

**IMPROVING STUDENTS' READING COMPREHENSION OF
NARRATIVE TEXT THROUGH STORY MAPPING**

**(An Experimental Research for the Second Year of Students
at SMPN 1 Labuhanhaji in Academic Year 2018/2019)**

THESIS



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THESIS

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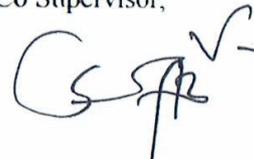
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya,

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Saya yang membuat surat pernyataan,


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CHAPTER I

INTRODUCTION

A. Background of Research

As one of language skills, reading is not only important in English, but also at all education stages. It plays a central role in process of learning and teaching, because most of the materials are in written form. Moreover, comprehension is one of aspects needed in reading, where knowledge is built. Meanwhile, to comprehend a text is not as easy as we think, we need to focus more in order to understand and find the ideas of a text. Especially for junior high school students, they consider reading as complicated and uninteresting skill.

There are many kinds of reading text which should be learnt and mastered in the second grade of junior high school students, one of the text is narrative text. According to Anderson and Anderson (2003) narrative text is one of text types which tells about story or events to entertain or to inform the readers or listeners. The text consists of orientation, complication, or problems and resolution. In this type of text, students are expected to understand it, but many students still find difficulties in reaching the goal. They sometimes can not find the ideas of the whole text, so that is why it makes them confused. At the end, they do not understand the plot of the whole story.

In teaching and learning process about narrative text, the students often feel bored because the teachers sometimes ask them to translate a story, whereas it is an ineffective technique of making students understand the text. Absolutely, the students can not enjoy the text very well. To overcome the problem, the teachers should apply a suitable and an interesting technique which is also suitable for the

students. Furthermore, the technique should be suitable with the condition in the class and gave a chance for students to participate during reading activities, in order to make them fun and enjoy to study.

At SMPN 1 Labuhanhaji where the school that the researcher conducted research in, she found that the students faced problems in understanding materi about narrative text. One of the problems was the students can not enjoy the teaching and learning about narrative text, because the technique used by the teacher was not coming their enthusiasm to fully attend the material. The teacher did not have a special technique to make the students fun in learning. Generally, the teacher only expected them to read a text, translate it, then answer the questions provided. That was what the students face in learning making students feel bored to study.

From the explanation above, the researcher would like to propose one teaching technique which has been shown to be a beneficial teaching technique in improving students' understanding of narrative text, that is by using story mapping. Story mapping is a graphic or semantic visual representation of a story. The map illustrates ways to show an overview of a story (Farris & Carol: 2004). It also tells the information about its generic structure, such as characters, setting, goal, event and resolution. By using story mapping, the students might comprehend narrative text easily because they have a graphic or a schema to put the chronological event of the story and the other elements of the text such as characters, setting, and plot of a story.

Finally, the researcher would like to apply Story Mapping technique to improve students' reading comprehension. The participants taken are the second

grade of junior high school. This research is entitled “**Improving Students’ Reading Comprehension of Narrative Text through Story Mapping** (*Experimental Research of Second Grade Students at SMPN 1 Labuhan Haji*)”.

B. Research Questions

1. Does story mapping improve the students’ reading comprehension of narrative text at SMPN 1 Labuhan Haji?
2. What are the students’ responses toward the use of story mapping in improving reading comprehension of narrative text?

C. The Aims of Research

The aims of this research are:

1. To know whether story mapping improves students’ reading comprehension of narrative text at SMPN 1 Labuhan Haji.
2. To find out the students’ responses toward the use of story mapping of narrative text in improving reading comprehension.

D. Pedagogical Significances of Research

This research hopefully useful for:

1. English Teachers

This research is expected to help teachers to get more information about the use of story map to teach reading comprehension skill. In addition, teachers can apply it in their classrooms to make teaching and learning process more interesting.

2. Students

Students are expected to have improvement of reading comprehension skill by using story mapping. So, they can comprehend the texts well.

3. Next Researchers

The result of this research might be used as a reference. It is expected to give information and contribute knowledge about story mapping as a media to teach reading skill.

E. Research Terminology

There are some terms used in this research which need further description in order to avoid readers' confusion.

a. Reading comprehension

Reading comprehension is the ability to think words together into sentences and to understand the idea that the author is trying to convey in those sentences (Linge, 2000).

Reading comprehension is the ability to understand a text that is read, or the process of constructing meaning from a text. It is an active process because the reader must interact and be engaged with the text for it to work well (Kruidenier, 2002).

It could be concluded that reading comprehension is the ability to build meaning from words into sentences of a text or the process to understand or to catch the main points/ideas in those sentences of a text.

b. Narrative text

A narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. There are keys to comprehend narrative text are a sense of plot, theme, characters, events and how they relate (Lukens, 2003).

The verb to narrate means to tell, to give all account of. When a writer writes narratives, it is really just putting what happen to somebody on paper (Widayati, 2003).

From the definition above, it could be concluded that narrative text is a chronologically text told about somebody's experiences in the past and it has some elements, such as characters, plot, events, etc.

c. Story mapping

Story mapping is a graphic visual representation of a story. It provides a visual-spatial display for key information in 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 (Slavin, 1995).

Story mapping is a graphic representation is used to illustrate the story structure and sequence of events. It also can be referred as word mapping or idea mapping. It is a strategy which designed to show how the concept or key words of a story related one another (Farris, 2004).

It could be concluded that story mapping is a graphic illustration of a story. It is used to representing information about sequence events and the other key words of a story related one another.

F. Hypotheses

The hypothesis of this research can be stated as follows:

H_a : The implementation of story mapping has a statistical significant effect at the level of significance ($\alpha 0.05$) in improving reading comprehension of narrative text to the students.

H_o : The implementation of story mapping does not have a statistical significant effect at the level of significance ($\alpha 0.05$) in improving reading comprehension of narrative text to the students.

G. Previous Research

1. The researcher considers a thesis entitled "Improving the Students' Reading Comprehension of Narrative Text through Story Mapping" (*A Classroom Action Research of the second Grade of MTs Tarbiyatul Falah Bogor*) by Muhammad Romli (Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta, 2014) as a reference in doing this research. The objective of his research was to get empirical evidence of the improving students' reading comprehension of narrative text through story mapping method. The design of his research was Classroom Action Research (CAR) which was conducted in two cycles. The subject of this research was the second grade of MTs Tarbiyatul Falah Bogor at Academic Year 2013/2014 with 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 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 second cycle. From his research findings, it showed that story mapping method could improve the students' reading comprehension of narrative text. The similarity between the researcher's study and his research is about the use of story mapping in teaching reading comprehension. While the differences between his research and the researcher's study are his research used Observation Sheet, Interview guideline, Questionnaires, and Test as the instruments in collecting data and the design of research is Classroom Action Research (CAR), while the researcher's study uses Test and Questionnaires as the instruments, and the design of the research is Experimental research.

2. Thesis entitled "*The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text (A Case of the Eighth Grade Students of SMP Negeri 6 Semarang in the Academic Year of 2012/2013)*" by: Suci Kumala Sari (Faculty of Languages and Arts of Semarang State University, 2013). This research was aimed to investigate the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text and the significant difference on reading comprehension of narrative text between two groups: who were taught using semantic mapping strategy and those who were taught using quick reading method. The design of this study was experimental study. The population of this study was the second grade students of SMP Negeri 6 Semarang in the

academic year of 2012/2013. The number of the subjects was 60 students. The data were obtained by administering reading test to the VIII B as control group and VIII C as experimental group. The research was started by giving pre-test, treatments, and post-test to both experimental and control groups. The data of the test were analyzed by using *t*-test formula to know the difference of the students' comprehension in reading narrative text between two groups. The similarity of the researcher's research to the previous research is the focus on the students' reading comprehension of narrative text and the design of study is Experimental study. While the difference is the previous research used the research of learning using Semantic Mapping to improve students' reading comprehension, whereas researchers' research is the research of learning using Story Mapping to improve students' reading comprehension.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definiton of Reading Comprehension

What does reading comprehension mean? Reading comprehension is one activity which needs brain in doing it. It is needed because reading does not mean only reading all of the words of a text without using brain, at the end the reader will get nothing. When reading comprehension conducted, the reader will construct the meaning and find the ideas of the text directly.

