USING STORY MAPPING TECHNIQUE TO ENHANCE SENIOR HIGH SCHOOL STUDENTS READING COMPREHENSION ACHIEVEMENT

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF EDUCATION

JEMBER UNIVERSITY

2022

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

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DEDICATION

The thesis is dedicated to:

1. My beloved parents, Atlan Rosidi and Widarti, who have given me the biggest support in my education.
2. My beloved parents in law; Agustinus Narantaka and Siti Nur Elmi Sahara, who always support everything I do.
3. My brother Wijono and my sisters Ervina Rosita and Ani Rosita, who always help me whenever I need.
4. My beloved wife and son, Nurul Pramita and Muhammad Husain Al Abid, who have been the biggest support in my life.
5. My lecturers and everyone who has been helping throughout the process. Especially Bayu Dolly Maulana and Mochammad Reza Afandi.

STATEMENT OF THESIS AUTHENTICITY

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

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

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The Writer

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USING STORY MAPPING TECHNIQUE TO ENHANCE SENIOR HIGH SCHOOL STUDENTS READING COMPREHENSION ACHIEVEMENT

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Finally, the writer realizes therefore, that this thesis is far from being perfect and still need suggestion and correction. Receiving criticism and suggestion is a great pleasure for me in order to develop this research. Hopefully, this thesis may give advantage to all.

Jember, 2022

The Writer

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SUMMARY

Using Story Mappig Technique to Enhance Senior High School Students Reading Comprehension Achievement ; Ainur Rofiq; 150210401007; 2022; 85 pages; English Language Study Program, Language and Art Education Department, the Faculty of Education, University of Jember

There are four skills in English, those are listening, speaking, reading and writing. Reading, as one of the skills that should be taught in English class, becomes the most important skill for the students to master because reading has a role as the window of knowledge in helping people to get much information. For this reason, the teacher should be able to make sure the students understand about the lesson that given. Even the information is fully understood or not.

This research was intented to know how the story mapping technique able to enhance students reading comprehension achievement in SMA Muhammadiyah 3 Jember academic year 2021/2022. The research participants were the students from the XI IPS 3 class of SMA Muhammadiyah 3 Jember. The data collection method for this research were interview and reading comprehension test. The interview was conducted to the eleventh grade English teacher at SMA Muhammadiyah 3 Jember It was done to know the detailed information such as the curriculum used, the students' reading comprehension problem, the media used, and etc. by doing this step the researcher decided to do the research on the class who got lowest score in reading.

The second method is reading comprehension test. The researcher gave an objective test in the form of multiple choice. Objective test was more practical because it was only has one correct answer, so it did not take much time to assess the students' work. The total number of the reading test was 20 items. They covered the word, sentence, paragraph and text comprehension. Dealing with the scoring system, the correct answer was scored 5 while the incorrect one was 0. Moreover, the time allocation for doing the test was 45 minutes. The test items were constructed by the researcher and consulted to the researcher's supervisors and the English teacher.

This research only applied 1 cycle because the result had achieved the research objective and the cycle was stoped. The result of the reading comprehension achievement test already achieved the target of this research. The previous score of the students' reading comprehension achievement test showed that only 15,62% of the students could achieve score ≥75 for reading comprehension. Then, after they learnt reading comprehension by using Story Mapping technique, the total number of students who could achieve the minimum standard score was 78,11%. This means that Story Mapping technique could improve the percentage of the students who achieved the standard score in teaching and learning process of reading comprehension. According to those result, the researcher suggest to the English teacher to apply this technique in teaching reading comprehension. And for the future researcher is suggested to conduct relevant research dealing with the use of story mapping technique to improve the students' achievement in reading comprehension.

CHAPTER I
INTRODUCTION

This introductory chapter deals with the research topic such as the research background, the research question, the research objectives, and the research contribution.

1.1 Research Background

There are four skills in English, those are listening, speaking, reading and writing. Reading, as one of the aspects that should be taught in English class, becomes the most important aspect for the students to master because reading has a role as the window of knowledge in helping people to get much information. Nuttal (1982) in Zahrul (2011:9) defines reading as the meaningful interpretation of printed or written verbal symbol.

Reading is the gate to have the knowledge and new information and the core to have the best lifestyle. Berkeley (2007) mentioned in her study that almost 11% of learners in the USA public schools attend special education classes because of having specific learning disabilities such as having reading difficulty which is a huge issue for students with learning disabilities who may experience the challenge to decode the words or utilize phonic skills. The difficulty in reading may also lead the learners to lose track of their thoughts and understand the text or read it fluently (Mahapatra, 2016). Also, the absence of the essential skills such as realizing the meaning of the word, utilizing strategies, and relating the previous knowledge to the new acquaintance produce the phenomenon of reading difficulties (Akyol, Çakiroglu & Kuruyer,2014). Therefore, teachers need to enhance the students' reading ability and to preserve their interest in reading.

Based on the preliminary study that was conducted by interviewing the English teacher of SMA Muhammadiyah 3 Jember, it was found that the most problematic case in the class was reading comprehension. The teacher taught reading by asking the students to read the text aloud. Then, he asked them to find the difficult words in the dictionary and to do the exercise individually.

Nevertheless, that technique did not seem to be effective to be implemented during reading activity. Students were not enthusiastic in reading activity because they had difficulties in getting 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. Therefore, it became the main reason of the eleventh IPS 3 students to get the lowest score dealing with reading comprehension achievement. The mean score of their reading comprehension score was 60,06 based on the data given by English teacher. It showed that the students did not achieve the minimum standard score (KKM) English that is 75.

To solve the problem, the researcher applied a teaching technique that was able to be implemented during reading activity to improve the students' reading comprehension achievement. Hennings (1997:275) mentions some visual techniques including webbing, charting, mapping or outlining. Beck and McKeown (in Buehl 2001:135) state 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 by identifying the elements of the story such as characters, setting, goal, action, problem and outcome.

Meanwhile, map is defined as a drawing to describe or give information about something in the way it is organized or arranged. It can be said that if the word "map" is added with –ing, and it becomes mapping, it refers to a sketch or drawing that shows location or relation between things or places. Hennings (1997:275) mentions some visual techniques including webbing, charting, mapping or outlining.

Story Mapping is an effective technique to apply at SMA Muhammadiyah 3 Jember because the English teacher of the eleventh grade students at SMA Muhammadiyah 3 Jember has never applied story mapping before. Narrative text was chosen because it is stated in Kurikulum 2013 that narrative is one of the genres needed to be taught to the eleventh grade students. Moreover, narrative text

is appropriate with Story Mapping technique because the story is made in chronological order.

1.2 Research Question

This research was focuseddad in answering one single research question. "Can the use of Story Mapping Technique enhance the eleventh grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember?"

1.3 Research Objectives

Referring to the research question, the present study aimed at analyzing the use of story mapping technique enhance students' reading comprehension achievement.

1.4 Research Contributions

This research is expected to give theoretical and practical contributions. Theoretically, the findings of the study are expected to support the theory of story mapping as usefull technique in reading. Practically, English teachers are expected to use this technique to improve the students' reading comprehension achievement.

Besides, the research result was also expected to be useful for the English teacher of the eleventh grade at SMA Muhammadiyah 3 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
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 that is delivered by the text.

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).

There are some elements in story mapping, those are the setting, the problem, the goal, action and outcome. The setting discusses who the characters are, when the story happens and where it takes place. The problem, discusses about the story and problem faced by the characters. The goal is the purpose of the main character or what the main character wants. Action here is what the main

character does to solve the problem. And the last element is the outcome, it it discusses about how the story ends. Storymaps provide a visual representation for readers to facilitate their identification, organization, and analysis of story elements (Stetter&Hughes,2010).

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 outcomes.

Story Mapping technique appears to be the effective technique to be applied during reading activity (Gersten, 2001). Beck and McKeown (1981) state 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 is similar in constructing to semantic mapping, webbing, or networking-graphically 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 that is used to make the students get the meaning of the text easily. By providing some elements, students are able to map the important information of the story before they understand the whole text.

2.1.3 The Advantages and Disadvantages of Story Mapping Technique

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

1. Students are provided with a visual framework for understanding and analyzing stories using the outline of story mapping. And their knowledge of story structure is reinforced as foundation for the successful reading of narrative text.
2. Questions for guiding and discussing stories that are derived from the element of the story structure leading to more coherent and integrated comprehension from the students. Students improve their ability to predict questions for a particular story
3. Students become practiced in using story structure as the basis for the creation of their own stories. So, they can easily understand and creat their own story using the concept of story mapping
4. Story Mapping is easy to remember because the students learn to find the elements of the story and relate each of them into a story
5. Story Mapping enables the students to construct their own story mapping because it is easy to construct by looking at the elements of story mapping.

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

Not only the advantages, Story Mapping also has disadvantages. Buehl (2001) mentioned that Story Mapping is appropriate for most narrative texts. It means that Story Mapping is not suitable for other genre of the text. Furthermore, Calderon (2003) added that Story Mapping is time-consuming. Considering the steps of the story mapping, it can be seen that Story Mapping needs much time to be done. Besides reading the text and answering the questions related to the text, the students must construct their own story mapping by filling out the elements of Story Mapping. To cope with these disadvantages, the teacher must manage the time as effectively as possible by deciding the appropriate text to be involved during reading activity and asking the students to create their own story mapping.

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, group of students are in achieving objectives. In other words, reading comprehension achievement can be defined as the students' reading comprehension scores that they get by doing the reading comprehension test. Reading comprehension achievement covers:

1. Word Comprehension

A text contains words. To get the understanding of the text, we need 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 combine the meaning of each words 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. It means that comprehending the sentences can be done by involving the students' logical thinking in analyzing the sentence. In short, combining each word of the sentence is neccesary to know the meaning of the sentence.

3. Paragraph Comprehension

Paragraph consists of some sentences that have one main topic. This is in line with what Lunsford (2011:75) explains that a paragraph is a series of sentences that must have a controlling idea as a focus. Then, the information of each sentence must be connected to the idea. Furthermore, paragraph comprehension belongs to a part of reading comprehension achievement because students have to understand each paragraph to guide them understand the whole text. Therefore, students have to be able to comprehend the paragraph well.

