none"><li>• Teacher gives stimulus as material of Narrative</li><li>• Teacher involves the students to identify the social function, generic structure and language features of narrative text.</li><li>• Discussing material with students</li></ul>	15 minutes
<b>Elaboration</b>	<ul style="list-style-type: none"><li>• Students are devided into some groups consist of 5 students.</li><li>• Each group isgiven a narrative text and a story map by the teacher.</li><li>• Teacher ask to students to read the text</li><li>• Students are given chance to look for hard words in dictionary</li><li>• Students answer the question based on the text</li><li>• Students are given a worksheet of Story Mapping</li></ul>	35 minutes

	<ul style="list-style-type: none"> <li>• Teacher explain the component or element of story mapping</li> <li>• Teacher ask to the students to fill element of Story Mapping</li> </ul>	
<b>Confirmation</b>	<ul style="list-style-type: none"> <li>• Students present their group work in front of the class.</li> <li>• The teacher guidances check and discuss the group work</li> <li>• Teacher gives confirmation to the students' work</li> </ul> <p><b>Closing class</b></p> <ul style="list-style-type: none"> <li>• Teacher and students review the material that has been taught</li> <li>• Teacher motivates students</li> <li>• Teacher closes the class and leads students to pray together.</li> </ul>	<p>20 minutes</p> <p>10 minutes</p>

#### **G. Media**

- English Book
- Story Mapping Worksheet



## H. Instrument

*Answer the following questions correctly based on the text!*

1. What is the title from the text above?
2. What Ali Baba do in the oasis?
3. What Ali Baba see?
4. Who were they?
5. What did they carry?
6. What did Ali Baba do when he saw the horsemen?
7. What did they do to open and close the rock?
8. What was behind the large rock?
9. What did Ali Baba do when he saw what was inside the cave?
10. Do you think Ali Baba is a kind man?

## I. Assesment

Technique : students answer essay questions

Form :written test

### Scoring guidance

Each right answer is scored = 20

Score maximum  $5 \times 20 = 100$

$$\text{Students' score} = \frac{\text{total right answer}}{20} \times 100$$

Sampano,.....

English Teacher,

Researcher,

---

---

Headmaster  
of Madrasah Aliyah 135 Sampano

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## **STUDENTS' WORKSHEET**

***Read the following text below !!!***

### **ALI BABA AND FORTY THIEVES**

Ali baba had gone with his three donkeys to cut wood in the oasis. Suddenly he looked up and saw a dust cloud raised by many horses coming across the desert toward him. Immediately he hid himself. It turned out that it was a band of robbers returning to the oasis, laden with treasure. The leader got down from his horse and went up to a large rock.

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He went up to the great rock and said, “open sesame.” When the rock obeyed, Ali baba entered and found himself in a cavern full of treasure. He filled as many bags with gold coins as his donkey could carry, and then he fled from the oasis.

From then on, Ali Baba lived happily, but he never returned to the oasis. He was a kind and generous, he used the money from the forty thieves to help his friends.

**Name** :

**Class** :

*Answer the following questions correctly based on the text!*

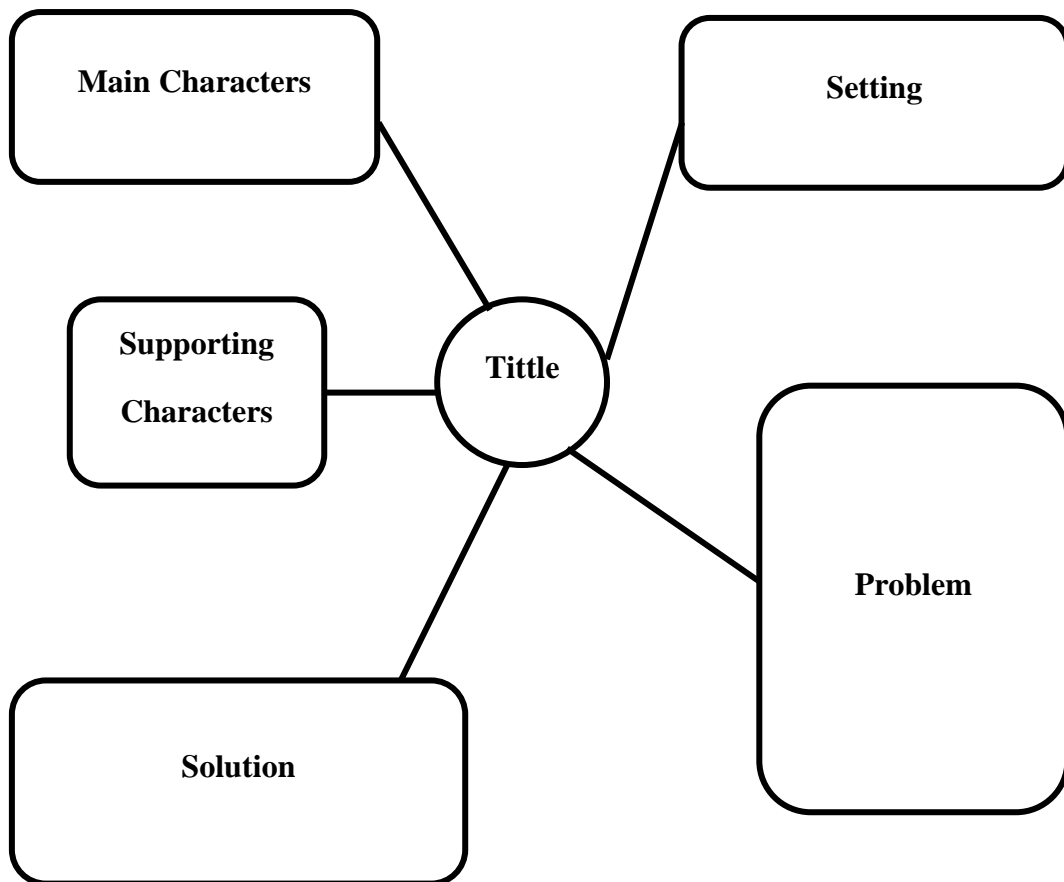
1. What is the title from the text above?
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9. What did Ali Baba do when he saw what was inside the cave?
10. Do you think Ali Baba is a kind man?