Klingner, Vaughn and Boardman (2007) stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge, and fluency.

Jennifer (2010) stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension instruction begins before children can even conventionally read. When children are reading aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what is happening, and consider what lesson they can learn from the book.

Furthermore, Bonnie (2000) also defined that comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

To be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skill and fluency, necessary vocabulary, and text-appropriate background knowledge. Successful comprehension is augmented when students have practice with strategies and media for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading.

2. Levels of Reading Comprehension

In reading comprehension, it has some levels. According to an anonymous (2017), there are three types or levels of reading comprehension:

a. Literal Comprehension

Literal means what is actually stated. In this level, the information needed to answer questions are *Who*, *What*, *When*, and *Where*. To gain the literal comprehension, the students need to look in to the text to find the answers written in the story. The teachers have to ask questions from the beginning, middle, and end of the story. The example of literal comprehension questions are:

a) Who was the girl who lost the glass slipper?

b) What did Cinderella do in the ball with the prince?

b. Interpretative Comprehension

Interpretative means what is implied or meant, than what is actually stated. In this level, the students need to understand facts that are not explicitly stated in the story. The illustrations may help them to infer the meaning. The students will be asked *WhatIf*, *Why*, and *How*. The example of the interpretative comprehension questions are:

- a) *How did the pumpkin turn into a carriage?*
- b) *What would have happened to Cinderella if she hadn't lost her slipper?*

c. Applied Comprehension

Applied means taking what was said (literal) and what was meant by what was said (interpretative) and then extend (apply) the concepts or ideas beyond the situation. In this level, teachers can not use a simple questions that can be marked right or wrong by the students. They need to challenge students to support their answer with logic or reasons. In this level, the questions will relate to existing knowledge or opinion. The students should analyze or synthesize information and apply it to other information. The example of the applied comprehension question is: *Do you think that Cinderella was wrong for going to the ball after her stepmother told her she couldn't go?*

In this research, the levels of reading comprehension which are meant by the researcher is the first literal comprehension. So, this research has a purpose to improve the students' reading comprehensions in their understanding of the key vocabulary in the text and its meaning. The other

purpose is to know how far their understanding in answering *who*, *what*, *when* and *where* questions of the text. When the students can understand the meaning of the words in the text, then definitely they can understand the content of the text, moreover they can answer the questions of the text.

B. Narrative Text

1. Definition of Narrative Text

Anderson and Anderson (1993) stated that a narrative is a text that tells a story and in doing so, entertains the audiences. Moreover, its purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Meanwhile, Hudson (2007) stated that narrative shows the events which are organized in schematic structure, and the reader could predict it.

2. Types of Narrative Text

There are many types of narrative. Narrative can be imaginary or factual. Anderson and Anderson (2003) classified types of narrative, they are:

a) Fable

A fable is described through animals, plants, and inanimate objects by giving them human attributes wherein they demonstrate a moral lesson at the end. Example of fable is *the Smartest Parrot*, *the Story of Monkey and Crocodile*, *the Ants and the Grasshopper*.

b) Fairy Tale

A fairy tale is a story that features fanciful and wondrous characters such as goblins, wizards, elves, and even fairies. The term “fairy” seems to

refer more to the fantastic and magical setting within a story. Examples of Fairy Tale are *Snow White*, *Cinderella*, *Thumbelina*, etc.

c) Legend

A legend is a narrative text that focuses on a historically or geographically specific figure, and describes his exploits. The function of legend is to present the story of human actions in such a way that they perceived by the audience to be true. The examples are *Malin Kundang*, *Danau Toba*, *Sangkuriang*, etc.

d) Novel

A novel is a long and fictional narrative which describes intimate human experiences and typically published as a book. Examples of novel are *Home*, *Divergent*, *Laskar Pelangi*, etc.

e) Horror

A story in which the focus in on creating a feeling of fear. It can feature supernatural elements such as ghosts, vampires, witches or it can address more realistic psychological fears. The examples of horror are *the Insidious*, *Anabel*, *Red Room*, etc.

3. Elements of Narrative Text

Chatman and Attebery (1993) classified narrative text into four basic elements as follows:

a. Characters

In every story, there must be characters that play on it. There are two characters take place within a story. They are main characters and secondary

characters. Character is the single most important element in the narrative text. It describes physical of the character such as age, weight, height, even personality traits including the strengths and weaknesses.

b. Settings

Settings are what author writes to describe where and when the story takes place. The setting addressed the location (where) and period (when) of the story whether the story tells a readers among realistic, historical fiction or fantasy.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problem in the story. This last part is called as conclusion.

4. The Schematic Structure of Narrative Text

The structure of narrative text based on Anderson and Anderson (1998) are:

a. Orientation

Every story needs an orientation although how simple that story. An orientation is an introduction of character, time and place that will be told in the story. It is impossible to tell a story without knowing characters set up in a particular time and place.

b. Complication

In this part, crisis of the story arises. The story is pushed along by a series of events which the reader expects some problem to arise. This complication will involve the main character and often serve to (temporarily) divert them from reaching the goal.

c. Resolution

The complication that happened in the story will be resolved for better or worse, but rarely the complication left completely unresolved to leave the reader wondering how the end is.

C. Story Mapping

1. Definition of Story Mapping

The term story mapping consists of two different words. They are story and mapping. Based on Hornby (2003) in Oxford Advanced learner's Dictionary 'story' is a description of events and people that the writer or speaker has invented in order to entertain people. Story is also regarded as a fiction selection to entertain a reader; as a part of pleasure. On the other side, map is defined as a drawing to describe or give information about something, especially the way it is arranged or organized. So, if the word is added with *-ing*, become mapping, it could be defined as a sketch or drawing that shows location or relation between things or place. In other word, it is an action to make a map. It means that story mapping is a technique used after story has been read. It includes identifying the main elements, and categorizing the main events in sequential order. A graphic representation is often used to illustrate the story structure and sequence of events. Story mapping also can be referred

as word mapping or idea mapping. They are techniques which designed to show how the concept or key words of a story are related one another. The result is shown through graphic representation. So, the whole story will be shown at the end systematically.

Meanwhile, according to Farris (2004) story map is a graphic visual representation of a story. The map will illustrate a way to provide an overview of a story. It may consist of brief information about characters, setting, problem, goal, events and resolution.

Based on the concept of two experts above, it could be concluded that story mapping technique is a way to understand a story by illustrating it into a chart of map. It describes how the story is. Some clues of a story are attached in the map, so it guides the reader to understand the whole story.

2. The Purpose of Story Mapping

Farris (2004) stated that there are some purposes of story mapping. They are:

- a. Enhances meaning with mental imagery.

Before we put the information in story mapping, we must read the text first. So, we will not put all of the information there. By using story mapping, automatically we will use mental imaginery to make sense the elements of the text relate each others.

- b. Stimulates the imaginative thinking.

When a reader reads the elements of the story mapping, he will focus on it. He will imagine the sequence or chronological events of a text.

- c. Brings joy to read.

One of the advantages of story mapping is it has a graphic that involves information on that graphic. The readers will not be served by a lot of words, but it contains information needed. Definitely, the readers might not be bored to read, even they can enjoy it.

- d. Links past experience to the words and ideas in the text.

Experiences happen in the past. Definitely, we just write and more focus to the events in the past on graphic.

3. The Technique of Using Story Mapping Method

Before applying this technique, the teacher is supposed to know very well how to apply and use it based on Farris (2004). The following steps are the general procedure to follow when preparing a basic story map:

- a. Read the story. Write a sequenced summary of the main ideas, key events, and characters that make up the plot of the story.
- b. Place the title, theme, or topic of the story in the center of the graphic story map in a predominant box or at the top of the semantic chart.
- c. Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot. Attach related pieces or second-level information from the summary list to these ties in chronological order, moving clockwise around the center. The semantically organized chart is simply arranged by story elements, so information is transferred to it accordingly.

- d. Draw additional ties projecting out symmetrically from each secondary box to accommodate the important details associated with the key plot event, adding relevant information from the summary list.
- e. Review the final semantic chart or story map for completeness.

