THE USE OF STORY MAPPING STRATEGY ON STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT

(A Study Conducted to 8th Grade Students of *SMP Trisukses*)

A PAPER

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DECLARATION

I hereby declare that the paper entitled **"The Use of Story Mapping Strategy on Students' Reading Comprehension on Narrative Text"** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, August 2020

Iis Yusridah

PREFACE

All praises are dedicated only to the almighty Allah SWT, the lord of the universe, the most gracious and the most merciful who has given the writer blessing, mercy and healthy in finishing this paper entitled "The Use of Story Mapping Strategy on Students' Reading Comprehension on Narrative Text." This paper is submitted to fulfill one of the requirements for *Sarjana Pendidikan* examination in the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University, Bogor.

The writer realizes that this paper has not been perfect yet. Therefore, she welcomes all of positive criticisms, corrections and suggestions for a better paper in the future. Finally, she hoped this paper will be useful and beneficial for those who read it.

Bogor, August 2020

The Writer

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ABSTRACT

Reading comprehension is one of the important skills that should be accomplished by students in understanding reading text. However, most of the students face the difficulties to comprehend the text specially narrative text. Thus, this research is aimed to find out the effect of using Story Mapping strategy on students' reading comprehension of narrative text. The research was conducted to the 8th grade students of Junior High Schools. There are 26 students as the sample by using random sampling as technique sampling of this research. The pre-experimental method with One-group Pre-test Post-test design is chosen as the research methodology in this research. The instruments include pre-test, four treatments, and post-test was given to the students. Then, the t-test formula were applied on analyzing the data. The result of analysis showed the value of t-test is 4,36 while the value of t-table is 2,06 at the significance level 0,05 with the degree of freedom is 25. It indicates the value of t-test is higher than the value of the t-table. Thus, the alternative hypothesis (Ha) is accepted which means that Story mapping strategy affects students' reading comprehension of narrative text.

Keywords: reading comprehension, story mapping strategy, narrative text

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CHAPTER 1

INTRODUCTION

A. Background

Language is a system of communication that consists of a set of sounds and written symbols which are used by the people. There are many types of language; the English language is one of the languages. English consists of four language skills; they are listening, speaking, reading, and writing. Students are expected to be able to master all of English language skills. They have to be able to use English well in learning English. Reading is one of the important skills because reading skill is an instrument that can facilitate students to enrich their knowledge. Reading takes an important role in the learning process, especially in reading comprehension.

In junior high school, many types of text taught. Students are expected to understand the text, but many students faced difficulties in reaching the goal. Most of them found difficulties in comprehending text, especially narrative text. The narrative text is an imaginative or fictional story with complications or problematic events. The text consists of an orientation, complication, or problems and resolution. In this narrative text, students get difficulties to find elements of the story and to find the details in of the story. Besides that, most of the students are not interesting in reading, because their reading activity in the classroom is not interesting. Finally, the students do not pay attention to the teachers' explanations.

To overcome this problem, English teachers should find appropriate strategies to teach reading comprehension and moreover enjoy reading. Many strategies that used in teaching reading. One of the strategies used is story mapping. This strategy uses visual representation to help students organize the important elements of a story. Story mapping makes it easy for students to understand reading texts. To understand the elements of a story, students are assigned to make a story map based on the story given.

Therefore, the writer would like to know whether there is an effect of using story mapping on students' reading comprehension better of the narrative text.

B. Reason for Choosing the Topic

There are three reasons for choosing the topic, first students are expected to understand the text taught by the teacher, but most of them faced some difficulties in comprehending the text especially narrative text, it is an imaginative or fictional story with complications or problematic events.

Second, the students get difficulties to find elements of the story and to find the details information of the story. They need any practices to assist them in improving reading comprehension.

Third, students' difficulties should be solved. Therefore, the writer intended to find out the effect of using story mapping to improve students reading comprehension better in narrative text.

C. Statement of the Problem

In conducting this research, the writer states the problem as follows. Does story mapping strategy affect on students' reading comprehension of narrative text?

D. Aim of the Research

Referring to the topic of this research, the writer has a purpose. The research aim is to investigate whether or not there is an effect of Story Mapping strategy on students' reading comprehension of narrative text.

E. Hypothesis

The writer states alternative hypothesis *(Ha)* in this study. The hypothesis is an effect of using story mapping strategy on students' reading comprehension of narrative text.

F. Limitation of the Study

This research only focuses on students' reading comprehension of narrative text in finding elements of the story such as setting, characters, problem, solution, and coda. To understand the text, the students are trained to make a story mapping based on the story given.

G. Operational Definition

There are some explanations related to the research title:

- Reading Comprehension

  Reading comprehension is the process of comprehending text to construct an understanding of what is being read.

- Narrative text

  Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

- Story Mapping

  Story Maps are used for teaching students to work with story structure for better comprehension. This technique uses visual representations to help students organize important elements of a story. Students learn to summarize the main ideas, characters, setting, and plot of assigned reading.

H. Research Significance

The significance of the research is expected can be useful for teachers, students, and readers. This research is expected to give information to teachers that using story mapping can improve students' reading comprehension. The teacher can apply this technique in the classroom to make students' reading comprehension better and moreover enjoy the class.

By using a story mapping strategy can make students easy to understand the reading text. For the readers, this research gives information that this strategy can be used to improve students' ability in reading comprehension.

CHAPTER II

THEORETICAL FOUNDATION

A. **Reading Comprehension**

1. **Definition of Reading Comprehension**

Reading is one skill that taught in learning English to get a lot of information in written text. Reading defined as an ability to interpret, infer and construct sense or understanding from a text (Grabe, 2007) Reading is thinking and understanding a text to get the meaning behind the text (Seravallo, 2010:25). It means that, receiving the meaning of the text helps students to know a lot of information from the text. In addition, Comprehension reading is the essence of reading because the goal of written language is to communicate the messages (Duffy 2009, p.27). Moreover, Johnson (2008:3) states that reading is the practice to create meaning using text. Thus, reading is the way for students to practice how to get the meaning of the text and information of the text.

Comprehension is the ability of readers to get meaning from text (Marsha L. Roit EdD, 2015). In other words, reading comprehension involves the students to find lot information of the text. Reading comprehension is a process of getting meaning involving knowledge and experience of the reader in reading content of a text (Somadayo, 2011). Reading comprehension is the process of constructing meaning through the reader's existing knowledge, context and the information

suggested by the text being read (Wixson, Peters, Weber, & Roeber, 2014). It means that using reading comprehension in reading a text, the reader will know what the text talking about and increasing their knowledge. Besides, reading comprehension is an understanding of a written text or finding the important ideas from the text (Supramaniam, 2011:22). In other words, reading comprehension is a process of understanding the text to find information in the text.

Grabe in Richard and Renandya (2002:277) states that the purpose of reading is for raising student understanding of main ideas in a text and exploring the organization of a text for good comprehension. Reading comprehension is the goal of reading (Anderson, 2003). Thus, the purpose of reading is to improve students' understanding of the text for good comprehension. Students will be easy to identify detail information and elements of the text with good comprehension.

As noted above, it can be concluded that reading comprehension is the activity in understanding the meaning from the text to find the elements of the text and detail information easily.

2. **Reading Comprehension Strategies**

Reading strategy has a positive effect on students reading comprehension (Ahmadi and Pourhossein 2012). Reading strategies are essential to overcome students reading problems and becoming better

readers (McNamara, 2009, p. 36). Hence, reading strategies are important to overcome students' difficulties in reading.

Babbitt (2002) defines some of the strategies to improve students reading ability as follows:

a. Comprehension monitoring

Comprehension monitoring is the process of students' reading and analysing the level of their understanding. If they realize that they do not understand the main idea of what they read, they can take steps in the process of constructing meaning from text to repair their comprehension before continuing to read.

b. Cooperative learning

Cooperative learning is an instructional strategy that enables small groups of students to work together on a common assignment to make the student easy in learning.

c. Graphic organizers

A graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas and it also informally used to describe all visual learning strategies such as concept mapping, webbing, mind mapping, story mapping.

d. Recognizing Story Structure

Students learn to identify the categories of content such as characters, events, setting, problem and resolution through story map.

e. Question answering

Question answering is revitalizing the task of reading comprehension with promising results.

f. Question generating

Question Generation is a strategy that helps students with their comprehension of text to formulate and respond to questions about situations, facts, and ideas in understanding a text.

g. Summarizing

Summarizing is a strategy that teaches students how to discern the most important ideas in a text, how to ignore irrelevant information.

In conclusion, these strategies have a function that can help students in reading comprehension such as finding main ideas, detail information of the text, and understand what they are reading with many different strategies. Thus, these strategies can improve students' ability in reading comprehension.

3. Narrative Text

a. Definition of Narrative Text

Narrative text is an imaginative or fictional story with complications or problematic events. Malino (2011) stated that narrative text is a story with complications or problematic events that try to resolve the problem of the story. Thus, narrative text can be defined as a story with problematic events that have a solution for solving the problem.

According to Yusi Rosdiana, et al., (2008: 3.22) Narrative text is one type of text that contains stories. It means that narrative is one type of text that tells a story based on experience. Narrative text is a kind of text that tells the activities or events in the past, shows problematic experience and resolution means to entertain and give a moral lesson to the readers (Pardyono, 2007: 94). It shows that narrative text has a moral value for the readers in that problematic story.

Suryanto (2007: 36-39) states that narrative is a text that tells the story of an event that has a causal relationship and it is bound by a unity of space and time. It means that narrative text has a problem-solution story at the same time.

In conclusion, narrative text deals with the story and experience. Narrative text is a story with problematic events that happened in the past and it has a solution to solve the problem. Narrative text has moral value for the readers of every story.

b. Generic Structure of Narrative Text

Larasati (2016: 2) states that there are four generic structures of narrative text:

a. Orientation, it is about the opening paragraph where the characters of the story are introduced

b. Complication

Complication tells the sequence of the story in the middle of the story.

c. Resolution is the problem that can be solved

d. The coda is a lesson of the story

Thus, generic structure of narrative text explains the various components in a story and how they function.

c. **Language Features of the Story**

Derewianka (2004:42), states that the language features of narrative text follow:

a. Individual Participants

Individual Participants with defined identities are human or something with human characters in the story.

b. Action verb

Action verb is a verb of doing to show an action that happened in the story.

c. Past Tense

Simple past is used to show the events or occurrences that happened in the past.

d. Saying Verb

Saying verb is a verb of talking direct speech or a dialogue to make the story lively.

e. Descriptive Language

Descriptive language is to increase and develop the story by creating images in the readers' mind.

