



**THE EFFECT OF USING SEMANTIC MAPPING STRATEGY ON
SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION
ACHIEVEMENT**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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MOTTO

“Reading is your window to the world that no one can close for you.”

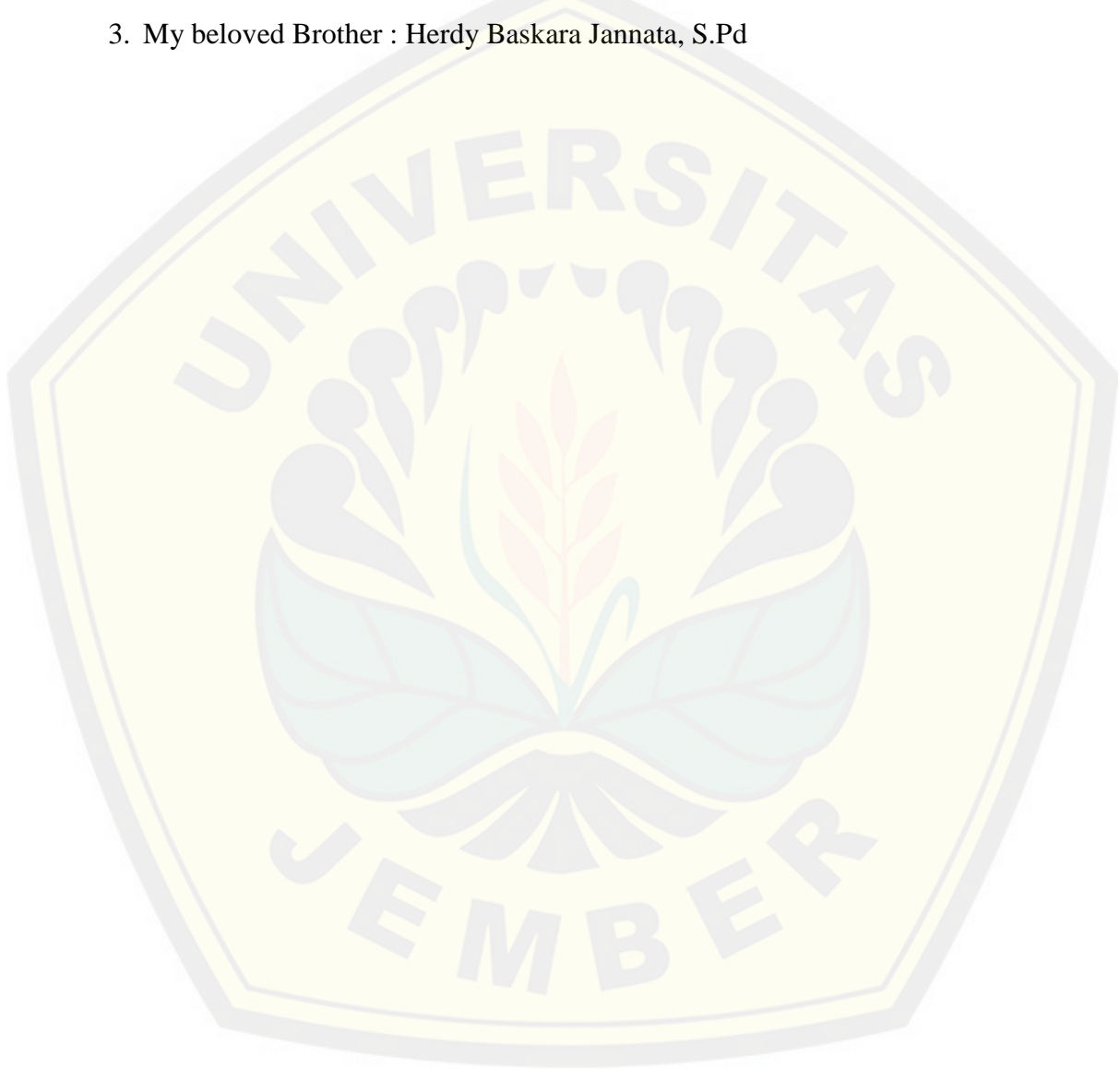
(Sara Samarasinghe)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved Parents, Mr. Ir. Heru Triyono and Mrs. Dyah Prabawati, S.P
2. My beloved Grandmother : Mrs. Sumartini.
3. My beloved Brother : Herdy Baskara Jannata, S.Pd



STATEMENT OF THESIS AUTHENCITY

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

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

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Jember, March 2019

The writer,

Nadya Adinda Herdytasari

NIM. 140210401067

CONSULTANTS' APPROVAL

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2. The Chairperson of the Language & Arts Department.
3. The Chairperson of English Language Education Study Program.
4. The first and second consultants, Dr. Aan Erlyana Fardhani, M.Pd., and Dra. Wiwiek Eko Bindarti, M.Pd. for the plentiful time and patience that they spent in guiding me to compose this thesis
5. The first and second examiners, Drs. Bambang Suharjito, M.Ed., and Drs. I Putu Sukmaantara, M.Ed.
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8. My beloved Almamater FKIP, University of Jember.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, March 8th 2019

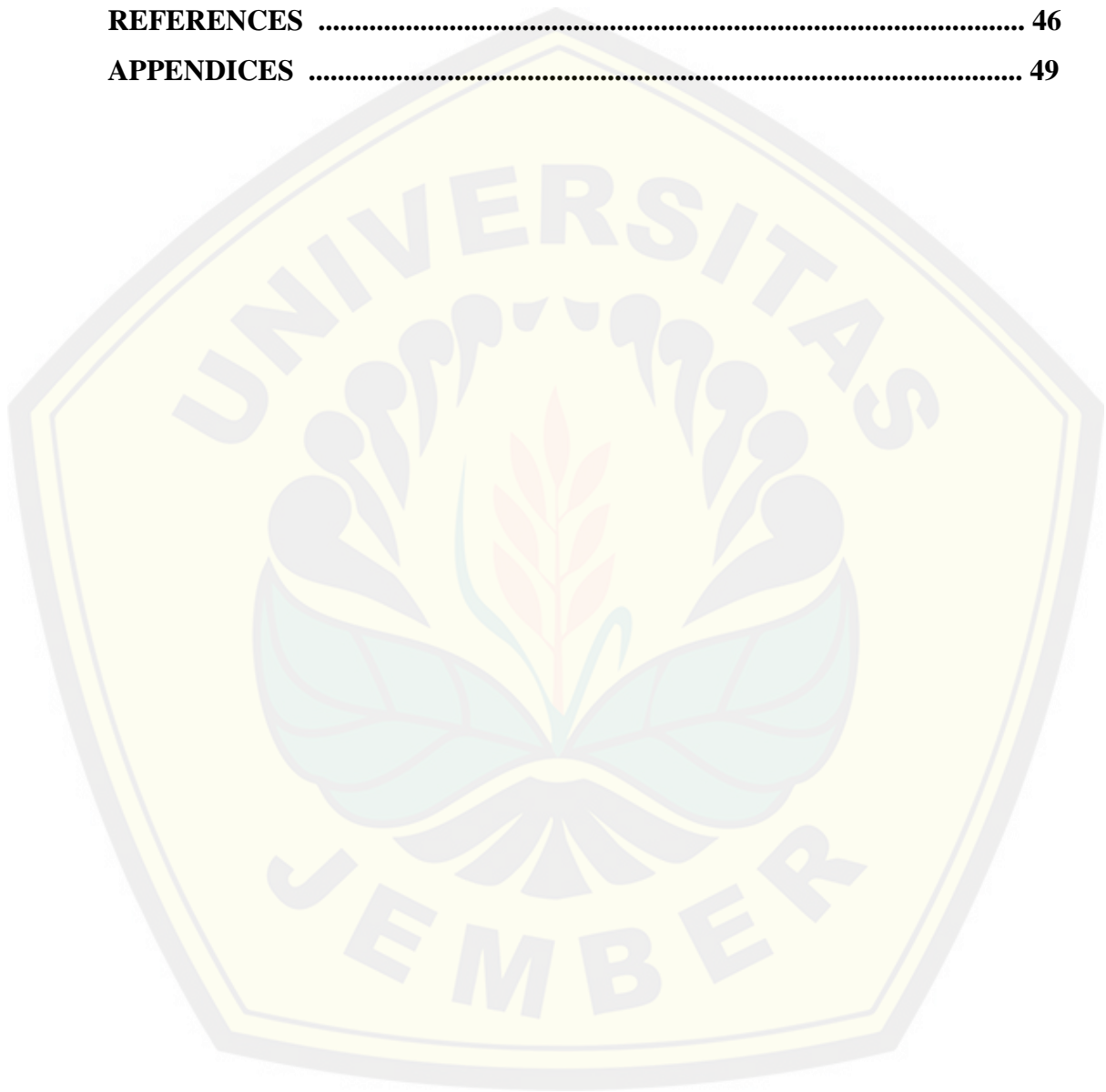
The Writer

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SUMMARY

The Effect of Using Semantic Mapping Strategy on Senior High School Students' Reading Comprehension Achievement; Nadya Adinda Herdytasari; 140210401067; 2019; 128 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Reading comprehension can be regarded as an important skill to discover new information or expand knowledge. The more people read, the more knowledge they will gain. It is in line with Hansen (2016) who states that reading is the basic to all learning, learning general things and learning languages. Reading is also able to create a communication in the form of interaction between the learners as the readers with the text which is being read. Furthermore, the researcher believes that appropriate strategies can be applied in teaching reading in order to help students to get information from the text as much as possible and comprehend it well. Through good strategies, the actions of the students in reading can be monitored or directed by the teacher, so that they can achieve the learning goals or objectives. Sabouri (2016) also states that reading is an interactive process in which readers construct a meaningful representation of text using effective reading strategies. One of the best strategies which is commonly used in teaching reading is semantic mapping strategy, so the researcher tried to use it in teaching reading comprehension.

Semantic mapping is a simple strategy of structuring information in a graphic form, therefore it is seen as an appropriate strategy to teach reading. Heimlich & Pittelman (1986:86) state that semantic mapping strategy helps learners to focus on relevant concepts and ideas so as prepare them to comprehend, assimilate and evaluate the information in the material which is read. Furthermore, according to Zaid (1995), semantic mapping is a helpful and interactive teaching strategy that can attract students' attention and interest.

This experimental study was conducted in order to investigate the effect of using semantic mapping strategy on senior high school students' reading comprehension achievement at SMAN 2 Tanggul. The population of the research

was five classes of the tenth grade students at SMAN 2 Tanggul, especially from the Natural Science classes X-1 up to X-5. From the result of homogeneity test by using ANOVA, it was known that the population was homogeneous. Thus, the researcher chose two classes as the research participants randomly by using lottery. Class X MIPA 3 as the control class and was taught reading comprehension by using question and answer technique, while X MIPA 4 as the experimental class which was taught reading by semantic mapping strategy. The total number of the research participants was 72 students, because each class consisted of 36 students.

The primary data of the research was collected from the students' scores of reading comprehension achievement test, while the supporting data were gained through interview and documentation. The reading comprehension achievement test was collected from the post-test which was done to compare both the experimental and the control classes after the treatment. Then, the scores were analyzed by using Independent sample t-test in SPSS computing system. Based on the result of the analysis, the value of significance was 0.032 which was lower than 0,05 with the significance interval 95%. Thus, it can be concluded that the use of semantic mapping strategy affected the students' reading comprehension achievement. Therefore, the alternative hypothesis formulated: "there is a significant effect of using semantic mapping strategy on Senior High School students' reading comprehension achievement" was accepted.

The research result proved that there was an effect of using semantic mapping strategy on senior high school students' reading comprehension achievement. Therefore, it is recommended for the English teachers at SMAN 2 Tanggul to use semantic mapping strategy as an effective strategy in teaching reading comprehension. The researcher also hopes that the result of this research will be useful as information and empirical data to conduct a further research with different research design, such as classroom action research to improve the students' reading comprehension achievement by using semantic mapping strategy, or use the same research design on investigating the effect of using

semantic mapping but on different kinds of text genre, such as: descriptive, procedure, exposition, or recount texts.



CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topic of the research. They are research background, research problem, research objective, and research significance. All of them are presented respectively below.

1.1 Research Background

Nowadays, textbooks and internet become common learning sources for students in learning English. It means that students' reading ability is really required in order to help them understand the content of the texts provided on those sources. Thus, reading can be regarded as an important skill to discover new information or expand knowledge. The more people read, the more knowledge they will gain. Hence, reading is a very urgent skill. According to Hansen (2016), reading is the basic to all learning, learning general things and learning languages. Reading is also able to create a communication. The communication is in the form of interaction between the learners as the readers with the text which is being read.

Reading requires the readers' comprehension in order to gain information from the text. It is also stated by Roe (2014:24) that reading needs comprehension. Reading comprehension aims at getting the meaning or message of a particular text. It is to make meaning of what we read. In addition, Grellet (1996:3) defines reading comprehension as an understanding a written text by extracting the required information from the text as efficiently as possible. Therefore, in this research, the students' reading comprehension achievement was indicated by how far they could get the information from the text correctly provided by the teacher.

As stated in the 2013 Curriculum, there has been a growing interest in changing the focus of classroom instruction from a teacher-centered to a student-centered. It means that the students' learning autonomy has to be increased. However, it doesn't mean that the teacher can not play an active role again in class. A teacher is still able to play the roles as the organizer and observer in class. In teaching reading, the teacher's role is not only limited to provide the learning

materials, but it is also to apply teaching strategies. The use of appropriate strategies in teaching and learning reading is supported by Sabouri (2016) who states that reading is an interactive process in which readers construct a meaningful representation of text using effective reading strategies. Appropriate strategies can be applied in teaching reading in order to help students to get information from the text as much as possible and comprehend it well. Through good strategies, the actions of the students in reading can be monitored or directed by the teacher, so that they can achieve the learning goals or objectives. One of the best strategies which is commonly used in teaching reading is semantic mapping strategy. According to Alijani & Keshavarz (2014), semantic mapping has emerged as a teaching strategy to increase comprehension. This strategy has become popular in the teaching of reading comprehension because of its multi advantages. Heimlich & Pittelman (1986:86) state that semantic mapping strategy helps learners to focus on relevant concepts and ideas so as prepare them to comprehend, assimilate and evaluate the information in the material which is read. In addition, they also describe that semantic mapping has other benefits, such as motivating students of all grades, integrating thinking with reading, and integrating assesment with teaching. Furthermore, Zaid (1995) states that there are other advantages of semantic mapping such as it can help to attract students' attention and interest, and can be a helpful and interactive teaching strategy.

There are some previous studies conducted to investigate the effect of using semantic mapping strategy on students' reading comprehension achievement. One of them was a study conducted by Amoush in 2012. The participants of the study were Jordanian university students. Then, the result revealed that the use of semantic mapping could give a significant effect on university students' reading comprehension achievement. Besides, another previous study towards university students' was conducted by Taghavi & Sadeghi (2008). The participants consisted of 120 pre-intermediate undergraduate university students. The result confirmed that semantic maps were particularly valuable because a good semantic map could show the key parts of a whole and their relations at a glance, so that it could create a holistic understanding that

words alone could not convey. In addition, there was another study conducted on different educational level, that is, elementary level. The study was conducted by Salameh (2007). The participants consisted of 30 female elementary school students. The result showed that the students got better reading comprehension after using semantic mapping strategy.

However, there was a gap between the previous researches and the present research that was conducted by the researcher. Those previous researches were conducted on different educational level as the previous researches concentrated their researches on university and elementary students, while the researcher conducted this research on senior high school students. Based on the explanation above, the researcher was interested in conducting an experimental research entitled “The Effect of Using Semantic Mapping Strategy on Senior High School Students’ Reading Comprehension Achievement”.

1.2 Research Problem

Based on the background above, the research problem is formulated as follows: “Is there any significant effect of using Semantic Mapping Strategy on senior high school students’ reading comprehension achievement?”

1.3 Research Objective

Based on the problem of the research, the objective of this research is to know whether or not the use of Semantic Mapping Strategy has a significant effect on senior high school students’ reading comprehension achievement.

1.4 Research Contribution

The result of this research is expected to give theoretical contribution and practical contribution to the future researchers, the English teacher, and the students.

1.4.1 Empirical contribution

Hopefully, the results of this research will be useful in providing information or empirical data for future researchers who will conduct a further research with a similar topic but applying different research design, such as classroom action research in enhancing students' reading comprehension achievement by using Semantic Mapping Strategy.

1.4.2 Practical Contribution

1.4.2.1 For the Teacher

The results of this research can be used as further consideration and information by the English Teacher in teaching reading. It is expected that the results of this research can give the English Teacher new idea in teaching reading by using Semantic Mapping Strategy in order to create attractive and enjoyable teaching and learning process.

1.4.2.2 For the Students

The result of this research is expected to give the students a new way in reading by implementing Semantic Mapping strategy. Hopefully, the students will not be bored and become more active and motivated in reading.



CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the research topic (semantic mapping strategy). They cover the theoretical framework, conceptual review, previous studies, and research hypothesis.

2.1 Theoretical Framework

This sub-chapter presents two basic theories that underlie this research. They cover the concept of semantic mapping strategy and reading comprehension achievement.

2.1.1 The Concept of Semantic Mapping Strategy

Semantic mapping is originally developed by Johnson and Pearson in 1976. Semantic mapping is a simple strategy of structuring information in a graphic form, therefore it is seen as an appropriate strategy to teach reading. Heimlich & Pittelman (1986) explain that a semantic map is a graphic organizer that helps students visually organize and show the relationship between one piece of information and another. Furthermore, according to Hadley (2003), semantic mapping consists of creating a graphic arrangement of associated clusters around an idea or concept. It means that semantic mapping is a visual representation of knowledge and conceptual relationship. It is also supported by Hanf (1971) who describes semantic mapping as a graphic representation of information as it is a verbal picture of ideas organized and symbolised by readers.

Semantic mapping can be done by the students either individually or in a group. It is evidenced by Brown (2001) who defines that semantic mapping is grouping ideas into meaningful clusters and it can be worked by the learners either individually or more productively as a group activity. In addition, semantic mapping is a beneficial strategy to comprehend a text. It is stated by Amoush (2012) that the semantic mapping strategy is a schematic diagram of the major concepts in a portion of a text. He also adds that semantic mapping mainly helps students comprehend the text that they are reading, because it consists of a variety

of comprehension techniques (such as marking relationships, grouping, and using visual memory of the map). In detail, if the students can categorize the information about the topic of the text well, it means that the students have comprehended the text. Therefore, the semantic map will be the representation of the students' comprehension towards a particular text.

2.1.2 Reading Comprehension Achievement

Reading is a form of communication. The information and ideas are exchanged between the writer and reader in the act of communicating through a text. Barr, Sadow, and Blachwicz (1990) emphasize that reading is an active process in which readers interact with the text to reconstruct the message of the writer. It means that when we read something, we interact with a piece of written material that the writer has written in order to give some information or ideas.

Reading requires comprehension. Frederiksen (1982) defines comprehending as understanding a text that involves analyzing it into highly structured semantic units that are acquired, stored, retrieved, and in other ways processed as units. Furthermore, according to Pardo (2004), comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge, information in the text and the stance the reader takes in relationship to the text. Therefore, it can be concluded that comprehension is the process of understanding the content of the text so that the readers will gain new information by relating the readers' prior knowledge with the ideas contained in the text.

McKnight (2000) states that reading comprehension is a complex and dynamic process in which the reader decodes the writer's words to construct the understanding of the text that is similar to the writer's intent. It means that reading comprehension implies catching the message conveyed by the writer. In addition, Celce-Muria (2001) states that reading comprehension requires drawing information from a text and combining it with information and expectations that the reader already has. Reading comprehension requires students to understand the relationship between the content of the material and the readers' experiential

background. The students must not only comprehend the writer's message, but begin to use their old or previous information to include the new information.

There are some aspects of reading comprehension that can be used to comprehend the text. McWhorter (1986) states the reading comprehension aspects involving word, sentence, paragraph, and text comprehension. All those aspects are explained in the following section.

a. Word Comprehension

Word comprehension is an influential unit to the students in the process of comprehending a text. Word comprehension is a good starting place of reading comprehension (Cain, 2010). In fact, it is impossible for the students to comprehend the text or material without understanding the meaning of the words. On the other hand, the common problem that the students usually have in comprehending the text is that they have a lack of vocabulary. They only know a few of word meaning and get difficulties in understanding a new word when it occurs in the text.

b. Sentence Comprehension

Sentence comprehension is also essential for the students in comprehending a text. Cain (2010) argues that comprehension of individual sentence is essential for the comprehension of longer units of text. In order to understand the text properly, students have to be able to know the meaning word by word so that they can easily interpret the meaning of the sentence itself. On the other hand, comprehending sentence means understanding what the sentence tells about. Therefore, we should not only translate word by word, but also translate all the words together completely in order to make sense as a sentence.

c. Paragraph Comprehension

It is quite difficult to understand a text without comprehending each paragraph. Each paragraph usually contains different meaning or idea and they relate one to another. Wingersky (1999:24) states that a good paragraph consists of several related sentences that support main idea, which is limited to and

focused on one sentence. To understand the main point of the paragraph, it will be better for the students to know several necessary parts related to a paragraph comprehension. Dealing with this, Wingersky (1999:31) divides paragraph into three essential parts, namely: a topic sentence, supporting details, and a concluding sentence.

d. Text Comprehension

Comprehending a text is very important for the students in order to gain information or the writers' message in the text. Moreover, Wood (1991) states that one way to achieve this goal is to recognize and understand the parts first, the small units of meaning, and then combine them to understand the whole. It means that comprehending text is acquired by students after they have understood all parts of the text. Therefore, what the readers have to do in comprehending a text is understanding all parts of that text, including word, sentence, and paragraph.

2.2 Conceptual Review

This sub-chapter presents some concepts that underlie this research. They cover the types of semantic mapping strategy, narrative text, the use of semantic mapping strategy in teaching reading, the procedure of teaching reading comprehension by using semantic mapping strategy, and the advantages and disadvantage of using semantic mapping strategy in teaching reading.

2.2.1 The Types of Semantic Mapping Strategy

There are several types of Semantic Mapping that can be used in categorizing information. The way how to determine the Semantic Mapping that will be used can be based on text type that the students will face (Hennings, 1997).

According to Vacca and Vacca (1971; as cited in Anfika, 2015), there are three components of Semantic Mapping strategy:

1. Core question or concept: this is a keyword or phrase that becomes the main focus of the map.
2. Strands : subordinate ideas that explain or clarify the main concept. These can be generated by the students.
3. Supports : details, inferences and generalization that are related to each strand. Supports clarify the strands and distinguish one strand from another.