Those steps are preview of procedure how to apply the story mapping technique theoretically.

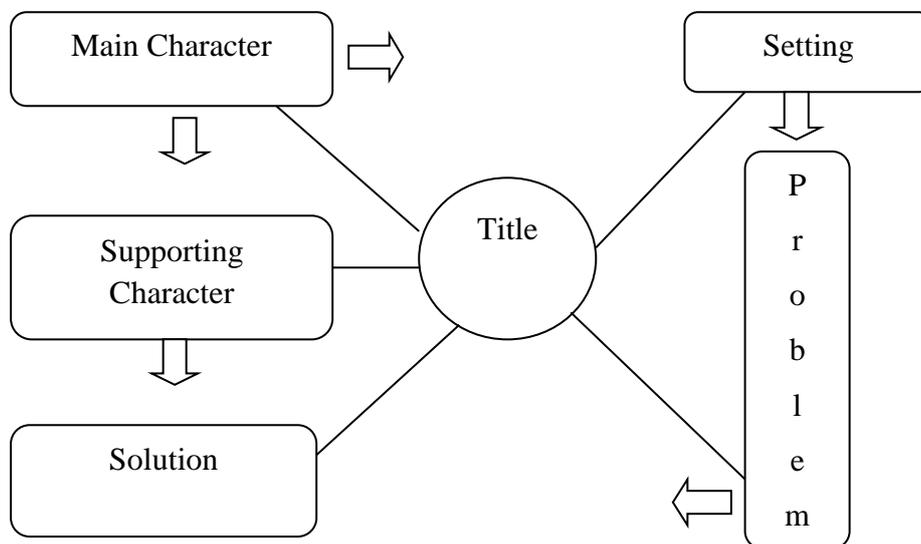


Figure of Story Mapping

4. Advantages and Disadvantages of Story Mapping

In every technique, definitely they have some advantages and disadvantages, and story mapping does too. Its advantages, it could be helpful for students and also for the teachers. In her book, Farris (2004) stated that when creating a part of the process of preparing a reading lesson, teachers become more involved in thinking about the structure of the story they will teach and how each part of the story relates to the others. It means that

completing a story map chart helps students to focus on lesson, leads to more purposeful teaching, and the result is a better quality learning experience for the students. So, the target of learning will be closer to get perfectly.

Farris (2004) stated that there are some advantages of story mapping for the students. They are:

- a. Students will be more easily understand how the story pieces mesh.
- b. By mapping, students can store some information of the story from their personal schema.
- c. It facilitates to recall of story elements more completely.
- d. It enhances the students' ability to interpret the story by visualizing story characters, events and setting.
- e. To increase the students' comprehension of selection by organizing and sequencing main story events.
- f. It will increase the students' awareness that story characters and events are interrelated.
- g. To develop the students' sense of story which will assist story telling, retelling and writing.
- h. The students' knowledge continually applies when they predict what might happen next in one story after another.

On the another side, story mapping also has some disadvantages (Farris: 2004). They are:

- a. Story mapping can be applied only for certain kinds of text, such as narrative text. Then the maps can be applied to the stories, particularly the shorter text.
- b. Applying story mapping in teaching narrative text needs a longer time than without using this technique. Therefore, this technique can not be used for anytime of teaching.

CHAPTER III

RESEARCH METHODOLOGY

A. Brief Description of the Research Location

1. The School

SMPN 1 Labuhanhaji is located on Pasar Indrapura street, Manggis Harapan, Labuhanhaji, Aceh Selatan and surrounded by rural area. It has three level of class with eighteen classrooms. For the first and second grade, they consist of six classes, while the third grade only has five classes. Other facilities in this school are teachers' office, a praying room, a library, a canteen, a multimedia laboratorium, a biology laboratorium, and a sport field.

2. The Teachers

The headmaster of SMPN 1 Labuhanhaji is Mrs. Mursida, S.Pd. She is an art teacher. The number of teachers in SMPN 1 Labuhanhaji are about 30 teachers, and the number of English teachers are 3 teachers. However, there are also some honor teachers who help in carrying the educational process out in SMPN 1 Labuhanhaji.

3. The Students

This school has 375 students which consists of 191 male students and 184 female students. For the first year grade, 130 students divided into six classes (VII-1 VII-2 VII-3 VII-4 VII-5 VII-6). Then, 127 students for the second year grade, divided into six classes (VIII-1 VIII-2 VIII-3 VIII-4 VIII-5 VIII-6) and

118 students for the third year ones, divided into five classes (IX-1 IX-2 IX-3 IX-4 IX-5). Each grade has about 20 until 23 students in one classroom.

B. Research Design

A research design used in this research was Experimental design. According to Creswell (2012), an Experimental design is the approach for conducting quantitative research. In this research, there were two classes chosen, both classes were given pre-test in the beginning and post-test in last meeting. Moreover, the Experimental group was given a certain treatment, while the Control group was not given the certain treatment as what the researcher had done in the Experimental group. The success of using Story Mapping could be seen from the improvement of students' score in the post-test. The scores were obtained by the researcher after students had been given the treatments.

C. Population and Samples

1. The Population

According to Arikunto (2006), population is the entire group of entities or persons to whom the results of a study are intended to apply. The population of this research was all students of the second grade students who study at SMPN 1 Labuhan Haji. The number of population of this research was about 130 students who were composed of six classes; class VIII 1, class VIII 2, class VIII 3, class VIII 4, class VIII 5, and VIII 6. Every class consisted of around 20 students.

2. The Sample

Sugiyono (2015) stated that sample is a small proportion segment of quantity and characteristics of the population. The sample of this research was obtained from two classes of the second grade students at SMPN 1 Labuhan Haji. The sample of this research was the students of VIII 6 and VIII 5 of SMPN 1 Labuhan Haji. They were divided into two groups. The first group was class VIII-6 as the Experimental Group (EG) consisted of 23 students, and the second group was class VIII-5 as the Control Group (CG) consisted of 22 students. The total sample of this research was about 45 students.

The technique of taking sample was Purposive sampling. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. The researcher chose this technique, because she wanted to solve students' problem faced in class VIII-6 (Experimental group) by using Story Mapping and hopefully the Story Mapping can improve reading comprehension of narrative text to the students.

D. Research Instruments

In this research, the researcher used two instruments to obtain the data. They were test form and questionnaires.

1. Test

Arikunto (2006) explained that test is a set of questions that is used to measure the skills, knowledge, intelligence, and the talent of an individual or a

group. In this research, the students' achievement in reading narrative text was measured by using tests, namely pre-test and post-test.

a) Pre-test

The pre-test was used to find out the students' reading achievement before the treatment given.

b) Post-test

The post test was used to find out the students' reading achievement after the treatment.

2. Questionnaire

To obtain additional data, the researcher distributed questionnaire to the students, in order to get students' opinion about the applying of story mapping technique. It was adapted from Abdul Aziz Mansur's thesis entitled "Improving Students' Understanding of Narrative Text through Story Mapping" (2013). It consisted of 9 questions. The questionnaire was distributed to the students in experimental group (class VIII-6) in the last meeting and they had 10 minutes to answer all of questions.

E. Procedures of Collecting Data

To obtain the data, the researcher hold six meetings to teach the students how to promote their reading comprehension by story mapping as materials.

a. First meeting (August 28,2018)

The researcher distributed pre-test to the students in Experimental group (class VIII-6), in order to measure their basic skill in reading comprehension before treatment was given. The test consisted of 10 choice questions. After that, the researcher started the class by explaining materi about narrative text. Then, she informed the examples about narrative text story to the students.

b. Second meeting (August 29,2018)

In this meeting, the researcher started Experimental group (class VIII-6) by distributing story mapping and another example of narrative text. She showed the students how to apply information of the text they obtained from the text and put the information into the story mapping. Then, the students were expected to comprehend the text and apply the information of the text into story mapping by doing it with group. After finishing it, the researcher and the students discussed it.

c. Third meeting (September 4,2018)

In this meeting, the researcher distributed post-test to the Experimental group (class VIII-6). It consisted of 10 choice questions. After finishing, the researcher distributed questionnaires to all of students in the class.

d. Fourth meeting (August 30,2018)

The researcher distributed pre-test to the students in Control group (class VIII-5). The test consisted of 10 choice questions. After that, the researcher

explained the materi about narrative text without applying story mapping technique.

e. Fifth meeting (September 1,2018)

In this meeting, the researcher started Control group (class VIII-5) by giving example of narrative text to the students. They were expected to comprehend the text by answering some questions provided by the researcher. Moreover, the researcher and the students discussed it together.

f. Sixth meeting (September 8,2018)

In this meeting, the researcher distributed post-test to Control group (class VIII-5). It consisted of 10 choice questions. They were required to comprehend a text by answering questions of the text.