Thus as mentioned previously, the language features of the narrative text show the grammar used in the narrative Text.

B. Story Mapping

1. Definition of Story Mapping

Wright (2003) defines story mapping is a strategy that trains students to build a basic framework of narrative story in order to enhance their comprehension. Story mapping strategy provides a visual display of story elements that helps readers in remembering, comprehending, and retelling the story they listen to and read (Antonnaci and O'Callaghan, 2012: 122). Thus, story mapping strategy will assist the students to comprehend story elements of narrative text through visual display.

Story mapping helps students to develop their knowledge of narrative structure to analyze stories (Beck and McKeown as quoted by Buehl, 2008: 166). Fience and McMahon in Antonacci and O'callaghan (2012: 122) stated that the use of story maps during reading will develop students' comprehension or visualization strategies for narrative text. It means that story mapping recover students' reading comprehension.

In conclusion, story mapping is one strategy that can facilitate the students to improve their reading comprehension in finding the important elements of narrative text.

2. Procedure of Story Mapping

The first procedure in applying the story mapping strategy is by distributing the outline of the story map and explaining to the students how to apply the story mapping strategy in their reading comprehension. According to Mathias Grunke, Jurgen Wilberd and Kim Kalder Stegemann (2013):

a. Modelling Phase

The teacher demonstrates how a story map is used by reading a story out loud and stopping whenever important information is mentioned to fill out parts of his or her worksheet.

b. Lead Phase

The students read stories independently and complete their maps.

c. Test Phase

The students read a text, draw their maps, and the students asked to fill the components of the content in their maps.

In conclusion, there are three ways to apply story mapping strategy such as modelling phase, lead phase and test phase. Every ways is used to guide the use of strategies correctly. Thus, the way of story mapping strategy can facilitate the students in using the strategy.

A story mapping outline as follows:

Main Characters		Settings

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Supporting characters          Problems

                    Title

      Solutions
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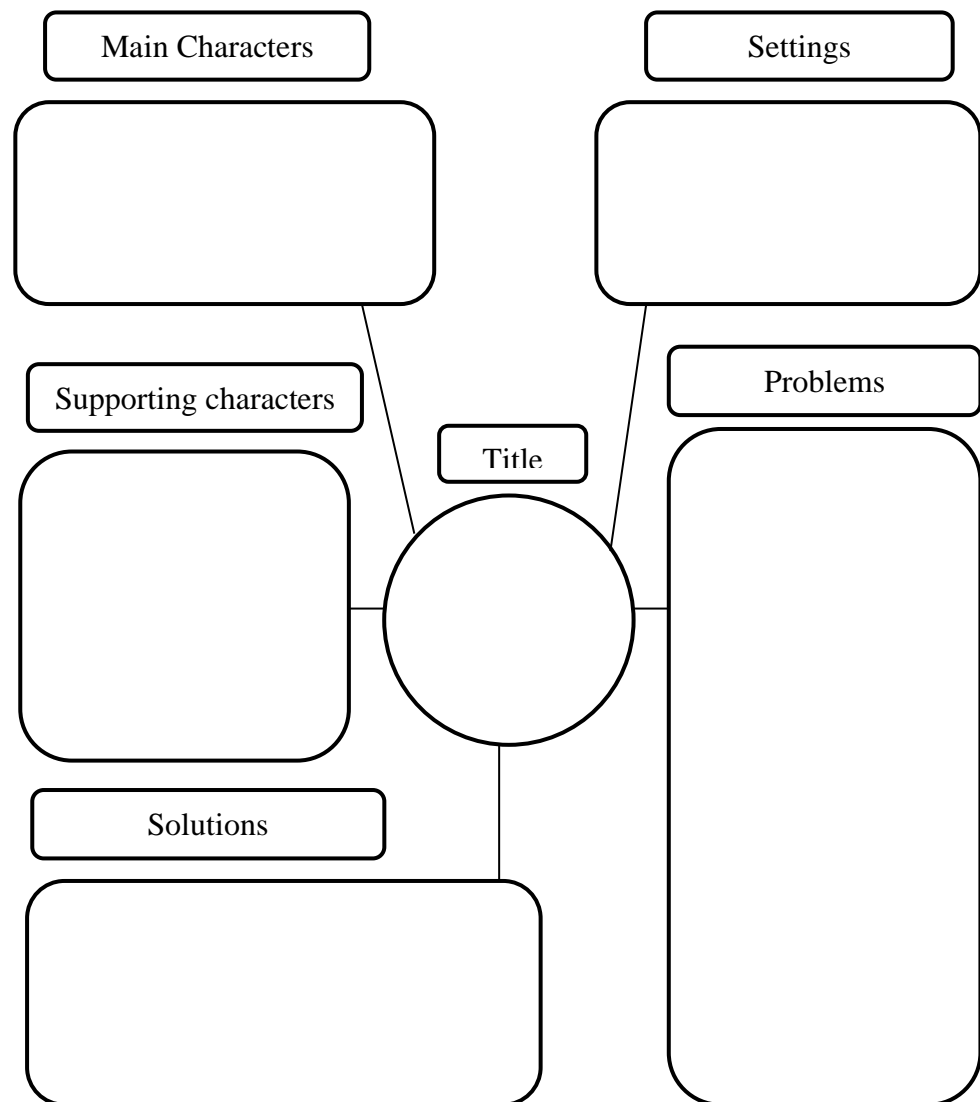
3. **Advantages of Story Mapping**

Mendiola (2011:2) states some advantages of story map reading strategy as follow:

a. The story map is an effective, practical way to help students organize story content into a coherent whole.

b. This strategy is effective for any different students' abilities.

c. Teachers become more involved in thinking about the structure of the story that they are to teach and explaining how each part of the story relates.

d. These representations aid students in visualizing the story.

e. Students can more easily see how each part of the story interconnected.

f. Students can apply their knowledge continually when they predict what might happen next in one story after another.

g. This strategy enables the students to store information in their schema more efficiently and facilitates to recall the story elements more completely and accurately.

Based on the advantages above, story mapping is an effective strategy for students to store information and story elements that they get from the text. This strategy can help the students to comprehend a narrative text. Thus, every advantages of story mapping strategy have a good impact for students' reading comprehension.

C. Related Research

There are some researches which conducted related with the topic. The first research was conducted by Roihatul Millah entitled" Utilizing Story Mapping Strategy to Improve Students' Reading Comprehension in Finding Main Idea". The participants of research were the eleventh-grade students of science class SMA Kemala Bhayangkari 1 Jakarta, at the odd semester of 2012-2013 academic years. It consists of 30 students, 21

females and 9 males. The researcher used Classroom Action Research in conducting this research. The researcher used quantitative and qualitative data collection. In addition, the result of utilizing story mapping strategy showed that students' reading comprehension in finding mind idea improved. The researcher gave the writer information about the strategy that had been applied and it made the writer more understand about the topic that will be conducted.

The second is conducted by Mathias Grunke, Jurgen Wilberd, and Kim Kalder Stegemann entitled "Analyzing the Effect of Story Mapping on the Reading Comprehension of Children with Low Intellectual Abilities". The Participants were six students between ten and fourteen years old with major problems in understanding what they read. The researcher used experimental design in conducting this research. The result of the study showed that the strategy was extremely effective.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting the research, the writer uses quantitative approach to investigate whether there is an effect of story mapping strategy on student's reading comprehension on narrative text. Pre-experimental design with one group pre-test post-test is used to see the effects of the y variable to x variable. The design of Pre-experimental method taken from Sugiyono (2010) as follows:

$$O_1 \ X \ O_2$$

Note:

O_1 : Reading comprehension test (pre-test)

X : Story mapping strategy (treatment)

O_2 : Reading comprehension test (post-test)

The students will be given pre-test, treatments, and post-test. The pre-test will be given before the treatment. Then, the post-test will be given after the treatment. Story mapping strategy as a treatment will be given to the students during teaching-learning process.

B. Population and Sample

For this research, the eighth grade SMP Trisukses is taken as the population. There are four classes in the eighth grade and each class consists of 26 students. The total numbers of populations are 104 students. In conducting this research, the writer chooses one class as a sample by lottery system.

C. Research Instruments

To collect the data, the test is used for the instrument in conducting this research. The writer will give reading comprehension test by giving some questions related to the narrative texts. The reading tests are separated by pre-test and post-test. Fable text is chosen for reading comprehension test in identifying elements of the story. The reading test includes 20 questions of pre-test and 20 questions of post-test in multiple choices. The writer decided to choose multiple choice because standardized to measure the test is using multiple choice.

The multiple choices test will be scored by using a conventional number right (NR) scoring method. The correct answers are scored with a positive score, incorrect answers and absent or omitted answers with a score of zero. The research instruments will be validated by expert in teaching reading.

D. Data Collection Techniques

The writer applies some steps in collecting the data. First step, the writer gives the pre-test to know about the students' ability in reading

comprehension on narrative text. The students will be given twenty questions of multiple

choices related to the narrative text before they are given the treatment. Then, the writer will give story mapping strategy as the treatment with different text for three times. The last step, after the students are treated by story mapping strategy, the students will be given a post-test with the same indicators of pre-test is given to know the students' progress after applying story mapping strategy in their reading comprehension on narrative text.

E. Data Analysis

To investigate the result after giving the treatment on students' reading comprehension, t-test is used to calculate it. T-test is used to find out the effect of the treatment on students' reading comprehension. Meanwhile, normality test is used before analyzing t-test. The calculation of normality test is needed to find the data from the sample has been normally distributed. Lilifers is used as normality test.

The researcher does some steps in analyzing the data. There are series of steps to analyse the data according to Supardi (2013:325):

1. Scoring the students' reading comprehension test.

2. Calculating Gain (d)

$$d = Y\text{-}X$$

d = Gain

Y = the result of pre-test

X = the result of post-test

3. Calculating the mean of gain (Md)

Calculating Mean of Gain (Md) is to determine the average of the gain. The formula can be seen as follows:

$$\mathbf{Md} = \frac{\Sigma d}{n}$$

Md = Means of different

Σd = Total score of difference

n = Number of students

4. Calculating Deviation of Difference (Xd)

The use of calculating deviation of gain (Xd) is to intend every gap score between Gain and mean of Gain. The score of deviation of Gain should be counted one by one based on the total number of sample, which is calculated as follows:

$$\mathbf{Xd: d\text{-}Md}$$

Xd = The deviation of the difference

d = The difference

Md = The mean difference

5. Calculating the t-test.

T-test is used to test the average comparative hypothesis of two samples when the data is in the form of interval or ratio. The formula can be seen as follows:

$$t = \frac{Md}{\sqrt{\frac{\Sigma Xd^2}{n\,(n-1)}}}$$

t = t-test

Md = The mean of difference

Xd = Deviation of difference

n = Number of students

6. Testing the hypothesis

Testing the hypothesis is done by first of all finding out the value of

degree of freedom (df) as follows:

$$df = n - 1$$

df = Degree freedom

n = Number of students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The research was conducted to the eight grade students of SMP Trisukses. It was started from 20 April until 11 May 2020. There were 26 students which taken as the sample of this research. In collecting the data, the students were given reading comprehension test as the treatment where the students got three-time treatments using story mapping strategy. Then, the data were calcuated by using t-test formula to find out the effect of using story mapping strategy on students' reading comprehension of narrative text. These are the following calculation of this research.