The form of Semantic Mapping explained above can be illustrated as follows:

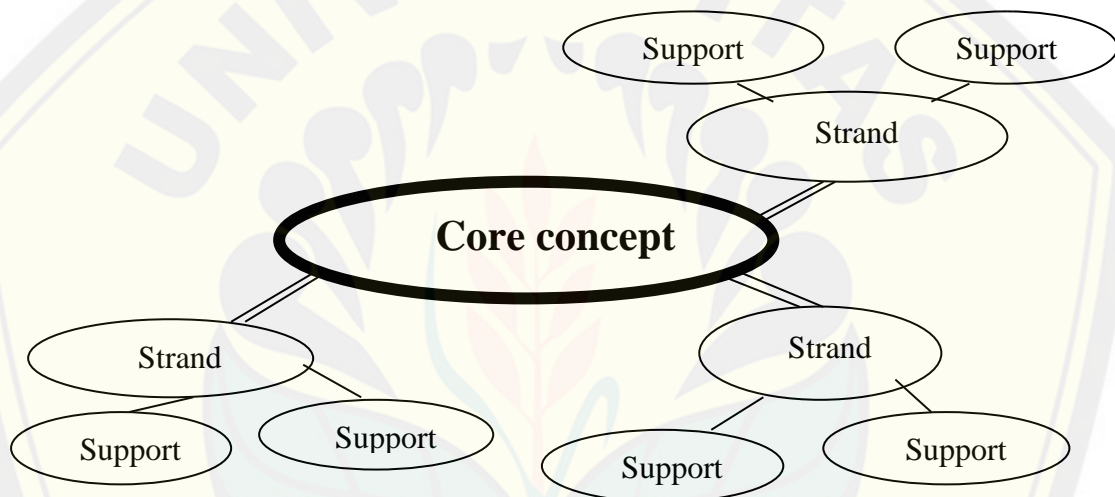


Figure 2.1. An example of Vacca and Vacca's Semantic Mapping

(Vacca & Vacca, 1971:270)

Furthermore, Carrel *et.al* (1988; as cited in Anfika, 2015) state that Semantic Mapping Strategy has four organizational patterns. The explanation and the forms can be illustrated as follows:

1. Time order; this type is used to show a series of steps or events in a chronological or time sequence.

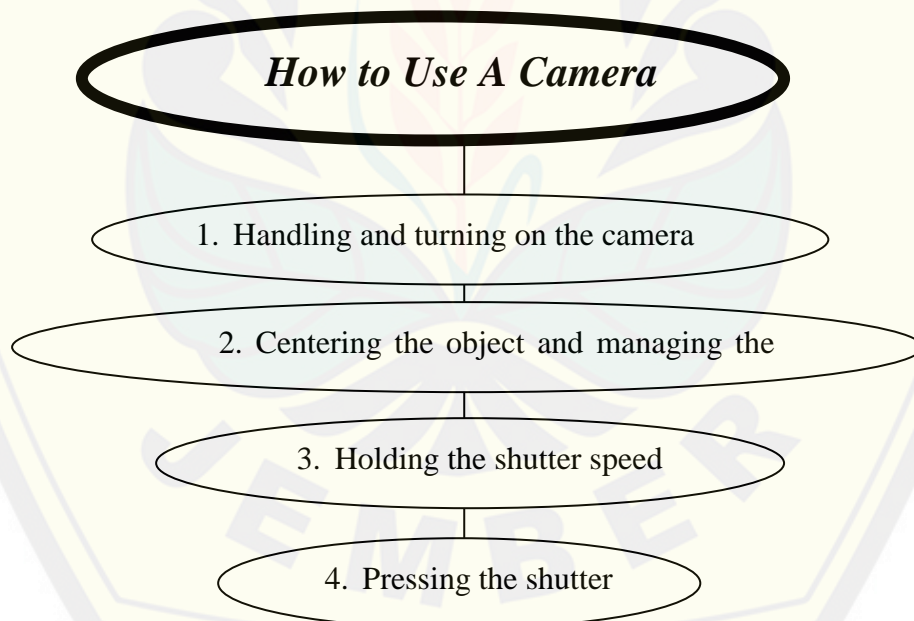
How To Use A Camera

You need :

- A digital camera
- The object (find something that interesting to you like animals, buildings or the others)

Steps :

- Handle the camera and turn on it
- Center the object in the LCD and manage the zoom control until you get the best view
- When you are ready to take the picture, hold the shutter speed, and various other calculations.
- After that, press shutter all the way down.



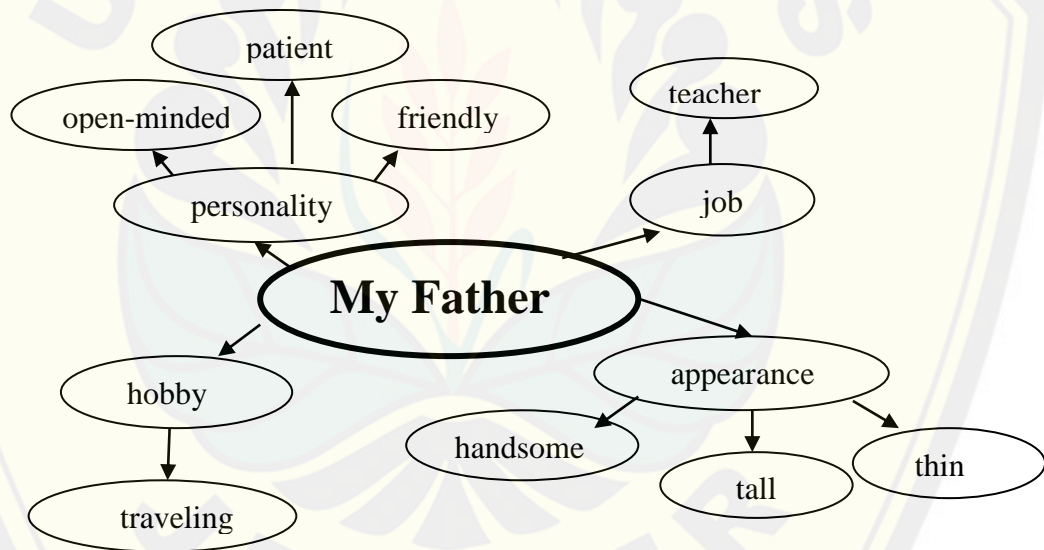
2. Collection of description; in this style, the information is organized by a simple listing or fact or ideas relates to the same topic.

My Father

My father's name is Budi Utama. He is 45 years old. He is a very handsome man. He has a thin and tall body. My father's height is about 175 cm and his weight is about 50 kg.

My father is a very great man. He can be a father and a best friend for his children. Unlike the other dads, my father is always open-minded to his children. He always understands about the condition and needs of his children. My father is a teacher. His friendly and patient personality makes him a favorite teacher for the students.

My father and I have the same hobby. We particularly love traveling. My father is very concerned with time for family. When the holidays come, he always invites us to travel and spend time together. I'm very thankful to have a father who could be a best friend for me.



3. Comparison/contrast; this type shows that the information is organized to differentiate similarities, differences, advantages, and disadvantages.

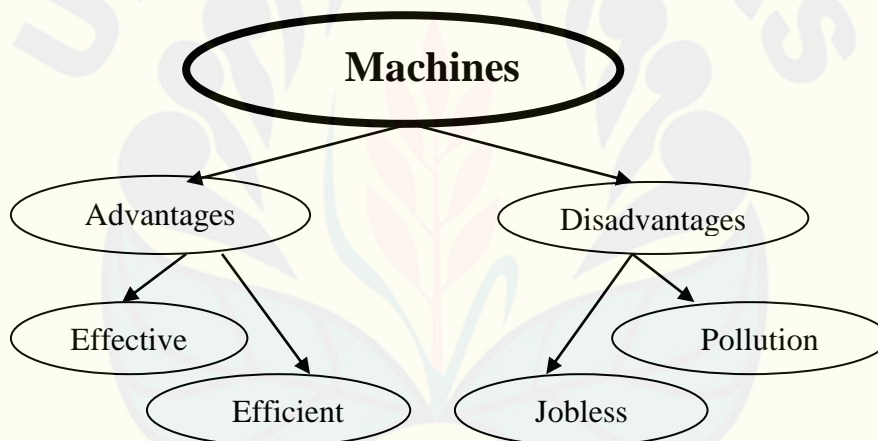
Machines

One of the greatest inventions that has reduced the works of people is a machine. Machines are extraordinary outcomes of science and technology that have relieved people from tiring works and heavy tasks.

But, if we look deep into this, machines have both advantages and disadvantages:

Machines make any task becomes an easy job and they enable large scale production effectively. Many companies today are producing products in large mass with the help of machines. The use of machines is efficient. A good quality machine gives the promised output in promised time with promised efficiency.

In contrast, we can also see the disadvantages inside the advantages themselves. If machines have took over most of the jobs in companies, this means a lot of employees have lost their jobs. Also, a lot of young people will not get jobs because machines already working their place. Furthermore, many machines emit poisonous gases that pave way to pollution.



4. Cause/ effect; in this form, the information is organized to show the cause and the effect of some events.

Smoking

Based on recent studies 7 out of 10 people between the ages 15 and above smoke. Smoking becomes a part of lifestyle that many people today cannot avoid and cannot live without it.

There are many effects of smoking and one of these is it can cause you many diseases, especially lung diseases. You will acquire minor diseases like asthma, hard coughs, and also a deadly disease like cancer, which is the cause of death of the majority of the smokers. Smoking also can cause impotent and heart attack. Smoking can be fun and enjoyable, but it may cause you harm and even death.

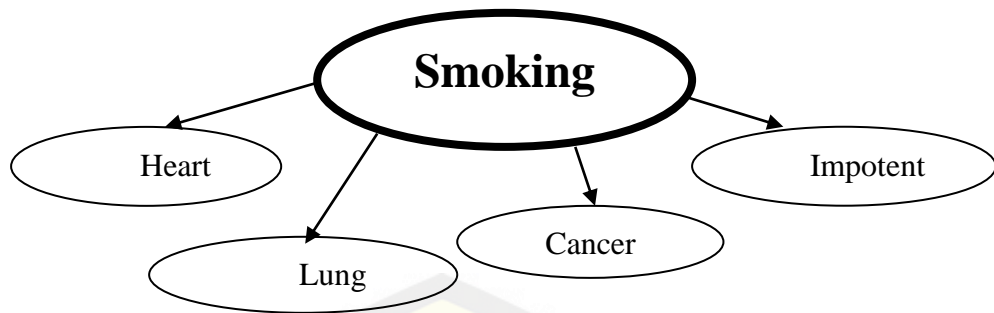


Figure 2.2 The examples of Carrel's semantic mappings

Furthermore, Prasansaph (2015) describes another type of semantic mapping which is narrative sequential map. This map displays the main characteristics and elements of a piece of fiction. It usually includes space to note the characters, setting, problem, events, and solution of a given story. The following one is the example of Prasansaph's semantic mapping:

Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts, she felt little tired. So, she walked into the living room where she saw three chairs.. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks sat in the first chair to rest her feet. "This chair is too big!" she exclaimed. So she sat in the second chair. "This chair is too big, too!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She laid down in the first bed, but it was too hard. Then she laid in the second bed, but it was too soft. Then she laid down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

"Someone's been sleeping in my bed, too" said the Mama bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" and she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. Then, she never returned to the home of the three bears.

