



**ENHANCING STUDENTS' READING COMPREHENSION
ACHIEVEMENT BY USING STORY MAPPING TECHNIQUE**

THESIS

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THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018**



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THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

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2018

DEDICATION

The thesis is dedicated to:

1. My beloved parents who always give me motivation, great affection, assistance and never ending love
2. My sister and beloved brother, Frieda Puspita and Haykal Hapsya Saputra who always support me.
3. My beloved friends, Dwita, Putri, Alfi, Dara, Pucha, Novi, Lidia, Dian, Dea, Lia, Rulina, Mahatma, Reza, Krisni, Nova, Ziya, Umroh, Effendi, Ervan, Akbar, Rifqi, Nereiza, etc., thank you so much for your love, laugh, support, and prayer.

MOTTO

“The more you read the more things you will know. The more you learn, the more places you will go”

Seus (1978:27)



STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS' APPROVAL

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the Almighty, who has given me His guidance and blessing. Therefore, I can finish my thesis entitled “Enhancing Students Reading Comprehension Achievement by Using Story Mapping Technique.”

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. All my consultants, Eka Wahjuningsih, S.Pd, M.Pd., and Dra. Made Adi Andayani T., M.Ed for their willingness and suggestions to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. All my examination committees, Drs. I Putu Sukmaantara, M. Ed and Dra. Zakiyah Tasnim, M. A.
6. The English Education Program lecturers who have given me support to work harder and think positively in my attempt to complete this thesis.
7. The principal, the English Teacher and X IPS 3 students in MAN 2 Jember for giving me an opportunity, helps, and supports to conduct this research.
8. My beloved almamater, University of Jember

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 6th June 2018

The writer

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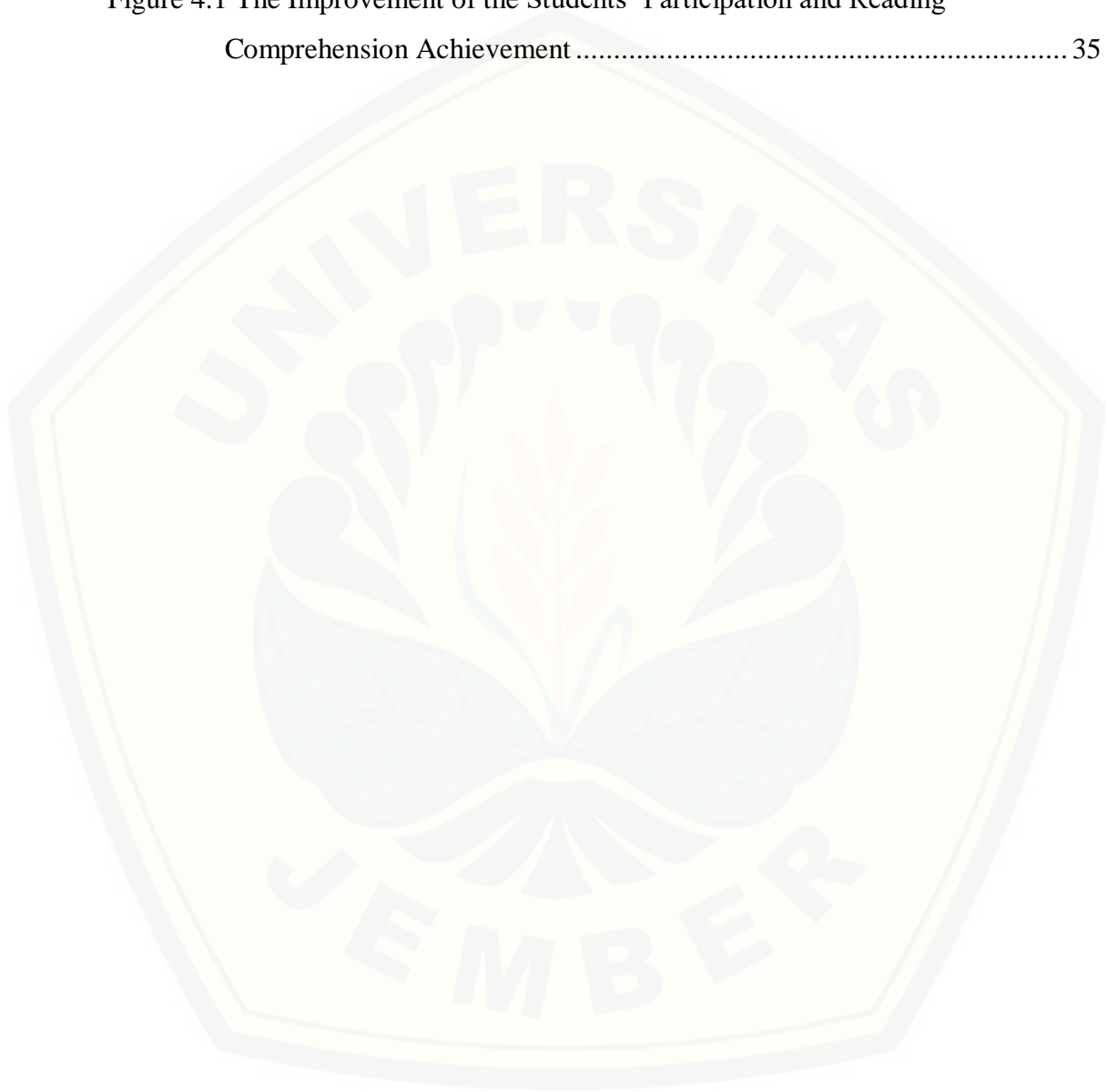
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SUMMARY

Enhancing Students' Reading Comprehension Achievement by Using Story Mapping Technique; Maulidya Puspita Dwi Cahyani; 140210401052; 148 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to enhance the tenth IPS 3 grade students' reading comprehension achievement by using Story Mapping technique at MAN 2 Jember. Based on the preliminary study, it was found that the tenth IPS 3 grade students had problem in reading comprehension. It happened because the teacher only taught reading by asking them to read the text aloud and to do the exercise individually. However, this technique did not seem to be effective to be implemented. It made the students not enthusiasm in reading activity. In addition, the students also had difficulties in getting the information from the text because they only read the text without comprehending it well. It was proved by looking at their mean reading score (55.03) which was the lowest among the other tenth grade classes. It also did not achieve the minimum of standard score (75) for English subject. Thus, the using of Story Mapping technique was done to enhance the students' reading comprehension achievement.

The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observation checklist consisted of 9 indicators, namely 1) Asking questions related to the text, 2) Mentioning the setting elements (the character part), 3) Mentioning the setting elements (the time part), 4) Mentioning the setting elements (the place part), 5) Mentioning the problem elements, 6) Mentioning the goal elements, 7) Mentioning action elements, 8) Mentioning the outcome elements, and 9) Doing the exercises given individually. The students were categorized as active if they could fulfill at least 7 indicators. The observation results in Cycle 1 showed that there was 90.4% students were actively involved during the teaching and learning process. It means

that it improved 59.15% from 31.25% in pre-Cycle. Besides, the percentage of the students who achieved the minimum of standard score (75) significantly increased into 71.88% from the pre-Cycle (3.12%) to Cycle 1 (75%). In other words, Cycle 1 fulfilled the criteria of success because 75% of students achieved the research criteria. Then, the action was still continued to Cycle 2 to check the consistency of the students' reading comprehension achievement and their active participation.

The result of Cycle 2 showed much better result. It was reported that 98.4% of the students participated actively during the learning process. It means that there was 8% improvement from Cycle 1 which was 90.4%. Furthermore, the increasing also happened to the students' reading comprehension achievement test that showed 81.25% of the students passed the standard minimum score.

Based on the result above, it can be concluded that the use of Story Mapping technique could enhance the tenth IPS 3 grade students' reading comprehension achievement.

CHAPTER I. INTRODUCTION

This chapter presents some points related with the topic such as background of the research, the problem of the research, the objectives of the research, and the research contribution.

1.1. Research Background

Reading becomes the most common problem the English teachers face. They often find their students get difficulties in reading activities. It happens because the students are not aware of the effective ways of reading and understanding a text, which might cause resistance and affect their attitudes towards reading in English (Mede, 2010). Therefore, teachers need to enhance the students' reading ability and to preserve their interest in reading.

That phenomenon also happens in Indonesia. Students often find difficulties in understanding the text because of unfamiliar vocabularies and the minimum background knowledge they have related to the topic of the text. Moreover, they lack of motivation in comprehending the text and do not show enthusiasm during the reading activity. It happens because the teacher only asks them to read the text aloud and do the exercises by themselves. That technique seems to become the main reason of the students to have low score in reading comprehension.

Based on the preliminary study conducted by interviewing the English teacher of MAN 2 Jember, it was found that the most problematic case in the class is reading comprehension. The teacher taught reading by asking the students to read the text aloud, do the exercise individually and find the difficult words in the dictionary. Nevertheless, that technique did not seem to be effective to be implemented during reading activity because the students still did not show their enthusiasm during reading activity. Besides, they also found difficulty to get the information from the text. It can be said that during the reading activity, the students only read the text without comprehending the text well. It became the main reason of the tenth IPS 3 students to get the lowest score dealing with reading comprehension achievement (see Appendix 4, p.46). The mean score of

their reading comprehension was 55,03 (see Appendix 3, p.45). It showed that the students did not achieve the minimum standard score (KKM) because the minimum standard score for English is 75.

To solve the problem, the researcher thought about a teaching technique in reading activity to improve the students' reading comprehension achievement and their active participation. Hennings (1997:275) mentions some visual techniques including webbing, charting, mapping or outlining. Beck and McKeown (in Buehl 2001:135) argue that Story Mapping is a technique that helps the students to use their knowledge of narrative structure to analyze stories. It means that Story Mapping is one of visual strategies to enhance students' reading comprehension achievement by giving the students understanding through identifying the elements of the story such as characters, setting, goal, action, problem and outcome.

It is in line with previous research conducted by Kurniawan (2013) entitled Improving Students' Reading Comprehension on Narrative Text through Story Mapping Strategy. The result of the research showed that Story Mapping technique could improve the students' reading comprehension achievement by looking at the percentage that reached 15.79 % in Cycle 1 while in Cycle 2 was 26.75%. The other study entitled "Story Mapping Training as A Means of Improving Reading Comprehension" was conducted by Idol and Croll (1987). It was reported that 9 out of 10 students were able to increase their ability in comprehending the text. In addition, Phantharakphonga and Pothithab (2013) proved that the use of Story Mapping technique enabled students to develop their reading comprehension achievement. Students' statement said that it helped them understand English reading better. Another study conducted by Teo, *et al* (2016) showed that the involving of Story Mapping in reading activities showed positive attitude towards the students' reading achievement. The last was Narkon and Wells (2013) who reported that Story Mapping successfully increased students' ability in comprehending the text. In short, Story Mapping technique enables the students to enhance their reading comprehension achievement.

Story Mapping appears to be an effective technique to apply in MAN 2 Jember because the English teacher of the tenth grade students at MAN 2 Jember never applied story mapping. Narrative text was chosen because it was stated in Kurikulum 2013 that it is one of the genres needed to be taught to the tenth grade students. Moreover, narrative text is appropriate with Story Mapping technique because the story is made in chronological order.

Therefore, the researcher conducted a research entitled, “Enhancing Students’ Reading Comprehension Achievement by Using Story Mapping Technique.”

1.2. Research Problem

Based on the research background above, the problems of the research are formulated as follows.

1. Can the use of Story Mapping Technique enhance the tenth grade students’ reading comprehension achievement at MAN 2 Jember?
2. Can the use of Story Mapping Technique enhance the tenth grade students’ participation in the teaching and learning process of reading at MAN 2 Jember?

1.3. Research Contribution

1.3.1. Empirical Contribution

The result of this research can help future researchers who have the same interest in implementing Story Mapping technique to enhance the students’ reading comprehension achievement as a reference whether or not they have the same research design.

1.3.2. Practical Contribution

This research is expected to be helpful to improve students’ reading comprehension achievement and their participation during reading activity. Hopefully, they have an experience dealing with story mapping technique to help them comprehend the text easily.

Besides, the research result is also expected to be useful for the English teacher of the tenth grade at MAN 2 Jember as information or input to cope with the students’ reading comprehension problem by using Story Mapping Technique.

Hopefully, the teacher is able to apply this technique to improve the students' reading comprehension achievement and gain students' motivation in reading class.



CHAPTER II. RELATED LITERATURE REVIEW

This chapter deals with some theories related to the research problems. They are theoretical framework, conceptual framework, and previous research review.

2.1. Theoretical Framework

2.1.1. Reading Comprehension

Reading is considered as one of the English skills that involves an active occupation (Harmer, 2004:70). Moreover, Grellet (1996:8) adds that reading is an active skill because it involves guessing, predicting, checking and asking oneself question. It can be said that the students have to explore themselves to get the understanding about the text they read.

Reading cannot be separated from comprehension. Snow (2002:11) defines reading comprehension as simultaneous process of extracting and constructing meaning through interaction and involvement with written language. It can be said that reading comprehension belongs to the process of constructing meaning to understand the text. Furthermore, Grellet (1996:3) says that reading comprehension is the process of understanding a text. It means that readers are expected to be able to get the information delivered by the text. Based on those statements above, it can be concluded that reading comprehension is important to construct the meaning so that the students are able to get the message from the text. In addition, they are also expected to have the ability in comprehending word, sentence, paragraph, and text. It is in line with McWhorter's idea (McWhorter, 1989:90) who mentions four aspects of reading comprehension namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

2.1.2. Story Mapping Technique

Technique in reading is recommended to be applied during reading activity to help the students comprehend the text. It promotes students' effective interaction with the text by enabling them to merge new information with their

prior knowledge, monitor their comprehension as they read, and direct their own learning (Lerner, 1997:17).

Story Mapping technique appears to be the effective technique to be applied during reading activity (Gersten, 2001). Beck and McKeown (1981) says that story map is a unified representation of a story based on a logical organization of events and ideas of central importance to the story and the interrelationships of these events and ideas. Moreover, Reutzel (1985) defines Story Mapping as visual representations similar in construct to semantic mapping, webbing, or networking-graphically to organize and integrate the concepts and events contained in a story. In other words, Story Mapping can be defined as the visual diagram that contains a brief representation of the text in order to help the students enhance their ability in comprehending the text.

According to Amer (2003), Story Mapping is a common format usually used to represent key component of the story. It provides a visual representation for readers to facilitate their identification, organization, and analysis of story elements (Stetter & Hughes, 2010). Based on those definitions, it can be said that Story Mapping belongs to the visual representation of the story elements used to make the students get the meaning of the text easily.

2.1.3. The Advantages and Disadvantages of Story Mapping Technique

According to Buehl (2001), there are several advantages of using Story Mapping, such as follows.

1. Students are provided with a visual framework for understanding and analysing stories, and their knowledge of story structure is reinforced as foundation for the successful reading of narrative text
2. Questions for guiding and discussing stories derived from the element of the story structure lead to more coherent and integrated comprehension from the students. Students improve their ability to predict questions for a particular story
3. Students practiced using story structure as the basis for the creation of their own stories

4. Story Mapping is easy to remember because the students learn to find the elements of the story and relate them into a story
5. Story Mapping enables the students to construct their own story mapping because it is easy to construct
6. Story Mapping can be created for both short stories and longer work of fiction such as novels.

Therefore, Story Mapping technique brings some benefits by helping the students to comprehend the text easily. It also facilitates the students to get the information of the text through relating the elements of story mapping.

Besides the advantages, Story Mapping also has disadvantages. Buehl (2001) mentions that Story Mapping is appropriate for most narrative text. It means that Story Mapping does not belong to other genres. Furthermore, Calderon (2003) adds that Story Mapping is time-consuming because it needs much time to be done. Besides reading the text and answering the question related to the text, the students must construct their own story mapping individually through filling out the seven elements of Story Mapping. To cope with these disadvantages, the teacher must manage the time as effective as possible and decide the appropriate text to be involved during reading activity.

2.2. Conceptual Framework

2.2.1. Reading Comprehension Achievement

Hughes (2003:13) says that achievement test is a language course test to determine how successful individual student or group of students in achieving objectives. In other words, reading comprehension achievement can be defined as the students' reading comprehension score that they get from doing the reading comprehension test. Reading comprehension achievement covers:

1. Word Comprehension

To get the understanding of the text, it is necessary for us to know the meaning of the word. Duke (2011:56) states that a good reader attempts to know the unfamiliar words. Thus, word comprehension refers to how the students are able to catch the meaning of the words.

2. Sentence Comprehension

Comprehending sentence means that the students are able to get the information of the text by connecting one word to another in a sentence. It is supported by Grellet (1996:15) who says that it is important to conceive a sentence at least from a simple sentence that consists of subject and verb. McWhorter (1989:99) adds that a sentence has at least one key idea. In short, to comprehend the sentence, it can be done by involving the students' logical thinking in analyzing the sentence.

3. Paragraph Comprehension

Paragraph consists of some sentences that have one main topic. This is in accordance with Lunsford (2011:75) who defines a paragraph as a series of sentences that must have one focus as controlling idea. Thus, the information of each sentence must be connected to the idea. Furthermore, paragraph comprehension belongs to part of reading comprehension achievement. In other words, the students must be able to comprehend the paragraph well.

4. Text Comprehension

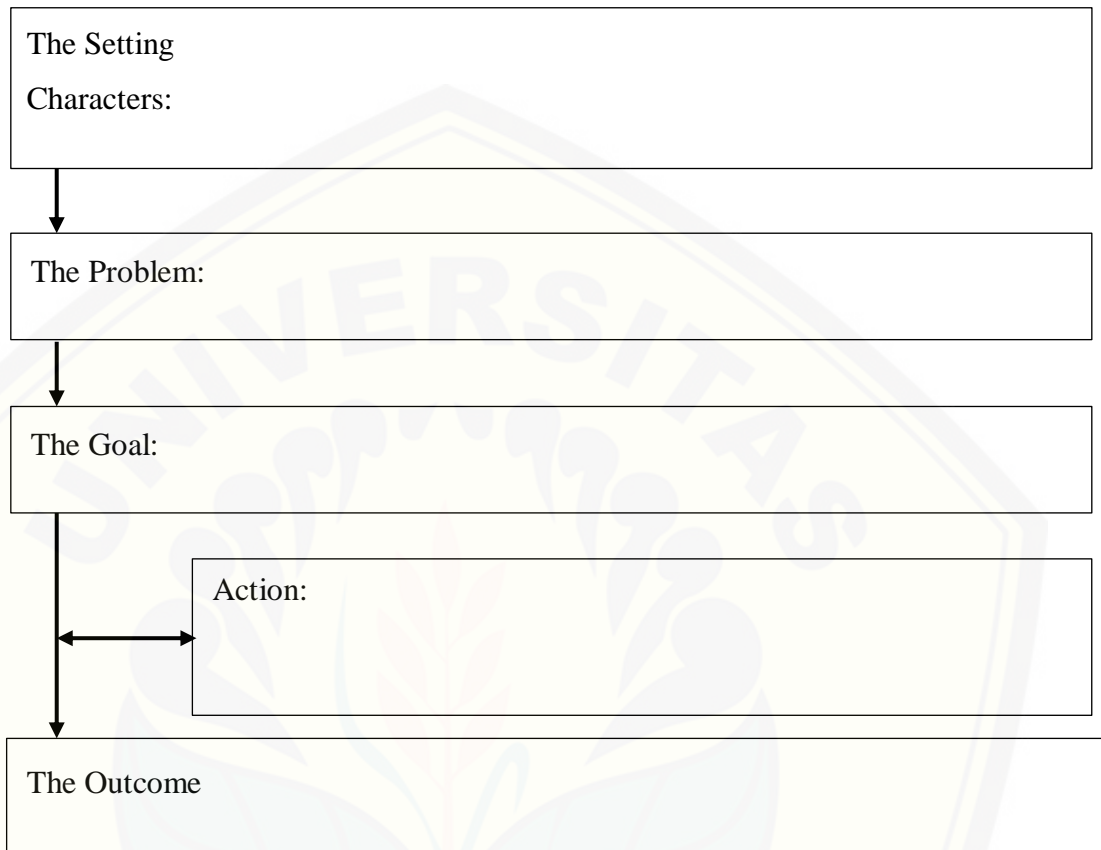
Besides comprehending word, sentence and paragraph, the students are expected to be able to comprehend the text. Text comprehension means that the students have gotten the information delivered through the text they have read. It is in line with Grellet's idea (Grellet, 1996:15) which states that the text is not made up from independent sentences or clauses but it is built from related ideas to be unity throughout the passage. Thus, the students must be able to comprehend the text to know what the text is about and to know what kind of information the author wants to deliver to the reader.

2.2.2. The Steps of Teaching Reading by Using Story Mapping

Idol (In Bos and Vaughn 2012:264) develops Story Mapping by pointing out the setting which consists of characters, time and date, the problem, the goal, the action, and the outcome. The following figure belongs to the model of Story Mapping Technique by Idol.

Figure 2.1 The Outline of Story Mapping Technique by Idol

Name: _____ Date: _____



Source: Bos and Vaughn, 2012:264

According to Rathvon (2008), there are 3 stages for teaching reading comprehension by using Story Mapping:

1. Modeling the Use of Story Mapping

- a. Explaining to the students the use and the function of Story Mapping
- b. Displaying story mapping template in front of the class
- c. Explaining the students about the meaning of each elements of Story Mapping and how to complete them
- d. Helping the students to understand how the elements of Story Mapping are interrelated by giving some questions

2. Leading the Use of Story Mapping

- a. Asking the students to read the story independently then identify the elements of the story
- b. Asking the students to state their opinion and discuss it with the class
- c. Asking the students to complete the correct answer into their own map

3. Independent Use of Story Mapping

- a. Asking the students to read the story independently and generate their map independently
- b. Asking the students to answer the questions

In this case, the researcher adapted the steps through the study that was done at MAN 2 Jember such as follows.

1. Modeling the Use of Story Mapping

- a. Displaying story mapping template in front of the class
- b. Asking the students to discuss in pair about the use of Story Mapping and the function of Story Mapping, the meaning of each elements of Story Mapping, and how to complete them
- c. Helping the students to understand how the elements of Story Mapping are interrelated by giving some questions

2. Leading the Use of Story Mapping

- a. Asking the students to read the story then identify the elements of the story in pairs
- b. Asking the students to state their opinion and discuss it with the class
- c. Asking the students to complete the correct answer into their own map

3. Independent Use of Story Mapping

- a. Asking the students to read the story independently and generate their map independently
- b. Asking the students to answer the questions

The consideration of adapting the steps instead of adopting it directly is because curriculum 2013 states that the students must tend to be more active than the teacher. Thus, in modeling steps, the researcher eliminated the explanation steps and changed it to be discussion activity. Moreover, it can

give the students chance to discuss and share their thought with others dealing with the use of story mapping technique and each elements of it.

2.3. Previous Research Review

The first study dealing with the implementation of story mapping to improve students' reading comprehension achievement is a classroom action research conducted by Kurniawan (2013) in SMP Negeri 12 Sungai Raya. It entitles "Improving Students' Reading Comprehension on Narrative Text through Story Mapping Strategy" which was conducted to class IX-B as the subject of the research. The tools for data collection method were achievement test, observation checklist and field note. The research findings showed that story mapping technique was appropriate for teaching reading comprehension. Students' mean score increased from 56.68 to 73.19. The students were able to map out basic components of the story such as setting, problem, goals, action, and outcomes.

Other research was conducted by Idol and Croll (1987) entitled, "Story Mapping Training as A Means of Improving Reading Comprehension." Five students who belong to elementary students with mild learning handicaps and poor comprehension were involved in this study. The primary dependent measurement was a set of responses to 10 explicit and implisit comprehension questions. All the five students' performance improved in most of the dependent measurement. Four students increased their ability to answer comprehension questions, maintained performance after intervention, and increased the tendency to include story-mapping components in their story retells. However, one of the students who had slow progress did not show a maintenance phase to occur. In addition, three students' performance on comprehension of more difficult classroom reading materials also improved. The reason for the lack of improved generalization in the remaining two students is not known. It may have been due to classroom materials which were more difficult than those used for instruction or an overall lack of generalization ability found in some learners.

The next is a research journal entitled "Development of English Reading Comprehension by Using Concept Maps" that is conducted by

Phantharakphonga and Pothithab (2013). This study was conducted by analyzing the scores from concept map retelling based on the redeveloped rubrics and comprehension test. The results showed that the percentage of retelling and comprehension test were 81.25 percent and 86.50 percent respectively. Student stated that concept maps helped them understand English reading better. This could be concluded that the use of concept maps could enhance the students' English reading comprehension.

Another research was conducted by Teo, *et al.* entitled, "Using Concept Mapping to Teach Young EFL Learners Reading Skills (2016)." It applied the principles of universal design for learning. The result of students' observation reported most of them discovered links between ideas by learning to organize and visualize their thoughts through concept maps. The study showed that involving concept maps in reading activities shows positive attitude towards the students' reading achievement.

The last previous study was carried out by Narkon and Wells (2013) with the title, "Improving Reading Comprehension for Elementary Students with Learning Disabilities: UDL Enhanced Story Mapping" It implemented the principles of universal design for learning in the instructional design of a story-mapping lesson. It was able to increase the accessibility and remove barriers to engagement and interaction experienced by students with learning disabilities who have reading and writing challenges. In short, Story Mapping technique is able to help the students increase their ability in comprehending the text.

Based on the previous studies above, it can be shown that applying Story Mapping technique in teaching reading comprehension gives positive effect on students' reading achievement. It says so because all the results show the great significance dealing with implementing of this technique. Thus, Story Mapping can be said as a technique that is able to be used to improve students' reading comprehension achievement.