1. Calculating Normality Test

Lilliefors is used to calculate the normality test by the researcher in conducting the research. It is used to determine the data set well-modeled by a normal distribution. The result of normality test in this following table:

Table 4.1

The result of Lilliefors

Total	1259
Mean	48
S Dev	12,3874
Lhitung	0,1285
Ltabel	0,161

Based on the result above, it is found that L-hitung is 0,1285 and L-table is 0,161. It means that L-hitung is lower than l-table. Therefore, it can be concluded that the data are normally distributed.

2. The Result of Pre-test and Post-test

a. Description of Pre-test

The pre-test was given at the first meeting before giving the treatments in order to find out the students ability in reading comprehension. In the pre-test there were 20 questions of multiple choices. The test focused on students reading comprehension of narrative text in finding elements of the story such as setting, characters, problem, solution, and coda. The highest score of pre-test gained 75, and the lowest score was 30. Furthermore, the result of pre-test described on the frequency distribution data in table 4.2.

Table 4.2

Frequency Distribution of Pre-test

Class Interval	Class Boundary	Midpoint	F absolute	Frelative (%)
30 – 37	29,5 – 37,5	33,5	5	19%
38 – 45	37,5 – 45,5	41,5	4	15%
46 – 53	45,5 – 53,5	49,5	3	12%
54 – 61	53,5 – 61,5	57,5	7	27%
62 – 69	61,5 – 69,5	65,5	3	12%
70 – 77	69,5 – 77,5	73,5	4	15%
Total			N=26	100%

The description of table 4.2 above shows the calculation of frequency distribution of pre-test. The class interval is the students' score of pre-test, class boundary stands for the limitation of students' score of

pre-test, midpoint is the middle of range score, f absolute is frequency of variable, f relative is the number percentage, and n is the total of respondent.

The data presented on table 4.2 shows those five students (19%) who get the lowest score in the range 30-37. Then, the range of 38-45 has 15% with four students, range 46-53 has 12% with three students, range 54-61 has 27% with seven students, range 62-69 has 12% with three students, and range 70-77 has 15% with four students. Therefore, from the result it can be seen that the students' score in the range 24-36, 37-49, and 50-62 does not meet the standard.

Based on the data above, the result of pre-test is figured out on the histogram graph on figure 4.2:

Figure 4.2

Histogram Graph of the Pre-test Result
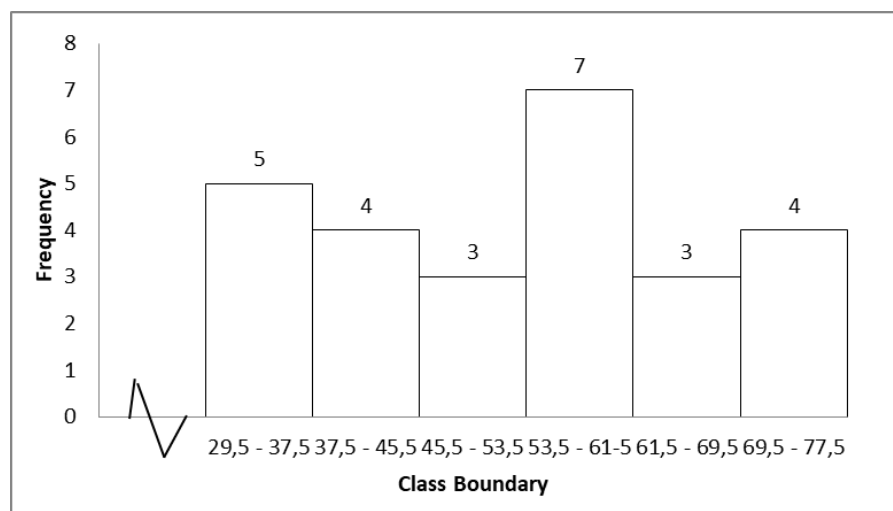
From the graph above, it can be seen that the highest bar is in the range of

69,5-77,5 which consist of four students. Meanwhile, the lowest bar shows that there are five students who get score in the range 29,5-37,5.

b. Description of Post-test Score

After giving four treatments by using Story mapping strategy, the students were given the post-test. The highest score of post-test was 95. Meanwhile, the lowest score was 60. The post-test result is described on the frequency distribution data in table 4.3.

Table 4.3

Frequency Distribution of Post-test

Class Interval	Class Boundary	Midpoint	F absolute	Frelative (%)
60 – 65	59,5 – 65,5	62,5	4	15%
66 – 71	65,5 – 71,5	68,5	7	27%
72 – 77	71,5 – 77,5	74,5	6	23%
78 – 83	77,5 – 83,5	80,5	4	15%
84 – 89	83,5 – 89,5	86,5	2	8%
90 – 95	89,5 – 95,5	92,5	3	12%
Total			N=26	100%

The data presented on table 4.2 shows the lowest score in the range 60-68 has 15% with four students. Then, the range of 66-71 has 27% with seven students, range 72-77 has 23% with six students, range 78-83 has 15% with four students, range 84-89 has 8% with two students, and range 90-95 has 12% with three students. From the data, it can be conclude that the post-test result has the increasing score than pre-test result.

From the result of the post-test, it shows that the use of story mapping strategy on students' reading comprehension assisst the students to improve their reading skills, especially reading comprehension in

narrative text. Moreover, the result of post-test is also described on this following histogram graph:

Figure 4.3

Histogram Graph of the Post-test Result
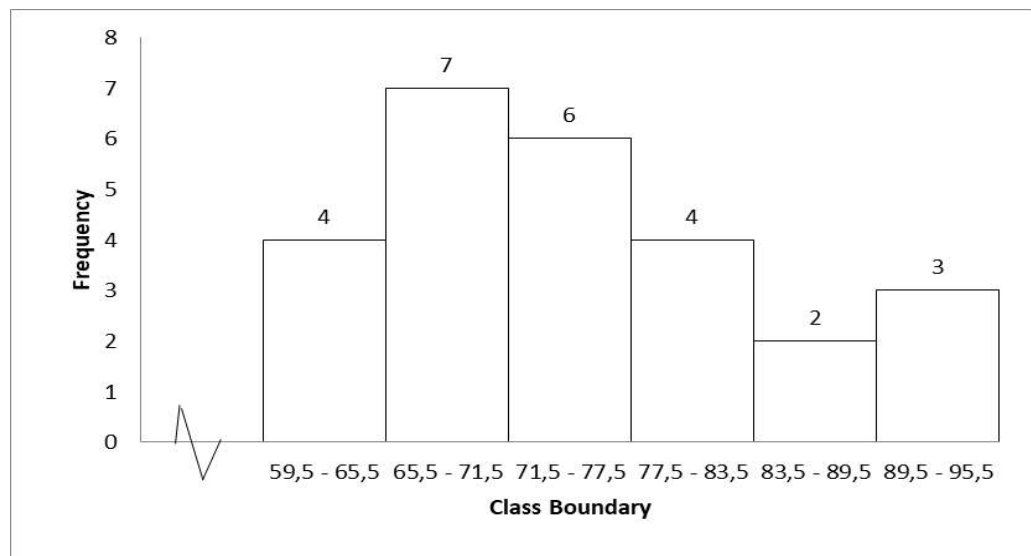
Based on figure 4.3 showed that three students get score in the range 89,5-95,5. Besides, four students get the score in the range of 59,5-65,5

From the result of pre-test and post-test, it can be concluded that the students score increase between pre-test and post-test. It means that the treatments give a progress on students' reading comprehension of narrative text. After that, the calculation is continued to calculate the mean, deviation of gain, t-test and testing hypothesis.

3. **Calculating of the Mean (M_d)**

After analyzing the result of pre-test and post-test, the writer continued to calculate the mean to determine the average of pre-test and post-test score. The calculation of the mean is shown as follows:

$$\mathrm{M}_d = \frac{\sum d}{n}$$

$$\mathrm{M}_d = \frac{590}{26}$$

$$= 22{,}69$$

Based on the calculation of the Mean (M_d), reading comprehension test is gained by dividing the total of gain and the number of the samples. From the calculation, the ($\sum$d) is 590 and the numbers of samples are 26. Therefore, the result of (M_d) is 22,69.

4. **Calculation Deviation of Gain (Xd)**

Calculating the deviation of gain is used to get the gap score from students' pre-test and post-test or gain (d) and mean of gain (M_d). The total number of sample should be calculated one by one. This is the example of calculating deviation of gain (X_d) from the first student:

$$\mathrm{X}_d = \mathrm{d} - \mathrm{M}_d$$

$$\mathrm{X}_d = 35 - 22{,}69$$

$$= 12{,}31$$

From the calculation, it can be seen that the first student gets the deviation of gain (d) is 35 and the mean of gain (M_d) is 22,69. Therefore, the result of (X_d) for the first student is 12,31.

5. **Calculating the T-test**

Having calculated the mean and the deviation of difference, the t-test is calculated for looking the T-test value. The writer calculated the t-test

in order to recognize the effect of Story Mapping strategy on students' reading comprehension. The calculation of t-test is shown as follow:

$$t = \frac{M_d}{\sqrt{\dfrac{\sum x_d^2}{n(n-1)}}}$$

$$t = \frac{22,69}{\sqrt{\dfrac{1361,5386}{26(26-1)}}}$$

$$= \frac{22,69}{\sqrt{2,09}}$$

$$= \frac{22,69}{1,44}$$

$$= 15,75$$

From the above calculation, it can be concluded that t-test result is 15,75. Then, the writer compared t-test value with the degree of freedom to determine the significance level and the hypothesis whether rejected or accepted.