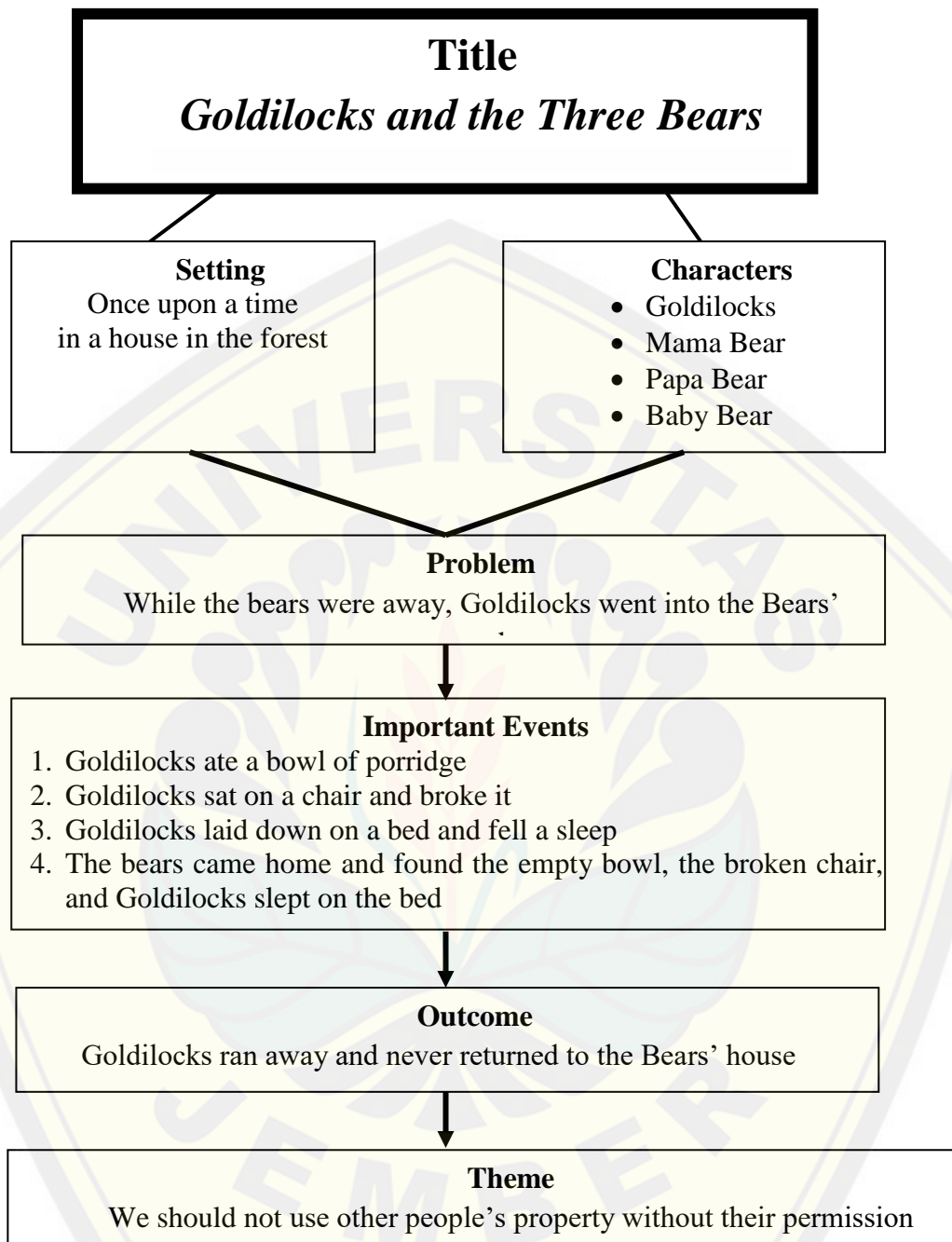


Figure 2.3. An example of Prasansaph's Semantic Mapping

(Prasansaph, 2015)

Regarding to all types of semantic mapping above, it can be seen that the forms are determined based on the text being read. Therefore, this research used the type of Semantic Mapping from Prasansaph (2015) that is narrative sequential map because the text genre that was used in this research was narrative text.

2.2.2 Narrative Text

A narrative is a text that focuses on specific participants and tells an interesting story. Furthermore, its social function is to entertain or amuse the readers. Moreover, narrative text usually tells a story or past events. Sulisty (2013:10) states that a narrative is an imaginary story but sometimes it can be factual too. In addition, he also adds that the basic purpose of narrative text is to entertain, to gain and to hold a readers' interest. Based on those explanations, it can be regarded that narrative text is a text that tells about the story which happened in the past in order to entertain or to amuse the readers about the story.

According to Sulisty (2013:7), generic structure is the way in which elements of a text are arranged to match its purpose. Furthermore, Suhartini (2016) states that a narrative text consists of the following generic structures:

a. Orientation

This part explains who are involved in the story, when and where the story happens.

b. Complication

A problem arises followed by other problem(s). Complication explores the conflict in the story, It shows the crisis, rising crisis, and climax of the story.

c. Resolution

It shows the situation in which the problems have been resolved. In other words, resolution is a solution for the problem.

In addition, according to Suhartini (2016), the language features of narrative text can be identified as follows.

1) Using simple past tense, such as:

- She went for a walk in the forest.
- Pretty soon, she came upon a house.

2) Using temporal conjunction, such as: then, when, before, after, while, etc.

3) Using saying verbs, such as: shouted, said, etc.

4) Using action verbs, such as: flew, climbed, etc.

Suhartini (2016) also states that there are some kinds of narrative text which are explained as follows.

1. Fables

Fables are stories about animals. They usually point out lessons with animals as the characters of the story. Fables entertain but they tell important lessons or the moral values at the end of the story. For examples, A Mousedeer and a Crocodile, The Ant and the Grashopper, The Rabbit and the Turtle, etc.

2. Folktales

Folktales are kinds of traditional story that try to explain something, or meant to help people behave well in the world. For examples are: *Ajisaka*, *Keong Mas*, *Ken Arok*, etc.

3. Fairy Tales

Fairy tales are stories involving imaginary creatures and always have a happy ending. For examples are: Snow White, The Sleeping Beauty, Beauty and the Beast, etc.

4. Science Fiction

A science fiction is a fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. For examples: *To the Moon from the Earth* by Jules Verne, *Starship Trooper* by Robert Heinlein, *A Space Odyssey* by Arthur C. Clark, etc.

5. Legend

A legend is a traditional story sometimes popularly regarded as historical but unauthentic. It is a story that people talk about and concerns on people, places, or events which exist or are famous at the past time. The examples of legend in narrative text are: The Legend of *Toba Lake*, The Legend of *Banyuwangi*, The Legend of *Tangkuban Perahu*, etc.

6. Myth

A myth is a traditional story that explains about some natural or social phenomena, typically involving supernatural beings or events. The main characters in myths are usually God, demigods, or supernatural humans. The example of myth in narrative text is The Story of *Nyi Roro Kidul*.

2.2.3 The Use of Semantic Mapping as a Strategy in Teaching Reading Comprehension

In order to know about the students' reading comprehension towards a particular text, the students' achievement may be measured. Lodico *et al.* (2006:69) states that achievement test is generally associated by measuring what students have already learned at school. Achievement is related to the result of a test that is done to discover how successful students in achieving the objective of a course. Therefore, it can be concluded that reading comprehension achievement deals with the comprehension the students have gained successfully after having a reading learning process.

Reading comprehension achievement deals with the levels of the students' ability in understanding a reading text in the form of test scores. Reading comprehension can be achieved through a reading strategy that does not only concentrate on individual aspects of a text but which is able to relate all these aspects and finer details of a text together. Learning reading comprehension requires a strategy that can guide the students become skilled readers. According to Sanders (2001), skilled readers do not just read, but they interact with the text. Skilled readers, for instance: predict what will happen next in a story using clues presented in the text, create questions about the main idea, message, or plot of the text, monitor understanding of the sequence, context, or characters. According to Salameh (2007), students comprehend better when they see the text organized in such a way which can easily be understood, and which indicates the relationship between ideas. One of the ways to help students to gain better comprehension is using an appropriate strategy in teaching reading.

Semantic mapping is a strategy that can be used in reading. According to Heilmich & Pittelman (1986), semantic mapping is an effective way in improving reading comprehension, because it can help students to organize information by categories and relate words and ideas to one another visually.

Teaching semantic mapping organization is necessary for teachers in order to monitor students' reading comprehension. In detail, if the students can create the semantic map well, it means that they have comprehended the text. It is due to the use of their understanding about the information contained in the text maximally. It is also evidenced by Pehrsson & Robinson (1985) who explain that the reader who fails to organize ideas in ways similar to the author's will fail to comprehend the intended meanings.

2.2.4 The Procedures of Teaching Reading Comprehension by Using Semantic Mapping Strategy

In general, the use of semantic mapping in the classroom can be divided into five phases. These are "introducing the topic, brainstorming, categorization, personalizing the map, post-assessment synthesis" (Zaid, 1995:9). In Zaid's variation, the phases are explained below:

1) Introducing the topic

The teacher studies a unit in the syllabus and determines whether or not semantic mapping can be useful. The teacher announces the topic of the unit by drawing a large oval on the board. Heimlich and Pittelman (1986) state that some teachers display a picture relating to the topic to stimulate students' thoughts and to get the brainstorming procedure.

2) Brainstorming

The teacher draws a blank map which consists of some blank ovals on the board and provides the students with a reading passage. Furthermore, the teacher asks the students to find some information in the passage that are appropriate to be filled into the blank map.

3) Categorization

The teacher does his best to encourage students to see relationships among their ideas in order to form category cluster.

4) Personalizing the map

Each student makes a copy of the blank map and complete it by using information found in the passage.

5) Post-assignment synthesis

The last part of the class period is used to record students' suggestions from their personal maps to the board version of the map made by the teacher. The discussion will probably be the centre on the amount of information acquired from the reading.

In this research, the researcher used Curriculum 2013 for Senior High School (*SMA/ Madrasah Aliyah (MA)*) by implementing scientific approach in teaching at SMAN 2 Tanggul. In addition, the researcher adapted the procedures from Zaid (1995). There were only four stages in this research, that is: introducing the topic, brainstorming, personalizing the map, and the post-assignment synthesis.

In this research, the researcher did not draw the map on the whiteboard, but directly gave an incomplete map (blank squares) to each group and asked the students to fill in the blank map within their group members. It was done in order to help the students become easier in creating the map, because they could share their understanding about the text to each other in group. Furthermore, it aimed at helping the students to be more active in exploring their ideas. Therefore, the procedures of teaching reading comprehension by using Semantic Mapping strategy in this research are explained as follows.

1) Introducing the topic

The teacher showed a topic by giving some leading questions and a picture related to the topic to the students. The topic was about the text that the students read.

2) Brainstorming

After the students knew about the topic, teacher gave each student a narrative text that was discussed and asked them to read it. After that, the teacher divided the students into some groups. Each group was given a piece of manila paper which contained some blank squares. Each member of the group had to think and find information which contained in the text that was filled into the blank squares. Besides, they had to share their understanding about the text to each other within group.

3) Personalizing the map

After reading and doing the discussion, each group had to fill the blank squares using information found in the text properly.

4) Post-assignment synthesis

After each group completing the map using information found in the text, the teacher asked each group to stick the map on the wall. After that, the teacher chose the best map and gave a reward to the group that had created the best map. After that, the teacher and the students decided the final map together, so the teacher could give feedback to the students.

2.2.5 The Advantages of Using Semantic Mapping Strategy in Teaching Reading

According to Zaid (1995), there are some advantages of using semantic mapping in teaching English, especially in teaching reading comprehension. Those advantages are explained as follows:

a. Semantic mapping is interactive

It is interactive, because in drafting the map, students work cooperatively in group. Therefore, they can interact and share their ideas one another. Furthermore, in semantic mapping, there is also an interaction between the students and the teacher in deciding the final map. Thus, it can be concluded that there is not only interaction between student and student, but also between students and the teacher.

b. Semantic mapping can attract students' attention and interest

As this strategy is new for the students, they are expected to be interested in following the process of reading comprehension seriously, especially in completing the diagrammatic maps which became their own creations. In learning reading, it is important for the students to make an effort and show their interest. When the task does not involve enough effort, it can cause the students become bored and may not pay attention and enthusiasm in the teaching learning process. Therefore, semantic mapping as an effective and enjoyable strategy can be used as the students require more effort. Thus, the students can avoid the boring situation caused by a common or traditional technique which is usually applied by the teacher in the classroom.

c. Semantic mapping is helpful

Semantic mapping can be a helpful reference for students to use in sharing and clarifying confusing points as they are reading. It is because they can share their ideas in group, so that they can ask the other members of their group about some information found in the text which is not clear to them. Furthermore, they also can get the feedback from the teacher in deciding the final map, so that in the last step, they can ask the teacher about the information that they still do not understand. In addition, semantic mapping can also help the teacher to get students not only focus on the details of the text but also on the whole text. In other words, it can help the students to comprehend the whole text as well as the detail.