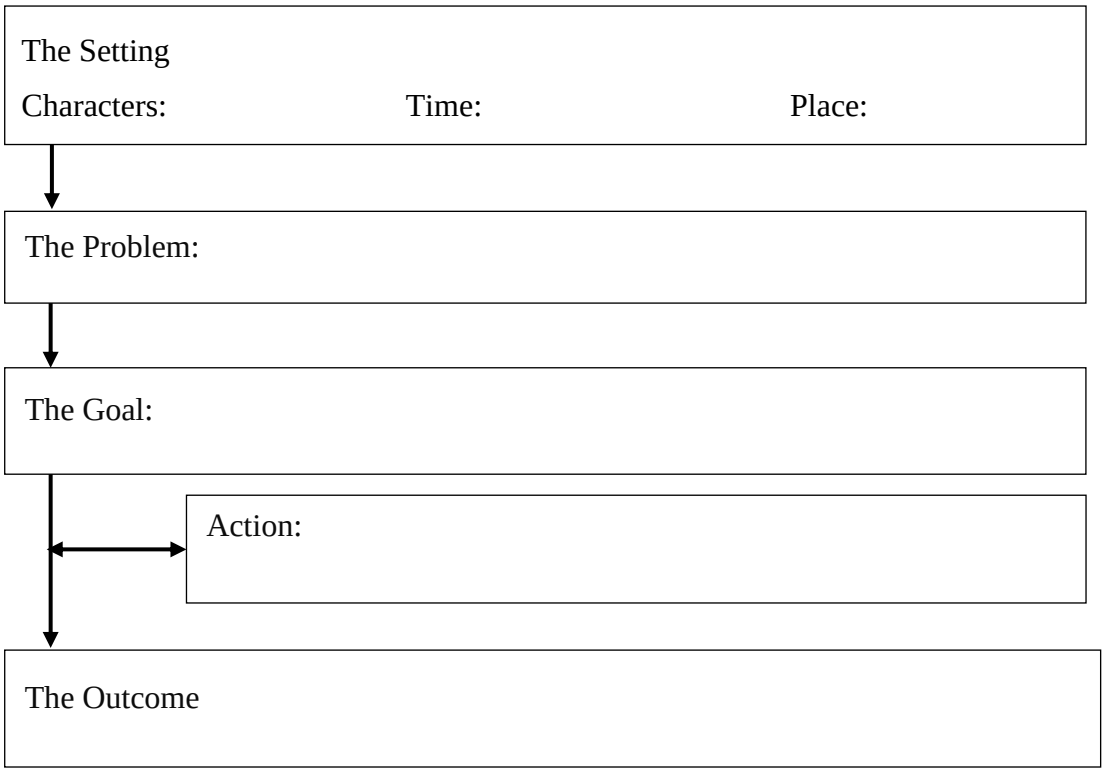
4. Text Comprehension

Besides comprehending words, sentences and paragraphs, the students are expected to be able to comprehend the whole text. Text comprehension means that the students have gotten the information that is delivered through the text they have read. It is in line with Grellet's idea which states that text is not made up from independent sentences or clauses but it is built from related ideas to be unity throughout the passag e(Grellet, 1996:15). Thus, the students must be able to comprehend the text to know what the text tells the readers about and to know what kind of information the author wants to deliver to the readers. In this research, the researcher will measure all types of reading comprehension (word, sentence, paragraph and text) comprehension to make sure the student enhance their reading comprehension achievement.

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. (Source: Bos and Vaughn, 2012:264)

Name: _____ Date: _____



That outline contains the elements of story mapping that is able to help students to understand the text easily. By looking at the elements, and filling it with the information from the text, the students will be helped to undestand the whole text easily.

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

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 to 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 to be done at SMA Muhammadiyah 3 Jember. Those steps were as follows;

1. Modeling the Use of Story Mapping
    a. Displaying story mapping template in front of the class
    b. 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 identifying the elements of the story

b. Asking the students to complete and state their opinion into their own map and discussing it with the class

3. Independent Use of Story Mapping
    a. Asking the students to read the story independently and generate their map
    b. Asking the students to answer the questions

The consideration of adapting the steps instead of adopting it directly is because as stated in the curriculum 2013, students must be more active than the teacher. Thus, in modeling steps, the researcher eliminates the explanation steps and changes it into discussion activity. Moreover, it can give the students chance to discuss and share what they think with others dealing with the use of story mapping technique and each elements of it. It is mentioned before that Story Mapping is about relating each elements of the story, to train the students to relate their ideas by discussing the elements with their pairs.

2.3 Previous Study

The first study dealing with the implementation of story mapping to improve students' reading comprehension achievement is an action research conducted by Kurniawan (2013) in SMP Negeri 12 Sungai Raya. The title of the research was "Improving Students' Reading Comprehension on Narrative Text through Story Mapping Technique." It 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. The 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.

The second one was a research journal entitled "Development of English Reading Comprehension by Using Concept Maps" conducted by Phatchara Phantharakphonga and Suteera Pothithab (2013). This study was conducted through the use of scores from concept map retelling based on the redeveloped

rubrics and comprehension test. The interview was also conducted. The results showed that the percentage of retelling and comprehension test were 81.25 percent and 86.50 percent respectively. The students 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 achievement.

Another research 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 having reading and writing challenges. In short, Story Mapping technique is able to help the students increase their ability in comprehending the text.

The other research was conducted by Idol and Croll (1987) entitled, "Story Mapping Training as a Means of Improving Reading Comprehension." Five students who belonged to elementary students with mild learning handicaps and poor comprehension were involved in this study. The primary dependent measure was a set of responses to 10 explicit and implisit comprehension questions. All five students' performance improved in most of the dependent measures. 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 was not known. It might be 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 last previous study was conducted by Adeline Teo, Yun Shaw, Jimmy Chen, and Derek Wang with the title, **"**Using Concept Mapping to Teach Young

EFL Learner Reading Skills (2016).” It applied the principles of universal design for learning. The instructional design of a story-mapping lesson increased accessibility and removed barriers to engagement and interaction experienced by students having learning disabilities having reading and writing challenges. The study showed that the involvement of story mapping in reading activities showed positive attitude towards the students’ reading achievement.

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

CHAPTER III
RESEARCH METHOD

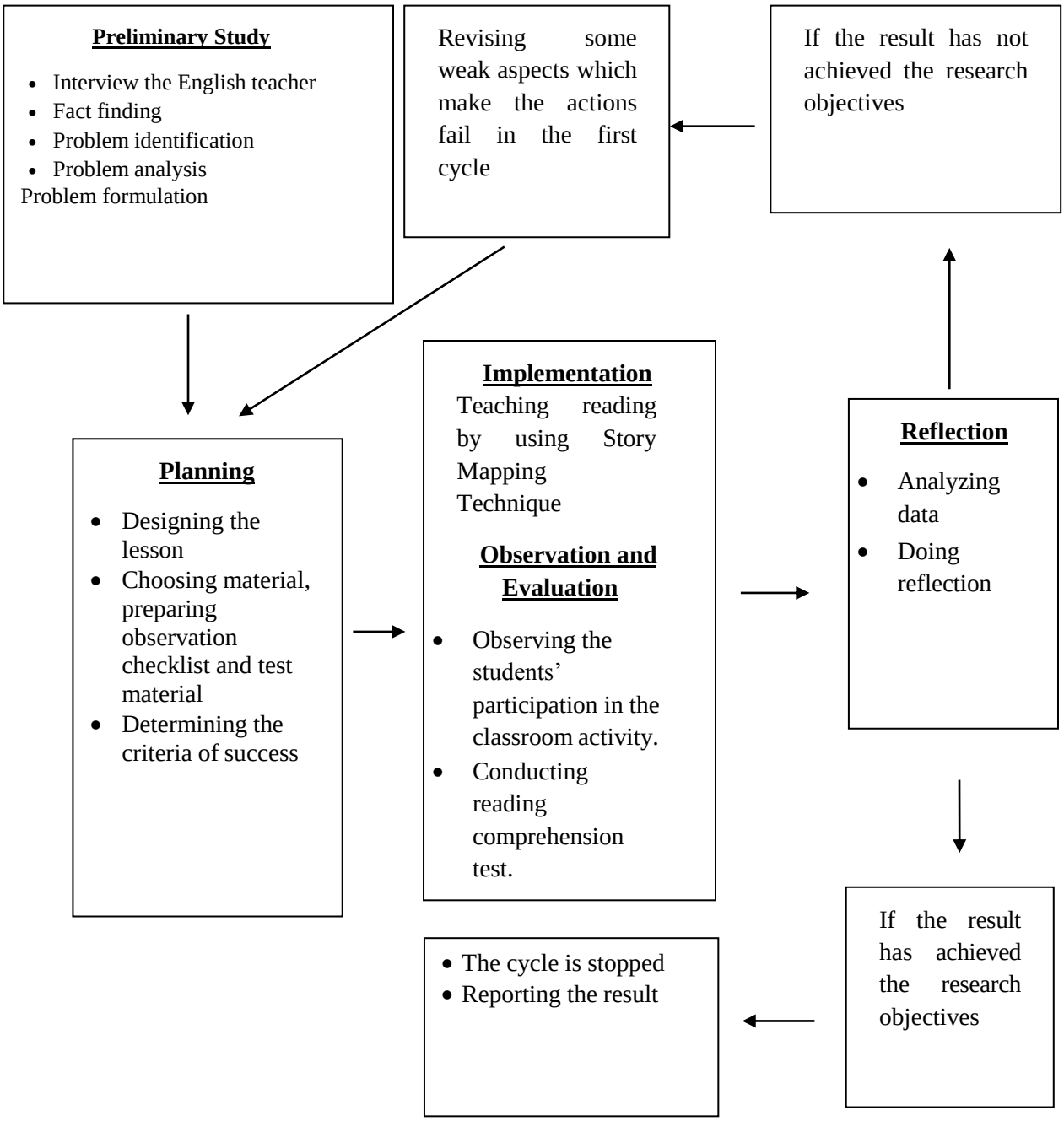
This chapter discusses the research design (its arguments and procedures), the research context (where and when to conduct the study), the research participants (who are involved in the study and why), the data collection method and its procedures, and the data analysis method and its procedures.

3.1 The Research Design

This research applied a classroom action research because the objective was to enhance the eleventh grade students' reading comprehension achievement by using Story Mapping technique at SMA Muhammadiyah 3 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 students in learning. Thus, classroom action research refers to the solution for the teacher regarding to the students' achievement problem.