6. **Testing Hypothesis**

After t-test value has been gained, the writer looked for the degree of freedom (*df*) of the data by reducing one number of the total sample of this research. The calculation is presented as follows:

$$df = n - 1$$

$$= 26 - 1$$

$$= 25$$

It is found that the result of *df* is 25. Based on the t-table, the *df* of 25 at significant level of 0,05 is 2,06. Therefore, the t-test value is 15,75. The result shows that t-test value is higher than the t-table value (15,75 > 2,06). It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

B. Discussion

In conducting the research, reading comprehension test was given to the students twice in the pre-test and post-test. In these tests, the students were given reading comprehension test of narrative text. It is used to investigate students' reading comprehension in finding elements of the story such as setting, characters, problem, solution, and coda. The pre-test was given to find out the students' reading comprehension of narrative text before the treatment applied. In the following meetings, the treatment was given to the students three times by using story mapping strategy.

In the treatment, the students were given different narrative text in different meetings. The students were asked to find elements of the story related to the narrative text by using story mapping strategy. After applying three treatments, post-test was given to the students to measure their reading comprehension in finding elements of narrative text. Then, the result of post-test presented the increasing score on student's reading comprehension of narrative text.

After pre-test and post-test score were calculated, the mean and deviation of difference were counted. Then, the writer calculated these

scores using t-test formula to find out t-test value and test the hypothesis. Based on the calculation, the mean of difference (Md) is 22,69 while the total of deviation of difference (Xd) is 0,06. Next, the t-test value is 15,75 with the degree of freedom is 25. The degree of freedom (*df*) of 25 at the significant level of 0.05 is 2.06. . It can be concluded that $15,75 > 2,06$ which means that the value of t-calculated is higher than t-table. Therefore, based on the result of the calculation, the story mapping strategy gives a good impact for students' reading comprehension of narrative text.

In line with this, Buehl (2008: 166) state that story mapping helps students track their knowledge of narrative structure to analyze stories. According to Dawi (2010: 26) story mapping can be used as an outline for creating or summarize the story elements. It helps the students visualize the elements of the story. Story map also can be used to generate ideas during brainstorming sessions." Therefore, Burke (2004) revealed that story maps strategy have been utilized to increase students' reading comprehension skills to identify story-grammar elements such as character, setting, and problem. Those statements are proved on this research that can help students' reading comprehension in finding elements of narrative text better. Thus, this strategy can be applied to facilitate students in increasing their reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After carrying out this research in SMP Trisukses and calculating the data, it can be concluded that the use of story mapping strategy affects the students' reading comprehension of narrative text. It can be seen from the differences of the students' result between pre-test and post-test score and supported by the result of t-test value which is higher than t-table. There were 14 students with 54% good post-test result and the result of the t-test value is 4,36 with the degree of freedom (*df*) is 25. Furthermore, the t-table of (*df*) at the level significance of 0,05 is 2,06. It means the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

As the implication of this research, the story mapping strategy is suitable for teaching reading. According to the research finding, it is found that story mapping strategy enhances students' reading comprehension in finding elements of narrative text. In other words, the story mapping strategy can be applied to facilitate students' comprehension of the narrative text.

B. Suggestion

Based on the result of this research, the writer gives suggestions that useful for the teacher, the students, and the next researcher. First for the teacher who teaches English may apply story mapping strategy as one of the alternative strategies to improve students' reading comprehension. The

teacher must understand the procedures in applying this strategy and prepare the material of the text. The teacher should pay more attention to the students' activity during the teaching-learning process to reach the goal of the study.

Second is for the students who have struggled to comprehend the reading text. The students can apply this strategy using interesting materials based on what is their interest to help their understanding in comprehending a text. The last suggestion is for the other researchers who are interested in the same fields are recommended to apply other alternative strategies that can be used on other English skills, such as Speaking, Listening, and Writing to make teaching learning process more interesting and enjoyable.

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APPENDICES

VALIDASI ISI INSTRUMENT

Yth. Bapak/Ibu Guru

Saya, Iis Yusridah mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan sedang melakukan penelitian yang berjudul *"The Use of Story Mapping Strategy on Students Reading Comprehension of Narrative Text."*

Untuk mendukung data penelitian yang akan saya lakukan, saya berharap kesediaan Bapak/Ibu guru memberikan penilaian untuk mengetahui validitas dari instrumen penilaian yang akan digunakan untuk menilai instrumen mengenai kemampuan siswa dalam *reading comprehension* yang terlampir dibawah ini:

Petunjuk pengisian: berilah tanda (√) pada kolom penilaian yang sesuai dengan aspek penilaian Bapak/Ibu guru dengan kategori sebagai berikut:

4= Sangat sesuai

3= Sesuai

2= Tidak sesuai

1= Sangat tidak sesuai

NO	Aspek Penilaian	1	2	3	4
1.	Butir soal sesuai dengan materi yang diajarkan				✓
2.	Tingkat kesulitan butir soal sesuai dengan indikator			✓	
3.	Terdapat instruksi yang jelas dan tepat			✓	
4.	Kesesuaian penilaian *reading comprehension* tes yang diberikan			✓	

Penilai,

Muhammad Rizky Fadillah

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMP Trisukses

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ 2

Materi Pokok   : *Narrative text*

Alokasi Waktu   : 2 x 40 menit

A. Kompetensi Inti

KI 1	Menghargai dan menghayati ajaran agama yang di anutnya
KI 2	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukan 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.
KI 3	Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu: pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian dalam kehidupan sehari-hari.
KI 4	Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung , menggambar dan mengarang) sesuai dengan yang dipelajri di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KD	Indikator Pencapaian Kompetesi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	3.14.1 Mengidentifikasi fungsi sosial, strukstur teks, unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	4.18.1 Memahami makna makna teks naratif tulis, berbentuk fabel pendek dan sederhana.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, unsur kebahasan dari teks *narrative* berbetuk fabel sesuai dengan konteks penggunaannya dan memahami makna sehingga dapat menggali informasi penting dari teks *narrative* berbentuk fabel.

D. Materi Pembelajaran

- *Definition: Narrative Text* *is an imaginative story to entertain people*
- *Purpose:* *to amuse or to entertain the reader with a story.*
- *Kind of Narrative text*

    Fable, Myths, Legend, Fairy tales.

- *Generic structure:*
    - *Orientation:* *it is about the opening paragraph where the characters of the story are introduced.*
    - *Complication:* *Where the problems in the story develope*

- - **Resolution:** *where the problems in the story is solved.*

- • *Language features*
  - - *Simple past tense (killed, went)*
  - - *Adverb of time (once upon a time, one day)*
  - - *Specific characters (Fox, Cinderella)*

E. METODE PEMBELAJARAN

a. Pendekatan   : *Scientific Approach*

b. Metode   : *Think Pair Share*

c. Model pembelajaran   : *Story Mapping*

F. Sumber Belajar

1. English in Focus 2 : for Grade VIII Junior High School (SMP/MTs).
2. Scaffolding English for Junior High School Students Grade VIII
3. Youtube. Com

G. Media pembelajaran

a. Media/ alat   : Laptop, LCD, proyektor, spidol,papan tulis,buku

b. Bahan   : kertas

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	a. Siswa dan guru saling menyapa dan berdoa bersama. b. Guru mengecek kehadiran siswa. c. Siswa diberi pertanyaan mengenai apa yang mereka lakukan di akhir pekan. d. Siswa mengamati penjelasan dan tujuan pembelajaran.	10 menit

	Mengamati	
Inti	a. Guru memberikan video terkait teks narrative	60 Menit
	b. Siswa mengamati video berbentuk *fabel* terkait dengan unsur kebahasaan dan fungsi sosial.	
	c. Menanyakan	
	a. Siswa diberikan kesempatan untuk bertanya.	
	b. Guru dan siswa berinteraksi dengan bertanya mengenai video.	
	Mengeksplorasi	
	a. Siswa diberi latihan terkait dengan teks narative dalam bentuk fabel. (task 1)	
	b. Siswa menjawab pertanyaan yang ada dalam latihan.	
	c. Siswa diberi penguatan penjelasan mengenai generic structure, language features dari teks *narrative.*	
	Mengasosiasi	
	a. Guru mulai menjelaskan dan mengaplikasikan strategi *story mapping* dalam pembelajaran.	
	b. Siswa diberi latihan terkait dengan teks narative dalam bentuk fabel (task 2)	
	c. Siswa berdiskusi dengan teman sebangku untuk mengidentifikasi informasi penting dari teks tersebut dengan menggunakan strategi *story mapping*.	

	Mengokomunikasi	
	a. Siswa menyampaikan hasil diskusi mereka bersama-sama.	
	b. Guru memberikan feedback terhadap siswa.	
Penutup	a. Siswa dan guru merefleksi kegiatan pembelajaran hari ini.	10 menit
	b. Guru bertanya mengenai kesulitan yang didapat dalam mempelajari teks *narrative*	
	c. Guru menutup pertemuan.	

I.   Rubrik Penilaian

No.	Criteria	Score
1.	Correct answer	1
2.	Incorrect answer	0

Bogor, 2020

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

Muhammad Rizky Fadillah S.Pd   Iis Yusridah

Text 1 (Mengeksplorasi)

Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they gwents thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants

Answer these following questions based on the text.
1. What is the story about?
2. What is the main idea of the first paragraph?
3. Who is the main character of the story?
4. Where did Mantu and the little elephant live?
5. What did Mantu say to the elephant?
6. Why did the elephants become frightened?
7. **"We** can see what is happening down here in the jungle." The word "we" refers to?
8. "They began to laugh and made rude noises with their trunks." The underline word refers to?

9. What can we learn from the story?
10. What is the purpose of the text?

Text 2 (Mengasosiasi)

Choose either a, b, c, or d for the correct answer based on text below.

The Crow and the Oyster

One day, a hungry crow saw an oyster on the beach. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster. First, he used his beak, but he could not open the shell. Then, he hit it with the stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could open it.

Then, another crafty crow came by. He saw what the first crow was trying to do and said "My friend, may I offer you some good advice?" I suggest you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the rocks below. The oyster shell will break open and you will be able to have your meal!

The hungry crow thought that this was a very good idea. He picked up the oyster with his beak and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto the rocks far below.

The oyster shell broke wide open. However, the crafty crow was waiting behind the rock nearby, and he reached the broken oyster first. He enjoyed a tasty meal while the hungry crow had nothing to eat.