\*\*\*GOOD LUCK!\*\*\*

## THE STORY MAPPING WORKSHEET

*Fill the story mapping element below based on the text you have read!*

Topic : *Ali Baba And The Forthy Thieves.*



## LESSON PLAN

<b>School</b>	<b>: Madrasah Aliyah 135 Sampano</b>
<b>Class/ Semester</b>	<b>: X / Genap</b>
<b>Material</b>	<b>: Surabaya</b>
<b>Skill Focus</b>	<b>: Reading Comprehension</b>
<b>Time Allocation</b>	<b>: 2 x 40Minutes</b>
<b>Meeting</b>	<b>: 3<sup>rd</sup> (treatment III).</b>

### A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
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### B. Kompetensi Dasar

- Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks naratif lisan dan tulis dengan member dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
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1. Menjelaskan tujuan komunikasi, struktur teks, dan unsure kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.

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It tells the begining of the problem which leads to the crisis or climax of the main participant.

- c. Resolution

It provides solution to the problem either in happy ending or in sad ending.

#### **The Legend Of Sura And Baya**

A long time ago, there were two animals , Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly , Baya saw a goat under the tree. "Yummy , This is my lunch" , said Baya.

"No way! This is my lunch , You are greedy" ,said Sura.Then they fought for the goat. After several hours , They were very tired.

Feeling tired of fighting , they lived in the different places. Sura lived in the water and Baya lived on the land. The border was the beach , so they would never fight again.

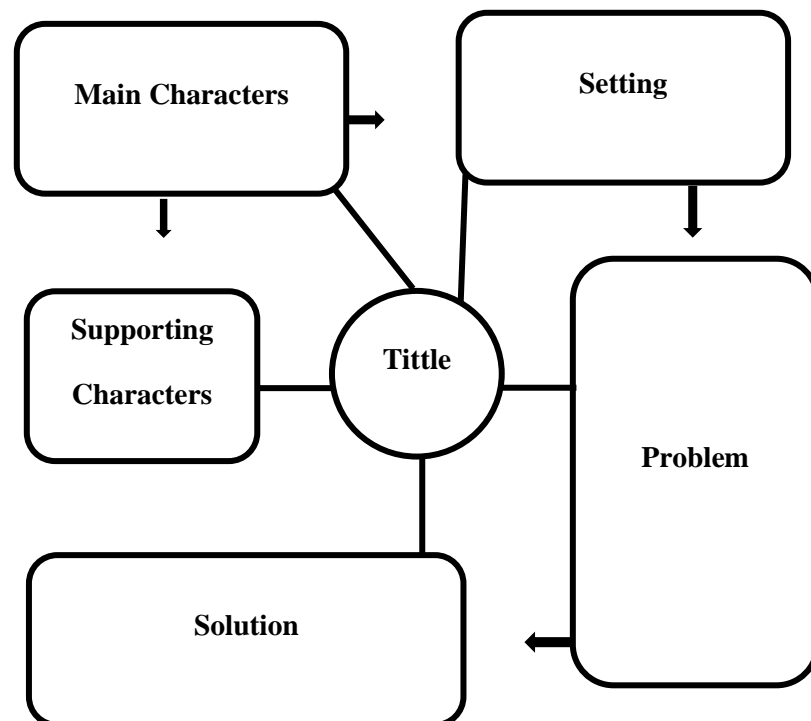
One day , Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

### ***The Concept of Story Mapping***

The story mapping is designed to students in order they could imagine that the elements of story have correlation one to another since the story mapping provides a visual schema to how most story are organize and integrated. story mapping technique is a technique that has elements which exist in the narrative text such as characters, setting, plot, events, problem, and resolution.

