

**THE EFFECTIVENESS OF USING STORY MAPPING TOWARD  
STUDENTS READING COMPREHENSION OF NARRATIVE TEXT  
AT THE TENTH GRADE OF SMAN 1 MOJOLABAN  
IN THE ACADEMIC YEAR 2022/2023**

**THESIS**

**Submitted as A Partial Requirements**

**for the degree of *Sarjana***



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*Wassalamu 'alaikum Wr. Wb.*

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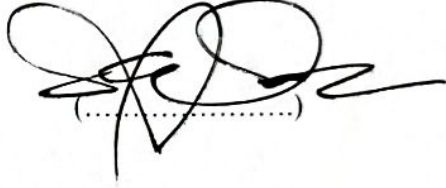
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## **DEDICATION**

This thesis is dedicated to:

1. My Parents
2. My Brothers
3. My Friends
4. My Almamater UIN Raden Mas Said Surakarta

## MOTTO

﴿٥﴾ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Karena sesungguhnya sesudah kesulitan itu ada kemudahan, (Q.S Al- Insyirah: 5)

﴿٦﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا

sesungguhnya sesudah kesulitan itu ada kemudahan. (Q.S Al- Insyirah: 6)

﴿٧﴾ فَإِذَا فَرَغْتَ فَانصَبْ

Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, (Q.S Al- Insyirah: 7)

﴿٨﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ

dan hanya kepada Tuhanmulah hendaknya kamu berharap. (Q.S Al- Insyirah: 8)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*The Effectiveness of Using Story Mapping toward Students Reading Comprehension of Narrative Text at the Tenth Grade of SMAN 1 Mojolaban in the Academic Year 2022/2023*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 23<sup>rd</sup> May 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that that thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 23<sup>rd</sup> May 2023

The Researcher,



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## ABSTRACT

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Advisor : Ika Sulistyarini, M.Pd.

This research aimed to find out the effectiveness of using story mapping technique toward students' reading comprehension of narrative text at the tenth grade of SMAN 1 Mojolaban in the academic year of 2022/2023. In teaching learning reading activities students have some problems in comprehending an English text. The problem are the students were passive in the classroom during teaching learning process and they were less in practicing reading English text in the classroom even in the form of short or long text.

This research was a quantitative research and the design used was a Two Group Pretest-Posttest Design which belongs to True Experimental research design. This design meant that the researcher gave pre-test, treatment, and also post-test to both of group experiment and control group. To determine the subject of the research the researcher used sampling technique namely cluster random sampling. The sample was X IPA 1 as the experimental class and X IPA 3 as the control class, in X IPA 1 consists of 30 students in X IPA 3 consists of 32 students. The data collection technique used in this research was test which conducted twice as pre- test and post-test. The total number of each test was 25 multiple choice items. The technique of analyzing the data was t-test.

Based on the result of statistical calculation, it was obtained that the value of t observation ( $t_o$ ) is 14,949, while t table was 2,045 with the degree of freedom (df) is 29, and the value of significant is 5% (0.05). Therefore, from the data, it can be inferred that the value of ( $t_o$ ) was higher than  $t_t$ . In short, the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. So it can be concluded that story mapping technique is effective to use in teaching reading comprehension of narrative text at the tenth grade of SMAN 1 Mojolaban in the academic year 2022/2023.

**Keywords:** *Story Mapping, Reading Comprehension, Narrative Text*

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the study**

Reading ability is essential for students' intellectual development. Reading allows students to expand their knowledge because the majority of the information they require can be obtained through reading. According to Grabe (2009) in Haynes (2010), reading is an activity completed to obtain information and comprehend the written text. It means that reading is a process by which people obtain additional information and ideas from a text, such as a book, a newspaper, a letter, or anything else. According to Tarigan (2008: 7), reading is a process that readers engage in to comprehend the message that the writer is attempting to express through the use of words or written language.

Reading is a complex process because it requires communication between the writer and the reader. Readers must attempt to comprehend the text and build its meaning when they are reading. For many reasons, having good reading skills is important. In order to access the global knowledge, information, and many other increasingly useful references to help them with their studies, students will need to be able to read and comprehend any written materials in English. Additionally, having good reading skills can help students develop their other language abilities. The students will become



familiar with English by reading a lot of English-language materials, which will imply that they are proficient in the language.

However, to enhance their reading ability, the students must do more than just read the text word for word; they must also comprehend its meaning and its message. According to Dalman (2021: 87), reading comprehension is a reading skill that is at a higher level. Reading comprehension requires cognitive reading, therefore, the reader should be able to understand the material they are reading. As a result, after reading the text, the reader can express the results of his reading comprehension by summarizing the reading's contents in his own words and expressing it both orally and in writing. According to Sanford (2015: 3-4), there are several factors that influence students' reading comprehension, including their background, vocabulary proficiency, and memory capacity. Whereas, according to the Indonesian curriculum design, reading is one of the skills that students there are required to master.

Based on the 2013 Curriculum, one of the Competency Standards for Senior High School, students are required to comprehend the meaning of short functional texts and simple brief essays that are relevant to their immediate real-life contexts. Based on these competency standards, the basic competencies that students must acquire include the ability to respond to meanings and rhetorical procedures in simple short essays that are relevant to their real-life contexts and can take the form of narrative, procedure, recount, and descriptive texts.

The researcher conducted pre-research of SMAN 1 Mojolaban students in the tenth grade before beginning to write this study. SMAN 1 Mojolaban is a Senior High School in Mojolaban District and has accreditation A. Researcher collected data by interviewing one of the English teachers at the school, namely Mrs. Datik Wuryaningsih, S.Pd. She claimed that almost all students struggle to comprehend an English text during the learning process. This problem causes students to be passive in class and students get low scores in English subject. During the pre-research, the researcher also analyzed the teacher involvement in the teaching and learning process. The researcher found another problem is that the teacher only uses one method to teach English, especially in reading skill. The method is monotonous and makes students get bored quickly.

The effectiveness of teaching techniques has an impact on students' ability to comprehend text. According to Setiyadi (2020), the teacher should significantly enhance the students' learning engagement with the proper method for optimal learning engagement. One of the keys to effective teaching and learning may relate to the approach, plan, or method the teacher uses in the classroom. In order to help the students resolve their difficulties comprehending the texts, the teacher should implement a different technique.

Story mapping is one technique that should be considered for continued use. Story mapping is a technique that can be used both before and after reading a story. This technique can help students understand the text more easily. According to Ibnian (2010), story mapping is a visual

representation of the sequence of events and actions in a story. Ibnian also described story mapping as a graphic organizer for identifying story elements in chronological order. It is because the story mapping technique includes some elements that are present in a story.

Fortunately, there are several evidence-based practices available to help struggling students enhance their reading comprehension. Reed and Vaughn (2012) mention the following strategies as being beneficial: (1) teaching relevant background knowledge (such as definitions of unfamiliar vocabulary, translation of foreign phrases, clarification of difficult concepts, and so on), (2) outlining different types of text structure, (3) assisting in identifying the main ideas in a text, (4) demonstrating how to summarize a text by making inferences and synthesizing the information, and (5) using an instructional activity known as reciprocal teaching, in which a student and a teacher (or a tutor) engage in interdisciplinary collaboration. The use of graphic organizers is effective and well-known approach.

Felber (1989) in Dewi Nurpitriyani (2015) claimed that story mapping is an effective method for teaching first and second grade students reading comprehension. This is due to the fact that story mapping elements allow students to be creative when filling out the story mapping elements. As a result, when students use story mapping, they can see how one story relates to another. The story will be incomplete if one element is missing. The visual schema of a story includes the identification, organization, and analysis of story elements such as the beginning, middle, and end.

Narrative text will be chosen as the subject of study among all the text genres mentioned above for class tenth grade students of SMAN 1 Mojolaban. It is because story mapping includes aspects that can only be applied to texts that tell stories, like narrative text. Comprehending a narrative text is important for students to learn because it is one of the competencies that should be gained at the tenth grade. For tenth grade students, reading narrative texts has the purpose of helping students examine and comprehend the language features, social functions, and text structure included in basic stories, whether they are written or spoken, based on their contents. However, some students had difficulty comprehending the narrative text.

Moreover, SMAN 1 Mojolaban has never used the story mapping technique to aid students in comprehending English text that takes the form of a narrative. The teacher claimed during the interview that she had never used story mapping techniques to teach reading. Thus, using story mapping in this research as a means of preventing student boredom and requiring critical thinking in every class will aid the students in comprehending the text. Additionally, this method increases students' motivation and interest while they are learning English, especially during reading sessions.

The following are some of the advantages of using the story map reading technique, according to Mendiola (2011) in Kurniawan (2013): (1) The story map is a very effective and useful tool for teaching students to organize story content into a coherent whole. (2) It increases understanding of material that is above their instructional levels, making it a useful strategy for

both exceptional and low achievers. (3) Teachers start to spend more time considering the plot of the story they are going to teach and how each chapter relates to the others. (4) Students are helped to visualize the story by these meaningful representations. (5) Students are able to comprehend how the various elements of the story match around each other, and they use this comprehension repeatedly as they predict what will probably happen next in each new story. (6) It makes it possible for students to more effectively store information in their personal schema and makes it simpler for them to remember story details completely and accurately.

The story mapping technique has been used in a few earlier studies to help students score higher and reach reading indicators. One thesis and five journals were the previous studies. The researchers' study of using story mapping to students reading comprehension was successful.

A study published in 2020 by Weli Bernado Tamsil, titled "Improving Students' Reading Comprehension On Narrative Text By Using Story Mapping Technique" is the first previous study. The similarities between this research and previous research, namely story mapping and reading comprehension in the narrative text of the study. The distinction is that previous studies made use of classroom action research. While this study is experimental research. The research's results showed that the story mapping technique helped students in SMA Taman Mulia Kubu Raya's eleventh grade class comprehend narrative texts in the academic year 2019–2020. The story map technique is a useful tool for teaching reading comprehension of

narrative texts because it encourages students to organize their thoughts into a map that will help them integrate the ideas and concepts from the story.

The second study was published in a journal by Nur Aini et al. (2019) published a journal article titled "The Effect of The Use of Story Map on Students' Narrative Texts Reading Comprehension." The similarities between this research and previous research, namely story mapping and reading comprehension in the narrative text of the study. The distinction between this research and previous studies is object; the previous studies object was junior high school. While the object of this research is senior high school. Another distinction is that previous studies applied pre-experimental design, whereas the sampling technique was purposive sampling. While this research is using quasi-experimental research and cluster random sampling as the sampling technique. According to the data, the researcher's concluded that story mapping is an important tool for teaching eighth grade students how to comprehend narrative texts. The students' post-test results showed that students at MTS. Eight grade students at Darul Ulum Kubu Raya had performed better on their post-tests than they had on their pre-tests before the instruction.

The third study is the thesis, "The Effectiveness Of Using Story Mapping On Students Of Reading Comprehension In Narrative Text At SMPN 1 Sumbergempol," by Dina Annurlia Yufariani (2018). The similarities between this research and previous research, namely story mapping and reading comprehension in narrative text of the study. The

difference between this study and the previous one is the object; in the previous study, the object was junior high school. While the object of this research is senior high school. The study's results showed that teaching narrative texts with and without the use of story mapping techniques differs significantly. The story's contents could be simpler for the students to comprehend. When reading narrative texts, using the story mapping technique is more effective than not using it. This method of teaching reading is expected to be used at SMPN 1 Sumbergempol, specifically for the eighth grade.

In consideration of the previous explanation, the researcher intends to carry out an experimental study to see whether the story mapping technique is effective of SMAN 1 Mojolaban students. The research is titled "The Effectiveness of Using Story Mapping toward Students Reading Comprehension of Narrative Text at the Tenth Grade of SMAN 1 Mojolaban in the Academic Year 2022/2023."

## **B. Identification of the Problems**

The follows are some problems in teaching reading of students in the tenth grade at SMAN 1 Mojolaban in the academic year 2022–2023 based on the background of the study mentioned above:

1. The SMAN 1 Mojolaban students in the tenth grade have difficulty to comprehend the text's context.

2. Students have lack of interest in reading text, especially for long longer text such as in the story.
3. The methods for teaching English reading are limited and monotonous.
4. The teacher teaching of reading usually uses conventional technique
5. Students do not know if there is a technique in learning reading which makes students enjoy and entirely understand the content of texts.
6. Students get low score in reading comprehension test
7. SMAN 1 Mojolaban has never used the story mapping technique.

### **C. Limitation of the Problems**

The researcher creates limitations for the research object and variables in order to maintain the study on topic. The researcher focus is on narrative text because story mapping includes aspects that can only be applied to texts that tell stories. The researcher focus at tenth grade because comprehending a narrative text is important for students to learn because it is one of the competencies that should be gained at the tenth grade. So the researcher limit this study on effectiveness of using story mapping toward students reading comprehension of narrative text at the tenth grade of SMAN 1 Mojolaban in the academic year of 2022/2023.

### **D. Formulation of the Problems**

The problem for this research can be stated as follows after identifying the limits above: "Is using story mapping effective toward students' reading



comprehension of narrative text at the tenth grade students of SMAN 1 Mojolaban in the academic year of 2022/2023?"

### **E. Objectives of the Study**

The objective of this research is to find out the effectiveness of using story mapping technique toward students' reading comprehension of narrative text at the tenth grade of SMAN 1 Mojolaban in the academic year 2022/2023

### **F. The Benefits of the Study**

The result of this research is expected to give benefits both theoretical and practical:

#### 1. Theoretical Benefit

The researcher expects that the study findings will enhance education and positively affect the teaching and learning process, as well as solve some of the issues that arise while learning English, especially in teaching reading skills. The findings of this research also lend support to a previous theory about how story mapping can be used to teach reading comprehension.

#### 2. Practical Benefit

##### a. For Students

The researcher expects that students will be able to use story mapping techniques to comprehend other texts or to study other subjects after receiving treatment from this study. Furthermore, researchers hope

that this study will increase student motivation and support for learning English. Students can thus achieve good score in English and good comprehension of many texts by using the story's mapping method.

b. For the English Teacher

Practically, researchers expect that the findings will be a supplement to the story mapping-based teaching method used by senior high school teachers to teach reading comprehension. As a result, the teacher can assist students in developing their reading comprehension abilities so that they can understand the text's meaning.

c. For the Other Researchers

Researcher hopes that the findings of this study will be useful to other researchers as additional knowledge, motivation, inspiration, and references in other studies of a similar studies.

## **G. Definition of Key Terms**

To avoid misunderstandings about the meaning of the terms used in this study, the researcher provides the following definitions:

### **1. Students Reading Comprehension**

According to Dalman (2021), reading comprehension is a reading skill that is on a higher level. Reading comprehension requires cognitive reading, so the reader must be able to comprehend the material being read. As a result, after reading the text, the reader can express the results of his

reading comprehension by summarizing the reading's contents in his own words and expressing it both orally and in writing.

## 2. Story Mapping

According to Grunke, Wilbert, Stegemann (2013), story mapping is a visual learning technique that reveal the structure of concepts as well as their relationships. Story mapping assist students in developing an organized schema and connecting prior knowledge to the content of a text that the learner is reading.

## 3. Narrative Text

According to Coffman and Reed (2010), a narrative text contains a set of several elements, such as a setting, a plot (a series of episodes based on objectives, attempts, and results), a resolution or a conclusion, and character development. The characters, the event, and the reason why the event happened are all described in narrative texts. A story is a section of text's content that describes the ups and downs that a character experiences. It shows that a narrative text is one that tells a story about things that happen to a character.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

This chapter discusses the study's theories. Discussion topics included reading comprehension, story mapping, previous study, rationale, and hypothesis.

##### **1. Reading**

###### **a. Definition of Reading**

According to Tarigan (2008: 7), reading is a process that readers engage in an attempt to comprehend the idea that the author tries to express through the use of language in writing. Reading is a cognitive task or process that looks at different written material for various types of information. This indicates that reading involves a thought process in order to comprehend the text read. Therefore, reading involves more than simply looking at a collection of letters that have been combined to form words, groups of words, sentences, paragraphs, and discourses.

According to Dalman (2021: 5), reading is a skill that helps people comprehend and interpret symbols, signs, and meaningful text so that the writer's message is acceptable to the reader. Klein et al. in Dalman (2021: 6) suggest that reading consists of the following: First, reading is a process. The major point here is that reading-related knowledge or information that the reader already possesses plays a significant role in

comprehending. Second, reading is strategic. Effective readers construct meaning from their reading by utilizing a variety of reading techniques that are appropriate for the text and context. Third, interactive reading. Depending on the context, the reader may or may not engage with the text. A useful text will pique the interest of readers who have a lot of objectives in mind. To engage the reader in conversation with the text, the text must be simple to understand.

In reading activities, readers must be able to: (1) observe the symbols presented in the text, (2) interpret symbols or words, (3) follow the printed words with linear, logical, and grammatical patterns. (4) connecting words with direct experience to give meaning to the word, (5) making inferences (conclusions) and evaluating reading material, (6) remembering what was learned in the past and combining new ideas and facts with the content of the text, (7) knowing the relationship between symbols and sounds, as well as between words stated in the text, and (8) sharing the attention and personal attitudes of readers that affect the reading process (Harjasujana and Mulyati in Dalman, 2021: 8).

Based on explanation above, it can be concluded that reading is the process of pronouncing writing to understand its contents. Reading is an activity that is connected to speaking, writing, and listening. A good reader will comprehend what he is reading. He can also orally or in writing convey the information he learned from reading it.

Thus, Reading is a language skill that is connected to other languages. So, reading is one of the language skills, an active, purposeful process, and requires certain strategies according to the purpose and type of reading.

**b. Purpose of Reading**

The primary goal of reading is to find and acquire information, including content and to comprehend what reading is all about. According to Anderson in Tarigan (2008: 9-11), There are seven various kinds of reading-related purposes, including:

- 1) Reading to get details and facts. It means reading to find out characters' discoveries, their actions, what has happened to a particular character, or to help them solve the problems they create.
- 2) Reading to get the main ideas. This mean reading to explore the story's problems, the problems the characters face, what the characters learn or experience, and summarizing what the characters do to accomplish their objectives.
- 3) Reading to sequence or organization. Finding out what happened in each chapter, what happened first, second, third, and so on. Every stage, including the scenes and events, is created to solve a specific problem.
- 4) Reading to inference. It means reading to learn the reasons behind the characters' emotions, what the author is trying to convey to the

audience, why the characters change, and the qualities that determine whether they succeed or fail.

- 5) Reading to classifying. It implies reading to discover anything unusual or out of the ordinary about a character, what humor there is in the story, or whether the story is true or not.
- 6) Reading to evaluating. It implies reading to determine whether the character achieves success or complies to certain standards, whether we want to act in the same way as the character or work in the same manner as the story's character.
- 7) Reading to comparing of contrast. It entails reading to discover how the characters change, how their lives differ from our own, how the two stories are connected, and how the readers can identify with the characters.

**c. Types of Reading**

There are four types of reading performance and assessment tasks, according to Brown (2004: 189-216): perceptive reading, selective reading, interactive reading, and extensive reading.

1) Perceptive Reading

When conducting a perceptive reading task, one must consider the broad components of discourse, such as letters, words, punctuation, and other graphemic symbols.

## 2) Selective Reading

Selective reading tasks, such as picture-cued tasks, matching, true or false, multiple choice, etc., are used to assess a reader's understanding of lexical, grammatical, or discourse features of language within a very brief passage of language.

## 3) Interactive Reading

Several paragraph to one page or longer language segments that require the reader to engage with the text in a psycholinguistic way are included in the category of interactive reading. Therefore, reading is a process of negotiating meaning; the reader brings a set of schemata to the text in order to understand it, and intake is the outcome of that interaction. Anecdotes, brief stories and descriptions, passages from longer texts, questionnaires, memos, announcements, directions, and recipes are examples of genres that typically lend themselves to interactive reading. An interactive task's main goal is to help students recognize important lexical, symbolic, grammatical, and discourse elements in texts of a moderately short length in order to help them remember the information that has been processed.

## 4) Extensive Reading

Extensive reading is typically defined as reading that is longer than one page, including books, short stories, technical reports, essays, and professional articles.



#### **d. Reading Activity**

Reading activities in the classroom go through three stages, as explained by Fauziati (2015: 19) as follows:

##### 1) Pre-reading

Pre-reading activities are used to prepare students to read. Activities to do before reading can help students prepare in a variety of ways, for example, by assessing their prior knowledge of the topic and content of the text, assisting them in selecting the type of text to read and its intended purpose, and preparing them for the reading they will be doing.

##### 2) While-reading

While reading, it's important to match our activities to our reading goals. Completing activities while reading allows students to assess their comprehension. The goal of the reading determines the type and level of comprehension that are appropriate.

##### 3) Post-reading

Post-reading activities serve as a way to wrap up reading class. Recommended post-reading activities include the following:

- a) Giving responses to true/false or multiple-choice questions that demonstrate understanding of the messages.

- b) After being given a variety of potential summary sentences, students are asked to choose the one that best summarizes the text.
- c) Writing as a follow-up to reading exercises involving passages. Another option is to instruct students to write a summary with several pointed questions.
- d) Speaking after reading-related activities. Associated activities with the passage they have read might include a debate, an interview, a discussion, a role-play, etc.

## **2. Reading Comprehension**

### **a. Definition of Reading Comprehension**

Reading comprehension is the process of acquiring information from a reading material and understanding or determining the intended meaning of the reading in order to effectively communicate that meaning to the reader. A person conducting reading comprehension activities must be able to comprehend the information in the reading and possess a command of the content used in it.

According to Dalman (2021: 87), reading comprehension is a reading skill that is on a higher level. Reading comprehension requires the cognitive reading, therefore the reader must be able to comprehend the material they are reading. As a result, after reading the text, the reader can express the results of his reading comprehension by

summarizing the reading's contents in his own words and expressing it both orally and in writing.

Tarigan (2008) defined reading comprehension as the process by which readers become aware of an idea, comprehend its terms in relation to the experimental background, and interpret it in relation to their own needs and goals. Tarigan also defined the primary goal of reading comprehension as determining the answers to the questions based on the reading text. The questions about the title or topic, the problems discussed or explained in the reading, and the actions that the character learns and takes are all related to that.

In other words, reading is a complex task that recognizes for the reader to have a good knowledge of the grammar and vocabulary of the language they are reading as well as the ability to analyze, synthesize, and evaluate what they are reading. So, comprehension is the ultimate goal of reading.

Based on the explanation above, it can be concluded that reading comprehension has the aim of understanding a reading as a whole. Comprehensive understanding includes getting the main idea, being able to capture implied and explicit meanings, obtaining details and facts in the reading, determining the title or topic, making comparisons or contradictions and making conclusions.

**b. Levels of Reading Comprehension**

Dalman (2021) classifies reading comprehension into four levels, namely:

**1) Literal comprehension**

Literal comprehension means that the reader only comprehend the meaning as it is, according to the meaning of the language symbols in the reading.

**2) Interpretative comprehension**

Interpretative comprehension means that the reader is required to be able to analyze as well as make a synthesis of the information obtained through reading.

**3) Critical comprehension**

Critical comprehension means that the reader is able to evaluate or assess accurately. This means that the reader knows exactly the truth or error of the contents of the discourse based on the knowledge and data they have about the information contained in the reading.

**4) Creative comprehension**

In this stage when finished reading, the reader will try or experiment to make something new based on the content of the reading.

**c. The Principal Strategies for Reading Comprehension**

According to Brown (2004), there are a few reading comprehension strategies, including:

- 1) Determining the reading's goal. Clarifying the reason why you are reading something is essential to efficient reading. The reader will be able to find what they are looking for and weed out any potentially irrelevant information by doing this.
- 2) Helping bottom-up decoding by using grapheme rules and patterns (for beginning level learners).
- 3) For relatively quick comprehension, use an effective silent reading technique (for intermediate to advanced levels).
- 4) Skimming has the benefit of enabling readers to predict the passage's goal, its main point, and perhaps even the emergence of some supporting arguments.
- 5) Scanning is the process of extracting specific information from a text without actually reading it.
- 6) Semantic clustering or mapping
- 7) A vocabulary analysis
- 8) Guessing is a skill that students can use to:
  - a) guess a word's meaning
  - b) guess a grammatical relationship.
  - c) Infer implied meaning
  - d) Assume a discourse relationship

- e) Assume a cultural reference
  - f) Determine the messages' contents
- 9) Separating literal meaning from implied meaning
- 10) Making use of discourse markers to speed up the processing of relationships. There are many discourse markers in English that show the connections between the ideas expressed in phrases, clauses, and sentences. The effectiveness of students' reading can be greatly increased by having a clear understanding of such markers.

### **3. Story Mapping**

#### **a. Definition of Story Mapping**

Before knowing the definition of story mapping, it is important to understand its origins, as stated by Farris (2004: 345):

“The origin of story maps lies within story grammar research. The term story grammar refers to the hierarchical rules or psychological structures that people use to create and remember stories, the skeleton underlying story, so to speak. These are psychological models of comprehension formation in their long-term memories”.

According to Boon, Paal, Hintz, and Freyre (2015), story mapping is one instructional technique that can help students improve their reading comprehension of narrative text. A story mapping is a visual framework, typically in the form of a graphic organizer, that aids in the development of story structure and elements. The arrangement

and display of story elements on a story map assist students in visualizing the story structure and identifying key story components within a story passage.

According to Grunke, Wilbert, and Stegemann (2013), story mapping is a visual learning technique that reveals the structure and relationships of concepts. Story mapping helps students create an organized schema and connect prior knowledge to the content of a text they are reading. The teacher can use these tools to show students how to locate the elements of a narrative (settings, characters, problems, events, solutions, and conclusions).

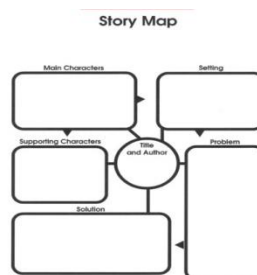
According to Ibnian (2010), story mapping is a technique for highlighting key information from text by using picture frames. This technique allows students or readers to quickly grasp the text's main points. This instructional strategy employs a diagram to visually depict the setting or the sequence of events and action in the story. Story mapping is a technique used after a story has been read. Along with that, it entails classifying the major components and the major events in chronological order. The structure of the story and the order of the events are frequently illustrated with a graphic.

According to Isikdogan and Kargin (2010: 1512), story mapping technique is effective for separating significant and insignificant information in the story, guiding students (making them concentrate on important components), providing active participation,

transferring information into long-term memory, activating foreknowledge, and predicting. By providing an organized text map, this technique has successfully guided students through text and increased reading comprehension. The story map technique aims to improve thinking maps that help in text comprehension by assisting students in creating stories about the story's elements in their minds after a period of time without using the provided visual material as story mapping.

Based on the explanation above, it can be concluded that story mapping is recognized as an effective technique for separating significant and insignificant information in the story, guiding students, providing active participation, transferring information into long-term memory, activating foreknowledge, and predicting. The story map technique aims to improve thinking maps that help in text comprehension by assisting students in creating stories about the story's elements in their minds after a period of time without using the provided visual material as story mapping.

Below is the graphic of story mapping:



**Figure 2. 1 Graphic of Story Mapping**



### **b. Advantages and Disadvantages of Story Mapping**

Mendiola (2011) in Kurniawan (2013) mentioned the following advantages of using a story mapping technique:

- 1) A story map is an extremely effective and useful tool for teaching students how to organize story content into a coherent and consistent whole.
- 2) It increases understanding of material that is above their instructional levels, making it a useful strategy for both exceptional and low achievers.
- 3) Teachers start to spend more time thinking about the plot of the story they will teach and how each chapter relates to the others.
- 4) Students are helped to visualize the story by these meaningful representations.
- 5) Students are able to comprehend how the various elements of the story match around each other, and they use this comprehension repeatedly as they predict what will probably happen next in each new story.
- 6) It makes it possible for students to more effectively store information in their personal schema and makes it simpler for them to remember story details completely and accurately.

However, the following list includes a few disadvantages of using story mapping:

- 1) Passive students who are shy or lazy will simply observe and be uninterested to explore the map.
- 2) Managing the class will take up the teacher's time.
- 3) Teaching a long word takes a lot of time, and it will be challenging for the students if they don't comprehend the context of the sentences in the text.