F. Technique of Data Analysis

1. Test

The reading test was in the form of choice questions. There was a certain score, in which 10 for the right answer and 0 for the wrong answer. To obtain the total score, the researcher used this following formula:

$$S = \frac{R}{N} \times 100\%$$

Explanation

S : Score

R : Total number of right answer

N : Total number of item

100% : Constant value

To measure the mean of students reading score in every test, the formula as follow (Sudjana, 2007):

$$X = \frac{\sum X}{N}$$

Explanation

X : the average of students' score

$\sum X$: the sum of score

N : the number of students

2. Questionnaires

Questionnaire was distributed only to the Experimental group (VIII-6) in the last meeting after the post-test had been collected. In this research, the aim of distributing questionnaire was to find out the students' responses about learning reading comprehension by using story mapping.

The acquired data of the questionnaire was analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. To count the percentage of the answers chosen by the participants, the researcher referred to Metoda Statistika which was written by Sudjono (2008). The formula was:

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

Explanation

P : Percentage

f : Frequency of respondents

N : Number of sample

100% : Constant value

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed about the finding of the research related to the applying of Story Mapping technique in improving reading comprehension to the students that was done at SMP Negeri 1 Labuhanhaji. The following is the explanation related to the finding and discussion of the research as well as the analysis of the test and the analysis of questionnaire.

A. Finding of the Research

1. The Analysis of Test Result

The first step of calculating the data is tabulating the result of both pre-test and post-test in the two classes (Experimental group and Control group) as described in the table below.

a) Experimental group (VIII-6)

Table 4.1 The result of Pre-test and Post-test

No	Students' Initial	Pre-Test Score	Post Test Score
1	AP	30	70
2	AF	40	70
3	AA	20	50
4	FMZ	40	90
5	FR	30	70
6	GR	40	80
7	HIS	50	70
8	MH	30	40
9	MR	40	80
10	MA	30	50
11	MQ	40	70
12	MY	20	70
13	NSI	40	80
14	NA	30	60
15	RS	40	70
16	SA	20	50
17	SMR	30	60
18	SR	10	50
19	SAR	40	80

20	SM	40	70
21	VN	40	90
22	ZA	50	100
23	ZH	30	70
Total		$\Sigma X = 780$	$\Sigma X = 1.590$

- | | |
|---|-------------------|
| ■ | The highest score |
| ■ | The lowest score |

Based on the table presented above, it can be seen that the highest score for the pre-test was 50 and the lowest one was 10. Meanwhile, the highest score for post-test was 100 and the lowest one was 40.

Following is the further statistical analysis of each test result, pre-test and post-test:

1) Pre-test

In order to calculate the mean of pre-test, the following formula is used.

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{780}{23}$$

$$X=33,91$$

2) Post-test

In order to calculate the mean of post-test, the following formula is used.

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1.590}{23}$$

$$X=69,13$$

b) Control group (VIII-5)

Table 4.2 The result of Pre-test and Post-test

No	Students' Initial	Pre-Test Score	Post Test Score
1	AT	30	60
2	AS	50	70
3	LM	40	50
4	IAH	30	50
5	MAA	40	60
6	MH	10	30
7	MR	30	50
8	MZ	40	40
9	MF	40	60
10	NF	30	50
11	NH	20	40
12	RZ	30	40
13	RH	40	50
14	RT	40	50
15	RRS	20	30
16	RAK	40	60
17	RR	40	50
18	SS	30	40
19	SD	50	60
20	TV	50	60
21	ZS	30	40
22	ZA	40	60
Total		$\sum X = 770$	$\sum X = 1100$

■	The highest score
■	The lowest score

Based on the table presented above, it can be seen that the highest score for the pre-test was 50 and the lowest one was 10. Meanwhile, the highest score for post-test was 70 and the lowest one was 30.

Following is the further statistical analysis of each test result, pre-test and post-test:

1) Pre-test

In order to calculate the mean of pre-test the following formula is

$$\text{used. } X = \frac{\sum X}{N}$$

$$X = \frac{770}{22}$$

$$X = 35$$

2) Post-test

In order to calculate the mean of pre-test the following formula is used.

$$X = \frac{\sum X}{N}$$

$$X = \frac{1.100}{22}$$

$$X = 5$$

c) The Result of T-score

Table 4.3 The Result of T-score (used to analyze t-test formula)

No	EG		CG		X	Y	X ²	Y ²
	Pre	Post	Pre	Post				
1.	30	70	30	60	40	30	1600	900
2.	40	70	50	70	30	20	900	400
3.	20	60	40	50	40	10	1600	100
4.	40	80	30	50	40	20	1600	400
5.	30	70	40	60	30	20	900	400
6.	40	80	10	30	40	20	1600	400
7.	50	70	30	50	20	20	400	400
8.	30	50	40	40	20	0	400	0
9.	40	80	40	60	40	20	1600	400
10.	30	60	30	50	30	20	900	400
11.	40	70	20	40	30	20	900	400
12.	20	70	30	40	50	10	2500	100
13.	40	80	40	50	40	10	1600	100
14.	30	60	40	50	30	10	900	100
15.	40	70	20	30	30	10	900	100

16.	20	50	40	60	30	20	900	400
17.	30	60	40	50	30	10	900	100
18.	10	40	30	40	30	10	900	100
19.	40	80	50	60	40	10	1600	100
20.	40	70	50	60	30	10	900	100
21.	40	80	30	40	40	10	1600	100
22.	50	100	40	60	50	20	2500	400
23.	30	70			40		1600	
	NX=23		NY=22		$\Sigma X = 80$	$\Sigma Y = 33$	2920	5900
					0	0	0	

1. Finding the mean score of variables X and Y using the following formula:

$$\begin{aligned} \text{Variable X: } MX &= \frac{\Sigma X}{NX} \\ &= \frac{800}{23} \\ &= 34,78 \end{aligned}$$

$$\begin{aligned} \text{Variable Y: } MY &= \frac{\Sigma Y}{NY} \\ &= \frac{330}{22} \\ &= 15 \end{aligned}$$

2. Finding the score of standard deviation difference between the difference

score of two variables, X and Y by using the following formula;

$$\begin{aligned} \text{Variable X: } SD_X &= \sqrt{\Sigma X^2 - \frac{(\Sigma X)^2}{NX}} \\ &= \sqrt{29200 - \frac{(800)^2}{23}} \\ &= \sqrt{29200 - \frac{640000}{23}} \\ &= \sqrt{29200 - 27826.08} \\ &= 1.373.92 \end{aligned}$$

$$\begin{aligned}
 \text{Variable Y: } SD_X &= \sum Y^2 - \frac{(\sum Y)^2}{NY} \\
 &= 5900 - \frac{(330)^2}{22} \\
 &= 5900 - \frac{108900}{22} \\
 &= 5900 - 4950 \\
 &= 950
 \end{aligned}$$

3. Calculating the standard error of mean difference (S_{X-Y}) between the variable X and Y.

$$\begin{aligned}
 S_{X-Y} &= \sqrt{\frac{SD_X + SD_Y}{NX + NY - 2} \left(\frac{1}{NX} + \frac{1}{NY} \right)} \\
 &= \sqrt{\frac{1373.92 + 950}{23 + 22 - 2} \left(\frac{1}{23} + \frac{1}{22} \right)} \\
 &= \sqrt{\frac{2324}{43} (0.043 + 0.045)} \\
 &= \sqrt{54.04(0.088)} \\
 &= \sqrt{4.755} = 2.18
 \end{aligned}$$

4. Calculating t_0 score

The researcher used t_0 score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follow:

$$\begin{aligned}
 t_0 &= \frac{MX - MY}{S_{X-Y}} \\
 &= \frac{34.78 - 15}{2.18} \\
 &= \frac{19.78}{2.18} \\
 &= 9.07
 \end{aligned}$$

5. Calculating degree of freedom

Interpreting the t_0 by determining degree of freedom by using following formula;

$$\begin{aligned} \text{Df} &= (N_X + N_Y) - 2 \\ &= (23 + 22) - 2 \\ &= 45 - 2 \\ &= 43 \end{aligned}$$

6. Examining t_0 by referring to the table examiner in the significant level of 5% ($\alpha=0.05$). The table showed that the critical score for differentiation score 43 in the level of 5% was 2.016. After comparing the amount of t_0 obtain from the calculation ($t_0= 9.07$) with the t_{table} with the significant table ($t_{5\%}= 2.016$), it can be found that the score of t_0 was higher than the score of t_{table} in level of 5% where $9.07 > 2.016$. Because the score of t_0 is higher than t_{table} , so it showed that there was a difference of the improvement between teaching narrative text by using story mapping technique and without using story mapping technique. In short, the alternative hypothesis (H_a) is accepted and the null is rejected. It can be concluded that using story mapping technique in teaching narrative text improve students' reading comprehension.