2.2.6 The Disadvantage of Using Semantic Mapping Strategy in Teaching Reading

Creating a map is time consuming. To overcome the disadvantage of creating the map, the researcher needed to draw the basic shapes of the map for the students. Therefore, the students did not have to spend too much time in creating the map, because the students were just invited to fill in the blank squares.

2.3 Previous Studies

This research needs the previous finding of the previous studies to construct relevant references. There were some studies that showed the effects of using semantic mapping strategy on students' reading comprehension achievement. Chronologically, the findings of those previous studies could be reported as follows. One of them was conducted by Salameh (2007) who investigated the effect of using the semantic mapping strategy on the elementary students' reading comprehension. In detail, the participants of this research consisted of 30 female students of Al-Ramleh elementary school in Jordania. The findings of the study indicated that the the experimental class got higher mean score rather than the control class.

The second research was conducted by Amoush (2012) who investigated the effectiveness of using semantic mapping strategy on Jordanian university students' reading comprehension. It was an experimental research design with pretest-posttest design. The finding of this research showed that the group taught using semantic mapping strategy performed better than the control group in the pre-test and the post-test.

However, there were also two studies with similar concern but conducted in different country, that is Iran. One of them was the study conducted by Alijani & Keshavarz (2014) who investigated the use of the types of semantic mapping strategy instruction on the reading comprehension of Iranian students. The research was conducted with 144 female students at Qazvin Kish-Mehr Language Institute. The results revealed that there was a significant difference between the mean scores of the control and the experimental groups on the post-test. The experimental group got a higher mean score rather than the control group. Therefore, it can be concluded that semantic mapping strategies had a significant impact on the improvement of the reading comprehension of EFL students.

Askari *et.al.* (2012) concerned on investigating the role of semantic mapping as a while-reading activity in improving reading comprehension ability of the Iranian university students. They conducted an experimental research design with pretest-posttest design. The result of this research indicated that the

students got higher attainment in their examination and enjoyed the class better after getting treatment by using semantic mapping strategy.

Furthermore, Kasim and Wahyuni (2016) investigated the implementation of the semantic mapping strategy for teaching reading comprehension. The participants were junior high school students. The finding of this research revealed that the use of semantic mapping strategy resulted a significant improvement in the reading comprehension achievement of the students.

From the previous studies reviewed, it can be summarised that previous researches mostly discussed about the effect of using semantic mapping strategy on the reading comprehension achievement of elementary school, junior high school, and university students. However there was no study conducted in the context of senior high school. All of them were conducted in different educational contexts, that are elementary school, junior high school, and university level. With regard to the findings of the previous studies, the researcher tried to conduct an experimental research which focused on investigating the effect of implementing semantic mapping strategy on senior high school students' reading comprehension achievement.

2.4 Research Hypothesis

Based on the literature review of related and the findings of the previous studies above, the hypothesis of the research can be formulated as follows: there was a significant effect of using Semantic Mapping Strategy on senior high school students' reading comprehension achievement.

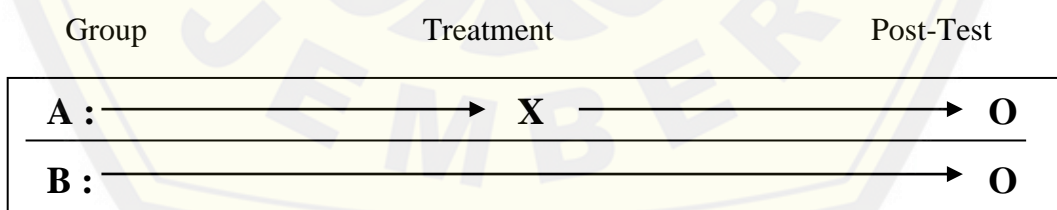
CHAPTER 3. RESEARCH METHODS

This chapter discusses the methods used in this research. They consist of research design, research context, research participants, data collection methods, and data analysis method. Each section is explained in the following parts respectively.

3.1 Research Design

This research was intended to know whether or not there was a significant effect of using semantic mapping strategy on the tenth grade students' reading comprehension achievement at SMAN 2 Tanggul. Therefore, quasi-experimental design with non-equivalent group post-test only design was chosen to be applied in this research.

This research was started by selecting two classes: one class was treated as the experimental class and the other one was the control class which were determined based on the result of the homogeneity test given to all students of the Natural Science tenth grade classes. The experimental class was taught reading comprehension by using Semantic Mapping Strategy; whereas, the control class was taught reading comprehension by using Question and Answer Technique usually used by the English teacher. The research design that was applied in this research could be illustrated as follows:



- Notes:
 A: Experimental Class
 B: Control Class
 X: Treatment
 O: Post Test

(Cresswell, 2012:310)

The steps of the research design were as follows.

1. Administering the homogeneity test to all Natural Science classes of the tenth grade students at SMAN 2 Tanggul in the 2018/2019 academic year to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA)
3. Determining the classes which belonged to the experimental and control classes based on the result of homogeneity test.
4. Giving the try out test to one of the classes that was not chosen as the experimental and the control classes. The try-out test was administered to measure the content validity, the reliability and difficulty index of the teacher-made-test. Besides, the try out test was administered to know whether the time allocation was appropriate or not and whether the instructions were clear or not.
5. Revising the post-test material based on the tryout test result.
6. Giving treatments to the experimental class by teaching reading comprehension using semantic mapping strategy while the control class was taught by using question and answer technique which is usually used by the teacher.
7. Giving post-test to both classess after giving the treatments to the experimental class to know the result of the treatment.
8. Analyzing the result of the reading comprehension test by using t-test formula by using SPSS to know whether the mean difference was significant or not. The mean difference is significant if the P-value was less than 5%.
9. Drawing a conclusion from the result of the data analysis to answer the research problem.

3.2 Research Context

This research was conducted at SMAN 2 Tanggul in Jember, East Java, Indonesia. Purposive method was used to determine the area of the research.

SMAN 2 Tanggul was purposively selected because the headmaster had given the permission to do this research. Furthermore, the English teachers of SMAN 2 Tanggul have never used Semantic Mapping Strategy in teaching reading comprehension, but they were willing to cooperate with the researcher, and they were open to the use of new ways in teaching English. This school also has sufficient facilities to support the teaching and learning English. In addition, SMAN 2 Tanggul has implemented 2013 Curriculum.

3.3 Research Participants

The participants of this research were taken by using cluster random sampling based on the result of the homogeneity test. The participants of this research were two classes taken from the five classes of the tenth grade students at SMAN 2 Tanggul, especially from the Natural Science classes X-1 up to X-5.

The homogeneity test was conducted on January 2019. In the homogeneity test, there were 20 test items of reading comprehension. In detail, the 10 test items were in the form of multiple choice with five options, and the other 10 test items were in the form of True False statements. The test covered the test items consisting of word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The researcher provided 30 minutes for the students to do the test. It means that the time allocation to do each test item was about 1,5 minutes. After the results of reading comprehension test were gained, they were analyzed by using Analysis of Variance (ANOVA). The result of the homogeneity test showed that the population was homogeneous, thus the participants of the experimental and the control classes were determined randomly by using cluster random sampling through a lottery.

3.4 Data Collection Method

In this research, the researcher used three kinds of data collection methods, that is, reading comprehension test, interview, and documentation. The reading comprehension test was conducted to get the primary data, whereas the interview

and documentation were conducted to get the secondary data. The following parts discuss the methods used to collect the data.

3.4.1 Reading Comprehension Achievement Test

Reading comprehension achievement test was administered to gain the data about the students' reading comprehension achievement after the students in the experimental class were taught reading comprehension by using Semantic Mapping Strategy. To know the validity, reliability, and the difficulty of the reading comprehension achievement test, it was tried out first. The try-out test was given to a class which neither belonged to the experimental nor the control class but had the closest mean difference with them. The test was in the form of teacher-made-test that consisted of 25 items in the forms of multiple choice and True False statements. The test covered the items consisting of word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The total scores of both tasks were 100. The value of each item for multiple choice form was 6 and the value of each test item for True False statements was 4. The time allocation to do the test was 50 minutes.

1) The Validity of the Test

The validity of the test was checked in this research. According to Hughes (1989:9), a test is valid if it measures what is intended to be measured. In this research, the reading comprehension test was constructed based on the content validity. Content validity usually refers to the degree to which a measure captures the program objective (Siddiek, 2010). In this case, the program objective is 2013 Curriculum (K-13). Therefore, the reading comprehension test material of this research was constructed based on the basic competence stated in the 2013 curriculum (K-13) and the syllabus used by the English teacher shown in the following table:

Table 3.1 Basic Competence Used by the English Teacher for the Tenth Grade Students on Reading Skill

<p>3.8 Distinguishing the social function, generic structure, and language features of several oral and written narrative texts by giving and asking for information related to folk legend, simple, in accordance with the context of its use.</p> <p>4.8 Capturing contextually meaning related to the social function, generic structure, and language features of oral and written narrative text related to folk legend.</p>

2) The Reliability of the Test

The results of the try-out test was analyzed by using Split-Half Technique by using Product Moment Correlation formula and continued by using Spearman-Brown formula. The procedures in finding the reliability coefficient by Split-Half technique were as follows:

1. Conducting the reading comprehension try-out test and scoring every test item answered by the students.
2. Splitting the items into two parts based on even and odd numbers.
3. Giving a sign (X) for odd numbers, and (Y) for even numbers.
4. Analyzing the correlation between X and Y using Pearson Product Moment Correlation formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Notes:

r_{xy} = correlation coefficient

$\sum xy$ = the number of odd items and event items

$\sum x$ = the number of odd items

$\sum y$ = the number of even items

N = the number of the participants

(Arikunto, 2010:226)

5. Finding out the reliability coefficient of the whole test by using Spearman-

Brown formula:

$$r_{11} = \frac{2r_{xy}}{1+r_{xy}}$$

Notes:

r_{11} = the reliability coefficient for the whole test items

r_{xy} = the coefficient of a half test items

(Arikunto, 2010:223)

6. Giving the interpretation to the reliability coefficient for the whole test.

The interpretation scale of r_{xy} :

0.90 – 1.00 = Very high
 0.70 – 0.89 = High
 0.50 – 0.69 = Fair
 0.30 – 0.49 = Low
 <0.30 = Very low

3) The Difficulty of the Test

In this research, the result of the try-out test were analyzed by using the degree of the test item difficulties by using the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV = Facility Value (the difficulty index)

R = The number of correct answers

N = The number of the students who take the test

The criteria of difficulty index:

0,00 – 0.19 = Difficult

0.20 – 0.80 = Fair

0.81 – 1.00 = Easy

(Djiwandono, 1996: 141)

After checking the validity, reliability and the difficulty level of the test items, the researcher revised the try-out test result. In detail, the number of the items of the post-test was constructed based on the result of the try-out test so that the test was valid and reliable. The reading comprehension achievement test administered as the post test was given to the experimental and the control classes after the treatment given. The reading post test consisted of 20 items in the form of multiple choice and true false statements. The time allocation for the students to finish the test was 40 minutes. In the post test, the correct answer of task 1 had 6 points and task 2 had 4 points. The total score for all correct items was 100 points.

3.4.2 Interview

Interview is important to be conducted to gain the secondary data needed in this research. According to Burns (2010:74), interview is a conversation which is done by an interviewer with a purpose to get information from the interviewees. This research was conducted to get some information about the curriculum used by the English teacher at school, the facilities provided to teach English, and English materials, teaching media and strategies usually used by the English teacher in teaching reading comprehension .

3.4.3 Documentation

Documentation is important to gain the data needed for this research. It is also an important method to collect the data in the forms of notes, transcript and agenda (Arikunto, 2006:206). The documents dealt with the total number and the initial names of the participants of the tenth grade students at SMAN 2 Tanggul in the 2018/2019 academic year.