The disadvantages of story mapping, according to Farris (2004), include the fact that it can only be used with specific texts and that only stories can be mapped. Story mapping is only applicable to texts that tell stories, such as narrative texts, because they contain story elements.

Based on the advantages and disadvantages of using story mapping discussed above, the researcher believed that story mapping can aid students in comprehending texts, especially narrative texts.

### **c. Procedure of Using Story Mapping**

According to Farris (2004), the general procedures to follow when creating a simple story mapping are as follows:

- 1) Reading the story. List the main ideas, key events, and characters who contribute to the story plot in a chronological description.
- 2) Focusing mainly the visual story mapping title, theme, or topic in a dominating bubble or at the top of the semantic chart.

- 3) Creating a enough amount of symmetrical ties which extend outward from the maps center to fit the main plot points. In chronological order, moving clockwise around the center, attach related items or secondary information to these ties.
- 4) Including important information from the summary list and drawing extra ties that project out symmetrically from each secondary bubble to accommodate the main plot event's important details.
- 5) Checking the quality of the result semantic chart or story map.

#### **d. Story Mapping Used in Teaching Narrative Text**

Applying the story mapping technique to the teaching of narrative text involved some steps. According to Farris (2004), the steps for using story mapping to teach narrative text are as follows:

- 1) Explaining the idea of a story map and outlining its advantages for students.
- 2) Explaining the key elements of story mapping by first determining a story's title, theme, and significant characters. Next, it must determine the story's orientation or significant plot, accompanied by the resolution.
- 3) Have each pair of students read the text together.
- 4) The teacher instructs them to limit their answer writing to key words.

- 5) After receiving instruction from the teacher on how to use the story mapping technique, ask students to complete the story map worksheet on their own.
- 6) Conducting student evaluations. To evaluate their understanding of the story, the teacher asks them a few questions.

The researcher creates a learning plan, or lesson plan, before teaching narrative text learning using story mapping. The researcher followed the English teacher's syllabus as a guide when designing the lesson plan for the teaching and learning process and the research test. The standard of competence, based competence, materials, indicators, time location, learning activities, and evaluation may all be included in the syllabus.

The researcher can determine the steps to use in teaching and learning activities involving narrative texts from the steps mentioned above because they are appropriate for the situation. The students might be instructed in a group, then in a pair, and finally individually.

#### **4. Narrative Text**

##### **a. Definition of Narrative Text**

Coffman and Reed (2010: 5) define narrative text as having several common elements, such as a setting, a plot (a series of episodes based on goals, attempts, and outcomes), a resolution, or a story ending.

Even in junior high or senior high school, students must learn how to read narrative texts. Narrative text is a text which tells a story. The narrative could be fantastic, realistic, or a combination of both.

According to Djatmika and Wulandari (2013), a narrative text is text that tells the story of a series of logical and chronologically related events that are caused or experienced as a result of certain factors. A narrative text is organized structurally with orientation, complication, and resolution. Elements in narrative text include prepositions, conjunctions, adverbs, adverbial phrases, adverbs of time, noun phrases, tenses (past tense and past perfect tense), and direct and indirect speech. A narrative text is also defined as a type of text that can entertain the reader or listener while also containing moral value.

According to Sapitri, Novia, and Rachmanita (2020), a narrative text is a story written in a creative format that describes a series of fictional or nonfictional events. Furthermore, narrative text can be a made-up story or based on a true event. Narrative texts also describe the story's characters, the event, and the reason why it happened. A story is a section of text that describes the ups and downs that a character encounters while experiencing those events. It demonstrates that a narrative text is one that tells a story and that the events that take place in the story are those that happen to the characters.

Based the explanation above, it can be concluded that narrative text is organized structurally with orientation, complication, and

resolution. Elements in narrative text include prepositions, conjunction, adverb, adverbial phrases, adverb of time, noun phrases, tenses, and direct and indirect speech. Furthermore, narrative text can be a made-up story or based on a true event. Narrative texts also describe the characters in the story, the event in the story, and the reason why it happened.

#### **b. The Purpose of Narrative Text**

According to Siahaan and Shinoda (2008) in Purba (2018), the goal of a narrative text is to engage the reader's personal feelings, not just amuse or entertain them. Additionally, they added that narration has a connection to telling about conflicts and how those conflicts are resolved. The moral lesson that the reader will learn after reading will reveal something about their own feelings. Narrative can also be used to instruct or inform, or to change attitudes or social opinions. A narrative text follows a strict chronological order that begins, middles, and ends. It's thought that narrative text structures could improve students' reading comprehension. Therefore, the primary goal of narrative texts is to amuse the reader.

Based on the definitions above, the researcher reached the conclusion that a narrative text is a type of story that aims to both entertain and engage the reader's feelings. In addition, the story also has

a narrator who tells stories. Depending on the author's objectives, the narrator may be in the first or third person.

### **c. Generic structure of Narrative Text**

According to Zulfah (2020), there are generic structures in narrative texts that organize the paragraph and make the text interesting. The following is a description of the generic structures:

#### 1) Orientation

The orientation stage involves introducing the story so that it is at the beginning. In this stage, the reader will be introduced to the various characters, the background of the story, when the story occurs and others.

#### 2) Complication

Complication is the stage of revealing the story conflict. The characters involved are generally the main characters with other characters. The reader will know who the protagonist and antagonist are in the story they read.

#### 3) Resolution

At the resolution stage, the reader will be presented with the resolution of the conflicts that occur. The resolution of this conflict can lead to a happy ending, a sad ending or even 'hanging'.

#### 4) Re-orientation

This structure is optional in narrative text. However, generally the sentences in this paragraph will tell the last condition of the character in the story, or it can also contain lessons and moral messages that can be taken by the reader to be implemented in real life.

#### **d. Language Features of Narrative Text**

Zulfah (2020) also suggests that narrative texts have the following language features:

##### 1) Use Simple Past Tense

The tenses used in narrative text is simple past tense. This happens because the story usually happened in the past. For example, “ate”, “went”, “grew”.

##### 2) Mainly use Action Verb

Action verb is a type of verb to express an action or activity that is visible and can be seen by others. Action verbs are commonly used in narrative texts to tell chronologically what events and activities are carried out by the characters in the story.

##### 3) Saying and Thinking Verb

Saying verb is a verb to indicate the act of speaking, for example: tell, say, etc. Meanwhile, thinking verb is a verb that serves to inform the reader about what the characters think about an event in the story. An example of the verb is thought.

##### 4) Use Conjunction of Time



Because narrative text is a story in chronological form, it is possible to use the conjunction of time to connect the plots of each different time setting, simply to sequence events. Conjunction of time is a conjunction in English to show adverbs of time. Examples: before, after, as soon as, until, till, and many more.

#### 5) Use Adjective

In narrative text, this adjective serves to describe or explain the specific characteristics of each character mentioned in the story. For example, Aladdin is a poor man, Cinderella is a beautiful girl.

#### 6) Use Noun

In narrative texts, the readers will often find nouns as pronouns for certain people, animals, or things. For example, there is a narrative text that tells about Queen Elizabeth being replaced with the word "The Queen", then King William is replaced with "The King".

### e. Types of Narrative Text

According to Neo (2005) in Mestika (2009), there are various types of narrative texts, including:

#### 1) Fairytale

Fairytale is a genre of fantasy or unreal stories. Fairytales usually take the form of folk tales or children's stories whose stories are shrouded in magic. For example Snow White, Thumbelina, Timun Mas, and Cinderella.

## 2) Folklore

Folklore is a category of stories that are passed down from one generation to the next. In addition, this folktale usually spreads by word of mouth, so it will be told from generation to generation until it becomes part of the community's tradition. One example of the story is Malin Kundang.

## 3) Legend

A legend is a tale that combines a folktale and a fairy tale. Due to its heroic content, a legend is a folktale that many people take to be true. Legends typically describe how a location came to be. The Tale of Lake Toba is such an example.

## 4) Myth

A myth is a traditional or legendary story that typically centers on a particular hero or event and shows an illogical explanation or natural mysteries.

## 5) Science Fiction

Science fiction is a genre of text that frequently uses cutting-edge science and technology to explore fantastical and futuristic ideas.

## 6) Romance

Romance is a narrative text that contains the love struggle of the main character. Examples include Romeo and Juliet and I'm One of Those Fool Man.

#### 7) Horror Stories

A horror text is one that features popular astral creatures like ghosts and other terrifying astral beings.

#### 8) Fable

A fable is a short moral story in which animals are frequently the main characters.

#### 9) History

History is a story of past events and occurrences that includes a chronology of the location, characters, and time of the incident.

#### 10) Personal Experience

This kind of text allows the author to weave his own experiences into a fascinating narrative that readers can appreciate.

### **B. Previous Related Studies**

The story mapping technique has been used in a few earlier studies to help students score higher and reach reading indicators. One thesis and five journals were the previous studies. The researchers' study of using story mapping to students reading comprehension was successful.

A study published in 2020 by Weli Bernado Tamsil, titled "Improving Students' Reading Comprehension On Narrative Text By Using Story Mapping Technique" is the first previous study. The similarities between this research and previous research, namely story mapping and reading comprehension in the narrative text of the study. The distinction is that

previous studies made use of classroom action research, while this study is experimental research. The research's results showed that the story mapping technique helped students in SMA Taman Mulia Kubu Raya's eleventh grade class comprehend narrative texts in the academic year 2019–2020. The story map technique is a useful tool for teaching reading comprehension of narrative texts because it encourages students to organize their thoughts into a map that will help them integrate the ideas and concepts from the story.

In the second study, Muhammad Lukman Syafii (2021) published a journal article titled "The Implementation Of The Story Mapping Strategy To Enhance Students' Reading Comprehension." The similarities between this research and previous research, namely story mapping and reading comprehension of the study. The distinction is that previous studies made use of classroom action research. While this study is experimental research. The results of the study showed that the story mapping strategy when used in reading classes, was able to raise students' levels of achievement in reading comprehension, especially when it came to narrative texts.

The third study was published in a journal by Nur Aini et al. (2019) published a journal article titled "The Effect of The Use of Story Map on Students' Narrative Texts Reading Comprehension." The similarities between this research and previous research, namely story mapping and reading comprehension in the narrative text of the study. The distinction between this research and previous studies is object; the previous studies object was junior high school. While the object of this research is senior high school. Another

distinction is that previous studies applied pre-experimental design, whereas the sampling technique was purposive sampling. While this research is using quasi-experimental research and cluster random sampling as the sampling technique. According to the data, the researcher's concluded that story mapping is an important tool for teaching eighth grade students how to comprehend narrative texts. The students' post-test results showed that students at MTS. Eight grade students at Darul Ulum Kubu Raya had performed better on their post-tests than they had on their pre-tests before the instruction.

The fourth study, "The Effectiveness Of Using Story Map Technique To Students' Reading Comprehension On Narrative Text," was published in a journal by Rika Nurhikmah Sugandi, et al. (2022). The similarities between this research and previous research are story mapping and reading comprehension in research narrative texts. The design of this study and previous research is the same, namely, using quasi-experimental research. The distinction between this research and previous study is subject; the previous study subject was vocational high school. While the object of this research is senior high school. The findings showed the effectiveness of the story map technique in enhances the students' reading comprehension of narrative texts for the tenth grade at SMKN 01 Kragilan. As can be seen, reading comprehension in the experimental class has improved following treatment for both the experimental and control classes.

The fifth study is the thesis, "The Effectiveness Of Using Story Mapping On Students Of Reading Comprehension In Narrative Text At SMPN 1 Sumbergempol," by Dina Annurlia Yufariani (2018). The similarities between this research and previous research, namely story mapping and reading comprehension in narrative text of the study. The difference between this study and the previous one is the object; in the previous study, the object was junior high school. While the object of this research is senior high school. The study's results showed that teaching narrative texts with and without the use of story mapping techniques differs significantly. The story's contents could be simpler for the students to comprehend. When reading narrative texts, using the story mapping technique is more effective than not using it. This method of teaching reading is expected to be used at SMPN 1 Sumbergempol, specifically for the eighth grade.

### **C. Rationale**

As reading involves the comprehension process, the two concepts of reading and comprehension cannot be separated. Reading and the process of comprehension give readers access to knowledge, enjoyment, new vocabulary, new experiences, and other advantages. This is why readers need to be able to comprehend what they are reading. However, the students generally had difficulties comprehending the content during reading practice. It is caused by a variety of things, including the teachers reading teaching

techniques and the students low vocabulary mastery. The use of effective teaching techniques can help students in comprehend the text.

To prevent students from becoming uninterested in reading class, it should be interesting and fun. The story mapping technique is one alternative technique that can be used. Characters, setting, plot, events, problems, and resolution are indeed a few of the elements or structures that are present in story mapping. This technique can aid students in comprehending texts, particularly narrative texts. By using the story mapping technique, students can categorize the text into each division of the structures or aspects of narrative text. According to Ibnian (2010), story mapping is a technique for highlighting key information from text by using picture frames. Story mapping will effectively teach reading because it contains story elements that are especially appropriate to employ while reading story texts, such as in a narrative text.

#### **D. Hypothesis**

The hypothesis of this research can be seen as follows:

##### **1. Alternative Hypothesis (Ha)**

“There is significant effect of using story mapping toward students reading comprehension of narrative text at the tenth grade students of SMAN 1 Mojolaban in the academic year of 2022/2023”.

## **2. Null Hypothesis (Ho)**

“There is no significant effect of using story mapping toward students reading comprehension of narrative text at the tenth grade students of SMAN 1 Mojolaban in the academic year of 2022/2023”.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research method is a quantitative method. Quantitative methods contain calculations and analysis of numerical data. Meanwhile, the design of this research is a True-Experimental Design study which compares two things. In this research, it compares two classes. Experimental class will use the story mapping technique to reading comprehension of narrative text, while the control class will use the conventional technique to reading comprehension of narrative text. The term “conventional technique” refers to a technique that is frequently used by teachers, such as asking students to read the text, translate the text into their native language, and answer question about the text. The True-experimental design used in this study is Two Group Pretest-Posttest Design, where there are two groups that are randomly selected, then they will be given a pretest to find out the condition in the beginning, which is the difference between the experimental group and the control group. The design is as following:

**Table 3. 1 True Experiment Models Two Group *Pretest Posttest Design***

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
A	$O_{A1}$	$X_1$	$O_{A2}$
B	$O_{B1}$	$X_2$	$O_{B2}$

Where:

A : Experimental Group

B : Control Group

$O_{A1}$  : Pretest Experimental Group

$O_{B1}$  : Pretest Control Group

$X_1$  : Treatment Experimental Group Using Story Mapping

$X_2$  : Treatment Control Group Using Conventional Technique

$O_{A2}$  : Post-test Experimental Group

$O_{B2}$  : Post-test Control Group

In order to apply this research, the researcher will conduct four meetings in each class. In the experimental class, there is one first meeting for giving the pre-test, two meetings (second to three meetings) for giving the treatments using the story mapping technique, and one final meeting for giving the post-test. At the control class, there is one first meeting for giving the pre-test, two meetings for teaching with the conventional technique, and one final meeting for giving the post-test.

## B. Research Setting

### 1. Place of the Research

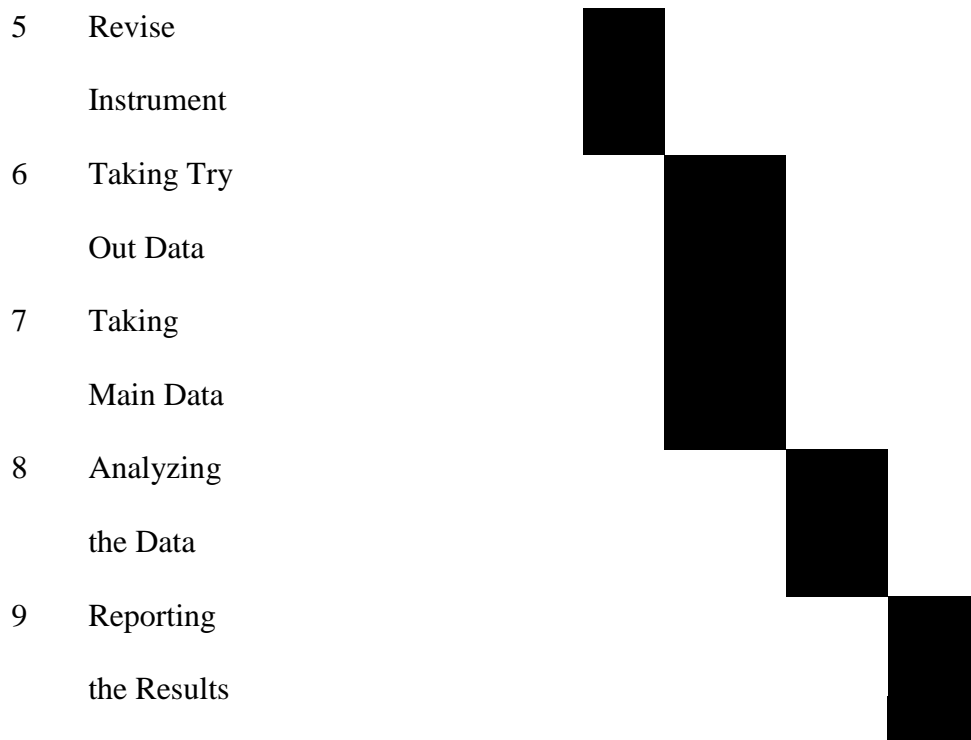
The data of this research was conducted at the tenth grade students of SMAN 1 Mojolaban in the academic year of 2022/2023. This school is located on Jl. Batara Surya No.10 Mojolaban, Kebak, Wirun, Sukoharjo, Sukoharjo Regency, Central Java 57131.

### 2. Time of the Research

The researcher will be held the research on October 2022 – May 2023 at SMAN 1 Mojolaban. The activities of the research were writing proposal, action, and analyzing data.

**Table 3. 2 Research Activities in SMAN 1 Mojolaban**

NO	Activity	Oct	Nov	Dec	Jan	Feb	March	April	May
1	Pre- Research	■							
2	Making Proposal		■	■	■	■	■	■	■
3	Seminar Proposal		■	■	■	■	■	■	■
4	Making Instrument					■	■	■	■



## C. Population, Sampling and Sample

### 1. Population

According to Sugiyono (2014), a population is a generalization area of objects or subjects that have specific qualities and characteristics chosen by the researcher to be examined and from which inferences can be drawn. According to Arikunto (2010), a population can be thought of as a research subject that includes all individuals or objects. The research population consisted of SMAN-1 Mojolaban students in the tenth grade in the academic year of 2022/2023. The researcher chose the tenth grade students as the subject because at this time the students are still adapting to the new environment from Junior High School to Senior High School. The tenth

grade at this school has three programs, namely science, social studies, and language. The school has ten classes in total: five for science, four for social studies, and one for language. The total number of the population at tenth grade of SMAN 1 Mojolaban are 324 students.

**Table 3. 3 Population of the research**

<b>No.</b>	<b>Classes</b>	<b>Students</b>
1	X IPA 1	30
2	X IPA 2	33
3	X IPA 3	32
4	X IPA 4	33
5	X IPA 5	33
6	X IPS 1	33
7	X IPS 2	32
8	X IPS 3	33
9	X IPS 4	32
10	X BAHASA	33
	<b>TOTAL</b>	<b>324</b>

(Source: SMAN 1 Mojolaban)

## 2. Sampling Technique

According to Johnson and Christensen (2014), sampling is the process of taking a sample from a population. In this research, the researcher will use cluster random sampling. According to Fraenkel and Wallen (2012), cluster random sampling is a research strategy that selects groups, or clusters, of subjects rather than individuals drawn at random from the population.

Cluster random sampling is more effective with more clusters and individuals. The researcher chose cluster random sampling because the objects of this research are large and the data resources are from the tenth grade of SMAN 1 Mojolaban and consist of ten classes.

The following are the cluster random sampling procedures:

- a) The researcher creates a list of every class.
- b) The researcher rolled the small paper on which she had written the names of each class.
- c) The researcher put the rolled paper into a bottle.
- d) The researcher shook the bottle and took a roll of paper. Class X IPA 1 is the first rolled paper, and it is used in an experimental class. Next, as a control class, rolled paper is in class X IPA 3.

## 3. Sample

Sample is part of the number and characteristics that are owned by the population (Sugiyono, 2014). It indicates that the sample is a small portion

of the population from which the study's data were drawn. Since the research results will be applied to the population as a whole, the sample should accurately represent the population. A sample allows the writer to efficiently and effectively gather and organize data.

Based on the statement above, the researcher will collect a sample from SMAN 1 Mojolaban students in the tenth grade in the academic year 2022–2023. As a sample of the population, the researcher will only take two classes. Two classes are created by dividing the sample that was drawn from the population. It is a science class, with X IPA 1 being the experimental class of 30 students who are using the story mapping technique, and X IPA 3 being the control class of 32 students who are using the questioning technique.

#### **D. Techniques of Collecting the Data**

According to Muijs (2004), a data collection technique is a method or process used to gather the data necessary to provide an answer to the research question. As a result, the researcher used a test to gather the data. According to Brown (2001), a test is a tool used to assess a person's proficiency or knowledge in a particular subject. Therefore, according to Arikunto (2010), a test is a collection of questions or exercises as well as another instrument used to assess a person's or a group's skill, intelligence, and ability. The test is used to assess the reading comprehension performance of the students before and after treatment.

## **E. Research Instrument**

Sugiyono (2014) defines an instrument as a tool used to measure data. Additionally, He also states that in a quantitative study, the validity and reliability of the instrument can be used to evaluate its quality of instrument, whereas the quality of data collection depends on the technique that was used.

There will be one kind of instrument used in this research, namely test. The tests consist of pre-test and post-test.

### **1. Pre-test**

A pre-test is a test that is given at the start of treatment to determine the homogeneity of the control and experiment classes. The researcher give pre-test to the students in this research to answer of the multiple choices test of reading test on narrative text without using story mapping. This multiple choice test consist of 50 items.

### **2. Post-test**

A post-test is a test used to determine whether the learning treatment has had any significant and perceptible effects. The researcher give post-test to the students in this research to measure students reading skill of narrative text after they got reading narrative text learning using story mapping in experimental group. This multiple choice test consist of 50 items.

The researcher should determine whether the test instrument is valid and reliable by using it on a class other than the control and experimental classes. The try-out test results are examined to determine the validity and



dependability of the instruments and to determine whether any items required revision. The students are given multiple-choice questions to answer during the tryout test. The type of text used in the tryout test is narrative text. The type of text is chosen based on the 2013 Curriculum, which required students in senior high school to comprehend narrative text. There are 50 questions in the tryout test.

**Table 3. 4 Blue Print of Tryout Pre -Test**

<b>No</b>	<b>Questions</b>	<b>Number of Questions</b>
1	Main idea/topic	1, 7, 13, 18, 25
2	Expression/idioms/phrases	10, 23, 39, 49
3	Inference (implied detailed)	5, 14, 27, 34, 36, 42
4	Grammatical features	11, 43, 44, 45, 46, 47
5	Detail (scanning for a specifically stated detail)	2, 9, 15, 19, 26, 33, 37
6	Excluding facts not written (unstated detail)	3, 8, 20, 31, 40, 48
7	Supporting idea	16, 21, 28, 32, 38
8	Synonym	4, 12, 17, 22, 30, 50

9 Opposite 6, 24, 29, 35, 41

**Table 3. 5 Blue Print of Tryout Post -Test**

<b>No</b>	<b>Questions</b>	<b>Number of Questions</b>
1	Main idea/topic	1, 7, 12, 31, 38, 46
2	Expression/idioms/phrases	11, 14, 30, 44, 48
3	Inference (implied detailed)	4, 16, 27, 35, 41
4	Grammatical features	18, 22, 23, 24, 25, 26
5	Detail (scanning for a specifically stated detail)	2, 10, 17, 32, 33, 39
6	Excluding facts not written (unstated detail)	5, 21, 28, 34, 45, 47
7	Supporting idea	6, 15, 19, 40, 50

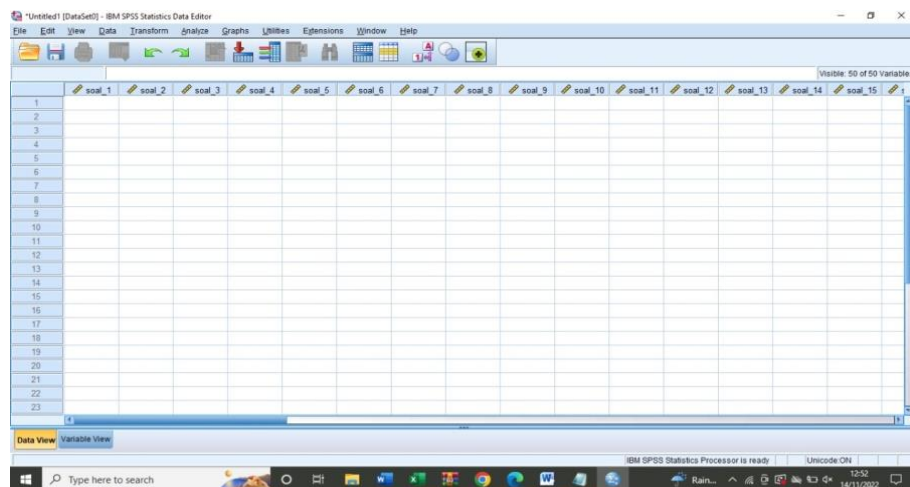
8	Synonym	3, 8, 20, 37, 43
9	Opposite	9, 13, 29, 36, 42, 49

## F. Data Validation

### 1. The Validity of the Instrument

Validity is when the test can measure what is purpose to the measure (Arikunto, 2006: 223). It means that validity is important thing in any test. After holding try-out test, the result computed to find out the validity. The steps are as follows to determine the validity of reading comprehension test items using SPSS version 26:

- a. Open SPSS 26 program for Windows



- b. Select variable view, fill the name column with each item until all of the questions have been answered, and remove the decimal column at 0.