2. The Analysis of Questionnaire Result

In analyzing the questionnaires, the researcher used the percentage system as well as:

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

Which:

P = percentages

f = frequency of respondent

n = number of sample

100% = constant value

The questionnaire consisted of 10 questions and it was given at the last meeting after using the experimental teaching to the students in Experimental Group (class VIII-6). It was designed to know the students' responses toward the use of Story Mapping technique in improving reading comprehension of narrative text. Here are the results of questionnaire analysis:

Table 4.4 Students' agreement about their interest in learning English.

No	Options	Frequency	Percentage (%)
Q1	Strongly Agree	3	13,04%
	Agree	12	52,17%
	Disagree	7	30,44%
	Strongly Disagree	1	4,35%
Total		23	100%

Based on the table above, it showed most of the students (65,21%) agreed about the statement that they are interested in learning English. While the rest of students (34,79%) disagreed about the statement.

Table 4.5 Students' opinion about their interest in reading English books.

No	Options	Frequency	Percentage (%)
Q2	Strongly Agree	4	17,40%
	Agree	10	43,47%
	Disagree	5	21,73%
	Strongly Disagree	4	17,40%
	Total	23	100%

According to the students' answer above, there were 4 students and 10 students choosing strongly agree and agree about their interest in reading English books. However, only 5 students and 4 students chose disagree and strongly disagree with the statement. Furthermore, the researcher concluded that most students like to read English books.

Table 4.6 Students' opinion about reading skill is the easiest skill from all of English skills.

No	Options	Frequency	Percentage (%)
Q3	Strongly Agree	10	43,47%
	Agree	7	30,43%
	Disagree	4	17,40%

Strongly Disagree	2	8,70%
Total	23	100%

From the table above, it was inferred that reading skill was the easiest skill from all of English skills by seeing the students' answers. It was proved from almost all of students (73,90%) chose agree with the statement.

Table 4.7 Students' opinion about the technique used by their teachers is a pleasure technique.

No	Options	Frequency	Percentage (%)
Q4	Strongly Agree	3	13,04%
	Agree	5	21,74%
	Disagree	9	39,13%
	Strongly Disagree	6	26,08%
Total		23	100%

The information inferred from the table above that most students considered that the technique used by their teachers is a displeasure technique. It meant that the students were not really interested in the technique used by their teachers in teaching learning narrative text.

Table 4.8 Students' agreement about narrative text is the materi they like the most among the others

No	Options	Frequency	Percentage (%)
Q5	Strongly Agree	2	8,69%
	Agree	14	60,87%
	Disagree	4	17,40%
	Strongly Disagree	3	13,04%
Total		23	100%

Based on the students' answers, it informed us that most of the students (69,56%) agreed that narrative text was the materi they like the most. While the rest students (30,44%) chose disagree with the statement.

Table 4.9 Students' opinion about their interest in learning narrative text by using Story Mapping.

No	Options	Frequency	Percentage (%)
Q6	Strongly Agree	11	47,82%
	Agree	8	34,78%
	Disagree	2	8,70%
	Strongly Disagree	2	8,70%
Total		23	100%

From the description on the table above, the researcher assumed that almost all of the students (82,60%) were interested in learning narrative text by using Story Mapping technique. On the other hand, only 17,40% of students chose disagree and strongly disagree with the statement.

Table 4.10 Students' agreement about the use of Story Mapping technique is very easy in English lesson for reading skill.

No	Options	Frequency	Percentage (%)
Q7	Strongly Agree	12	52,17%
	Agree	9	39,13%
	Disagree	2	8,70%
	Strongly Disagree	0	0%
Total		23	100%

According to the students' answers, there were 12 students and 9 students (91,30%) choosing agree with the statement. While the rest, only 2 students (8,70%) disagreed about the statement. In sum, the use of Story Mapping technique was very easy in English lesson for reading skill.

Table 4.11 Students' agreement about Story Mapping technique is very helpful in understanding narrative text story.

No	Options	Frequency	Percentage (%)
Q8	Strongly Agree	18	78,26%
	Agree	5	21,74%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		23	100%

Based on the table above, there were 18 students (78,26%) choosing strongly agree that Story Mapping technique was very helpful in understanding narrative text story, 5 students (21,74%) agreed to the statement, and none of the students chose disagree and strongly disagree to the statement. From the students' answers above, it meant that Story Mapping technique really help them in understanding narrative text story.

Table 4.12 Students' agreement about the Story Mapping technique should be applied in order to improve reading comprehension of narrative text.

No	Options	Frequency	Percentage (%)
Q9	Strongly Agree	16	69,57%
	Agree	7	30,43%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		23	100%

According to the table above, it showed the responses of the students about the statement that the story mapping technique should be applied in order to improve reading comprehension of narrative text. It indicated that all of the students believed that story mapping technique improve their reading comprehension in learning narrative text, because there was none of the students disagree or strongly disagree with the statement.

B. Discussion

The first aim of this research was to know whether story mapping improve students' reading comprehension of narrative text to the students. Regarding to the score of the test, the Story Mapping generated meaningful progress to the students in improving reading comprehension. It was proved from the result of hypotheses testing; $t\text{-test} > t\text{-table}$ which $9.07 > 2.016$. It meant the result of research is higher than the $t\text{-table}$ that cause the H_0 is refused and H_a is accepted. It answered the first research question of this research; Does story mapping improve the students' reading comprehension?, that the use of story mapping technique improve students' reading comprehension. It was proved from the significant different in the result before and after using the technique.

After doing research, it showed that the students' reading comprehension improved after using the story mapping technique. The improving can be seen after comparing the students' achievement before the treatment and after the treatment in experimental group and control group. Babyak, Koorland & Mathes (2000) agreed that story mapping improved students' abilities to comprehend narrative text. It could be seen from students' performance on comprehension questions related to story settings, problems, and major events showed the great improvement.

The last aim of this research was to find out the students' responses toward the use of story mapping in improving reading comprehension of narrative text. Based on the data of questionnaires, the following were some perceptions of the students: First, they were interested in learning narrative text by using the story mapping technique than the others technique, because it was easy to be

understood. Second, most of the students strongly agreed that the story mapping technique can be used in order to improve reading comprehension of narrative text to the students. Based on the previous explanation, it can be inferred that the story mapping is compatible to be used and able to improve students' reading comprehension in learning narrative text. Meanwhile, the limitations of this research were the technique only be applied to one kind of narrative texts (Legend), while the others kind of narrative text were not be applied. Moreover, this technique only be applied to the second grade students of junior high school.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to present the conclusion and suggestion that have been found after implementing the story mapping technique in improving reading comprehension of narrative text to the students.