1. What is the purpose of the text?
   a. To tell people about the story
   b. To entertain the readers
   c. To ask information
   d. To announce people about something
2. "…another *crafty* crow came by. (paragraph 2) what is the synonym
   a. Kind
   b. Friendly
   c. Cute
   d. Cunning
3. What did the hungry crow have on his beak?
   a. A meal
   b. A shell

  c. A stone

  d. A rock

4. Where did the crow drop the oyster?

  a. Onto the sand

  b. Near the water

  c. Near the beach

  d. Onto a wide rock

5.   Who did nothing to eat?

  a. The crafty crow

  b. The hungry crow

  c. The oyster

  d. The shell

6. How did the crafty crow trick the hungry crow?

  a. By giving suggestion of dropping the oyster onto the rocks.

  b. By telling that he was so hungry and need some food.

  c. By saying that he had a nice and strong beak

  d. By saying that the oyster was harmful

7. Why did the oyster shell break wide open? Because…

  a. The hungry crow dropped the oyster onto the rocks far below.

  b. The hungry crow saw an oyster on the beach.

  c. The crafty crow flies high into the air.

  d. The crafty crow dropped the oyster onto the rocks far below.

8. Which the following not included into the sequence of events?

  a. A hungry crow saw an oyster on the beach.

  b. A crafty crow came to the beach.

  c. A crafty crow gave an advance to the hungry crow.

  d. A hungry crow picked up the oyster with his beak.

9. What kind of generic structure of the first paragraph?

  a. Complication

  b. Resolution

  c. Orientation

  d. Coda

10. What is the moral value of the story?

  a. Do not fly high on the sky

  b. It is not easy to fool people

  c. Always trust people who offer help

  d. Do not be fooled by people who offer help

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMP Trisukses

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ 2

Materi Pokok   : *Narrative text*

Alokasi Waktu   : 2 x 40 menit

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KI 1	Menghargai dan menghayati ajaran agama yang di anutnya
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KI 4	Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung , menggambar dan mengarang) sesuai dengan yang dipelajri di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

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4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	4.18.1 Memahami makna makna teks naratif tulis, berbentuk fabel pendek dan sederhana.

K. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, unsur kebahasan dari teks *narrative* berbetuk fabel sesuai dengan konteks penggunaannya dan memahami makna sehingga dapat menggali informasi penting dari teks *narrative* berbentuk fabel.

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    - ***Orientation:*** *it is about the opening paragraph where the characters of the story are introduced.*
    - ***Complication:*** *Where the problems in the story developed.*

- **Resolution:** *where the problems in the story is solved.*

- *Language features*
    - *Simple past tense (killed, went)*
    - *Adverb of time (once upon a time, one day)*
    - *Specific characters (Fox, Cinderella)*

M. METODE PEMBELAJARAN

d. Pendekatan   : *Scientific Approach*

e. Metode   : *Think Pair Share*

f. Model pembelajaran   : *Story Mapping*

N. Sumber Belajar

4. English in Focus 2 : for Grade VIII Junior High School (SMP/MTs).

5. Scaffolding English for Junior High School Students Grade VIII

6. Google.com

O. Media pembelajaran

c. Media/ alat   : Laptop, LCD, proyektor, spidol,papan tulis,buku

d. Bahan   : kertas

P. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	e. Siswa dan guru saling menyapa dan berdoa bersama. f. Guru mengecek kehadiran siswa. g. Siswa diberi motivasi sebelum dimulainya pembelajaran. h. Siswa mengamati penjelasan dan tujuan pembelajaran.	10 menit

	Mengamati	
Inti	d. Guru memberikan video terkait teks narrative	60 Menit
	e. Siswa mengamati video berbentuk *fabel* terkait dengan unsur kebahasaan dan fungsi sosial.	
	f. Menanyakan	
	c. Siswa diberikan kesempatan untuk bertanya.	
	d. Guru dan siswa berinteraksi dengan bertanya mengenai video.	
	Mengeksplorasi	
	d. Siswa diberi latihan terkait dengan teks narative dalam bentuk fabel. (task 1)	
	e. Siswa menjawab pertanyaan yang ada dalam latihan.	
	f. Siswa diberi penguatan penjelasan mengenai generic structure, language features dari teks *narrative.*	
	Mengasosiasi	
	d. Guru mulai menjelaskan dan mengaplikasikan strategi *story mapping* dalam pembelajaran.	
	e. Siswa diberi latihan terkait dengan teks narative dalam bentuk fabel (task 2)	
	f. Siswa diminta untuk mengidentifikasi informasi penting dari teks tersebut dengan menggunakan strategi *story mapping*.	
	Mengokomunikasi	

		c. Siswa menyampaikan hasil kerja mereka	
		d. Guru memberikan feedback terhadap siswa.	
Penutup		d. Siswa dan guru merefleksi kegiatan pembelajaran hari ini.	10 menit
		e. Guru bertanya mengenai kesulitan yang didapat dalam mempelajari teks *narrative*	
		f. Guru menutup pertemuan.	

II. Rubrik Penilaian

No.	Criteria	Score
1.	Correct answer	1
2.	Incorrect answer	0

Bogor,   2020

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

Muhammad Rizky Fadillah S.Pd   Iis Yusridah

Lampiran task 1

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring, she had to cimb up a blade of grass. While making her way up, she slipped into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safety to a dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

State true (T) or false (F) of the following statements based on the text!

1. The ant was searching for some water.
2. The ant slipped into te water when she making her way up to climb up blade of grass.
3. The ant is good swimmer.
4. The ant is in the trouble.
5. The ant hit the dove

Lampiran task 2

A fox and a crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a Fox," said Master Fox, and he walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMP Trisukses

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ 2

Materi Pokok   : *Narrative text*

Alokasi Waktu   : 2 x 40 menit

Q. Kompetensi Inti

KI 1	Menghargai dan menghayati ajaran agama yang di anutnya
KI 2	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukan 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.
KI 3	Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu: pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian dalam kehidupan sehari-hari.
KI 4	Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung , menggambar dan mengarang) sesuai dengan yang dipelajri di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KD	Indikator Pencapaian Kompetesi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	3.14.1 Mengidentifikasi fungsi sosial, strukstur teks, unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	4.18.1 Memahami makna makna teks naratif tulis, berbentuk fabel pendek dan sederhana.

S. **Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, unsur kebahasan dari teks *narrative* berbetuk fabel sesuai dengan konteks penggunaannya dan memahami makna sehingga dapat menggali informasi penting dari teks *narrative* berbentuk fabel.

T. **Materi Pembelajaran**

- *Definition: Narrative Text is an imaginative story to entertain people*
- *Purpose: to amuse or to entertain the reader with a story.*
- *Kind of Narrative text*

  Fable, Myths, Legend, Fairy tales.

- *Generic structure:*
  - *Orientation: it is about the opening paragraph where the characters of the story are introduced.*
  - *Complication: Where the problems in the story developed.*

- **Resolution:** *where the problems in the story is solved.*

- *Language features*
  - *Simple past tense (killed, went)*
  - *Adverb of time (once upon a time, one day)*
  - *Specific characters (Fox, Cinderella)*

U. METODE PEMBELAJARAN

g. Pendekatan   : *Scientific Approach*

h. Metode   : *Think Pair Share*

i. Model pembelajaran   : *Story Mapping*

V. Sumber Belajar

7. English in Focus 2 : for Grade VIII Junior High School (SMP/MTs).

8. Scaffolding English for Junior High School Students Grade VIII

9. Google.com

W. Media pembelajaran

e. Media/ alat   : Laptop, LCD, proyektor, spidol,papan tulis,buku

f. Bahan   : kertas

X. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	i. Siswa dan guru saling menyapa dan berdoa bersama. j. Guru mengecek kehadiran siswa. k. Siswa diberi motivasi sebelum dimulainya pembelajaran. l. Siswa mengamati penjelasan dan tujuan pembelajaran.	10 menit

	Mengamati	
Inti		
	g. Guru memberikan video terkait teks narrative	60 Menit
	h. Siswa mengamati video berbentuk *fabel* terkait dengan unsur kebahasaan dan fungsi sosial.	
	i. Menanyakan	
	e. Siswa diberikan kesempatan untuk bertanya.	
	f. Guru dan siswa berinteraksi dengan bertanya mengenai video.	
	Mengeksplorasi	
	g. Siswa diberi latihan terkait dengan teks narative dalam bentuk fabel. (task 1)	
	h. Siswa menjawab pertanyaan yang ada dalam latihan.	
	i. Siswa diberi penguatan penjelasan mengenai generic structure, language features dari teks *narrative.*	
	Mengasosiasi	
	g. Siswa diberi latihan terkait dengan teks narative dalam bentuk fabel (task 2)	
	h. Siswa diminta untuk mengidentifikasi informasi penting dari teks tersebut dengan menggunakan strategi *story mapping*.	
	i. Siswa membuat layout story mapping	
	Mengokomunikasi	
	e. Siswa menyampaikan hasil kerja mereka	

	f.	Guru memberikan feedback terhadap siswa.	
Penutup	g.	Siswa dan guru merefleksi kegiatan pembelajaran hari ini.	10 Menit
	h.	Guru bertanya mengenai kesulitan yang didapat dalam mempelajari teks *narrative*	
	i.	Guru menutup pertemuan.	

III. Rubrik Penilaian

No.	Criteria	Score
1.	Correct answer	1
2.	Incorrect answer	0

Bogor,   2020

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

Muhammad Rizky Fadillah S.Pd   Iis Yusridah

The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain.

A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance.

One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability. After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked wildly. Seeing this the tiger was very gleeful, Such a big thing as you can do so little!' With a roar, he pounced on the donkey and ate it up.

Answer the questions based on the text above!

1. Was there a donkey in Guizhou?
2. When did the tiger hide himself in the forest and survey it from under cover?
3. Why did the tiger hurry run away?
4. Why did the donkey feel angry to the tiger?
5. What did the donkey do then?

Lampiran task 2

The Peacock and the Tortoise

On a cloudy day, a peacock was dancing on a lawn by the side of a lake. A tortoise, in the lake, addressed the peacock thus said, "Sir Peacock, how I should like to be with you dancing there?".

"Sir Tortoise," said the peacock, "I do not think you would be safe if you were to leave the water, and to come to dance with me. Further, your short legs and heavy appearance would not enable you to cut a good figure at dancing."

"I see," said the tortoise, "You are very proud of your fine feathers and gait; but you must remember, that my shell is also as beautifully coloured; and that was my gait; though, not so quick and graceful, is yet slow and steady."

The peacock replied, "I am very sorry to have displeased you, Sir Tortoise; but, if you wish to come and dance with me, unmindful of the danger of leaving the water, you are welcome."