Untitled1 [DataSet0] - IBM SPSS Statistics Data Editor

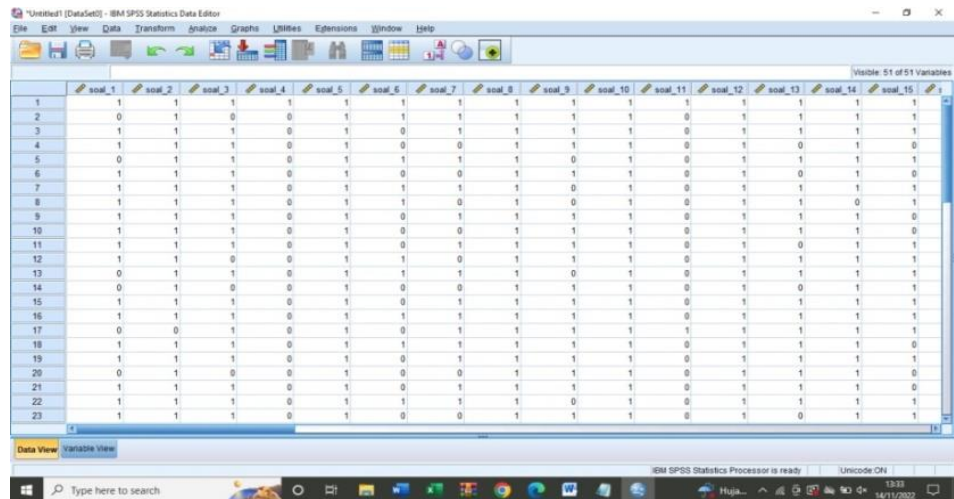
File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	soal_1	Numeric	8	0		None	None	8	Right	Unknown	Input
2	soal_2	Numeric	8	0		None	None	8	Right	Unknown	Input
3	soal_3	Numeric	8	0		None	None	8	Right	Unknown	Input
4	soal_4	Numeric	8	0		None	None	8	Right	Unknown	Input
5	soal_5	Numeric	8	0		None	None	8	Right	Unknown	Input
6	soal_6	Numeric	8	0		None	None	8	Right	Unknown	Input
7	soal_7	Numeric	8	0		None	None	8	Right	Unknown	Input
8	soal_8	Numeric	8	0		None	None	8	Right	Unknown	Input
9	soal_9	Numeric	8	0		None	None	8	Right	Unknown	Input
10	soal_10	Numeric	8	0		None	None	8	Right	Unknown	Input
11	soal_11	Numeric	8	0		None	None	8	Right	Unknown	Input
12	soal_12	Numeric	8	0		None	None	8	Right	Unknown	Input
13	soal_13	Numeric	8	0		None	None	8	Right	Unknown	Input
14	soal_14	Numeric	8	0		None	None	8	Right	Unknown	Input
15	soal_15	Numeric	8	0		None	None	8	Right	Unknown	Input
16	soal_16	Numeric	8	0		None	None	8	Right	Unknown	Input
17	soal_17	Numeric	8	0		None	None	8	Right	Unknown	Input
18	soal_18	Numeric	8	0		None	None	8	Right	Unknown	Input
19	soal_19	Numeric	8	0		None	None	8	Right	Unknown	Input
20	soal_20	Numeric	8	0		None	None	8	Right	Unknown	Input
21	soal_21	Numeric	8	0		None	None	8	Right	Unknown	Input
22	soal_22	Numeric	8	0		None	None	8	Right	Unknown	Input
23	soal_23	Numeric	8	0		None	None	8	Right	Unknown	Input
24	soal_24	Numeric	8	0		None	None	8	Right	Unknown	Input

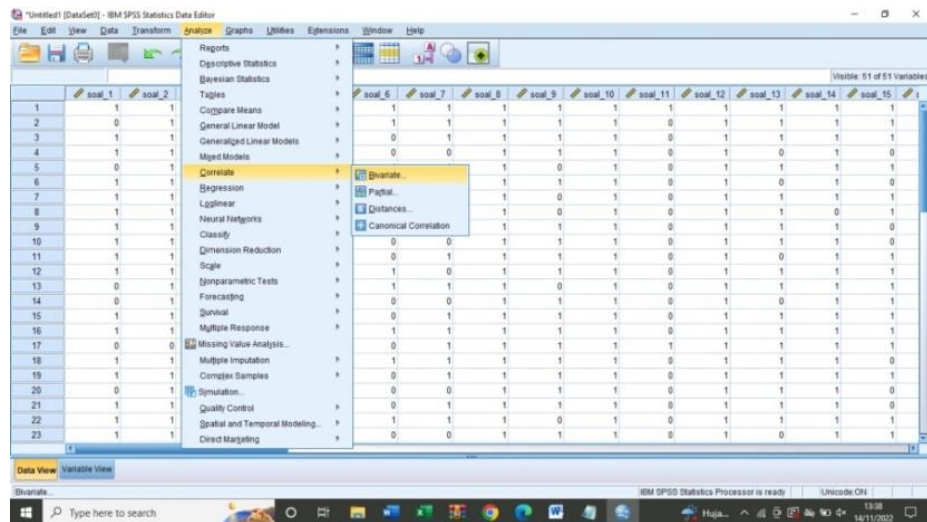
Data View Variable View

IBM SPSS Statistics Processor is ready | Unicode DB | 10:58 14/11/2022

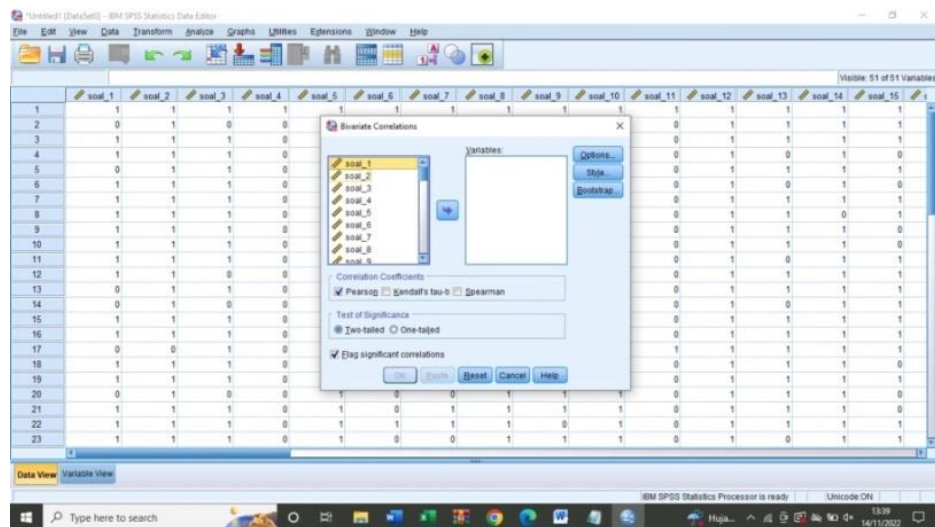
c. Click data view >> insert data from the variable



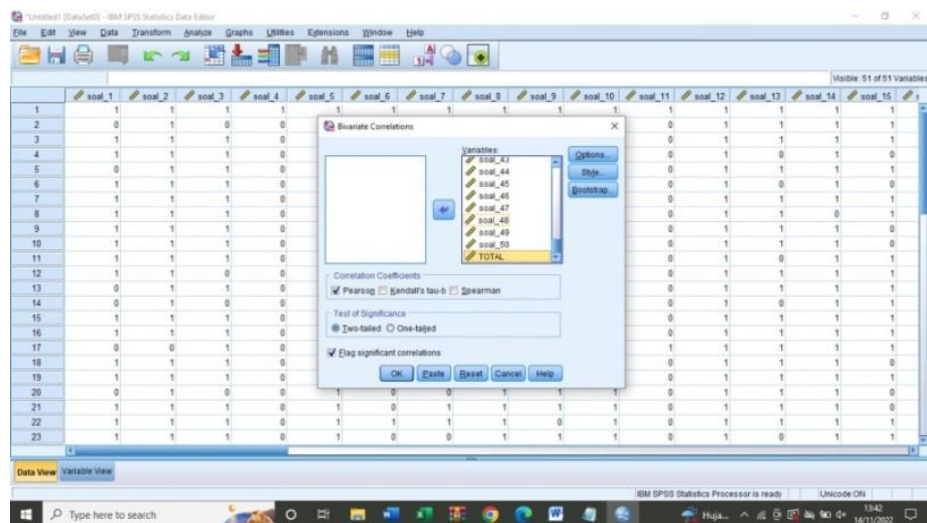
d. Click analyze >> click correlate >> Bivariate



e. After that, the following table will appear:

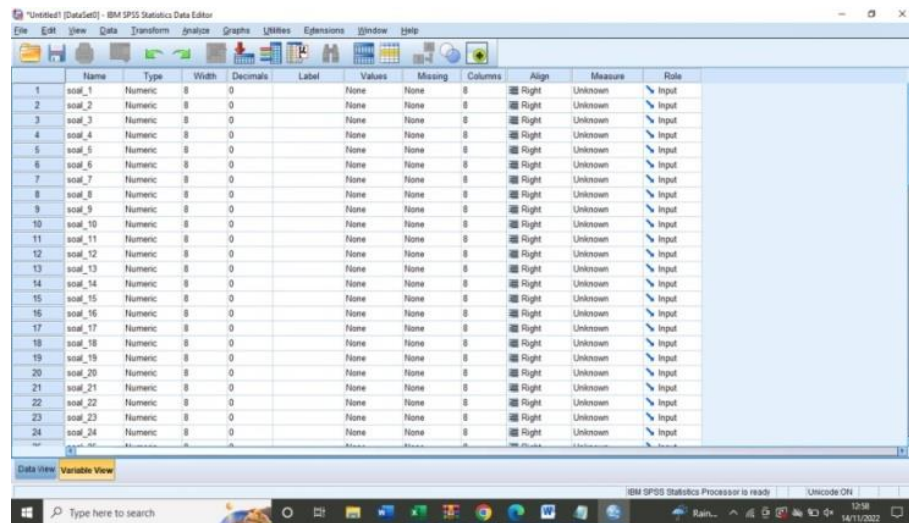


f. After that remove the variable column, check list Pearson the analyze to find correlation 2 variables that required parametic analyze >> click OK

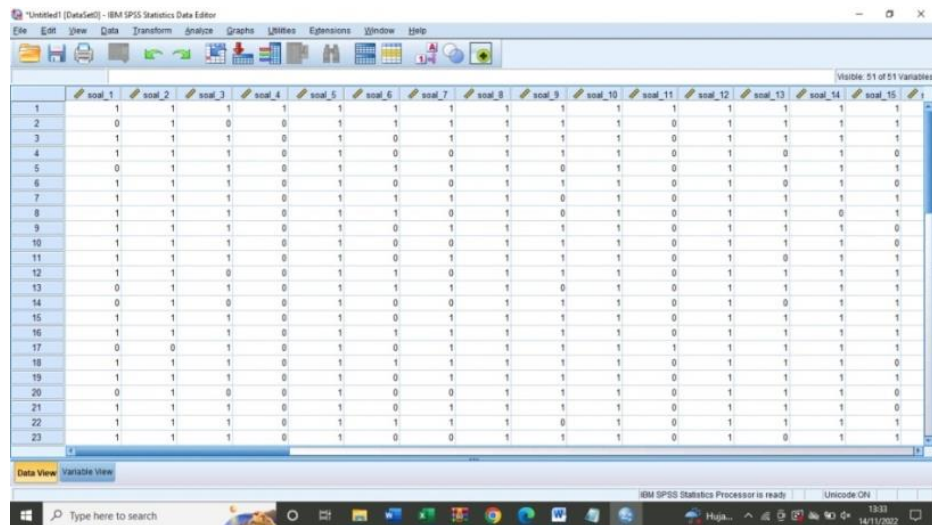




- b. Select variable view, fill the name column with each item until all of the questions have been answered, and remove the decimal column at 0.

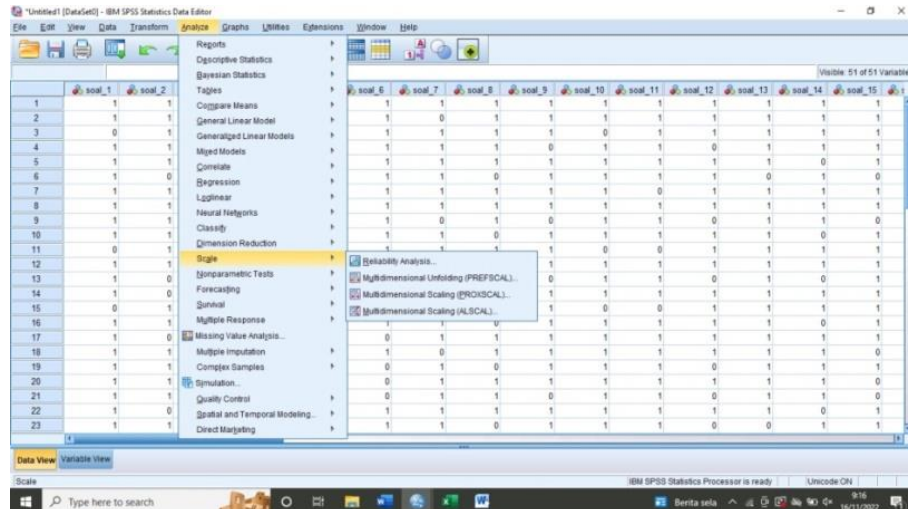


- c. Click data view >> insert data from the variable

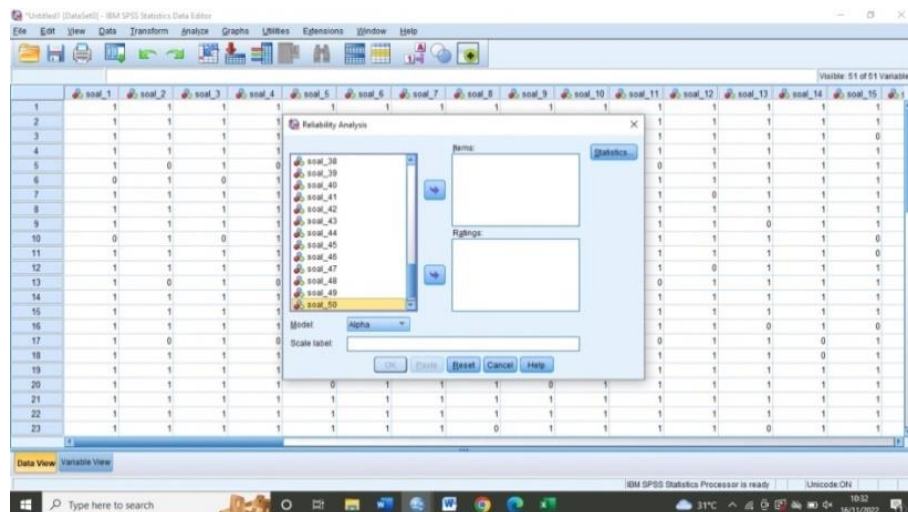




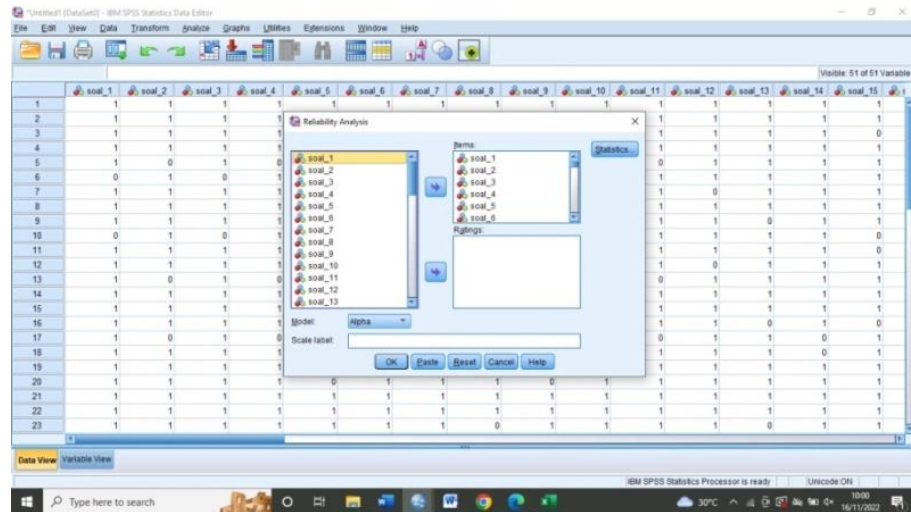
d. Click analyze >> click scale >> click Reliability Analysis



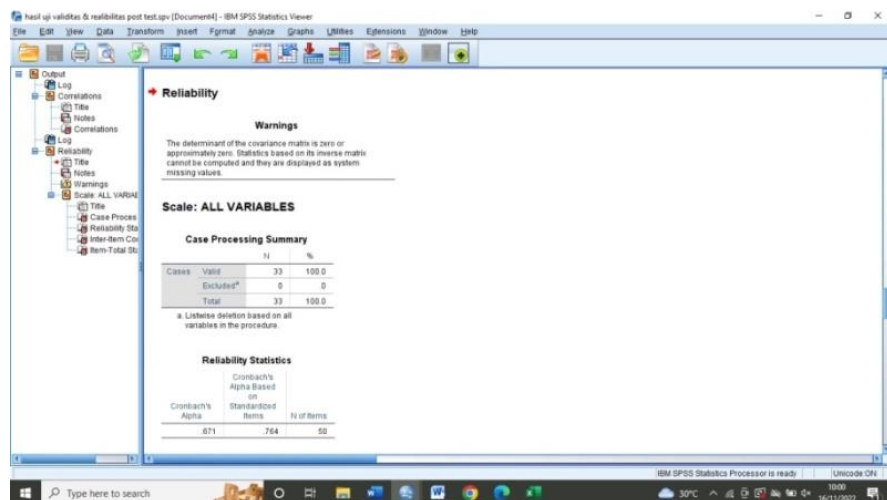
e. Then will appear like this in the below:



f. After that remove the variable column >> click OK



g. Finally, there will appear the result below:



## G. Techniques of Analyzing the Data

The researcher conducts this research through two tests: a pre-test and a post-test. The researcher uses the test to collect data. After collecting the data from the score, it will be analyzed and processed using the T-test formula with

a significant degree of 5% to obtain the score. T-test was used by the researcher to test the average difference count, and there was a significant difference between the scores on the pre-test and the post-test for each class in both the experimental group and the control group. The gained score is the difference between the pre-test and post-test results for each class in the experimental and control groups. Gained scores are used to assess score increases or decreases as well as the potency of the media being used. The prerequisite analysis, namely the homogeneity and distribution normality tests, must be completed before the hypothesis can be tested.

### **1. Descriptive Analysis**

The descriptive analysis consist of mean, median, mode and standard deviation of reading comprehension score.

#### **a. Mean**

Sugiyono (2010: 49) states that mean is average that obtained from the sun of all score and divided with the total of the individual.

#### **b. Median**

Sugiyono (2010: 48) states that median is a score who limits a half of frequency in under distribution from the upper distribution.

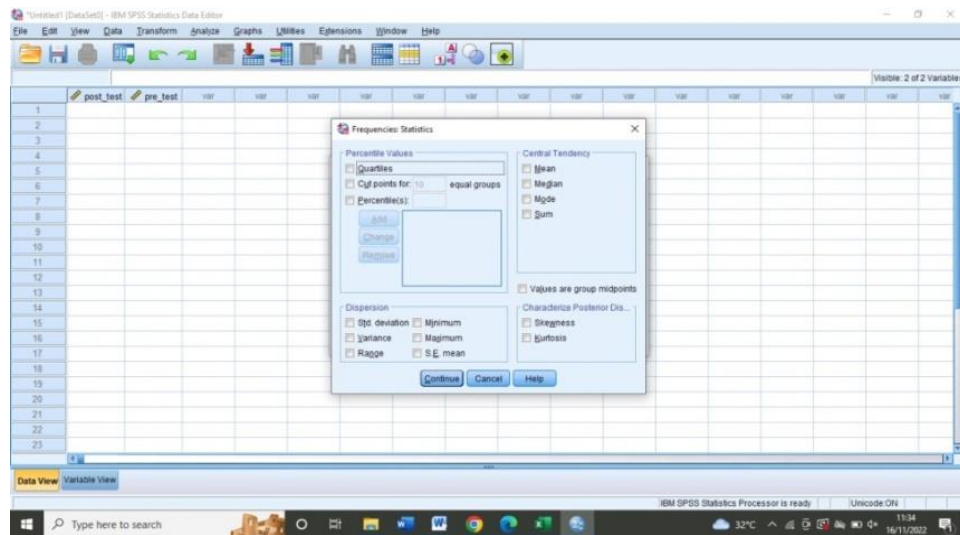
#### **c. Mode**

Sugiyono (2010: 47) writes that mode is a score of group which has a biggest frequency.

#### **d. Standard Deviation**

Standard deviation is the distance of an individual value from the mean.

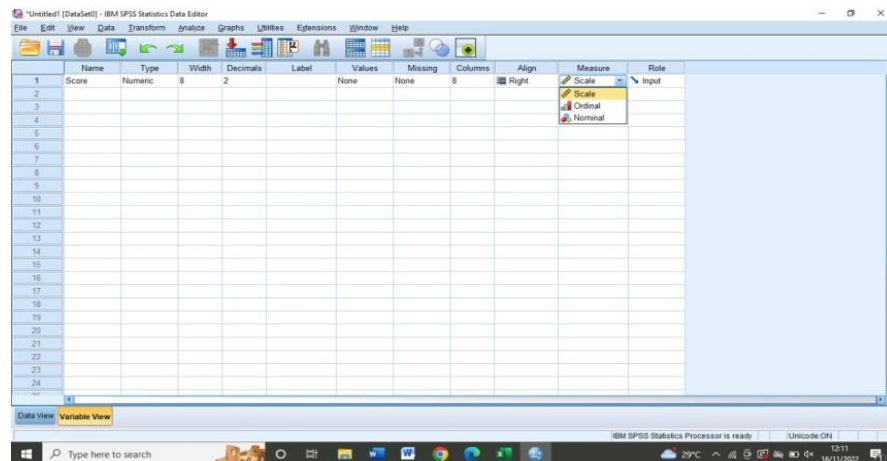
The formula of mean, median, mode and standard deviation is as follow:



a) Create variable on variable view

The case data uses a scale measurement measure and with a numeric variable type. So that a variable can be created, for example, named “statistics” with the label “Statistical Value”.

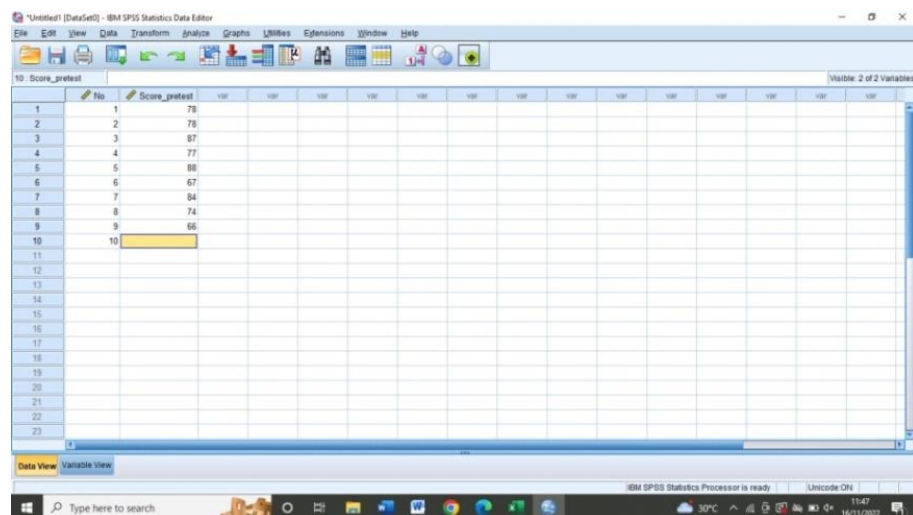
- 1) Open the SPSS Statistics application and navigate to Variable View
- 2) Highlight a cell
- 3) Click Edit > Insert Variable
- 4) Edit variables with the configuration



### b) Input Case Data on Data View

Once the variable “value” has been created in the above steps. Then the statistical test score of 33 students can be inserted. The case is in the first row variable in the Variable View, then input on the first column in the Data View.

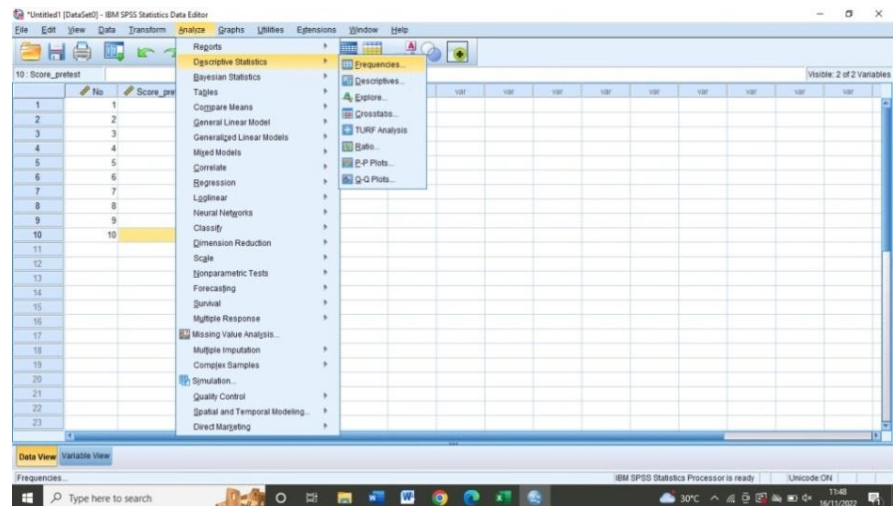
- 1) Point the SPSS application to Data View, Input case data in the “value” column as the following illustration



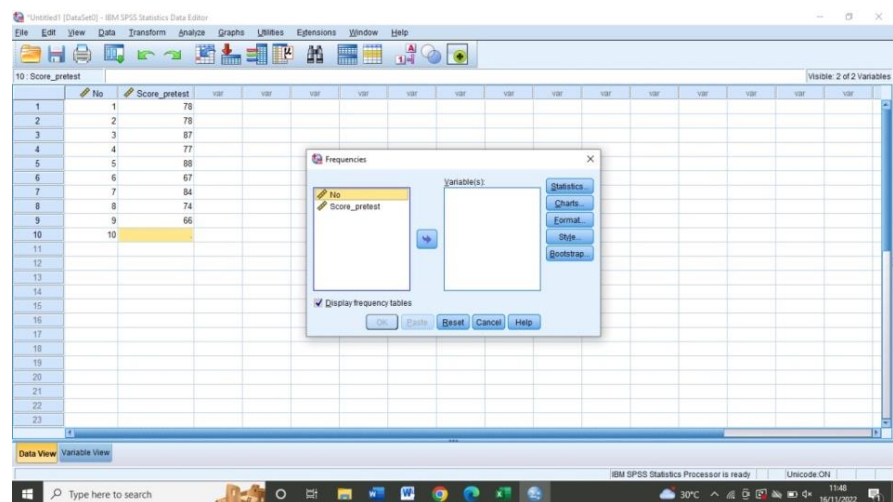
c) Central Tendency Analysis (Sum, Mean, Median, Mode)

The following are steps for conducting a central tendency analysis.

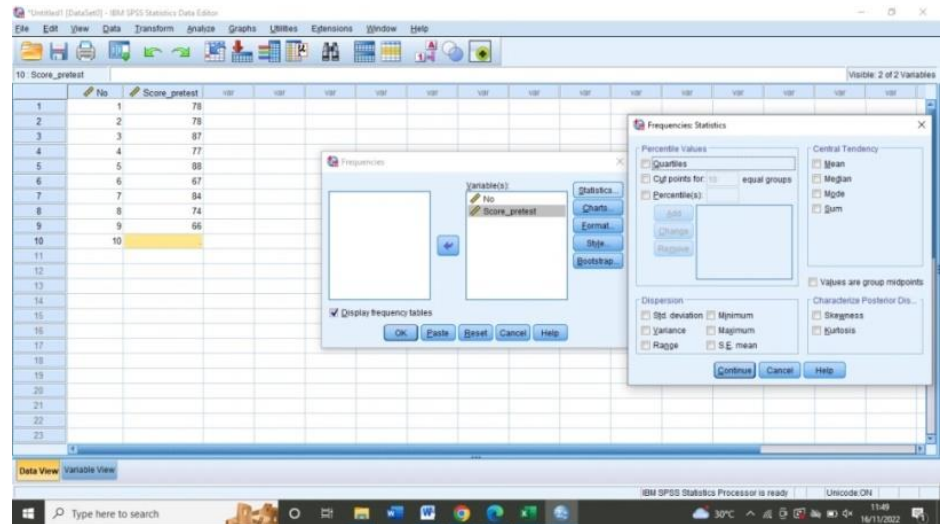
- 1) After inserting data from variables then click analyze >> Descriptive statistics >> Frequencies...