According to Elliot (1991:69), classroom action research is the study of a social situation that is suitable in the educational field with a view to improve the quality of the action. This present study follows the cycle model of action research proposed by Elliot (1991:70) and it consists of four stages covering (1) plan of the action, (2) implementation of the action, (3) observation and evaluation of the action, and (4) reflection of the action. The design of this classroom action research can be seen in the following diagram:

The Design of Classroom Action Research



(Lewin, 1991 in Elliot, 1991:70)

Based on the design of the research above, the procedures of this research are as follows;

1. Interviewing the English teacher of SMA Muhammadiyah 3 Jember to identify the research problem.

2. After identifying the students' problem(s) in reading comprehension the researcher determining the class.
3. Planning the action by designing the lesson plans for the first cycle (meeting 1 and meeting 2).
4. Implementing the action in the first cycle by using Story Mapping Technique in teaching reading collaboratively with the English teacher. In this activity, the researcher was the teacher in the first meeting, while the English teacher was the observer. In the second meeting, the English teacher was the teacher and the researcher was the observer.
5. Administering reading comprehension test after the action in the first cycle is done.
6. Analyzing the results of the reading comprehension test in the first cycle.
7. Reflecting the result of classroom observation and the result of the reading comprehension test in the first cycle.

3.2 Research Context

This study was conducted at SMA Muhammadiyah 3 Jember, East Java, Indonesia. The primary reason why this school was chosen was that the school principal and the English teacher gave permission to the researcher to get the data. The teaching of English in this school was guided by Curriculum 2013. Further, the time of English lesson in this school is 4 x 45 minutes in a week and the teacher used authentic assessment as the assessment method. Then, based on Curriculum 2013, this school applied scientific approach in teaching English in the classroom.

3.3 Research Participants

The research participants are the students from the XI IPS 3 class of SMA Muhammadiyah 3 Jember. The researcher choosed that class based on the data given by the English teacher which showed that class got the lowest mean score (60,06) and the English teacher said that most of the students of class XI IPS 3 got difficulties in reading comprehension, comprehend word, sentence, paragraph, and the whole text of reading.

3.4 Data Collection Method

In this research, there were three kinds of data collection methods used 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 eleventh grade English teacher at SMA Muhammdiyah 3 Jember It was done to know the detailed information such as the curriculum used, the students' reading comprehension problem, the media used, etc.

3.4.2. Reading Comprehension Achievement Test

Hughes (2003:13) states 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 eleventh IPS 3 students' reading comprehension achievement, so that the researcher knew how successful the students achieve the goal.

The researcher gave an objective test in the form of multiple choices. The objective test has no judgment required on the part of the scorer (Hughes, 2003:9). Moreover, the 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 was more practical because it was only has one correct answer, so it did not take much time to assess the students' work.

The total number of the reading test was 20 items in the form of multiple choices. They covered the word, sentence, paragraph and text comprehension. Dealing with the scoring system, the correct answer wass scored 5 while the incorrect one was 0. Moreover, the time allocation for doing the test was 45 minutes. The test items were constructed by the researcher and consulted to the researcher's supervisors and the English teacher.

Test Items of Reading Comprehension Test

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

3.5 Data Analysis

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

The product 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 choice that consists 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 was the formula that was used in analyzing the product evaluation.

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

Notes:

M : the students' mean score

∑M : the total score of the students' reading test

N : the total number of the students doing the test

(Cohen *et al*, 2000:326)

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

Notes:

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

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

N : the total number of the students doing the test

(Purwanto, 2009:112)

This research can be success if the students able to achive the target standard minimum score 75.

CHAPTER IV
DISCUSSION

This chapter discusses the result of the first cycle. This chapter covers the result of the reading comprehension test, the result of the observation, the reflection of Cycle 1 and discussion.

4.1 The Result of the Action in Cycle 1

This classroom action research was conducted at SMA Muhammadiyah 3 Jember. The activities done in the Cycle 1 covered the implementation of the action and the result of the students' achievement in reading comprehension test

4.1.1 The Implementation of the Action in Cycle 1

The implementations of these actions were done in three meetings. The first and the second meetings were done for implementing the action and the third meeting was done for administering the test. During the implementation of the action, the researcher and the English teacher did the action collaboratively. In the first meeting, the researcher took a part as the teacher while the English teacher took a part as the observer. Furthermore, in the second meeting the English teacher was the teacher while the researcher was the observer. The first meeting was done on January 8, 2020 by implementing Lesson Plan 1 enclosed in Appendix 6. The topic of the first meeting was "Dove and Aunt". The researcher started the lesson plan by giving set-induction activity. Before reading, the students were taught about what Story Mapping is by displaying story mapping template in front of the class and told them about those elements. The students were also taught reading comprehension by using the Story Maping technique. Then, the teacher divided the students into groups and distributed the learning task. After that, the students were asked: to read the learning task, to do the learning task with their group by using Story Mapping technique. Next, the students

were asked to do the worksheet independently. At last, the researcher asked the students to swap their work to the other students and discussed the answers together.

4.1.2 The Result of the Reading Comprehension Achievement Test in Cycle 1

The reading comprehension achievement test was done on January 22, 2020 after the researcher implemented lesson plans for Meetings 1 and 2. The test consisted of 20 questions in the form of multiple choices and the time allocation was 45 minutes. Dealing with the scoring, each correct answer was scored 5 and each incorrect answer was scored 0. The result of the students' reading comprehension achievement test can be seen on following table.

No	The Students' Initial Names	Scores	Achieved	Not Achieved
1.	ABP	70		√
2.	ADP	75	√	
3.	ALK	85	√	
4.	BNP	80	√	
5.	DBT	75	√	
6.	DS	75	√	
7.	DWF	75	√	
8.	DN	70		√
9.	EKY	75	√	
10.	GYW	80	√	
11.	GPRT	80	√	
12.	HAHP	75	√	

13.	IDSJ	75	√	
14.	IEF	80	√	
15.	IWS	90	√	
16.	IM	85	√	
17.	MDA	80	√	
18.	MAZA	80	√	
19.	MDANA	65		√
20.	MRA	85	√	
21.	MFA	80	√	
22.	MAW	70		√
23.	MAS	95	√	
24.	NH	70		√
25.	RAV	90	√	
26.	RAS	80	√	
27.	RBP	65		√
28.	RSK	75	√	
29.	SA	75	√	
30.	SAR	75	√	
31.	SIS	75	√	
32.	SAWK	60		√
	Total	2.465	25 Sudents	7 Students

	Mean Score	77,03		
	Percentage	78,11		

Based on the table above, the result of the students' reading comprehension achievement test was analyzed by using the following formula

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

$$S = \frac{25}{32} x\ 100\% = 78{,}11\%$$

Notes:

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

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

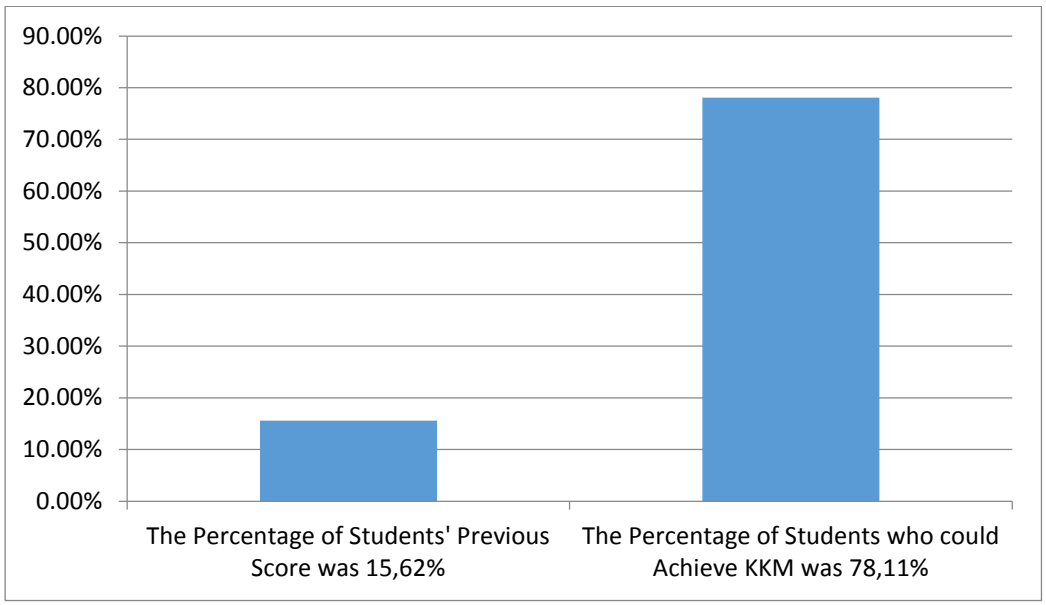
N : the total number of the students doing the test

Based on the result of the students' reading comprehension achievement test, it concluded that Story Mapping Technique could improve the students' reading comprehension achievement. It was proved by the improvement of the students who got score ≥75 on their reading comprehension scores. Before the students were taught by using Story Mapping Technique, only 15.62% could achieve the standard score of reading comprehension achievement. However, after they were taught by using Story Mapping Technique, the total number of the students that got score ≥75 on their reading comprehension achievement test became 78.11%. Therefore, it can be said that the students' reading comprehension achievement score already met the target that was expected in this research.

4.1.3 The Result of Reflection in Cycle 1

The result of the evaluation process after implementing the action in Cycle 1 by using Story Mapping technique, showed that there was a lot of improvement on the students who got score ≥75 in Cycle 1. There were 25 or 78,11% students who got score ≥75. Thus, the action of Cycle 1 met its target, then the action was

stopped. The improvement of the students' scores in reading comprehension achievement test can be seen in this following chart.



4.2 The Discussion

The purpose of this research was to improve the Senior High School students' achievement in reading comprehension by using Story Mapping technique. The result of reading comprehension achievement test showed that the students' score had improved from 15,62% to 78,11%. It proved that the use of Story Mapping technique for teaching reading comprehension could give significant improvement for the students' ability in reading comprehension achievement.

Besides, the result of the reading comprehension achievement test already achieved the target of this research. The previous score of the students' reading comprehension achievement showed that only 15,62% of the students could achieve score ≥75 for reading comprehension. Then, after they learnt reading comprehension by using Story Mapping technique, the total number of students who could achieve the minimum standard score was 78,11%. This means that Story Mapping technique could improve the percentage of the

students who achieved the standard score in teaching and learning process of reading comprehension.