There are some differences between the previous study above and the research conducted by the researcher. The first is about the research context and the research participant. The previous research involved the elementary students

and EFL disability students. Meanwhile, this research involved the tenth grade students of MAN 2 Jember as the research participant. The next is about the kind of narrative text that was applied. The previous studies applied fable and the fairytales, yet this research used folklore.



CHAPTER III. RESEARCH METHODOLOGY

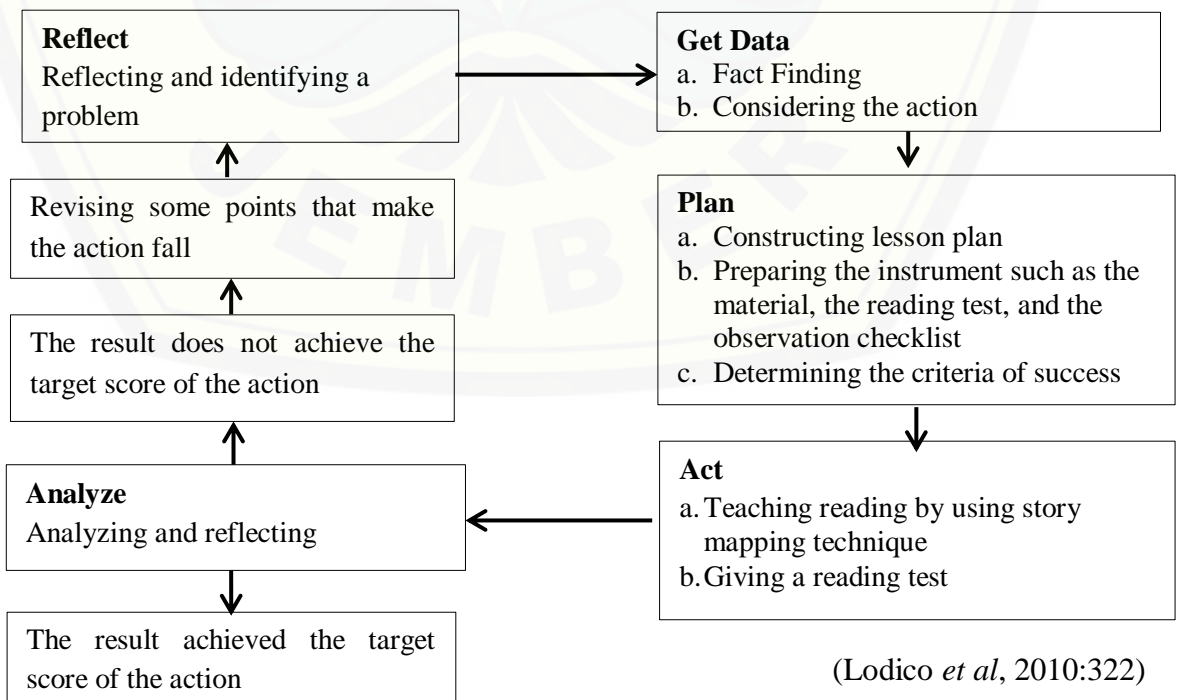
This chapter presents the research method applied in this research. It involves research design, research context, research participant, data collection method, the research procedure, and data analysis.

3.1. Research Design

This research applied a classroom action research because the objective is to enhance the tenth grade students’ reading comprehension achievement by using Story Mapping technique at MAN 2 Jember. According to Creswell (2012:577), action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. Thus, classroom action research refers to the solution for the teacher regarding to the students’ achievement problem.

Furthermore, a classroom action research offers the Cycle model and it consists of planning, acting, and analyzing the result of action (Lodico *et al*, 2010: 322). The design of the classroom research can be seen in this figure below.

Figure 3.1 The Design of Classroom Action Research Model



(Lodico *et al*, 2010:322)

Based on the design of the research above, the procedure of this research was as follows:

1. Interviewing the English teacher of MAN 2 Jember to know the problem that the students face in reading class
2. Getting the supporting data of the research such as the name of the research subject
3. Determining the action
4. Planning the action
5. Constructing lesson plans, teaching materials, observation checklist, a reading test and the criteria of success
6. Implementing the action by using story mapping technique in reading class.
7. Observing the students' activity during the implementation of the action in the class. It was helped by the English teacher
8. Giving a reading comprehension test
9. Analyzing the students' score of reading comprehension test
10. Reflecting the result of students' score collaboratively with the English teacher

3.2. Research Context

The research was conducted at MAN 2 Jember. There are three reasons of choosing MAN 2 Jember as the research context. First, the tenth grade students still experienced difficulties in reading a text especially in comprehending the text in term of word comprehension, sentence comprehension, paragraph comprehension and text comprehension. It was proved by looking at the mean score of students' reading comprehension which was only 55.03 (see Appendix 4 p.46), meanwhile, the minimum standard score for English was 75. The next consideration was that the headmaster of MAN 2 Jember agreed and gave permission to the researcher to conduct this research at the school. Moreover, the English teacher never applied Story Mapping technique during teaching reading. The last was that the researcher has experience to teach at MAN 2 Jember.

3.3. Research Participant

The purposive method was applied to determine the research subject in this research. According to Fraenkel and Wellen (2012:100), purposive method is how the researcher uses personal judgement to choose a sample that represents the research subject. There are ten classes of the tenth grade students, which consisted of X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPA 5, X IPS 1, X IPS 2, X IPS 3, X IPS 4 and X AGAMA. The subject of the research was the tenth IPS 3 grade students of MAN 2 Jember who had problem in reading comprehension. The English teacher said that most of them had problem in reading comprehension. Besides, they have the lowest reading comprehension score among all the tenth grade classes. This information was proved by the result of their mean score of reading comprehension that was only 55.03 meanwhile the standard minimum score was 75. It showed that the tenth IPS 3 grade students got the lowest score among the other classes (see Appendix 3, p.45).

3.4. Data Collection Methods

In this research, there were four kinds of data collection methods, such as follows.

3.4.1. Interview

Interview occurs when the researcher asks a participant and records answers to be analyzed (Creswell, 2012:218). In other words, interview is done to gain information by asking the participant and analyzing the answer. The interview was conducted to the tenth grade English teacher at MAN 2 Jember to know the detailed information such as the curriculum, the students' reading comprehension achievement, the students' participation, etc. (see Appendix 2, p.44).

3.4.2. Reading Comprehension Achievement Test

Hughes (2003:13) argues that achievement test is used to measure how successful individual students, group of students or the course themselves in achieving objective. The researcher administered an achievement test to measure

the tenth IPS 3 students' reading comprehension achievement to know how successful the students achieved the goal.

The researcher decided to give objective test in the form of multiple choices so that no judgment was required on the part of the scorer (Hughes, 2003:9). Moreover, objective test is easier because the scoring is done by comparing the students' answers with the scoring key (Ary, *et al*, 2010:201). In other words, objective test is more practical because it only has one correct answer, so it does not take much time to assess the students' work.

The total number of the reading test was 20 items. Dealing with the scoring system, the correct answer was scored 5 while the incorrect one was 0. The time allocation for doing the test was 45 minutes. The test items were constructed by the researcher and consulted to the researcher's supervisor and the English teacher.

3.4.3 Observation

The process of gathering information by observing people and places at a research site is called observation (Creswell, 2012:213). In this research, it was aimed to record the students' participation in the teaching and learning process by implementing Story Mapping technique. The observation was based on observation checklist to check the students' participation. The following table is the observation checklist for students' participation.

Table 3.1 Observation Checklist of the Students' Participation

NO	STUDENTS' INITIALS	INDICATORS									A	P
		1	2	3	4	5	6	7	8	9		

The indicators observed are:

1. Asking questions related to the text
2. Mentioning the setting elements (the character part)
3. Mentioning the setting elements (the time part)
4. Mentioning the setting elements (the place part)
5. Mentioning the problem elements

6. Mentioning the goal elements
7. Mentioning action elements
8. Mentioning the outcome elements
9. Doing the exercises given individually

Notes:

The student is categorized as active (A) if s/he fulfills at least 7 indicators and those who fulfills less than 7 indicators is categorized as passive (P).

3.4.4. Documentation

Documentation involves public and private records such as newspaper, personal journal and letters (Creswell, 2012:223). In this case, the researcher used the syllabus, the students' name of the tenth IPS 3 students and the previous score in reading comprehension test given by the tenth grade English teacher at MAN 2 Jember.

3.5. Data Analysis

After implementing the action, the researcher analyzed and reflected the result of the action. There was two types of evaluation in this stage namely process evaluation and product evaluation. The process evaluation was intended to know the percentage of the students' participation. Meanwhile, the product evaluation was intended to measure the students' reading comprehension achievement after they were given the action. The criteria to determine the success of the action are:

1. The use of Story Mapping technique can enhance the students' participation if 75% of the students actively participate in teaching learning process.
2. The use of Story Mapping technique can enhance the students' reading comprehension mean score if the reading comprehension test is at least 75 and it could be reached by at least 75% of the students.

In analyzing the data, the researcher applied the following formula:

3.6.1. Product Evaluation Analysis

The product of evaluation was carried out at the end of each Cycle in the form of reading comprehension achievement test. The instrument of the test was written question and the allocation time was 45 minutes. Meanwhile, the type of the question was multiple choices that consisted of 20 questions and it covered word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Each correct answer was scored 5 while the incorrect one got 0. Here is the formula that the researcher used in analyzing the product evaluation analysis.

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

Notes:

M : the students' mean score

$\sum M$: the total score of the students' reading test

N : the total number of the students doing the test

(Cohen *et al*, 2000:326)

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

Notes:

S: the percentage of the total number of the students whose score is ≥ 75

R: the total number of the students whose score is ≥ 75

N : the total number of the students doing the test

(Purwanto, 2009:112)

3.6.1. Process Evaluation Analysis

The process of evaluation was done by conducting an observation of the tenth grade students' participation. Here is the formula that the researcher used in the process of evaluation analysis.

$$E = \frac{A}{N} \times 100\%$$

Notes:

E: the percentage of the students who participated actively during teaching and learning process of reading by using Story Mapping

A: the number of the students who participate actively

N: the total number of the students (the subject)

(Cohen *et al*, 2000:326)



CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter deals with the research conclusion and the suggestions. The suggestions are proposed to the English teacher, the students and as well as the future researchers.

5.1. Conclusion

Based on the result of the data analysis and discussion, it can be summarized that:

1. The use of Story Mapping technique can enhance the tenth IPS 3 students' participation during teaching and learning process especially in reading comprehension class at MAN 2 Jember. The result of the observation showed that the students' participation by using Story Mapping technique improved 8%. The average result of Cycle 1 showed 90.4% while Cycle 2 reached 98.4%.
2. The use of Story Mapping technique can enhance the tenth IPS 3 students' reading comprehension achievement at MAN 2 Jember. The result of the students' reading comprehension achievement showed that the percentage of the students who got the minimum standard score (≥ 75) improved 6.25%. It can be seen by looking at the average of the result in Cycle 1 was 75% and Cycle 2 was 81.25%.

5.2. Suggestions

Considering the result of Story Mapping technique can enhance the students' participation and their reading comprehension achievement, some suggestions are proposed to the English teacher, the students and the future researchers as follows.

1. The English Teacher

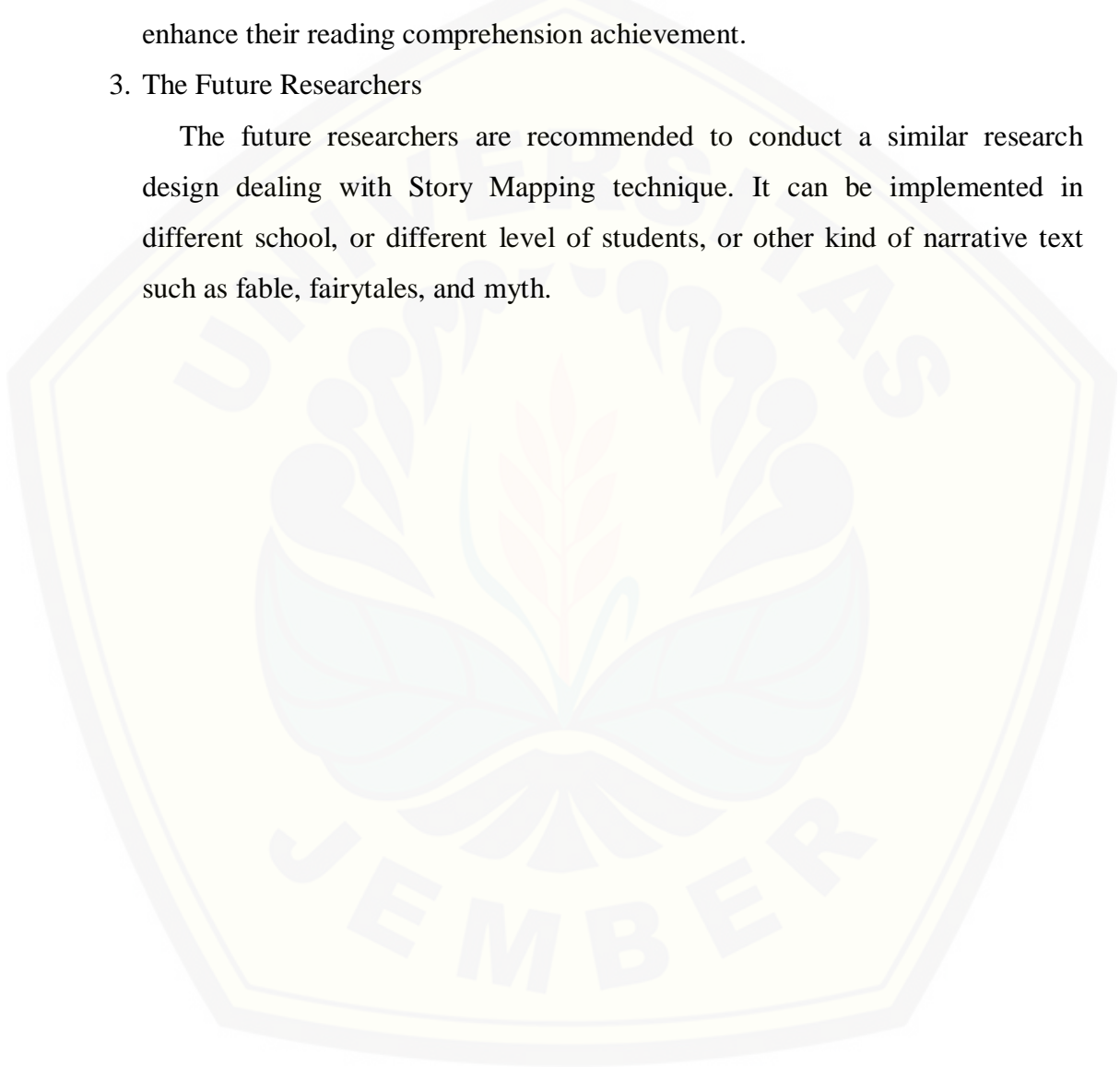
The English teacher is suggested to use Story Mapping technique as an alternative teaching for reading to enhance the students' participation and their reading comprehension achievement. It is because Story Mapping technique facilitates the students to analyze and comprehend the text easily by relating each element in order.

2. The Students

The students are suggested to be involved actively during the teaching and learning process of reading by using Story Mapping technique. This technique tends to become more effective to help the students comprehend the text easily by asking them to generate their own Story Mapping. As a result, it can enhance their reading comprehension achievement.

3. The Future Researchers

The future researchers are recommended to conduct a similar research design dealing with Story Mapping technique. It can be implemented in different school, or different level of students, or other kind of narrative text such as fable, fairytales, and myth.



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APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Enhancing Students' Reading Comprehension Achievement by Using Story Mapping Technique	<ol style="list-style-type: none"> 1. Can the use of Story Mapping Technique enhance the tenth grade students' participation at MAN 2 Jember? 2. Can the use of Story Mapping Technique enhance the tenth grade students' reading comprehension achievement at MAN 2 Jember? 	<p>Independent Variable: The use of Story Mapping Technique in reading comprehension</p> <p>Dependent Variable:</p> <ol style="list-style-type: none"> a. The students' reading comprehension achievement b. The students' active participation in reading comprehension 	<ol style="list-style-type: none"> 1. The use of Story Mapping Technique in teaching reading covers the elements of: <ol style="list-style-type: none"> a. The Setting b. The Problem c. The Goal d. Action e. The Outcome (Idol and Croll, 1987) 2. The students' reading comprehension achievement that consists of: <ol style="list-style-type: none"> a. Word comprehension b. Sentence comprehension c. Paragraph comprehension d. Text comprehension 3. The students' participation in reading class which consists of: <ol style="list-style-type: none"> a. Asking questions related to the text b. Mentioning the 	<ol style="list-style-type: none"> 1. Participant of the research: the tenth IPS 3 grade students at MAN 2 Jember 2. Informant and collaborator: the English teacher of the tenth IPS 3 grade students at MAN 2 Jember 3. Documentation: <ol style="list-style-type: none"> a. Names of the participants b. The participants' previous reading score 	<ol style="list-style-type: none"> 1. Research Design: A classroom action research with the cycle model. The stages of each cycle are: <ol style="list-style-type: none"> a. Reflect b. Get data c. Plan d. Act e. Analyze (Lodico <i>et al</i>, 2010:322) 2. Research Area Determination method: Purposive method 3. Research Subject Determination Method: Purposive method 4. Data Collection Method: <ol style="list-style-type: none"> a. Interview b. Reading test c. Observation d. Documentation 5. Data Analysis Method: <ol style="list-style-type: none"> a. The data of the observation checklist is analyzed by using the following formula: $E = \frac{A}{N} \times 100\%$ Notes: E: the percentage of the students who participated actively during teaching and learning process of 	<ol style="list-style-type: none"> 1. The use of Story Mapping Technique can enhance the tenth' grade students' reading comprehension at MAN 2 Jember 2. The use of Story Mapping Technique can enhance the tenth grade students' participation in teaching and learning process of reading at MAN 2 Jember

			<p>setting elements (the character part)</p> <p>c. Mentioning the setting elements (the time part)</p> <p>d. Mentioning the setting elements (the place part)</p> <p>e. Mentioning the problem elements</p> <p>f. Mentioning the goal elements</p> <p>g. Mentioning action elements</p> <p>h. Mentioning the outcome elements</p> <p>i. Doing the exercises given individually</p>		<p>reading by using Story Mapping</p> <p>A: the number of the students who participate actively</p> <p>N: the total number of the students (the subject) (Cohen <i>et al</i>, 2000:326)</p> <p>b. Reading comprehension test will be analyzed with this following formula to find the percentage of students' gaining the score of ≥ 75:</p> $S = \frac{R}{N} \times 100\%$ <p>Notes:</p> <p>S: the percentage of the total number of the students whose score ≥ 75</p> <p>R: the total number of the students whose score ≥ 75</p> <p>N: the total number of the students doing the test (Purwanto, 2009:112)</p>	
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APPENDIX 2

Data Instruments

I. Interview Guide

No	Question	Answer
1.	What curriculum is used at MAN 2 Jember?	We use Kurikulum 2013.
2.	How many times is English taught at MAN 2 Jember?	It is taught once a week.
3.	What is the allocated time in one meeting?	It has 2 x 45 minutes.
4.	How many classes do you teach?	I teach all the tenth grade students which consists of X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPA 5, X IPS 1, X IPS 2, X IPS 3, X IPS 4, and X AGAMA.
5.	What problem do the students face the most?	I think they have difficulties in reading, especially comprehending the text. They show less motivated to read the text and look for the meaning of difficult words in dictionary. Moreover, they are also passive and do not show positive attitude during reading activity.
6.	How do you solve the problem?	I give several questions randomly to make them active.
7.	Which class has the lowest score in reading?	The tenth IPS 3 students get the lowest score in reading test.
8.	How is the student's active participation?	There are only seven students who are active.
9.	How do you teach reading in the class?	I always explain the material, then I give the model of the text and ask one of the students to read it loudly. After that, I ask them to find the meaning of some difficult words in dictionary and I give them exercise to be done individually.
10.	What kind of book do you use for teaching English?	I use the same book which the students have as well, it is " <i>Pathway to English for X Grade Students.</i> "
11.	Have you ever used a certain technique in teaching reading?	No, I have not
12.	Have you ever used Story Mapping technique?	No, I have not.

II. Documentation

No	The Data Taken	Data Resource
1.	The students' reading score	Documents
2.	The names of the research subjects	
3.	The curriculum at MAN 2 Jember	
4.	The syllabus	

APPENDIX 3

The Mean Reading Test Score of the Tenth Grade Students at MAN 2 Jember

No	Class	Mean Score
1.	X IPA 1	68.02
2.	X IPA 2	69.6
3.	X IPA 3	59.4
4.	X IPA 4	73
5.	X IPA 5	78.8
6.	X IPS 1	60.3
7.	X IPS 2	56.2
8.	X IPS 3	55.03
9.	X IPS 4	58.4
10.	X AGAMA	57.7

NO	X IPA 1		X IPA 2		X IPA 3		X IPA 4		X IPA 5	
	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE
1	AHR	70	AFR	75	AM	64	AWN	85	AMF	76
2	AHP	60	BHAS	80	AFMI	60	ANR	80	AMF	90
3	AZ	75	BHFN	70	AH	52	APD	70	AR	79
4	ABN	60	CFH	55	AF	58	ANR	74	CCM	80
5	ADR	58	DW	60	AT	58	DAR	85	DAZ	65
6	CDQ	78	DA	72	AS	75	DYM	60	DAP	79
7	DRT	66	HF	66	ASA	66	DHM	75	DHS	90
8	DFA	70	IH	70	AFA	74	DCI	80	ESB	70
9	DW	65	IL	65	ALN	65	EIS	70	EPK	69
10	GFS	57	LF	60	AAR	62	EPFA	68	FAM	87
11	HZH	72	MDA	78	BDH	78	FA	66	FL	69
12	HS	75	MP	75	DM	51	FR	79	IRF	65
13	IMH	78	MS	78	DDP	47	GAS	64	IOS	72
14	IGH	85	MNAZ	85	DAF	50	HH	68	MBA	73
15	KF	58	MYA	61	DN	48	IF	69	MFU	80
16	LVNA	60	MAA	60	FAG	50	KRS	76	MHA	79
17	LDFY	61	MNA	58	FAS	54	LUH	78	MES	89
18	MIF	50	MSA	52	FL	52	MFAB	64	MHWN	90
19	MH	56	MFR	56	IDO	50	MA	70	NZ	75
20	MZH	62	NAH	62	KAI	55	MFF	71	NLS	76
21	MIR	68	NQ	68	LAK	48	NAID	87	NM	66
22	MKA	70	NH	70	MJ	60	NW	80	NRR	89
23	MK	75	RDF	75	MWC	54	NAD	79	NH	90
24	NN	60	RMA	60	NSF	59	RJ	80	RT	69
25	NMW	65	RAW	65	NHA	60	SDS	75	RNE	78
26	NY	65	RAK	76	PKA	75	SDK	70	RNFM	85
27	NAM	70	SH	85	SMA	70	SS	77	SZM	76
28	SHR	76	SNJM	65	SNA	62	SKP	78	SKA	85
29	SPS	68	SH	68	SNDM	60	SRP	50	SAF	86
30	SSW	54	UIAZ	90	TZ	61	UH	79	WR	80
31	SMF	61	VA	62	UH	56	VA	90	WS	89
32	SIMK	80	WWJ	80	VKR	77	YQA	60	WKW	78
33	UAF	77	YS	77	NHAR	50	YZ	52		
34	VNAK	80	RA	80						
35	WM	74	RH	78						
36	ZA	90								
MEAN SCORE	2449/36 =68.02		2437/35 = 69.6		1961/33 = 59.4		2409/33 = 73		2524/32 = 78.8	

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The Tenth Grade Students' Reading Score

NO	X IPS 1		X IPS 2		X IPS 3		X IPS 4		X AGAMA	
	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE	STUDENTS'INITIALS	SCORE
1	AMAF	50	AH	72	AMS	50	AS	60	AMF	76
2	AF	69	ASN	50	AB	60	AKP	86	AMF	90
3	AW	78	ASS	42	AYHE	58	BSW	87	AR	79
4	ANI	55	AIF	74	ANS	67	BAJ	50	CCM	80
5	ADP	50	ASI	58	AR	54	DP	59	DAZ	65
6	BF	64	BDP	40	ANH	53	DTZ	49	DAP	79
7	DLZ	50	DFL	59	AIA	50	DRF	60	DHS	90
8	DNA	60	DFPR	64	AFSF	73	EK	60	ESB	70
9	EIF	65	DADPD	51	DKR	77	FF	58	EPK	69
10	FKN	63	DM	70	DMA	50	FAM	52	FAM	87
11	IPO	55	EB	69	DFTM	60	HAS	55	FL	69
12	ISM	53	FAS	75	DLQ	54	HM	50	IRF	65
13	KI	50	FWP	66	EAPS	46	IAF	53	IOS	72
14	KK	80	IKH	42	ELN	52	IF	60	MBA	73
15	MRF	76	IKH	55	MWF	48	KA	58	MFU	80
16	MFAH	68	IF	59	MAA	44	LMA	61	MHA	79
17	MFAH	68	LSI	50	MMM	60	MMP	52	MES	89
18	MKR	40	LWA	53	MAGZ	50	MKH	74	MHWN	90
19	NRM	72	MRM	50	Move to another school		MHB	50	50	75
20	NFR	66	MA	40	MYM	45	MFA	52	NLS	76
21	NM	50	MIK	60	MNP	55	MIC	65	NM	66
22	NAI	90	MA	72	MAY	53	NT	41	NRR	89
23	PRP	45	NRS	61	MH	56	NKO	50	NH	90
24	RW	87	NA	59	MHK	46	RY	67	RT	69
25	SB	60	NM	51	NRW	55	SS	73	RNE	78
26	UR	45	NW	40	NKM	56	SHP	59	RNFM	85
27	W	52	ONA	45	NAVD	61	S	65	SZM	76
28	WB	60	RH	60	NLN	46	VM	48	SKA	85
29	WR	54	RAMR	50	PNN	48	WPS	56	SAF	86
30	ZA	54	SKH	79	QMHS	52	SN	42		
31	AS	43	SBA	45	RAP	63				
32			SWA	50	RA	62				
33			ZU	51	YAF	57				
34			ZM	50						
35			RH	78						
MEAN SCORE	1872/31 = 60.3	1912/34 = 56.2	1761/32 = 55.03	1752/30 = 58.4	1674/29 = 57.7					

APPENDIX 5

**LESSON PLAN
(CYCLE 1 MEETING 1)**

Level : Senior High School (SMA)
Subject : English
Grade/Semester : X/Even
Text type : Narrative Text
Theme : Folklore
Language skill : Reading
Time allocation : 2 x 45 minutes

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya 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 metode sesuai kaidah keilmuan

B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris.	1.1.1	Following the teaching and learning activities seriously.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman	2.1.1	Showing polite behavior in carrying out communication with teachers and friends
			2.1.2	Demonstrating a caring attitude in communicating with teachers and friends. Showing honest behavior and discipline in carrying out communication with teachers and friends
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.2.2	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends	
		2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends	
3.	3.6	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana	3.6.1	Identifying the social function of narrative text correctly.
			3.6.2	Identifying the generic structure of narrative text contextually
			3.6.3	Identifying the language features of narrative text correctly and contextually.
4.	4.8	Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek, sederhana.	4.8.1	Finding the difficult words of narrative text
			4.8.2	Identifying the main idea about narrative text correctly
			4.8.3	Identifying the specific information about narrative text correctly

C. Learning Objectives

- 1.1.1.1 Being grateful for the opportunity of learning English by following all the teaching and learning process well.
- 2.1.1.1 Showing polite behavior in carrying out communication with teachers and friends
- 2.1.2.1 Demonstrating a caring attitude in communicating to teachers and friends
- 2.2.1.1 Showing honest behavior and discipline in carrying out communication with teachers and friends
- 2.2.2.1 Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
- 2.3.1.1 Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends

- 3.6.1.1 Identifying the social function, the generic structure and the language features of narrative text correctly and contextually.
- 4.8.1.1 Answering the questions related to the difficult word, the main idea, and the specific information dealing with the narrative text.