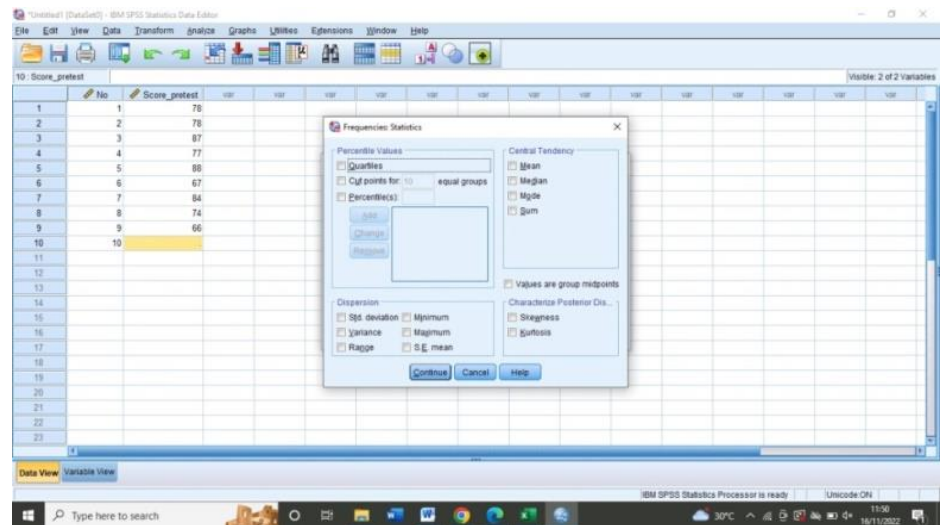
- 2) Select variable will be analyzed on Frequencies



3) Click Statistics button... on Frequencies



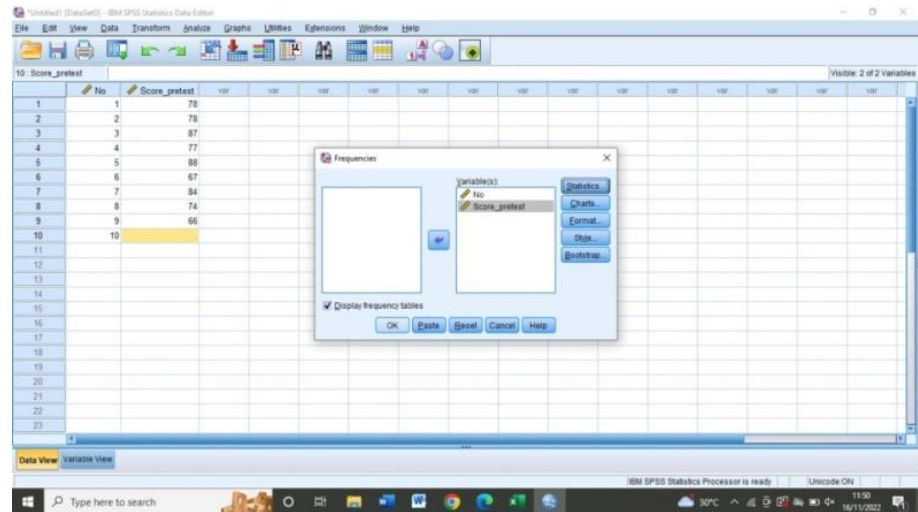
4) Choose data center to be analyzed in the column Central Tendency



5) Then, click Continue

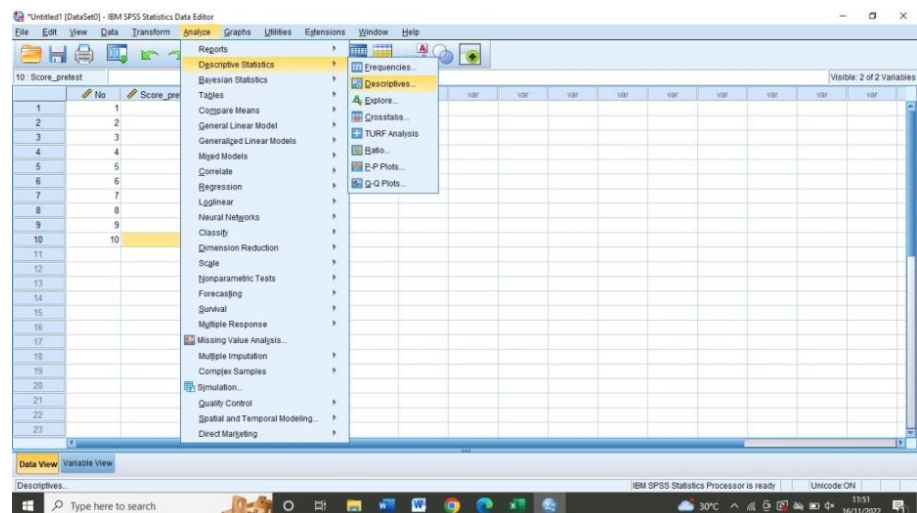


6) Click OK in Frequencies window



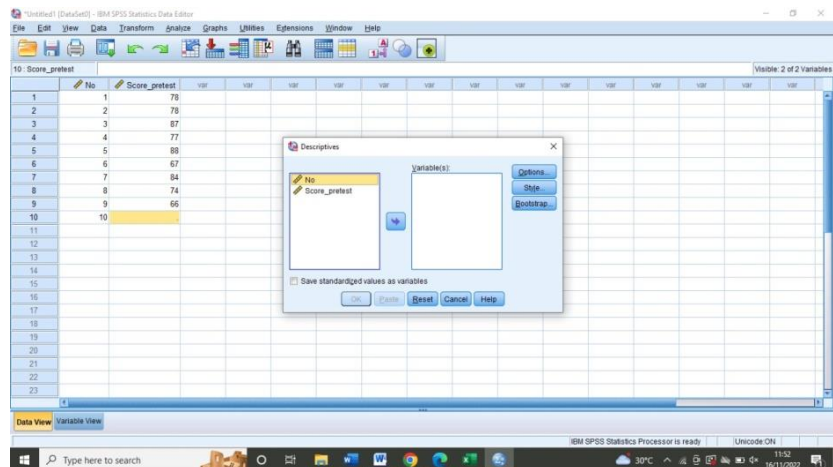
#### d) Finding Mean and Standard Deviation

1) Click menu Analyze > Descriptive Statistics > Descriptives...

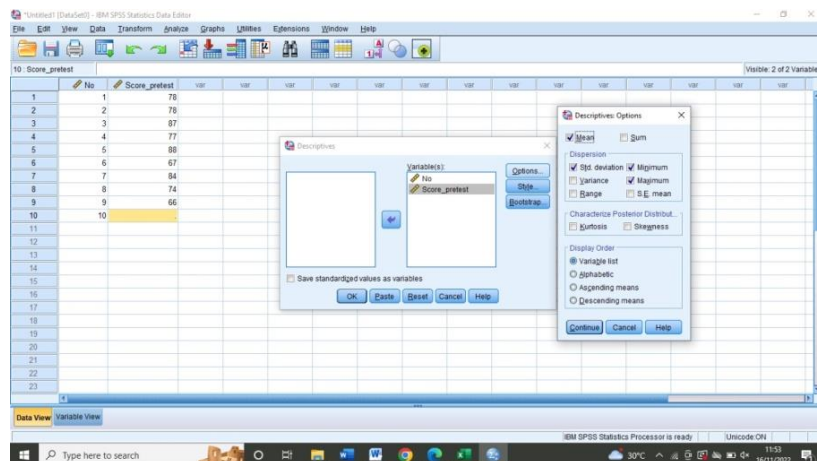


2) After the Descriptives window opens, Select the variable on the left side, then move it to the right column as shown in the following illustration





- 3) Click Options... on the Descriptive window
- 4) Check the descriptive function for the mean and standard deviation as shown in the following illustration. We can also choose other options.



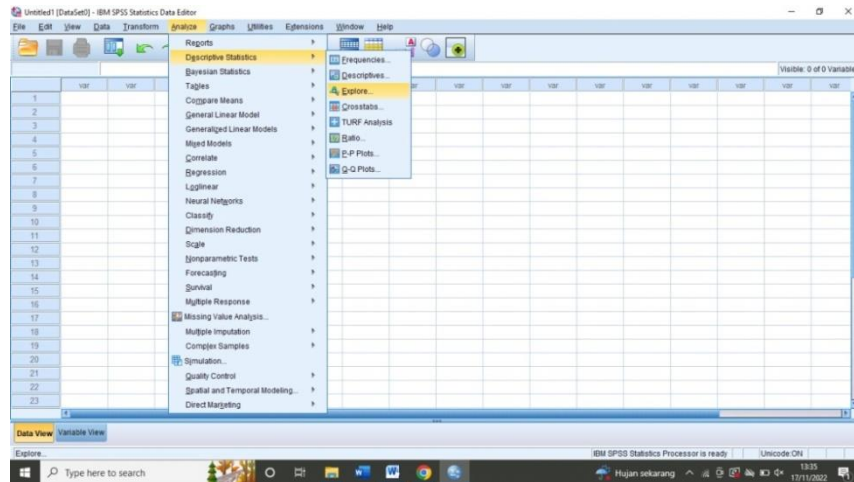
- 5) Then, click OK.

## 2. Pre-requisite Test

### a. Normality test

The followings are steps to do normality test on SPSS

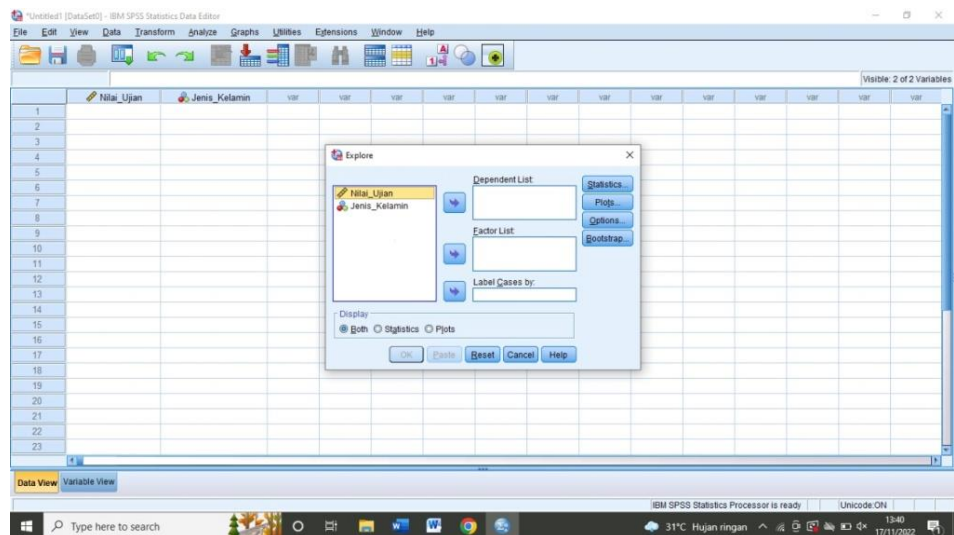
1) Click Analyze >> Descriptive Statistics >> Explore...



2) Input the variable for normality testing in the Explore window

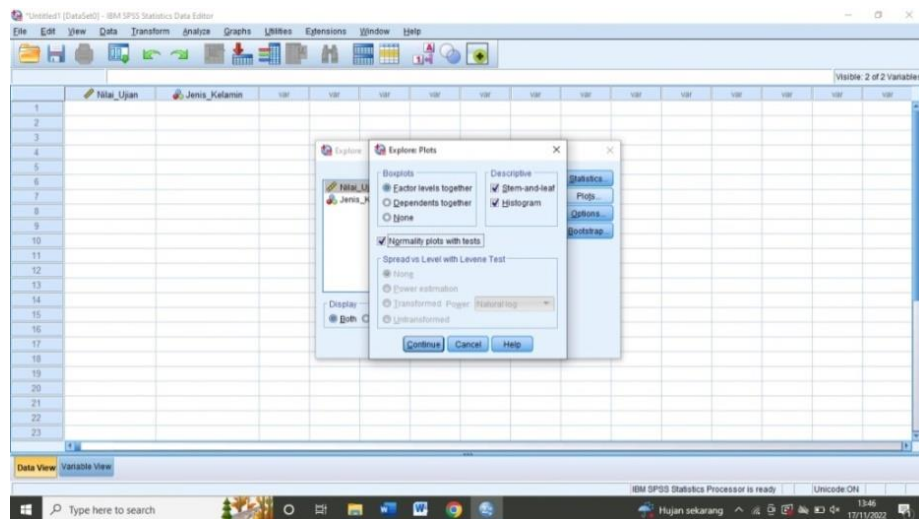
3) Input the tested variable into Dependent List column

4) We can also insert variables into the Factor List to perform tests based on specific criteria, such as normality tests of data that are distinguished by gender (for example).



Note: We can input multiple variables at once in the Dependent List to test the normality of each variable, such as the normality test of 2 variables or 3 variables.

- 5) Click Plots... in the Explore window and check Normality plot with tests

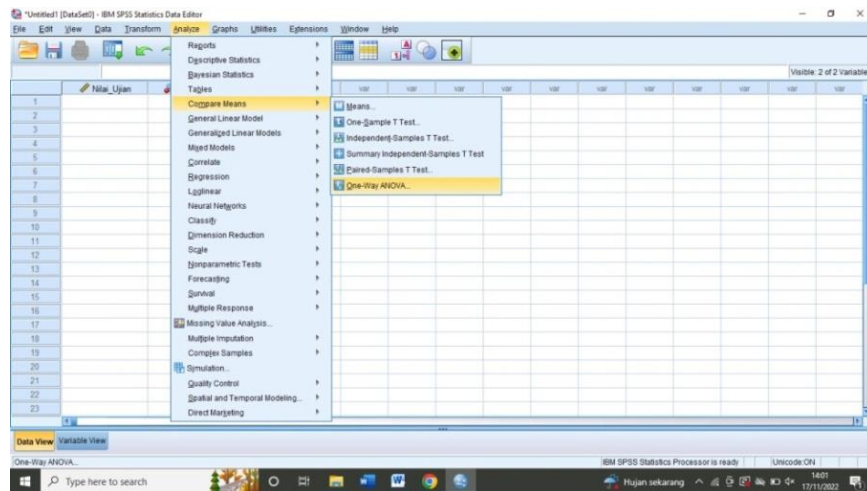


- a) Boxplots : To create a Data Boxplot
- b) Descriptive: To perform descriptive analysis and create stem-and-leaf or histogram charts (check if needed)
- c) Normality plots with tests: To perform normality testing
- 6) Click Continue and then click OK.

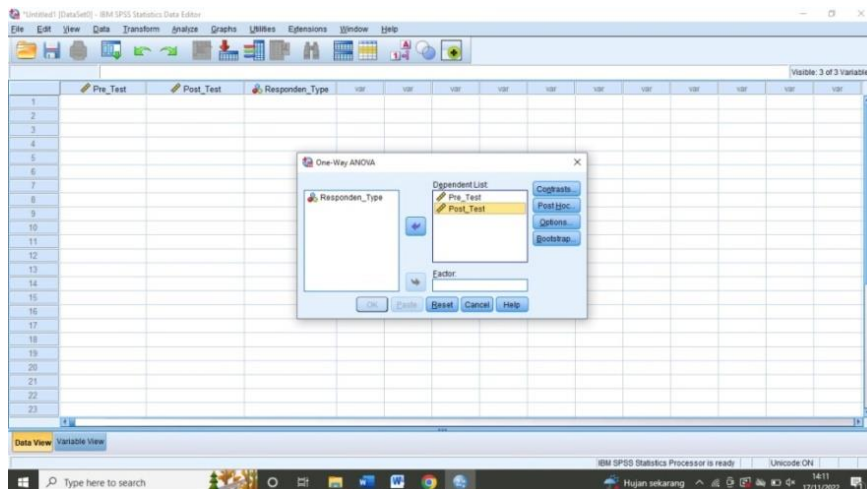
## b. Homogeneity test

The followings are steps to do homogeneity test on SPSS:

- 1) Click Analyze >> Compare Means >> One-Way ANOVA...



2) Input the variable tested in the Dependent List column:



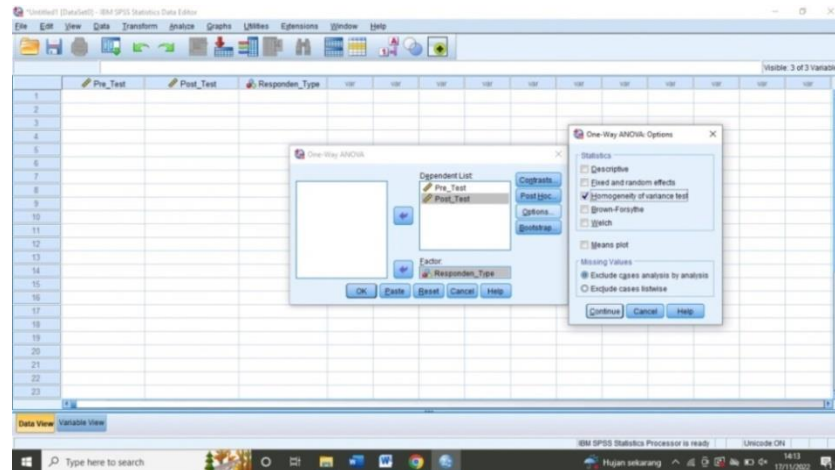
Dependent Test example: Pre\_test and Post\_test

3) Input variables that distinguish groups to Factor columns.

The factor field is populated with criteria variables that distinguish data groups, for example in distinguished instances with control groups and experimental groups.

In the factor example: Respondent Type

4) Click Options... then check Homogeneity of variance test



5) Click continue >> OK

6) Analysis results are displayed in the output window

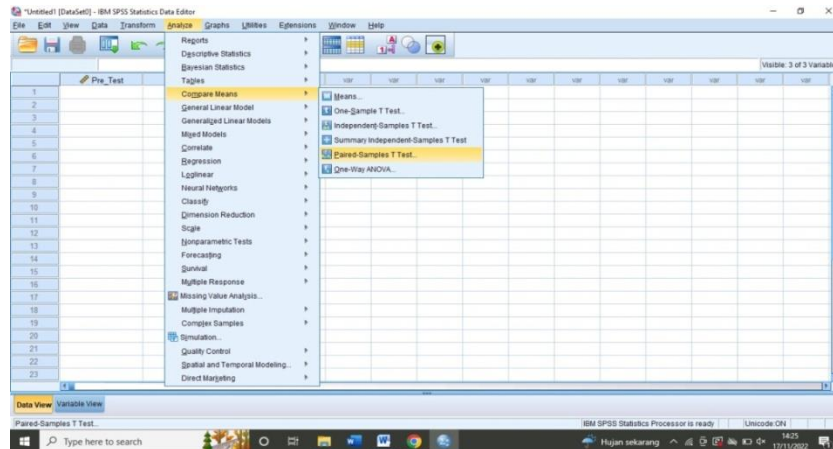
## H. Hypothesis Testing

Hypothesis test was used to prove whether the hypothesis was accepted or not. To measure the hypothesis used t-test to know the significant differences in teaching reading by using story mapping. The significant of hypothesis testing are as follow:

- The significance value (2-tailed)  $< 0,05$  indicates a significant difference between the pre-test and the post-test. It shows there is an effect on the differences in treatment given to each variable.
- The significance value (2-tailed)  $> 0,05$  indicates there is no significant difference between the pre-test and the post-test. This suggest there is no effect on the differences in treatment given to each variable.

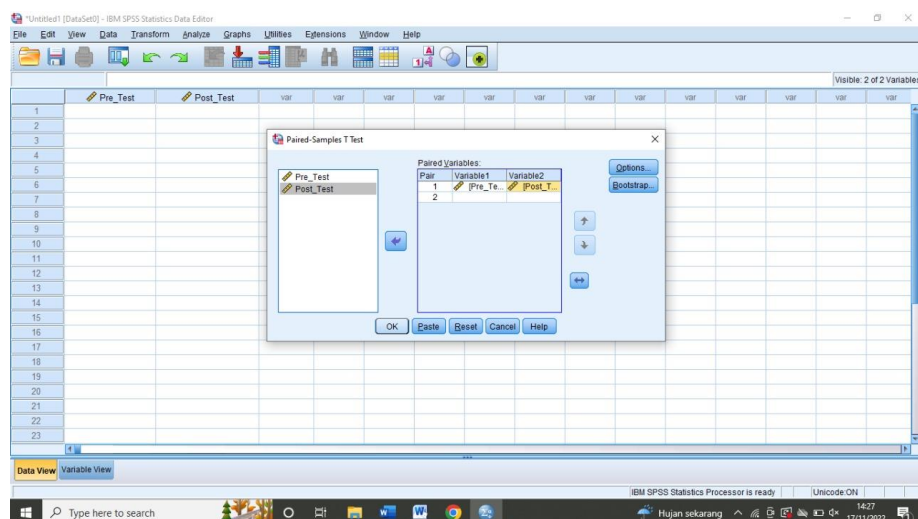
The followings are the steps to perform the Paired-Samples T-Test:

- 1) Click Analyze >> Compare Means >> Paired-Samples T-Test



- 2) Insert variables from paired-sample

Once we've done the above steps, the Paired-Samples T-Test window opens. Insert variable from the paired sample in the Paired Variable box. In the Variable 1 field insert the variable in the first condition (Example: Pre-Test) and Variable 2 insert the variable in the second condition (Example: Post-Test)



- 3) Click OK, the analysis results are displayed in the output window.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses about the result of the research. The result is divided as follow: Research finding, data analysis and the discussion.

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

The researcher conducted a research in SMAN 1 Mojolaban in the academic year 2022/2023. The purpose of this research was to find out the significant effect of using story mapping technique toward students' reading comprehension of narrative text at the tenth grade of SMAN 1 Mojolaban in the academic year 2022/2023. The research conducted this research by comparing between teaching students' reading comprehension by using story mapping technique and teaching students' reading comprehension by using questioning technique. Class X IPA 1 as the experimental class was taught narrative text by using story mapping technique, while class X IPA 3 as the control class was taught narrative text by using questioning technique.

The data obtained after the pre-test and post-test were given to both of groups. Then, the students' scores were compared using t-test to prove whether there is any significant difference between the two groups and to find which group has higher scores. Before the test (pre-test and post-test) were given to the students, the researcher have to check the instrument test by doing tryout test to another

class, in this research the class was X IPA 5. Tryout test aimed to know the validity and the reliability of the instruments.

## 1. Tryout Result

In order to get a valid and reliable instrument, tryout test was conducted in class X IPA 5 which consist of 33 students. The reading test consist of 50 items number. The result of the tryout test would be used as the pre-test and post-test instrument in experimental and control class. The validity of reading comprehension test used internal validity that construct validity. The research used Pearson Product Moment to measure the construct validity. The criteria of the validity is that the test become valid if  $r_{\text{observed}} > r_{\text{table}}$  and it is invalid if  $r_{\text{observed}} < r_{\text{table}}$ .

### a. Tryout Pre-Test Result

#### 1) The validity of the Tryout Pre-Test

**Table 3. 6 Result of Validity of Tryout Pre-test**

<b>Items</b>	<b><math>r_{\text{observed}}</math></b>	<b><math>r_{\text{table}} (0,05)</math> with N = 33</b>	<b>Result</b>
Item 1	0,384	0,344	Valid
Item 2	0,019	0,344	Invalid
Item 3	0,408	0,344	Valid
Item 4	0,384	0,344	Valid
Item 5	0,037	0,344	Invalid
Item 6	0,558	0,344	Valid
Item 7	-0,222	0,344	Invalid



Item 8	0,073	0,344	Invalid
Item 9	0,283	0,344	Invalid
Item 10	0,384	0,344	Valid
Item 11	0,086	0,344	Invalid
Item 12	0,437	0,344	Valid
Item 13	0,397	0,344	Valid
Item 14	0,080	0,344	Invalid
Item 15	0,346	0,344	Valid
Item 16	0,375	0,344	Valid
Item 17	0,575	0,344	Valid
Item 18	0,238	0,344	Invalid
Item 19	-0,008	0,344	Invalid
Item 20	0,529	0,344	Valid
Item 21	0,488	0,344	Valid
Item 22	0,478	0,344	Valid
Item 23	0,502	0,344	Valid
Item 24	0,005	0,344	Invalid
Item 25	0,015	0,344	Invalid
Item 26	0,093	0,344	Invalid
Item 27	0,180	0,344	Invalid
Item 28	0,536	0,344	Valid
Item 29	0,293	0,344	Invalid
Item 30	0,476	0,344	Valid
Item 31	0,419	0,344	Valid

Item 32	-0,180	0,344	Invalid
Item 33	0,371	0,344	Valid
Item 34	0,180	0,344	Invalid
Item 35	0,182	0,344	Invalid
Item 36	0,411	0,344	Valid
Item 37	-0,088	0,344	Invalid
Item 38	0,462	0,344	Valid
Item 39	-0,241	0,344	Invalid
Item 40	0,088	0,344	Invalid
Item 41	0,223	0,344	Invalid
Item 42	0,451	0,344	Valid
Item 43	0,136	0,344	Invalid
Item 44	0,183	0,344	Invalid
Item 45	0,495	0,344	Valid
Item 46	0,370	0,344	Valid
Item 47	0,364	0,344	Valid
Item 48	-0,136	0,344	Invalid
Item 49	0,396	0,344	Valid
Item 50	0,026	0,344	Invalid

TOTALS      Valid items = 25  
                 Invalid items = 25

After being computed, they are consulted to the  $r_{\text{table}}$  for  $N = 33$  at level  $\alpha = 0,05$  is 0,344. The result of the tryout pre-test test indicates that from 50 items test 25 items are valid and 25 items are invalid. Based on the tryout pre-test result, the researcher took 25 valid items for pre-test.

## 2) The reliability of the Tryout Pre-Test

After computing the validity, the researcher computed the reliability test. The researcher used SPSS 26 program from windows to compute the reliability test. The results are as follow:

**Table 3. 7 Result of Reliability of Tryout Pre-test**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.696	.710	50

From the result of reliability of Tryout Pre-test coefficient is 0.696. The variable is stated as reliable if Cronbach's Alpha value  $> 0.5$  or the result Cronbach's Alpha  $> r_{\text{table}}$ . The result show that Cronbach's Alpha value is  $0.696 > 0.5$ . It means that the tryout pre-test is reliable.

## b. Tryout Post-Test Result

### 1) The validity of Tryout Post-test

**Table 3. 8 Result of Validity of Post-test**

<b>Items</b>	<b>r<sub>observed</sub></b>	<b>r<sub>table (0,05)</sub></b> <b>with N = 33</b>	<b>Result</b>
Item 1	0,351	0,344	Valid
Item 2	0,385	0,344	Valid
Item 3	0,351	0,344	Valid
Item 4	0,437	0,344	Valid
Item 5	-0,073	0,344	Invalid
Item 6	-0,043	0,344	Invalid
Item 7	0,439	0,344	Valid
Item 8	0,214	0,344	Invalid
Item 9	-0,054	0,344	Invalid
Item 10	0,351	0,344	Valid
Item 11	0,385	0,344	Valid
Item 12	0,043	0,344	Invalid
Item 13	-0,192	0,344	Invalid
Item 14	0,449	0,344	Valid
Item 15	0,109	0,344	Invalid
Item 16	0,611	0,344	Valid
Item 17	0,410	0,344	Valid
Item 18	0,238	0,344	Invalid

Item 19	0,611	0,344	Valid
Item 20	0,000	0,344	Invalid
Item 21	0,364	0,344	Valid
Item 22	0,656	0,344	Valid
Item 23	0,395	0,344	Valid
Item 24	0,489	0,344	Valid
Item 25	-0,155	0,344	Invalid
Item 26	-0,054	0,344	Invalid
Item 27	0,489	0,344	Valid
Item 28	0,437	0,344	Valid
Item 29	-0,097	0,344	Invalid
Item 30	0,072	0,344	Invalid
Item 31	-0,181	0,344	Invalid
Item 32	0,065	0,344	Invalid
Item 33	0,364	0,344	Valid
Item 34	0,507	0,344	Valid
Item 35	0,537	0,344	Valid
Item 36	0,307	0,344	Invalid
Item 37	0,278	0,344	Invalid
Item 38	0,110	0,344	Invalid
Item 39	0,489	0,344	Valid
Item 40	0,449	0,344	Valid
Item 41	0,061	0,344	Invalid
Item 42	0,551	0,344	Valid

Item 43	0,497	0,344	Valid
Item 44	0,028	0,344	Invalid
Item 45	0,491	0,344	Valid
Item 46	0,253	0,344	Invalid
Item 47	0,489	0,344	Valid
Item 48	0,360	0,344	Valid
Item 49	0,551	0,344	Valid
Item 50	-0,219	0,344	Invalid
TOTALS	Valid Items = 28 Invalid Items = 22		

After being computed, they are consulted to the  $r_{\text{table}}$  for  $N = 33$  at level  $\alpha = 0,05$  is 0,344. The result of the tryout post-test indicates that from 50 items test 28 items are valid and 22 items are invalid. Based on the tryout post-test result, the researcher took 25 valid items for post-test. The data is presented in Appendix

## 2) The reliability of the Tryout Post-Test

After computing the validity, the researcher computed the reliability test. The researcher used SPSS 26 program from windows to compute the reliability test. The results are as follow:

**Table 3. 9 Result of Reliability of Tryout Post-test**

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.671	.764	50

From the result of reliability of Tryout Post-test coefficient is 0.671. The variable is stated as reliable if Cronbach's Alpha value  $> 0.5$  or the result Cronbach's Alpha  $> r_{table}$ . The result show that Cronbach's Alpha value is  $0.671 > 0.5$ . It means that the tryout post-test is reliable.