Based on the data above, there had been significant improvement of the students' reading comprehension score. The significant improvement was shown from the difference of the previous percentage score that was 15,62% to 78,11%. The reason why the percentage improved so much from the previous (15,62%) to the one after being given the treatment (78,11%) was perhaps the items given by the researcher are too easy. This can be one of the weaknesses of this research. Moreover, the teacher did not apply Story Mapping technique in teaching reading comprehension to the students, but he usually applies Question and Answer technique. This made the students not enthusiasm during the teaching and learning proccess of reading comprehension.

From the results of reading comprehension test and the students' participation, it could be stated that Story Mapping technique could help students understand easily and improve the their reading comprehension. This finding was in line with Phantharakphonga and Suteera Pothithab (2013) who stated that concept maps helped the students understand English reading better.

The result of Cycle 1 is also relevant with the result of the previous findings. A study conducted by Kurniawan (2013) who stated that story mapping technique was appropriate for teaching reading comprehension. He did his research in SMP Negeri 12 Sungai Raya, The students' mean score increased from 56.68 to 73.19. It was in line with the result of this reseach which had the improvement on the result of reading comprehension achievement. Based on the findings of the previous researches, it proved that applying Story Mapping Technique in teaching reading comprehension could give positive improvement on students' reading comprehension achievement.

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: The use of Story Mapping technique could enhance the eleventh IPS 3 students' reading comprehension achievement at SMA Muhammadiyah 3 Jember. The result of the students' reading comprehension achievement showed that the percentage of the students who got the minimum standard score (≥75) improved. It can be seen by looking at the final result of the post test this research that having improvement from 15,62% becomes 78,11%.

5.2. Suggestions

Considering the result of Story Mapping Technique can enhance the students' reading comprehension achievement, some suggestions are proposed 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' reading comprehension achievement. It is because Story Mapping technique significantly improves the students' reading comprehension achievement and motivates the students to be more interested in learning reading comprehension activities.

2. Futur Researchers

Future researchers are suggested to conduct relevant research dealing with the use of Sory mapping technique to improve the students' achievement in reading comprehension. In conducting Story Mapping technique, the future researchers should be able to handle a students who not learn as quickly as the others. To

overcome this condition, the future researcher needs to explain the strategies clearly when the students do not understand and the students who learn faster should help the members who learn more showly. It can be applied on a research that has similar problem to conduct a research that has similar problem dealing with improving the students' reading comprehension achievement by choosing different school, different students' level, different types of text or different meetings.

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APPENDICES

APPENDIX I.

Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Methods
Using Story Mapping Stategy to Enhance Senior High School Students Reading Comprehension Achievement	1. Can the use of Story Mapping Technique enhance the eleventh grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember?	• Independent: Teaching reading by using Story Mapping Technique • Dependent: Senior High	1. The students' comprehension in applying Strory Mapping Technique in teaching learning process covering: a. Modeling the Use of Story Mapping b. Leading the Use of Story Mapping c. Independent Use of Story Mapping 2. The students' scores of the reading	1. Research Subjects: The XI IPS 3 students of SMA Muhammadiyah 3 Jember in the 2019/2020 Academic Year 2. Informant: The English teacher of the XI IPS 3 students of SMA Muhammadiyah 3 Jember in the 2019/2020 Academic Year	1. Classroom Action Research: The stages of cycles are: a. The planning of the actions b. The implementation of the actions c. The class observations d. Reflection of the actions and evaluations. 2. Area Determination Method: Purposive method 3. Subject Determination Method: Purposive

		School students' reading comprehension achievement	comprehensiontest covering: a. word comprehension, b. sentence comprehension, c. paragraph comprehension, and d. text comprehension	3. Documents: - The previous scores of the students' reading comprehension achievement	Method 4. Data Collection Methods: a. Interview b. Reading Comprehension Test 5. Data Analysis Method: a. Reading comprehension scores will be analyzed with this following formula to find the mean score: $M = \frac{\sum X}{N}$ Notes: M : the students' mean score ∑x : the total score of the students' reading

					comprehension test N : the total number of students doing their test (Cohen, 2000:326) b. Reading comprehension test will be analyzed with this following formula to find the percentage of students who get the score ≥76: $S = \frac{R}{N} x\ 100\%$ Notes: S : the percentage of the total number of the students whose score ≥76 R : the total number of the students whose score ≥76

					N : the total number of the students doing the test (Purwanto, 2009:112)

APPENDIX II.
Interview Guide

No.	Questions	Answers
1.	What curriculum does this school use for the eleventh grade students?	The curriculum used for the eleventh grade is Kurikulum 2013.
2.	How many years do you teach English in this school?	I've been teaching English in this school for 19 years.
3.	How many students are there in each class of the eleventh class?	About 30-36 students in each class.
4.	How many times do you teach English in a week?	About five times a week.
5.	How many times do you teach reading comprehension in a week?	At least once a week.
6.	Do you always use textbook in teaching reading comprehension?	Yes, I do. But sometimes I use my own material such as video.
7.	What are the students' difficulties/problems in reading comprehension?	They are usually difficult to understand the meaning of English words, finding the main ideas, and they also hard to focus on the reading passage.
8.	What technique do you usually use in teaching reading comprehension?	Reading aloud and sometimes question and answer.
9.	What do you think are the advantages and disadvantages of your technique?	Reading aloud is good to build students' confidence and pronunciation skill while question and answer can help the students to get the information from the text.
10.	Have you ever used Story Mapping Technique in teaching reading comprehension?	No, I haven't.

APPENDIX III.

The Previous Students' Reading Comprehension Score of XI IPS 3

No.	Students' Initial Name	Scores
1.	ABP	50
2.	ADP	69
3.	ALK	78
4.	BNP	55
5.	DBT	50
6.	DS	50
7.	DWF	64
8.	DN	50
9.	EKY	60
10.	GYW	65
11.	GPRT	63
12.	HAHP	55
13.	IDSJ	53
14.	IEF	50
15.	IWS	80
16.	IM	76
17.	MDA	68
18.	MAZA	68
19.	MDANA	40
20.	MRA	72
21.	MFA	66
22.	MAW	50
23.	MAS	90
24.	NH	45

25.	RAV	87
26.	RAS	60
27.	RBP	45
28.	RSK	52
29.	SA	60
30.	SAR	54
31.	SIS	54
32.	SAWK	43
Mean Score		60,06

APPENDIX IV.

The Students' Reading Comprehension Achievement Test

No	The Students' Initial Names	Scores	Achieved The Target	Not Achieved The Target
1.	ABP	70		√
2.	ADP	75	√	
3.	ALK	85	√	
4.	BNP	80	√	
5.	DBT	75	√	
6.	DS	75	√	
7.	DWF	75	√	
8.	DN	70		√
9.	EKY	75	√	
10.	GYW	80	√	
11.	GPRT	80	√	
12.	HAHP	75	√	
13.	IDSJ	75	√	
14.	IEF	80	√	
15.	IWS	90	√	
16.	IM	85	√	
17.	MDA	80	√	
18.	MAZA	80	√	
19.	MDANA	65		√

20.	MRA	85	√	
21.	MFA	80	√	
22.	MAW	70		√
23.	MAS	95	√	
24.	NH	70		√
25.	RAV	90	√	
26.	RAS	80	√	
27.	RBP	65		√
28.	RSK	75	√	
29.	SA	75	√	
30.	SAR	75	√	
31.	SIS	75	√	
32.	SAWK	60		√
	Total	2.465	25 Sudents	7 Students
	Mean Score	77,03		
	Percentage	78,11		

APPENDIX V.
Lesson Plan 1

LESSON PLAN
(CYCLE 1 MEETING 1)

Level	: Senior High School (SMA)
Subject	: English
Grade/Semester	: XI/Even
Text type	: Narrative Text
Theme	: Fable
Language skill	: Reading Comprehension
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 metoda 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 to 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
			2.2.2	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, the generic structure and the language features of narrative text correctly and contextually.
4.	4.8	Menangkap makna teks naratif lisan dan tulis berbentuk cerita	4.8.1	Answering the questions related to the word, sentence, paragraph and text comprehension correctly

C. Learning Objectives

1.1.1.1 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 with 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 word, sentence, paragraph and text comprehension correctly

D. 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

E. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	1. Greeting the students 2. Starting the lesson by praying 3. Checking the students' attendance list	**10 minutes**

	4. Giving leading questions related to the topic 5. Showing a picture the dove and the aunt related to the topic 6. Stating the learning objectives	
Inti	**Observing** 1. The students read the model of narrative text that is given by the teacher **Questioning** 1. The students are given chance to ask question in relation to the generic structure, the language features, the social function of the narrative text and unfamiliar words **Experimenting** 1. Modeling the Use of Story Mapping a. Displaying story mapping template in front of the class b. 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 identify the elements of story 'The Ant and The Dove' in pairs b. Asking the students to state their opinion and discuss it with the class the students to complete and state their opinion into their own map and discuss it with the class 3. Independent Use of Story Mapping a. Asking the students to read 'The Scorpion and The Frog' independently and generate their map given by teacher	**70 minutes**

	b. Asking the students to answer the questions in the form of multiple choice **Associating** 1. The students are asked to look for the other example of narrative text **Communicating** 1. The students check the other students' answer 2. The teacher gives feedback	
Closure	1. Giving the students chances to ask questions. 2. Guiding the students to make conclusion 3. Stating the conclusion. 4. Parting the students.	**10 Minutes**

Enclosure

1. Pre Instructional Activities

Giving leading question based on the picture:

a. Do you know what picture it is?
b. Do you ever read the story about 'The Dove and The Aunt'?
c. Do you know what kind of story it is?