D. Learning Materials

Enclosed

E. Teaching Technique & Approach

1. Approach: Scientific Approach
2. Technique : Story Mapping Technique

F. Media, Instrument, and Learning Resources

1. Media : Power point presentation, whiteboard, boardmarker, the outline of Story Mapping, students' answer sheet and LCD viewer
2. Learning Sources : <http://www.kuliahbahasainggris.com/narrative-text-pengertian-tujuan-jenis-generic-structure-dan-contoh/> <http://folklore-lover.blogspot.co.id/2001/01/telaga-warna-colorful-lake-color-west.html> <http://english-story-collection.blogspot.co.id/2013/06/019-legend-of-penyusuk-beach.html>

G. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students' attendance list 3. Starting the lesson with praying 4. Giving leading question related to the topic 5. Showing the picture relates on the topic 6. Stating the learning objectives 	10 minutes
Inti	<p>Observing</p> <ol style="list-style-type: none"> 1. The students read the model of narrative text that is given by the teacher <p>Questioning</p> <ol style="list-style-type: none"> 1. The students are asked to analyze the generic structure, the language features, the social function of the <i>narrative text</i> <p>Experimenting</p> <ol style="list-style-type: none"> 1. Modeling the Use of Story Mapping <ol style="list-style-type: none"> a. Displaying story mapping template in front of the class b. Asking the students to discuss in pair about the use of Story Mapping, the function of Story Mapping, the meaning of each elements of story mapping and how to complete them c. Helping the students to understand how the elements of story mapping are interrelated by giving some questions 2. Leading the Use of Story Mapping <ol style="list-style-type: none"> a. Asking the students to read the story then identify the elements of the story in pairs b. Asking the students to state their opinion and discuss it with the class 	70 minutes

	<p>c. Asking the students to complete the correct answer into their own map</p> <p>3. Independent Use of Story Mapping</p> <p>a. Asking the students to read the story independently and generate their map independently</p> <p>b. Asking the students to answer the questions</p> <p>Associating</p> <p>1. The students check the other student's answer</p> <p>2. The teacher gives feedback</p> <p>Communicating</p> <p>1. The students are asked to look for other example of narrative text</p>	
Closure	<p>1. Giving the students the chance to ask question.</p> <p>2. Guiding the students to make conclusion</p> <p>3. Stating the conclusion.</p> <p>4. Parting the students.</p>	10 Minutes

Enclosure**APPENDIX A**

1. Pre Instructional Activities



- a. Giving leading question based on the picture:
Do you know what picture it is?
Have you ever gone there?
Do you know the story behind Telaga Warna?

2. Main Activities

- a. The definition of Narrative Text
Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.
- b. Social function of Narrative Text
The social function is to entertain or amuse the reader or listener.
- c. The Language Features of Narrative Text
 - Using simple past tense (killed, drunk, etc)
 - Using adverbial of time (Once upon a time, one day, etc)
 - Using temporal conjunction (when, then, suddenly, etc)
 - Using specific character not the general one. (the king, the mouse, etc)
 - Using action verbs that is a verb that shows an action. (killed, dug, walked,)
 - Using direct speech. It is to make the story lively. (The princess roar, Help...Help..”).
- d. The Generic Structure of Narrative Text
 - Orientation: It is about the opening paragraph where the characters of the story are introduced
 - Complication: Where the problems in the story developed.
 - Resolution: Where the problems in the story is solved.

4. Model of Narrative Text

Telaga Warna

<p>The king of a famous kingdom in Cipanas, West Java, was very wise man. He had a beautiful daughter. The king and queen loved their daughter so much. Yet all their love was not enough for the princess. Even though they gave her everything, she was not happy. All the jewelries that they had were not enough for her. She was not satisfied with her gorgeous looking either.</p> <p>The princess then had an idea. Early in the morning, she planned to put all the jewelries that they had in every single hair in her head. She wanted to be the most beautiful girl in the world. The princess went to see her mother and father to tell them about her plan. She was very sure they would not say no. The king was surprised to hear about his daughter's plan. He tried to convince her that her plan was not proper. "My Daughter, the beauty of a princess is not measured by her clothes or by the jewelry she is wearing, but by her attitude. It's not that we don't love you, but what will people think if you go through with your plan?" said the king.</p> <p>The princess was shocked to hear that. So she ran to her room to get her jewelry box. Then she returned to her parents. She screams: "You are so miserly. Here, I am returning every single jewelry you ever gave me." She threw her jewelry box to her father. The wise king was outraged seeing what his daughter did. "You are ungrateful daughter!"</p> <p>Suddenly, the floor of the palace erupted and the water was pouring out from the crack. In a matter of second, the palace was flooded, and drowned by the ungrateful princess and her jewelry. The palace was replaced by a lake. The lake always reflects multiple colors to its surrounding. Some say the colors come from the princess's jewelry. The lake is known as Telaga Warna that means colorful lake.</p> <p>(Adopted from http://folklore-lover.blogspot.co.id/2001/01/telaga-warna-colorful-lake-color-west.html)</p>	<p>Orientation</p>
	<p>Complication</p>
	<p>Resolution</p>

5. Story Mapping Technique

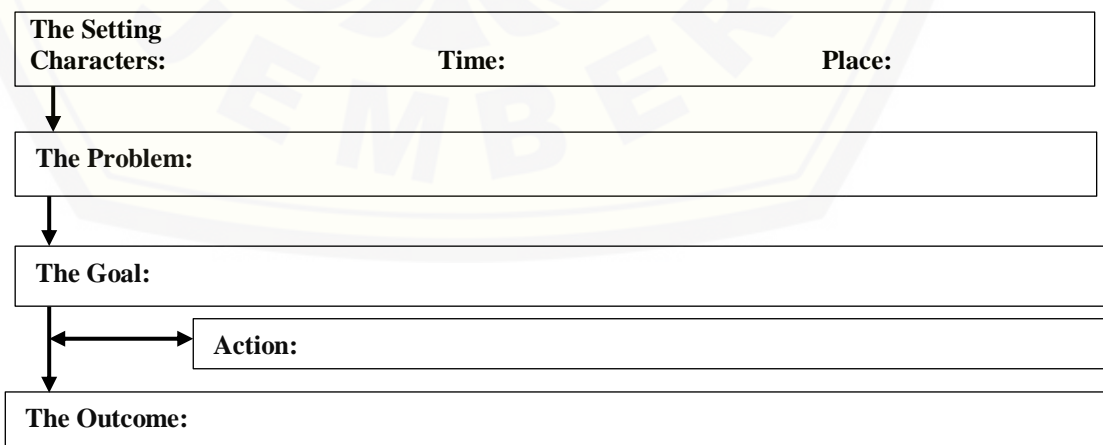
Story Mapping technique is a visual representation of a story that helps the students to identify and organize the elements of the story.

6. The Implementation of Story Mapping

a. Modeling the Use of Story Mapping

- 1) Displaying Story Mapping in front of the class. (Instruction: Please pay much attention to Story Mapping template below.)

Name: _____ Date: _____



Source: Bos and Vaughn, 2012:264

- 2) Asking the students to discuss in pair about the use of Story Mapping, the function of Story Mapping, the meaning of each elements of story mapping and how to complete them (Instruction: Please discuss in pair dealing with the use and the function of Story Mapping technique, the meaning of each elements and how to complete them.)
- 3) Helping the students to understand how the elements of story mapping are interrelated by giving some questions (Instruction 1: Have you understood each elements of Story Mapping? Please pay attention to these following questions below that can help you in understanding all the elements of Story Mapping)

a) Setting

- Characters : Who were animal or person who involved in the story?
- Time : When did the story happen?
- Place : Where did the story happen?
- b) The Problem : What was the problem the main character faced?
- c) The Goal : What is the similarity of Goal? Does the character need to reach something?
- d) Action : What did the character do to reach the goal?
- e) The Outcome : Did the main character reach the goal?

(Instruction 2: Now, let's discuss together about elements of Story Mapping that are interrelated each other).

a) The Setting

- Character : The animal or person who involved in the story
- Time : The time when the story happened
- Place : The place where the story happened

Setting elements belongs to orientation because it contains the introduction of the story.

- b) The Problem : The problem the main characters faced
- c) The Goal : The intention of the main character / What main character wanted the most
- d) Action : How main character reach the goal and how to face the problem
The problem, the goal, and action elements belong to complication because it tells about the problems are developed
- e) The outcome : How the story ended, whether or not the character reach the goal and solve the problem

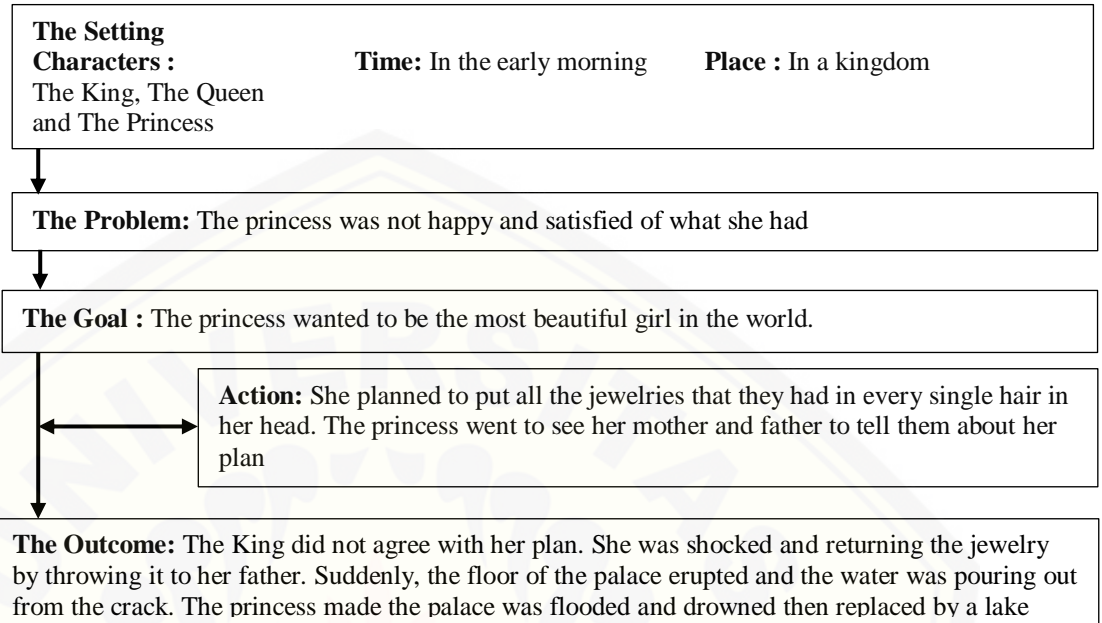
The outcome elements belongs to resolution because it explains how the problem solved

b. Leading the Use of Story Mapping Technique

- 1) Asking the students to read the story then identify the elements of the story in pairs (Instruction: Please read the story then identify each elements of the story Mapping in pairs).
- 2) Asking the students to state their opinion and discuss it with the class (Instruction: Have you done fill out the map? Let's discuss each elements of Story Mapping and please state your opinion).
- 3) Asking the students to complete the correct answer into their own map (Instruction: Please complete your own map by looking at this following Story Mapping).

The Story Mapping of Telaga Warna

Name: _____ Date: _____



c. Independent Use of Story Mapping

- 1) Asking the students to read the story independently and generate their map independently (Instruction: Please read the text below very carefully and generate your own Map independently).

The Legend of Penyusuk Beach

Once upon a time, there were a king and his queen who lived in the kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala necklace to her baby. The queen woke up and she was holding a Komala necklace in her hand. She told the King about her dream and he was very happy.

Shortly, the queen's dream became reality. She delivered a beautiful baby girl. The king named her Komala. She grew up as a pretty girl; however, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle. Finally, she found it in a beach. She shouted to it, "Penyu busuk (damned turtle/smelly turtle), wait for me," several times.

However the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach, Penyusuk (comes from penyu busuk)

(Adopted from <http://english-story-collection.blogspot.co.id/2013/06/019-legend-of-penyusuk-beach.html>)

Name: _____ Date: _____

The Setting	Time:	Place:
Characters:		

↓

The Problem:

↓

The Goal:

↓

	Action:
--	----------------

↓

The Outcome:

2) Asking the students to answer the questions (Instruction: Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d).

1. What does the text tell us about?
 - a. It tells us about Belinyu
 - b. It tells us about a legend
 - c. It tells us about the legend of Penyusuk Beach
 - d. It is about the aim of narrative text

2. What did the queen dream about?
 - a. Her dream was about the baby turtle
 - b. She dreamed about a turtle
 - c. It was about her husband
 - d. She was dreaming about having new turtle as pet

3. "She delivered a beautiful baby girl." (The second sentence of the second paragraph). What does the underlined word refer to?
 - a. The King
 - b. A baby
 - c. The turtle
 - d. The Queen

4. Why did Komala have bad attitude?
 - a. The parents did not spoil her
 - b. Because the turtle was nice to her
 - c. It happened because her parents indulged her
 - d. Because Komala was selfish

5. What is the main idea of the third paragraph?
 - a. Komala was interested in having a turtle as her pet
 - b. It is about the queen who told Komala about the turtle
 - c. The king told Komala about her mother's dream
 - d. Komala was unhappy to listen her mother's story

6. Who were with Komala when she was looking for the turtle?
 - a. She was with the king's guard
 - b. She was alone
 - c. The King accompanied her
 - d. She was with the King and the Queen

7. **“Finally, she found it in a beach.”** (the second sentence of the fourth paragraph).
What does the underlined word refer to?
 - a. The turtle
 - b. Komala
 - c. The King's guard
 - d. The Queen

8. How did Komala call the turtle?
 - a. She asked the guard to do so
 - b. She shouted it
 - c. She threw the gravel to it
 - d. She shouted to it with “Penyu Busuk”

9. What does the last paragraph tell us about?
 - a. It is about the turtle being caught by Komala
 - b. It is about how Komala was drowned to the sea
 - c. It is about Komala caught the turtle
 - d. The guards could not save Komala

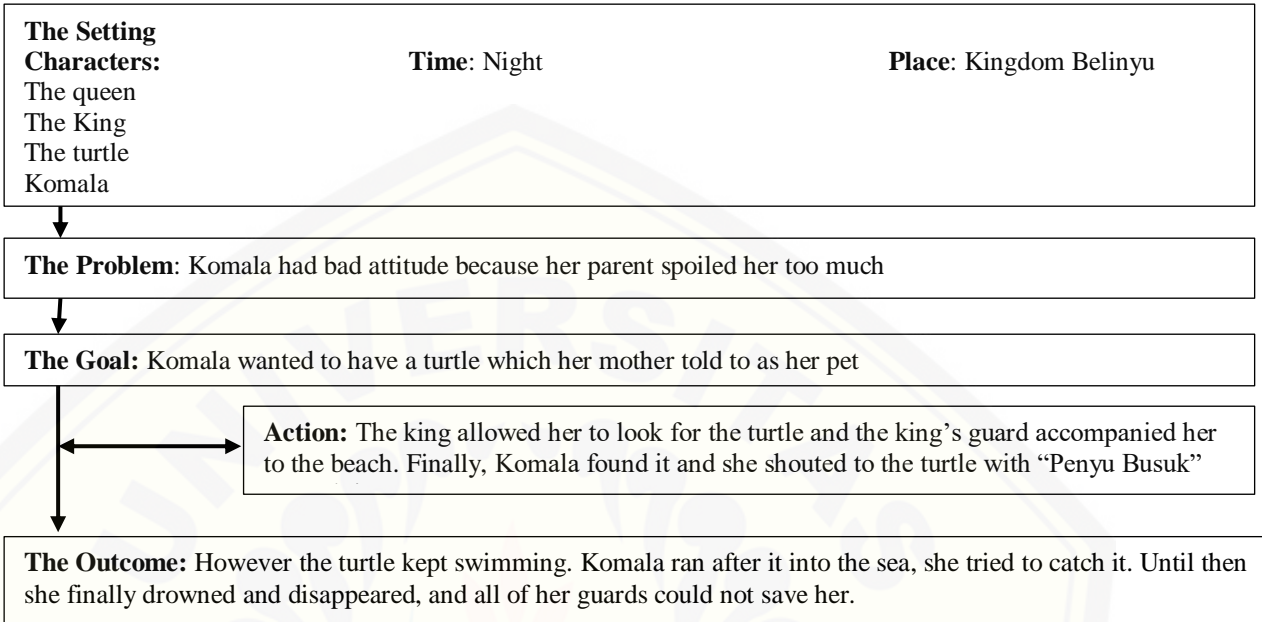
10. Does the story have happy ending?
 - a. No, it does not
 - b. Yes, it does
 - c. No, it has not
 - d. Yes, it has

ANSWER KEY

I. Story Mapping

Name: _____

Date: _____



II. Reading Comprehension Exercise

No	Answer
1	c
2	b
3	d
4	c
5	b
6	a
7	a
8	d
9	b
10	a

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	3, 7
Sentence Comprehension	2, 4, 6, 8
Paragraph Comprehension	5,9
Text Comprehension	1, 10

APPENDIX B**EVALUATION SHEET**

- 1) The process of evaluation was conducted during the teaching and learning process. The observation checklist of the students' participation was as follows:

NO	STUDENTS' NAME	INDICATORS									A	P
		1	2	3	4	5	6	7	8	9		
1												
2												
3												

The indicators observed are:

1. Asking questions related to the text
2. Mentioning the setting elements (the character part)
3. Mentioning the setting elements (the time part)
4. Mentioning the setting elements (the place part)
5. Mentioning the problem elements
6. Mentioning the goal elements
7. Mentioning action elements
8. Mentioning the outcome elements
9. Doing the exercises given individually

Notes:

The student was categorized as active (A) if s/he fulfilled at least 7 indicators and those who fulfilled less than 7 indicators is categorized as passive (P).

2. The score of reading comprehension exercise was formulated as follows.

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$

Collaborator

Jember, 30th January, 2018
Researcher

Rizki Mariatus Sholehah, S.Pd.
NIP. -

Maulidya Puspita D.C
NIM. 140210401052

APPENDIX 6

THE SAMPLE RESULT OF THE STUDENTS' STORY MAPPING WORKSHEET IN CIM1

STORY MAPPING WORKSHEET

Name: Devi Kurnia Ramadhani Date: 30 - January - 2018

Please complete this story mapping based on the story above correctly

The Setting
Characters: The King, The Queen, The Princess
Time: In the early morning
Place: In The Kingdom

The Problem: The Princess was not happy and satisfied of what she had.

The Goal: The princess wanted to be the most beautiful girl in the world

Action: she planned to put all the jewelries that they had in every single hair in her head. the princess went to see her mother and father to tell them about her plan.

The Outcome: The King did not agree with her plan. She was shocked and returning the jewelry by throwing it to her father. suddenly the floor of the palace erupted and the water was pouring out from the crack. the princess made the palace was flooded and drowned then replace by a lake.

STORY MAPPING WORKSHEET

Name: Devi Kurnia Ramadhani Date: 30 - January - 2018.

1. Please complete this story mapping based on the story above correctly

<p>The Setting</p> <p>Characters: <u>The King</u> <u>The Queen, The Princess</u> <u>Komala and the guard</u></p> <p>Time: <u>In Nightly morning</u></p> <p>Place: <u>the Kingdom Belinyu.</u></p>
<p>The Problem: <u>Komala had bad attitude because her parents spoiled her too much.</u></p>
<p>The Goal: <u>Komala wanted to have a turtle which her mother told to be her pet.</u></p>
<p>Action: <u>The King allowed her to look for the turtle and the King's guard accompanied her to the Beach. finally Komala found it and she showed to the turtle with "Penyu Bawuk" in several times.</u></p>
<p>The Outcome: <u>However the turtle kept swimming. Komala ran after it into the sea. she tried to catch it. Until then she finally drowned and disappeared, and all of her guard could not save her.</u></p>

STORY MAPPING WORKSHEET

Name: M. Afif Aulia Date: 30-01-2018

Please complete this story mapping based on the story above correctly

The Setting		
Characters:	Time:	Place:
The king The queen The princess	morning	Kingdom

The Problem:
The princess was not happy

The Goal:
The princess wanted to be the most beautiful

Action:
She planned to put all the jewelries

The Outcome:
The king did not agree with her plan

STORY MAPPING WORKSHEET

Name: M. Afif Aulia

Date: 30-01-2018

I. Please complete this story mapping based on the story above correctly

The Setting Characters: The king komala The queen The turtle	Time: night	Place: king dom belingur
The Problem: komala had bad attitude		
The Goal:		
Action:		
The Outcome:		

APPENDIX 7

**LESSON PLAN
(CYCLE 1 MEETING 2)**

Level : Senior High School (SMA)
Subject : English
Grade/Semester : X/Even
Text type : Narrative Text
Theme : Folklore
Language skill : Reading
Time allocation : 2 x 45 minutes

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya 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 metode sesuai kaidah keilmuan

B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris.	1.1.1	Following the teaching and learning activities seriously.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman	2.1.1	Showing polite behavior in carrying out communication with teachers and friends
			2.1.2	Demonstrating a caring attitude in communicating with teachers and friends. Showing honest behavior and discipline in carrying out communication with teachers and friends
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.2.2	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends	
		2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends	
3.	3.6	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana	3.6.1	Identifying the social function of narrative text correctly.
			3.6.2	Identifying the generic structure of narrative text contextually
			3.6.3	Identifying the language features of narrative text correctly and contextually.
4.	4.8	Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek, sederhana.	4.8.1	Finding the difficult words of narrative text
			4.8.2	Identifying the main idea about narrative text correctly
			4.8.3	Identifying the specific information about narrative text correctly

C. Learning Objectives

- 1.1.1.1 Being grateful for the opportunity of learning English by following all the teaching and learning process well.
- 2.1.1.1 Showing polite behavior in carrying out communication with teachers and friends
- 2.1.2.1 Demonstrating a caring attitude in communicating to teachers and friends
- 2.2.1.1 Showing honest behavior and discipline in carrying out communication with teachers and friends
- 2.2.2.1 Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
- 2.3.1.1 Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends

- 3.6.1.1 Identifying the social function, the generic structure and the language features of narrative text correctly and contextually.
- 4.8.1.1 Answering the questions related to the difficult word, the main idea, and the specific information dealing with the narrative text.