### **STORY MAPPING**



### E. Metode Pembelajaran

- Approach : Cooperative Learning
- Technique : Story Mapping

### F. Langkah-langkah Kegiatan Pembelajaran

Activity	Description	Time Allotment
<b>Apperception</b>	<ul style="list-style-type: none"><li>• Teacher greets when inside to the class</li><li>• Teacher instruction the students to pray together</li><li>• Teacher checks the students' attendance</li><li>• Teacher tells the topic that will be learn</li><li>• Teacher tells the goal of the lesson</li></ul>	10 minutes
<b>Exploration</b>	<ul style="list-style-type: none"><li>• Teacher gives stimulus as material of Narrative</li><li>• Teacher involves the students to identify the social function, generic structure and language features of narrative text.</li><li>• Discussing material with students</li></ul>	15 minutes
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	<p>Mapping</p> <ul style="list-style-type: none"> <li>• Teacher explain the component or element of story mapping</li> <li>• Teacher ask to the students to fill element of Story Mapping</li> </ul>	
<b>Confirmation</b>	<ul style="list-style-type: none"> <li>• Students present their group work in front of the class.</li> <li>• The teacher guidances check and discuss the group work</li> <li>• Teacher gives confirmation to the students' work</li> </ul> <p><b>Closing class</b></p> <ul style="list-style-type: none"> <li>• Teacher and students review the material that has been taught</li> <li>• Teacher motivates students</li> <li>• Teacher closes the class and leads students to pray together.</li> </ul>	<p>20 minutes</p> <p>10 minutes</p>

#### G. Media

- English Book
- Story Mapping Worksheet

#### H. Instrument

*Answer the following questions correctly based on the text!*

- 1) What is the title of the text above ?
- 2) How many characters were there in the story ?

- 3) What was the Shark's name ?
- 4) What was the Crocodile name ?
- 5) Where did Sura and Baya live before the fight ?
- 6) Did Baya see a goat under the tree ?
- 7) What was the border ?
- 8) Where did Sura and Baya live after the fight ?
- 9) Where did sura look for some food ?
- 10) Who did break the promise ?

#### **I. Assesment**

Technique : students answer essay questions

Form :written test

#### **Scoring guidance**

Each right answer is scored = 20

Score maximum  $5 \times 20 = 100$

$$\text{Students' score} = \frac{\text{total right answer}}{20} \times 100$$

Sampano,.....

English Teacher,

Researcher,

---



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Headmaster  
of Madrasah Aliyah 135 Sampano

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## **STUDENTS' WORKSHEET**

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Feeling tired of fighting , they lived in the different places. Sura lived in the water and Baya lived on the land. The border was the beach , so they would never fight again.

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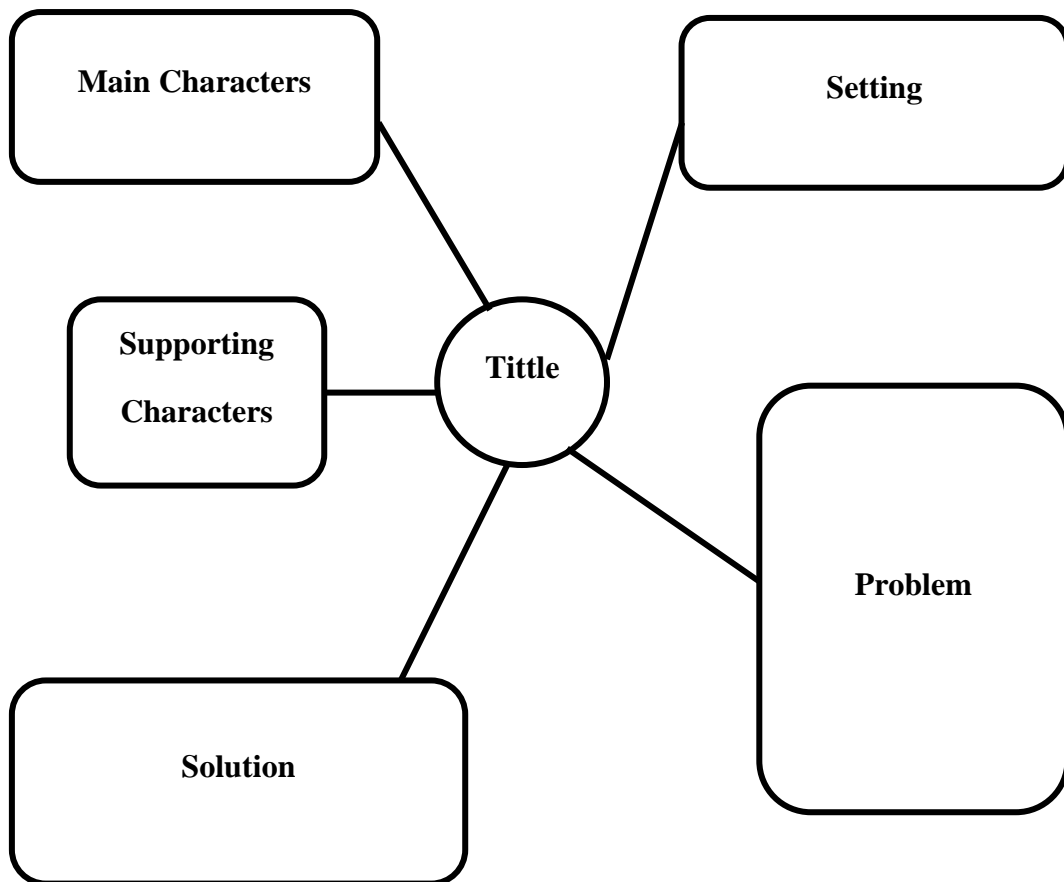
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**\*\*\*GOOD LUCK!\*\*\***

## THE STORY MAPPING WORKSHEET

*Fill the story mapping element below based on the text you have read!*

Topic : Surabaya



## LESSON PLAN

<b>School</b>	<b>: Madrasah Aliyah 135 Sampano</b>
<b>Class/ Semester</b>	<b>: X / Genap</b>
<b>Material</b>	<b>: The Hare and Tortois</b>
<b>Skill Focus</b>	<b>: Reading Comprehension</b>
<b>Time Allocation</b>	<b>: 2 x 40Minutes</b>
<b>Meeting</b>	<b>: 4<sup>rd</sup> (treatment IV).</b>

### A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
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- Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks naratif lisan dan tulis dengan member dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
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### C. Tujuan Pembelajaran

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsure kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.