2. Main Activities

a. The definition of Narrative Text

Narrative text is a text which contains a story either in 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 readers or listeners.

c. The Language Features of Narrative Text

- Using simple past tense (came, dropped, etc)
- Using adverbial of time (One hot day, one day, etc)
- Using temporal conjunction (when, then, suddenly, etc)
- Using specific character not the general one. (the ant, the dove, etc)
- Using action verbs that show actions. (slipped, moved towards. etc)

d. The Generic Structure of Narrative Text

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

4. Model of Narrative Text

The Ant and the Dove

Line 1	One hot day in the forest, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.
Line 5	She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.
Line 10	Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.
Line 15	(Adopted from http://britishcourse.com/contoh-narrative-text-the-ant-and-the-dove-.php

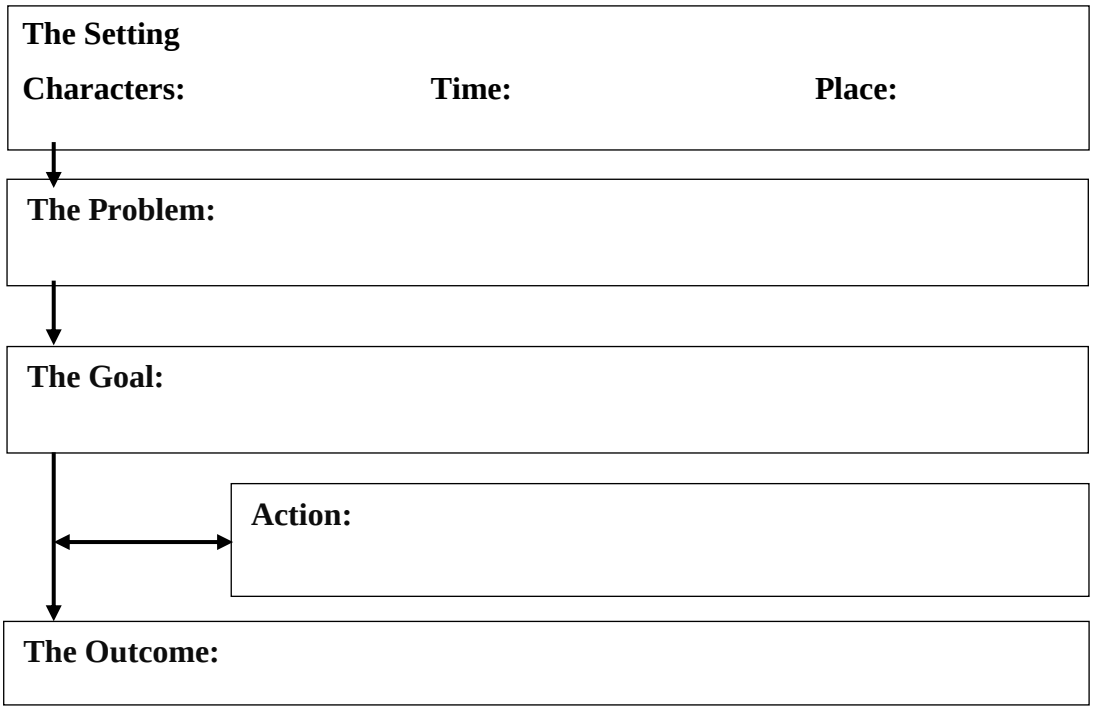
Orientation
Complication
Resolution

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 Model of Story Mapping

Name:_____ Date:_____



Source: Bos and Vaughn, 2012:264

7. The Elements of Story Mapping Technique
   a. The Setting
      Character : Who were the characters of the story?
      Time : When did the story happen?
      Place : Where did the story happen?
   b. The Problem : What was the story about?
      What problem was faced by the main character?
   c. The Goal : What did the main character want?
   d. Action : What did the main character do to solve the problem?
   e. The outcome : How did the story end?
      Did the main character solve the problem?
      Was it a happy ending or a sad ending?

8. The Story Mapping of The and and the Dove

Name: _____ Date: _____

The Setting
Characters : The ant and the dove
Time: one hot day
Place : at the forest

The Problem : The ant fell into water and the dove was trapped in the net.

The Goal : The ant did not sink and the dove was able to safe from the net.

Action: The ant looked for some water, but he got an accident. He slipped and fell into water. The dove saw it and directly helped the ant. After helping the ant, the dove was trapped by the hunter. Directly the ant bit the hunter and the dove flew away.

The Outcome: The ant got an accident while he was looking for some water. The dove saw it and directly saved ant and took him to the sand. Then, the hunter came and threw the net to the dove. The ant helped the dove by biting the hunter. Finally, the dove was able to fly away and both were safe.

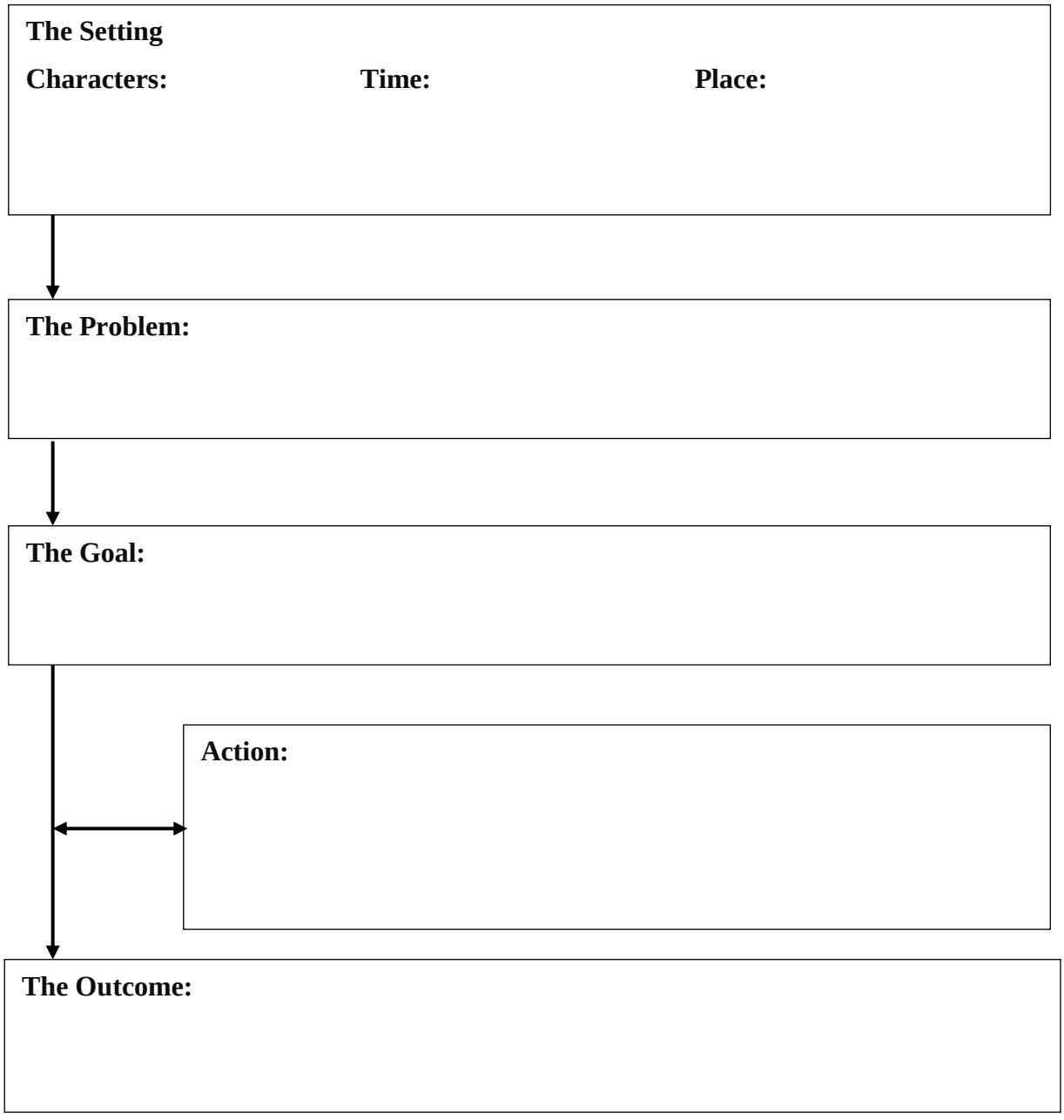
Please read this text below very carefully

The Scorpion and The Frog

Line 1	One day a scorpion decided to visit his cousin in the next county. He traveled uphill and downhill, under fallen trees and over piles of leaves.
Line 5	Eventually, he came to a stream with a fast current. He walked up and down the stream bank looking for a bridge or a safer way to cross the stream but found none.The scorpion sat pondering his situation when he noticed a frog sitting on a lily pad near the bank of the stream.
Line 10	The scorpion said to the frog, "Kind sir, could you be so kind as to let me get on your back to ferry me to the other side of this stream?" "How do I know you won't sting me?" asked the frog.
Line 15	The scorpion responded, "Because if I do, I will die too, as I can't swim."The frog replied, "How do I know you won't sting me once we reach the other side?" "Kind sir I would be so grateful for your assistance that I wouldn't dream of such a dastardly deed," responded the scorpion. The frog was satisfied and allowed the scorpion to crawl up onto his back and they set out into the water.
Line 20	The frog was swimming strongly across the stream when the scorpion suddenly stung the frog. The frog felt the onset of paralysis and started to sink. Knowing they were both going to drown the frog had just enough time to ask, "Why did you sting me? Now we're both going to die." The scorpion replied, "Because it's my nature..." Then they both disappeared under the water. (Adopted from https://www.seductionbykamal.com/en/the-scorpion-and-the-frog/)

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

Name: _____ Date: _____



II. Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d on your worksheet.

1. What does the text tell us about?
   a. It tells us about the jungle
   b. It tells us about a legend
   c. It tells us about the Frog and the Scorpion
   d. It is about the aim of narrative text

2. Where did the scorpion want to go?
   a. Swimming in the river
   b. Visiting the frog
   c. Spending his day in the forest
   d. Visiting his cousin

3. **"<u>he</u> came to a stream with a fast current."** (The third sentence of the first paragraph). What does the underlined word refer to?
   a. The scorpion
   b. The frog
   c. The turtle
   d. The cousin

4. Why did the scorpion want to get on the frog's back?
   a. The frog was beautiful
   b. To cross the stream
   c. The sorpion got into water
   d. Because the scorpion was selfish

5. What is the main idea of the first paragraph?
   a. The frog and the scorpion swim together at the stream
   b. It is about the scorpion and his cousin
   c. The frog wants to visit his cousin
   d. The scorpion wants to cross the stream but he cannot swim

6. Why did the frog allow the scorpion to get on his back?
   a. Because the scorpion would sting the frog
   b. Because they were close friend
   c. The scorpion promised not to sting the frog
   d. The frog was happy

7. **"How do I know you won't sting me once <u>we</u> reach the other side?"** (line eleven). What does the underlined word refer to?
   a. The turtle and the frog
   b. The frog and the scorpion
   c. The scorpion and the king
   d. The frog and the queen

8. How did the scorpion cross the stream?
   a. He asked the frog to look for a boat
   b. He borrowed frog's boat
   c. He got on the frog's back
   d. He swam with the frog

9. What does the last paragraph tell us about?
   a. It is about the turtle being caught by the scorpion
   b. It is about how the scorpion met the frog
   c. It is about the frog which introduced himself to the scorpion
   d. It is about the scorpion which stung the frog and they died

10. How does the story end?
    a. Both of them died
    b. They lived happyly
    c. The frog safed from the scorpion
    d. Only the scorpion dissapeared

KEY ANSWER

I. Story Mapping

Name: _____ Date: _____

The Setting
Characters: **Time:** Afternoon **Place:** a stream
The Scorpion
The Frog

The Problem: The scorpion wanted to visit his cousin at the next country. On his way, he came to a stream with fast current. It was impossible for him to cross it because he could not swim.