## **2. Description of the Data**

The objective of this research is to find out the significant effect of using story mapping technique towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Mojolaban in the academic year 2022/2023. The researcher used two classes as the sample of the research, there were X IPA 1 and X IPA 3. Class X IPA 1 as the experimental class consisted of 30 students, while the control class was X IPA 3 consisted of 32 students. The researcher gave pre-test to experimental class and control class to know that both classes were homogeneous. After that, the researcher gave treatment and then post-test. The results of the post-test of both classes were compared by using t-test. The data of two classes can be seen as follow:

**a. Data Pre-test in Experimental Class**

The experimental class is a class that was taught by using story mapping. The experimental class consist of 30 student. They have done the test presented by the researcher. The data is obtained from pre-test score of experimental class. The pre-test score of experimental class is provided in the table below:

**Table 3. 10 Score of Pre-test in Experimental Class**

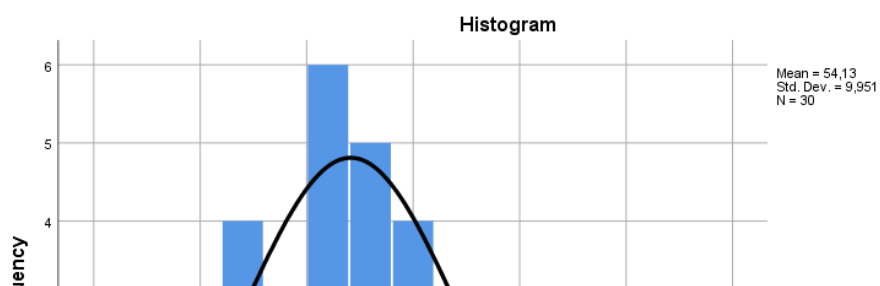
<b>No</b>	<b>Student's Name</b>	<b>Score Pre-test Experimental Class</b>
1	AVC	48
2	AAS	40
3	AZS	68
4	ARM	40
5	CNS	52
6	DDN	52
7	DSAF	44
8	EW	48
9	FA	56
10	INH	44
11	JKAT	84
12	KAS	68
13	KASP	52
14	MRP	56



15	MSA	64
16	NPN	60
17	NNM	56
18	RPS	52
19	SFP	68
20	SOS	60
21	SPL	52
22	STPK	52
23	SNF	60
24	SMB	56
25	TDA	40
26	TYP	48
27	VRPW	44
28	VCL	44
29	YDP	56
30	YIA	60

The students' pretest score of control class were distributed in the following table. To determine the distribution of frequency, the mean score, the median score, the mode score, and standard deviation were calculated using SPSS 26.

The distribution of students' pretest score can also be seen in the following histogram.



Table

**Figure 2. 2 The Histogram of Frequency Distribution of Pre-test Result in Experimental Class**

The cart on figure above shows the pre-test score of the students in the experimental class. It could be seen that there were 1 students who got score 64 and 84. There were 3 students who get score 40, 48, and 68. There were 4 students who got score 44 and 60. There were 5 students who got score 56. There were 6 students who got score 52.

**Table 3. 11 Data Description of Pre-test Result in Experimental Class**

**Statistics**  
Pre-test Experimental Class

N	Valid	30
	Missing	0
Mean		54,13
Median		52,00
Mode		52
Std. Deviation		9,951
Minimum		40

Maximum	84
---------	----

The table shows that the total number of data in experimental class is 30. The minimum score of pretest in experiment class is 40 and the maximum score is 84. The mean score of pretest in experiment class is 54,13. The median score is 52,00. The Std. Deviation score is 9,951.

According to the table above, it can be formed a table of frequency distribution as follows:

**Table 3. 12 Frequency Distribution of Pre-test Result in Experimental Class**

Pre-test Experimental Class		Frequency
Valid	40	3
	44	4
	48	3
	52	6
	56	5
	60	4
	64	1
	68	3
	84	1
Total	30	

From the table above, it can be seen the most frequent score is 52 which was had from 6 students. The second is 56 which was had from 5 students. The third is 44 and 60 which was had from 4 students. The forth is 40, 48 and 68 which was had from 3 students. The less frequent score is 64 and 84 which was had from 1 student.

### **b. Data Pre-test in Control Class**

The control class is a class that was taught by using questioning technique. The control class consist of 32 student. They have done the test presented by the researcher. The data is obtained from pre-test score of experimental class. The pre-test score of control class is provided in the table below:

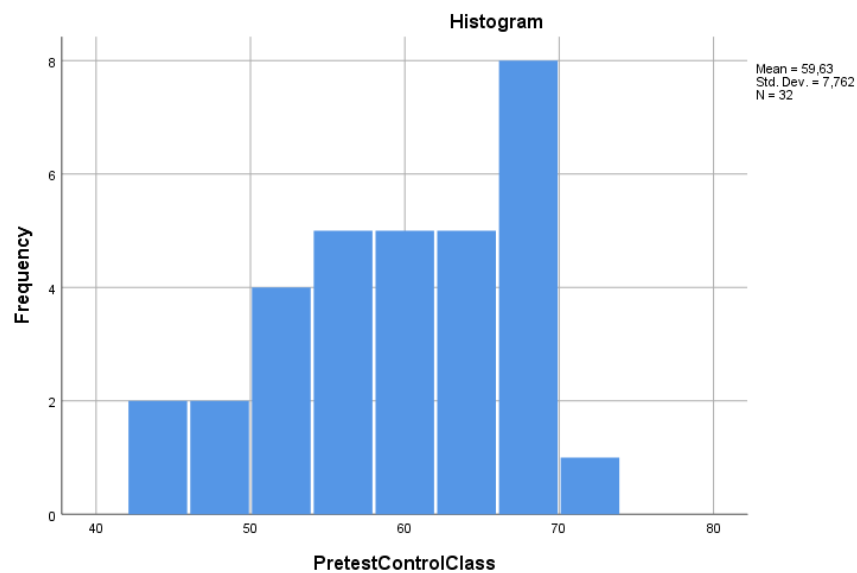
**Table 3. 13 Score of Pretest in Control Class**

<b>No</b>	<b>Students' Name</b>	<b>Score Pre-test Control Class</b>
1	ARCP	52
2	ADR	56
3	ASN	60
4	ASW	48
5	ADR	48
6	AAS	64
7	BPR	60
8	CAE	52
9	DAPS	52
10	DRP	68
11	DF	56
12	ENS	60
13	FA	68
14	FPS	44

15	FAN	64
16	FBY	68
17	FAAL	68
18	LNA	64
19	LAS	60
20	MFW	64
21	MHR	60
22	MEAS	56
23	NR	68
24	NR	68
25	NYA	56
26	NLF	68
27	NZH	44
28	NBB	52
29	PPR	64
30	RM	68
31	SRO	72
32	VAK	56

The students' pretest score of control class were distributed in the following table. To determine the distribution of frequency, the mean score, the median score, the mode score, and standard deviation were calculated using SPSS 26.

The distribution of students' pretest score can also be seen in the following histogram.



**Figure 2. 3 The Histogram of Frequency Distribution of Pre-test Result in Control Class**

The cart on figure above shows the pre-test score of the students in the control class. It could be seen that there were 1 students who got score 72. There were 2 students who get score 44 and 48. There were 4 students who got score 52. There were 5 students who got score 56, 60 and 64. There were 8 students who got score 68.

**Table 3. 14 Data Description of Pre-test Result in Control Class**

**Statistics**  
Pre-test Control Class

N	Valid	32
	Missing	0
Mean		59,63
Median		60,00
Mode		68
Std. Deviation		7,762
Minimum		44
Maximum		72

The table shows that the total number of data pretest in control class is 32. The minimum score of pretest in control class is 44 and the maximum score is 72. The mean score of pretest in control class is 59,63. The median score is 60,00. The Std. Deviation score is 7,762.

According to the table above, it can be formed a table of frequency distribution as follows:

**Table 3. 15 Frequency Distribution of Pre-test Result in Control Class**

**Pre-test Control Class**

		Frequency
Valid	44	2
	48	2

52	4
56	5
60	5
64	5
68	8
72	1
Total	32

From the table above, it can be seen the most frequent score is 68 which was had from 8 students. The second is 56, 60, 64 which was had from 5 students. The third is 52 which was had from 4 students. The fourth is 44 and 48 which was had from 2 students. The less frequent score is 72 which was had from 1 student.

### c. Data Post-test in Experimental Class

To determine the distribution of frequency, the mean score of students' score, and standard deviation were calculated using SPSS 26. The distribution of students' post test score in experimental class can be seen in the following table.

**Table 3. 16 Score of Post-test in Experimental Class**

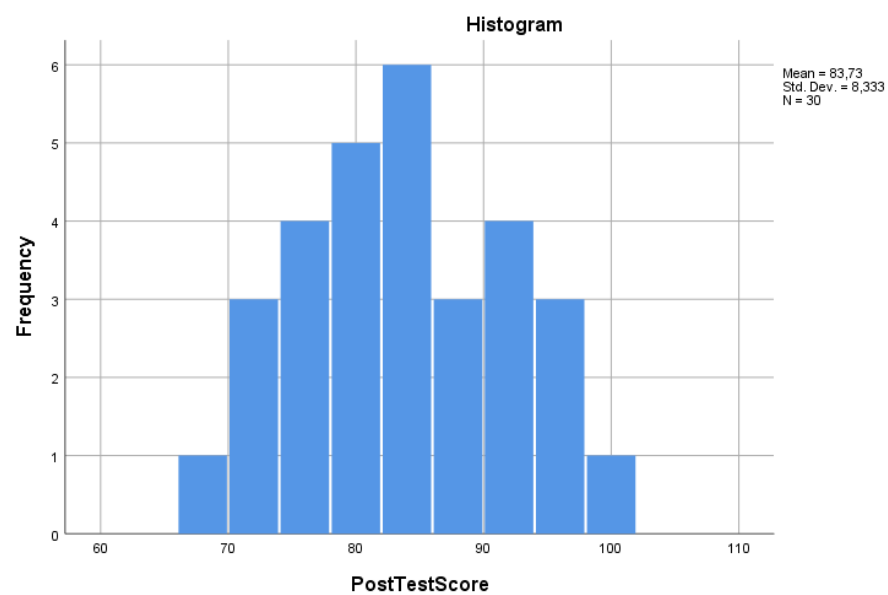
No	Student's Name	Score Post-test Experimental Class
1	AVC	84
2	AAS	76
3	AZS	92



4	ARM	80
5	CNS	96
6	DDN	88
7	DSAF	68
8	EW	84
9	FA	72
10	INH	80
11	JKAT	96
12	KAS	92
13	KASP	80
14	MRP	76
15	MSA	88
16	NPN	96
17	NNM	84
18	RPS	80
19	SFP	72
20	SOS	92
21	SPL	76
22	STPK	80
23	SNF	84
24	SMB	92
25	TDA	100
26	TYP	84
27	VRPW	80

28	VCL	76
29	YDP	84
30	YIA	72

The distribution of students' post-test score can also be seen in the following figure:



**Figure 2. 4 The Histogram of Frequency Distribution of Post-test Result in Experimental Class**

The cart on figure above shows the post-test score of the students in the experimental class. It could be seen that there were 1 students who got score 68 and 100. There were 3 students who got score 72, 88 and 96. There were 4 students who got score 76 and 92. There were 5 students who got score 80 and 92. There were 6 students who got score 84.

**Table 3. 17 Data Description of Post-test Result of Experimental Class**

### Statistics

#### Post Test Experimental Class

N	Valid	30
<b>Post Test Experimental Class</b>		
	Missing	0
Mean		83,73
Median		84,00
Mode		84
Std. Deviation		8,333
Minimum		68
Maximum		100

The table above shows that the total number of data in experimental class is 30. The minimum score of post-test in experimental class is 68 and the maximum score is 100. The mean score of post-test in experimental class is 83,73. The median score is 84,00 and the Std. Deviation score is 8,333.

According to the table above, it can be formed a table of frequency distribution as follows.

**Table 3. 18 Frequency Distribution of Post-test Result  
in Experimental Class**

		Frequency
Valid	68	1
	72	3
	76	4
	80	5
	84	6
	88	3
	92	4
	96	3
	100	1
	Total	30

From the table above, it can be seen the most frequent score is 84 which was had from 6 students. The second is 80 which was had from 5 students. The third is 76 and 92 which was had from 4 students. The fourth is 72, 88 and 96 which was had from 3 students. The less frequent score is 68 and 100 which was had from 1 student.

#### d. Data Post-test in Control Class

To determine the distribution of frequency, the mean score of students score and standard deviation were calculated using SPSS 26.

The distribution of students' post test score can be seen in the following figure.

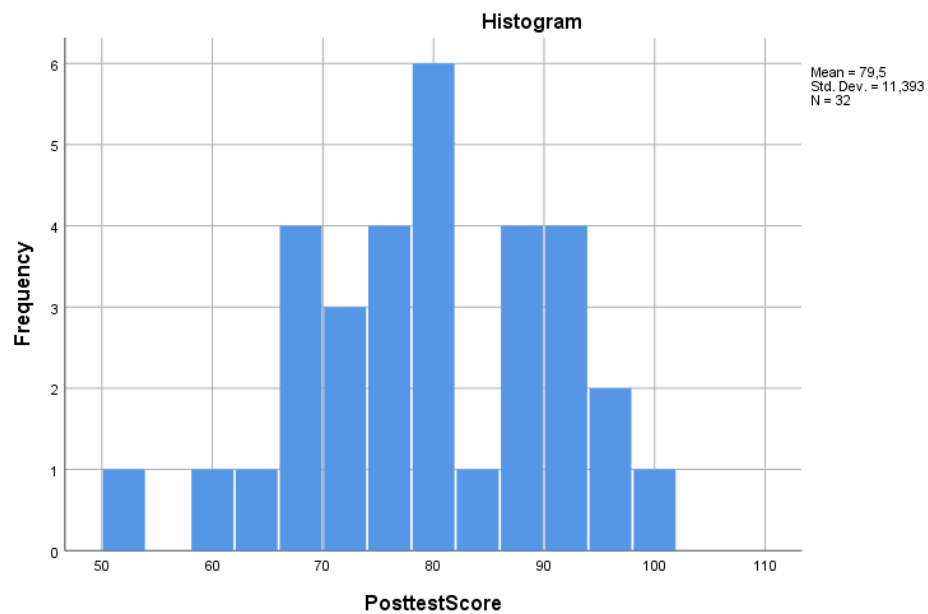
**Table 3. 19 Score of Post-test in Control Class**

No	Students' Name	Score Post-test Control Class
1	ARCP	60

2	ADR	68
3	ASN	72
4	ASW	72
5	ADR	76
6	AAS	68
7	BPR	80
8	CAE	76
9	DAPS	64
10	DRP	88
11	DF	68
12	ENS	80
13	FA	72
14	FPS	92
15	FAN	88
16	FBY	96
17	FAAL	92
18	LNA	84
19	LAS	80
20	MFW	80
21	MHR	100
22	MEAS	88
23	NR	76
24	NR	92
25	NYA	88

26	NLF	76
27	NZH	52
28	NBB	92
29	PPR	88
30	RM	80
31	SRO	96
32	VAK	68

The distribution of students' post-test score can also be seen in the following figure:



**Figure 2. 5 The Histogram of Frequency Distribution of Post-test Result in Control Class**

The cart on figure above shows the post-test score of the students in the control class. It could be seen that there were 1 students who got score

52, 60, 64, 84 and 100. There were 2 students who got score 92. There were 3 students who got score 72. There were 4 students who got score 68, 76, 88 and 92. There were 6 students who got score 80.

**Table 3. 20 Data Description of Post-test Result of Control Class**

**Statistics**  
Post-test Score Control Class

N	Valid	32
	Missing	0
Mean		79,50
Median		80,00
Mode		80
Std. Deviation		11,393
Minimum		52
Maximum		100

The table shows that the total number of data in control class is 32. The minimum score of post-test in control class is 52 and the maximum score is 100. The mean score of post-test in experimental class is 79,50. The median score is 80,00 and the Std. Deviation score is 11,393.

According to the table above, it can be formed a table of frequency distribution as follows.

**Table 3. 21 Frequency Distribution of Post-test Result of Control Class**

**Post-test Control Class**

		Frequency
Valid	52	1
	60	1
	64	1
	68	4
	72	3
	76	4

80	6
84	1
88	4
92	4
96	2
100	1
Total	32

From the table above, it can be seen the most frequent score is 80 which was had from 6 students. The second is 68, 76, 88 and 92 which was had from 4 students. The third is 72 which was had from 3 students. The fourth is 96 which was had from 2 students. The less frequent score is 52, 60, 64, 84 and 100 which was had from 1 student.

### 3. Pre-requisite Test

#### a. Normality Test

Before analyzing the hypothesis, the data had to be analyzed by the normality of data. This normality of data was used to measure that the data had in research was normally distributed or not. The researcher used SPSS 26.

**Table 3. 22 Normality Pre-test Result of Experimental Class & Control Class**

Class	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.



Pretest Score	Experimental Class	,126	30	,200*	,935	30	,066
	Control Class	,151	32	,061	,930	32	,154

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, it can be seen the significance of pre-test score in experimental class and control class based on *Kolmogorov-Smirnov* was Experimental Class 0,200 and Control Class 0,061. If the significance score is higher than  $\alpha = 0,05$ , it means that the data is normally distributed. It can be concluded that the significance score of Pre-test in Experimental Class and Control Class is normally distributed because 0,200 and 0,061 is Experimental Class higher than 0,05 ( $0,200 > 0,05$ ) and Control Class ( $0,061 > 0,05$ ).

**Table 3. 23 Normality Post-test Result of Experimental Class & Control Class**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statisti	Df	Sig.	Statisti	Df	Sig.
Class	c			c			
Posttest Students Score	Experimental Class	,141	30	,131	,961	30	,332
	Control Class	,110	32	,200*	,974	32	,605

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, it can be seen the significance of post-test score in experimental class and control class based on *Kolmogorov-Smirnov* was Experimental Class 0,131 and Control Class 0,200. If the significance score is higher than  $\alpha = 0,05$ , it means that the data is normally distributed. It can be concluded that the significance score of Post-test in Experimental Class and Control Class is normally distributed because 0,131 and 0,200 is Experimental Class higher than 0,05 ( $0,131 > 0,05$ ) and Control Class ( $0,200 > 0,05$ ).

#### **b. Homogeneity Test**

After conducting normality test, the result showed the data is normally distributed, the next step of the calculation is homogeneity test of pre-test and post-test using SPSS 26. The purpose of this test is to see whether the data in both classes are homogenous or heterogeneous. If significance of the data is higher than 0,05, it means that the data is homogenous. The result of the homogeneity test of experiment and controlled is presented as follows:

##### **1) Homogeneity of Pre-test of Experimental Class and Control Class**

The analysis of homogeneity variances of both classes in pre-test was done by using Levene's Statistic test in SPSS 26 for window. Here are the result of calculation:

**Table 3. 24 Homogeneity of Pre-test result between Experimental Class & Control Class**

### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest Score	Based on Mean	,752	1	60	,389
	Based on Median	,581	1	60	,449
	Based on Median and with adjusted df	,581	1	50,483	,450
	Based on trimmed mean	,744	1	60	,392

Table 3.24 showed that the significance of pre-test between experimental class and control class is 0,389. It can be concluded that the pre-test data of both classes are homogeneous because the result of significance pre-test (0,389) is higher than 0,05 ( $0,389 > 0,05$ ).

## 2) Homogeneity of Post-test of Experimental Class and Control Class

The analysis of homogeneity variances of both classes in post-test was done by using Levene's Statistic test in SPSS 26 for window. Here are the result of calculation:

**Table 3. 25 Homogeneity of Post-test result between Experimental Class and Control Class**

### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Posttest Students Score	Based on Mean	2,959	1	60	,091
	Based on Median	2,880	1	60	,095
	Based on Median and with adjusted df	2,880	1	55,026	,095
	Based on trimmed mean	2,832	1	60	,098

Table 3.25 showed that the significance of post-test between experimental class and control class is 0,091. It can be concluded that the pre-test data of both classes are homogeneous because the result of significance post-test (0,091) is higher than 0,05 ( $0,091 > 0,05$ ).

#### **4. Hypothesis Test**

Hypothesis test could be done after the normality and homogeneity test was done. The researcher used t-test to calculate the hypothesis testing. T-test was used to differentiate if the students' result of reading comprehension of narrative text by using story mapping was significant or not.

The Paired-Samples T-test shows whether paired samples undergo meaningful changes. Paired-Samples T-test result are determined by their significance value. This value then determines the decisions takes in the study.

In this research, the alternative hypothesis ( $H_a$ ) there is a significant effect of using story mapping toward students reading comprehension of narrative text at the tenth grade students of SMAN 1 Mojolaban in the academic year of 2022/2023. While the null hypothesis ( $H_o$ ) states that there is no significant effect of using story mapping toward students reading comprehension of narrative text at the tenth grade students of SMAN 1 Mojolaban in the academic year of 2022/2023.



Pair	Pre-test	-	10,846	1,980	-33,650	-25,550	-	29	,000
1	Experimental	29,60					14,94		
	Class –	0					9		
	Post-test								
	Experimental								
	Class								

The table 3.27 showed the result of t-test calculation using SPSS 26. The table is the main table from the analysis of independent sample t-test. It found that the value of sig (two tailed) was  $0,000 < 0,05$ , the result provides that Sig. (2-tailed) is lower than level of significance so the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected.

In additional to comparing the significance value (Sig.) and the probability of 0,05, there are other ways that can be done for hypothetical testing in this paired sample t-test. That is comparing between the calculated t value and the table t. the guidelines or the basic of decision making are as follow:

1. If the t value counts  $>$  t table, then  $H_0$  is rejected and  $H_a$  is accepted.
2. If the t value is calculated  $<$  t table, then  $H_0$  is accepted and  $H_a$  is rejected.

Based on the output table “Paired Sample Test” above, it is known that the t count is negative value of -14,949. This t calculate as negative value because the average score of pre-test learning results is lower than the average post-test results. In the context of a case like this, a negative count value means positive. So the t value counts 14,949. Next is the stage of searching for the t value of the table, where the table t is searched based on the df value

(degree of freedom) and the value of significance ( $\alpha/2$ ). Based on the output above is known that df value is 29 and the value of  $0,05/2$  is equal to  $0,025$ . This value we use as the basic of reference in looking for the table t value in the distribution of the statistical table's t value.

Tabel Nilai t

d.f	$t_{0,10}$	$t_{0,05}$	$t_{0,025}$	$t_{0,01}$	$t_{0,005}$	d.f
1	3,078	6,314	12,706	31,821	63,657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	<b>1,860</b>	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	<b>1,771</b>	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30

Figure 2. 6 The t Distribution

Thus, since the t value calculates  $14,949 > t$  table  $2,045$ , then as the basic of the above decision making can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that story mapping technique is effective to use in teaching reading comprehension of narrative text at the tenth grade of SMAN 1 Mojolaban in the academic year 2022/2023.

## **B. Discussion**

Based on the data of pre-test score in experimental class, the researcher found that the mean of the total pre-test score is 54,13 and the standard deviation is 9,951. While in the post-test the mean is 83,73 and the standard deviation is 8,333. In the result of pre-test in control class, the researcher that the mean of the total pre-test score is 59,63 and the standard deviation is 7,762 while in the post-test the mean is 79,50 and the standard deviation is 11,393. It could be said that the students given the treatment have better score than the students given no treatment.

Then the result of T-test showed that Sig. (2-tailed) is lower than the level of significant. It could be conclude that there is a significant different between using story mapping and questioning technique in reading comprehension text. It could be seen from the hypothesis test that indicated there is a Sig. (2-tailed) 0,000 lower than the level significance 0,05. From the result above, it means that the students who are taught by using story mapping better achievement in reading comprehension than those who are taught by using questioning technique.

The use of story mapping to facilitate tenth grade students' of SMAN 1 Mojolaban in the academic year 2022/2023 is significantly effective and different with students taught by using questioning technique. The students of experimental that are given a treatment got better score than the students of control class that is not given a treatment.



The reason of story mapping technique can improve students' reading score because this technique made the class became active which they have a students' main role in the class and they ask to other groups to find the information of text that make them to be more active in the class. The students learn from another group, there is an interaction between the students which the students try to solve the problem and the activities when they shared the information made the class fun not be bored.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the research, the result, the data description, and the data analysis, the researcher found a significant effect in students reading comprehension skill scores before and after being got treatment by story mapping technique. The difference in scores that have a very significant improvement experienced by students, because using story mapping technique in narrative text students feel interested and they are easier to understand the narrative text they read.

The researcher used t-test formula in the significance degree  $\alpha$  of 5%. In the table of significance, it is known that on the ( $df$ ) 29 and the degree of significance 5%, the value of degree significance ( $t_t$ ) is 2,045. In addition, the result showed that t value count 14,949 t-test  $t_o > 2,045$  t-table ( $t_t$ ). It can be concluded that t-value count was higher than t-table. For this reason, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. There is a significant different scores of the students in reading skill before and after giving treatment by story mapping technique. It can be conclude that using story mapping technique is effective toward students' reading comprehension of narrative text at the tenth grade students of SMAN 1 Mojolaban in the academic year 2022/2023.

## **B. Suggestions**

There are some suggestions for English teacher, students, and further researcher based on the result of this research:

### **1. For Teachers**

The teachers should have many references of teaching technique especially in teaching reading. Story mapping is one of the teaching technique which is alternative way to promote reading activity to avoid bored learning in the class.

### **2. For Students**

Reading is important subject to be learn, but most of students have difficulties in comprehending text. Therefore, students have to be serious and pay attention to the teacher's explanation in teaching and learning process. To improve reading skill, students have to develop their vocabulary mastery and do many exercises in order to get a better achievement in comprehending a text.

### **3. For Further Researchers**

The researcher hopes that the next researchers can use this study as a reference to conduct their research on the same field. It is really possible that there will be another research design which use story mapping as a media in teaching reading comprehension in narrative text or the other genres.