D. Learning Materials

Enclosed

E. Teaching Technique & Approach

1. Approach: Scientific Approach
2. Technique : Story Mapping Technique

F. Media, Instrument, and Learning Resources

1. Media : Power point presentation, whiteboard, boardmarker, the outline of Story Mapping, students' answer sheet and LCD viewer
2. Learning Sources : <http://www.kuliahbahasainggris.com/narrative-text-pengertian-tujuan-jenis-generic-structure-dan-contoh/> <http://folklore-lover.blogspot.co.id/2001/01/the-crying-stone.html> <http://english-story-collection.blogspot.co.id/2013/06/019-legend-of-putri-kemuning.html>

G. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students' attendance list 3. Starting the lesson with praying 4. Giving leading question related to the topic 5. Showing the picture relates on the topic 6. Stating the learning objectives 	10 minutes
Inti	<p>Observing</p> <ol style="list-style-type: none"> 1. The students read the model of narrative text that is given by the teacher <p>Questioning</p> <ol style="list-style-type: none"> 1. The students are asked to analyze the generic structure, the language features, the social function of the <i>narrative text</i> <p>Experimenting</p> <ol style="list-style-type: none"> 1. Modeling the Use of Story Mapping <ol style="list-style-type: none"> a. Displaying story mapping template in front of the class b. Asking the students to discuss in pair about the use of Story Mapping, the function of Story Mapping, the meaning of each elements of story mapping and how to complete them c. Helping the students to understand how the elements of story mapping are interrelated by giving some questions 2. Leading the Use of Story Mapping <ol style="list-style-type: none"> a. Asking the students to read the story then identify the elements of the story in pairs b. Asking the students to state their opinion and discuss it with the class 	70 minutes

	<p>c. Asking the students to complete the correct answer into their own map</p> <p>3. Independent Use of Story Mapping</p> <p>a. Asking the students to read the story independently and generate their map independently</p> <p>b. Asking the students to answer the questions</p> <p>Associating</p> <p>1. The students check the other student's answer</p> <p>2. The teacher gives feedback</p> <p>Communicating</p> <p>1. The students are asked to look for other example of narrative text</p>	
Closure	<p>1. Giving the students the chance to ask question.</p> <p>2. Guiding the students to make conclusion</p> <p>3. Stating the conclusion.</p> <p>4. Parting the students.</p>	10 Minutes

Enclosure**APPENDIX A**

1. Pre Instructional Activities



- a. Giving leading question based on the picture:
 - What is the boy doing? (Picture 1)
 - What picture is it?
 - What if we combine the word of the first and the second picture?
 - b. Do you know the story of The Legend of Crying Stone?
2. Main Activities
- a. The definition of Narrative Text
 - Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.
 - b. Social function of Narrative Text
 - The social function is to entertain or amuse the reader or listener.
 - c. The Language Features of Narrative Text
 - Using simple past tense (killed, drunk, etc)
 - Using adverbial of time (Once upon a time, one day, etc)
 - Using temporal conjunction (when, then, suddenly, etc)
 - Using specific character not the general one. (the king, the mouse, etc)
 - Using action verbs that is a verb that shows an action. (killed, dug, walked,)
 - Using direct speech. It is to make the story lively. (The princess roar, Help...Help..”).
 - d. The Generic Structure of Narrative Text
 - Orientation: It is about the opening paragraph where the characters of the story are introduced
 - Complication: Where the problems in the story developed.
 - Resolution: Where the problems in the story is solved.

4. Model of Narrative Text

The Legend of Crying Stone

Orientation	<p>In a small village, a girl lived with her mother. The girl was very beautiful. She always put make-up and wore her best clothes. She did not like to help her mother work in a field. The girl was very lazy.</p>
Complication	<p>One morning day, the mother asked the girl to accompany her to go to the market to buy some food. At first the girl refused, but the mother persuaded her by saying they were going to buy new clothes. Finally, the girl agreed, but she asked her mother to walk behind her. She did not want to walk side by side with her mother.</p> <p>Although her mother was very sad, she agreed to walk behind her daughter. On the way to the market, everybody admired the girl's beauty. They were also curious because behind the beautiful girl, there was an old woman with a simple dress.</p> <p>The girl and her mother looked very different. "Hello, pretty lady. Who is the woman behind you?" asked them. "She is my servant," answered the girl. The mother was very sad, but she didn't say anything. The girl and the mother met other people, "Hello, beauty. Who is the woman behind you?" asked them. Again, the girl answered that her mother was her servant. She said that her mother was her servant every time they met people.</p>
Resolution	<p>At last, the mother could not hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Slowly, the girl's leg turned into stone. The process continued to the upper part of the girl's body. The girl was very panick. "Mother, please forgive me!" she cried and asked her mother to forgive her.</p> <p>But it was too late. Her whole body finally became a big stone. Now, people still can see the tears falling down from the stone. People then call it the crying stone or in Indonesian is batu menangis.</p> <p>(Adopted from http://folklore-lover.blogspot.co.id/2001/08/the-legend-of-crying-stone.html)</p>

5. Story Mapping Technique

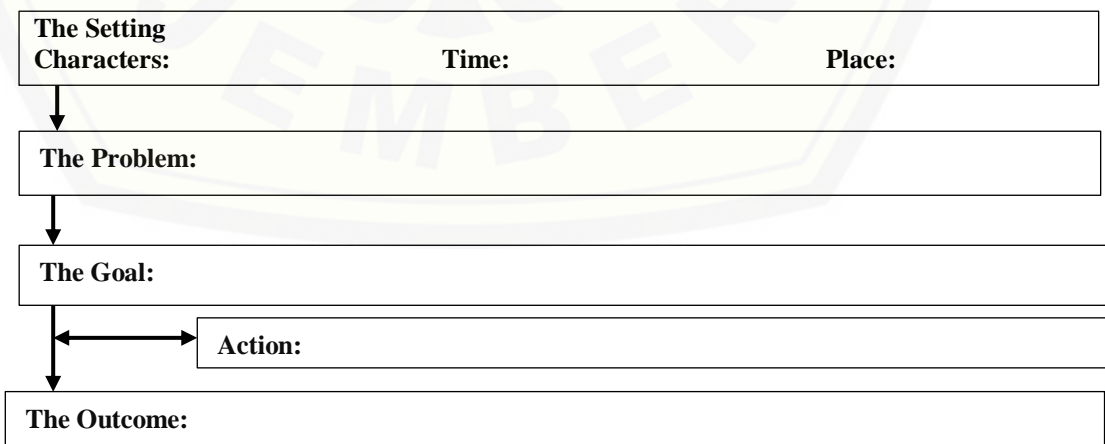
Story Mapping technique is a visual representation of a story that helps the students to identify and organize the elements of the story.

6. The Implementation of Story Mapping

a. Modeling the Use of Story Mapping

1) Displaying Story Mapping in front of the class. (Instruction: Please pay much attention to Story Mapping template below.)

Name: _____ Date: _____



Source: Bos and Vaughn, 2012:264

- 2) Asking the students to discuss in pair about the use of Story Mapping, the function of Story Mapping, the meaning of each elements of story mapping and how to complete them (Instruction: Please discuss in pair dealing with the use and the function of Story Mapping technique, the meaning of each elements and how to complete them.)
 - 3) Helping the students to understand how the elements of story mapping are interrelated by giving some questions (Instruction 1: Have you understood each elements of Story Mapping? Please pay attention to these following questions below that can help you in understanding all the elements of Story Mapping)
 - a) Setting

Characters	: Who were animal or person who involved in the story?
Time	: When did the story happen?
Place	: Where did the story happen?
 - b) The Problem : What was the problem the main character faced?
 - c) The Goal : What is the similarity of Goal? Does the character need to reach something?
 - d) Action : What did the character do to reach the goal?
 - e) The Outcome : Did the main character reach the goal?

(Instruction 2: Now, let's discuss together about elements of Story Mapping that are interrelated each other).

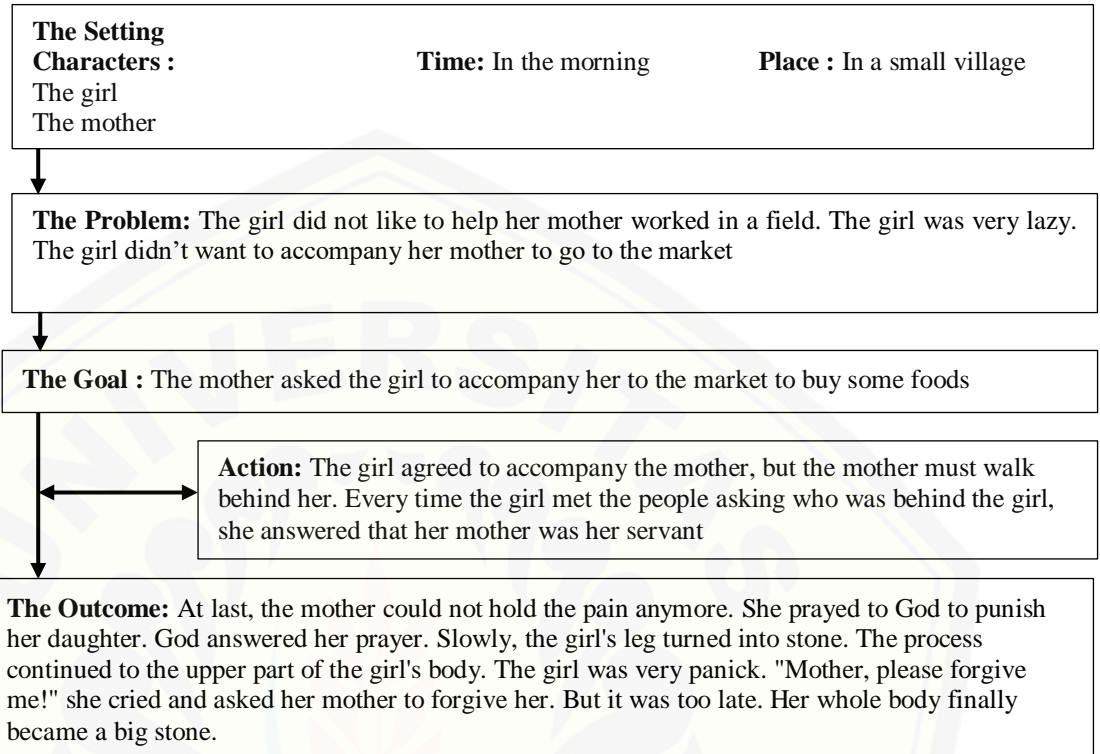
 - a) The Setting

Character	: The animal or person who involved in the story
Time	: The time when the story happened
Place	: The place where the story happened

Setting elements belongs to orientation because it contains the introduction of the story.
 - b) The Problem : The problem the main characters faced
 - c) The Goal : The intention of the main character / What main character wanted the most
 - d) Action : How main character reach the goal and how to face the problem
The problem, the goal, and action elements belong to complication because it tells about the problems are developed
 - e) The outcome : How the story ended, whether or not the character reach the goal and solve the problem
The outcome elements belongs to resolution because it explains how the problem solved
- b. Leading the Use of Story Mapping Technique
- 1) Asking the students to read the story then identify the elements of the story in pairs (Instruction: Please read the story then identify each elements of the story Mapping in pairs).
 - 2) Asking the students to state their opinion and discuss it with the class (Instruction: Have you done fill out the map? Let's discuss each elements of Story Mapping and please state your opinion).
 - 3) Asking the students to complete the correct answer into their own map (Instruction: Please complete your own map by looking at this following Story Mapping).

The Story Mapping of the Crying Stones

Name: _____ Date: _____



c. Independent Use of Story Mapping

- 1) Asking the students to read the story independently and generate their map independently (Instruction: Please read the text below very carefully and generate your own Map independently).

Putri Kemuning

Putri Kemuning and her mother lived in a jungle. They are poor. Putri Kemuning liked to help her mother to collect woods in the jungle and sold them in the market. In the jungle, Putri Kemuning had animal friends.

One day, Putri Kemuning's mother was sick. Putri Kemuning was very sad because she did not have enough money to buy medicine. Then, she collected many woods and planned to sell them. She wanted to spend the money to buy medicine.

In the afternoon, Putri Kemuning met her animal friend, the rabbit, while she collected woods. He was worried because Putri Kemuning looked very sad. Putri Kemuning told the problem to the rabbit. "I can help you. Take this ring and then sell it," said the rabbit. "Is it yours?" asked Putri Kemuning. "No. It is the King Ngarancang Kencono's ring. It fell when he was hunting here," answered the rabbit.

Putri Kemuning hesitated. She really needed the money but it was not her ring. Finally she said, "No, I have to return this ring to the king." Then, Putri Kemuning went to see the king at his palace. "What is your name and what is your purpose here?" asked the king. "My name is Putri Kemuning. I want to return your ring," answered Putri Kemuning. "Thank you very much. Now, I want to give you something. What do you want?" asked the King. "I don't want anything. I just want to go home. My mother is very ill," said Putri Kemuning. "You are a very kind girl. Now, take this gift," The King gave something to Putri Kemuning. After that, Putri Kemuning went home. When she arrived, Putri Kemuning told her mother about the king's ring. Her mother was very proud of her. When they opened the gift, they saw a bag full of gold coins. They were very happy because they could buy medicine and buy some food.

(Adapted from <http://folklore-lover.blogspot.co.id/2001/10/putri-kemuning-tale-east-java-folklore.html>)

Name: _____ Date: _____

The Setting	Time:	Place:
Characters:		

↓

The Problem:

↓

The Goal:

↓

	Action:
--	----------------

↓

The Outcome:

- 2) Asking the students to answer the questions (Instruction: Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d).
1. What is the text about?
 - a. It is about the Wise King
 - b. It is about the life story of Putri Kemuning
 - c. It tells us about how incredible Putri Kemuning is
 - d. It is about narrative text

 2. Where did Putri Kemuning and her mother live?
 - a. They lived in the jungle
 - b. She lived in the jungle
 - c. They lived in the castle
 - d. They lived in a small village

 3. Why was Putri Kemuning sad?
 - a. Her mother was sick
 - b. Because she did not have any money
 - c. She did not have any friend
 - d. Because her mother was sick and she did not have any money to buy medicine

 4. **“Then, she collected many woods and planned to sell them”** (The third sentence of the second paragraph). What does the underlined word refer to?
 - a. Putri Kemuning’s mother
 - b. The woods
 - c. The rabbits
 - d. The medicine

 5. Whose ring did the rabbit give to Putri Kemuning?
 - a. It was hers
 - b. It was rabbit’s
 - c. King Kencono
 - d. King Ngarancang Kencono's

6. What is the main idea of the third paragraph?
 - a. The rabbit sold the Ring
 - b. King Ngarancang Kencono lost his ring
 - c. The rabbit's effort to help Putri Kemuning
 - d. Putri Kemuning found a ring

7. **“She really needed the money but it was not her ring”** (*Second sentence of the third paragraph*) What is the underlined word refer to?
 - a. The money
 - b. The rabbit
 - c. Putri Kemuning
 - d. King Ngarancang Kencono's ring

8. What kind of decision did Putri Kemuning make?
 - a. She sold the ring
 - b. She returned the ring
 - c. It was given to rabbit
 - d. Putri Kemuning wore the ring

9. Did the King think that Putri Kemuning was a good girl?
 - a. Yes, he did
 - b. Yes, he does
 - c. No, he did not
 - d. No, he does not

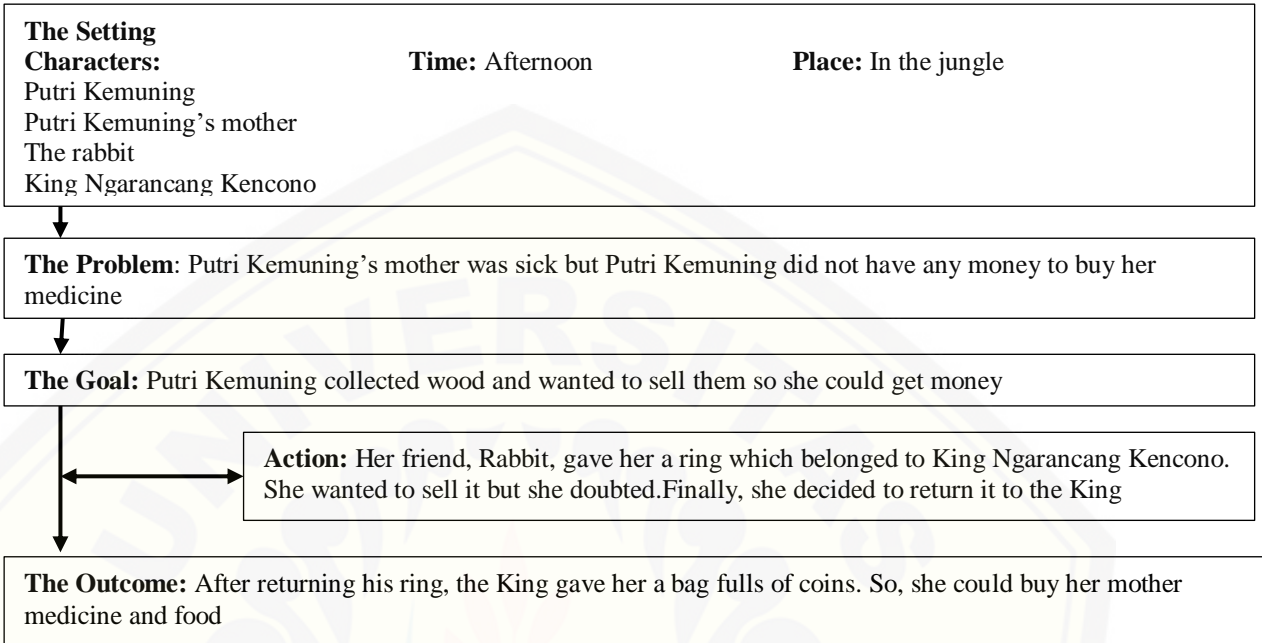
10. What kind of gift did the King give to Putri Kemuning?
 - a. Few coins
 - b. He gave nothing
 - c. A bag full of coins
 - d. The ring was given to her

ANSWER KEY

I. Story Mapping

Name: _____

Date: _____



II. Reading Comprehension Exercise

No	Answer
1	c
2	a
3	d
4	b
5	d
6	c
7	d
8	b
9	a
10	c

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	4, 7
Sentence Comprehension	2, 3, 5, 8, 9, 10
Paragraph Comprehension	6
Text Comprehension	1

APPENDIX B**EVALUATION SHEET**

- 1) The process of evaluation was conducted during the teaching and learning process. The observation checklist of the students' participation was as follows:

NO	STUDENTS' NAME	INDICATORS									A	P
		1	2	3	4	5	6	7	8	9		
1												
2												
3												

The indicators observed are:

1. Asking questions related to the text
2. Mentioning the setting elements (the character part)
3. Mentioning the setting elements (the time part)
4. Mentioning the setting elements (the place part)
5. Mentioning the problem elements
6. Mentioning the goal elements
7. Mentioning action elements
8. Mentioning the outcome elements
9. Doing the exercises given individually

Notes:

The student was categorized as active (A) if s/he fulfilled at least 7 indicators and those who fulfilled less than 7 indicators is categorized as passive (P).

2. The score of reading comprehension exercise was formulated as follows.

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$

Collaborator

Jember, 6th February, 2018
Researcher

Rizki Mariatus Sholehah, S.Pd.
NIP. -

Maulidya Puspita D.C
NIM. 140210401052

APPENDIX 8

The Sample Result of The Students' Story Mapping Worksheet in C1M2

STORY MAPPING WORKSHEET

Name: Devi Kurnia Ramadhani Date: 06 - 02 - 2018

Please complete this story mapping based on the story above correctly

The Setting
Characters: The girl and mother Time: On morning day. Place: In a small village

The Problem: The girl was very lazy. She did not help her mother work in a field. Like to

The Goal: The mother asked the girl to accompany her to go to market to buy some food.

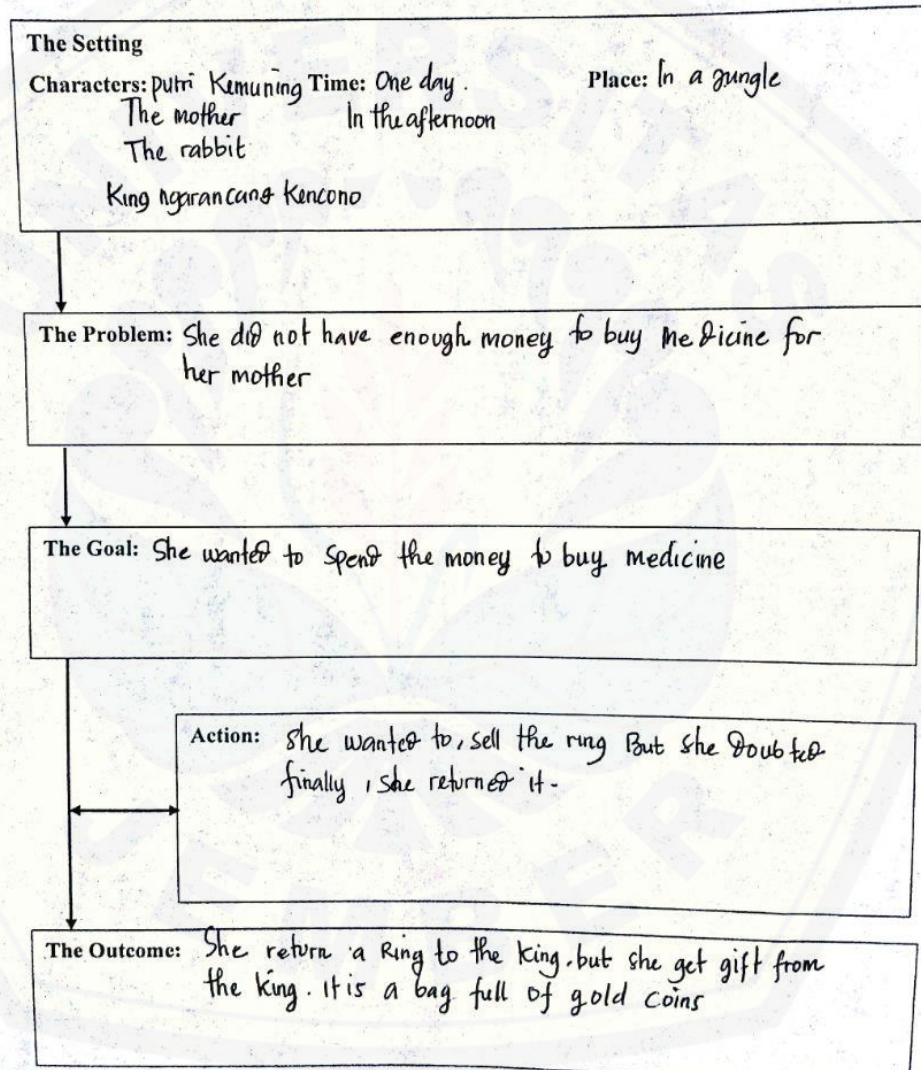
Action: the mother persuade her by saying they were going to buy new clothes. But, the girl asked the mother to walk behind her

The Outcome: The girl turned into big stone.

STORY MAPPING WORKSHEET

Name: Devi Kurnia Ramadhani Date: 06-02-2018

I. Please complete this story mapping based on the story above correctly



STORY MAPPING WORKSHEET

Name: M. Afif Aulia

Date: 06 - 02 - 2018

Please complete this story mapping based on the story above correctly

The Setting		
Characters: The girl mother	Time: morning	Place: small village

The Problem:
The girl was lazy

The Goal:
The mother asked to accompany to go to market

Action:
The mother persuade her to buy new clothes

The Outcome:
The girl turned into big stone

STORY MAPPING WORKSHEET

Name: M. Afif Aulia Date: 06-02-2018

I. Please complete this story mapping based on the story above correctly

The Setting		
Characters: Putri kemuning The mother The rabbit The king	Time: one day	Place: jungle
The Problem: she did not have money to buy medicine		
The Goal: She wanted to earn money		
		Action:
The Outcome:		

APPENDIX 9

Table 4.7 The Result of the Observation in Cycle 1

NO	THE STUDENTS' INITIALS	MEETING 1										MEETING 2											
		INDICATORS									A	P	INDICATORS									A	P
		1	2	3	4	5	6	7	8	9			1	2	3	4	5	6	7	8	9		
1	AMS		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	AB		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	AYHE		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	ANS		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	AR		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	ANH		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
7	AI		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
8	AFSF		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
9	DKR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
10	DMA		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
11	DFTM		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
12	DLQ		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
13	EAPS		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
14	ELN		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
15	MWF		✓	✓	✓				✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
16	MAA		✓	✓	✓	✓			✓		✓		✓	✓	✓	✓	✓			✓		✓	
17	MMM		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
18	MAGZ		✓	✓	✓	✓			✓	✓		✓		✓	✓	✓	✓			✓	✓		✓
19	MOVE TO ANOTHER SCHOOL																						
20	MYM		✓	✓	✓	✓			✓	✓		✓	—	—	—	—	—	—	—	—	—	—	
21	MNP		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
22	MAY		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
23	MH		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
24	MHK		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
25	NRW		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
26	NKM		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
27	NAV		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
28	NLN		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
29	PNN		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
30	QMHS		✓	✓	✓	✓	✓	✓	✓	✓	✓		—	—	—	—	—	—	—	—	—	—	
31	RAP		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
32	RA		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
33	YAF		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Total	1	32	32	32	31	28	28	31	32	28	4	0	30	30	30	30	29	28	29	30	28	2

APPENDIX 10

Name:

Date:

TEST 1

Subject	: English
Class/ Semester	: X / 2
Language Skill	: Reading Comprehension
Text Type	: Narrative Text
Time	: 45 minutes

Please read the text below very carefully.

TEXT 1**The Legend of Rawa Pening**

Once upon a time, there was a little boy, who was poor, dirty, and smelly, came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous old woman helped him. She gave him shelter and a meal. When the boy wanted to leave, the old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “Please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The little boy was happy and thanked the old woman.

The little boy continued his journey. While he was passing through the village, where he had asked for food, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by the stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adopted from <http://english-story-collection.blogspot.co.id/2013/07/081-legend-of-rawa-pening.html>)

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. Who does not belong to the character of the story?
 - a. The little boy
 - b. The people
 - c. King Naka
 - d. The generous woman
2. Where did the story take place?
 - a. Castle
 - b. Jungle
 - c. In a big river
 - d. In village
3. How did the little boy look like?
 - a. He was hungry
 - b. He was weak
 - c. He was poor, dirty and smelly
 - d. He was generous

4. **“He knocked at every door and asked for some food, but nobody cared about him.”** (the third sentence of the first paragraph). What does the underlined word refer to?
 - a. The little boy
 - b. The dragon
 - c. The generous woman
 - d. The people
5. What does the second paragraph tell us about?
 - a. It tells us about a generous woman who helped him
 - b. There was nobody helped the little boy
 - c. The little boy enjoyed his journey
 - d. It told us about the flood village
6. **“While he was passing through the village, where he had asked for food, he saw many people gathering on the field”** (The second sentence of the third paragraph). What does the underlined word refer to?
 - a. The crowd
 - b. The little boy
 - c. Lesung
 - d. The generous woman
7. What did the little boy do when he saw many people gathered in the field?
 - a. He went away
 - b. He saw a stick on the ground
 - c. He did not care at all
 - d. He came closer
8. What happened with the stick?
 - a. The stick was so mysterious
 - b. People laughed at it
 - c. It could not be pulled out
 - d. It was sent by God
9. What did the boy do with the stick?
 - a. He threw it away
 - b. He opened the stick
 - c. He did nothing
 - d. He gave it to the generous woman
10. How did the boy save his life and the generous woman's?
 - a. He pulled out the stick
 - b. The woman had magic
 - c. The people helped them
 - d. He used Lesung as boat

Please read the text below very carefully.