The tortoise came out of the lake, and stood by the side of the peacock, in his own awkward manner; and the two were preparing to dance together. Just then hunter, who was passing by the pond, observing the scene, approached the animals. The peacock flew up a tree, and safety perched on its top; but the tortoise, before he could reach the pond, was laid on his back and killed by the hunter.

The peacock cried mournfully, "Sir Tortoise, you now see how dangerous it is to get into difficulties from which we cannot easily escape."

RESEARCH INSTRUMENTS

Instruments of pre-test, treatment and post-test adopted from three books: English for Junior High School Students Grade VIII, English in Focus 2 for Grade VIII Junior High School (SMP/MTs), Revolusi Belajar Konsep Dasar & The King and Smart Solusi Menghadapi Ujian Nasional SMP/MTs.

A. Instruments of Pre-test

Choose the best answer based on the following question!

The following text is for no 1-3

The Ass, the Fox and the Lion

An ass and the fox went out to search for food together. They hadn't gone far before they saw a lion coming their way, at which they were both extremely frightened.

The fox thought he saw a way of saving his own skin, and went boldly up to the lion and whispered in his ear, "I will manage that you shall get hold of the ass without any trouble, if you will promise to let me go free." The lion agreed to this, and the fox then re-joined his companion. Before long it managed to lead him by a hidden pit, which some hunters had dug as a trap for wild animals, and into which he fell. When the lion saw that the ass safely caught and couldn't get away, it was to the fox that his firs turned his attention, and he soon finished him off, and then at his leisure proceeded to feast upon the ass.

1. Where did the Fox lead the Ass to?
    a. The lion
    b. The trouble
    c. The pit
    d. The death
2. What is a Fox's evil plan?
    a. The fox lead the ass to a hidden pit

b. The fox left the ass alone

c. The fox lied to the ass

d. The fox and the lion finished off the ass together

3. What lesson does the text teach you?

a. If you betray a friend, you'll trouble yourself

b. If you have a friend, you have to be careful

c. If you have enemy, never trust him/her

d. If you meet danger, go away

The following text is for no 4-7

The Monkey and the Dolphin

One day long ago, some sailors set out to sea in their sailing ship. One of them brought his pet monkey along for the long journey.

When they were far out at sea, a terrible storm overturned their ship. Everyone fell into the sea and the monkey was sure that he would drown. Suddenly a dolphin appeared and picked him up.

They soon reached the island and the monkey came down from the dolphin's back. The dolphin asked the monkey "Do you know that I am actually a prince?"

Knowing that no one lived on the island, the dolphin said "Well, well, so you are a prince! Now you can be a king!"

The monkey asked "How can I be a king?"

As the dolphin started swimming away, he answered, "That is easy. As you are the only creature on this island, you will naturally be a king!"

4. What happened to the sailor ship?

a. The terrible storm overturned it

b. It drowned with all her loads

c. It hit an island under the sea

d. Its machine stopped working

5. What does the dolphin like based on the text?

   a. A wild creature

   b. A helpful animal

   c. A good swimmer

   d. A nice friend

6. Where did the terrible storm happen?

   a. At the beach

   b. At the sea

   c. At the island

   d. At the ship

7. What moral message does the story have?

   a. We should have one another in our real life

   b. We must not act like a real monkey in the woods

   c. Those who lie and boast may end up in trouble

   d. We may not talk too much about some new things

The following text is for no 8-11

The Smartest Animal

Once there was a farmer in Laos. Every morning and evening he flowed his field with the help of his buffalo. One day, a tiger saw a farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted know more about the buffalo and the man.

After the man went home, the tiger spoke to the buffalo. "You are so big and strong. Why do you do everything the man tells you?"

"Oh the man is very intelligent."

So the next day, the tiger asked to the man. "Can I see you're intelligence?" But the man answered "It is at home."

"Can you go and get it?" asked the tiger.

"Yes," said the man, but I'm afraid you kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to a tree, he didn't go home to get his intelligence. He took his plow and hit the tiger with a stick. Then he said "Now you know about my intelligence even if you haven't seen it."

8. How did the tiger find out that the man was intelligent?
   a. The buffalo told the tiger
   b. The tiger asked the man
   c. The man tricked the tiger
   d. The man tied the buffalo to a tree

9. When the farmers flow his filed with the help of buffalo?
   a. Everyday
   b. Every morning
   c. Every evening
   d. Every morning and evening

10. Why does the buffalo do everything that the man tells?
    a. The man is very kind
    b. The man is very genius
    c. The man is very intellect
    d. The man is very intelligent

11. What can we learn from the story?
    a. Never underestimate others
    b. We have to flow the field every day
    c. A buffalo is more intelligent than a tiger
    d. The size of body determines the power

The following text is for no 12-16

Once, a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with his master all day, and lived in the house with him. He did not work, but as allowed to sit on the master's lap. The donkey was jealous of the lapdog.

Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog. So the donkey decided to wait for his chance.

One day, when he was left unattended, the donkey broke his halter and ran into the farmhouse kitchen. There the farmer sat at table. The donkey rushed up to him and began wagging his tail vigorously, and knocked off all the China from the table. He then started jumping around and frolicking like a little dog and finally plonked himself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to his table, and gave him a beating he did not forget for the rest of his life.

12. What is the text about?
   a. The farmer and his dog
   b. The donkey and the lapdog
   c. The farmer and the donkey
   d. The dog and it's master

13. What made the donkey jealous of the dog?
   a. The halter that he has to wear
   b. The beating that he has
   c. The farmer's care to the dog
   d. The chance to stay inside the house

14. Who was worked hard all day?
   a. The farmer
   b. The donkey
   c. The lapdog

d.   The donkey and lapdog

15. What does the donkey want?

a.   The donkey wanted to be loved by its master

b.   The way the farmer treated the donkey

c.   The things done by the donkey to be loved

d.   The dog's habit is liked by the master

16. What can we learn from the text?

a.   It is good to share things with others

b.   It is not good to help others

c.   It is not good to be envious to others

d.   It is good to keep your promise

The following text is for no 17-20

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away. They talked about it for a long time and at last they set off the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other," we must be nearly there, can you see the city?"

"No," said the other frog, "but if I climb on your back I might be able to see it."

So he climbed up on the back of the other frog to see the city. Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left.

"Can you see the city?" asked the frog who was below.

"Yes," answered the frog that had climbed up. "I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

17. What did they feel on their way to find big city?
    a. Happy
    b. Glad
    c. Sad
    d. Tired

18. Why did one of the frogs climb on the others back?
    a. It felt tired
    b. It was a hot day
    c. It could not see the city
    d. It thought it was worthwhile

19. Where did the frogs live?
    a. In the village
    b. In the city
    c. In the big city
    d. In the town

20. What is the moral value of the text?
    a. Never do something useless with your friend
    b. Never trust within a single opinion without other evidences
    c. We have to accept whatever information we receive
    d. We can always ask someone's opinion for anything

Key answer

1. C	11. B
2. D	12. C
3. A	13. B
4. A	14. C
5. A	15. C
6. C	16. D
7. C	17. C
8. D	18. C
9. A	19. C
10. D	20. A

Choose the best answer based on the following question!

The following text is for no 1-3

The Clever Judge

Once a lion, a fox and a donkey set off for a day's hunting after agreeing that each was to have an equal share of what was caught. After a time, they were able to pull down and kill a fat buck, and a lion asked the donkey to divide the prize. As fairly as he could, the obliging donkey cut up the buck into three equal parts, and then he invited the lion to take his choice.

At this, the lion flew into a violent rage, sprang on the poor donkey, and killed him with a powerful blow. Then the lion told the fox to divide the meat. The fox did, but he was cunning. He put aside a big heap for the lions share, and kept only small piece, for himself.

On seeing this, the lion looked very pleased "Master Fox", he said," This is very satisfactory. Who taught you to be so clever?

The dead donkey has been my teacher." Replied the fox." from this foolish conduct I have learn be wise."

1. Why the lion kill the donkey?
   a. Because he wanted to divide the buck of himself
   b. Because donkey was very hungry and wanted to eat
   c. Because he wanted to get bigger part of the buck's meat
   d. Because he was not satisfied after he seen this part

2. Who was cut the buck into three equal parts?
   a. A lion
   b. A fox
   c. A donkey
   d. An Ass

3. What can we learn from this story?

a. Experiences is a good teacher

b. We should be as strong as a lion

c. We have to divide something as fairly as possible

d. No pain no gain

The following text is for no 4-10
Turtle's Flute

Once upon a time, on the bank of the river, Turtle played her flute. All the animals listened to the music. Lions, elephants, butterflies, snakes and monkeys dance to turtle's music. One day a man heard turtle's music "Ahh," he thought, "that must be turtle making music. Turtle would taste very good right now." So, he called out, "Turtle! Show me your beautiful flute." Turtle slowly walked to him and held out her flute. But the moment the man saw turtle, he grabbed her by the neck and began to run. Turtle tried to cry for help, but she couldn't make a sound. She closed her eyes, holding tightly to her flute for good luck.

When the man reached his hut, he put turtle into a cage and shut it. Then he turned to his children. "Don't let turtle out of her cage." And off he went to the fields. The children began to play outside. Turtle sat very still inside her cage, thinking about the man's words. She began to play a sweet tune on her flute, and the children ran to the cage. "Is that you playing, turtle?" they asked, their eyes wide with wonder. "Yes," turtle said. She kept on playing, for she could see the children were delighted. At last she stopped. "I can dance even better than I can play," she said. "Would you like to see?" "Oh, please!" the little boy cried. "I will show you how to dance and play at the same time," said turtle, "but you must open the cage. There is no room in here."

So the little child opened the cage and turtle began to dance and play. The children laughed and clapped their hands, for never had they seen such a wonderful thing. Then turtle stopped. "Don't stop!" the

children cried. "Oh," turtle groaned, "my legs are stiff. If I could just walk a little bit to loosen them" Don't go too far," the little girl cautioned. "Come right back." Never fear," said turtle. "You wait right here." Turtle crawled off toward the jungle. The moment, she was out of sight, she raced all the way back to her house. Nobody ever found turtle again. But to this day, if you stretch your ear, you can listen to the sweet sound of flute in the forest.