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###### **a. Orientation**

It sets the scene and introduces the participants of the story.

###### **b. Complication**

It tells the beginning of the problem which leads to the crisis or climax of the main participant.

###### **c. Resolution**

It provides solution to the problem either in happy ending or in sad ending.

### **THE HARE AND THE TORTOISE**

Once upon a time there lived two closed friend, the hare and the tortoise.

They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise

refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

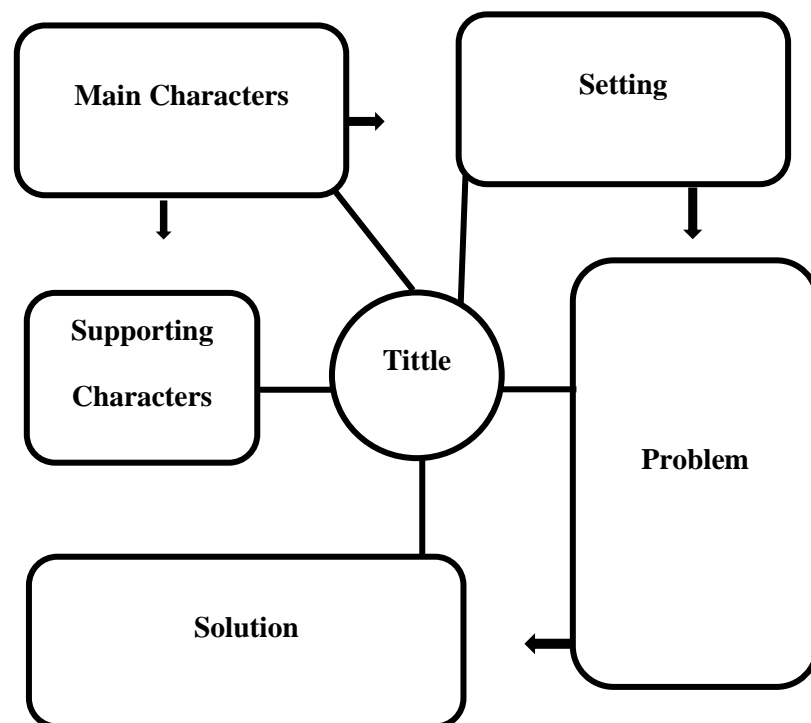
When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

### ***The Concept of Story Mapping***

The story mapping is designed to students in order they could imagine that the elements of story have correlation one to another since the story mapping provides a visual schema to how most story are organize and integrated. story mapping technique is a technique that has elements which exist in the narrative text such as characters, setting, plot, events, problem, and resolution.

### **STORY MAPPING**





### E. Metode Pembelajaran

- Approach : Cooperative Learning
- Technique : Story Mapping

### F. Langkah-langkah Kegiatan Pembelajaran

Activity	Description	Time Allotment
<b>Apperception</b>	<ul style="list-style-type: none"><li>• Teacher greets when inside to the class</li><li>• Teacher instruction the students to pray together</li><li>• Teacher checks the students' attendance</li><li>• Teacher tells the topic that will be learn</li><li>• Teacher tells the goal of the lesson</li></ul>	10 minutes
<b>Exploration</b>	<ul style="list-style-type: none"><li>• Teacher gives stimulus as material of Narrative</li><li>• Teacher involves the students to identify the social function, generic structure and language features of narrative text.</li><li>• Discussing material with students</li></ul>	15 minutes
<b>Elaboration</b>	<ul style="list-style-type: none"><li>• Students are devided into some groups consist of 5 students.</li><li>• Each group isgiven a narrative text and a story map by the teacher.</li><li>• Teacher ask to students to read the text</li><li>• Students are given chance to look for</li></ul>	35 minutes

	<p>hard words in dictionary</p> <ul style="list-style-type: none"> <li>• Students answer the question based on the text</li> <li>• Students are given a worksheet of Story Mapping</li> <li>• Teacher explain the component or element of story mapping</li> <li>• Teacher ask to the students to fill element of Story Mapping</li> </ul>	
<b>Confirmation</b>	<ul style="list-style-type: none"> <li>• Students present their group work in front of the class.</li> <li>• The teacher guidances check and discuss the group work</li> <li>• Teacher gives confirmation to the students' work</li> </ul> <p><b>Closing class</b></p> <ul style="list-style-type: none"> <li>• Teacher and students review the material that has been taught</li> <li>• Teacher motivates students</li> <li>• Teacher closes the class and leads students to pray together.</li> </ul>	<p>20 minutes</p> <p>10 minutes</p>

#### G. Media

- English Book
- Story Mapping Worksheet

## H. Instrument

*Answer the following questions correctly based on the text!*

1. Who were the two friends?
2. What did the hare ask the tortoise?
3. How was the end of the story?
4. Why did the hare decide to sleep for a while?
5. What is the lesson which we can take from the text above?