TEXT 2**Manik Angkeran**

A long time ago, lived a very rich family in Bali. The father was Sidi Mantra. He was very famous for his supernatural power. He lived happily with his wife and his only child Manik Angkeran.

Manik Angkeran was a spoiled son. He also had a bad habit. He liked to gamble. Because of his bad habit, his parents soon became poor. They always advised Manik Angkeran to stop his bad habit, but he never listened to them. Instead, he kept on begging to his parents to give him a lot of money.

The parents then did not have the heart to see him begging. Sidi Mantra then went to Agung Mountain. There lived a mighty dragon with his great supernatural power. He could provide jewelries to those who could say the right prayers and ring the bell. Sidi Mantra had the bell and he also knew the prayers. "My name is Sidi Mantra. I have a problem. My son likes to gamble. He made me poor. And now he asks a lot of money. I want to give him some, but now I want him to promise to stop his bad behavior," explained Sidi Mantra after he met the dragon. Sidi Mantra then said the prayers and rang the bell.

Suddenly, jewelries came out from the dragon's body. He was very happy and immediately brought the jewelries home. This time Sidi Mantra wanted Manik Angkeran really to stop gambling. The son then promised. But soon he broke the promise and he did not have some money again. He heard that his father got the jewelries from the dragon living in Agung Mountain. So he stole his father's bell then went there.

After he had arrived in Agung Mountain, Manik Angkeran rang the bell. The dragon knew him. "I will give you anything you want but you have to promise to stop gambling. Remember the karma!" said the dragon, then the dragon gave him the jewelries. Manik Angkeran was very happy. Suddenly he had a bad idea. He wanted to kill the dragon and stole all his jewelries. The dragon knew his plan and with his great power he killed Manik Angkeran.

Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed but they had to live in different places. After few moments, Manik Angkeran lived again. Then Sidi Mantra used a stick to make a big line between them on the ground. From the line, water flowed. Soon it became a river. Finally it became a strait. It separated Java and Bali. People then named the strait as Bali Strait.

(Adopted from <http://folklore-lover.blogspot.co.id/2001/08/legend-story-of-manik-angkeran-folklore.html>)

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Who are the characters of the story?
 - a. Dragon
 - b. Sidi Mantra
 - c. Manik Angkeran
 - d. Dragon, Sidi Mantra and Manik Angkeran

12. How did people think about Sidi Mantra?
 - a. He was very famous with his superpower
 - b. Sidi Mantra was poor
 - c. His wife was beautiful
 - d. Sidi Mantra was generous

13. What is the main idea of the second paragraph?
 - a. He was good boy
 - b. Manik Angkeran was a spoiled son
 - c. Manik Angkeran was not a spoiled son
 - d. He was a such a lovely boy

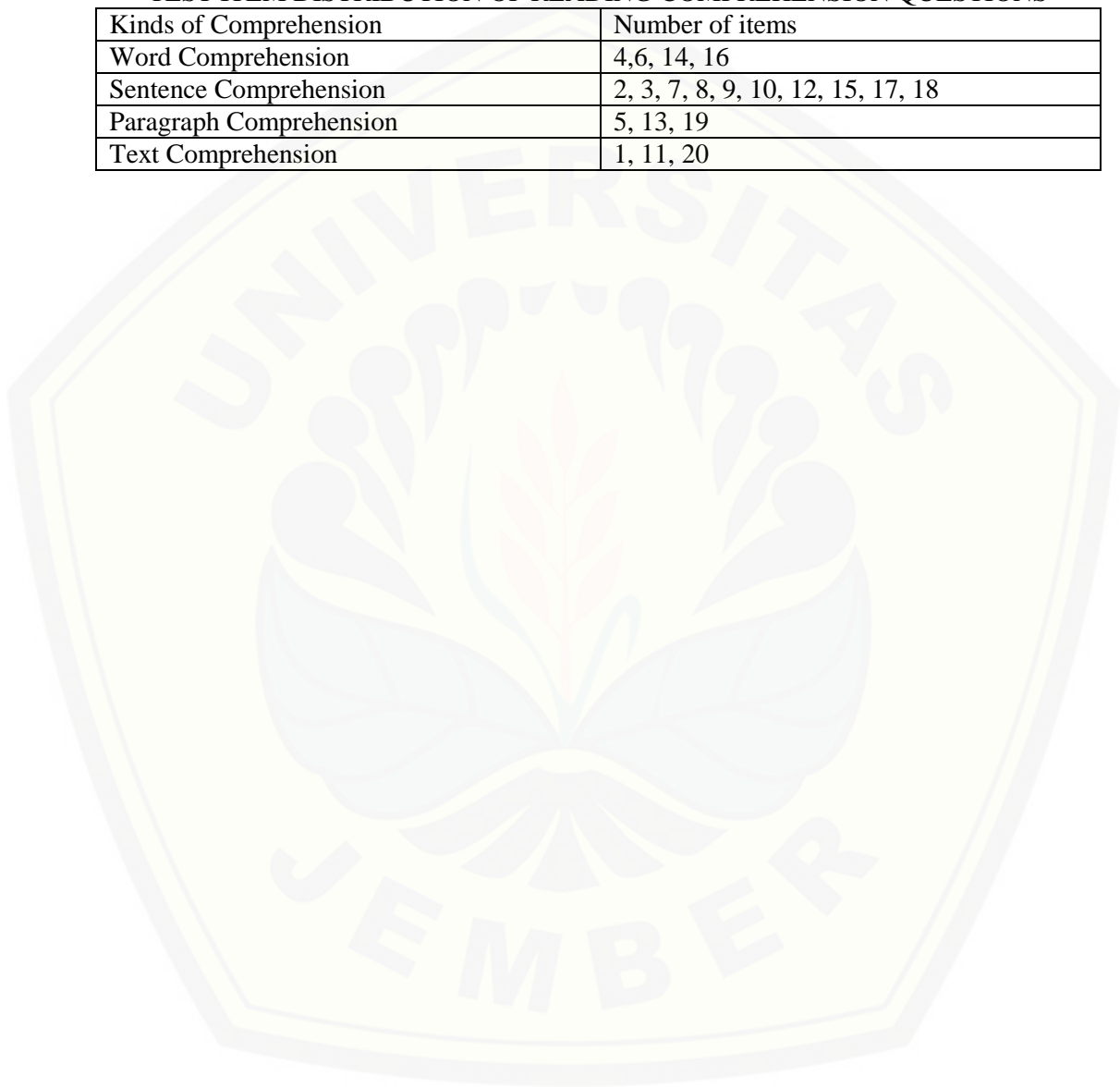
14. **“The parents then did not have the heart to see him begging.”** (the first sentence of the third paragraph). What does the underlined word refer to?
- Sidi Mantra
 - Sidi Mantra’s wife
 - Manik Angkeran
 - Dragon
15. What made Sidi Mantra go to Agung Mountain?
- There lived a dragon with his supernatural power
 - Sidi Mantra looked for his son
 - He wanted to live there
 - His wife ran and lost
16. **“He could provide jewelries to those who could say the right prayers and ring the bell.”** (The fourth sentence of the third paragraph). What does the underlined word refer to?
- Sidi Mantra
 - Sidi Mantra’s wife
 - Manik Angkeran
 - Dragon
17. Why did Manik Angkeran go to Agung Mountain?
- Manik was so curious about dragon
 - He wish he could stop gambling
 - He wanted to have more jewelries
 - The dragon wanted Manik to see him
18. What did Manik Angkeran’s intention after the dragon gave him lots of jewelry?
- He wanted to kill him and stole all the jewelries
 - He wanted to stop gambling
 - Manik gave the jewelries to his dad
 - He wanted to keep gambling
19. What does the last paragraph tell us about?
- Sidi Mantra was very rich
 - Sidi Mantra went to Agung Mountain
 - Manik Angkeran went to Agung Mount
 - Sidi Mantra was sad because Manik Angkeran was killed
20. What is the moral value of the text?
- It is not good to lie
 - We should be grateful of what we have
 - Rich people will have spoiled son
 - We should be lovely

ANSWER KEY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
c	d	c	a	a	b	d	c	b	d	d	a	b	c	a	d	c	a	d	b

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of items
Word Comprehension	4,6, 14, 16
Sentence Comprehension	2, 3, 7, 8, 9, 10, 12, 15, 17, 18
Paragraph Comprehension	5, 13, 19
Text Comprehension	1, 11, 20



APPENDIX 11

Table 4.8 The Students' Reading Comprehension Achievement Test in C1

NO	THE STUDENTS' INITIALS	SCORE	ACHIEVED	NOT ACHIEVED
1	AMS	75	✓	
2	AB	80	✓	
3	AYHE	85	✓	
4	ANS	85	✓	
5	AR	80	✓	
6	ANH	75	✓	
7	AI	65		✓
8	AFSF	90	✓	
9	DKR	95	✓	
10	DMA	65		✓
11	DFTM	80	✓	
12	DLQ	80	✓	
13	EAPS	75	✓	
14	ELN	75	✓	
15	MWF	50		✓
16	MAA	50		✓
17	MMM	95	✓	
18	MAGZ	55		✓
19	MOVE TO ANOTHER SCHOOL			
20	MYM	60		✓
21	MNP	55		✓
22	MAY	80	✓	
23	MH	75	✓	
24	MHK	75	✓	
25	NRW	80	✓	
26	NKM	80	✓	
27	NAV	75	✓	
28	NLN	80	✓	
29	PNN	80	✓	
30	QMHS	85	✓	
31	RAP	75	✓	
32	RA	80	✓	
33	YAF	70		✓

Total	2405	24 students	8 students
Mean Score	$\frac{2405}{32} = 75,15$		



APPENDIX 12

The Sample Result of the Students' Test Worksheet

Name/S: *Devi Kurnia Ramadhani / 09* Date: *13 - February - 2018*

TEST 1

Subject : English

Class/ Semester : X / 2

Language Skill : Reading Comprehension

Text Type : Narrative Text

Time : 45 minutes

95

Please read the text below very carefully.

TEXT 1

The Legend of Rawa Pening

Line 1	Once upon a time, there was a little boy, who was poor, dirty, and smelly, came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.
Line 5	Finally, a generous old woman helped him. She gave him shelter and a meal. When the boy wanted to leave, the old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The little boy was happy and thanked the old woman.
Line 10	The little boy continued his journey. While he was passing through the village, where he had asked for food, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly,
Line 15	from the hole left by the stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as
Line 20	Rawa Pening Lake in Salatiga, Central Java, Indonesia. (Adopted from http://english-story-collection.blogspot.co.id/2013/07/081-legend-of-rawa-pening.html)

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. Who do not belong to the character of the story?
 - a. The little boy -
 - b. The people
 - c. King Naka
 - d. The generous woman -
2. Where did the story take place?
 - a. Castle
 - b. Jungle
 - c. In a big river
 - d. In village
3. How did the little boy look like?
 - a. He was hungry
 - b. He was weak
 - c. He was poor, dirty and smelly
 - d. He was generous
4. "He knocked at every door and asked for some food, but nobody cared about him." (the third sentence of the first paragraph). What does the underlined word refer to?
 - a. The little boy
 - b. The dragon
 - c. The generous woman
 - d. The people
5. What does the second paragraph tell us about?
 - a. It tells us about a generous woman who helped him
 - b. There was nobody helped the little boy
 - c. The little boy enjoyed his journey
 - d. It told us about the flood village
6. "While he was passing through the village, where he had asked for food, he saw many people gathering on the field" (The second sentence of the third paragraph). What does the underlined word refer to?
 - a. The crowd
 - b. The little boy
 - c. Lesung
 - d. The generous woman

7. What did the little boy do when he saw many people gathered in the field?
 - a. He went away
 - b. He saw a stick on the ground
 - c. He did not care at all
 - d. He came closer
8. What happened with the stick?
 - a. The stick was so mysterious
 - b. People laughed at it
 - c. It could not be pulled out
 - d. It was sent by God
9. What did the boy do with the stick?
 - a. He threw it away
 - b. He opened the stick
 - c. He did nothing
 - d. He gave it to the generous woman
10. How did the boy save his life and the generous woman's?
 - a. He pulled out the stick
 - b. The woman had magic
 - c. The people helped them
 - d. He used Lesung as boat

Please read the text below very carefully.

TEXT 2

Manik Angkeran

Line 1	A long time ago, lived a very rich family in Bali. The father was Sidi Mantra. He was very famous for his supernatural power. He lived happily with his wife and his only child Manik Angkeran.
Line 5	Manik Angkeran was a spoiled son. He also had a bad habit. He liked to gamble. Because of his bad habit, his parents soon became poor. They always advised Manik Angkeran to stop his bad habit, but he never listened to them. Instead, he kept on begging to his parents to give him a lot of money.
Line 10	The parents then did not have the heart to see him begging. Sidi Mantra then went to Agung Mountain. There lived a mighty dragon with his great supernatural power. He could provide jewelries to those who could say the right prayers and ring the bell. Sidi Mantra had the bell and he also knew the prayers. "My name is Sidi Mantra. I have a problem. My son likes to gamble.

Line 15	<p>He made me poor. And now he asks a lot of money. I want to give him some, but now I want him to promise to stop his bad behavior," explained Sidi Mantra after he met the dragon. Sidi Mantra then said the prayers and rang the bell.</p>
Line 20	<p>Suddenly, jewelries came out from the dragon's body. He was very happy and immediately brought the jewelries home. This time Sidi Mantra wanted Manik Angkeran really to stop gambling. The son then promised. But soon he broke the promise and he did not have some money again. He heard that his father got the jewelries from the dragon living in Agung Mountain. So he stole his father's bell then went there.</p> <p>After he had arrived in Agung Mountain, Manik Angkeran rang the bell. The dragon knew him. "I will give you anything you want but you have to promise to stop gambling. Remember the karma!" said the dragon, then the dragon gave him the jewelries. Manik Angkeran was very happy. Suddenly he had a bad idea. He wanted to kill the dragon and stole all his jewelries. The dragon knew his plan and with his great power he killed Manik Angkeran.</p> <p>Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed but they had to live in different places. After few moments, Manik Angkeran lived again. Then Sidi Mantra used a stick to make a big line between them on the ground. From the line, water flowed. Soon it became a river. Finally it became a strait. It separated Java and Bali. People then named the strait as Bali Strait.</p> <p>(Adopted from http://folklore-lover.blogspot.co.id/2001/08/legend-story-of-manik-angkeran-folklore.html)</p>

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Who are the characters of the story?
- a. Dragon
 - b. Sidi Mantra
 - c. Manik Angkeran
 - d. Dragon, Sidi Mantra and Manik Angkeran

12. How did people think about Sidi Mantra?
- a. He was very famous with his superpower
 - b. Sidi Mantra was poor
 - c. His wife was beautiful
 - d. Sidi Mantra was generous
13. What is the main idea of the second paragraph?
- a. He was good boy
 - b. Manik Angkeran was a spoiled son
 - c. Manik Angkeran was not a spoiled son
 - d. He was a such a lovely boy
14. "The parents then did not have the heart to see him begging." (the first sentence of the third paragraph). What does the underlined word refer to?
- a. Sidi Mantra
 - b. Sidi Mantra's wife
 - c. Manik Angkeran
 - d. Dragon
15. What made Sidi Mantra go to Agung Mountain?
- a. There lived a dragon with his supernatural power
 - b. Sidi Mantra looked for his son
 - c. He wanted to live there
 - d. His wife ran and lost
16. ^{menyediakan barang permata.} He could provide jewelries to those who could say the right prayers and ring the bell. (The fourth sentence of the third paragraph). What does the underlined word refer to?
- a. Sidi Mantra
 - b. Sidi Mantra's wife
 - c. Manik Angkeran
 - d. Dragon
17. Why did Manik Angkeran go to Agung Mountain?
- a. Manik was so curious about dragon
 - b. He wish he could stop gambling
 - c. He wanted to have more jewelries
 - d. The dragon wanted Manik to see him
18. What did Manik Angkeran's intention after the dragon gave him lots of jewelry?
- a. He wanted to kill him and stole all the jewelries
 - b. He wanted to stop gambling
 - c. Manik gave the jewelries to his dad
 - d. He wanted to keep gambling

19. What does the last paragraph tell us about?
- a. Sidi Mantra was very rich
 - b. Sidi Mantra went to Agung Mountain
 - c. Manik Angkeran went to Agung Mount
 - d. Sidi Mantra was sad because Manik Angkeran was killed

20. What is the moral value of the text?
- a. It is not good to lie
 - b. We should be ^{grateful on what we have} grateful of what we have
 - c. Rich people will have spoil son
 - d. We should be lovely

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A
→
1

Name/S: M. AEF Aulia

Date: 13-02-2018

50

TEST 1

Subject : English

Class/Semester : X / 2

Language Skill : Reading Comprehension

Text Type : Narrative Text

Time : 45 minutes

Please read the text below very carefully.

TEXT 1

The Legend of Rawa Pening

Line 1	Once upon a time, there was a little boy, who was poor, dirty, and smelly, came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.
Line 5	Finally, a generous old woman helped him. She gave him shelter and a meal. When the boy wanted to leave, the old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The little boy was happy and thanked the old woman.
Line 10	The little boy continued his journey. While he was passing through the village, where he had asked for food, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and
Line 15	pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by the stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as
Line 20	Rawa Pening Lake in Salatiga, Central Java, Indonesia. (Adopted from http://english-story-collection.blogspot.co.id/2013/07/081-legend-of-rawa-pening.html)

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. Who do not belong to the character of the story?
 - a. The little boy
 - b. The people
 - c. King Naka
 - d. The generous woman

2. Where did the story take place?
 - a. Castle
 - b. Jungle
 - c. In a big river
 - d. In village

3. How did the little boy look like?
 - a. He was hungry
 - b. He was weak
 - c. He was poor, dirty and smelly
 - d. He was generous

4. "**He knocked at every door and asked for some food, but nobody cared about him.**" (the third sentence of the first paragraph). What does the underlined word refer to?
 - a. The little boy
 - b. The dragon
 - c. The generous woman
 - d. The people

5. What does the second paragraph tell us about?
 - a. It tells us about a generous woman who helped him
 - b. There was nobody helped the little boy
 - c. The little boy enjoyed his journey
 - d. It told us about the flood village

6. "**While he was passing through the village, where he had asked for food, he saw many people gathering on the field**" (The second sentence of the third paragraph). What does the underlined word refer to?
 - a. The crowd
 - b. The little boy
 - c. Lesung
 - d. The generous woman

Line 15	<p>He made me poor. And now he asks a lot of money. I want to give him some, but now I want him to promise to stop his bad behavior," explained Sidi Mantra after he met the dragon. Sidi Mantra then said the prayers and rang the bell.</p>
Line 20	<p>Suddenly, jewelries came out from the dragon's body. He was very happy and immediately brought the jewelries home. This time Sidi Mantra wanted Manik Angkeran really to stop gambling. The son then promised. But soon he broke the promise and he did not have some money again. He heard that his father got the jewelries from the dragon living in Agung Mountain. So he stole his father's bell then went there.</p>
	<p>After he had arrived in Agung Mountain, Manik Angkeran rang the bell. The dragon knew him. "I will give you anything you want but you have to promise to stop gambling. Remember the karma!" said the dragon, then the dragon gave him the jewelries. Manik Angkeran was very happy. Suddenly he had a bad idea. He wanted to kill the dragon and stole all his jewelries. The dragon knew his plan and with his great power he killed Manik Angkeran.</p>
	<p>Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed but they had to live in different places. After few moments, Manik Angkeran lived again. Then Sidi Mantra used a stick to make a big line between them on the ground. From the line, water flowed. Soon it became a river. Finally it became a strait. It separated Java and Bali. People then named the strait as Bali Strait.</p>
	<p>(Adopted from http://folklore-lover.blogspot.co.id/2001/08/legend-story-of-manik-angkeran-folklore.html)</p>

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Who are the characters of the story?
- a. Dragon
 - b. Sidi Mantra
 - c. Manik Angkeran
 - d. Dragon, Sidi Mantra and Manik Angkeran

12. How did people think about Sidi Mantra?

- a. He was very famous with his superpower
- b. Sidi Mantra was poor
- c. His wife was beautiful
- d. Sidi Mantra was generous

13. What is the main idea of the second paragraph?

- a. He was good boy
- b. Manik Angkeran was a spoiled son
- c. Manik Angkeran was not a spoiled son
- d. He was a such a lovely boy

14. "The parents then did not have the heart to see him begging." (the first sentence of the third paragraph). What does the underlined word refer to?

- a. Sidi Mantra
- b. Sidi Mantra's wife
- c. Manik Angkeran
- d. Dragon

15. What made Sidi Mantra go to Agung Mountain?

- a. There lived a dragon with his supernatural power
- b. Sidi Mantra looked for his son
- c. He wanted to live there
- d. His wife ran and lost

16. "He could provide jewelries to those who could say the right prayers and ring the bell." (The fourth sentence of the third paragraph). What does the underlined word refer to?

- a. Sidi Mantra
- b. Sidi Mantra's wife
- c. Manik Angkeran
- d. Dragon

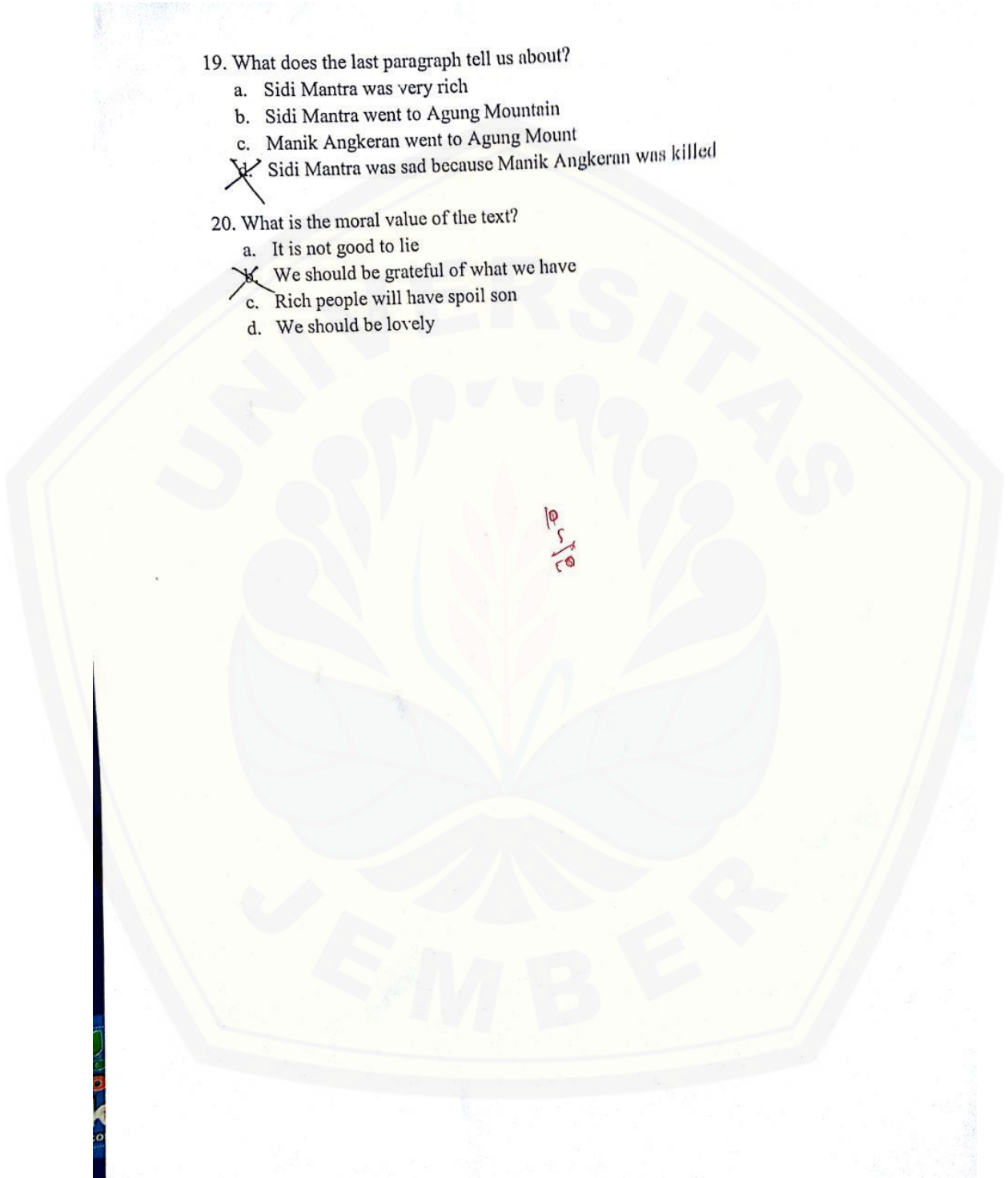
17. Why did Manik Angkeran go to Agung Mountain?