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## APPENDIX 1

### SYLLABUS

#### SILABUS KURIKULUM 2013

Mata Pelajaran : BAHASA INGGRIS WAJIB

Sekolah : SMA N 1 MOJOLABAN

Kelas : X MIPA/IPS/ BAHASA

Kompetensi Inti :

**KI-1:** Menghargai dan menghayati ajaran agama yang dianutnya.

**KI-2:** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

**KI-3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI-4:** Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang	3.1.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru	- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan	Tertulis - Unjuk kerja - observasi	4 x 2JP (8 JP)	Buku paket  Power

<p>melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>konteks penggunaannya.</p> <p>3.1.2 Memahami konsep pronoun didalam kalimat Bahasa Inggris tentang pemaparan jati diri</p> <p>4.1.1 Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<ul style="list-style-type: none"> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his</i>, dsb.</li> <li>- Kata tanya <i>Who? Which? How?</i> dst.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Deskripsi diri sendiri</li> </ul>	<p>hubungan keluarga, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>point</p> <p>Smart English Book</p>
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		<p>sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> <p><b>Fakta:</b></p> <ul style="list-style-type: none"> <li>✦ Di Tunjukkan Contoh teks jati diri.</li> <li>1. Have you ever communicated with a stranger in a bus?</li> <li>2. If you have ever done this, what do you always say at first?</li> <li>3. What do you ask about him or her next?</li> <li>4. What does he or she respond?</li> </ul> <p><b>Konsep</b></p> <ul style="list-style-type: none"> <li>✦ <i>Introduction is telling about ourself to other people</i></li> </ul> <p><b>Prinsip</b></p> <ul style="list-style-type: none"> <li>✦ Pola kalimat ungkapan yang menunjukkan saran dan tawaran,</li> </ul>				
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		<p>dengan modal should dan can</p> <ul style="list-style-type: none"> <li>✦ Pola kalimat nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb</li> <li>✦ Keterangan waktu dalam present tense</li> <li>✦ Tanda baca dan penulisan kata dalam menulis</li> </ul> <p><b>Prosedur</b></p> <ul style="list-style-type: none"> <li>✦ Langkah atau urutan kegiatan dalam menulis teks pemaparan jati diri.</li> </ul>				
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan</p>	<p>3.2.1 Mengidentifikasi ungkapan-ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</p> <p>3.2.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</p> <p>3.2.3 Memahami struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab</li> </ul>	<ul style="list-style-type: none"> <li>- Tertulis</li> <li>- Unjuk kerja</li> <li>- observasi</li> </ul>	2 X 2JP (4 JP)	<p>Buku paket</p> <p>Power point</p> <p>Smart English Book</p>

<p>tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3.2.4 Memahami unsur kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>)</p> <p>4.2.1 Menyusun kalimat memberikan ucapan selamat dan memuji bersayap (<i>extended</i>)</p> <p>4.2.1 Menanggapi ucapan selamat dan memuji bersayap (<i>extended</i>) yang diajukan kepadanya. Membuat percakapan singkat tertulis dengan menggunakan ungkapan untuk menyatakan pendapat dan pikiran.</p>	<p>dan memuji bersayap (<i>extended</i>), dan menanggapi</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> <p><b>Fakta:</b></p> <ul style="list-style-type: none"> <li>✦ Di tunjukkan contoh gambar orang berprestasi. <ul style="list-style-type: none"> <li>➤ Have you ever expressed congratulations to someone?</li> </ul> </li> </ul> <p><b>Konsep</b></p>	<p>untuk mengidentifikasi dan menyebutkan ungkapan pemberian ucapan selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</p> <ul style="list-style-type: none"> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar</li> </ul>			
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		<ul style="list-style-type: none"> <li>✦ Giving congratulation and compliment to someone</li> <li>✦ Cara penulisan kartu ucapan selamat dan memberi pujian kepada orang lain dengan benar sesuai konteks</li> </ul> <p><b>Prinsip</b></p> <ul style="list-style-type: none"> <li>✦ Ungkapan &amp; istilah yang digunakan dalam ungkapan berterima kasih &amp; memuji bersayap.</li> <li>✦ Pola kalimat nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb</li> <li>✦ Keterangan waktu dalam present tense</li> <li>✦ Tanda baca dan penulisan kata dalam menulis</li> </ul> <p><b>Prosedur</b></p> <ul style="list-style-type: none"> <li>✦ Langkah atau urutan kegiatan</li> </ul>				
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		dalam menulis kartu atau surat ucapan selamat atau memuji bersayap				
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>	<p>3.3.1 Menemukan informasi tertentu dari percakapan yang mengungkapkan niat melakukan sesuatu diperdengarkan</p> <p>3.3.2 Mendemonstrasikan percakapan yang memuat mengungkapkan niat dengan pelafalan, intonasi dan tekanan dengan tepat.</p> <p>3.3.3 Melengkapi percakapan rumpang tertulis dengan kata atau ungkapan dengan tepat.</p> <p>3.3.4 Menemukan informasi rinci dari percakapan tertulis yang memuat ungkapan niat melakukan sesuatu.</p> <p>3.3.5 Menentukan fungsi social percakapan tertulis yang sudah ditentukan.</p> <p>3.3.6 Mengidentifikasi struktur percakapan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan rencana, menyarankan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dngan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video/gambar tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan</li> </ul>	<ul style="list-style-type: none"> <li>- Tertulis</li> <li>- Unjuk kerja</li> <li>- observasi</li> </ul>	3 X 2 JP (6JP)	<p>Buku paket</p> <p>Power point</p> <p>Smart English Book</p>



<p>dan sesuai konteks.</p>	<p>tertulis yang memuat ungkapan niat melakukan sesuatu.</p> <p>3.3.7 Menerapkan unsure kebahasaan beberapa percakapan yang memuat ungkapan niat melakukan sesuatu</p> <p>4.3.1 Menyusun teks percakapan tertulis dengan situasi yang sudah ditentukan.</p> <p>4.3.2 Mendemonstrasikan percakapan yang telah dibuat sendiri di depan kelas</p>	<p>kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p> <p><b>Fakta:</b></p> <ul style="list-style-type: none"> <li>✦ Di tunjukkan contoh teks <i>intention</i>.</li> </ul> <p><b>Konsep</b></p> <ul style="list-style-type: none"> <li>✦ Intention someone's to the future</li> <li>✦ Cara penulisan teks <i>intention</i> dengan benar sesuai konteks</li> </ul> <p><b>Prinsip</b></p> <ul style="list-style-type: none"> <li>✦ Pola kalimat ungkapan dan istilah yang digunakan dalam intention</li> <li>✦ Pola kalimat nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb</i></li> <li>✦ Tanda baca dan penulisan kata dalam menulis</li> </ul> <p><b>Prosedur</b></p>	<p>perbaikan</p> <ul style="list-style-type: none"> <li>- Bermain game terkait dengan niat mengatasi masalah</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>			
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		✦ Langkah atau urutan kegiatan dalam menulis teks intention				
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan</p>	<p>3.4.1 <b>Mengidentifikasi</b> isi teks descriptive dengan penuh <b>tanggung jawab</b></p> <p>3.4.2 <b>Mencermati</b> struktur teks descriptive yangtelah dibacanya</p> <p>3.4.3 <b>Mencermati</b> ciri kebahasaan yang digunakan dalam teks descriptive</p> <p>4.4.1 Menentukan informasi yang terdapat dalam teks deskriptif</p> <p>4.4.1.1 Mengidentifikasi fungsi sosial teks deskriptif secara lisan dan tulis</p> <p>4.4.1.2 Menentukan informasi yang terdapat dalam teks deskriptif, lisan dan tulis pendek dan sederhana</p> <p>4.4.2.1 Menyusun kerangka teks deskriptif berbentuk tulis</p> <p>4.4.2.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbial terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Memahami ungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis</li> <li>- Memahami kalimat passive voice dalam teks Deskriptif</li> <li>- Menyusun teks Deskriptif sederhana tentang tempat bersejarah menggunakan Bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>- Tertulis</li> <li>- Unjuk kerja</li> <li>- observasi</li> </ul>	4 X 2 JP (8 JP)	<p>Buku paket</p> <p>Power point</p> <p>Smart English Book</p>

<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>dalam <i>tense</i> yang benar</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik <ul style="list-style-type: none"> <li>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul> <p><b>Fakta:</b></p> <ul style="list-style-type: none"> <li>• Di tunjukkan contoh teks <i>descriptive about historical place</i></li> </ul> <p><b>Konsep</b></p> <ul style="list-style-type: none"> <li>✦ Descriptive text is giving detail information about place, people etc.</li> <li>✦ Cara penulisan teks deskripsi dengan benar sesuai konteks</li> </ul>				
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		<p><b>Prinsip</b></p> <ul style="list-style-type: none"> <li>✦ Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>✦ Adverbia terkait sifat seperti <i>quite, very, extremely</i>, dst.</li> <li>✦ Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>✦ Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>✦ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Prosedur</b></p> <ul style="list-style-type: none"> <li>✦ Langkah atau urutan kegiatan dalam menulis teks <i>descriptive</i></li> </ul>				
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan	<p>3.5.1 Mengidentifikasi masalah yang dibahas dalam teks <b>announcement</b></p> <p>3.5.2 Mencermati struktur teks <b>announcement</b></p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalinkan hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (announcement)</li> </ul>	<ul style="list-style-type: none"> <li>- Tertulis</li> <li>- Unjuk kerja</li> <li>- observasi</li> </ul>	2 X 2JP (4 JP)	<p>Buku paket</p> <p>Power</p>

<p>(announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>yang telah dibacanya. Membaca dan mencermati beberapa deskripsi tentang program literasi dan kebiasaan membaca di sekolah-sekolah di Indonesia dengan banyak menggunakan kalimat pasif</p> <p>4.5.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2.1 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <ul style="list-style-type: none"> <li>- Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> <li>• Multimedia <ul style="list-style-type: none"> <li>- Layout dan dekorasi yang membuat tampilan</li> </ul> </li> </ul>	<p>dengan intonasi, ucapan, dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</li> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>			<p>point</p> <p>Smart English Book</p>
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		<p>teks pemberitahuan lebih menarik.</p> <p><b>Fakta:</b></p> <ul style="list-style-type: none"><li>✦ Di tunjukkan contoh teks <i>announcement</i><ul style="list-style-type: none"><li>• Do you often get a kind of announcement on your school programme?</li></ul></li></ul> <p><b>Konsep</b></p> <ul style="list-style-type: none"><li>✦ Cara penulisan teks announcement</li></ul> <p><b>Prinsip</b></p> <ul style="list-style-type: none"><li>- Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan)</li><li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li><li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li></ul>				
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		<b>Prosedur</b> ✦ Langkah atau urutan kegiatan dalam menulis teks announcement				
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## SEMESTER 2

<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<p>3.6.1 Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam simple past tense, present perfect tense.</li> <li>- Adverbial dengan since, ago, now; klausa dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>- Membaca beberapa teks pendek yang menggunakan</li> </ul>	<ul style="list-style-type: none"> <li>- Tertulis</li> <li>- Unjuk kerja</li> <li>- observasi</li> </ul>	<p>3 X 2 JP (6 JP)</p>	<ul style="list-style-type: none"> <li>- Buku bahasa inggris</li> <li>- Kamus bahasa inggris</li> <li>- Internet</li> <li>- Sumber lain yang relevan</li> </ul>
<p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/</p>	<p>3.6.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</p> <p>3.6.3 Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>3.6.4 Memahami unsur</p>					

<p>kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>4.6.1 Menyusun kalimat meminta informasi keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>4.6.2 Menanggapi permintaan informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang diajukan kepadanya</p>	<p>kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> <p><b>Fakta:</b></p> <ul style="list-style-type: none"> <li>• Di Tunjukkan Contoh teks yang memuat kejadian kegiatan di waktu lampau</li> </ul> <p><b>Konsep</b></p> <ul style="list-style-type: none"> <li>✦ Past tense vs present perfect tense sama-sama menunjukkan kegiatan yang sudah terjadi di waktu lampau.</li> </ul> <p><b>Prinsip</b></p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam simple past tense, present perfect tense.</li> <li>- Adverbial dengan since, ago, now; klausa dan adverbial penunjuk</li> </ul>	<p>kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</p> <ul style="list-style-type: none"> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</li> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>			
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		<p>waktu</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Prosedur</b></p> <p>✦ Langkah atau urutan kegiatan dalam menulis kalimat pas tense dan present perfect tense</p>				
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks recount – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount</p>	<p>3.7.1 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount</p> <p>3.7.2 Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah</p> <p>3.7.3 Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang</li> </ul>	<ul style="list-style-type: none"> <li>- Tertulis</li> <li>- Unjuk kerja</li> <li>- observasi</li> </ul>	<p>3 X 2JP (6JP)</p>	<ul style="list-style-type: none"> <li>- Buku bahasa inggris</li> <li>- Kamus bahasa inggris</li> <li>- Internet</li> <li>- Sumber lain yang relevan</li> </ul>

<p>lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>peristiwa bersejarah</p> <p>4.7.1 Membuat uraian tentang peristiwa bersejarah di Indonesia</p> <p>4.7.2 Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p>	<p>past continuous, present perfect, dan lainnya yang diperlukan</p> <ul style="list-style-type: none"> <li>- Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.</li> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>• Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p> <p><b>Fakta:</b></p> <p>✦ Di                      Tunjukkan  Contoh                      teks  peristiwa  bersejarah.</p>	<p>menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</p> <ul style="list-style-type: none"> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</li> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> </ul>			
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		<p><b>Konsep</b></p> <ul style="list-style-type: none"> <li>✦ Teks recount adalah teks yang menceritakan tentang sebuah kejadian atau peristiwa yang bersejarah.</li> <li>✦ Cara penulisan teks recount</li> </ul> <p><b>Prinsip</b></p> <ul style="list-style-type: none"> <li>✦ Pola Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan</li> <li>✦ Pola Kosa kata: terkait karakter, watak, dan setting dalam legenda</li> <li>✦ Pola Adverbia penghubung dan penunjuk waktu</li> <li>✦ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Prosedur</b></p> <ul style="list-style-type: none"> <li>✦ Langkah atau urutan kegiatan dalam menulis teks recount</li> </ul>	<ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>			
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<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>3.8.1 Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</p> <p>3.8.2 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif</p> <p>3.8.3 Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat</p> <p>3.8.4 Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat</p> <p>4.8.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam legenda</li> <li>- Adverbia penghubung dan penunjuk waktu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Cerita legenda yang dapat menumbuhkan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</li> <li>- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</li> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat</li> </ul>	<ul style="list-style-type: none"> <li>- Tertulis</li> <li>- Unjuk kerja</li> <li>- observasi</li> </ul>	<p>4 X 2 JP (8 JP)</p>	<ul style="list-style-type: none"> <li>- Buku bahasa Inggris</li> <li>- Kamus bahasa Inggris</li> <li>- SMART ENGLISH BOOK X</li> <li>- Internet</li> <li>- Sumber lain yang relevan</li> </ul>
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		<p>perilaku yang termuat di KI</p> <p><b>Fakta:</b></p> <ul style="list-style-type: none"> <li>✦ Di Tunjukkan Contoh teks narrative</li> </ul> <p><b>Konsep</b></p> <ul style="list-style-type: none"> <li>✦ Narrative is text tels about legend, short stories, etc</li> <li>✦ Cara penulisan teks narrative dengan benar sesuai konteks</li> </ul> <p><b>Prinsip</b></p> <ul style="list-style-type: none"> <li>✦ Pola Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan</li> <li>✦ Pola Kosa kata: terkait karakter, watak, dan setting dalam legenda</li> <li>✦ Pola Adverbia penghubung dan penunjuk waktu</li> <li>✦ Ucapan, Tanda baca dan penulisan kata dalam menulis</li> </ul> <p><b>Prosedur</b></p> <ul style="list-style-type: none"> <li>✦ Langkah atau urutan kegiatan</li> </ul>	<p>yang memuat bagian-bagian legenda yang ditanyakan</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>			
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		dalam menulis teks narrative				
<p>3.9. Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p>3.9.1 Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>3.9.2 Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p><b>4.9.1</b> Menirukan lirik lagu secara lisan</p> <p>4.9.2 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul> <p><b>Fakta:</b></p> <ul style="list-style-type: none"> <li>✦ Di Tunjukkan Contoh teks lirik lagu.</li> </ul> <p><b>Konsep</b></p> <ul style="list-style-type: none"> <li>✦ The song is the art of tones or sounds in sequence, combination and temporal relationships are</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<ul style="list-style-type: none"> <li>- Tertulis</li> <li>- Unjuk kerja</li> <li>- observasi</li> </ul>	1 X 2 JP	<ul style="list-style-type: none"> <li>- Buku bahasa Inggris</li> <li>- Kamus bahasa Inggris</li> <li>- SMART ENGLISH X</li> <li>- Internet</li> <li>- Sumber lain yang relevan</li> </ul>

		<p>usually accompanied by musical instruments to produce music that contains a rhythm or rhythmic sound of the call with a song</p> <p>✦ Cara penulisan lirik lagu dengan benar sesuai konteks</p> <p><b>Prinsip</b></p> <p>✦ Pola kosa kata dan tata bahasa dalam lirik lagu</p> <p>✦ Tanda baca dan penulisan kata dalam menulis</p> <p><b>Prosedur</b></p> <p>✦ Langkah atau urutan kegiatan dalam menulis teks lirik lagu</p>				
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Mengetahui  
Kepala Sekolah SMA N 1 Mojolaban

Mojolaban, 20 Juni 2022  
Guru Mata Pelajaran



Kepala Sekolah,

Mujaper, S.Pd, M.Pd

Pembina

NIP. 19780826 200501 1 007

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## APPENDIX 2

### LESSON PLAN

#### Experimental Class

#### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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<b>Nama Sekolah</b>	<b>: SMAN 1 Mojolaban</b>
<b>Materi Pembelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: X/2</b>
<b>Materi Pokok</b>	<b>: Narrative Text</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 menit (4x pertemuan)</b>

#### A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural

pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks naratif tulis terkait legenda rakyat. 3.8.2 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif tulis terkait legenda rakyat.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Menemukan informasi rinci/tersurat, informasi tersirat, dan ide pokok dari beberapa teks naratif tulis terkait legenda rakyat. 4.8.2 Menyimpulkan beberapa teks naratif tulis terkait legenda rakyat yang telah dibaca.

## C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.

3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.

#### **D. Materi Pembelajaran**

##### **1. Fungsi Sosial**

- a. Melaporkan, mengambil tindakan, membanggakan.

##### **2. Struktur teks narrative**

- a. Orientasi
- b. Komplikasi
- c. Resolusi
- d. Orientasi ulang

##### **3. Unsur kebahasaan**

- a. Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan.
- b. Kosakata: terkait karakter, watak, dan setting dalam legenda.
- c. Adverbia penghubung dan petunjuk waktu: once upon a time, long time ago dan sebagainya.
- d. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dan sebagainya.
- e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

##### **4. Topik**

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

#### **E. Metode Pembelajaran**

Pendekatan : Scientific Approach

Teknik : Story Mapping

## F. Media Pembelajaran

1. Media : Penjelasan Guru, Whiteboard, Teks Narrative
2. Alat : Boardmarker, Laptop, LCD Proyektor, Worksheet

## G. Sumber Belajar

1. Internet (<https://www.studiobelajar.com/narrative-text/>)
2. LKS “Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 2”
3. Kamus Bahasa Inggris by John M. Echols (Penerbit PT Gramedia Pustaka Utama Jakarta)

## H. Langkah – langkah Pembelajaran

### Pertemuan I

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"><li>1. Guru mengucapkan salam dan tegur sapa</li><li>2. Berdo'a</li><li>3. Guru memperkenalkan diri</li><li>4. Guru mengecek kehadiran siswa</li><li>5. Guru menyampaikan materi yang akan dipelajari</li></ol>	5 menit
<b>Mengamati</b>	<ol style="list-style-type: none"><li>1. Siswa mendengarkan guru menjelaskan pengertian <i>narrative text</i></li></ol>	15 menit
<b>Menanyakan</b>	<ol style="list-style-type: none"><li>1. Guru bertanya pada siswa apakah sudah paham terkait materi <i>narrative text</i> tersebut.</li><li>2. Guru meminta siswa mengerjakan <i>Pre-test</i></li></ol>	60 menit
<b>Mengumpulkan Informasi</b>	<ol style="list-style-type: none"><li>1. Siswa mengumpulkan hasil jawaban <i>Pre-test</i> ke meja guru di depan</li></ol>	5 menit
<b>Penutup</b>	<ol style="list-style-type: none"><li>1. Guru memberi umpan balik</li><li>2. Guru menutup pembelajaran dengan mengucapkan salam.</li></ol>	5 menit

## Pertemuan II

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	5. Guru mengucapkan salam dan tegur sapa 6. Berdo'a 7. Guru memperkenalkan diri 8. Guru mengecek kehadiran siswa 9. Guru menyampaikan materi yang akan dipelajari	5 menit
<b>Mengamati</b>	2. Siswa mendengarkan guru menjelaskan pengertian <i>narrative text</i> 3. Siswa mendengarkan guru menjelaskan ciri-ciri <i>narrative text</i> 4. Siswa mendengarkan guru menjelaskan tentang pengertian, konsep dan manfaat <i>story mapping</i> 5. Siswa mengamati teks narrative yang berjudul " <i>The Legend of Aji Saka</i> " yang telah disediakan oleh guru 6. Siswa mengamati jenis tense yang digunakan dalam <i>narrative text</i> tersebut. 7. Siswa mengamati main idea dan supporting idea dari <i>narrative text</i> tersebut 8. Siswa mengamati generic structure dari <i>narrative text</i> 9. Siswa mengamati unsur instrinsik atau elemen dalam <i>narrative text</i> 10. Siswa mengamati contoh bentuk <i>story mapping</i>	30 menit
<b>Menanyakan</b>	3. Guru meminta siswa menyampaikan main	

	<p>idea dan supporting idea dari narrative text tersebut</p> <ol style="list-style-type: none"> <li>4. Guru menanyai dan meminta siswa untuk menyebutkan jenis tense dan ciri-ciri narrative text</li> <li>5. Guru menanyakan struktur teks dan unsur instrinsik dari narrative text tersebut</li> <li>6. Guru menanyakan gambaran gambaran umum/ isi teks tersebut dengan kalimat-kalimat membimbing</li> <li>7. Guru menanyakan informasi rinci dari narrative text tersebut dengan kalimat-kalimat membimbing</li> <li>8. Guru menanyakan kepada siswa mengenai bagian-bagian dari contoh story mapping yang telah tersedia</li> </ol>	
<b>Mengumpulkan informasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menyampaikan kata, kalimat atau bagian dari teks yang dirasa sulit</li> <li>2. Guru menggunakan kalimat-kalimat membimbing mengarahkan siswa agar mengetahui makna dari kata, kalimat atau bagian dari teks</li> <li>3. Guru menggunakan kalimat-kalimat membimbing mengarahkan siswa untuk memahami bentuk dan bagian-bagian dari contoh <i>story mapping</i> yang tersedia</li> </ol>	
<b>Mengasosiasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk membaca <i>narrative text</i> yang tersedia</li> <li>2. Siswa menyimpulkan isi dari <i>narrative text</i> tersebut</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Siswa mengelompokkan bagian-bagian dari teks ke dalam elemen <i>narrative text</i></li> <li>4. Siswa membuat <i>story mapping</i> sederhana sesuai kreativitas masing-masing berdasarkan elemen-elemen teks yang telah dikelompokkan</li> </ol>	
<b>Mengkomunikasikan</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menunjukkan hasil kerja mereka di depan kelas secara bergantian</li> <li>2. Guru meminta siswa untuk menjawab pertanyaan yang telah tersedia berdasarkan teks yang dipelajari</li> <li>3. Siswa memperoleh feedback dan apresiasi dari guru maupun teman</li> </ol>	
<b>Penutup</b>	<ol style="list-style-type: none"> <li>3. Siswa dan guru membahas kesulitan dalam aktivitas pembelajaran</li> <li>4. Guru memberi umpan balik</li> <li>5. Guru menutup pembelajaran dengan mengucapkan salam</li> </ol>	10 menit

### Pertemuan III

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam dan tegur sapa</li> <li>2. Berdo'a</li> <li>3. Guru mengecek kehadiran siswa</li> <li>4. Guru menyampaikan materi yang akan dipelajari</li> </ol>	5 menit
<b>Mengamati</b>	<ol style="list-style-type: none"> <li>1. Guru membagikan sebuah <i>narrative text</i> yang berjudul "<i>Rapunzel</i>"</li> </ol>	30 menit

	<ol style="list-style-type: none"> <li>2. Siswa mengamati teks narrative yang berjudul “<i>Rapunzel</i>” yang telah disediakan oleh guru</li> <li>3. Siswa mengamati <i>main idea</i> dan <i>supporting idea</i> dari <i>narrative text</i> tersebut</li> <li>4. Siswa mengamati <i>generic structure</i> dari <i>narrative text</i></li> <li>5. Siswa mengamati unsur instrinsik atau elemen dalam <i>narrative text</i></li> </ol>	
<b>Menanyakan</b>	<ol style="list-style-type: none"> <li>1. Guru menanyakan apakah siswa pernah membaca cerita yang berjudul “<i>Rapunzel</i>”</li> <li>2. Guru menanyai dan meminta siswa menyampaikan <i>main idea</i> dan <i>supporting idea</i> dari <i>narrative text</i> yang berjudul “<i>Rapunzel</i>” tersebut</li> <li>3. Guru menanyai dan meminta siswa untuk menyebutkan jenis <i>tense</i> dan ciri-ciri <i>narrative text</i></li> <li>4. Guru menanyakan struktur teks dan unsur instrinsik dari <i>narrative text</i> tersebut</li> <li>5. Guru menanyakan gambaran umum/isi teks tersebut dengan kalimat-kalimat membimbing</li> <li>6. Guru menanyakan informasi rinci dari <i>narrative text</i> tersebut dengan kalimat-kalimat membimbing</li> </ol>	
<b>Mengumpulkan informasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menyampaikan kata, kalimat atau bagian dari teks yang dirasa sulit</li> <li>2. Guru menggunakan kalimat-kalimat membimbing mengarahkan siswa agar</li> </ol>	



	<p>mengetahui makna dari kata, kalimat atau bagian dari teks</p> <p>3. Dengan kalimat membimbing, guru meminta siswa untuk menentukan bagian-bagian dari teks yang berjudul “<i>Rapunzel</i>”</p>	
<b>Mengasosiasi</b>	<p>1. Guru meminta siswa untuk membaca <i>narrative text</i> yang tersedia</p> <p>2. Siswa menyimpulkan isi dari <i>narrative text</i> tersebut</p> <p>3. Siswa membuat <i>story mapping</i> sederhana sesuai kreativitas masing-masing berdasarkan elemen-elemen teks yang telah dikelompokkan</p>	
<b>Mengkomunikasikan</b>	<p>1. Guru meminta siswa untuk mengumpulkan hasil kerja mereka</p> <p>2. Guru meminta siswa untuk menjawab pertanyaan yang telah tersedia berdasarkan teks yang dipelajari</p> <p>3. Siswa memperoleh feedback dan apresiasi dari guru maupun teman</p>	
<b>Penutup</b>	<p>1. Siswa dan guru membahas kesulitan dalam aktivitas pembelajaran</p> <p>2. Guru memberi umpan balik</p> <p>3. Guru menutup pembelajaran dengan mengucapkan salam</p>	10 menit

#### Pertemuan IV

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	1. Guru mengucapkan salam dan tegur sapa	5 menit

	2. Berdo'a 3. Guru mengecek kehadiran siswa 4. Guru menyampaikan materi yang akan dipelajari	
<b>Mengamati</b>	1. Siswa mendengarkan guru review tentang materi <i>narrative text</i> yang sudah dijelaskan pada pertemuan sebelumnya.	15 menit
<b>Menanyakan</b>	1. Guru bertanya pada siswa apakah sudah paham terkait materi <i>narrative text</i> tersebut. 2. Guru meminta siswa mengerjakan <i>Post-test</i>	60 menit
<b>Mengumpulkan Informasi</b>	1. Siswa mengumpulkan hasil jawaban <i>Post-test</i> ke meja guru di depan	5 menit
<b>Penutup</b>	1. Guru memberi umpan balik 2. Guru menutup pembelajaran dengan mengucapkan salam.	5 menit

## I. Penilaian

### Penilaian

#### 1. Sikap Spiritual

a. Teknik : Observasi

b. Instrumen : Lembar Observasi/Jurnal

No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Keterangan	TTD	Tindak Lanjut

#### 2. Sikap Sosial

a. Teknik : Observasi

b. Instrumen : Lembar Observasi/Jurnal

No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Keterangan	TTD	Tindak Lanjut

### 3. Pengetahuan

a. Teknik : Tes tertulis

b. Bentuk : Essay

### 4. Keterampilan

a. Teknik : Tes lisan/membaca

Aspek	Keterangan	Skor
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tata Bahasa	• Tidak ada atau sedikit kesalahan tata bahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tata bahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat • Kadang-kadang menggunakan kosakata yang	4

	kurang tepat sehingga harus menjelaskan lagi <ul style="list-style-type: none"> <li>• Sering menggunakan kosakata yang tidak tepat</li> <li>• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi</li> </ul>	3 2 1
Kelancaran	<ul style="list-style-type: none"> <li>• Sangat lancar</li> <li>• Kelancaran sedikit terganggu oleh masalah bahasa</li> <li>• Sering ragu-ragu dan berhenti karena keterbatasan bahasa</li> <li>• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi</li> </ul>	4 3 2 1

### 5. Pedoman Penskoran:

NA = Skor Perolehan : Skor maksimal x 4

Konversi Kompetensi Pengetahuan, Keterampilan, dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
<b>A</b>	<b>4</b>	<b>4</b>	<b>SB</b>
<b>A-</b>	<b>3,66</b>	<b>3,66</b>	
<b>B+</b>	<b>3,33</b>	<b>3,33</b>	<b>B</b>
<b>B</b>	<b>3</b>	<b>3</b>	
<b>B-</b>	<b>2,66</b>	<b>2,66</b>	
<b>C+</b>	<b>2,33</b>	<b>2,33</b>	<b>C</b>
<b>C</b>	<b>2</b>	<b>2</b>	
<b>C-</b>	<b>1,66</b>	<b>1,66</b>	
<b>D+</b>	<b>1,33</b>	<b>1,33</b>	<b>K</b>
<b>D</b>	<b>1</b>	<b>1</b>	

Mengetahui,  
Guru Mata Pelajaran,

Praktikan,

Datik Wuryaningsih, S.Pd.