4. What is the text about?
   a. The friendship between turtle and an old man
   b. The turtle that played flute
   c. The friendship of turtle, lions and butterflies
   d. The wicked man and his children

5. Where the turtle played her flute?
   a. On the river
   b. On the bank of the river
   c. On the bank of forest
   d. On a cage

6. Who was dance to the turtle's music? Except…
   a. Lions
   b. Snakes
   c. Tigers
   d. Elephants

7. Who was grabbed the turtle?
   a. The children
   b. The man
   c. The little boy
   d. The man and the children

8. What made the child opened the cage?
   a. He wanted to see the turtle dance
   b. He wanted to go for a walk to the forest
   c. Because he laughed and clapped their hands

d. Because his legs were stiff and he wanted to loosen them

9. How did the turtle escape from the cage?

    a. She begged to the children

    b. She played flute and dance

    c. She cried in the cage

    d. She hit the children

10. What can we learn from the story?

    a. We must be careful with strangers

    b. Don't be proud of your beauty

    c. You cannot please everyone

    d. Don't spoil your children

The following text is for no 11-14

The Owl and the Nightingale

There was once a nightingale in a cage by a window that was his habit to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. "When I was captured, "explained the nightingale, "it was day and I was singing. In this way I learnt to be more carefully and to sing only at night."

"Are you afraid you might be captured a second time?" asked the owl. "Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn't really matter anymore, right?"

11. Where did the nightingale?

a. In the cage by window

b. In the cage by door

c. In the window

d. In the door

12. What was nightingale habit?

a. Singing all day

b. Singing only at night

c. Singing only at evening

d. Singing only at morning

13. What was the reason of the nightingale singing at night?

    a. The nightingale was captured when singing during the day

    b. The nightingale was captured a second time

    c. The nightingale was captured and put in a cage

    d. The nightingale was afraid to be captured singing at day

14. What was the question of the owl?

    a. Are you afraid you might be captured a second time?

    b. Are you afraid you might be captured a long time?

    c. Are you afraid you might be captured every time?

    d. Are you afraid you might be captured some time?

The following text is for no 15-20

Pied-Piper of Hamelin

The town of Hamelin was suffering from a terrible plague of rats. The town council tried everything to get rid of them, but couldn't. At last, the mayor promised a bog reward to anybody who could put an end to the plague

A stranger dressed in bright clothes arrived and said he could rid Hamelin of the rats. At night, the stranger began playing a tune on his flute, drawing all the rats out of the houses, and barns and into the river, where they drowned.

The mayor would not pay the piper because he said that playing a flute was not worth the reward. He ordered the piper to leave Hamelin. But the piper come back one day and started plays his flute.

This time, all the children followed him, and he left the village towards the mountains. Suddenly, a cave opened in the mountain and the piper and all the children went in. the cave closed behind them and the children were never seen again in Hamelin.

15. What is the text about?

    a. The myth of Pied Piper

b. A story about rats

c. The rat city

d. The tale of greedy mayor

16. How could the stranger rid Hamelin of the rats?

    a. By paying a mayor

    b. By dressing in bright clothes

    c. By closing the cave with the children in it

    d. By playing a tune on his flute

17. What was a mayor gives as a reward?

    a. A mountain

    b. A house

    c. A bog

    d. A river

18. Why did the he mayor would not pay the piper? Because…

    a. A stranger came to Hamelin and wanted to kill the rats

    b. The town of Hamelin was suffering from a terrible plague of rats

    c. The piper came back and the children followed him

    d. The mayor said that playing a flute was not worth the reward

19. Why did the Pied Piper say "I'll play the tune you will not like"?

    a. He wanted to entertain the mayor

    b. He was happy to play another tune

    c. He threatened the mayor

    d. He was very patient with the mayor

20. What can we learn from the story?

    a. Do not help someone that disappoint you

    b. Do not believe in stranger

    c. We should keep our promise

    d. We should be careful to children

C. Instruments of treatment-test

Choose the best answer based on the following question!

The following text is for no 1-3

A fox and a crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a Fox," said Master Fox, and he walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

1. What did the fox see?
   a. A Lion lies in a trap.
   b. A crow flies off with a cheese in its break.
   c. A dog walks with a bone.
   d. A mouse deer eats in the pit.

2. What did the fox to get the cheese?
   a. He steals the cheese.
   b. He asks Miss Crow to sing.
   c. He snaps the cheese from Miss Crow.
   d. He asks politely to Miss Crow.

3. These are the moral values of the story, except ....
   a. Don't sing in front of stranger.
   b. Don't easily believe other people saying.

c. Don't be arrogant.

d. Don't steal from others.

The following text is for no 4-7

Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they Gwent thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

4. What is the text about?
    a. Mantu and his elephant.
    b. Elephants in the jungle
    c. Mantu and his elephants.
    d. A little elephant.
5. Where did Mantu lives?

a. In the jungle

b. In the forest

c. In the village

d. In the village deep in the jungle

6. Why did the other elephants laugh at what Mantu said?

a. Because Opie was clever.

b. Because Opie was strong.

c. Because Opie was big.

d. Because Opie was small.

7. What did Mantu say to defend Opie?

a. He said that Opie was big and strong.

b. He said that they could see slithering snakes.

c. He said that they could get rid of snakes.

d. He said that Opie could lift heavy logs.

The following text is for no 8-11

The Peacock and the Tortoise

On a cloudy day, a peacock was dancing on a lawn by the side of a lake. A tortoise, in the lake, addressed the peacock thus said, "Sir Peacock, how I should like to be with you dancing there?".

"Sir Tortoise," said the peacock, "I do not think you would be safe if you were to leave the water, and to come to dance with me. Further, your short legs and heavy appearance would not enable you to cut a good figure at dancing."

"I see," said the tortoise, "You are very proud of your fine feathers and gait; but you must remember, that my shell is also as beautifully coloured; and that was my gait; though, not so quick and graceful, is yet slow and steady."

The peacock replied, "I am very sorry to have displeased you, Sir Tortoise; but, if you wish to come and dance with me, unmindful of the danger of leaving the water, you are welcome."

The tortoise came out of the lake, and stood by the side of the peacock, in his own awkward manner; and the two were preparing to dance together. Just then hunter, who was passing by the pond, observing the scene, approached the animals. The peacock flew up a tree, and safety perched on its top; but the tortoise, before he could reach the pond, was laid on his back and killed by the hunter.

The peacock cried mournfully, "Sir Tortoise, you now see how dangerous it is to get into difficulties from which we cannot easily escape."

8. How was the day?
    a. It was cloudy.
    b. It was very cold.
    c. It was sunny.
    d. It was very hot.

9. What did the peacock do on the lawn?
    a. He sang a song.
    b. He danced.
    c. He took a nap.
    d. He played a game.

10. Which of the following statements is NOT TRUE according to the text?
    a. The tortoise wanted to dance with the peacock.
    b. The peacock had nice feathers.
    c. The tortoise was killed by a hunter.
    d. The peacock didn't care for the tortoise's safety.

11. Where did the tortoise dancing with the peacock?
    a. In a lake.

b. On a tree.

c. On a lawn.

d. In a field.

The following text is for no 12-20

The Crow and the Oyster

One day, a hungry crow saw an oyster on the beach. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster. First, he used his beak, but he could not open the shell. Then, he hit it with the stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could open it.

Then, another crafty crow came by. He saw what the first crow was trying to do and said "My friend, may I offer you some good advice?" I suggest you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the rocks below. The oyster shell will break open and you will be able to have your meal!

The hungry crow thought that this was a very good idea. He picked up the oyster with his beak and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto the rocks far below.

The oyster shell broke wide open. However, the crafty crow was waiting behind the rock nearby, and he reached the broken oyster first. He enjoyed a tasty meal while the hungry crow had nothing to eat.

12. What is the purpose of the text?

    a. To tell people about the story

    b. To entertain the readers

    c. To ask information

    d. To announce people about something

13. What does the hungry crow do to open the shell?

    a. He used his beak to open the shell

b. He hit the shell with the stone

c. He jumped up and down on the shell

d. He dropped the shell onto the rocks far below

14. What did the hungry crow have on his beak?

a. A meal

b. A shell

c. A stone

d. A rock

15. Where did the crow drop the oyster?

a. Onto the sand

b. Near the water

c. Near the beach

d. Onto a wide rock

16. Who did nothing to eat?

a. The crafty crow

b. The hungry crow

c. The oyster

d. The shell

17. How did the crafty crow trick the hungry crow?

a. By giving suggestion of dropping the oyster onto the rocks.

b. By telling that he was so hungry and need some food.

c. By saying that he had a nice and strong beak

d. By saying that the oyster was harmful

18. Why did the oyster shell break wide open? Because…

a. The hungry crow dropped the oyster onto the rocks far below.

b. The hungry crow saw an oyster on the beach.

c. The crafty crow flies high into the air.

d. The crafty crow dropped the oyster onto the rocks far below.

19. Which the following not included into the sequence of events?

a. A hungry crow saw an oyster on the beach.

b. A crafty crow came to the beach.

c. A crafty crow gave an advance to the hungry crow.

d. A hungry crow picked up the oyster with his beak.

20. What is the moral value of the story?

a. Do not fly high on the sky

b. It is not easy to fool people

c. Always trust people who offer help

d. Do not be fooled by people who offer help

Key Answer

1. B	11. B
2. A	12. B
3. A	13. B
4. D	14. D
5. B	15. B
6. A	16. A
7. C	17. A
8. A	18. A
9. B	19. C
10. D	20. D

Rubric Assessment

No.	Criteria	Score
1.	Correct answer	1
2.	Incorrect answer	0

The total score = $\dfrac{\text{The number of score}}{\text{The highest score}}$ x 100 = _____

Dyii Ajima. L

Pree Test

1. C. The git
2. D. The fox and the lion finished off the ass together
3. A. If you betray a friend, you'll trouble yourself
4. B. It drowned with as her loads
5. A. A wild creature
6. C. At the island
7. D. We may not talk too much about some new things
8. D. The man tied the buffalo to a tree
9. A. Everyday
10. C. The man is very intellace
11. B. We have to flow the field every day
12. D. The farmer and his dog
13. B. The beating about the hut
14. C. The lapdog
15. C. The things done by the donkey to be loved
16. A. It is good to share things with others
17. C. Sad
18. C. It could not see the city
19. B. In the city
20. A. Never do something useless with your friend

Dwi Nma

Post Test

1) C. Because he wanted to divide the back of himself
2) C. A donkey
3) A. Experiences is a good teacher
4) B. The turtle that played flute
5) B. On the bank of the river
6) C. Snakes
7) B. The man
8) A. He wanted to see the turtle dance
9) B. She played flute and dance
10) A. We must be careful with strangers
11) A. In the cage by window
12) B. Singing only at night
13) B. The nightingale was captured a second time
14) A. Are you afraid you might be captured a second time?
15) B. A story about rats
16) A. By paying a mayor
17) B. A house
18) D. The mayor said that playing a flute was not worth the result
19) A. He wanted to entertain the mayor
20) C. We should be careful to children.