- a. Manik was so curious about dragon
- b. He wish he could stop gambling
- c. He wanted to have more jewelries
- d. The dragon wanted Manik to see him

18. What did Manik Angkeran's intention after the dragon gave him lots of jewelry?

- a. He wanted to kill him and stole all the jewelries
- b. He wanted to stop gambling
- c. Manik gave the jewelries to his dad
- d. He wanted to keep gambling

19. What does the last paragraph tell us about?
- a. Sidi Mantra was very rich
 - b. Sidi Mantra went to Agung Mountain
 - c. Manik Angkeran went to Agung Mount
 - d. Sidi Mantra was sad because Manik Angkeran was killed
20. What is the moral value of the text?
- a. It is not good to lie
 - b. We should be grateful of what we have
 - c. Rich people will have spoil son
 - d. We should be lovely



APPENDIX 7

**LESSON PLAN
(CYCLE 2 MEETING 1)**

Level : Senior High School (SMA)
Subject : English
Grade/Semester : X/Even
Text type : Narrative Text
Theme : Folklore
Language skill : Reading
Time allocation : 2 x 45 minutes

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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 metode sesuai kaidah keilmuan

B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris.	1.1.1	Following the teaching and learning activities seriously.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman	2.1.1	Showing polite behavior in carrying out communication with teachers and friends
			2.1.2	Demonstrating a caring attitude in communicating with teachers and friends. Showing honest behavior and discipline in carrying out communication with teachers and friends
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1	Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.2.2	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends	
		2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends	
3.	3.6	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana	3.6.1	Identifying the social function of narrative text correctly.
			3.6.2	Identifying the generic structure of narrative text contextually
			3.6.3	Identifying the language features of narrative text correctly and contextually.
4.	4.8	Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek, sederhana.	4.8.1	Finding the difficult words of narrative text
			4.8.2	Identifying the main idea about narrative text correctly
			4.8.3	Identifying the specific information about narrative text correctly

C. Learning Objectives

- 1.1.1.1 Being grateful for the opportunity of learning English by following all the teaching and learning process well.
- 2.1.1.1 Showing polite behavior in carrying out communication with teachers and friends
- 2.1.2.1 Demonstrating a caring attitude in communicating to teachers and friends
- 2.2.1.1 Showing honest behavior and discipline in carrying out communication with teachers and friends
- 2.2.2.1 Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
- 2.3.1.1 Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends

- 3.6.1.1 Identifying the social function, the generic structure and the language features of narrative text correctly and contextually.
- 4.8.1.1 Answering the questions related to the difficult word, the main idea, and the specific information dealing with the narrative text.

D. Learning Materials

Enclosed

E. Teaching Technique & Approach

1. Approach: Scientific Approach
2. Technique : Story Mapping Technique

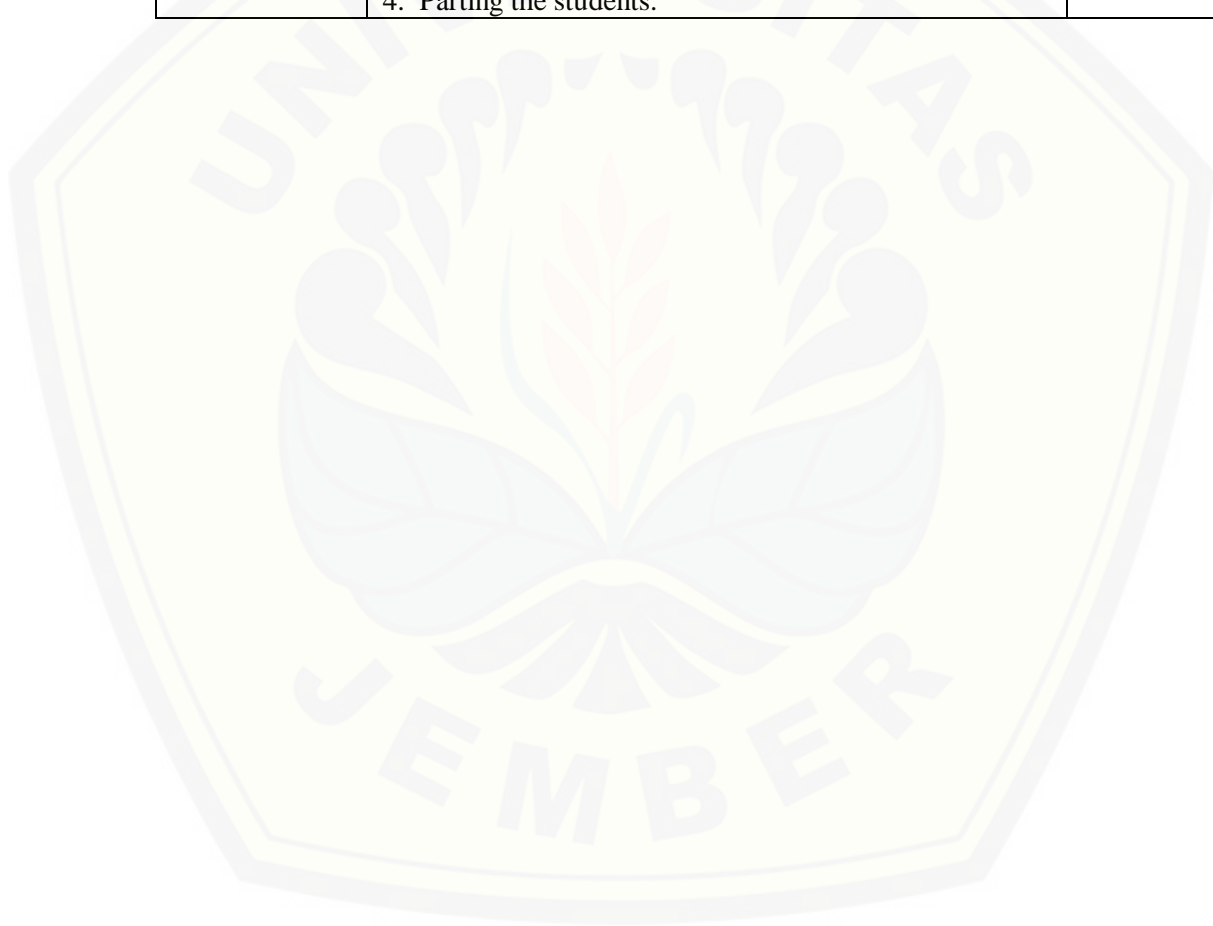
F. Media, Instrument, and Learning Resources

1. Media : Power point presentation, whiteboard, boardmarker, the outline of Story Mapping, students' answer sheet and LCD viewer
2. Learning Sources : <http://www.kuliahbahasainggris.com/narrative-text-pengertian-tujuan-jenis-generic-structure-dan-contoh/> <http://english-story-collection.blogspot.co.id/2013/06/019-test-for-the-king.html> <http://english-story-collection.blogspot.co.id/2013/06/019-joko-panjer-and-lara-inten.html>

G. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students' attendance list 3. Starting the lesson with praying 4. Giving leading question related to the topic 5. Showing the picture relates on the topic 6. Stating the learning objectives 	10 minutes
Inti	<p>Observing</p> <ol style="list-style-type: none"> 1. The students read the model of narrative text that is given by the teacher <p>Questioning</p> <ol style="list-style-type: none"> 1. The students are asked to analyze the generic structure, the language features, the social function of the <i>narrative text</i> <p>Experimenting</p> <ol style="list-style-type: none"> 1. Modeling the Use of Story Mapping <ol style="list-style-type: none"> a. Displaying story mapping template in front of the class b. Asking the students to discuss in pair about the use of Story Mapping, the function of Story Mapping, the meaning of each elements of story mapping and how to complete them 2. Leading the Use of Story Mapping <ol style="list-style-type: none"> a. Asking the students to read the story then identify the elements of the story in pairs b. Asking the students to state their opinion and discuss it with the class c. Asking the students to complete the correct answer into their own map 	70 minutes

	<p>3. Independent Use of Story Mapping</p> <ol style="list-style-type: none">a. Asking the students to read the story independently and generate their map independentlyb. Asking the students to answer the questions <p>Associating</p> <ol style="list-style-type: none">1. The students check the other student's answer2. The teacher gives feedback <p>Communicating</p> <ol style="list-style-type: none">1. The students are asked to look for other example of narrative text	
Closure	<ol style="list-style-type: none">1. Giving the students the chance to ask question.2. Guiding the students to make conclusion3. Stating the conclusion.4. Parting the students.	10 Minutes



Enclosure**APPENDIX A**

1. Pre Instructional Activities



Picture 1



Picture 2

- a. What is the boy trying to do for? (Picture 1)
- b. What picture is it? (Picture 2)
- c. If we combine the word of the first and the second picture, what it will be?

2. Main Activities

a. The definition of Narrative Text

Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

b. Social function of Narrative Text

The social function is to entertain or amuse the reader or listener.

c. The Language Features of Narrative Text

- Using simple past tense (killed, drunk, etc)
- Using adverbial of time (Once upon a time, one day, etc)
- Using temporal conjunction (when, then, suddenly, etc)
- Using specific character not the general one. (the king, the mouse, etc)
- Using action verbs that is a verb that shows an action. (killed, dug, walked,)
- Using direct speech. It is to make the story lively. (The princess roar, Help...Help..”).

d. The Generic Structure of Narrative Text

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

4. Model of Narrative Text

Test for the King

There was a small kingdom called Mergosono. Although Mergosono was small, it was famous because the king was a very good and wise man.

One day, the Gods heard about his kindness and wisdom. Then, they decided to give him a test. The king of the Gods sent four Gods to Mergosono to test the king. At that time, the king's son, Pangeran Sembara, was studying abroad. Then, one of the Gods disguised himself as Pangeran Sembara. Meanwhile, the two other were as villagers and the last one became a villager who was killed by Pangeran Sembara.

Then, the two villagers went to see the King to tell him about the death of their friend. They said that they saw the Prince killed their friend. "I accept your complain, but I am not sure it was my son. He has not returned from his study. If he really kills your friend, I will give him the punishment because he deserves it. Yet, if you lie to me, I will punish you for defaming my family," said the king.

When the two villagers left, the king called his trusted advisors. He asked them for their opinion and consideration about this problem. They all agreed, if the villager told the truth, the prince should be punished. The king was sad to hear that, but he knew he must obey the law.

The following morning, 'the wrong' prince came to see his father. He admitted killing the villagers. Then, the king decided to execute the prince for his fault. The next day, the prince was going to be hung as his punishment. When the executioner hung the prince, suddenly his body disappeared. At the same time, there was a weird voice that came along across the field. "King of Mergosono, you are really a wise and justice king. You have already passed my test. I will give you and your people prosperity as long as you stay true and wise. You do not be sad. Your son is well and he is on his way to go home to see you."

When the sound had gone, the people of Mergosono yelled with joy. Their prince was safe and they knew that their king was a wise man. When the prince finally arrived home, they hold a party to celebrate it.

(Adopted from <http://english-story-collection.blogspot.co.id/2013/06/019-test-for-the-king.html>)

Orientation

Complication

Resolution

5. Story Mapping Technique

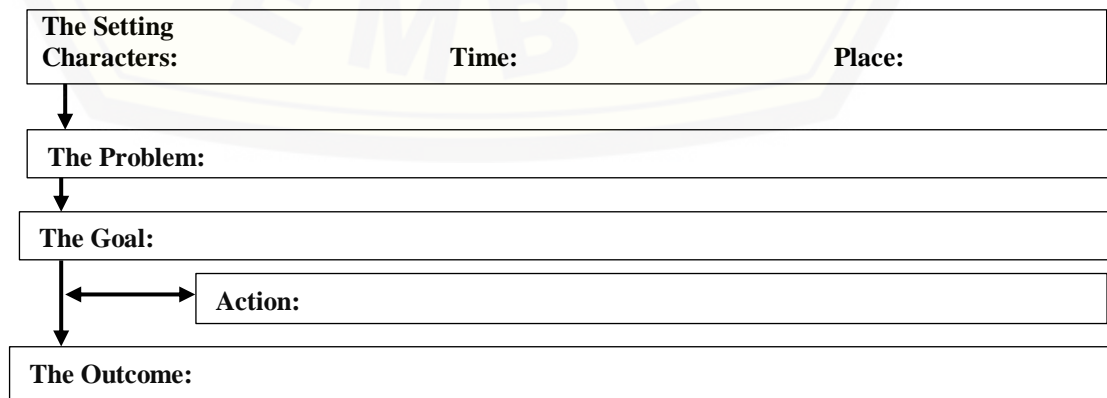
Story Mapping technique is a visual representation of a story that helps the students to identify and organize the elements of the story.

6. The Implementation of Story Mapping

a. Modeling the Use of Story Mapping

- 1) Displaying Story Mapping in front of the class. (Instruction: Please pay much attention to Story Mapping template below.)

Name: _____ Date: _____



Source: Bos and Vaughn, 2012:264

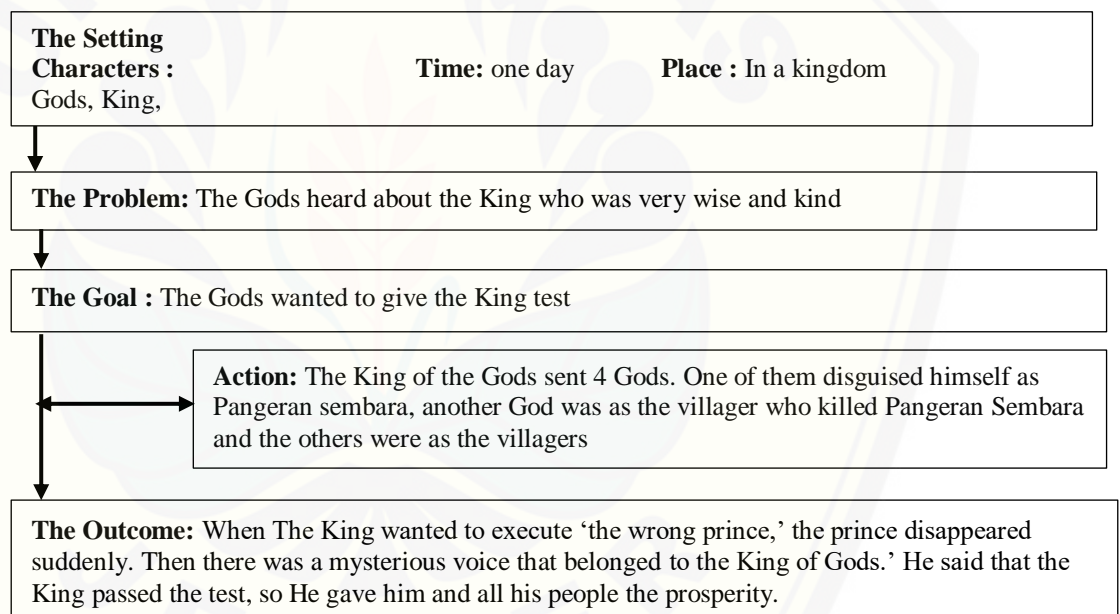
- 2) Asking the students to discuss in pair about the use of Story Mapping, the function of Story Mapping, the meaning of each elements of story mapping and how to complete them (Instruction: Please discuss in pair dealing with the use and the function of Story Mapping technique, the meaning of each elements and how to complete them.)

b. Leading the Use of Story Mapping Technique

- 1) Asking the students to read the story then identify the elements of the story in pairs (Instruction: Please read the story then identify each elements of the story Mapping in pairs).
- 2) Asking the students to state their opinion and discuss it with the class (Instruction: Have you done fill out the map? Let's discuss each elements of Story Mapping and please state your opinion).
- 3) Asking the students to complete the correct answer into their own map (Instruction: Please complete your own map by looking at this following Story Mapping).

The Story Mapping of Test for the King

Name: _____ Date: _____



c. Independent Use of Story Mapping

- 1) Asking the students to read the story independently and generate their map independently (Instruction: Please read the text below very carefully and generate your own Map independently).

Joko Panjer and Lara Inten

Joko Panjer was a shepherd boy. Every day his father always asked him to take the cows to the field to eat some grass. Joko Panjer was a nice and diligent boy. He always obeyed and helped his poor parents.

One day, while Joko was busy looking after the cows, a little girl came to him. "Hello, young girl. What's your name? And what are you doing here? Where do you live?" Joko gave her some questions. He was surprised to see a little girl on the field. He felt that the girl was not from his neighborhood. She dressed beautifully. "My name is Lara Inten. May I be your friend? I don't have a friend to play," said the little girl. "I'm Joko Panjer. Lara Inten, where do you live? Where are you from?" "If I tell you, you don't want to play with me. So, may I be your friend?"

Actually, Joko was also lonely in the field. Every day he did not have a friend to talk and play together. All of his friends were in the village. Since then, Lara Inten and Joko were friends. They always had a good time on the field. Sometimes, they played hide and seek and other times they just sang some songs. They were so happy.

One afternoon, while Joko and Lara were playing, suddenly some men came to them. Those men were soldiers from the kingdom. "Princess Lara, here you are. Now we know why you always disappear in the palace. Please come back with us, the king and the queen are waiting for you." "You are a princess? Why didn't you tell me?" asked Joko to Lara. "Joko, I already told you. If you know who I am, you don't want to play with me. I want you to be my friend, because I am lonely."

Then, Lara Inten returned to the palace. She talked to her parents about Joko. The king and the queen then decided to ask Joko and his family to stay in the palace. Now every day, Joko and Lara could play together. Joko's parents were very happy. Now the family was not poor anymore.

(Adopted from <http://english-story-collection.blogspot.co.id/2013/06/019-joko-panjer-and-lara-inten.html>)

Name: _____ Date: _____

The Setting	Time:	Place:
Characters:		
↓		
The Problem:		
↓		
The Goal:		
↓	↔	Action:
↓		
The Outcome:		

2) Asking the students to answer the questions (Instruction: Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d).

1. What does the text tell us about?
 - a. It tells us about Lara Inten
 - b. It tells us about how nice Joko Panjer is
 - c. It tells us about the story of Joko Panjer and Lara Inten
 - d. It is about the aim of narrative text
2. How was Joko Panjer?
 - a. He was nice and diligent
 - b. He helped his father
 - c. He was bad and naughty
 - d. He obeyed his parents' rule
3. Who came to Joko when he was looking after the cows?
 - a. The King
 - b. A little girl
 - c. His father
 - d. His mother

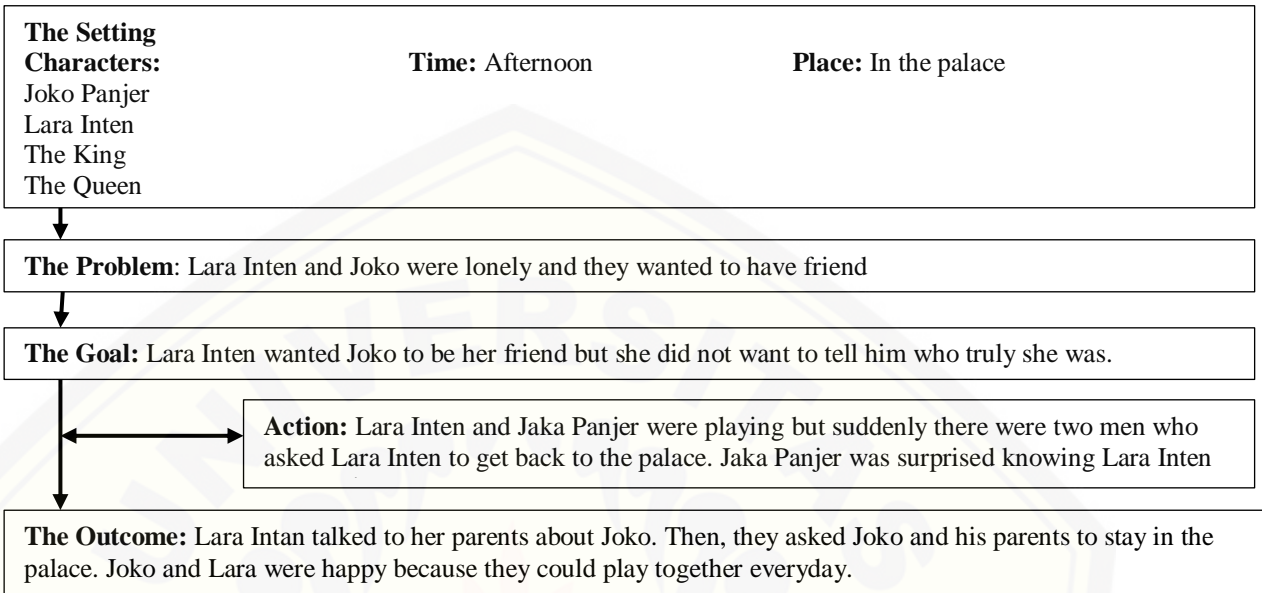
4. Why was Joko surprised to see the girl?
 - a. It happened because she wanted to be his friend
 - b. Because she wanted to help him
 - c. Because she looked weird
 - d. It happened because she dress beautifully and he never saw her
5. Why did Lara Inten ask Joko to be her friend?
 - a. It happened because she had no friend
 - b. It happened because she wanted to have the cow
 - c. Because she was sure that Joko was nice
 - d. She knew that Joko was poor
6. “Every day he did not have a friend to talk and play together” (the second sentence of the third paragraph). What does the underlined word refer to?
 - a. The King
 - b. Joko Panjer
 - c. Lara Inten
 - d. Joko’s father
7. “Sometimes, they played hide and seek and other times they just sang some songs.” (the sixth sentence of the third paragraph). What does the underlined word refer to?
 - a. Joko Panjer and his cows
 - b. Joko Panjer
 - c. Lara Inten and her guards
 - d. Joko Panjer and Lara Inten
8. What does the fourth paragraph tell us about?
 - a. It tells us about Joko who agreed to be Lara Inten’s friend
 - b. Joko met a little girl
 - c. It is about Joko who was a shepherd boy
 - d. It tells us about the men came to Joko and Lara when they were playing in the field
9. What does the last paragraph tell us about?
 - a. It is about the King who were mad at Lara
 - b. It tells us about Lara who returned to the palace
 - c. It is about the guards who caught Joko
 - d. The King was happy
10. Does the story have happy ending?
 - a. No, it does not
 - b. Yes, it does
 - c. No, it has not
 - d. Yes, it has

ANSWER KEY

I. Story Mapping

Name: _____

Date: _____



II. Reading Comprehension Exercise

No	Answer
1	c
2	a
3	b
4	d
5	a
6	b
7	d
8	d
9	b
10	b

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	6, 7
Sentence Comprehension	2,3,4,5
Paragraph Comprehension	8,9
Text Comprehension	1, 10

APPENDIX B**EVALUATION SHEET**

- 1) The process of evaluation was conducted during the teaching and learning process. The observation checklist of the students' participation was as follows:

NO	STUDENTS' NAME	INDICATORS									A	P
		1	2	3	4	5	6	7	8	9		
1												
2												
3												

The indicators observed are:

1. Asking questions related to the text
2. Mentioning the setting elements (the character part)
3. Mentioning the setting elements (the time part)
4. Mentioning the setting elements (the place part)
5. Mentioning the problem elements
6. Mentioning the goal elements
7. Mentioning action elements
8. Mentioning the outcome elements
9. Doing the exercises given individually

Notes:

The student was categorized as active (A) if s/he fulfilled at least 7 indicators and those who fulfilled less than 7 indicators is categorized as passive (P).

2. The score of reading comprehension exercise was formulated as follows.

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$

Collaborator

Jember, 20th February, 2018
Researcher

Rizki Mariatus Sholehah, S.Pd.
NIP. -

Maulidya Puspita D.C
NIM. 140210401052

APPENDIX 14

The Sample Result of the Students' Story Mapping Worksheet in C2M1

STORY MAPPING WORKSHEET

Name: Devi Kurnia Ramadhani Date: 20 - 02 - 2018.

Please complete this story mapping based on the story above correctly

The Setting

Characters: Pangeran Sembara, The King, The prince Time: One day Place: Small Kingdom

The Problem: The Gods heard about his kindness and wisdom.

The Goal: The Gods sent four gods to Mergosono to test the King.

Action: Then, one of the Gods disguise himself as Pangeran Sembara. Meanwhile, the two others were as Villagers and the last one became as Villagers who was killed by pangeran Sembara.

The Outcome: when the executioner hung the prince, suddenly his body dissapeared. at the same time, there was a weird voice that came along and across the field "king of mergosono" you are really a wise and justice king you have already passed my test. I will give you and your people prosperity as long as you stay true and wise. you donot to be sad. your son was well and he is on his way to go home to see you.

STORY MAPPING WORKSHEET

Name: Den Kurnia Ramadhani Date: 20-02-2018.

I. Please complete this story mapping based on the story above correctly

The Setting
Characters: joko prajser Time: One afternoon Place: Palace
Lara Inten, The King
The Queen.

The Problem: Joko Also lonely in the field.

The Goal: Lara Inten and joko were friend.

Action: They played hide and seek and other times they just sang some songs, suddenly some men came to them. these men were soldiers from the Kingdom. They asked her to go back to the palace.

The Outcome: Lara Inten returned to the palace. she talked to her parents about joko. the king and the Queen then decided to ask joko and his family to stay in palace.

STORY MAPPING WORKSHEET

Name: M. Afif AuliaDate: 20-02-2018

Please complete this story mapping based on the story above correctly

The Setting**Characters:**

Pangeran Sembara
The King
The gods

Time:

one day

Place:

small king dom

The Problem:

The gods heard about his kindness

The Goal:

The gods sent four gods to test the king

Action:

One of the gods disguised himself as Pangeran Sembara the two were as villagers and the last as victim.

The Outcome:

Suddenly his body disappear and there was a weird voice.