Yusi Febriyanti

## Lampiran Materi Pembelajaran

### Narrative Text

#### A. Definisi dan Fungsi Narrative Text

*Narrative text* adalah suatu jenis teks yang berupa cerita khayalan, kisah nyata yang direkayasa, atau dongeng. *Narrative text* menceritakan suatu cerita yang memiliki rangkaian peristiwa kronologis yang saling terhubung. Tujuan dari *narrative text* adalah untuk menghibur pembacanya.

#### B. Struktur Teks (Generic Structure)

Adapun struktur dari *narrative text* adalah sebagai berikut:

- **Orientation:** Pendahuluan atau pembuka yang berupa pengenalan tokoh, waktu, dan tempat.
- **Complication:** pengembangan konflik atau langkah yang diambil untuk merespon masalah.
- **Resolution:** penyelesaian konflik atau langkah yang diambil untuk merespon masalah.
- **Re-orientation:** ungkapan-ungkapan penutup yang menunjukkan berakhirnya suatu cerita. *Re-orientation* bersifat opsional atau tidak selalu ada pada *narrative text*.
- **Coda:** perubahan yang terjadi pada tokoh dan pelajaran/nilai moral yang bisa dipetik dari cerita. *Coda* juga bersifat opsional.

#### C. Unsur Kebahasaan

Pada umumnya, *narrative text* memiliki unsur kebahasaan sebagai berikut:

- **Noun:** digunakan sebagai kata ganti orang, hewan, atau benda dalam cerita, misalnya *stepmother, the dwarfs, carriage*, dan lain-lain.
- **Past tense:** *narrative text* menggunakan kata kerja bentuk lampau (verb 2), misalnya *went, ate, met*, dan lain-lain.
- **Time connective:** merupakan kata penghubung waktu untuk mengurutkan kejadian, misalnya *after, before, after that*, dan lain sebagainya.
- **Action verb:** kata kerja yang menunjukkan peristiwa atau kegiatan, misalnya *stayed, climbed, wrote*, dan lain-lain.

# Story Mapping

## A. Definition of Story Mapping

Story mapping is a visual of sequence of events and actions in the story which applied after reading a text and sometimes need a much of creativity. Beside that story mapping also can be said as graphic organizer used to identify the elements of the story in chronological order.

## B. Example of Story Mapping

**Story Map**

Title: \_\_\_\_\_

Characters: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Setting: \_\_\_\_\_

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

**Story Map**

Book: \_\_\_\_\_

Author: \_\_\_\_\_

Characters: \_\_\_\_\_

Setting: \_\_\_\_\_

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

Boodle Art Alley ©

**STORY MAP**

Title: \_\_\_\_\_

Setting: \_\_\_\_\_

Characters: \_\_\_\_\_

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

**Story Map**

Read. Complete story map.

Book Title: \_\_\_\_\_

Characters: \_\_\_\_\_

Setting: \_\_\_\_\_

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

Name: \_\_\_\_\_

## **Materi Pertemuan II**

### **Activity 1**

**Read the following text!**

#### **The Legend of Aji Saka: Java, Indonesia**

In The Kingdom of Medang Kamulan, in Java, came a young wise man, by the name of Aji Saka to fight Dewata Cengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti.

One day he told his two servants, by the name of Dora and Sembodo, that he was going to Java. He told them that while he was away, both of them have to guard his Heirloom / Pusoko. No one except Aji Saka himself not a allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said : "I'm the son of Aji Saka, bring me to him".

Aji Saka told the snake, that he would be recognized as his son, if he could kill the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating phisycal strenght and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung ( a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. He was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart, The 8 (eight) boys



vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

## **Activity 2**

**Identify the story elements above and make the story mapping!**

## **Activity 3**

**Answer the question below!**

1. Who was Dewata Cengkar?

Answer:

2. Where did Dewata Cengkar die?

Answer:

3. What condition did Aji Saka could accept the snake as his son?

Answer:

4. Why did the king punish Jaka Linglung to live in the jungle of Pesangan?

Answer:

5. How did Jaka Linglung could eat after being punished?

Answer:

## **Materi Pertemuan III**

### **Activity 1**

**Read the following text!**

#### **Rapunzel**

Long, long time ago in a house that overlooked a beautiful garden, there lived a couple who had no child. They prayed to God every day to bless them with a child. One day they found that God had answered their prayer. They were at long last going to have a baby.

Their days passed in happiness. However, the wife fell ill. She would eat nothing and the husband was worried that she would waste away. He tried to tempt her with many good things but she refused everything. “But you must eat something, my dear,” he begged her. “There is a herb called Rapunzel in the garden next door. I will feel better if I can eat that,” she said. The husband’s heart sank when he heard her. This garden was owned by a wicked witch who would let no one enter. But he loved his wife very much and so with a pounding heart, he decided to go into the garden at a time when the witch was away. One day, finding an appropriate time he went into the garden. He had managed to pluck the herb but as he was about to leave, the wicked witch came back. “You, thief! How dare you enter my garden?” she screamed. She threatened to put a curse on him. He fell at her feet and begged, “Please don’t curse me. If my wife doesn’t eat this herb, she will die. She is going to have a baby and is very ill.” The witch stopped to think a while. “I will let you go on one condition. You will give me the baby after it’s born.” The poor man had no other way out but to agree.

He took the herb to his wife and miraculously she soon recovered and gave birth to a beautiful girl. But as per the agreement the witch came to take the baby away. She took Rapunzel—for that’s what she named her—far away and locked her in a high tower. The tower had no doors or stairs. There was only a window on top. The only person whom Rapunzel ever saw was the wicked witch. Rapunzel grew up to become beautiful with pretty eyes, a beautiful voice, and her golden hair grew very, very long. All day long, when Rapunzel was alone, she would sing and weep.

Every day, the wicked witch came to the tower with food. She stood at the bottom of the tower and shouted. “Rapunzel! Rapunzel! Let your hair down!” Rapunzel would drop her long, braided hair through the window. The witch used the hair as a rope to climb into the tower.

One day, a handsome prince was passing by and heard her sing. He fell in love with her voice and unknown to all came to the tower every day to hear her sing. One day, the prince saw the witch climbing up the tower using Rapunzel’s hair.

The next day, the prince too called out to Rapunzel. “Let down your hair,” he said. The prince climbed to the top of the tower. After that, the prince came to meet Rapunzel every night.

Alas! The witch soon discovered the prince with Rapunzel. She pushed him from the tower onto a thorny bush, making him blind. She banished Rapunzel into the desert far away.

Many years passed. The blind prince wandered alone and finally reached the same desert. One day, he heard familiar voice singing. Following the sound he found her. They hugged each other in joy. Tears of happiness rolled down Rapunzel’s cheek. As the tears fell on the prince’s eyes, he regained his vision.

The prince took Rapunzel to his kingdom and they lived happily ever after.

## **Activity 2**

**Identify the story elements above and make the story mapping!**

## **Activity 3**

**Answer the question below!**

1. Where does the tale above come from?

Answer:

2. What could cure the wife’s illness?

Answer:

3. What condition did the poor man agree so that the wicked witch didn't curse him?

Answer:

4. How did the witch give the food to Rapunzel?

Answer:

5. What made the prince could see again?

Answer:

## Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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<b>Nama Sekolah</b>	<b>: SMAN 1 Mojolaban</b>
<b>Materi Pembelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: X/2</b>
<b>Materi Pokok</b>	<b>: Narrative Text</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 menit (4x pertemuan)</b>

#### A. Kompetensi Inti (KI)

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

## B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks naratif tulis terkait legenda rakyat. 3.8.2 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif tulis terkait legenda rakyat.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Menemukan informasi rinci/tersurat, informasi tersirat, dan ide pokok dari beberapa teks naratif tulis terkait legenda rakyat. 4.8.2 Menyimpulkan beberapa teks naratif tulis terkait legenda rakyat yang telah dibaca.

## C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

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

## **D. Materi Pembelajaran**

### **1. Fungsi Sosial**

- a. Melaporkan, mengambil tindakan, membanggakan.

### **2. Struktur teks narrative**

- a. Orientasi
- b. Komplikasi
- c. Resolusi
- d. Orientasi ulang

### **3. Unsur kebahasaan**

- a. Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan.
- b. Kosakata: terkait karakter, watak, dan setting dalam legenda.
- c. Adverbia penghubung dan petunjuk waktu: once upon a time, long time ago dan sebagainya.
- d. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dan sebagainya.
- e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

### **4. Topik**

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.

## **E. Metode Pembelajaran**

Pendekatan : Scientific Approach

Teknik : Questioning

## **F. Media Pembelajaran**

1. Media : Penjelasan Guru, Whiteboard, Teks Narrative
2. Alat : Boardmarker, Laptop, LCD Proyektor

## G. Sumber Belajar

1. Internet (<https://www.studiobelajar.com/narrative-text/>)
2. LKS “Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 2”
3. Kamus Bahasa Inggris by John M. Echols (Penerbit PT Gramedia Pustaka Utama Jakarta)

## H. Langkah – langkah Pembelajaran

### Pertemuan I

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"><li>1. Guru mengucapkan salam dan tegur sapa</li><li>2. Berdo’a</li><li>3. Guru memperkenalkan diri</li><li>4. Guru mengecek kehadiran siswa</li><li>5. Guru menyampaikan materi yang akan dipelajari</li></ol>	5 menit
<b>Mengamati</b>	<ol style="list-style-type: none"><li>1. Siswa mendengarkan guru menjelaskan pengertian <i>narrative text</i></li></ol>	15 menit
<b>Menanyakan</b>	<ol style="list-style-type: none"><li>1. Guru bertanya pada siswa apakah sudah paham terkait materi <i>narrative text</i> tersebut.</li><li>2. Guru meminta siswa mengerjakan <i>Pre-test</i></li></ol>	60 menit
<b>Mengumpulkan Informasi</b>	<ol style="list-style-type: none"><li>1. Siswa mengumpulkan hasil jawaban <i>Pre-test</i> ke meja guru di depan</li></ol>	5 menit
<b>Penutup</b>	<ol style="list-style-type: none"><li>1. Guru memberi umpan balik</li><li>2. Guru menutup pembelajaran dengan mengucapkan salam.</li></ol>	5 menit

### Pertemuan II

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
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<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam dan tegur sapa</li> <li>2. Berdo'a</li> <li>3. Guru mengecek kehadiran siswa</li> <li>4. Guru menyampaikan materi yang akan dipelajari</li> </ol>	5 menit
<b>Mengamati</b>	<ol style="list-style-type: none"> <li>1. Guru membagikan sebuah narrative text yang berjudul "<i>Sangkuriang</i>"</li> <li>2. Siswa mengamati teks <i>narrative</i> yang berjudul "<i>Sangkuriang</i>" yang telah disediakan oleh guru</li> <li>3. Siswa mengamati <i>main idea</i> dan <i>supporting idea</i> dari <i>narrative text</i> tersebut</li> <li>4. Siswa mengamati <i>generic structure</i> dari <i>narrative text</i></li> </ol>	30 menit
<b>Menanyakan</b>	<ol style="list-style-type: none"> <li>1. Guru menanyakan apakah siswa pernah membaca cerita yang berjudul "<i>Sangkuriang</i>"</li> <li>2. Guru menanyai dan meminta siswa menyampaikan <i>main idea</i> dan <i>supporting idea</i> dari <i>narrative text</i> yang berjudul "<i>Sangkuriang</i>" tersebut</li> <li>3. Guru menanyakan struktur teks dan unsur intrinsik dari <i>narrative text</i> tersebut</li> <li>4. Guru menanyakan gambaran umum/ isi teks tersebut dengan kalimat-kalimat membimbing</li> <li>5. Guru menanyakan informasi rinci dari <i>narrative text</i> tersebut dengan kalimat-kalimat membimbing</li> </ol>	
<b>Mengumpulkan informasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menyampaikan kata, kalimat atau bagian dari teks yang</li> </ol>	

	<p>dirasa sulit</p> <p>2. Guru menggunakan kalimat-kalimat membimbing mengarahkan siswa agar mengetahui makna dari kata, kalimat atau bagian dari teks</p>	
<b>Mengasosiasi</b>	<p>1. Guru meminta siswa untuk membaca <i>narrative text</i> yang tersedia bersama teman kelompoknya</p> <p>2. Siswa bersama teman sebangkunya berdiskusi membuat kesimpulan dari isi <i>narrative text</i></p> <p>3. Guru meminta siswa untuk menjawab pertanyaan yang telah tersedia berdasarkan teks yang dipelajari</p>	
<b>Mengkomunikasikan</b>	<p>1. Guru bersama dengan siswa membahas pertanyaan-pertanyaan yang telah dikerjakan oleh siswa</p> <p>2. Siswa memperoleh <i>feedback</i> dan apresiasi dari guru maupun teman</p>	
<b>Penutup</b>	<p>1. Siswa dan guru membahas kesulitan dalam aktivitas pembelajaran</p> <p>2. Guru memberi umpan balik</p> <p>3. Guru menutup pembelajaran dengan mengucapkan salam</p>	10 menit

### Pertemuan III

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<p>1. Guru mengucapkan salam dan tegur sapa</p> <p>2. Berdo'a</p>	5 menit

	<ol style="list-style-type: none"> <li>3. Guru mengecek kehadiran siswa</li> <li>4. Guru menyampaikan materi yang akan dipelajari</li> </ol>	
<b>Mengamati</b>	<ol style="list-style-type: none"> <li>1. Guru membagikan sebuah narrative text yang berjudul “<i>Why the Sea is Salty?</i>”</li> <li>2. Siswa mengamati teks <i>narrative</i> yang berjudul “<i>Why the Sea is Salty?</i>” yang telah disediakan oleh guru</li> <li>3. Siswa mengamati <i>main idea</i> dan <i>supporting idea</i> dari <i>narrative text</i> tersebut</li> <li>4. Siswa mengamati <i>generic structure</i> dari <i>narrative text</i></li> </ol>	30 menit
<b>Menanyakan</b>	<ol style="list-style-type: none"> <li>1. Guru menanyakan apakah siswa pernah membaca cerita yang berjudul “<i>Why the Sea is Salty?</i>”</li> <li>2. Guru menanyai dan meminta siswa menyampaikan <i>main idea</i> dan <i>supporting idea</i> dari <i>narrative text</i> yang berjudul “<i>Why the Sea is Salty?</i>” tersebut</li> <li>3. Guru menanyakan struktur teks dan unsur instrinsik dari <i>narrative text</i> tersebut</li> <li>4. Guru menanyakan gambaran umum/ isi teks tersebut dengan kalimat-kalimat membimbing</li> <li>5. Guru menanyakan informasi rinci dari <i>narrative text</i> tersebut dengan kalimat-kalimat membimbing</li> </ol>	
<b>Mengumpulkan informasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menyampaikan kata, kalimat atau bagian dari teks yang dirasa sulit</li> <li>2. Guru menggunakan kalimat-kalimat</li> </ol>	

	membimbing mengarahkan siswa agar mengetahui makna dari kata, kalimat atau bagian dari teks	
<b>Mengasosiasi</b>	<ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk membaca <i>narrative text</i> yang tersedia</li> <li>2. Siswa menyimpulkan isi dari <i>narrative text</i> tersebut dengan teman sebangku</li> <li>3. Guru meminta siswa untuk menjawab pertanyaan yang telah tersedia berdasarkan teks yang dipelajari</li> </ol>	
<b>Mengkomunikasikan</b>	<ol style="list-style-type: none"> <li>1. Guru bersama dengan siswa membahas pertanyaan-pertanyaan yang telah dikerjakan oleh siswa</li> <li>2. Siswa memperoleh <i>feedback</i> dan apresiasi dari guru maupun teman</li> </ol>	
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Siswa dan guru membahas kesulitan dalam aktivitas pembelajaran</li> <li>2. Guru memberi umpan balik</li> <li>3. Guru menutup pembelajaran dengan mengucapkan salam</li> </ol>	10 menit

#### Pertemuan IV

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam dan tegur sapa</li> <li>2. Berdo'a</li> <li>3. Guru mengecek kehadiran siswa</li> <li>4. Guru menyampaikan materi yang akan dipelajari</li> </ol>	5 menit
<b>Mengamati</b>	<ol style="list-style-type: none"> <li>1. Siswa mendengarkan guru review tentang</li> </ol>	15 menit



## 8. Pengetahuan

c. Teknik : Tes tertulis

d. Bentuk : Essay

## 9. Keterampilan

b. Teknik : Tes lisan/membaca

Aspek	Keterangan	Skor
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tata Bahasa	• Tidak ada atau sedikit kesalahan tata bahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tata bahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	• Sangat lancar	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3

	<ul style="list-style-type: none"> <li>• Sering ragu-ragu dan berhenti karena keterbatasan bahasa</li> <li>• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi</li> </ul>	2
		1

#### 10. Pedoman Penskoran:

NA = Skor Perolehan : Skor maksimal x 4

Konversi Kompetensi Pengetahuan, Keterampilan, dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
<b>A</b>	<b>4</b>	<b>4</b>	<b>SB</b>
<b>A-</b>	<b>3,66</b>	<b>3,66</b>	
<b>B+</b>	<b>3,33</b>	<b>3,33</b>	<b>B</b>
<b>B</b>	<b>3</b>	<b>3</b>	
<b>B-</b>	<b>2,66</b>	<b>2,66</b>	
<b>C+</b>	<b>2,33</b>	<b>2,33</b>	<b>C</b>
<b>C</b>	<b>2</b>	<b>2</b>	
<b>C-</b>	<b>1,66</b>	<b>1,66</b>	
<b>D+</b>	<b>1,33</b>	<b>1,33</b>	<b>K</b>
<b>D</b>	<b>1</b>	<b>1</b>	

Mengetahui,  
Guru Mata Pelajaran,

Praktikan,

Datik Wuryaningsih, S.Pd.

Yusi Febriyanti

## Lampiran Materi Pembelajaran

### Narrative Text

#### D. Definisi dan Fungsi Narrative Text

*Narrative text* adalah suatu jenis teks yang berupa cerita khayalan, kisah nyata yang direkayasa, atau dongeng. *Narrative text* menceritakan suatu cerita yang memiliki rangkaian peristiwa kronologis yang saling terhubung. Tujuan dari *narrative text* adalah untuk menghibur pembacanya.

#### E. Struktur Teks (Generic Structure)

Adapun struktur dari *narrative text* adalah sebagai berikut:

- **Orientation:** Pendahuluan atau pembuka yang berupa pengenalan tokoh, waktu, dan tempat.
- **Complication:** pengembangan konflik atau langkah yang diambil untuk merespon masalah.
- **Resolution:** penyelesaian konflik atau langkah yang diambil untuk merespon masalah.
- **Re-orientation:** ungkapan-ungkapan penutup yang menunjukkan berakhirnya suatu cerita. *Re-orientation* bersifat opsional atau tidak selalu ada pada *narrative text*.
- **Coda:** perubahan yang terjadi pada tokoh dan pelajaran/nilai moral yang bisa dipetik dari cerita. *Coda* juga bersifat opsional.

#### F. Unsur Kebahasaan

Pada umumnya, *narrative text* memiliki unsur kebahasaan sebagai berikut:

- **Noun:** digunakan sebagai kata ganti orang, hewan, atau benda dalam cerita, misalnya *stepmother, the dwarfs, carriage*, dan lain-lain.
- **Past tense:** *narrative text* menggunakan kata kerja bentuk lampau (verb 2), misalnya *went, ate, met*, dan lain-lain.
- **Time connective:** merupakan kata penghubung waktu untuk mengurutkan kejadian, misalnya *after, before, after that*, dan lain sebagainya.
- **Action verb:** kata kerja yang menunjukkan peristiwa atau kegiatan, misalnya *stayed, climbed, wrote*, dan lain-lain.



## **Materi Pertemuan II**

### **Activity 1**

**Read the following text!**

#### **Sangkuriang**

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to

accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

## **Activity 2**

### **Answer the question below!**

1. Who is Dayang Sumbi husband?

Answer:

2. Why did she marry her dog, Tumang?

Answer:

3. Why did Sangkuriang kill his dog?

Answer:

4. What did Dayang Sumbi do after she knew about Tumang?

Answer:

5. What did Sangkuriang have to do to marry Dayang Sumbi?

Answer:

### **Materi Pertemuan III**

#### **Activity 1**

**Read the following text!**

#### **Why the Sea is Salty?**

Long time ago, the sea was not salty. People got their salt from the mountain of salt across the sea. One day, the people in the village ran out of salt. But they could not set out to sea because the waves were high and the wind was strong. Their small boats would not withstand the strong wind. Needing salt very badly, the villagers remembered Ang-ngalo. Ang-ngalo was a huge giant who lived in a mountain close to the village. When Ang-ngalo went fishing, the water was only up to his knees. When he walked around the mountains, the highest mountain stood no higher than his ankles.

One day, the villagers went to see the giant. They begged him, “Ang-ngalo, we are running out the salt. The mountain of salt is across the sea, but we could not use our small boats because of the strong winds. Please allow us to use your legs as bridge to cross the sea.” Ang-ngalo was a kind giant. He was willing to help them, so he went the other side of the sea and sat by its shore. He extended his legs which reached the island where the people waited. The villagers with their empty sacks and pails climbed on his legs and walked toward the mountain of salt.

Unknown to Ang-ngalo, his heel landed on a hill of red ants. Ang-ngalo was afraid of ants. He trembled with fear at the sight of the ants. He closes his eyes and waited until the last villager reached the other side of the shore. Then he quickly bent his knee and washed the red ants with seawater. Ang-ngalo was relieved.

Soon the villagers came back with their sacks and pails full of salt. “Put back your leg down, Ang-ngalo. We are ready to go home,” said a villager. But Ang-ngalo was overcome with his fear of the bites of red ants, so, he refused to stretch his leg. “Please, Ang-ngalo. We need salt to dry fish and meat. Without salt, all our food will get spoiled,” pleaded the women. Ang-ngalo pitied the villagers, so he stretched his legs again and said, “Hurry! “The red ants might crawl on my leg again.” The villagers laughed and talked as they walked slowly on the giant’s leg. “Hurry! Hurry! Shouted Ang-ngalo. Such a big man who’s afraid of ants,” laughed

the men. “Hurry! Hurry! The ants are biting me now!” But the villagers didn’t listen to him. They still walked slowly.

Ang-ngalo’s leg was full of ants now. They started biting him and his leg was burning with itchiness. At last, the giant could not help lifting his leg. He dipped his itchy leg in the water to get rid of the biting ants.

The villagers were caught off guard. They fell into the sea with their bags and pails of salt. Ang-ngalo then saved their life. But the villagers dropped all dissolved salt in the water. That is why to this day the sea is salty.

## **Activity 2**

### **Answer the question below!**

1. Where did the villagers get salt at first?

Answer:

2. Why could the villagers not set out to sea?

Answer:

3. How did Ang-ngalo help the villagers?

Answer:

4. Why did Ang-ngalo ask the villagers to walk hurriedly?

Answer:

5. What made the sea salty?

Answer:

## APPENDIX 3

### BLUE PRINT

#### BLUE PRINT OF TRYOUT TEST FOR PRE-TEST

No	Questions	Number of Questions
1	Main idea/topic	1, 7, 13, 18, 25
2	Expression/idioms/phrases	10, 23, 39, 49
3	Inference (implied detailed)	5, 14, 27, 34, 36, 42
4	Grammatical features	11, 43, 44, 45, 46, 47
5	Detail (scanning for a specifically stated detail)	2, 9, 15, 19, 26, 33, 37
6	Excluding facts not written (unstated detail)	3, 8, 20, 31, 40, 48
7	Supporting idea	16, 21, 28, 32, 38
8	Synonym	4, 12, 17, 22, 30, 50
9	Opposite	6, 24, 29, 35, 41

#### BLUE PRINT OF TRYOUT TEST FOR POST-TEST

No	Questions	Number of Questions
1	Main idea/topic	1, 7, 12, 31, 38, 46
2	Expression/idioms/phrases	11, 14, 30, 44, 48
3	Inference (implied detailed)	4, 16, 27, 35, 41
4	Grammatical features	18, 22, 23, 24, 25, 26
5	Detail (scanning for a specifically stated detail)	2, 10, 17, 32, 33, 39
6	Excluding facts not written (unstated detail)	5, 21, 28, 34, 45, 47
7	Supporting idea	6, 15, 19, 40, 50
8	Synonym	3, 8, 20, 37, 43
9	Opposite	9, 13, 29, 36, 42, 49

### BLUE PRINT OF PRE-TEST

No	Question	Number of Question
1	Main idea/topic	1, 7, 16, 22
2	Excluding facts not written (unstated detail)	2, 11, 17
3	Synonym	3, 6, 10, 13
4	Opposite	4
5	Expression/idioms/phrases	5, 14, 23
6	Detail (scanning for a specifically stated detail)	8, 15, 18, 25
7	Supporting idea	9, 12, 20
8	Inference (implied detailed)	19, 21, 24

### BLUE PRINT OF POST-TEST

No	Questions	Number of Questions
1	Main idea/topic	1, 5, 23
2	Detail (scanning for a specifically stated detail)	2, 6, 10, 15, 18
3	Synonym	3, 21
4	Inference (implied detailed)	4, 9, 13, 17
5	Expression/idioms/phrases	7
6	Supporting idea	8, 11, 19, 24
7	Excluding facts not written (unstated detail)	12, 14, 16, 22
8	Opposite	20, 25

## APPENDIX 4

### LEMBAR SOAL TRYOUT PRE-TEST MEMBACA NARRATIVE TEXT

#### BAHASA INGGRIS

Petunjuk umum:

1. Tuliskan identitas nama dan kelas pada lembar jawaban yang tersedia
2. Bacalah dengan saksama bacaan yang tersedia

Petunjuk khusus:

Berilah tanda silang (X) pada huruf A, B, C, D atau E untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

**The following text is for questions number 1-4!**

#### A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. The story is about....
  - a. Wild and unsafe forest
  - b. A mother who saved Ah Tim
  - c. The wolves who killed Ah Tim
  - d. A wise mother and the wolves
  - e. All men village killed the wolves
2. What separated between one village to another a long time ago in the New Territories?

## LEMBAR SOAL POST-TEST MEMBACA NARRATIVE TEXT

### BAHASA INGGRIS

Petunjuk umum:

1. Tuliskan identitas nama dan kelas pada lembar jawaban yang tersedia
2. Bacalah dengan saksama bacaan yang tersedia

Petunjuk khusus:

Berilah tanda silang (X) pada huruf A, B, C, D atau E untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

#### The following text is for questions number 1-4!

One day a wolf found a sheepskin. He covered himself with the sheepskin and got into a flock of sheep grazing in a field. He thought, "The shepherd will **shut** the sheep in the pen after sunset. At night I will run away with a fat sheep and eat it."

All went well till the shepherd shut the sheep in the pen and left. The wolf waited patiently for the night to advance and grow darker. But then an unexpected thing happened. One of the servants of the shepherd entered the pen. His master had sent him to bring a fat sheep for supper. As luck would have it, the servant picked up the wolf dressed in the sheepskin. That night the shepherd and his guests had wolf for supper.

1. What is the main idea of the first paragraph?
  - a. The sheeps grazing in a field
  - b. A sheep found a wolfskin
  - c. A wolf found a sheepskin
  - d. The wolf eat a sheep
  - e. The shepherd shut the pen
2. What is the wolf's purpose by using a sheepskin?
  - a. He wants to eat the sheep
  - b. He would like to grazing
  - c. He looking for fun
  - d. He wants to live with the sheeps
  - e. a,b,c and d are correct
3. His master had sent him to bring a fat sheep for supper. The underlined word has a similar meaning to.....