## I. Assesment

Technique : students answer essay questions

Form : written test

### Scoring guidance

Each right answer is scored = 20

Score maximum  $5 \times 20 = 100$

$$\text{Students' score} = \frac{\text{total right answer}}{20} \times 100$$

Sampano,.....

English Teacher,

Researcher,

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Headmaster  
of Madrasah Aliyah 135 Sampano

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## **STUDENTS' WORKSHEET**

*Read the following text below !!!*

### **THE HARE AND THE TORTOISE**

Once upon a time there lived two closed friend, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

**Name** :

**Class** :

*Answer the following questions correctly based on the text!*

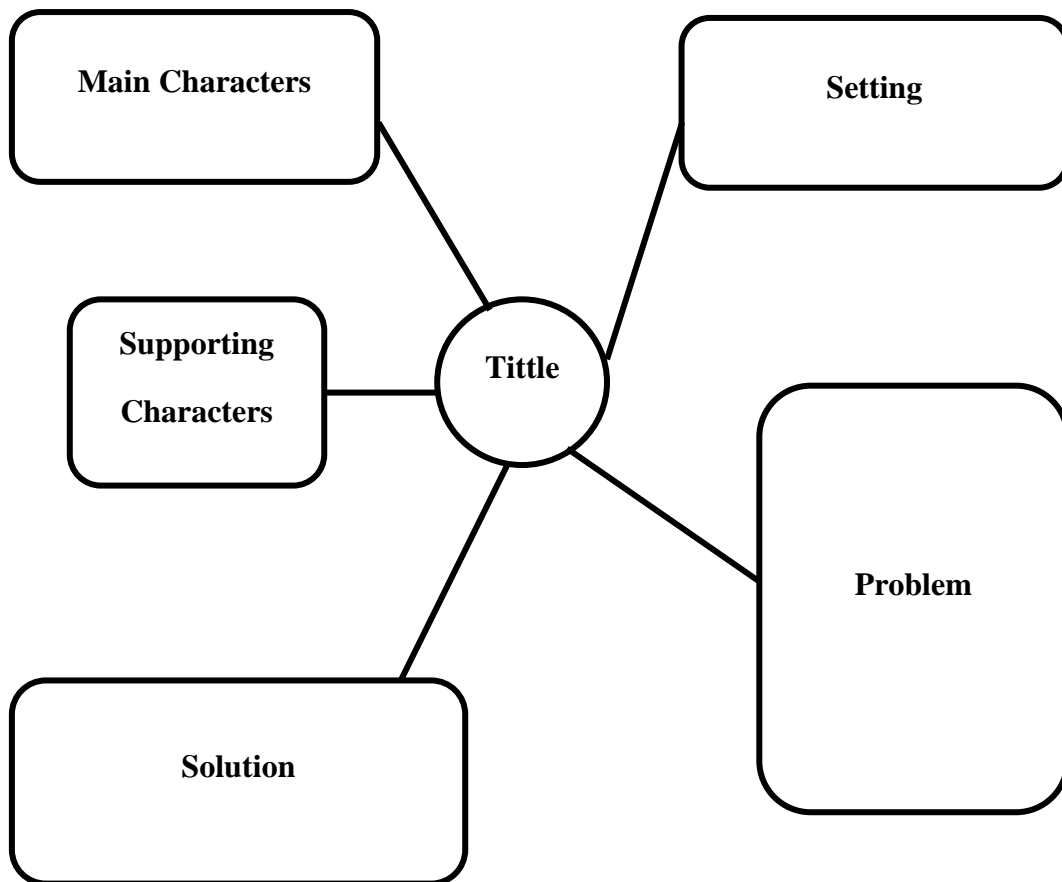
1. Who were the two friends?
2. What did the hare ask the tortoise?
3. How was the end of the story?
4. Why did the hare decide to sleep for a while
5. What is the lesson which we can take from the text above

\*\*\*GOOD LUCK!\*\*\*

## THE STORY MAPPING WORKSHEET

*Fill the story mapping element below based on the text you have read!*

Topic : Surabaya



### Pre-Test

***Choose and circle (O) the best answer among A, B, C, D, and E option on your answer sheet!***

Each right answer : 1 score

Each wrong answer : 0 score

If more than one answer : 0 score

#### ***Text 1 for question 1- 6***

#### **SURABAYA**

Along time ago there were two animals, Sura and Baya. Sura was the name of shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, baya saw a goat. “Yummy, this is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

1. Sura and Baya fought because.....
  - a.They lived together
  - b.They were animal
  - c.They want same food, it was a goat
  - d.They were wild animal
2. Where did Baya go after they made a border?
  - a.Water
  - b.Land
  - c.Sea
  - d.Mountain
3. What is the complication of the story according to the text above?
  - a.Baya was very angry because Sura broke the promise
  - b.Baya was happy
  - c.Sura was very hungry
  - d.They were very tired
4. What is the border between their territory?