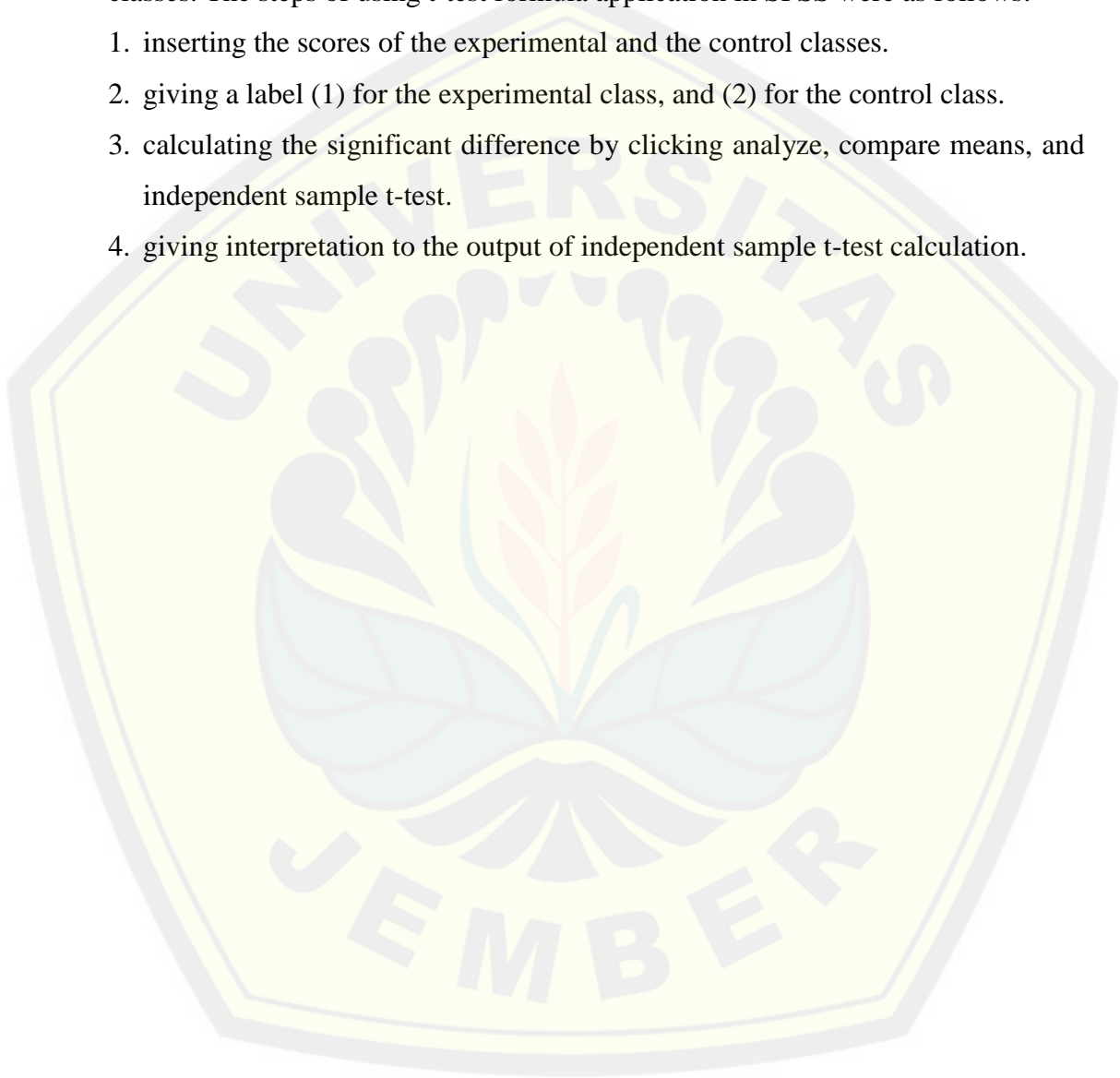
3.5 Data Analysis Method

The data was collected from the reading comprehension post-test of both the experimental and the control classes, and then the data was analyzed by using

independent sample t-test by using Statistical Package for the Social Sciences (SPSS).

The independent sample t-test was also used to compare the mean scores of the reading comprehension post-test between the experimental and the control classes. The steps of using t-test formula application in SPSS were as follows:

1. inserting the scores of the experimental and the control classes.
2. giving a label (1) for the experimental class, and (2) for the control class.
3. calculating the significant difference by clicking analyze, compare means, and independent sample t-test.
4. giving interpretation to the output of independent sample t-test calculation.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions in line to the research questions. The details are presented in the following sections.

5.1 Conclusion

Based on the result of data analysis and discussion in the previous chapter, it could be concluded that there was a significant effect of using semantic mapping strategy on the reading comprehension achievement of the tenth grade students at SMAN 2 Tanggul in the 2018/2019 academic year.

5.2 Suggestions

The researcher proposes some suggestions. The suggestions given were connected to the process of research and the research finding. They are adressed to the 3 groups as follows.

5.2.1 The English Teacher

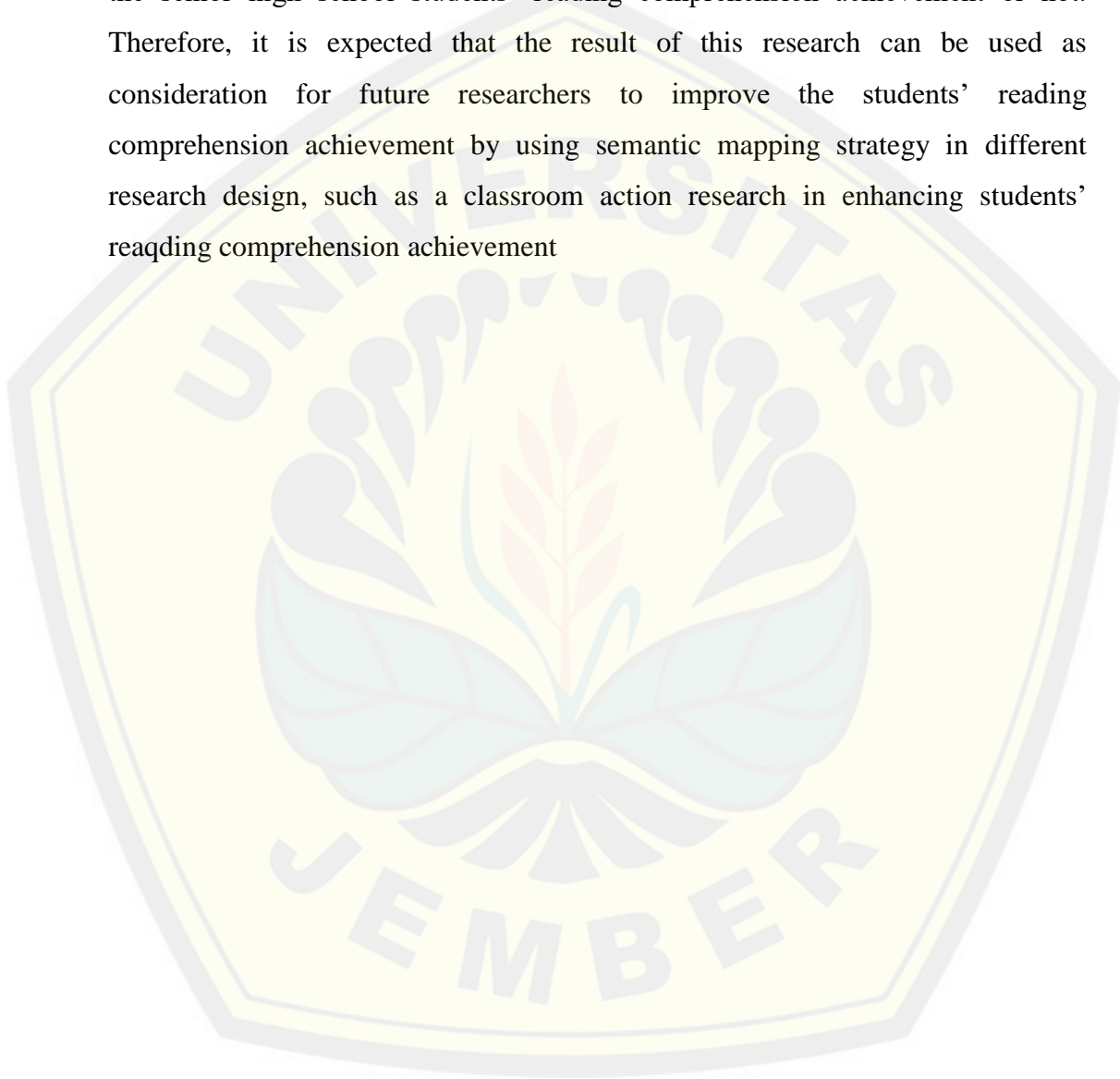
It is suggested for the English teacher of SMAN 2 Tanggul to use semantic mapping strategy in order to create an enjoyable atmosphere in the teaching learning process, attract the students' attention, and build the students' cooperativeness in learning English.

5.2.2 The Students

It is suggested for the students of SMAN 2 Tanggul to have interest in practicing reading English by using semantic mapping strategy because it can help them in building good cooperation in group and becoming easier to comprehend the whole content of any particular text. Therefore, they can get better reading comprehension achievement.

5.2.3 The Future Researchers

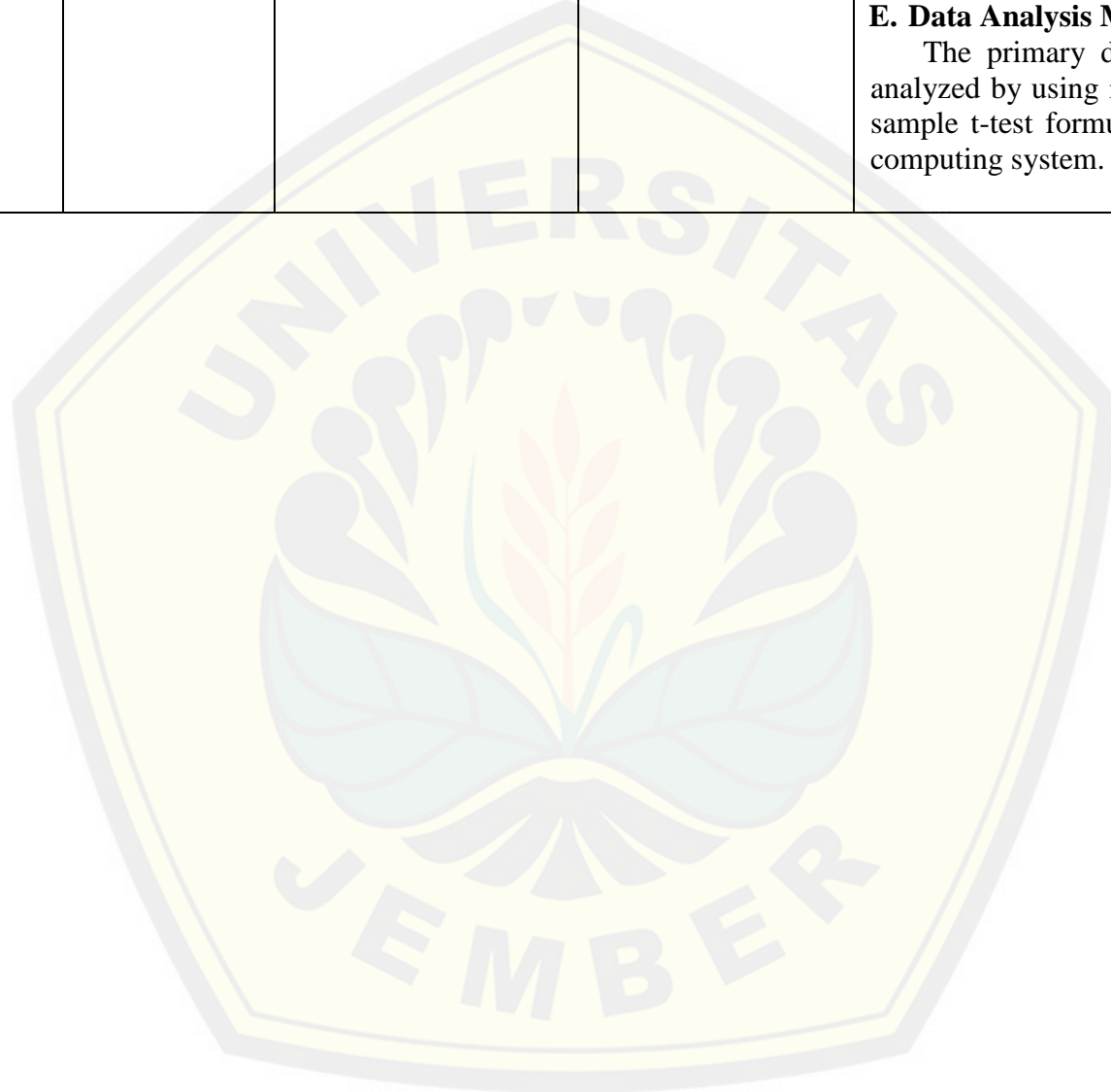
This research used quasi experimental research design which only aimed to know whether the use of semantic mapping gave a significant effect on the senior high school students' reading comprehension achievement or not. Therefore, it is expected that the result of this research can be used as consideration for future researchers to improve the students' reading comprehension achievement by using semantic mapping strategy in different research design, such as a classroom action research in enhancing students' reading comprehension achievement