STORY MAPPING WORKSHEET

Name: M. Afif Awig

Date: 20-02-2018

I. Please complete this story mapping based on the story above correctly

The Setting

Characters:

Time:

Place:

Suko Panjer, Lura Inten, one afternoon
the King, the queen

palace

The Problem:

Suko was lonely in the field

The Goal:

Lura Inten and Suko wanted to have friend

Action:

when they played suddenly some man come.
They asked her to go back to the palace

The Outcome:

Lura Inten returned to the palace and asked her parents
to make Suko and his family stay in there.

APPENDIX 15

**LESSON PLAN
(CYCLE 2 MEETING 2)**

Level	: Senior High School (SMA)
Subject	: English
Grade/Semester	: X/Even
Text type	: Narrative Text
Theme	: Folklore
Language skill	: Reading
Time allocation	: 2 x 45 minutes

A. Core Competence

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

B. Basic Competence and Indicators

No.	Basic Competence		Indicators	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris.	1.1.1	Following the teaching and learning activities seriously.
2.	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman	2.1.1	Showing polite behavior in carrying out communication with teachers and friends
			2.1.2	Demonstrating a caring attitude in communicating with teachers and friends.
	2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1	Showing honest behavior and discipline in carrying out communication with teachers and friends Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
	2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1	Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends
3.	3.6	Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis berbentuk cerita pendek sederhana	3.6.1	Identifying the social function of narrative text correctly.
			3.6.2	Identifying the generic structure of narrative text contextually
			3.6.3	Identifying the language features of narrative text correctly and contextually.
4.	4.8	Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek, sederhana.	4.8.1	Finding the difficult words of narrative text
			4.8.2	Identifying the main idea about narrative text correctly
			4.8.3	Identifying the specific information about narrative text correctly

C. Learning Objectives

- 1.1.1.1 Being grateful for the opportunity of learning English by following all the teaching and learning process well.
- 2.1.1.1 Showing polite behavior in carrying out communication with teachers and friends
- 2.1.2.1 Demonstrating a caring attitude in communicating to teachers and friends
- 2.2.1.1 Showing honest behavior and discipline in carrying out communication with teachers and friends
- 2.2.2.1 Showing the attitude of confidence and responsibility for implementing communication with teachers and friends
- 2.3.1.1 Showing the behavior of responsibility, caring, cooperation, and peace-loving, in implementing functional communication with teachers and friends

- 3.6.1.1 Identifying the social function, the generic structure and the language features of narrative text correctly and contextually.
- 4.8.1.1 Answering the questions related to the difficult word, the main idea, and the specific information dealing with the narrative text.

D. Learning Materials

Enclosed

E. Teaching Technique & Approach

1. Approach: Scientific Approach
2. Technique : Story Mapping Technique

F. Media, Instrument, and Learning Resources

1. Media : Power point presentation, whiteboard, boardmarker, the outline of Story Mapping, students' answer sheet and LCD viewer
2. Learning Sources : <http://www.kuliahbahasainggris.com/narrative-text-pengertian-tujuan-jenis-generic-structure-dan-contoh/> <http://english-story-collection.blogspot.co.id/2013/06/019-legend-of-Cianjur.html> <http://english-story-collection.blogspot.co.id/2013/06/019-the-story-of-panyalahan-village.html>

G. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students 2. Starting the lesson with praying 3. Checking students' attendance list 4. Giving leading question related to the topic 5. Showing the picture relates on the topic 6. Stating the learning objectives 	10 minutes
Inti	<p>Observing</p> <ol style="list-style-type: none"> 1. The students read the model of narrative text that is given by the teacher <p>Questioning</p> <ol style="list-style-type: none"> 1. The students are asked to analyze the generic structure, the language features, the social function of the <i>narrative text</i> <p>Experimenting</p> <ol style="list-style-type: none"> 1. Modeling the Use of Story Mapping <ol style="list-style-type: none"> a. Displaying story mapping template in front of the class b. Asking the students to discuss in pair about the use of Story Mapping, the function of Story Mapping, the meaning of each elements of story mapping and how to complete them 2. Leading the Use of Story Mapping <ol style="list-style-type: none"> a. Asking the students to read the story then identify the elements of the story in pairs b. Asking the students to state their opinion and discuss it with the class c. Asking the students to complete the correct 	70 minutes

	<p>answer into their own map</p> <p>3. Independent Use of Story Mapping</p> <p>a. Asking the students to read the story independently and generate their map independently</p> <p>b. Asking the students to answer the questions</p> <p>Associating</p> <p>1. The students check the other student's answer</p> <p>2. The teacher gives feedback</p> <p>Communicating</p> <p>1. The students are asked to look for other example of narrative text</p>	
Closure	<p>1. Giving the students the chance to ask question.</p> <p>2. Guiding the students to make conclusion</p> <p>3. Stating the conclusion.</p> <p>4. Parting the students.</p>	10 Minutes

Enclosure

APPENDIX A

1. Pre Instructional Activities



Picture 1

Giving leading questions based on the picture:

- a. What is the last word of the sentence in this picture? (Picture 1)
- b. Which province does Cianjur belong to?
- c. Do you know the story behind Cianjur?

2. Main Activities

- a. The definition of Narrative Text

Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

- b. Social function of Narrative Text

The social function is to entertain or to amuse the reader or listener.

- c. The Language Features of Narrative Text

- Using simple past tense (killed, drunk, etc)
- Using adverbial of time (Once upon a time, one day, etc)
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- Using action verbs that is a verb that shows an action. (killed, dug, walked,)
- Using direct speech. It is to make the story lively. (The princess roar, Help...Help..”).

- d. The Generic Structure of Narrative Text

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

4. Model of Narrative Text

The Legend of Cianjur

Once upon a time, there was the richest man lived in West Java. He is the one owner of the fields in the whole area. All farmers worked for him because they did not have their own fields. The villagers called him Pak Kikir because he is very stingy. Pak Kikir had a son and his name was Budiman. Yet Budiman was so different from his father. Budiman was a generous and kind boy. He liked helping the villagers.

One day, Pak Kikir celebrated a thanksgiving party. He taught that this party could bring positive effect to the harvest of his fields. All the villagers got invitation. The villagers were happy because they taught that they could find many delicious foods in that party. Yet it was out of what they had already imagined. Pak Kikir just put out a little bit food. "Huh.... The miserly man. I can't

Orientation

Complication

imagine how stingy he is." "The Lord will never bless him," says some of the villagers in that party.

At the same time, there was an old woman came to him and she asked for his mercy "Give me a plate of rice please..." said the old woman. "What??? I must work so hard to get the plate of rice!" answered Pak Kikir. "Have a mercy on me, please..." she begged. "No..... get out of my face!" The old woman cried and left the party. Budiman was sad because of seeing what just happened. Then he gave her some food secretly.

After that, she walked to a mountain. She saw Pak Kikir 's house when she arrived at the top. "Remember this Pak Kikir! Your greediness will sink you!" Then, she stabbed her stick to the land and lots of water came out slowly. In a matter of second, the village was flooded. The villagers and Budiman ran to save themselves. While they were running, Pak Kikir tried to save his money. The flood was getting fast and Pak Kikir sunk with his money.

The villagers and Budiman were safe. They decided to find a new area and Budiman was chosen as the new chief of the village. Some years later, the villagers changed the name to be Cianjur. It meant full of water. Now, Cianjur was known as the best area to produce rice in West Java.

(Adopted from <http://english-story-collection.blogspot.co.id/2013/06/019-legend-of-Cianjur.html>)

Complication
Resolution

5. Story Mapping Technique

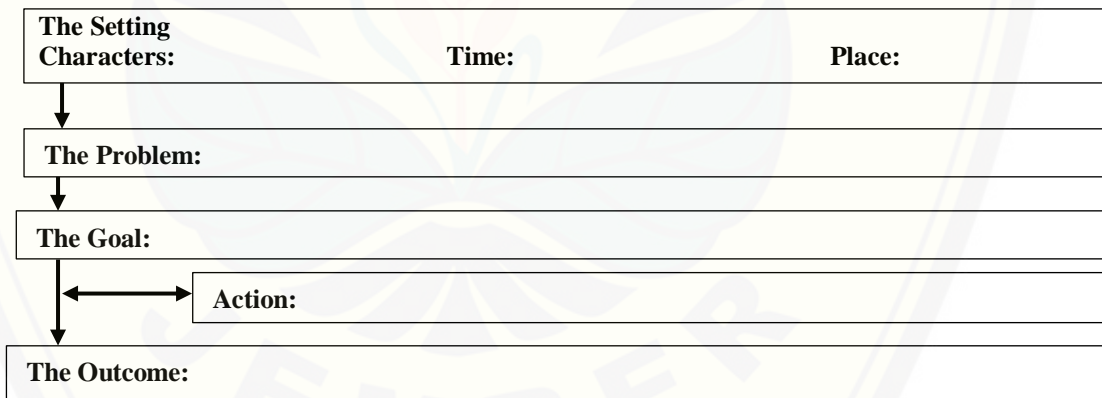
Story Mapping technique is a visual representation of a story that helps the students to identify and organize the elements of the story.

6. The Implementation of Story Mapping

a. Modeling the Use of Story Mapping

1. Displaying Story Mapping in front of the class. (Instruction: Please pay much attention to Story Mapping template below.)

Name: _____ Date: _____



Source: Bos and Vaughn, 2012:264

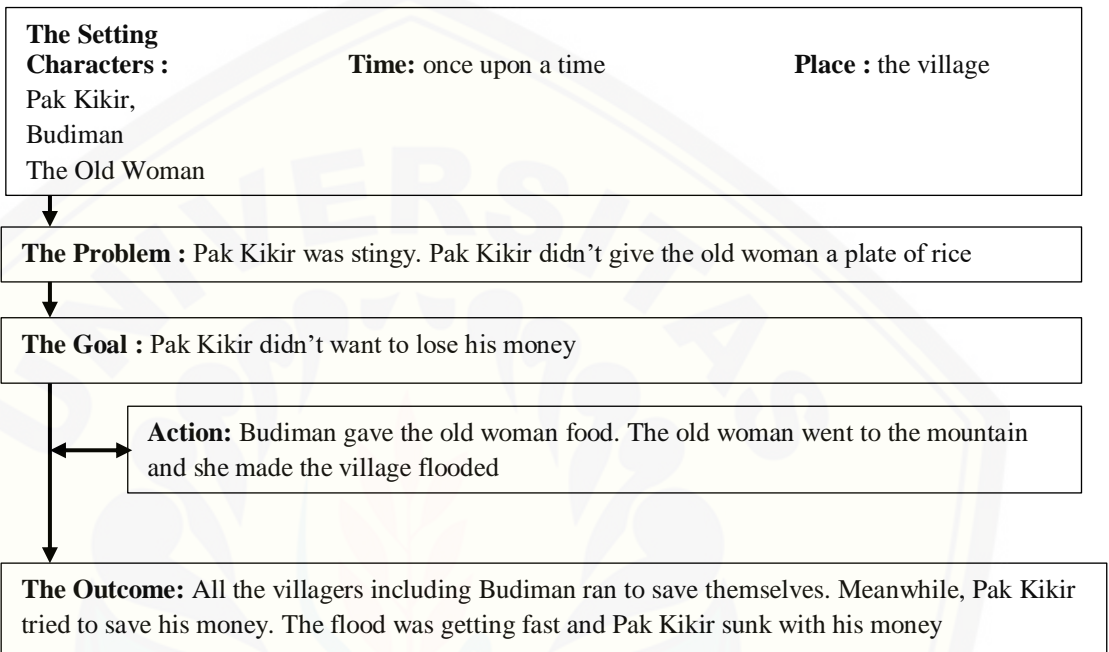
2. Asking the students to discuss in pair about the use of Story Mapping, the function of Story Mapping, the meaning of each elements of story mapping and how to complete them (Instruction: Please discuss in pair dealing with the use and the function of Story Mapping technique, the meaning of each elements and how to complete them.)

b. Leading the Use of Story Mapping Technique

1. Asking the students to read the story then identify the elements of the story in pairs (Instruction: Please read the story then identify each elements of the story Mapping in pairs).

2. Asking the students to state their opinion and discuss it with the class
(Instruction: Have you done fill out the map? Let's discuss each elements of Story Mapping and please state your opinion).
3. Asking the students to complete the correct answer into their own map
(Instruction: Please complete your own map by looking at this following Story Mapping).

Name: _____ Date: _____



c. Independent Use of Story Mapping

- 1) Asking the students to read the story independently and generate their map independently (Instruction: Please read the text below very carefully and generate your own Map independently).

The Story of Panyalahan Village

Long time ago in Tasikmalaya, lived a young couple and they were farmers. They lived happily with their baby. The couple also had some animals and one of them was a tiger. When the couple went to work in the field, the tiger looked after their baby. "We will go to the field now. Look after our baby, okay?" The tiger nodded.

The couple went to the field. They worked from morning until afternoon. When the couple arrived home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious. "Why does this tiger behave strangely? He does not act as usual," he thought.

The husband looked at the tiger carefully and he was shocked. The tiger's mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby. "Why is your mouth full of blood?" he asked the tiger. "You must have done something bad with my baby! Have you killed him? Why did you do that?" he was very panic. The husband took his knife and killed the tiger in anger.

Then they both entered the house. They were shocked. They looked at each other. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. The wife took the baby and kissed him. The baby woke up. He opened his eyes and smiled.

The couple found a very large snake under the cradle. The snake was dead and full of blood. "Oh, my wife, we have done a terrible thing. The tiger is not guilty! Look at the dead snake. The tiger

must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? I am so sorry. Forgive me, my dear tiger.”

The couple felt very guilty. They have killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then, the couple’s village was called Panyalahan. The word Panyalahan derives from the word “nyalahan”, which means “wrong guess.”

(Adopted from <http://english-story-collection.blogspot.co.id/2013/06/019-the-story-of-panyalahan-village.html>)

Name: _____ Date: _____

The Setting	Time:	Place:
Characters:		
↓		
The Problem:		
↓		
The Goal:		
↓	Action:	
↓		
The Outcome:		

2) Asking the students to answer the questions (Instruction: Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d).

1. Who were the characters?
 - a. The tiger, the snake and the husband
 - b. The tiger, the wife and the husband
 - c. The husband, the snake and the baby
 - d. The farmers and the tiger

2. Where did the story take place?
 - a. In Tasikmalaya
 - b. In West Java
 - c. In a castle
 - d. In the jungle

3. What does the first paragraph tell us about?
 - a. It tells us about the tiger which looked so suspicious
 - b. The husband who lived in a village
 - c. It tells us about a farmers couple who lived in Tasikmalaya
 - d. The Wife who lived in a village

4. Who looked after the baby when the couple went to work?
 - a. The tiger
 - b. The husband
 - c. His father
 - d. The Wife

5. How did the husband know that the tiger was suspicious?
 - a. It happened because the tiger was gone
 - b. Because the tiger ate the baby
 - c. Because he welcomed the couple
 - d. It happened because the tiger acted differently by wagging his tail and rubbing his body to the couple's legs

6. **“Why does this tiger behave strangely? He does not act as usual,” he thought.** (the last sentence of the second paragraph). What does the underlined word refer to?
 - a. His father
 - b. The husband
 - c. The tiger
 - d. The Wife

7. What made the husband shocked?
 - a. The tiger acted differently
 - b. The tiger's mouth was full of blood
 - c. The baby was eaten by the tiger
 - d. The tiger bit the snake

8. **“You must have done something bad with my baby! Have you killed him? Why did you do that?” he was very panic.** (the sixth sentence of the third paragraph). What does the underlined word refer to?
 - a. His father
 - b. The husband
 - c. The tiger
 - d. The Wife

9. What does the fifth paragraph tell us about?
 - a. It tells us about the couple went to work
 - b. It is about the husband killed the tiger
 - c. It is about the couple who were guilty
 - d. It tells us about the couple who found a very large snake under the cradle

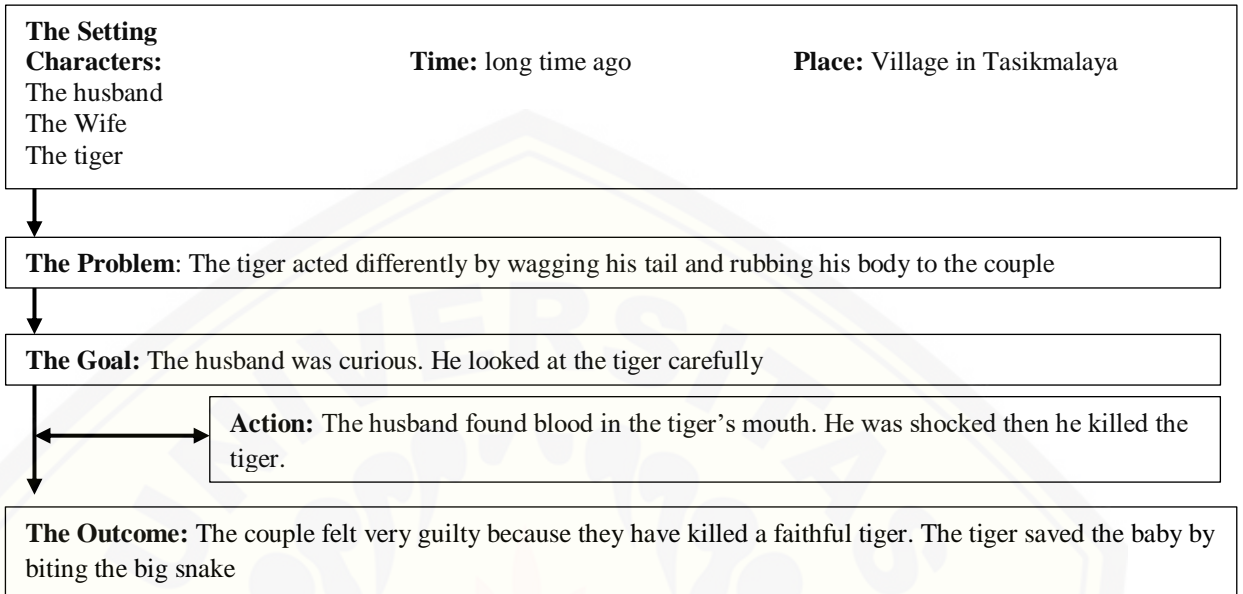
10. How does the end of the story?
 - a. The tiger bit the snake
 - b. The couple killed the snake
 - c. The couple were so guilty because of killing the faithful tiger
 - d. The tiger was so mean to the couple

ANSWER KEY

I. Story Mapping

Name: _____

Date: _____



II. Reading Comprehension Exercise

No	Answer
1	b
2	a
3	c
4	a
5	d
6	b
7	b
8	c
9	d
10	c

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of Items
Word Comprehension	6, 8
Sentence Comprehension	4,5,7
Paragraph Comprehension	3,9
Text Comprehension	1, 2, 10

APPENDIX B**EVALUATION SHEET**

1. The process of evaluation was conducted during the teaching and learning process. The observation checklist of the students' participation was as follows:

NO	STUDENTS' NAME	INDICATORS									A	P
		1	2	3	4	5	6	7	8	9		
1												
2												
3												

The indicators observed are:

1. Asking questions related to the text
2. Mentioning the setting elements (the character part)
3. Mentioning the setting elements (the time part)
4. Mentioning the setting elements (the place part)
5. Mentioning the problem elements
6. Mentioning the goal elements
7. Mentioning action elements
8. Mentioning the outcome elements
9. Doing the exercises given individually

Notes:

The student was categorized as active (A) if s/he fulfilled at least 7 indicators and those who fulfilled less than 7 indicators was categorized as passive (P).

2. The score of reading comprehension exercise was formulated as follows.

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Whole Questions}} \times 100$$

Collaborator

Jember, 27th February, 2018
Researcher

Rizki Mariatus Sholehah, S.Pd.
NIP. -

Maulidya Puspita D.C
NIM. 140210401052

APPENDIX 16

THE SAMPLE RESULT OF THE STUDENTS' STORY MAPPING WORKSHEET IN C2M2

STORY MAPPING WORKSHEET

Name: DEVI KURNIA RAMADHANI Date: 27-12-2018

Please complete this story mapping based on the story above correctly

The Setting
 Characters: Pak Kikir, Budiman, The Villagers, old woman.
 Time: one day, once upon a time
 Place: Village

↓

The Problem: Pak Kikir was stingy and he didn't give a plate of rice to the old woman.

↓

The Goal: Pak Kikir did not want to have his Money reduced.

↓

Action: Finally, Budiman gave the woman some food.

↓

The Outcome: The Village was flooded. the Villagers and Budiman ran to save themselves. while they were running, pak kikir tried to save his money. the flood was getting fast and pak kikir sunk with his money.

STORY MAPPING WORKSHEET

Name: DEVI Kurnia RamadhaniDate: 27-02-2018

1. Please complete this story mapping based on the story above correctly

The Setting

Characters: The husband
The wife, and
the tiger

Time: Long time ago

Place: Village, In Jembermalaya.

The Problem: The tiger acted differently. he wagged his tail and rubbed his body to the couple's legs. he looked very happy. the husband became suspicious "why does this tiger behave strangely? he does not act as usual." he thought.

The Goal: The husband looked at the tiger carefully to find out what made the tiger behave strangely.

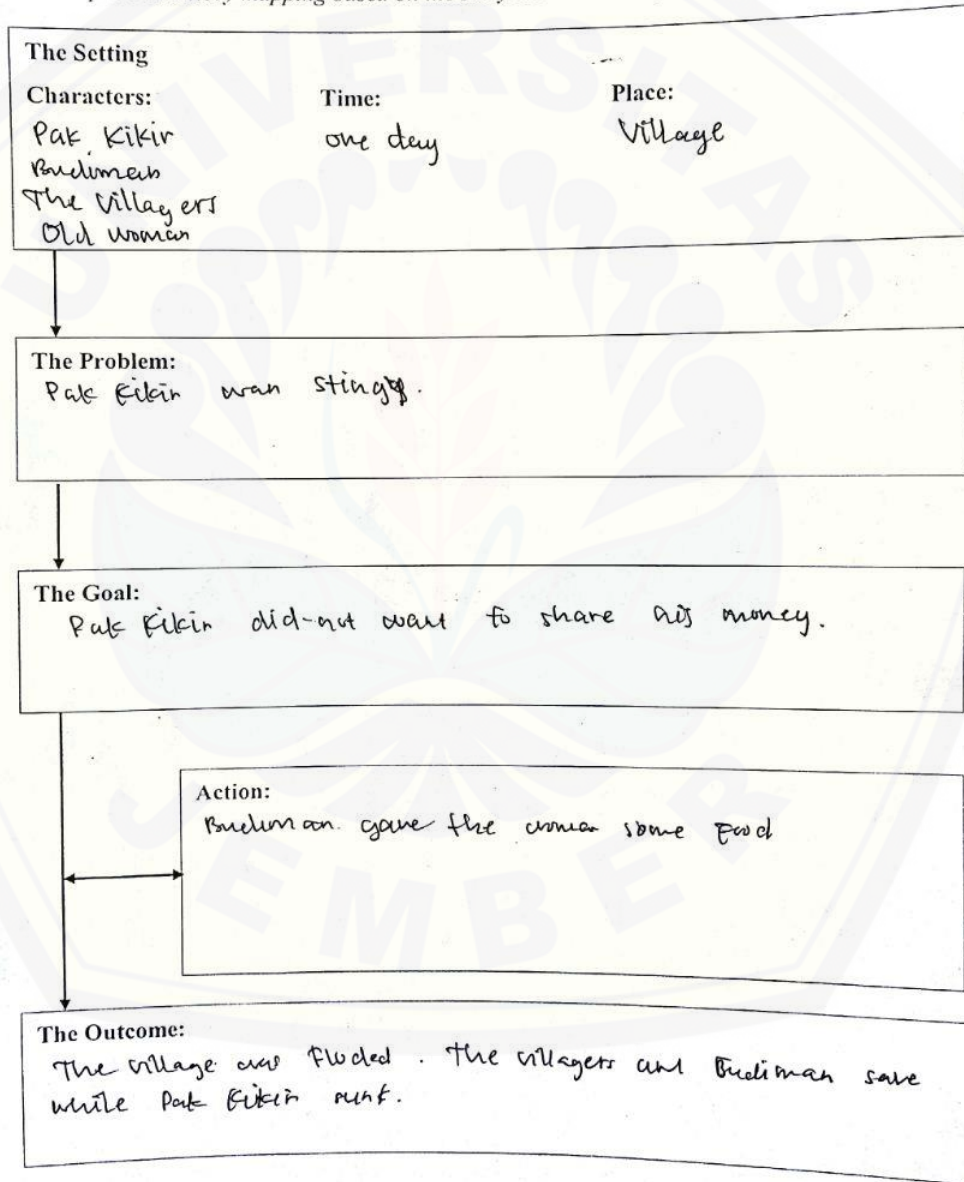
Action: The husband found lots of blood in the tiger's mouth. he was shocked and get angry so he killed the tiger.

The Outcome: the couple felt very guilt because they have killed the faithful tiger. Because the tiger saved the baby's life by biting the large snake.

STORY MAPPING WORKSHEET

Name: M. Afif Aulia Date: 27-02-2018

Please complete this story mapping based on the story above correctly



STORY MAPPING WORKSHEET

Name: M. Afif Aulca Date: 27-02-2018

1. Please complete this story mapping based on the story above correctly

The Setting

Characters:	Time:	Place:
The husband The wife The tiger	long time ago	Village

The Problem:
The tiger acted differently

The Goal:

Action:

The Outcome:
The couple felt very guilty because they have killed the faithful tiger.