The Goal: The scorpion met the frog and the talked each other to make a deal because there is no other way except asking the frog to take him accros the stream.

Action: The scorpion asked the frog to ferry him to cross the stream with fast current. Actually the frog was afraid to ferry him, but the scorpion promised not to sting the frog because if it happened, both died. Finally the frog allowed the scorpion to get on the frog's back to cross the stream.

The Outcome: The frog was swimming strongly across the stream when the scorpion suddenly stung the frog. Knowing they were both going to drown the frog aked, "Why did you sting me? Now we're both going to die."The scorpion replied, "Because it's my nature..."Then they both disappeared under the water.

ANSWER KEY

II. Reading Comprehension Exercise

No	Answer
1	C
2	D
3	A
4	B
5	D
6	C
7	B
8	C
9	D
10	A

Test Items Distribution of Reading Exercise

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

TABLE OF SCORING

The score of reading comprehension exercise will be formulated as follows.

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

Jember,

Collaborator

Researcher

Lukman Hakim, S.Pd.

NIP. -

Ainur Rofiq

NIM. 150210401007

APPENDIX VI
Lesson Plan 2

LESSON PLAN
(CYCLE 1 MEETING 2)

Level	: Senior High School (SMA)
Subject	: English
Grade/Semester	: XI/Even
Text type	: Narrative Text
Theme	: Fable
Language skill	: Reading Comprehension
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 metoda 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 to 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
			2.2.2	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, the generic structure and the language features of narrative text correctly and contextually.
4.	4.8	Menangkap makna teks naratif lisan dan tulis berbentuk cerita	4.8.1	Answering the questions related to the word, sentence, paragraph and text comprehension correctly

C. Learning Objectives

1.1.1.1 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 with 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 word, sentence, paragraph and text comprehension correctly

D. 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//annafimuja.wordpress.com/2013/06/01.

E. Teaching and Learning Activities

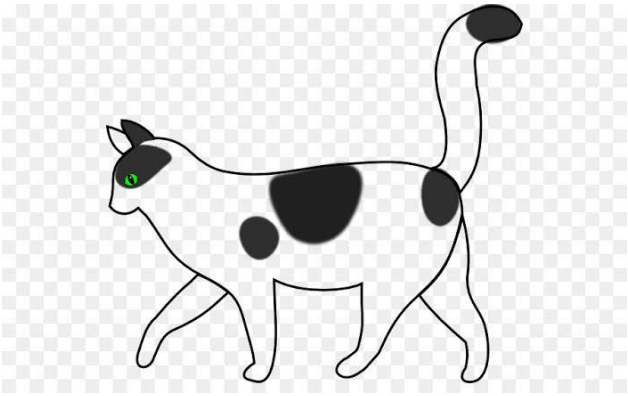
Activity	Description	Time Allocation
Set Induction	1. Greeting the students 2. Starting the lesson by praying 3. Checking the students' attendance list 4. Giving leading questions related to the topic 5. Showing a picture the dove and the aunt related to the topic	**10 minutes**

	6. Stating the learning objectives	
Inti	**Observing** 1. The students read the model of narrative text that is given by the teacher **Questioning** 1. The students are given chance to ask question in relation to the generic structure, the language features, the social function of the narrative text and unfamiliar words **Experimenting** 1. Modeling the Use of Story Mapping c. Displaying story mapping template in front of the class 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 identify the elements of story 'The Cat Arrogant' in pairs b. Asking the students to state their opinion and discuss it with the class the students to complete and state their opinion into their own map and discuss it with the class 3. Independent Use of Story Mapping a. Asking the students to read 'The Wolf and The Stork' independently and generate their map given by teacher b. Asking the students to answer the	**70 minutes**

	questions in the form of multiple choice **Associating** 1. The students are asked to look for the other example of narrative text **Communicating** 1. The students check the other students' answer 2. The teacher gives feedback	
Closure	1. Giving the students chances to ask questions. 2. Guiding the students to make conclusion 3. Stating the conclusion. 4. Parting the students.	**10 Minutes**

Enclosure

1. Pre Instructional Activities



Giving leading questions based on the picture:

a. Do you know what picture it is?
b. Do you ever read the story about the cat?
c. Do you know what kind of story it is?

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)
- Using temporal conjunction (when, then, suddenly, etc)
- Using specific character not the general one. (the lion, 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 lion roar, Help…Help..").

d. The Generic Structure of Narrative Text

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

3. Model of Narrative Text

THE ARROGANT CAT

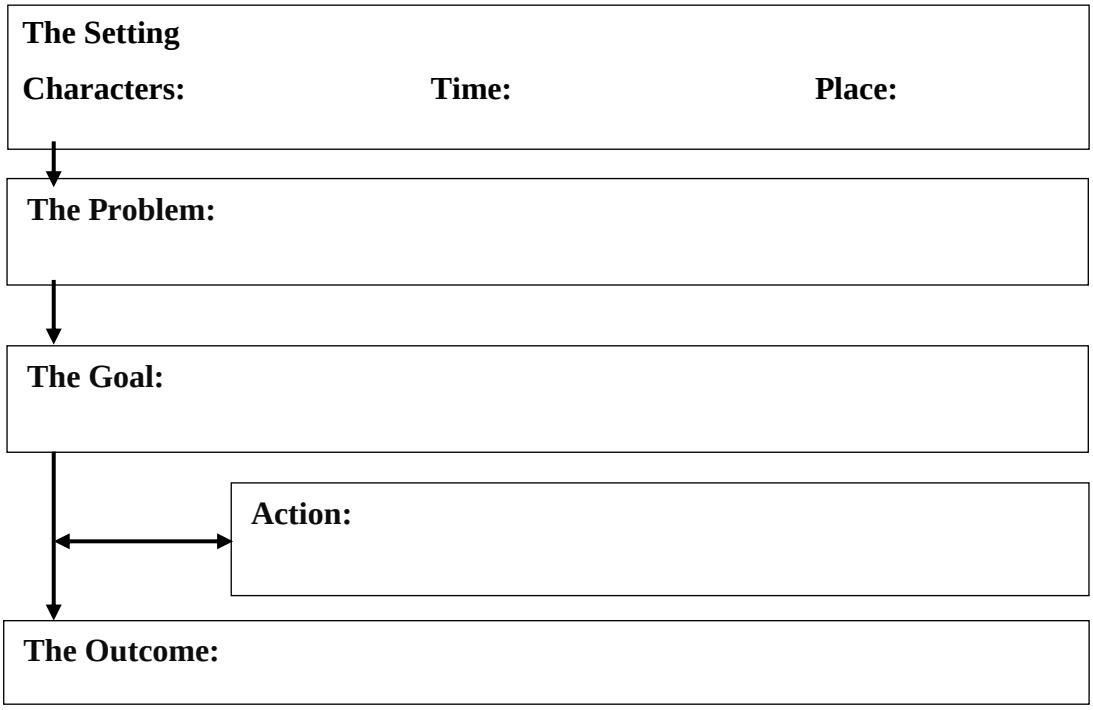
Line 1	A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.	Orientation
Line 5	One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family.On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it.With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat " hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And worm said "bask cat snob, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.	Complication
Line 25	Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions. *https://annafimuja.wordpress.com/2013/06/01*.	Resolution

4. 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.

5. The Model of Story Mapping

Name:_____ Date:_____



Source: Bos and Vaughn, 2012:264

6. The Elements of Story Mapping Technique

a. The Setting

Character : Who were the characters of the story?

Time : When did the story happen?

Place : Where did the story happen?

b. The Problem : What was the story about?

What problem did the main character face?

c. The Goal : What did the main character want?

d. Action : What did the main character do to solve the problem?

e. The outcome : How did the story end?

Could the main character solve the problem?

Does the story have a happy ending?

4. The Story Mapping of The and and the Dove

Name: _____ Date: _____

The Setting
Characters : **Time:** long time ago **Place :** in a dense forest
The cat
The chicken
The elephant
The worm

The Problem : The cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family

The Goal : after a day on the ground, the arrogant cat was dead.

Action: The arrogant cat tried to start her live alone. Next morning she was angry to chicken because her voice awakened chickens. Then, chickens family was angry and they repel cat. Then, she felt tired and slept in the shoulders of an elephant. While he was about to wake up, accidentally he dropped the cat. She was angry and directly scratches elephant. Finally cat moved to another place to look for some food and met worm. She took the worm's food and the worm was angry too.

The Outcome: The arrogant cat met worm and took the food. The cat said "all animals are well aware of my beauty because I was entitled to do as I please" finaly the worm was angry. She asked her to survive in the soil and they also made a deal. And the next day the cat was already dead eating by the lion.