RESEARCH MATRIX

Research Title	Research Problem/ Question	Variable	Indicators	Data Resources	Research Methodology	Research Hypothesis
The Effect of Using Semantic Mapping Strategy on Senior High School Students' Reading Comprehension Achievement	Is there any significant effect of using Semantic Mapping Strategy on senior high school students' reading comprehension achievement?	<p>Independent Variable: The use of Semantic Mapping Strategy to teach reading comprehension</p> <p>Dependent Variable : Students' reading achievement.</p>	<p>a. 1) Interactive 2) Attractive 3) Helpful (Zaid:1995)</p> <p>b. The students' scores of reading comprehension test that cover: 1) word comprehension 2) sentence comprehension 3) paragraph comprehension (McWhorter:1989)</p>	<p>1. Respondents: The Tenth Grade Students of SMAN 2 Tanggul in the 2018/2019 academic year</p> <p>2. Informant: The English Teacher</p> <p>3. Documentation: The initial names of the students</p>	<p>A. Research Design: Quasi - Experimental Research Design (Non-equivalent post-test only group design)</p> <p>B. Area Determination Method Purposive method</p> <p>C. Respondent Determination Method: Cluster Random Sampling</p> <p>D. Data Collection Methods a. Primary Data: Reading Comprehension Test b. Secondary Data: 1. Interview 2. Documentation</p>	There is a significant effect of using Semantic Mapping Strategy on senior high school students' reading comprehension achievement.

					E. Data Analysis Method: The primary data will be analyzed by using independent sample t-test formula in SPSS computing system.	
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Supporting Data Instrument

1. Interview Guide

Data resource: The English teacher of grade X at SMAN 2 Tanggul

Table 1 : Interview Guide

No.	Questions	The teacher's responses
1.	What curriculum do you use in teaching English at this school?	Institutional Based Curriculum K-13 for Senior High School.
2.	How many times do you teach English in each class of grade X in a week?	Twice a week.
3.	How much time do you need for teaching English in each meeting?	2 x 45 minutes.
4.	What English book do you use in teaching English?	I use an English textbook for X th grade from Kementrian Pendidikan dan Kebudayaan Republik Indonesia
5.	How do you teach reading for grade X?	I usually ask them to read some texts silently and answer some comprehension questions
6.	What kind of task do you usually give to the students in learning?	I usually give the students task in the form of multiple choice questions
7.	What is the minimum required score for English subject at SMAN 2 Tanggul?	75
8.	Have you ever used Semantic Mapping Strategy to teach reading comprehension? Why not?	No, I've never used Semantic Mapping Strategy when I teach reading to the students, because I think the material taken from the book is interesting enough for the students.

2. Documentation guide

Table 2 : Documentation guide

No.	The supporting data needed	Sources
1.	The total number of grade X students at SMAN 2 Tanggul in the 2018/2019 academic year	The school document
2.	The initial names of the research participants	The school document
3.	The syllabus used by the English teacher of grade X	The English teacher of grade X

HOMOGENEITY TEST

Subject	: English
Grade/Semester	: X / II
Time	: 30 minutes
Skill	: Reading
Text	: Narrative

Read the text below carefully and choose the best answer of the following questions by crossing a, b, c, d or e on your answer sheet!

THE LEGEND OF RAWA PENING

One day, a little boy who was hungry came to a small village. The boy was very poor. He did not have anything in this world. The little boy knocked on every door in the village and asked some food for him. However, nobody cared about him. Even not a single person in the village wanted to help the poor boy.

But suddenly, there came an old woman who was kind. She gave that poor little boy a little food. Then, the little boy ate the food given by the old woman. When he wanted to go, he gave the old woman “*Lesung*”, a large wooden mortar for pounding rice.

The poor little boy continued his way. While he passed through the village, he saw many people gathering in the field and holding a big party there. He went to the celebration and asked for food to the host. However, he was expelled by the host. All the people there laughed at him and stoned him. The poor little child went with anger. Then he plugged a stick into the ground in the village. He told everyone there that no one would succeed to revoke it from the ground because all the villagers were arrogant. Hearing the words of the little boy, everyone in the village tried to pull the stick out of the ground. One by one, the villagers tried even the entire villages including small children came to the place but they failed. The villagers began to surrender. They accused the child as a witch who had the power of evil and asked the little boy to pull the stick out from the ground.

Then the little boy tried to pull back the stick that he had plugged into the ground. The crowd taunted the boy. When the boy revoked the stick, everyone who was there shocked. Suddenly, the hole left by the stick emitted water. The water did not stop flowing and flooding the village. All villagers drowned except

an old woman who gave the little boy meal. The old woman used the mortar given by the child as the boat. Finally the whole village turned into a large lake known as Rawa Pening.

(Adopted from : <https://www.jagoanbahasainggris.com/2017/02/kumpulan-narrative-text-beserta-artinya.html>)

1. Who does not belong to the characters of the story above?
 - a. The little boy
 - b. The old woman
 - c. The princess
 - d. The villagers
 - e. The small children

2. Where did the story take place?
 - a. In a jungle
 - b. In a city
 - c. In a kingdom
 - d. In a small village
 - e. Near a lake

3. “..... because all the villagers were arrogant.” (the eighth sentence of the third paragraph). Which one of the words below that has the opposite meaning with the underlined word?
 - a. Cool
 - b. Confident
 - c. Humble
 - d. Quiet
 - e. Rich

4. Where did the boy see many people gathering and holding a party?
 - a. Near the lake
 - b. In an old house
 - c. In the street
 - d. In the field
 - e. Near the woman’s house

5. “ The villagers began to surrender.” (the eleventh sentence of the second paragraph). What is the synonym of the underlined word?
 - a. Realize
 - b. Go
 - c. Give up

- d. Understand
 - e. Try
6. Who survived the flood?
- a. A villager
 - b. A child
 - c. A little boy
 - d. A witch
 - e. An old woman
7. What is the main idea of the first paragraph ?
- a. Nobody in the village cared about the little boy's condition.
 - b. The whole village turned into a large lake known as Rawa Pening.
 - c. The little boy met an old woman
 - d. The villagers regarded the child as a witch
 - e. The little boy gave *lesung* to the old woman
8. Why did the poor little child become angry?
- a. Because the villagers didn't give him food
 - b. Because the villagers closed their house doors
 - c. Because there was nobody that helped him
 - d. Because the villagers could revoke the stick from the ground
 - e. Because the villagers laughed at him and stoned him
9. What was the thing that emitted water?
- a. The stick
 - b. The hole
 - c. The food
 - d. The boat
 - e. The old woman's house
10. What is the main idea of the last paragraph?
- a. Nobody in the village cared with the little boy.
 - b. The whole village turned into a large lake known as Rawa Pening.
 - c. The little boy met an old woman
 - d. The villagers regarded the child as a witch
 - e. The little boy gave a *lesung* to the old woman

Task 2

Circle T if the statement is true and F if the statement is false individually!

1. The text teaches us to be generous and care about other people's condition

(T / F)

2. “She gave that poor little boy a little food.”
(The second sentence of the second paragraph)
The underlined word refers to the old woman. (T / F)
3. The little boy asked the villagers some money. (T / F)
4. “He told everyone there that no one would succeed to revoke it
....” (the thirteenth sentence of the seventh paragraph).
The underlined word refers to the mortar. (T / F)
5. The little boy could join the celebration happily. (T / F)
6. The main idea of the second paragraph is the little boy
gave the old woman a mortar. (T / F)
7. The villagers really respected the little boy (T / F)
8. The old woman used the ‘*lesung*’ as the boat. (T / F)
9. The main idea of the third paragraph is the little child
became angry and plugged a stick into the ground. (T / F)
10. The moral value of this story is we should obey our parents. (T / F)

Answer Key of The Homogeneity Test

Task 1	Task 2
1. C	1. T
2. D	2. T
3. C	3. F
4. D	4. F
5. C	5. F
6. E	6. T
7. A	7. F
8. E	8. T
9. B	9. T
10. B	10. F

Reading Test Item Distribution

No	Indicators	Reading test item numbers	
		Task 1	Task 2
1.	Comprehending word meaning	3, 5	2, 4
2.	Comprehending sentences	4, 6, 8, 9	3, 8
3.	Comprehending paragraph	7, 10	5, 6, 9
4.	Comprehending the whole text	1, 2	1, 7, 10

SCORING

Task 1. The number of correct answers x 6

Task 2. $\frac{\text{The number of correct answers} \times 4}{\text{Total number of items}}$ +

= The total score

LESSON PLAN 1

Subject	: English
Level	: Senior High School
Class	: X
Genre	: Narrative Text
Theme	: Legend
Sub Theme	: The Legend of Prambanan Temple
Language Skill	: Reading
Time	: 2 x 45 minutes

A. Core Competence

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

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

B. Basic Competence and Indicators

Basic Competence	Indicators
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait	3.4.1 Mentioning the social function of a narrative text correctly 3.4.2 Mentioning the generic structures of a narrative text correctly and contextually

legenda rakyat sederhana, sesuai dengan konteks penggunaannya	3.4.3 Mentioning the language features of a narrative text correctly and contextually
4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>naratif</i> , lisan dan tulis, sederhana terkait legenda rakyat	4.4.1 Filling in the incomplete map (blank squares) by using information found in a narrative text in group (<i>for experimental class</i>) and writing the main point of each paragraph of a narrative text in group (<i>for control class</i>). 4.4.2 Answering the comprehension questions in the form of multiple choices and True False statements related to the written narrative text.

C. Learning Objectives

Students are expected to be able to:

- 3.4.1 mention the social function of a narrative text correctly
- 3.4.2 mention the generic structures of a narrative text correctly and contextually
- 3.4.3 mention the language features of a narrative text correctly and contextually
- 4.4.1 fill in the incomplete map (blank squares) by using information found in a narrative text in group (*for experimental class*) and write the main point of each paragraph of a narrative text in group (*for control class*).
- 4.4.2 answer the comprehension questions in the form of multiple choices and True False statements related to the written narrative text.