## APPENDIX 5

### THE ANSWER KEYS

#### The Answer Key of Tryout of Pre-test Items

No	Answer	No	Answer	No	Answer	No	Answer	No	Answer
1	D	11	D	21	C	31	B	41	C
2	C	12	B	22	B	32	A	42	E
3	D	13	E	23	D	33	D	43	A
4	E	14	E	24	B	34	C	44	C
5	C	15	A	25	A	35	B	45	C
6	C	16	A	26	D	36	A	46	B
7	A	17	C	27	C	37	E	47	C
8	A	18	A	28	D	38	C	48	D
9	C	19	E	29	E	39	E	49	C
10	B	20	C	30	D	40	E	50	A

#### The Answer Key of Tryout of Post-test Items

No	Answer	No	Answer	No	Answer	No	Answer	No	Answer
1	C	11	D	21	E	31	D	41	C
2	A	12	C	22	A	32	B	42	C
3	E	13	D	23	C	33	A	43	A
4	D	14	D	24	D	34	D	44	D
5	B	15	E	25	B	35	A	45	E
6	E	16	B	26	E	36	C	46	C
7	C	17	D	27	A	37	D	47	D
8	B	18	C	28	D	38	D	48	A
9	C	19	B	29	C	39	E	49	B
10	D	20	A	30	A	40	A	50	D

### The Answer Key of Pre-test Items

No	Answer	No	Answer	No	Answer	No	Answer	No	Answer
1	D	6	B	11	C	16	A	21	D
2	D	7	E	12	C	17	B	22	D
3	C	8	A	13	B	18	D	23	D
4	C	9	A	14	D	19	A	24	E
5	B	10	C	15	D	20	C	25	C

### The Answer Key of Post-test Items

No	Answer	No	Answer	No	Answer	No	Answer	No	Answer
1	C	6	D	11	B	16	D	21	A
2	A	7	D	12	E	17	A	22	E
3	E	8	E	13	A	18	E	23	C
4	D	9	B	14	D	19	A	24	D
5	C	10	D	15	A	20	C	25	B

## APPENDIX 6

### LIST OF STUDENTS

#### EXPERIMENTAL CLASS (X IPA 1)

No	Student's Name
1	Agata Velycia Clara
2	Ahmad Agus Supriyanto
3	Annisa Zhallzha Syabani
4	Aprilia Royan Mansyurin
5	Chantika Niken Saraswati
6	Denny Dwi Nurjananto
7	Desta Salman Al Farizi
8	Eka Widiyanto
9	Fauzan Anwari
10	Ika Nur Hidayah
11	Jihan Kirana Azzahra Tusita
12	Kezia Atha Salsabila
13	Kharenza Aldavira Saskia Putri
14	Maharga Rasya Pradana
15	Maria Septia Ayuningtyas
16	Nadia Putri Nirmala
17	Neysa Nurisnan Mukti
18	Rasya Putra Setyawan
19	Saskia Faradila Putri
20	Sasta Oktaviana Sejahtera
21	Septiani Puji Lestari
22	Sinfoni Tutut Prayoga Kriswijanarko
23	Siska Nur Fatimah
24	Stefany Mulya Budiono
25	Tariska Dewi Asrika
26	Thandie Yuza Praditya
27	Verdian Raka Putra Wicaksana
28	Vicky Chandra Lukmana
29	Yanuar Dwi Prasetyo
30	Yovita Irmadela Apsari

### CONTROL CLASS (X IPA 3)

No	Students' Name
1	Alfi Rojid Celsya P
2	Aliffa Dafania R
3	Amin Susiani Nurrohmah
4	Aprilia Silvi W
5	Aulia Dwi Rahmawati
6	Azzahra Asyifa S
7	Brilian Putra R
8	Carisa Ailsa Elysia
9	Dhea Anandita Putri Syaharani
10	Dimas Rizky Priambada
11	Dinda Febriyanti
12	Echsanti Najwa Syarafina
13	Fanisa Amalia
14	Fatikhah Putri S
15	Febian Agung Nugroho
16	Febriana Bunga Yulawati
17	Fitri Ana A L
18	Laila Nur A
19	Lili Ayuk Saputri
20	Muhammad Farid Widjayanto
21	Muhammad Hafidz Rahmadani
22	Mutiara Eka Ayu Soraya
23	Nabila Ramadhani
24	Nadila Ramadhani
25	Nasyilla Yulia Ardana
26	Nayla Linda Fiwaputi
27	Neiva Zera Herlina
28	Nurjihan Bela Bintara
29	Panji Putra R
30	Robby Mahendra
31	Syahgita Ririn Oktaviani
32	Vannazda Alfarina Kaudy

## APPENDIX 7

### SCORE OF THE STUDENTS

#### SCORE OF THE STUDENTS IN EXPERIMENTAL CLASS

No	Student's Name	Score Pre-test Experimental Class	Score Post-test Experimental Class
1	Agata Velycia Clara	48	84
2	Ahmad Agus Supriyanto	40	76
3	Annisa Zhallzha Syabani	68	92
4	Aprilia Royan Mansyurin	40	80
5	Chantika Niken Saraswati	52	96
6	Denny Dwi Nurjananto	52	88
7	Desta Salman Al Farizi	44	68
8	Eka Widiyanto	48	84
9	Fauzan Anwari	56	72
10	Ika Nur Hidayah	44	80
11	Jihan Kirana Azzahra Tusita	84	96
12	Kezia Atha Salsabila	68	92
13	Kharenza Aldavira Saskia Putri	52	80
14	Maharga Rasya Pradana	56	76
15	Maria Septia Ayuningtyas	64	88
16	Nadia Putri Nirmala	60	96
17	Neysa Nurisnan Mukti	56	84
18	Rasya Putra Setyawan	52	80
19	Saskia Faradila Putri	68	72
20	Sasta Oktaviyana Sejahtera	60	92
21	Septiani Puji Lestari	52	76
22	Sinfoni Tutut Prayoga Kriswijanarko	52	80
23	Siska Nur Fatimah	60	84
24	Stefany Mulya Budiono	56	92
25	Tariska Dewi Asrika	40	100
26	Thandie Yuza Praditya	48	84
27	Verdian Raka Putra Wicaksana	44	80
28	Vicky Chandra Lukmana	44	76
29	Yanuar Dwi Prasetyo	56	84
30	Yovita Irmadela Apsari	60	72

## SCORE OF THE STUDENTS IN CONTROL CLASS

No	Students' Name	Score Pre-test Control Class	Score Post-test Control Class
1	Alfi Rojid Celsya P	52	60
2	Aliffa Dafania R	56	68
3	Amin Susiani Nurrohmah	60	72
4	Aprilia Silvi W	48	72
5	Aulia Dwi Rahmawati	48	76
6	Azzahra Asyifa S	64	68
7	Brilian Putra R	60	80
8	Carisa Ailsa Elysia	52	76
9	Dhea Anandita Putri Syaharani	52	64
10	Dimas Rizky Priambada	68	88
11	Dinda Febriyanti	56	68
12	Echsanti Najwa Syarafina	60	80
13	Fanisa Amalia	68	72
14	Fatikhah Putri S	44	92
15	Febian Agung Nugroho	64	88
16	Febriana Bunga Yuliawati	68	96
17	Fitri Ana A L	68	92
18	Laila Nur A	64	84
19	Lili Ayuk Saputri	60	80
20	Muhammad Farid Widjayanto	64	80
21	Muhammad Hafidz Rahmadani	60	100
22	Mutiara Eka Ayu Soraya	56	88
23	Nabila Ramadhani	68	76
24	Nadila Ramadhani	68	92
25	Nasyilla Yulia Ardana	56	88
26	Nayla Linda Fiwaputi	68	76
27	Neiva Zera Herlina	44	52
28	Nurjihan Bela Bintara	52	92
29	Panji Putra R	64	88
30	Robby Mahendra	68	80
31	Syahgita Ririn Oktaviani	72	96
32	Vannazda Alfarina Kaudy	56	68

## APPENDIX 8

### Validity and Reliability Tryout Test

#### 1) The validity of the Tryout Pre-Test

Table 3.6 Result of Validity of Tryout Pre-test

Items	$r_{\text{observed}}$	$r_{\text{table}} (0,05)$ with N = 33	Result
Item 1	0,384	0,344	Valid
Item 2	0,019	0,344	Invalid
Item 3	0,408	0,344	Valid
Item 4	0,384	0,344	Valid
Item 5	0,037	0,344	Invalid
Item 6	0,558	0,344	Valid
Item 7	-0,222	0,344	Invalid
Item 8	0,073	0,344	Invalid
Item 9	0,283	0,344	Invalid
Item 10	0,384	0,344	Valid
Item 11	0,086	0,344	Invalid
Item 12	0,437	0,344	Valid
Item 13	0,397	0,344	Valid
Item 14	0,080	0,344	Invalid
Item 15	0,346	0,344	Valid
Item 16	0,375	0,344	Valid
Item 17	0,575	0,344	Valid
Item 18	0,238	0,344	Invalid
Item 19	-0,008	0,344	Invalid
Item 20	0,529	0,344	Valid
Item 21	0,488	0,344	Valid
Item 22	0,478	0,344	Valid
Item 23	0,502	0,344	Valid
Item 24	0,005	0,344	Invalid
Item 25	0,015	0,344	Invalid
Item 26	0,093	0,344	Invalid
Item 27	0,180	0,344	Invalid
Item 28	0,536	0,344	Valid
Item 29	0,293	0,344	Invalid
Item 30	0,476	0,344	Valid
Item 31	0,419	0,344	Valid
Item 32	-0,180	0,344	Invalid
Item 33	0,371	0,344	Valid

Item 34	0,180	0,344	Invalid
Item 35	0,182	0,344	Invalid
Item 36	0,411	0,344	Valid
Item 37	-0,088	0,344	Invalid
Item 38	0,462	0,344	Valid
Item 39	-0,241	0,344	Invalid
Item 40	0,088	0,344	Invalid
Item 41	0,223	0,344	Invalid
Item 42	0,451	0,344	Valid
Item 43	0,136	0,344	Invalid
Item 44	0,183	0,344	Invalid
Item 45	0,495	0,344	Valid
Item 46	0,370	0,344	Valid
Item 47	0,364	0,344	Valid
Item 48	-0,136	0,344	Invalid
Item 49	0,396	0,344	Valid
Item 50	0,026	0,344	Invalid
TOTALS	Valid items = 25 Invalid items = 25		

## 2) The reliability of the Tryout Pre-Test

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.696	.710	50

## 3) The validity of Tryout Post-test

**Table 3.8 Result of Validity of Post-test**

Items	$r_{\text{observed}}$	$r_{\text{table}} (0,05)$ with N = 33	Result
Item 1	0,351	0,344	Valid
Item 2	0,385	0,344	Valid
Item 3	0,351	0,344	Valid
Item 4	0,437	0,344	Valid



Item 5	-0,073	0,344	Invalid
Item 6	-0,043	0,344	Invalid
Item 7	0,439	0,344	Valid
Item 8	0,214	0,344	Invalid
Item 9	-0,054	0,344	Invalid
Item 10	0,351	0,344	Valid
Item 11	0,385	0,344	Valid
Item 12	0,043	0,344	Invalid
Item 13	-0,192	0,344	Invalid
Item 14	0,449	0,344	Valid
Item 15	0,109	0,344	Invalid
Item 16	0,611	0,344	Valid
Item 17	0,410	0,344	Valid
Item 18	0,238	0,344	Invalid
Item 19	0,611	0,344	Valid
Item 20	0,000	0,344	Invalid
Item 21	0,364	0,344	Valid
Item 22	0,656	0,344	Valid
Item 23	0,395	0,344	Valid
Item 24	0,489	0,344	Valid
Item 25	-0,155	0,344	Invalid
Item 26	-0,054	0,344	Invalid
Item 27	0,489	0,344	Valid
Item 28	0,437	0,344	Valid
Item 29	-0,097	0,344	Invalid
Item 30	0,072	0,344	Invalid
Item 31	-0,181	0,344	Invalid
Item 32	0,065	0,344	Invalid
Item 33	0,364	0,344	Valid
Item 34	0,507	0,344	Valid
Item 35	0,537	0,344	Valid
Item 36	0,307	0,344	Invalid
Item 37	0,278	0,344	Invalid
Item 38	0,110	0,344	Invalid
Item 39	0,489	0,344	Valid
Item 40	0,449	0,344	Valid
Item 41	0,061	0,344	Invalid
Item 42	0,551	0,344	Valid
Item 43	0,497	0,344	Valid
Item 44	0,028	0,344	Invalid
Item 45	0,491	0,344	Valid
Item 46	0,253	0,344	Invalid
Item 47	0,489	0,344	Valid
Item 48	0,360	0,344	Valid
Item 49	0,551	0,344	Valid

Item 50	-0,219	0,344	Invalid
TOTALS	Valid Items = 28 Invalid Items = 22		

**4) The reliability of the Tryout Post-Test**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.671	.764	50

## APPENDIX 9

### DESCRIPTIVE ANALYSIS

#### A. EXPERIMENTAL CLASS

##### 1. Pre-test result

##### a. Data Description of Pre-test Result in Experimental Class

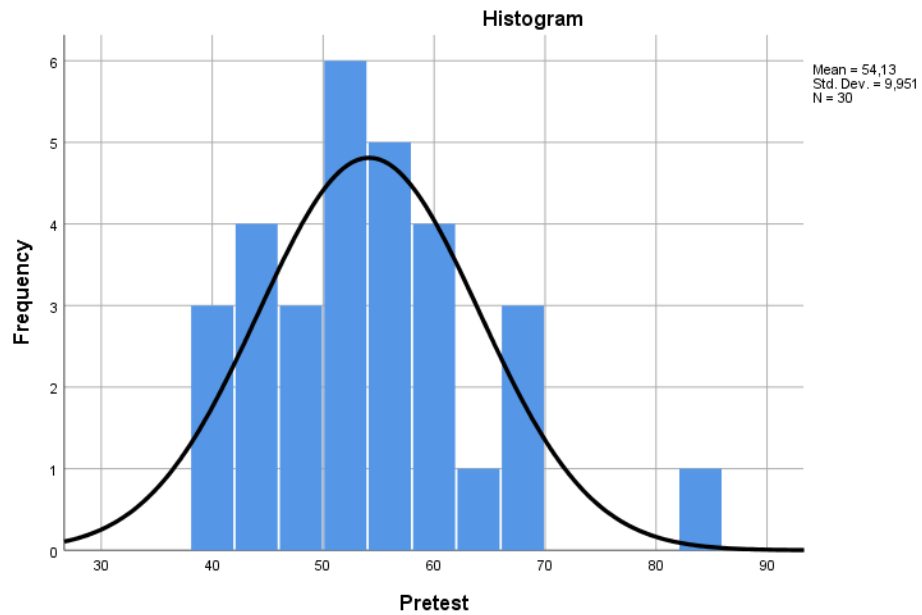
**Statistics**  
Pre-test Experimental Class

N	Valid	30
	Missing	0
Mean		54,13
Median		52,00
Mode		52
Std. Deviation		9,951
Minimum		40
Maximum		84

##### b. Frequency Distribution of Pre-test Result in Experimental Class

		Pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	10,0	10,0	10,0
	44	4	13,3	13,3	23,3
	48	3	10,0	10,0	33,3
	52	6	20,0	20,0	53,3
	56	5	16,7	16,7	70,0
	60	4	13,3	13,3	83,3
	64	1	3,3	3,3	86,7
	68	3	10,0	10,0	96,7
	84	1	3,3	3,3	100,0
Total		30	100,0	100,0	

**c. The Histogram of Frequency Distribution of Pre-test Result in Experimental Class**



**2. Post-test result**

**a. Data Description of Post-test Result in Experimental Class**

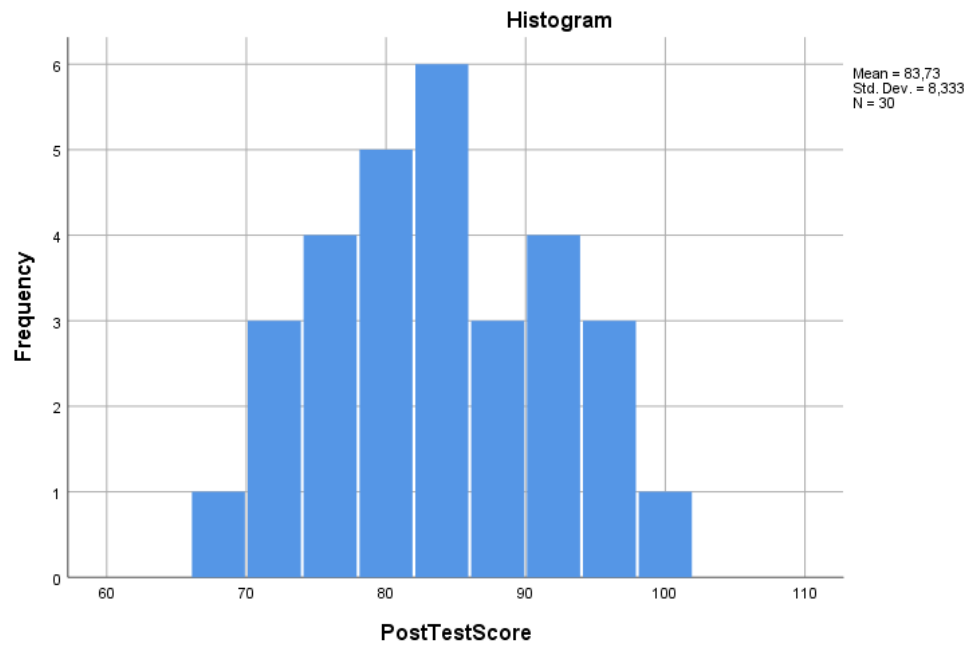
**Statistics**

PostTestScore		
N	Valid	30
	Missing	0
Mean		83,73
Median		84,00
Mode		84
Std. Deviation		8,333
Minimum		68
Maximum		100

**b. Frequency Distribution of Post-test Result in Experimental Class**

		PostTestScore			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	68	1	3,3	3,3	3,3
	72	3	10,0	10,0	13,3
	76	4	13,3	13,3	26,7
	80	5	16,7	16,7	43,3
	84	6	20,0	20,0	63,3
	88	3	10,0	10,0	73,3
	92	4	13,3	13,3	86,7
	96	3	10,0	10,0	96,7
	100	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

**c. The Histogram of Frequency Distribution of Post-test Result in Experimental Class**



## B. CONTROL CLASS

### 1. Pre-test result

#### a. Data Description of Pre-test Result in Control Class

**Statistics**

PretestControlClass

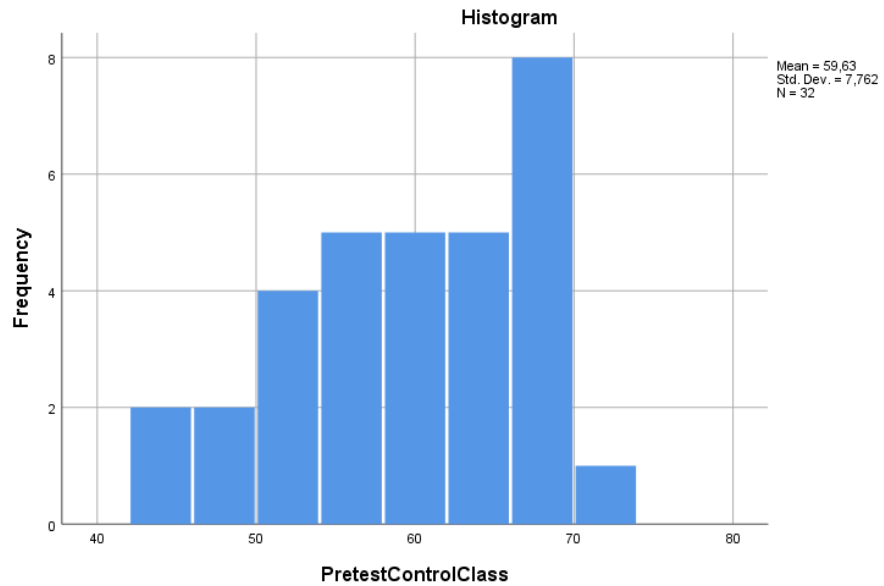
N	Valid	32
	Missing	0
Mean		59,63
Median		60,00
Mode		68
Std. Deviation		7,762
Minimum		44
Maximum		72

#### b. Frequency Distribution of Pret-test Result in Control Class

**PretestControlClass**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	2	6,3	6,3	6,3
	48	2	6,3	6,3	12,5
	52	4	12,5	12,5	25,0
	56	5	15,6	15,6	40,6
	60	5	15,6	15,6	56,3
	64	5	15,6	15,6	71,9
	68	8	25,0	25,0	96,9
	72	1	3,1	3,1	100,0
	Total		32	100,0	100,0

**c. The Histogram of Frequency Distribution of Pre-test Result in Control Class**



**2. Post-test result**

**a. Data Description of Post-test Result in Control Class**

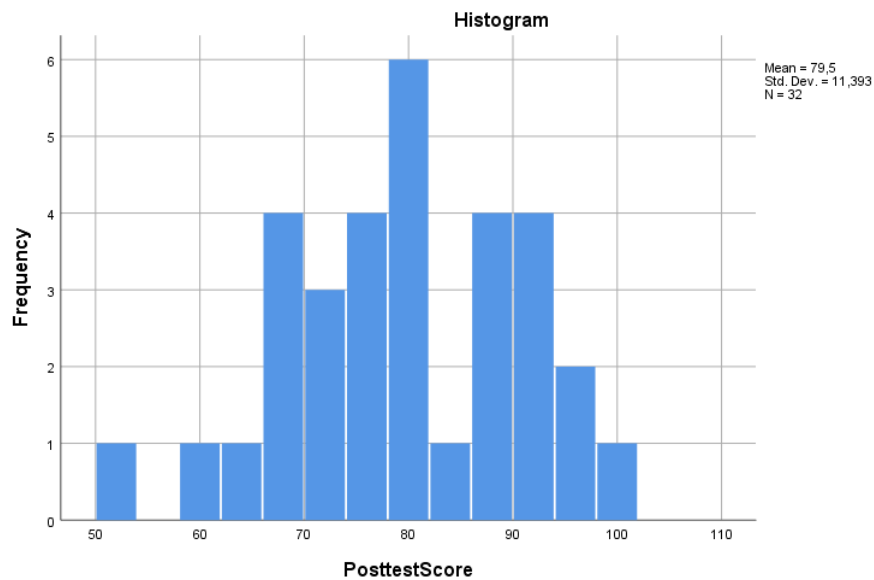
**Statistics**

PosttestScore		
N	Valid	32
	Missing	0
Mean		79,50
Median		80,00
Mode		80
Std. Deviation		11,393
Minimum		52
Maximum		100

**b. Frequency Distribution of Post-test Result in Control Class**

		PosttestScore			Cumulative	
		Frequency	Percent	Valid Percent	Percent	
Valid	52	1	3,1	3,1	3,1	
	60	1	3,1	3,1	6,3	
	64	1	3,1	3,1	9,4	
	68	4	12,5	12,5	21,9	
	72	3	9,4	9,4	31,3	
	76	4	12,5	12,5	43,8	
	80	6	18,8	18,8	62,5	
	84	1	3,1	3,1	65,6	
	88	4	12,5	12,5	78,1	
	92	4	12,5	12,5	90,6	
	96	2	6,3	6,3	96,9	
	100	1	3,1	3,1	100,0	
	Total		32	100,0	100,0	

**c. The Histogram of Frequency Distribution of Post-test Result in Control Class**





## APPENDIX 10 CALCULATION OF THE DATA

### A. NORMALITY TEST

#### 1. Normality Pre-test Result of Experimental Class and Control Class

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Score	Class	c	Df	Sig.	c	Df	Sig.
	Experimental Class	,126	30	,200 <sup>*</sup>	,935	30	,066
	Control Class	,151	32	,061	,930	32	,154

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### 2. Normality Post-test Result of Experimental Class & Control Class

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest Students Score	Class	c	Df	Sig.	c	Df	Sig.
	Experimental Class	,141	30	,131	,961	30	,332
	Control Class	,110	32	,200 <sup>*</sup>	,974	32	,605

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## B. HOMOGENEITY TEST

### 1. Homogeneity of Pre-test of Experiment Class and Control Class

#### Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Pretest	Based on Mean	,752	1	60	,389
Score	Based on Median	,581	1	60	,449
	Based on Median and with adjusted df	,581	1	50,483	,450
	Based on trimmed mean	,744	1	60	,392

### 2. Homogeneity of Post-test of Experiment Class and Control Class

#### Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Posttest Students	Based on Mean	2,959	1	60	,091
Score	Based on Median	2,880	1	60	,095
	Based on Median and with adjusted df	2,880	1	55,026	,095
	Based on trimmed mean	2,832	1	60	,098

## C. HYPOTHESIS TESTING

### 1. Standard Deviation and standard error of Experiment Class and Control Class

#### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreExperimental	54,13	30	9,951	1,817
	PostExperimental	83,47	30	8,320	1,519

### 2. The Calculation of T-Test

#### Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimental Class –	-	10,846	1,980	-33,650	-25,550	-	29	,000
	Post-test Experimental Class	29,60					14,94	9	

APPENDIX 11  
THE EXAMPLE OF STUDENTS WORKSHEET

Activity 2

Identify the story elements above and make the story mapping!

# STORY MAPPING

## 2. Setting

- Background scene : In the Kingdom of Medang Kamulan, in Java.
- Atmosphere : Suspenseful, sad.

## 3. Characteristic

- Aji Saka : Brave, kind, and helpful.
- Dewata Cengkar : Greedy, selfish, and evil.

## 1. Title

The Legend of Aji Saka  
Java Indonesia

## 4. Problem

- \* Dewata Cengkar had a habit to eat human flesh of his own people.
- \* In the palace Jaka Linghing greedily ate domestic pets of the palace.

## 5. Solution

Helping people in distress is our duty, and that is a commendable deed. Besides that don't act greedily, because that action can harm ourselves.

## Activity 2

Identify the story elements above and make the story mapping!

# Story Mapping

**Title:** Rapunzel

**Setting:** place: a house, A garden  
A deep forest.  
A tower

time: long time ago (All day long,  
Every day).

atmosphere: fear, boredom, loneliness  
anger, and happiness.

**Characteristics**

Rapunzel is a spirited,  
Smart, clever, kind,  
Playful and a very  
adventurous girl.  
Her long, magical,  
golden hair

**Problem**

1. Rapunzel is having a bad hair day
2. The prince thinks that Rapunzel needs to be rescued
3. Rapunzel mishears what the prince wants from her and throws down silly things rather than what the prince is asking for
4. Rapunzel can't understand what the prince is asking for.
5. The prince is getting fed up with Rapunzel and doesn't want to rescue her any more.

→ solution =>

### Activity 3

Answer the question below!

1. Who is Dayang Sumbi husband?

Answer: Dayang Sumbi's husband was her dog, Tumang.

2. Why did she marry her dog, Tumang?

Answer: Because it was the one who returned her shuttle.

3. Why did Sangkuriang kill his dog?

Answer: Because he worried about facing his mother empty-handed.

4. What did Dayang Sumbi do after she knew about Tumang?

Answer: She struck her son so hard.

5. What did Sangkuriang have to do to marry Dayang Sumbi?

Answer: Because Sangkuriang is her own son, and she was the person who elected the scar on his head.



### Activity 3

Answer the question below!

1. Where did the villagers get salt at first?

Answer: the villagers got their salt at first from the mountain of salt <sup>u</sup> across the sea

2. Why could the villagers not set out to sea?

Answer: the villagers not set out to sea because the waves were high and the wind was strong. Their small boats would not withstand the strong wind.

3. How did Ang-ngalo help the villagers?

Answer: Using Ang-ngalo feet as a bridge to cross the salt mountain

4. Why did Ang-ngalo ask the villagers to walk hurriedly?

Answer: because the red ant that crawls on its legs starts to bite it and his leg feels itchy

5. What made the sea salty?

Answer: Bags and buckets of salt that the villagers carried fell into the sea and all the dissolved salt in the water, that is why the sea continues to be salty today.

3. Ang-ngalo help the villagers, so he went the other side of the sea and sat by its shore. He extended his legs which reached the island where the people waited. The villagers with their empty sacks and pairs climbed on his legs and walked toward the mountain of salt.

4. Ang-ngalo ask the villagers to walk hurriedly because Ang-ngalo was afraid of Ants. He was overcome with fear of the red ant's bite.

**APPENDIX 12**  
**THE PHOTOGRAPH OF STUDENTS ACTIVITY**