A. Conclusion

After conducting the research on the using of story mapping technique in improving reading comprehension to the students, the researcher would like to draw some conclusions as follows:

1. The implementation of story mapping technique to the second grade of students at SMPN 1 Labuhanhaji in teaching narrative text generates meaningful progress in improving students' reading comprehension of narrative text. It is proved from the result of hypotheses testing; $t\text{-test} > t\text{-table}$ which $9.07 > 2.016$. In short, the H_0 was refused and H_a was accepted. It meant that there is a significant difference in the result before and after using this technique.
2. Teaching narrative text by using the story mapping technique could improve reading comprehension to the students. It was proved by the students' answers on the questionnaires of the research that most of students are interested in learning narrative text by using the story mapping technique, and most of them strongly agreed that the story mapping technique could be applied in order to improve reading comprehension of narrative text to the students.

B. Suggestion

After drawing the conclusion, the researcher would give several suggestions, those are:

1. The researcher recommended English teachers use story mapping technique as a technique for their teaching, especially in improving reading comprehension of narrative text to the students. Because this technique is really easy to be used and understood by the students.
2. The researcher recommended other researchers to conduct more research discussing about this technique and its relation to other variables such as doing more research by using other samples from different study and grade level.

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9 Agustus 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

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

N a m a : Nurul Shintia
N I M : 140 203 127
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Rukoh Utama, Lr. Lam Ara I No 3, Rukoh Darussalam, Banda Aceh

Untuk mengumpulkan data pada:

SMP Neg 1 Labuhan Haji

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

Improving Students' Reading Comprehension Of Narrative Text Through Story Mapping

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

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,



Mustafa

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SURAT KETERANGAN

Nomor: 422/93/2018

Yang bertandatangan dibawah ini kepala SMP Negeri 1 Labuhanhaji Kabupaten Aceh Selatan. Dengan ini menerangkan dengan sesungguhnya bahwa:

Nama : NURUL SHINTIA
NIM : 140203127
Pekerjaan : Mahasiswa
Fakultas/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Universitas : Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh

Yang bersangkutan telah melaksanakan penelitian di SMP Negeri 1 Labuhanhaji Kabupaten Aceh Selatan pada tanggal 28 Agustus s/d 8 September 2018 dalam rangka penyusunan skripsi yang berjudul :

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH STORY MAPPING

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Labuhanhaji, 13 September 2018
Kepala SMP Negeri 1 Labuhanhaji


MURSIDA, S.Pd
NIP: 19641231 198703 2 044

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMPN 1 Labuhanhaji
Mata Pelajaran : Bahasa Inggris
Kelas : VIII-6 (Experimental group)
Materi : Narrative Text
Alokasi Waktu : 6 JP (3xPertemuan)

A. Kompetensi Inti (KI)

- KI1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk legenda, sesuai dengan konteks penggunaannya	3.14.1 Memahami fungsi sosial dalam teks naratif legenda pendek dan sederhana sesuai dengan konteks penggunaannya. 3.14.2 Mengidentifikasi sifat/karakteristik tokoh dalam legenda pendek dan sederhana sesuai dengan konteks penggunaannya. 3.14.3 Memahami struktur teks naratif legenda pendek dan sederhana sesuai dengan konteks

	<p>penggunaannya.</p> <p>3.14.4 Memahami unsur kebahasaan naratif legenda pendek dan sederhana sesuai dengan konteks penggunaannya.</p>
<p>4.14 Menangkap makna teks naratif lisan dan tulis, berbentuk legenda pendek dan sederhana.</p>	<p>4.14.1 Menceritakan kembali teks naratif lisan dan tulis pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.</p>

C. Materi Pembelajaran

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita rakyat.

Struktur teks

- Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
- Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- Memaparkan akhir cerita, dimana krisis berakhir (resolusi) dengan bahagia atau sedih
- Memberikan alasan atau komentar umum (reorientasi)

Unsurkebahasaan

- Simple Past tense, Simple Past Continouos Tense
- Kosa kata: nama, tempat, waktu dan situasi yang terkait dengan tokoh
- Adverb of time: first, next, then, after that, before, finally, etc
- Prepositional phrase: a long time ago, one day, in the morning, the next day, last
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan.

Topik

Narative text (Legend)

D. Metode Pembelajaran

-Metode: *Discovery Learning*

-Teknik: *Story Mapping*

E. Media Pembelajaran

Gambar-gambar legenda (Sangkuriang, Malin Kundang)

F. Sumber Belajar

Buku Wajib Peserta didik SMP Kelas VIII

G. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 JP)

1. Kegiatan pendahuluan (10 menit)

- a. Mengucapkan salam dan berdo'a.
- b. Memberikan motivasi dan apersepsi.
- c. Menginformasikan tujuan pembelajaran.
- d. Menginformasikan garis besar kegiatan yang akan dilakukan.

2. Kegiatan Inti (60 menit)

- a. Pre-test (30 menit)
- b. Penjelasan tentang narrative text (20 menit)
 - Guru menjelaskan tentang pengertian, ciri-ciri dan tujuan teks naratif
 - Guru memberikan contoh teks naratif
 - Peserta didik mengamati penjelasan guru
 - Guru memberikan kesempatan peserta didik untuk bertanya

3. Kegiatan Penutup (10 menit)

- a. Guru dan peserta didik membuat rangkuman pelajaran.
- b. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.

Pertemuan Ke-2 (2 JP)

1. Kegiatan pendahuluan (5 menit)

- a. Mengucapkan salam dan berdo'a.
- b. Memberikan motivasi dan apersepsi.

- c. Menginformasikan tujuan pembelajaran.
- d. Menginformasikan garis besar kegiatan yang akan dilakukan.

2. Kegiatan Inti (70 menit)

a. Mengamati

- Peserta didik duduk dalam kelompok (5 orang), kemudian mengamati intruksi dari guru.
- Peserta didik diminta lakukan intruksi dari guru.

b. Menalar

- Siswa membaca teks *A Crying Stone*. Setiap peserta didik wajib membaca teks tersebut.
- Setelah memahami isi teks, peserta didik mengisi kotak kosong pada bagan Story Mapping.
- Peserta didik menjawab 5 soal lain yang telah disediakan secara berkelompok.

c. Mengkomunikasikan

- Peserta didik dan guru mendiskusikan jawaban dari tugas yang telah diselesaikan peserta didik .

d. Menanyakan

- Peserta didik menanyakan hal-hal yang belum mereka mengerti.

3. Kegiatan Penutup (5 menit)

- a. Guru dan peserta didik membuat rangkuman pelajaran.
- b. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.

Pertemuan Ke-3 (2 JP)

1. Kegiatan pendahuluan (10 menit)

- a. Mengucapkan salam dan berdo'a.
- b. Memberikan motivasi dan apersepsi.
- c. Menginformasikan tujuan pembelajaran.
- d. Menginformasikan garis besar kegiatan yang akan dilakukan.

2. Kegiatan Inti (60 menit)
 - a. Post-test (terlampir)
 - b. Questionnaire (terlampir)

3. Kegiatan Penutup (10 menit)
 - a. Guru dan peserta didik membuat rangkuman pelajaran.
 - b. Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
 - c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.

H. Penilaian Hasil Pembelajaran

a. Sikap

Perilaku tanggung jawab dan kerjasama dalam melaksanakan tugas.

b. Kinerja (Pengetahuan dan Keterampilan)

Melakukan kerjasama dengan anggota kelompok.

I. Rubrik

a. Aspek Sikap

Aspek	Skor			
	50	40	30	20
Tanggung Jawab	Semua tugas diselesaikan tepat waktu	Kurang 1 dari 10 soal tidak selesai	Kurang 2-3 soal tidak selesai	Lebih dari 3 soal tidak selesai
Kerjasama	Tugas diselesaikan melalui kerjasama yang sempurna	Tugas diselesaikan tetapi kurang sempurna	Hanya beberapa tugas diselesaikan dengan kerjasama	Tugas tidak diselesaikan dengan kerjasama

b. Aspek Pengetahuan

Aspek	Skor			
	50	40	30	20
Penguasaan Kosakata	Semua target kosakata dikuasai	1-2 kosakata tidak dikuasai	3-5 kosa kata tidak dikuasai	Lebih dari 5 kosa kata tidak dikuasai
Grammar	Semua kalimat benar secara gramatikal	1-2 kalimat salah	3-5 kalimat salah	Lebih dari 5 kalimat salah

c. Aspek Keterampilan

Aspek	Skor			
	25	20	15	10
Content	Menceritakan legenda menggunakan lebih dari 6 kalimat secara benar	Menceritakan legenda menggunakan 5-6 kalimat secara benar	Menceritakan legenda menggunakan 3-4 kalimat secara benar	Menceritakan legenda menggunakan kurang dari 3 kalimat secara benar
Pronunciation	Semua kalimat diucapkan dengan benar	5-6 kalimat diucapkan dengan benar	3-4 kalimat diucapkan dengan benar	Kurang dari 3 kalimat diucapkan dengan benar
Fluency	Semua kalimat seperti penutur asli	1-2 kalimat diucapkan tidak seperti penutur asli	3-4 kalimat diucapkan tidak seperti penutur asli	Lebih dari 3 kalimat diucapkan tidak seperti penutur asli
Intonation	Semua kalimat diucapkan dengan intonasi secara benar	5-6 kalimat diucapkan dengan intonasi secara benar	3-4 kalimat diucapkan dengan intonasi secara benar	Kurang dari 3 kalimat diucapkan dengan intonasi secara benar

LAMPIRAN

Pertemuan ke-1

NARRATIVE TEXT

1. Definition of Narrative Text

Narrative text is an imaginative story to entertain or to inform the readers.