- a. Beach
  - b. Sea
  - c. Land
  - d. Water
5. The story tells you about....
- a. Sura and Baya's partnership
  - b. The happy family of Sura and Baya
  - c. Agreement of Sura and Baya
  - d. Sura and Baya's fighting
6. Based on the text above, the resolution of the story is...
- a. Sura was very hungry
  - b. Baya was very angry
  - c. Baya saw a goat
  - d. Sura gave up and went back to sea

***Text 2 for question 7- 11***

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, suddenly Bawang Putih and her step mother and step sister were surprised. Inside the pumpkins they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

7. What is the story about?
- a. Malin Kundang
  - b. Bawang Putih & Bawang Merah
  - c. Sangkuriang
  - d. Tangkuban Perahu
8. Who is Bawang Merah?
- a. Bawang Putih's mother
  - b. Bawang Putih's step sister
  - c. The old woman
  - d. The pumpkin's owner
9. Who gave the clothes back to Bawang Putih



- a. The old woman
  - b. Bawang merah
  - c. Her Step mother
  - d. River
10. Why were Bawang Merah and mother screaming?
- a. They found jewelries
  - b. Mother's clothes fell down to the river
  - c. Both of them realized their mistakes
  - d. There were a lot of snakes inside the pumpkin
11. Why did Bawang Merah and mother say apologize to Bawang Putih?
- a. They found jewelries
  - b. Mother's clothes fell down to the river
  - c. Both of them realized their mistakes
  - d. There were a lot of snakes inside the pumpkin

***Text 3 for question 12- 15***

**The Fox and The Sun**

Once upon a time the foxes were angry with Sun. They had a council about the matter. Then, twelve fox were selected-twelve of the bravest to catch the Sun and tie him down. They made ropes of sinew. Then the twelve watched until the Sun, as he followed the downward trail in the sky, touched the top of a certain hill. Then the fox caught the Sun, and tied him fast to the hill. Do you know what happened next? The Indian saw it, and they kill the fox with arrows. Then, they cut the sinews and released the Sun. But the Sun had burned a great hole in the ground. You know, the Indians believe that the story is true because they can see the hole which the sun burned.

12. What is the purpose of the text?
- a. To entertain the readers...
  - b. To retell past event.
  - c. To describe a particular thing.
  - d. To describe something in general
  - e. To explain how something happen
13. What did the foxes do with the sun?
- a. The buried the sun
  - b. They exploded the sun
  - c. They released the sun
  - d. They run away from the sun
  - e. They caught the sun..
14. "Then, they cut the sinews and released the sun."

What does the underlined word refer to?

- a. The foxes
- b. The Indians..
- c. The sun
- d. The holes
- e. The hills

15. “you know, the Indians believe that the story is true”

The underline word has the closest in meaning to?

- a. Have faith in..
- b. Tell
- c. Create
- d. Shout
- e. Burn

***Text 4 for question 16- 20***

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, “How many crocodiles are there in the river?” the boss of crocodile answered, “We are twenty here.” “Where are they?” the rabbit asked for the second time. “What is it for?” the boss of crocodile asked.

“All of you are good, nice, and gentle and kind, so I want to make a line in order. Later I will know how kind you are,” said the rabbit. Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another, one... two... three... four... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

16. The story mainly tells us about?

- a. twenty crocodiles
- b. the boss of the crocodile
- c. a rabbit and twenty crocodiles
- d. a rabbit and the boss of crocodile
- e. the boss of the crocodile and his friends

17. What is the communicative purpose of the text?

- a. To describe rabbits
- b. To retell what happened to a rabbit
- c. To entertain readers
- d. To inform readers

- e. To explain about rabbits
18. What problem was faced by the rabbit? He actually wanted?
- a. to cross the river
  - b. to swim across the river
  - c. to meet the boss of crocodiles
  - d. to know where the crocodiles are
  - e. to know the number of crocodiles there
19. How was the problem resolved?
- a. He swim accross the river
  - b. He jumped on the backs of the crocodiles
  - c. He rode on a boat to cross the river
  - d. He walked on the bridge nearby
  - e. He counted the crocodiles in the river
20. “All of you are good, nice, gentle, and kind...” (Paragraph 2)  
The underlined word is synonymous with...
- a. Wild
  - b. diligent
  - c. cheerful
  - d. easygoing
  - e. honourable

## **Post-Test**

***Choose and circle (O) the best answer among A, B, C, D, and E option on your answer sheet!***

Each right answer : 1 score

Each wrong answer : 0 score

If more than one answer : 0 score

***Text 1 for question 1- 6***

### **The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?
  - a. The earthquakes and thunders in the sky
  - b. The condition of the volcano on one day
  - c. The condition of Kesuma's family
  - d. The voice in the sky
  - e. The couple's promise
2. How was Kesuma's personal characteristic?
  - a. Melancholic
  - b. Heroic
  - c. Tragic
  - d. Fearful
  - e. Shameful
3. What problem was faced by Kesuma's parents?
  - a. They had to give sacrifices for the Gods
  - b. They couldn't get a baby after getting married for a long time
  - c. They couldn't bring their children to the Gods to be sacrificed
  - d. The villagers would force them to sacrifice themselves
  - e. They couldn't save all their children from the earthquake
4. How was the couple's effort to get a baby?
  - a. They took another baby from other parents
  - b. They meditated and prayed to their Gods
  - c. They gave sacrifices to the God
  - d. They asked other people to give them a baby
  - e. They asked other people to give sacrifices to the Gods.
5. What lesson can we get from the story?
  - a. Kesuma is very brave
  - b. Kesuma's parents loved him very much
  - c. Gods want sacrifices from the people
  - d. Every one must keep his promise
  - e. A promise must be said clearly
6. "The baby grew up into a handsome, toughman." What is the synonym of the underlined word?
  - a. strong
  - b. handsome
  - c. hard
  - d. very firm
  - e. easily offended