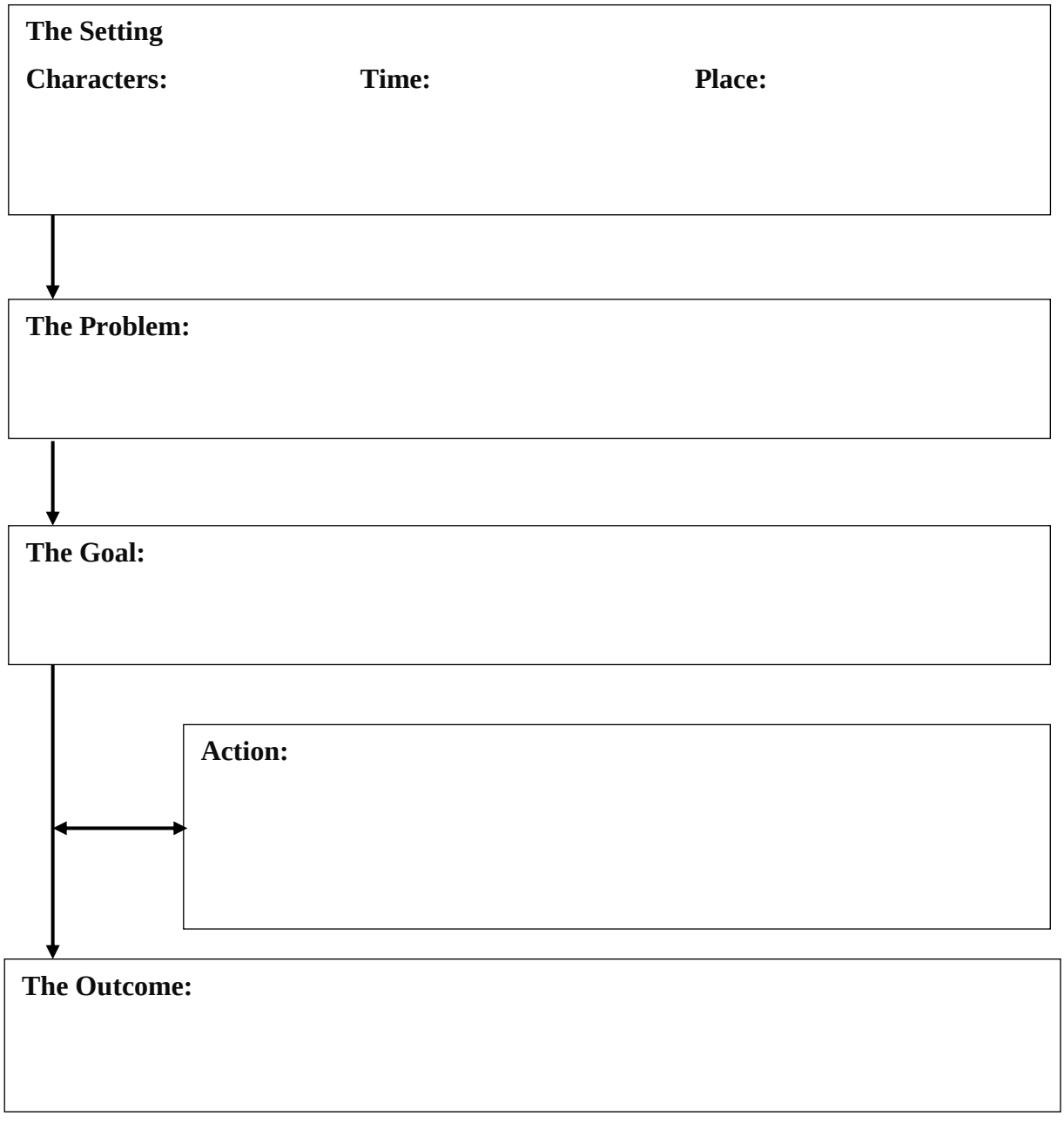
Please read this text below very carefully

The Wolf and The Stork

Line 1	A long time ago, the wolf and the stork were friends. One day, the wolf asked the stork to come to his house to eat.
Line 5	When the stork arrived at the wolf's house, The wolf put two bowls of soup on the table. The wolf ate his bowl of soup so quickly. When he finished, he asked the stork, "did you like my soup?."
Line 10	But the stork was angry because he couldn't eat the soup. His beak was too long! When the stork went home, he was still hungry. The wolf laughed and laughed.
Line 15	Then, the stork had an idea. He asked the wolf to come to dinner. He filled two tall pitchers with good soup. They began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat.
	But the wolf was angry. His mouth was so big that he couldn't get it into the pitcher. The wolf went home hungry and the stork laughed and laughed.
	The wolf and the stork have never been friends ever since.
	(Adopted from https://annafimuja.wordpress.com/2013/06/01/

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

Name: _____ Date: _____



II. 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 the jungle life
   b. It tells us about a legend of wolf
   c. It tells us about the wolf and the stork
   d. It is about the aim of narrative text

2. Where did the stork want to go?
   a. Looking for his relatives
   b. Visiting the wolf
   c. Spending his day in the lake
   d. Visiting his his grandfather

3. **"<u>he</u> asked the stork, "did you like my soup?."** (line 5). What does the underlined word refer to?
   a. The wolf
   b. The frog
   c. The stork
   d. The worm

4. What did the wolf do when the stork arrived?
   a. He directly took a bath
   b. He went to a jungle
   c. He cooked soup
   d. He put soup for the stork

5. What is the main idea of the first and second paragraphs?
   a. The wolf invited the stork to visit his house and enjoyed soup
   b. The wolf met the stork in the middle of forrest
   c. It was about the wolf and his family
   d. The stork wanted to meet the wolf near the river

6. Why was the stork so angry?
   a. Because he got a stomachache
   b. Because they did not meet
   c. Because the stork did not cook soup
   d. Because he could not eat soup

7. **"<u>He</u> filled two tall pitchers with good soup."** (line 10). What does the underlined word refer to?
   a. The turtle
   b. The frog
   c. The stork
   d. The wolf

8. What is the stork's plan?
   a. He asked the wolf to go home
   b. He borrowed the wolf's recipe
   c. He invited the wolf to have a dinner
   d. He asked the wolf to cook

9. What is the moral message of the story?
   a. Every bad action that will get result in a bad anyway
   b. Keep trying in whatever situation we have
   c. Being a good person is very difficult in this era
   d. Taing care of friends are needed by everyone

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

KEY ANSWER

I. Story Mapping

Name: _____ Date: _____

The Setting
Characters: **Time:** long time ago **Place:** in the forrest
The Wolf
The Stork

The Problem: The wolf invited the stork to come to his house and enjoy soup. But the stork could not eat because his beak to long. And finally he went home with hungry situation.

The Goal: The stork invited the wolf to have a dinner at his house. Stork wanted to revenge what he got at wolf's house.

Action: The wolf arrived at stork house and ready to eat what stork has cooked. Stork filled two tall pitchers with good soup. They began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat. But the wolf was angry. His mouth was so big that he couldn't get it into the pitcher.

The Outcome: The wolf was angry because he could not eat the soup. His mouth was so big that he couldn't get it into the pitcher. The wolf went home hungry and the stork laughed and laughed. The wolf and stork have never been friends ever since.

ANSWER KEY

II. Reading Comprehension Exercise

No	Answer
1	C
2	B
3	A
4	D
5	A
6	D
7	C
8	C
9	A
10	B

Test Items Distribution of Reading Exercise

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

TABLE OF SCORING

The score of reading comprehension exercise will be formulated as follows.

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

Jember,

Collaborator

Researcher

Lukman Hakim, S.Pd.

NIP. -

Ainur Rofiq

NIM. 150210401007

APPENDIX VII
Students' Reading Comprehension Test.

Name:

I. Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d on your worksheet.

The Two Ducks and The Fox

Line 1	One day, two duck walked a long the road to go to the lake for their swim. In the middle of the road, they met Mr. fox. He sat under the tree.
	"hello, sister. Where are you going? Asked Mr. fox.
Line 5	"Good morning, Mr. fox, we are going to the lake over there. We want to swim. Would you like to join us?" asked the ducks.
	"no thanks, do you both come a long here every day?" asked Mr. fox.
	"yes, we always walk here every morning." Said the ducks.
Line 10	"delicious.. I mean nice to see you both," said Mr. fox.
	The next day, the first duck said "are we going to swim today? I bet that Mr. fox is waiting for us and he has a bad plain.
	"I know, I have a plan for him too." Said the second duck.
Line 15	One their way, they met Mr. fox again. "hello sisters, going to swim again?" asked Mr. fox.
	"yes, we are, why don't you take us to the lake and protect us from bad animals?" said the second duck.
	"of course, it's my pleasure," replied Mr. fox.
	"this is an easy way to have a free lunch. I have a big bag with

Line 20	me now," thought Mr. fox. Three of them walked to the lake and sang some songs. "When I say run, let's run fast together." Said the second duck. "run!!!" They ran so fast and jumped into the lake. Mr. fox jumped upon them, but he forgot that he could not swim. So, Mr. fox drowned in the lake. He failed to get his free lunch. Adopted from http://britishcourse.com/contoh-narrative-text/

1. What does the text tell us about?
   a. It tells us about the zoo
   b. It tells us about the duck and his family
   c. It tells us about the ducks and the fox
   d. It is about the aim of narrative text

2. Where did the two ducks want to go?
   a. Going to look for some food
   b. Visiting the fox
   c. Going to fox's house
   d. Swimming in the lake

3. **"good morning, Mr. fox, <u>we</u> are going to the lake over there."** (line 4).
   What does the underlined word refer to?
   a. The ducks and the fox
   b. The two ducks
   c. The two foxes
   d. The fox and its family

4. Why was the fox happy when he knew that the two ducks went to the lake everyday?
   a. Because the fox planned to kill the two ducks on the next day
   b. Because the fox wanted to join their swimming activity
   c. Because the fox wanted to meet his family at the lake
   d. Because the fox and the two ducks are close friends

5. What is the main idea of the first paragraph?
   a. The two ducks went to the lake and met the fox
   b. The fox and the two ducks swam in the lake
   c. The two ducks were escorted by the fox to the lake
   d. The fox wanted to cross the lake but he could not swim

6. Why did the fox refuse the ducks invitation to swam?
   a. Because he could not swim
   b. Because they are not friends
   c. Because he had a bad plan for the next day
   d. Because he was so tired

7. **"<u>delicious..s</u> I mean nice to see you both,"** (line 8). What does the underlined word refer to?
   a. The fox is eating food
   b. The fox plans to eat them
   c. The ducks are eating with the fox
   d. The fox is given food by the ducks

8. What makes the ducks worry to go to the lake on the next day?
   a. The first duck is not in good condition
   b. The weather is not good enough to swim
   c. The fox does not join their activity
   d. They have known that the fox has a bad plan

9. What does the second paragraph tell us about?
   a. It is about the fox's plan to kill them
   b. It is about how the ducks swim
   c. It is about the condition at the lake
   d. It is about the fox and the ducks' relationship

10. Why did the ducks decide to go to the lake again?
   a. Because they were afraid to the fox
   b. Because they had a plan to face the fox
   c. Because the weather was good
   d. Because the fox was kind

11. Why did the ducks meet the fox again?
   a. Because the ducks needed the fox's help
   b. They had a promise with the fox
   c. The fox wanted to learn how to swim with them
   d. Because the fox waited to kill and eat them

12. **"why don't you <u>take</u> us to the lake and protect us from bad animals?"** (line 14). The underlined word has closest meaning with?
   a. Escort
   b. Pick up
   c. Join
   d. Follow