APPENDIX 17

Table 4.9 The Result of Observation in Cycle 2

NO	THE STUDENTS' INITIALS	MEETING 1											MEETING 2										
		INDICATORS									A	P	INDICATORS									A	P
		1	2	3	4	5	6	7	8	9			1	2	3	4	5	6	7	8	9		
1	AMS		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	AB		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	AYHE		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	ANS		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	AR		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	ANH	—	—	—	—	—	—	—	—	—	—			✓	✓	✓	✓	✓	✓	✓	✓	✓	
7	AI		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
8	AFSF		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
9	DKR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
10	DMA		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
11	DFTM		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
12	DLQ		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
13	EAPS		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
14	ELN		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
15	MWF		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
16	MAA		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓		✓
17	MMM	—	—	—	—	—	—	—	—	—	—		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
18	MAGZ		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
19	MOVE TO ANOTHER SCHOOL																						
20	MYM		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
21	MNP		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
22	MAY		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
23	MH		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
24	MHK		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
25	NRW	—	—	—	—	—	—	—	—	—	—			✓	✓	✓	✓	✓	✓	✓	✓	✓	
26	NKM		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
27	NAV		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
28	NLN		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
29	PNN		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
30	QMHS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
31	RAP		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
32	RA		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
33	YAF		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Total	2	29	29	29	29	29	29	29	29	29	0	5	32	32	32	32	31	31	32	32	31	1

APPENDIX 18

Name:

Date:

TEST 2

Subject	: English
Class/ Semester	: X / 2
Language Skill	: Reading Comprehension
Text Type	: Narrative Text
Time	: 45 minutes

Please read the text below very carefully.

TEXT 1**The Legend of Baturaden**

Suta was a servant in a kingdom in Central Java. His duty was to look after the king's horses. Suta liked to take a walk after doing his chores.

One day, when Suta was walking near a lake, he heard a woman screaming. Then, Suta decided to find the source of the scream. Finally, he arrived near a big tree. He saw the king's daughter screaming. She screamed because there was a giant snake above her and it was ready to bite her.

Suta was afraid, but he was worried about the princess. He took a big stick and hit the snake in its head. The snake felt painful and in few seconds, the snake died. "Thank you, Suta. You've saved my life," said the princess. "Don't mention it, princess. It's my duty as your father's servant to help you."

Since that day, Suta and the princess became good friends. They spent lots of time together. They even fell in love with each other. The princess told Suta to go to her father and asked his permission to marry her.

The king was furious to hear about their plans. "Suta is just a servant while you are my daughter, the princess. It is unacceptable for you to marry a servant." The princess was sad to hear her father's answer, especially after her father threw Suta in jail for having the nerve to ask him to marry her.

In the jail, Suta was not given anything to eat or drink. Hearing that, the princess made a plan to break him out of jail. They succeeded and they ran far away. They took a rest near the river. Finally, they got married and had a new family.

The place where Suta and the princess had their new family was called Baturaden. Batur means servant while raden means noble. Nowadays, Baturaden is very interesting tourism spot. It's located at the foothill of Mount Slamet in Purwokerto, Central Java.

(Adopted from <http://english-story-collection.blogspot.co.id/2013/07/081-legend-of-baturaden.html>)

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

- Who were the characters of the story?
 - Suta and the King
 - Suta and the princess
 - Suta, The King and the princess
 - Suta, The King, the princess and the snake
- Where did the story take place?
 - Castle
 - Jungle
 - In a kingdom
 - In village
- Why did the princess scream?
 - It happened because the King got angry with her
 - The giant snake bit the King
 - Because she met with Suta
 - It happened because she was going to be bit by the giant snake

4. **“He took a big stick and hit the snake in its head.”** (the second sentence of the third paragraph). What does the underlined word refer to?
 - a. The snake
 - b. Suta
 - c. The princess
 - d. The stick
5. What does the fourth paragraph tell us about?
 - a. The King sent Suta to the jail
 - b. It tells us about the King who were angry with the princess’ plan
 - c. Suta and Princess had lots of time to spend together
 - d. It tells us Suta and The Princess who became friend
6. What did the King think about the princess’ plan?
 - a. The King did not like Suta
 - b. The King had no problem with that
 - c. He thought that it was acceptable for the Princess to marry the servant
 - d. He thought that it was unacceptable for the Princess to marry the servant
7. **“The princess was sad to hear her father's answer, especially after her father threw Suta in jail for having the nerve to ask him to marry her.”** (The fourth sentence of the fifth paragraph). What does the underlined word refer to?
 - a. The snake
 - b. Suta
 - c. The princess
 - d. The King
8. What was the princess’ plan after knowing that Suta was not given drink or food?
 - a. She killed the King
 - b. She was going to ask him married her secretly
 - c. She was going to break him out of jail
 - d. She was giving him food and drink
9. Where did they take a rest after running from the kingdom?
 - a. In the river
 - b. In the lake
 - c. In the near of big tree
 - d. In the kingdom
10. Why did people call it Baturraden?
 - a. Because it was an interesting place
 - b. Because the princess was successful to break Suta out of jail
 - c. It happened because it was the place where Suta who was the servant and the princess who was a noble got a baby
 - d. It happened because it was the place where Suta who was the servant and the princess who was a noble got married and had their own family

Please read the text below very carefully.

TEXT 2

Kebo Iwa

Once upon a time in Bali, there lived a couple. They had been married for a long time but did not have any children. They asked God to give them a child. God finally answered their prayers. The wife, got pregnant and they had a baby boy. They were very happy.

The baby was extraordinary. He was very much different from other babies. He ate and drank a lot. Day after day he ate more and more. His body was getting bigger and bigger. By the time he was a teenager, his body was as big as a buffalo. People then started to call him Kebo Iwa.

His eating habit made their parents spend a lot of money to buy his food in large amount. They finally went bankrupt. They gave up and asked the villagers to help them provide the food.

The villagers then worked together to cook and build a big house for Kebo Iwa. He was like a giant. He could not stay in his parents' house anymore because of his big body. Sadly, after a few months, the villagers also could not afford to cook him the food. They asked Kebo Iwa to cook his own food. The villagers just prepared the raw materials.

Kebo Iwa agreed and as an expression of his gratitude to the villagers, he built a dam, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. He did those things by himself.

Meanwhile, the troops of Majapahit were planning to attack Bali. They knew about Kebo Iwa. They also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were.

Gajah Mada, the chief of Majapahit planned something. They were pretending to invite Kebo Iwa to Majapahit to help them dig some wells. They said that Majapahit was suffering from a long dry season and needed much water. Kebo Iwa did not know the plan, so he went to Majapahit. When Kebo Iwa was busy digging a very big well, the troops covered the well. Kebo Iwa had difficulty in breathing and buried alive. He died in the well.

After the death of Kebo Iwa, Bali was conquered by Majapahit. Until now, people still remember Kebo Iwa because he had done a lot for Majapahit and Bali. The stone head of legendary Kebo Iwa can be found in Pura Gaduh temple in Blahbatuh

(Adopted from <http://folklore-lover.blogspot.co.id/2001/08/legend-story-of-kebo-iwa-folklore.html>)

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Where did the story take place?
 - a. In Bali
 - b. In Blahbatuh
 - c. In jungle
 - d. In a kingdom

12. What did the couple ask to God?
 - a. They asked for a son
 - b. They wanted to have a daughter
 - c. They asked for an extraordinary baby
 - d. They asked for baby

13. What made the baby was so extraordinary?
 - a. The parents gave him lots of food and drink
 - b. He was the son of God
 - c. He ate and drink a lot
 - d. He had such a superpower

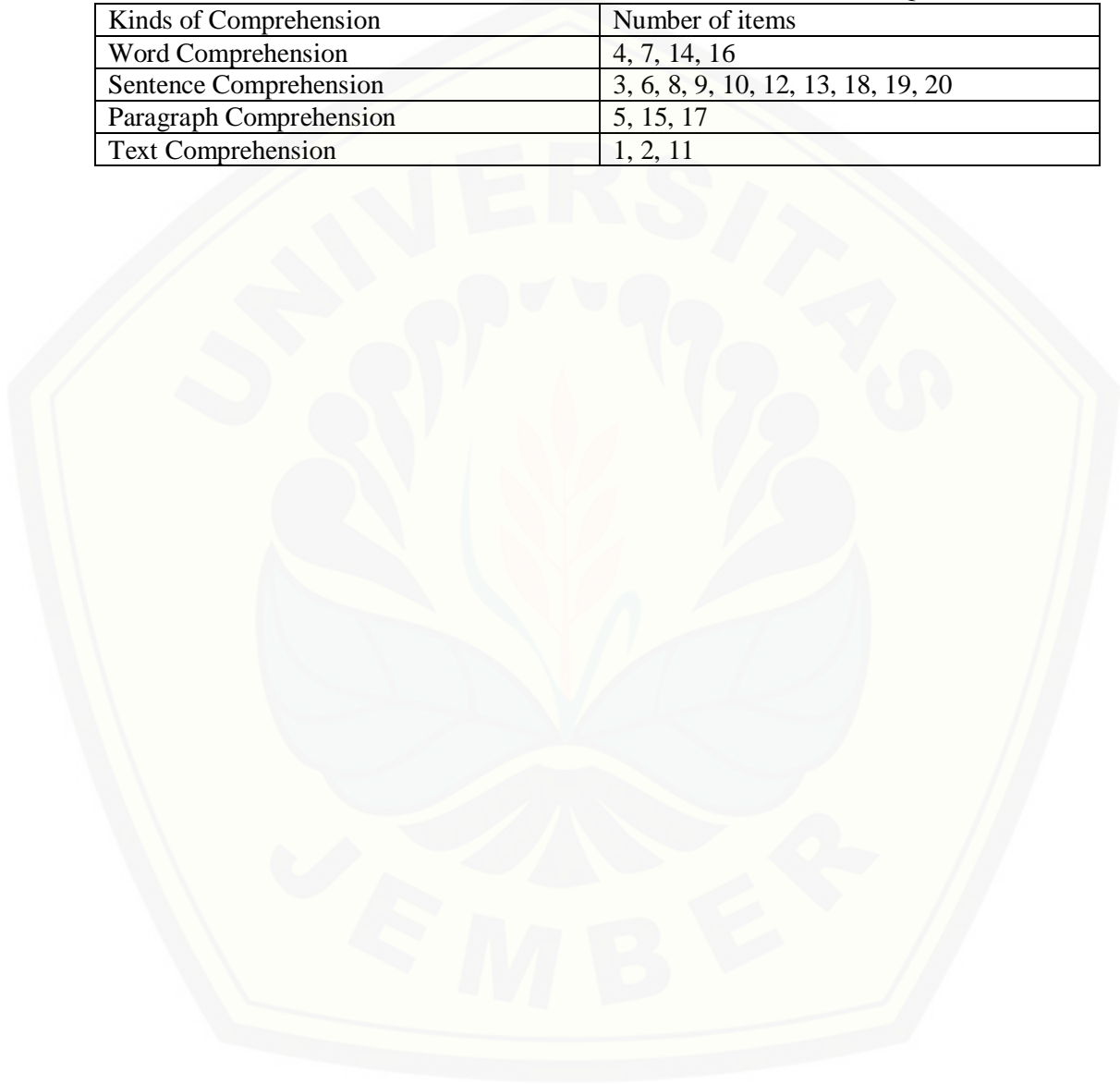
14. **“They finally went bankrupt.”** (the second sentence of the third paragraph).
What does the underlined word refer to?
- The villagers
 - Kebo Iwa
 - Gajah Mada
 - The parents
15. What does the fourth paragraph tell us about?
- The villagers built a home and provided food for Kebo Iwa
 - Gajah Mada wanted to attack Bali
 - The parents were bankrupt
 - Kebo Iwa built a dam for the villagers
16. **“They knew about Kebo Iwa.”** (The second sentence of the sixth paragraph).
What does the underlined word refer to?
- The villagers
 - The troops of Majapahit
 - Gajah Mada
 - The parents
17. What is the main idea of the seventh paragraph?
- Gajah Mada planned something for Kebo Iwa
 - The parents asked the villagers to help them
 - Kebo Iwa made a big dam
 - Kebo Iwa was dead
18. How did the troops of Majapahit kill Kebo Iwa?
- Gajah Mada asked him to build a dam
 - They buried him alive so he could not breathe
 - Gajah Mada asked them to shoot the gun
 - They asked Kebo Iwa ate lots of food
19. What made the people still remember about Kebo Iwa?
- The parents were happy to have him
 - Kebo Iwa had incredible parents
 - He had made the big dam
 - He was such a hero for them
20. Where can we find the stone of Kebo Iwa?
- In Maajapahit
 - In Blahbatuh
 - In jungle
 - In a kingdom

ANSWER KEY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
c	c	d	a	d	d	d	c	a	d	a	d	c	d	a	b	a	b	d	b

TEST ITEM DISTRIBUTION OF READING COMPREHENSION QUESTIONS

Kinds of Comprehension	Number of items
Word Comprehension	4, 7, 14, 16
Sentence Comprehension	3, 6, 8, 9, 10, 12, 13, 18, 19, 20
Paragraph Comprehension	5, 15, 17
Text Comprehension	1, 2, 11



APPENDIX 19

Table 4.10 The Students' Reading Comprehension Achievement Test in C2

NO	THE STUDENTS' INITIALS	SCORE	ACHIEVED	NOT ACHIEVED
1	AMS	80	✓	
2	AB	80	✓	
3	AYHE	95	✓	
4	ANS	85	✓	
5	AR	75	✓	
6	ANH	80	✓	
7	AI	75	✓	
8	AFSF	80	✓	
9	DKR	95	✓	
10	DMA	70		✓
11	DFTM	85	✓	
12	DLQ	75	✓	
13	EAPS	85	✓	
14	ELN	80	✓	
15	MWF	60		✓
16	MAA	55		✓
17	MMM	90	✓	
18	MAGZ	80	✓	
19	MOVE TO ANOTHER SCHOOL			
20	MYM	70		✓
21	MNP	60		✓
22	MAY	65		✓
23	MH	75	✓	
24	MHK	75	✓	
25	NRW	75	✓	
26	NKM	85	✓	
27	NAV	80	✓	
28	NLN	85	✓	
29	PNN	80	✓	
30	QMHS	80	✓	
31	RAP	85	✓	
32	RA	75	✓	
33	YAF	80	✓	
	Total	2490	26 students	6 students
	Mean Score	$\frac{2490}{32} = 77,81$		

APPENDIX 20

The Sample Result of the Students' Test Worksheet in C2

Name: *Devi Kurnia Ramadhani* Date: *06-03-2018*

TEST 2


Subject : English

Class/ Semester : X / 2

Language Skill : Reading Comprehension

Text Type : Narrative Text

Time : 45 minutes



Please read the text below very carefully.

TEXT 1

The Legend of Baturaden

Line 1	Suta was a servant in a kingdom in Central Java. His duty was to look after the king's horses. Suta liked to take a walk after doing his chores.
Line 5	One day, when Suta was walking near a lake, he heard a woman who was screaming. Then, Suta decided to find the source of the screaming. Finally, he arrived near a big tree. He saw the king's daughter who is screaming. She screamed because there was a giant snake above her and it was ready to bite her.
Line 10	Suta was afraid, but he was worried about the princess. He took a big stick and hit the snake in its head. The snake felt painful and in few second, the snake died. "Thank you, Suta. You've saved my life," said the princess. "Don't mention it, princess. It's my duty as your father's servant to help you."
Line 15	Since that day, Suta and the princess became good friends. They spent lots of time together. They even fell in love with each other. The princess told Suta to go to her father and asked his permission to marry her.
Line 20	The king was furious to hear about their plans. "Suta is just a servant while you are my daughter, the princess. It is unacceptable for you to marry a servant." The princess was sad to hear her father's answer, especially after her father threw Suta in jail for having the nerve to ask him to marry her.
	In the jail, Suta was not given anything to eat or drink. Hearing that, the princess made a plan to break him out of jail. They succeed and they run far away. They took a rest near the river. Finally, they got married and had a new family.
	The place where Suta and the princess had their new family was called Baturraden.

Batur means servant while raden means noble. Nowadays, Baturaden is very interesting tourism spot. It's located at the foothill of Mount Slamet in Purwokerto, Central Java.

(Adopted from <http://english-story-collection.blogspot.co.id/2013/07/081-legend-of-baturaden.html>)

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text !!

1. Who were the characters of the story?
 - a. Suta and The King
 - b. Suta and the princess
 - c. Suta, The King and the princess
 - d. Suta, The King, the princess and the snake

2. Where did the story take place?
 - a. Castle
 - b. Jungle
 - c. In a kingdom
 - d. In village

3. Why did the princess ^{scared} scream?
 - a. It happened because the King got angry with her
 - b. The giant snake bit the King
 - c. Because she met with Suta
 - d. It happened because she was going to be bit by the giant snake

4. "He took a big stick and hit the snake in its head." (the second sentence of the third paragraph). What does the underlined word refer to?
 - a. The snake
 - b. Suta
 - c. The princess
 - d. The stick

- What does the fourth paragraph tell us about?
 - a. The King sent Suta to the jail
 - b. It tells us about the King who were angry with the princess' plan
 - c. Suta and Princess had lots of time to spend together
 - d. It tells us Suta and The Princess who became friend

6. What did the King think about the princess' plan?
- a. The King did not like Suta
 - b. The King had no problem with that
 - c. He thought that it was acceptable for the Princess to marry the servant
 - d. He thought that it was unacceptable for the Princess to marry the servant
7. "The princess was sad to hear her father's answer, especially after her father threw Suta in jail for having the nerve to ask him to marry her." (The fourth sentence of the fifth paragraph). What does the underlined word refer to?
- a. The snake
 - b. Suta
 - c. The princess
 - d. The King
8. What was the princess plan after knowing that Suta was not given drink or food?
- a. She killed the King
 - b. She was going to ask him married her secretly
 - c. She was going to break him out of jail
 - d. She was giving him food and drink
9. Where did they take a rest after running from the kingdom?
- a. In the river
 - b. In the lake
 - c. In the near of big tree
 - d. In the kingdom
10. Why did people call it baturraden?
- a. Because it was an interesting place
 - b. Because the princess was successful to break Suta out of jail
 - c. It happened because it was the place where Suta who was the servant and the princess who was a noble got a baby
 - d. It happened because it was the place where Suta who was the servant and the princess who was a noble got married and have their own family

Please read the text below very carefully.

TEXT 2

Kebo Iwa

Line 1	<p>Once upon a time in Bali, there were lived a couple. They have been married for a long time but did not have any children. They asked God to give them a child. God finally answered their prayers. The wife, got pregnant and they had a baby boy. They were very happy.</p>
Line 5	<p>The baby was extraordinary. He was very much different from other babies. He ate and drank a lot. Day after day he ate more and more. His body was getting bigger and bigger. By the time he was a teenager, his body was as big as a buffalo. People then started to call him Kebo Iwa.</p>
Line 10	<p>His eating habit make their parents spent a lot of money to buy his food in large amount. They finally went bankrupt. They gave up and asked the villagers to help them provide the food.</p>
Line 15	<p>The villagers then worked together to cook and build a big house for Kebo Iwa. He was like a giant. He could not stay in his parents' house anymore because of his big body. Sadly, after a few months, the villagers also could not afford to cook him the food. They asked Kebo Iwa to cook his own food. The villagers just prepared the raw materials.</p>
Line 20	<p>Kebo Iwa agreed and as an expression of his gratitude to the villagers, he built a dam, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. He did those things by himself.</p>
	<p>Meanwhile, the troops of Majapahit were planning to attack Bali. They knew about Kebo Iwa. They also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were.</p>
	<p>Gajah Mada, the chief of Majapahit planned something. They were pretending to invite Kebo Iwa to Majapahit to help them dig some wells. They said that Majapahit was suffering from a long dry season and needed much water. Kebo Iwa did not know the plan, so he went to Majapahit. When Kebo Iwa was busy digging a very big well, the troops covered the well. Kebo Iwa had difficulty in breathing and buried alive. He died in the well.</p>
	<p>After the death of Kebo Iwa, Bali was conquered by Majapahit. Until now, people still remember Kebo Iwa because he had done a lot for Majapahit</p>

and Bali. The stone head of legendary Kebo Iwa can be found in Pura Gaduh temple in Blahbatuh

(Adopted from <http://folklore-lover.blogspot.co.id/2001/08/legend-story-of-kebo-iwa-folklore.html>)

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Where did the story take place?

- a. In Bali
- b. In Blahbatuh
- c. In jungle
- d. In a kingdom

12. What did the couple ask to God?

- a. They asked for a son
- b. They wanted to have a daughter
- c. They asked for an extraordinary baby
- d. They asked for baby

13. What did make the baby was so extraordinary?

- a. The parents gave him lots of food and drink
- b. He was the son of God
- c. He ate and drink a lot
- d. He had such a superpower

14. "They finally went bankrupt." (the second sentence of the third paragraph). What does the underlined word refer to?

- a. The villagers
- b. Kebo Iwa
- c. Gajah Mada
- d. The parents

15. What does the fourth paragraph tell us about?

- a. The villagers built a home and provided food for Kebo Iwa
- b. Gajah Mada wanted attract Bali
- c. The parents were bankrupt
- d. Kebo Iwa built a dam for the villagers

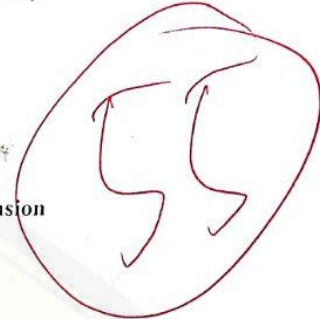
16. "They knew about Kebo Iwa." (The second sentence of the sixth paragraph). What does the underlined word refer to?
- a. The villagers
 - b. The troops of Majapahit
 - c. Gajah Mada
 - d. The parents
17. What is the main idea of the seventh paragraph?
- a. Gajah Mada planned something for Kebo Iwa
 - b. The parents asked the villagers to help them
 - c. Kebo Iwa made a big dam
 - d. Kebo Iwa was dead
18. How did the troops of Majapahit kill Kebo Iwa?
- a. Gajah Mada asked him to build a dam
 - b. They buried him alive so he could not breathe
 - c. Gajah Mada asked them to shoot the gun
 - d. They asked Kebo Iwa to eat lots of food
19. What did make the people still remember about Kebo Iwa?
- a. The parents were happy to have him *
 - b. Kebo Iwa had incredible parents
 - c. He had made the big dam
 - d. He was such a hero for them
20. Where did the stone of Kebo Iwa?
- a. In Majapahit
 - b. In Blahbatuh
 - c. In jungle
 - d. In a kingdom
- 54
54
54

Name: M. Afif Aulia

Date: 06-03-2018

TEST 2

Subject : English
 Class/ Semester : X / 2
 Language Skill : Reading Comprehension
 Text Type : Narrative Text
 Time : 45 minutes



Please read the text below very carefully.

TEXT 1

The Legend of Baturaden

Line 1	Suta was a servant in a kingdom in Central Java. His duty was to look after the king's horses. Suta liked to take a walk after doing his chores.
Line 5	One day, when Suta was walking near a lake, he heard a woman who was screaming. Then, Suta decided to find the source of the screaming. Finally, he arrived near a big tree. He saw the king's daughter who is screaming. She screamed because there was a giant snake above her and it was ready to bite her.
Line 10	Suta was afraid, but he was worried about the princess. He took a big stick and hit the snake in its head. The snake felt painfull and in few second, the snake died. "Thank you, Suta. You've saved my life," said the princess. "Don't mention it, princess. It's my duty as your father's servant to help you."
Line 15	Since that day, Suta and the princess became good friends. They spent lots of time together. They even fell in love with each other. The princess tolld Suta to go to her father and asked his permission to marry her.
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	In the jail, Suta was not given anything to eat or drink. Hearing that, the princess made a plan to break him out of jail. They succeed and they run far away. They took a rest near the river. Finally, they got married and had a new family.
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 - b. Suta and the princess
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 - d. Suta, The King, the princess and the snake

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 - b. Jungle
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	<p>Meanwhile, the troops of Majapahit were planning to attack Bali. They knew about Kebo Iwa. They also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were.</p>
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and Bali. The stone head of legendary Kebo Iwa can be found in Pura Gaduh temple in Blahbatuh

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16. "They knew about Kebo Iwa." (The second sentence of the sixth paragraph). What does the underlined word refer to?

- a. The villagers
- b. The troops of Majapahit
- c. Gajah Mada
- d. The parents

17. What is the main idea of the seventh paragraph?

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- b. The parents asked the villagers to help them
- c. Kebo Iwa made a big dam
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- c. In jungle
- d. In a kingdom

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APPENDIX 21

LETTER OF RESEARCH PERMISSION



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
 Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
 Laman : www.unej.ac.id

Nomor : **1132** / UN25.1.5 / LT / 2018
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

05 FEB 2018

Yth. Kepala MAN 2 Jember
 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Maulidya Puspita Dwi Cahyani
 NIM : 140210401052
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing Students' Reading Comprehension Achievement by Using Story Mapping Technique". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
 UNIVERSITAS JEMBER
 Prof. Dr. Saratno, M.Si.
 NIM. 19670625 199203 1 001

APPENDIX 22

LETTER OF FINISHED RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER

MADRASAH ALIYAH NEGERI 2 JEMBER

Jl. Manggar No. 72 ☎(0331) 485255 Jember 68117

Website : www.man2jember.sch.id

SURAT KETERANGAN

Nomor : B. 220 /Ma.13.32.02/PP.00.6/04/2018

Kepala Madrasah Aliyah Negeri 2 Jember menerangkan bahwa :

Nama : MAULIDYA PUSPITA DWI C
NIM : 140210401052
Tempat/ Tgl.Lahir : Pasuruan, 03 Agustus 1996
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Universitas Jember
Jurusan : Bahasa dan Seni
Alamat : JL. Kalimantan – Jember

Yang bersangkutan telah selesai mengadakan penelitian yaitu pada tanggal 30 Januari 2018 sampai dengan tanggal 06 Maret 2018 dengan judul : "Enhancing Students' Reading Comprehension Achievement by Using Story Mapping Technique" Di Madrasah Aliyah Negeri 2 Jember Tahun Pelajaran 2017/2018.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 06 April 2018

Kepala,



Suharno