***Text 2 for question 7- 10***

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

7. What problem did the little mouse have?
  - a. She was trapped in a net
  - b. She gnawed the ropes
  - c. The lion caught her
  - d. She was caught by hunters
  - e. She didn't have food
8. What problem did the lion have?
  - a. The mouse awakened him
  - b. He was killed by some hunters
  - c. He couldn't get the mouse
  - d. He was caught in a net
  - e. The mouse gnawed the ropes
9. What did the mouse do to help the lion?
  - a. She ran up and down on his face
  - b. She cried and begged the lion
  - c. She cut the ropes with a knife
  - d. She asked the hunters to help her
  - e. She gnawed the ropes
10. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line).  
What does the underlined word refer to?
  - a. The lion
  - b. The mouse
  - c. The King
  - d. The hunters
  - e. The monste

***Text 3 for question 11- 13***

**The Bear and the Two Friends**

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

11. What can we get from the story?
  - a. We have to save ourselves
  - b. We have to learn how to climb
  - c. Bear will not harm a dead man
  - d. True friend always stand by us in ups and downs..
12. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....
  - a. The bear..
  - b. The dead man
  - c. The friend who cannot climb
  - d. The friend who climb the tree
13. Where do you think the story happened?
  - a. In the river
  - b. In the park
  - c. In the woods..
  - d. In the zoo

***Text 4 for question 14- 16***

Once, there was a beautiful Javanese princess whose name was Roro Jonggrang, Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

One day, a handsome young man with supernatural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Baondowoso fell in love and wanted to marry her.

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She didn't want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." requested Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirit of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already done.

Bandung Bondowoso got frustrated because he felt to complete the thousandth temple. "The princess deceived me!" following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousand temple is you!"

At once the princess turned into statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then, people called it Prambanan temple and the princess statue called Roro Jonggrang Statue.

14. What does the story mainly talk about?
  - a. The legend of the woman whose love refused
  - b. The Bandung Bondowoso Temple
  - c. The legend of Roro Jonggrang
  - d. The legend Prambanan temple
  - e. The woman who lost her dad
15. What did Roro Jonggrang do to defeat Bandung's thousandth temple?
  - a. She woke up the rooster
  - b. She tried to make a noise
  - c. She asked for help to do something
  - d. She woke up and grinded the rice
  - e. She ordered people to make a vociferous
16. The first paragraph in the text above is called.....



- a. Coda
- b. Orientation
- c. Resolution
- d. Re-orientation
- e. Complication

***Text 5 for question 17- 20***

In a village, a father lived with his three sons. People said that the first two son were very clever but the third lad was a simple and fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son. Then, he built a hut at the edge of his pasture. He said to his sons, “I am giving you this small house to one of you. It will belong to the one who can fill it completely. Not even a corner is to be left empty.”

Then, the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then, the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut. Then, it was the third son’s chance. He thought a lot to find what to do. “Now I know the answer”, he said.

Then he bought a candle and rushed to the hut. Then, he put the candle in the middle of the hut and lit it. What happened? The hut was full of light, every corner nook and cranny. Now, the father knew that the youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.

17. What is the main idea of the first paragraph?
  - a. A father lived with his three sons
  - b. A father tested his three sons
  - c. A father gave the small house to his three sons
  - d. A father built a hut for his three sons
  - e. A father filled the hut
18. Then, he built a hut at the edge of his pasture (paragraph 1)  
 The underlined word has the closest meaning with?
  - a. Crushed
  - b. Expanded
  - c. Narrowed
  - d. Established
  - e. Planted
19. What is the purpose of the text?
  - a. To entertain the readers

- b. To show the wisdom of the father
- c. To describe the richness of the father
- d. To tell the smartness of the youngest son
- e. To persuade the readers to buy a small hut

20. What can we learn from the story?

- a. Light is more important than meat and rice
- b. Don't believe in other's judgment
- c. A father should be wise
- d. We have to work hard
- e. Do what you can do

## PEDOMAN KUISIONER UNTUK SISWA

### PETUNJUK :

1. Beri tanda cek list (✓) pada kolom yang telah disediakan sesuai dengan pengalaman anda selama belajar bahasa Inggris dengan keterangan sebagai berikut :  
 SS : Sangat Setuju                      TS : Tidak Setuju  
 S : Setuju                                      STS : Sangat Tidak Setuju  
 BS : Biasa Saja
2. Jawablah dengan jujur karena jawaban yang anda berikan tidak akan mempengaruhi nilai.
3. Atas bantuan dan perhatiannya saya ucapkan terimakasih.

No	Pernyataan	Sikap				
		SS	S	BS	TS	STS
1	Saya senang belajar bahasa inggris dengan menggunakan tehik Story Mapping.					
2	Saya lebih mudah belajar bahasa Inggris dengan tehnik Story Mapping.					
3	Saya merasa termotivasi untuk belajar bahasa inggris dengan menggunakan tehnik Story Mapping.					
4	Saya merasa lebih mudah memahami bacaan bahasa inggris dengan tehnik Story Mapping					
5	Cara guru mengajar dengan menggunakan Story Mapping sangat menyenangkan.					
6	Saya terus mengandalkan diri sendiri saat memahami narrative text dengan menggunakan tehnik Story Mapping.					
7	Saya merasa lebih aktif dalam belajar reading terutama narrative text dengan menggunakan tehnik Story Mapping.					
8	Saya merasa nyaman belajar memahami narrative text dengan menggunakan tehnik Story Mapping.					
9	Belajar dengan tehnik Story Mapping, meningkatkan kemampuan saya dalam memahami narrative text.					
10	Belajar dengan tehnik Story Mapping membantu saya untuk mengatasi kesulitan-kesulitan dalam memahami narrative text.					