13. How did the fox feel when they asked him to join to the lake?
   a. He felt frightened
   b. He felt amazed
   c. He was very enthusiastic
   d. He refused it

14. What is the ducks' plan?
    a. The fox is invited to have dinner
    b. They are going to kill the fox
    c. They will force the fox using their weapon
    d. The fox jumped to the lake, but he could not swim

15. **"<u>I</u> have a big bag with me now"** (line 17). What does the underlined word refer to?
    a. The first duck
    b. The second duck
    c. The fox
    d. The fox's family

16. Who created a plan to reply the fox?
    a. The first duck
    b. The second duck
    c. The fox
    d. The fox and the ducks

17. What is the main idea of the last paragraph?
    a. The ducks are swimming in the lake
    b. The ducks and the fox are swimming together
    c. The fox kills and eats the ducks as his lunch
    d. The ducks do their plan and be able to run from the fox

18. **"They ran so <u>fast</u> and jumped into the lake"** (line 21) what is the antonym of the undelined word?
    a. Quickly
    b. Slowly
    c. Fluently
    d. Smoothly

19. What is the moral value of the text?
    a. Do not ignore someone who needs our help
    b. We have to help each other and keep doing something good
    c. Do not ever intend to evil to someone, because evil is self inflicted
    d. Never take something that is not yours

20. How does the story end?
    a. It has a happy ending because the ducks can run from the fox
    b. It has a sad ending because the ducks are killed by the fox
    c. It has a happy ending because they help each other
    d. It has a sad ending because the fox are shooted by a hunter

ANSWER KEY

III. Reading Comprehension Exercise

No.	Answer	No.	Answer
1	C	11	D
2	D	12	A
3	B	13	C
4	A	14	D
5	A	15	C
6	C	16	B
7	B	17	D
8	D	18	B
9	A	19	C
10	B	20	A

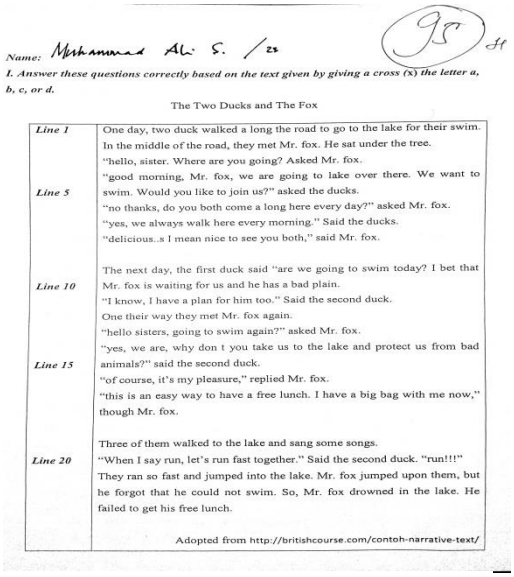
TABLE OF SCORING

The score of reading comprehension exercise will be formulated as follows.

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

APPENDIX VIII

The student who gets the highest score



Name: Mohammad Ali S. /22

95

I. Answer these questions correctly based on the text given by giving a cross (x) the letter a, b, c, or d.

The Two Ducks and The Fox

Line 1	One day, two duck walked a long the road to go to the lake for their swim. In the middle of the road, they met Mr. fox. He sat under the tree. "hello, sister. Where are you going? Asked Mr. fox. "good morning, Mr. fox, we are going to lake over there. We want to
Line 5	swim. Would you like to join us?" asked the ducks. "no thanks, do you both come a long here every day?" asked Mr. fox. "yes, we always walk here every morning." Said the ducks. "delicious..s I mean nice to see you both," said Mr. fox.
	The next day, the first duck said "are we going to swim today? I bet that
Line 10	Mr. fox is waiting for us and he has a bad plain. "I know, I have a plan for him too." Said the second duck. One their way they met Mr. fox again. "hello sisters, going to swim again?" asked Mr. fox.
Line 15	"yes, we are, why don t you take us to the lake and protect us from bad animals?" said the second duck. "of course, it's my pleasure," replied Mr. fox. "this is an easy way to have a free lunch. I have a big bag with me now," though Mr. fox.
	Three of them walked to the lake and sang some songs.
Line 20	"When I say run, let's run fast together." Said the second duck. "run!!!" They ran so fast and jumped into the lake. Mr. fox jumped upon them, but he forgot that he could not swim. So, Mr. fox drowned in the lake. He failed to get his free lunch.

Adopted from http://britishcourse.com/contoh-narrative-text/

1. What does the text tell us about?
   a. It tells us about the zoo
   b. It tells us about the duck and his family
   x It tells us about the ducks and fox
   d. It is about the aim of narrative text

2. Where did the two ducks want to go?
   a. Went to look for some food
   b. Visited the fox
   c. Went to fox's house
   x Swam in the lake

3. **"good morning, Mr. fox, we are going to lake over there."** (line 4). What does the underlined word refer to?
   a. The ducks and fox
   x The two ducks
   c. The two foxes
   d. The fox and family

4. Why was the fox happy when he knew that two ducks went to lake everyday?
   x Because the fox planned to kill the two ducks at the next day
   b. Because the fox wanted to join their swimming activity
   c. Because the fox wanted to meet his family at the lake
   d. Because the fox and the two ducks are close friend

5. What is the main idea of the first paragraph?
   x The two ducks go to the lake and the meet fox
   b. The fox and the two ducks swim in the lake
   c. The two ducks are escorted by fox to the lake
   d. The fox wants to cross the lake but he can not swim

6. Why did the fox refuse the ducks invitation to swam?
   a. Because he could not swim
   b. Because they are not friend
   x Because he had bad plan for next day
   d. Because he was so tired

7. **"delicious..s I mean nice to see you both,"** (line 8). What does the underlined word refer to?
   a. The fox is eating food
   x The fox plans to eat them
   c. The ducks are eating with fox
   d. The fox is given food by ducks

8. What make the ducks worry to go to the lake at the next day?
   a. The first duck is not in good condition
   b. The weather is not good enough to swim
   c. Fox doesn not join their activity
   x They have known that fox has a bad plan

9. What does the second paragraph tell us about?
   x It is about the fox's plan to kill them
   b. It is about how ducks swim
   c. It is about the condition af lake
   d. It is about the fox and ducks' relationship

10. Why did the ducks decided to go to the lake again?
    a. Because they were afraid
    x Because they had a plan for the fox
    c. Because the weather was good
    d. Because the fox was kind

11. Why did ducks meet fox again?
    a. Because ducks need fox's help
    b. They had promise with fox
    c. Fox wanted to learn how to swim with them
    x Because fox waited to kill and eat them

12. **"why don't you take us to the lake and protect us from bad animals?"** (line 14). The underlined word has closes meaning with?
    x Escort
    b. Pick up
    c. Join
    d. Follow

13. How did fox feel when they asked him to join to the lake?
    a. He felt frightened
    b. He felt amazed
    x He was very enthusiastic
    d. He refused it

14. What is the ducks plan?
    a. The fox is invited to have dinner
    b. They are going to kill the fox
    c. They will force the fox using their weapon
    x The fox jump to the lake instead of he can not swim

15. **"I have a big bag with me now"** (line 17). What does the underlined word refer to?
    a. First duck
    b. Second duck
    x Fox
    d. Fox's family

16. Who created a plan to reply the fox?
    a. The first duck
    b. The second duck
    c. The fox
    x The fox and ducks

17. What is the main idea of the last paragraph?
    a. The ducks are swimming in the lake
    b. The ducks and fox are swimming together
    c. The fox kills and eats the ducks as his lunch
    x The ducks do their plan and able to run from fox

18. **"They ran so fast and jumped into the lake"** (line 21) what is the antonym of undelined word?
    a. Quickly
    x Slowly
    c. Fluently
    d. Smoothly

19. What is the moral value of the text?
    a. Do not ignore someone who needs our help
    b. We have to help each other and keep doing something good
    x Do not ever intend evil to someone, because evil is self inflicted
    d. Never take something that is not yours

20. How does the story end?
    x It is happy ending because the ducks can run from the fox
    b. It is sad ending because the ducks are killed by the fox
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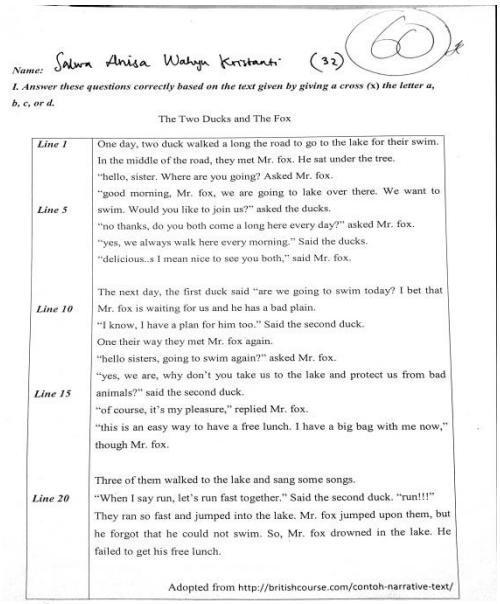
APPENDIX IX

The student who gets the lowest score



Name: Salwa Anisa Wahyu Kristanti (32) 60

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Line 5	"good morning, Mr. fox, we are going to lake over there. We want to swim. Would you like to join us?" asked the ducks. "no thanks, do you both come a long here every day?" asked Mr. fox. "yes, we always walk here every morning." Said the ducks. "delicious..s I mean nice to see you both," said Mr. fox.
Line 10	The next day, the first duck said "are we going to swim today? I bet that Mr. fox is waiting for us and he has a bad plain. "I know, I have a plan for him too." Said the second duck. One their way they met Mr. fox again. "hello sisters, going to swim again?" asked Mr. fox.
Line 15	"yes, we are, why don't you take us to the lake and protect us from bad animals?" said the second duck. "of course, it's my pleasure," replied Mr. fox. "this is an easy way to have a free lunch. I have a big bag with me now," though Mr. fox.
Line 20	Three of them walked to the lake and sang some songs. "When I say run, let's run fast together." Said the second duck. "run!!!" They ran so fast and jumped into the lake. Mr. fox jumped upon them, but he forgot that he could not swim. So, Mr. fox drowned in the lake. He failed to get his free lunch.

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    d. It has sad ending because fox are shooted by a hunter