2. Generic Structure of Narrative Text

a. Orientation

It is about the opening paragraph where the characters of the story are introduced. (It contains of characters, places, and times of a story).

b. Complication

Where the problems in the story developed.

c. Resolution

Where the problems in the story are solved.

d. Reorientation

Lesson from the story.

3. Elements of Narrative Text

a. Vocabulary

b. Character

The personality of each character plays an important role in the story.

c. Plot

-In the beginning of story: Who the story is about, where the story takes place, and what the problem is.

-In the middle of story: three attempts in solving the problems.

-In the end of story: the solution to the problems.

d. Setting

Clues regarding some of the background information (places, times).

e. Theme

The overall lesson or observation regarding human nature, example happily ever after.

4. Language Feature of Narrative Text

a. Past tense (ate, studied, wrote).

b. Adverb of time (Once upon a time, one day).

c. Time conjunction (when, then, suddenly).

d. Specific character (Cinderella, Snow White, Alibaba).

e. Action verbs (killed, walked, climbed).

f. Direct speech (Snow White sad, "My name is Snow White"). The direct speech uses present tense.

Pertemuan ke-2

Toba Lake

Orientation

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home then planned to cook it. When he got home, the fish turned into a beautiful woman.

The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed only with one condition that she would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food.

Complication

One day, his mother asked him to bring lunch to his father. On the way to rice field, he stopped and ate most of the food. After that, he gave the rest of the food to his father. Toba was very angry and shouted at Samosir "you, a fish kid, you are so greedy!". Samosir cried and ran toward his mother. He asked his mother why his father called him a fish kid.

Resolution

The woman was really upset that Toba broke his promise. Mother and son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. A land in the middle of Toba Lake is called Samosir Island.

Cinderella

Orientation

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all of the housework.

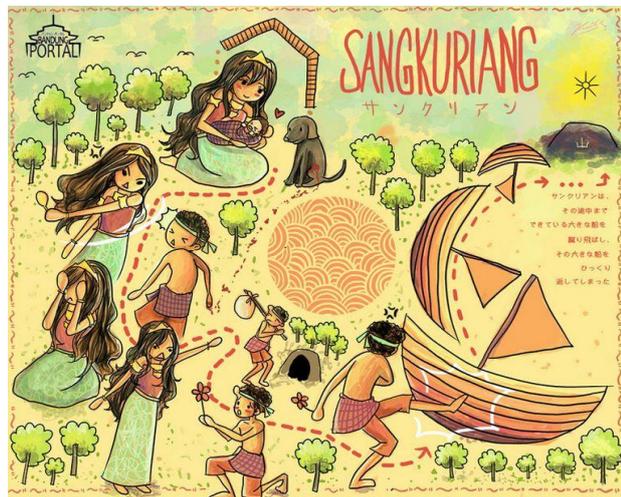
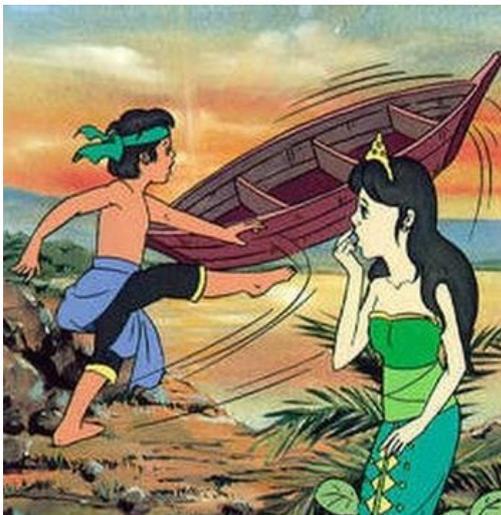
Complication

One day an invitation to the ball came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the ball without her.

Resolution

Fortunately, the good fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her, so he married her. They lived happily ever after.

Gambar-gambar Legenda



Pertemuan ke-3

Lembar Kerja Siswa (LKS)

Experimental group (class VIII-6)

Members of group:

Read the following text carefully!

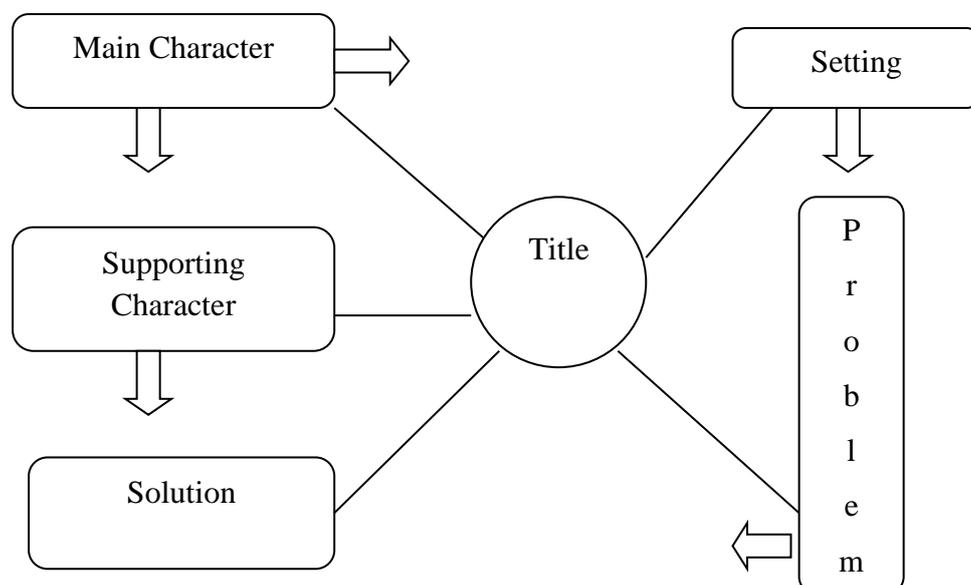
A Crying Stone

On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but she never helped her mother.

One day, they went down to a village for shopping. A market was far away from their house. They walked there. The girl got dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket, wore dirty clothes. Nobody knew they were mother and daughter.

While entering village, people looked at them. Young men were so fascinated by girl's beauty. However, she was in contrast to a woman walking behind her. It made people wonder. Some young men asked her whether the woman was her mother. But the girl arrogantly replied that she was her maid. More people asked her along the way to market. She gave a same answer that widow was her slave.

Eventually, mother's heart hurt to hear her daughter's answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped and slowly turned to be a stone. Daughter cried; she apologized to her mother. But it was too late. A pretty girl was turned into a stone but continued to tear; it's called *A Crying Stone*.



Questions:

1. What did the girl love to do?
2. Where did the girl and her mother go?
3. Who asked the girl about her mother along way to market?
4. What did her mother do when her heart hurt?
5. After her mother prayed, what happened to the pretty girl?

Pertemuan ke-3**Lembar Kerja Siswa (LKS)**

Control group (class VIII-6)

Members of group:

Read the following text carefully!

A Crying Stone

On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but she never helped her mother.

One day, they went down to a village for shopping. A market was far away from their house. They walked there. The girl got dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket, wore dirty clothes. Nobody knew they were mother and daughter.