Name : Nesa Sulis stia

Class : X Mipa 2

*Answer the following questions correctly based on the text!*

- 1) What is the title of the text above ?
- 2) How many characters were there in the story ?
- 3) What was the Shark's name ?
- 4) What was the Crocodile name ?
- 5) Where did Sura and Baya live before the fight ?
- 6) Did Baya see a goat under the tree ?
- 7) What was the border ?
- 8) Where did Sura and Baya live after the fight ?
- 9) Where did sura look for some food ?
- 10) Who did break the promise ?

\*\*\*GOOD LUCK!\*\*\*

Answers

1). The Legend of Sura and Baya 2

2). Two. Sura and Baya 2

3). Shark's name is Sura 2

4). The Crocodile name is Baya 2

5). They lived in a sea 2

6). Yes, Baya see a goat under the tree and Because  
were looking for some food. 2

7). The border was the beach 2

8). Sura lived in the water and Baya lived on the land

9). Sura went to the land and looked for some food  
in the river.

10). they break the promise is Sura 2

100  
12-7-2019

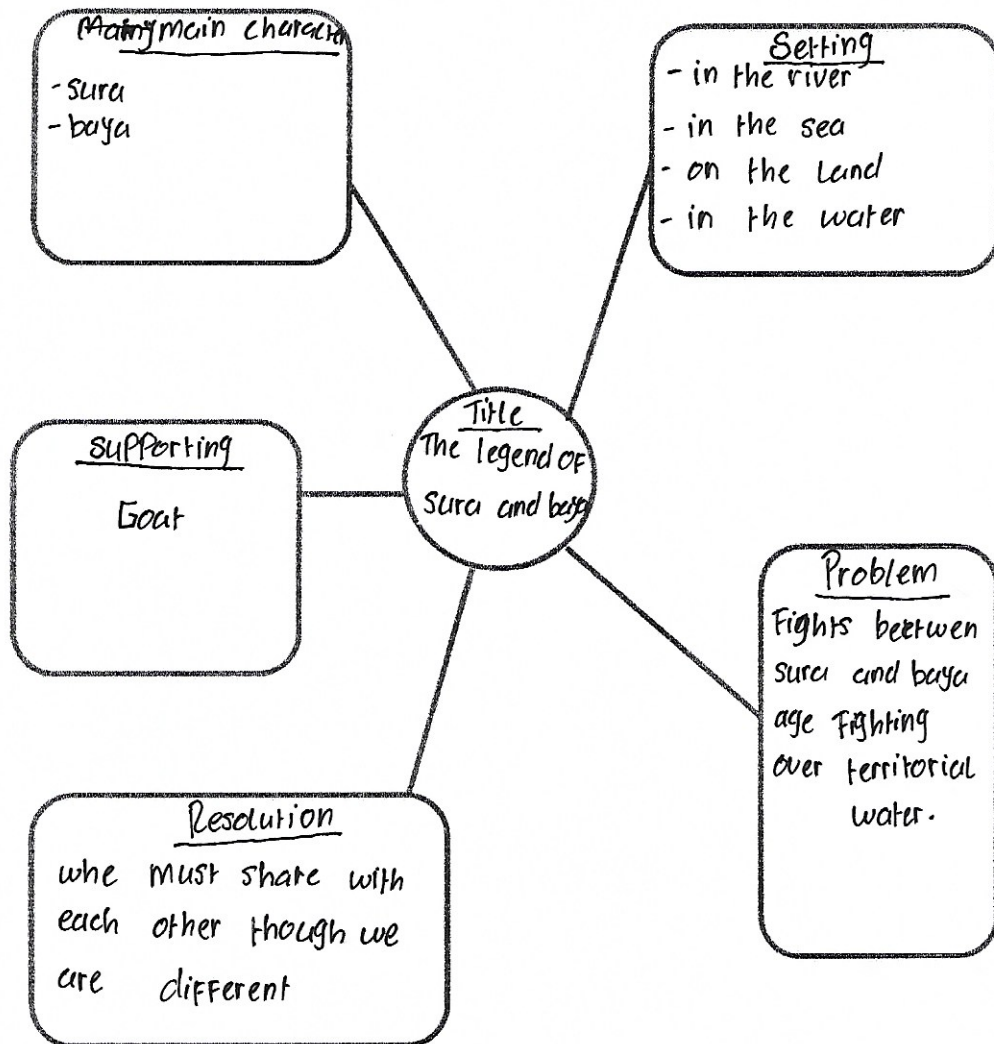
Name : Hastiani

class : X MiPa 2

### THE STORY MAPPING WORKSHEET

Fill the story mapping element below based on the text you have read!

Topik : The Legend of Sura and baya



## DOCUMENTATION

The researcher is explaining material about narrative text



The researcher is giving a story and story mapping worksheet to the students





**The students are reading a text and identifying the hard vocabulary**



**The students are presenting their answer in front of class**