Nazma Khoenunnisa

No.		Pre Test
1.	C	The pit
2.	D	The fox and the lion finished off the ass together
3.	B	If you have a friend, you have to be careful
4.	A	The terrible storm overturned it.
5.	A	A wild creature
6.	C	At the island
7.	D	We may not talk too much about some new things
8.	D	The man tied the buffalo to a tree.
9.	A	Everyday
10.	C	The man is very intellect
11.	B	We have to plow the field everyday
12.	A	The farmer and his dog
13.	B	The beating that he has
14.	C	The lapdog
15.	D	The dogs habit is liked by the master.
16.	D	It is good to keep your promise
17.	C	Sad
18.	B	It was a hot day
19.	C	In the big city
20.	A	Never do something useless with your friend

Nazma Khoerunnisa

No	Post Test
1	C. Because he wanted to divide the buck of himself
2	C. A donkey
3	A. Experiences is a good theather
4	b. The turtle that played flute
5	b. on the bank of the river
6	C. Fisher
7	D. the mom and the children.
8	A. The wanted to see the turtle dance
9	b. She played flute and dance
10	A. A we must be careful with strangers
11	b. In the cave his deer
12	b. Singing only at Night
13	b. The nightingale who captured a second time.
14	A. Are you agreed you might be captured a second time?
15	b. A story about rate
16	A. By paying a mayor
17	B. A house
18	D. The mayor said that playing a flute were not worth the newban
19	C. He threatened the mayor
20	C. We could be careful to children

Pre-test and Post-test Result

No	Name	Score		d: (Y-X)	Xd	Xd2
		Pre-test (X)	Post-test (Y)			
1	ARL	40	75	35	12,31	151,5361
2	AMP	35	65	30	7,31	53,4361
3	AP	50	75	25	2,31	5,3361
4	ANA	40	70	30	7,31	53,4361
5	CAU	60	70	10	-12,69	161,0361
6	CWP	65	85	20	-2,69	7,2361
7	DAP	60	80	20	-2,69	7,2361
8	DA	30	60	30	7,31	53,4361
9	F	70	90	20	-2,69	7,2361
10	GA	65	80	15	-7,69	59,1361
11	ILP	30	60	30	7,31	53,4361
12	KAB	45	70	25	2,31	5,3361
13	KW	70	80	10	-12,69	161,0361
14	MT	55	75	20	-2,69	7,2361
15	MAK	60	85	25	2,31	5,3361
16	MF	55	70	15	-7,69	59,1361
17	MRR	60	80	20	-2,69	7,2361
18	NK	70	90	20	-2,69	7,2361
19	NS	50	75	25	2,31	5,3361
20	SR	65	75	10	-12,69	161,0361
21	SBA	35	70	35	12,31	151,5361
22	SC	55	70	15	-7,69	59,1361
23	DAL	75	95	20	-2,69	7,2361
24	TN	50	75	25	2,31	5,3361
25	ZH	40	70	30	7,31	53,4361
26	ZAG	35	65	30	7,31	53,4361
	N=26	1365	1955	590	0,06	1361,5386

N-Gain from the Result of Pre-test and Post-Test

No.	Name	Pre-test	Post-test	S-Max	N-Gain	N-Gain X 100	
1	ARL	40	75	100	0,58	58,33	58
2	AMP	35	65	100	0,46	46,15	46
3	AP	50	75	100	0,50	50,00	50
4	ANA	40	70	100	0,50	50,00	50
5	CAU	60	70	100	0,25	25,00	25
6	CWP	65	85	100	0,57	57,14	57
7	DAP	60	80	100	0,50	50,00	50
8	DA	30	60	100	0,43	42,86	43
9	F	70	90	100	0,67	66,67	67
10	GA	65	80	100	0,43	42,86	43
11	ILP	30	60	100	0,43	42,86	43
12	KAB	45	70	100	0,45	45,45	45
13	KW	70	80	100	0,33	33,33	33
14	MT	55	75	100	0,44	44,44	44
15	MAK	60	85	100	0,63	62,50	63
16	MF	55	70	100	0,33	33,33	33
17	MRR	60	80	100	0,50	50,00	50
18	NK	70	90	100	0,67	66,67	67
19	NS	50	75	100	0,50	50,00	50
20	SR	65	75	100	0,29	28,57	29
21	SBA	35	70	100	0,54	53,85	54
22	SC	55	70	100	0,33	33,33	33
23	DAL	75	95	100	0,80	80,00	80
24	TN	50	75	100	0,50	50,00	50
25	ZH	40	70	100	0,50	50,00	50
26	ZAG	35	65	100	0,46	46,15	46
JUMLAH (∑)		**1365**	1955		12,60	1259,51	
Rata-Rata		52,5	75,19231		0,48	48,44	
Skor Maks		75	95		0,80	80,00	
Skor Min		30	60		0,25	25,00	

UJI NORMALITAS LILIEFORS

The use of Story Mapping Strategy on Students Reading Comprehension of Narrative Text

NO	X	x	z	F(Zi)	Fk	S(zi)	f(Zi) - S (Zi)
1	25	-23	-1,89	0,0292	1	0,04	0,006
2	29	-20	-1,60	0,0543	2	0,07	0,017
3	33	-15	-1,22	0,1112	3	0,11	0,004
4	33	-15	-1,22	0,1112	4	0,14	0,032
5	33	-15	-1,22	0,1112	5	0,18	0,067
6	43	-6	-0,45	0,3261	6	0,21	0,112
7	43	-6	-0,45	0,3261	7	0,25	0,076
8	43	-6	-0,45	0,3261	8	0,29	0,040
9	44	-4	-0,32	0,3733	9	0,32	0,052
10	45	-3	-0,24	0,4046	10	0,36	0,047
11	46	-2	-0,19	0,4266	11	0,39	0,034
12	46	-2	-0,19	0,4266	12	0,43	0,002
13	50	2	0,13	0,5500	13	0,46	0,086
14	50	2	0,13	0,5500	14	0,50	0,050
15	50	2	0,13	0,5500	15	0,54	0,014
16	50	2	0,13	0,5500	16	0,57	0,021
17	50	2	0,13	0,5500	17	0,61	0,057
18	50	2	0,13	0,5500	18	0,64	0,093
19	50	2	0,13	0,5500	19	0,68	0,129
20	54	5	0,44	0,6688	20	0,71	0,045
21	57	9	0,70	0,7587	21	0,75	0,009
22	58	10	0,80	0,7876	22	0,79	0,002
23	63	14	1,13	0,8718	23	0,82	0,050
24	67	18	1,47	0,9294	24	0,86	0,072
25	67	18	1,47	0,9294	25	0,89	0,037
26	80	32	2,55	0,9946	26	0,93	0,066

Lhitung   0,1285

Jumlah	1259
Mean	48
S Dev	12,3874
Lhitung	0,1285
Ltabel	0,161
NORMAL	

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail:fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
NOMOR: 394/SK/D/FKIP/XII/2019

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang	:	1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
		2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
		3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
		4. Ujian Sarjana harus terselenggara dengan baik.
Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
		2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
		3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
		4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
		5. Keputusan Rektor Universitas Pakuan Nomor 67/KEP/REK/VIII/2015, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan.
Memperhatikan	:	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan	:	
Pertama	:	Mengangkat Saudara:

1. Dr. Entis Sutisna, M.Pd.
2. Gusradi, S.Pd., M.M

sebagai pembimbing dari :

Nama	:	Is Yuzidah
NPM	:	031115082
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Use of Story Mapping Strategy on Students' Reading Comprehension on Narrative Text

Kedua	:	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga	:	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 11 Desember 2019
Dekan,

Drs. Deddy Sofyar, M.Pd.
NIP 19560108 198601 1 001

Tembusan:
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan
3. Kepala BAAK/BAUm Universitas Pakuan
4. Para Dekan Fakultas di Lingkungan Universitas Pakuan

Nomor : 1352/WADEK I/FKIP/VII/2020   13 April 2020
Perhal : Izin Penelitian

Yth. Kepala sekolah SMP Trisukses
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Iis Yusridah
NPM   : 031115062
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Semester   : Sepuluh

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 20 April s.d. 20 Mei 2020 mengenai: THE USE OF STORY MAPPING STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan
Wakil Dekan

Eri Sarimanah, M.Pd.
NIK. 101 033 404

SMP TRISUKSES

UIN NO. : 421.3/078/00003/DPMPTSP/2018 NPSN : 69974175

Jl. H. Ming Kp. Warung Jengkol Kav. Muara Barokah Kel. Karihkil Kec.
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SURAT KETERANGAN

NOMOR : 001/SK-PEN/V/2020

Yang bertandatangan di bawah ini, Kepala SMP Trisukses, Kec. Ciseeng, Kab. Bogor
menerangkan bahwa:

Nama	: Iis Yusridah
Npm	: 031115082
Perguruan tinggi	: Universitas Pakuan
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan
Prodi	: Pendidikan Bahasa Inggris

Mahasiswa tersebut benar-benar telah melaksanakan kegiatan penelitian di kelas
VIII(delapan) SMP Trisukses, pada tanggal 20 April – 20 Mei 2020, dengan judul
penelitian: "THE USE OF STORY MAPPING STRATEGY ON STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT"

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat digunakan
sebagaimana mestinya.

Ciseeng, 21 Mei 2020
Kepala SMP Trisukses

Amurya Sukma Eka P., M.Pd.

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Tanggal	Bab	Catatan Pembimbing	Paraf
7/4/11	I	Revisi Background & Research Significance	
11/19/11	I		
18/11/11	II	Perbaiki penulisan tambahan teori dan definisi Feeding	

Tanggal	Bab	Catatan Pembimbing	Paraf
20/11/11			
2/12/11	II	Revise	

Tanggal	Bab	Catatan Pembimbing	Paraf
12/3/20	III		
18/3/20	III	Bagian-bagian	

Tanggal	Bab	Catatan Pembimbing	Paraf
23/12	III	Mood Chapter	
16/1	III	Instrument	

Tanggal	Bab	Catatan Pembimbing	Paraf
29/11	—	Revise	
		Beri Penjelasan setiap rumus	
4/20 2	TVI	Lengkapi contoh Instrumen	

Tanggal	Bab	Catatan Pembimbing	Paraf
2/20 3		Bimbingan setelah seminar proposal 1. Limitation lebih diperjelas 2. instrumen soal lebih diperjelas	

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