While entering village, people looked at them. Young men were so fascinated by girl's beauty. However, she was in contrast to a woman walking behind her. It made people wonder. Some young men asked her whether the woman was her mother. But the girl arrogantly replied that she was her maid. More people asked her along the way to market. She gave a same answer that widow was her slave.

Eventually, mother's heart hurt to hear her daughter's answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped and slowly turned to be a stone. Daughter cried; she apologized to her mother. But it was too late. A pretty girl was turned into a stone but continued to tear; it's called *A Crying Stone*.

Questions:

1. Who was the main character of the story above?
2. Who was/were the supporting characters?
3. Mention the setting of the story!
4. What was the problem of the story?

5. What was the problem's solution of the story?
6. What did the girl love to do?
7. Where did the girl and her mother go?
8. Who asked the girl about her mother along way to market?
9. What did her mother do when her heart hurt?
10. After her mother prayed, what happend to the pretty girl?

Pre-Test

Read the text below then answer the questions 1 to 10!

Bawang Merah and Bawang Putih

There was 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 housecold chores.

One morning, Bawang Putih was washing some clothes in a river. Accidently, her step 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 pumpkin, they found jewelries. "Bawang Merah, hurry up. Go to the river and found the old woman and took a big pumpkin!" asked Bawang Putih's step mother. Then, Bawang Merah and her mother were screaming. There were a lot of snakes inside of the pumpkin.

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

1. What is the story about?
 - a. Malin Kundang
 - b. Tangkuban Perahu
 - c. Sangkuriang
 - d. Bawang Putih and Bawang Merah
2. Who lived with Bawang Putih?
 - a. The old woman
 - b. Her relatives
 - c. Bawang Merah and her mother
 - d. Her father
3. Who is Bawang Merah?
 - a. Bawang Putih's mother
 - b. Bawang Putih's step sister
 - c. The old woman
 - d. The pumpkin's owner
4. What did Bawang Putih do in the river?
 - a. Washing dishes
 - b. Washing clothes
 - c. Washing a pumpkin
 - d. Finding some snakes
5. What did happen when Bawang Putih washing clothes in the river?
 - a. Mother's clothes fell down to the river
 - b. Bawang Merah screamed to her
 - c. Her step mother was angry
 - d. She found jewelries

6. Who gave the clothes back to Bawang Putih?
 - a. The old woman
 - b. Bawang Merah
 - c. Her step sister
 - d. River

7. What did the old woman give to Bawang Putih except clothes?
 - a. River
 - b. A small pumpkin
 - c. A big pumpkin
 - d. Clothes

8. What did Bawang Putih, Bawang Merah and her mother find in a small pumpkin?
 - a. Clothes
 - b. Jewelries
 - c. Snakes
 - d. Pumpkin

9. Why were Bawang Merah and her 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

10. Why did Bawang Merah and her 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

Answers

1. d
2. c
3. b
4. b
5. a
6. a
7. b
8. b
9. d
10. c

Post-Test

Read the text below then answer the questions 1 to 10!

Prambanan Temple

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed Prabu Baka. Then, Bandung Bondowoso fell in love with Prabu Baka's daughter named Roro Jonggrang.

Bondowoso wanted to marry this beautiful princess. However, the princess hated him because he had killed her father. Roro Jonggrang was thinking of a way to refuse Bondowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

Being helped by genies, Bondowoso built many temples very fast. Roro Jonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.

Finally, Bondowoso knew that Roro Jonggrang tricked him. He got very angry, so he cursed Roro Jonggrang into a rock statue "Arca". Roro Jonggrang statue is inside Candi Prambanan to complete the project of a thousand temples.

1. Based on the text, who is the main character?
 - a. Allies
 - b. Roro Jonggrang and Bandung Bondowoso
 - c. The women
 - d. Genies and Spirits
2. Who is Roro Jonggrang?
 - a. Bandung Bondowoso's wife
 - b. Arca
 - c. Prabu Baka's daughter
 - d. Genies
3. Why did Roro Jonggrang did not love Bandung Bondowoso?
 - a. Bandung Bondowoso was an arrogant prince
 - b. Bandung Bondowoso killed Roro Jonggrang's father
 - c. Bandung Bondowoso hated Roro Jonggrang
 - d. Bandung Bondowoso was not handsome man
4. What did Roro Jonggrang do to fail Bondowoso's marriage proposal?
 - a. Bandung Bondowoso felt in love with Roro Jonggrang
 - b. Bandung Bondowoso built the temples
 - c. Bandung Bondowoso accepted the requirements
 - d. She asked the women to hit rice
5. Based on the text above, which one of the following is stated as the complication?

- a. Roro Jonggrang hated Bandung Bondowoso
 - b. Roro Jonggrang asked Bandung Bondowoso to built the temples 1000 temples before dawn
 - c. Bandung Bondowoso wanted to marry Roro Jonggrang
 - d. Roro Jonggrang gave Bandung Bondowoso a requirement
6. Who did help Bandung Bondowoso to build the temples?
 - a. Lorojonggrang
 - b. Genies
 - c. The woman
 - d. The man
 7. Who did help Roro Jonggrang to hit the rice?
 - a. All women in her village
 - b. Bandung Bondowoso
 - c. Her parents
 - d. Genies
 8. How many temples must Bondowoso done before dawn?
 - a. 100 temples
 - b. 1000 temples
 - c. 999 temples
 - d. 1 temple
 9. What is the minor character from the story above?
 - a. Genies
 - b. All women in village
 - c. Bandung Bondowoso
 - d. Roro Jonggrang
 10. After knowing tricked by Roro Jonggrang, what did Bondowoso do to her?
 - a. He built one more temple
 - b. He hit rice to rooster
 - c. He married her
 - d. He cursued her to a rock statue

Answers

1. b
2. c
3. b
4. d
5. b
6. b
7. a
8. b
9. b
10. d

Questionnaire

Petunjuk:

1. Beri tanda checklist pada kolom yang telah disediakan sesuai dengan pengalaman anda selama belajar Bahasa Inggris sesuai keterangan berikut:

SS: Sangat Setuju

TS: Tidak Setuju

S: Setuju

STS: Sangat Tidak Setuju

2. Jawablah dengan jujur, karena jawaban yang anda berikan tidak akan mempengaruhi nilai.

No	Pernyataan	SS	S	TS	STS
1.	Pelajaran Bahasa Inggris adalah pelajaran yang saya suka dan mudah dimengerti.				
2.	Saya suka membaca bacaan yang berbahasa Inggris.				
3.	Dari empat <i>skill</i> Bahasa Inggris (Speaking, Writing, Reading, and Listening) reading (membaca) adalah <i>skill</i> yang paling mudah.				
4.	Cara guru saya mengajar pada pelajaran reading (membaca) sangat menyenangkan.				
5.	Dari semua materi dalam pelajaran Bahasa Inggris, narrative text adalah materi yang paling saya suka.				
6.	Saya suka cara belajar reading (membaca) menggunakan teknik Story Mapping.				
7.	Teknik Story Mapping sangat mudah diterapkan dalam pelajaran Bahasa Inggris skill reading.				
8.	Teknik Story Mapping sangat membantu saya dalam memahami narrative text story.				
9.	Saya lebih suka belajar narrative text dengan menggunakan teknik Story Mapping daripada teknik yang lain.				

Source: Mansur,A.A., from repository.uinjkt.ac.id, 2013

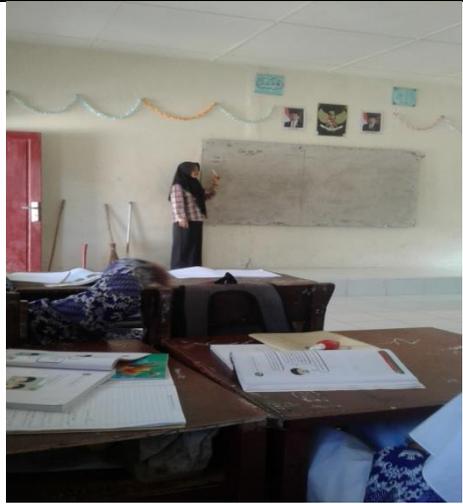
Titik Persentase Distribusi t ($df = 41 - 80$)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Research Documentation





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