D. Teaching and Learning Materials

Materials are enclosed

- Appendix 1 : Instructional materials for both the experimental and control classes

E. Teaching Strategy/Technique

- Technique : - The experimental class : *Semantic Mapping Strategy*
 - The control class : *Question and Answer Technique*

F. Media, Tools, and Teaching Sources

1. Media : Manila papers that contain blank squares
2. Tools : Board markers, a white board, LCD, picture of Prambanan Temple, and text entitled “The Legend of Prambanan Temple”
3. Learning source: <http://www.bigbanktheories.com/contoh-narrativetext-legend-di-nusantara-dan-terjemahannya/>

G. Teaching and Learning Activities

The Experimental Class	Time	The Control Class	Time
Set Induction	10'	Set Induction	10'
1. Greeting the students and checking their attendance.	3'	1. Greeting the students and checking their attendance.	3'
2. Asking the students to guess the topic by giving riddle and leading questions about The Legend of Prambanan Temple to the students.	4'	2. Asking the students to guess the topic by giving riddle and leading questions about The Legend of Prambanan Temple to the students.	4'
3. Stating the topic and the learning objective.	3'	3. Stating the topic and the learning objective.	3'
Main Activities	75'	Main Activities	75'

<i>Observing</i>	5'	<i>Observing</i>	5'
1. Asking the students to read a narrative text entitled "The Legend of Prambanan Temple"	5'	Asking the students to read a narrative text entitled "The Legend of Prambanan Temple"	5'
<i>Questioning</i>	5'	<i>Questioning</i>	5'
2. Guiding the students to ask some questions related to the content of the text	5'	Guiding the students to ask some questions related to the content of the text	5'
<i>Experimenting</i>	35'	<i>Experimenting</i>	35'
1. Asking the students to mention the social function, generic structures and the language features of the text orally	7'	1. Asking the students to mention the social function, generic structures and the language features of the text orally	7'
2. Dividing the students into some groups consisting of 5 to 6 students	2'	2. Dividing the students into some groups consisting of 5 to 6 students	2'
3. Asking the groups to discuss and fill in the blank map on the manila paper by using information found in the text	18'	3. Asking the groups to discuss and write the main point of each paragraph found in the text on the manila paper	18'
4. Asking the group to show their maps to the class, choosing the best map, and deciding the final map	8'	5. Asking the group to show their manila papers to the class and discussing the correct main points with the teacher	8'
<i>Associating</i>	20'	<i>Associating</i>	20'

1. Asking the students to answer the comprehension questions in the form of multiple choice questions individually.	10'	1. Asking the students to answer the comprehension questions in the form of multiple choice questions individually.	10'
2. Asking the students to answer the comprehension questions in the form of True or False Statements individually	10'	2. Asking the students to answer the comprehension questions in the form of True or False Statements individually	10'
<i>Communicating</i>	<i>10'</i>	<i>Communicating</i>	<i>10'</i>
Asking the students to discuss the results of the exercises together.	10'	Asking the students to discuss the results of the exercises together.	10'
CLOSING	5'	CLOSING	5'
1. Asking the students to draw a conclusion of what they have learned and discussed.	3'	1. Asking the students to draw a conclusion of what they have learned and discussed.	3'
2. Parting.	2'	2. Parting.	2'

Learning materials for both the experimental and control classes

❖ *Leading questions*

1. Do you know the name of the singer of the song "All of Me"?
What is the second word on his name? (answer: John **Legend**)
2. - It is a type of narrative text.
 - It is a traditional story about a particular place or person coming down from the past
 - This story is usually passed down from one generation to the next.
 - What is it? (answer: Legend)

3. - It is the most famous Hindu Temple in Indonesia.
 - It consists of many temples.
 - It is located in Yogyakarta.
 - What is it? (answer: Prambanan Temple)

4. Do you know the name of this place? (*showing a picture of Prambanan Temple*) (answer : Prambanan Temple)



5. Can you guess what the topic of our today's lesson is? (answer : The Legend of Prambanan Temple)

Narrative Text

- b. Definition :** A text that focuses on specific participants and tells an interesting story.
- c. Social function :** to amuse or entertain the readers
- d. The generic structures :**

Title	The Legend of Prambanan Temple
Orientation (This part explains who are involved in the story, when and where the	Long time ago, there lived a very powerful king named Prabu Baka. He was the king of Prambanan kingdom. All people in the kingdom were afraid of him because he looked like a giant monster. Despite his ugly appearance, Prabu Baka had a very beautiful daughter named Roro Jonggrang. There were so many men fell in love with her.

story happens.)	
<p>Complication (This part explores the conflicts in the story)</p>	<p>Meanwhile, on a land far away from Prambanan kingdom, there lived a famous warrior in Pengging kingdom. His name is Bondowoso but he was also known as Bandung Bondowoso. “Bandung” was actually the name of his magical heirloom that he could use to summon spirits to help him whenever he needed it.</p> <p>One day, the king of Pengging kingdom wanted to expand his territory. He chose to conquer Prambanan kingdom as the target. The king entrusted Bandung Bondowoso to lead the army. “Bondowoso, go to Prambanan with your soldiers. Conquer the kingdom for me!” said the king. “Yes my king, I will return with victory” said Bondowoso.</p> <p>After that, Bondowoso and his army marched toward Prambanan kingdom. When they arrived at the kingdom, they launched their attack right away. With this surprising attack, they managed to defeat a lot of Prambanan soldiers. King Prabu Baka tried to fight back with his remaining troops but he failed and he died by the hand of Bondowoso.</p> <p>When the war was over, Bondowoso and his soldiers occupied Prambanan kingdom. Everything that was once belong to Prabu Baka, now became Bondowoso’s possession, including Prabu Baka’s daughter, Roro Jonggrang. Since the first time he saw her at the palace, Bondowoso wanted nothing else but to marry Roro Jonggrang. One day, he decided to express his feeling to her. “My beautiful princess, you are so beautiful. There is no word that can describe your beauty. I think you may be an angel” said Bondowoso to Roro Jonggrang. Roro Jonggrang didn’t show any response to his word, because she was actually mad at him for murdering her father. Bondowoso didn’t like the way she acted in front of him, so he tried to tease her again, but Roro Jonggrang kept ignoring him and this made him upset and angry. “Say something!” said Bondowoso shouted at Roro Jonggrang.</p> <p>Roro Jonggrang tried to think about it for a while. She tried to find a way to trick him. Finally she got an idea. She said that she would marry him if he could fulfill her request. “Say it, I will do anything for you” said Bondowoso. “I want you to build a thousand temples for me in one night” said Roro Jonggrang. “If that is what you want, I will do it” said Bondowoso.</p> <p>After that, Bondowoso went to an empty field near the palace. He started to summon his spirit troops to help him built the temples. There were thousands spirits showed up to help Bondowoso. The construction process ran smoothly and by the middle of the night they almost completed their mission. There were three temples left to build. It made Bondowoso felt relief.</p> <p>Roro Jonggrang watched the construction process at the whole time. She was worried that Bondowoso would finish the job on time, so she tried to find a way to trick him. After thinking about it for a while, she finally got an idea. In the midnight, she called all of her servants and asked them to burn the hay and hit the rice mortar. The light of the burnt hay made it look like the morning had come and the sound from</p>

	<p>the rice mortar woke all roosters up and they started to crow.</p> <p>Bondowoso's spirit troops started to leave one unfinished temple when they saw the sun was about to rise. Bondowoso tried to stop them but they didn't listen to him. Bondowoso tried to complete the work by himself but until the morning really came it was still not complete. Suddenly, Roro Jonggrang showed up in front him. "It seems like you have failed to complete your mission" said Roro Jonggrang.</p>
<p>Resolution (It shows the situation in which the problems have been resolved.)</p>	<p>Bondowoso realized that Roro Jonggrang had tricked him. He was so upset and he said "You trick me! Now with all my power, I curse you into a statue". Suddenly Roro Jonggrang's body turned into stone and she became the thousandth temple.</p>

e. Language Features:

- 1) Using simple past tense :
 - Bondowoso **went** to an empty field near the palace
 - She **tried** to find a way to trick him.
- 2) Using temporal conjunction, such as: when, after that etc.
- 3) Using saying verbs, such as: shouted, said, etc.
- 4) Using action verbs, such as: marched, built, etc.

Appendix 2

Material for Both The Experimental and Control Classes

- Written Text

The Legend of Prambanan Temple

Long time ago, there lived a very powerful king named Prabu Baka. He was the king of Prambanan kingdom. All people in the kingdom were afraid of him because he looked like a giant monster. Despite his ugly appearance, Prabu Baka had a very beautiful daughter named Roro Jonggrang. There were so many men fell in love with her.

Meanwhile, on a land far away from Prambanan kingdom, there lived a famous warrior in Pengging kingdom. His name is Bondowoso but he was also known as Bandung Bondowoso. "Bandung" was actually the name of his magical heirloom that he could use to summon spirits to help him whenever he needed it.

One day, the king of Pengging kingdom wanted to expand his territory. He chose to conquer Prambanan kingdom as the target. The king entrusted Bandung Bondowoso to lead the army. “Bondowoso, go to Prambanan with your soldiers. Conquer the kingdom for me!” said the king. “Yes my king, I will return with victory” said Bondowoso.

After that, Bondowoso and his army marched toward Prambanan kingdom. When they arrived at the kingdom, they launched their attack right away. With this surprising attack, they managed to defeat a lot of Prambanan soldiers. King Prabu Baka tried to fight back with his remaining troops but he failed and he died by the hand of Bondowoso.

When the war was over, Bondowoso and his soldiers occupied Prambanan kingdom. Everything that was once belong to Prabu Baka, now became Bondowoso’s possession, including Prabu Baka’s daughter, Roro Jonggrang. Since the first time he saw her at the palace, Bondowoso wanted nothing else but to marry Roro Jonggrang. One day, he decided to express his feeling to her. “My beautiful princess, you are so beautiful. There is no word that can describe your beauty. I think you may be an angel” said Bondowoso to Roro Jonggrang. Roro Jonggrang didn’t show any response to his word, because she was actually mad at him for murdering her father. Bondowoso didn’t like the way she acted in front of him, so he tried to tease her again, but Roro Jonggrang kept ignoring him and this made him upset and angry. “Say something!” said Bondowoso shouted at Roro Jonggrang.

Roro Jonggrang tried to think about it for a while. She tried to find a way to trick him. Finally she got an idea. She said that she would marry him if he could fulfill her request. “Say it, I will do anything for you” said Bondowoso. “I want you to build a thousand temples for me in one night” said Roro Jonggrang. “If that is what you want, I will do it” said Bondowoso.

After that Bondowoso went to an empty field near the palace. He started to summon his spirit troops to help him built the temples. There were thousands spirits showed up to help Bondowoso. The construction process ran smoothly and

by the middle of the night they almost completed their mission. There were three temples left to build. It made Bondowoso felt relief.

Roro Jonggrang watched the construction process at the whole time. She was worried that Bondowoso would finish the job on time, so she tried to find a way to trick him. After thinking about it for a while, she finally got an idea. In the midnight, she called all of her servants and asked them to burn the hay and hit the rice mortar. The light of the burnt hay made it look like the morning had come and the sound from the rice mortar woke all roosters up and they started to crow.

Bondowoso's spirit troops started to leave one unfinished temple when they saw the sun was about to rise. Bondowoso tried to stop them but they didn't listen to him. Bondowoso tried to complete the work by himself but until the morning really came it was still not complete. Suddenly, Roro Jonggrang showed up in front him. "It seems that you have failed to complete your mission" said Roro Jonggrang.

Bondowoso realized that Roro Jonggrang had tricked him. He was so upset and he said "You trick me! Now with all my power, I curse you into a statue". Suddenly Roro Jonggrang's body turned into a stone and she became the thousandth temple.

(Adapted from : <http://www.bigbanktheories.com/contoh-narrative-text-legend-dinusantara-dan-terjemahannya/>)

Material for The Control Class**Instruction**

Write the main point of each paragraph of the text “The Legend of Prambanan Temple” in group!

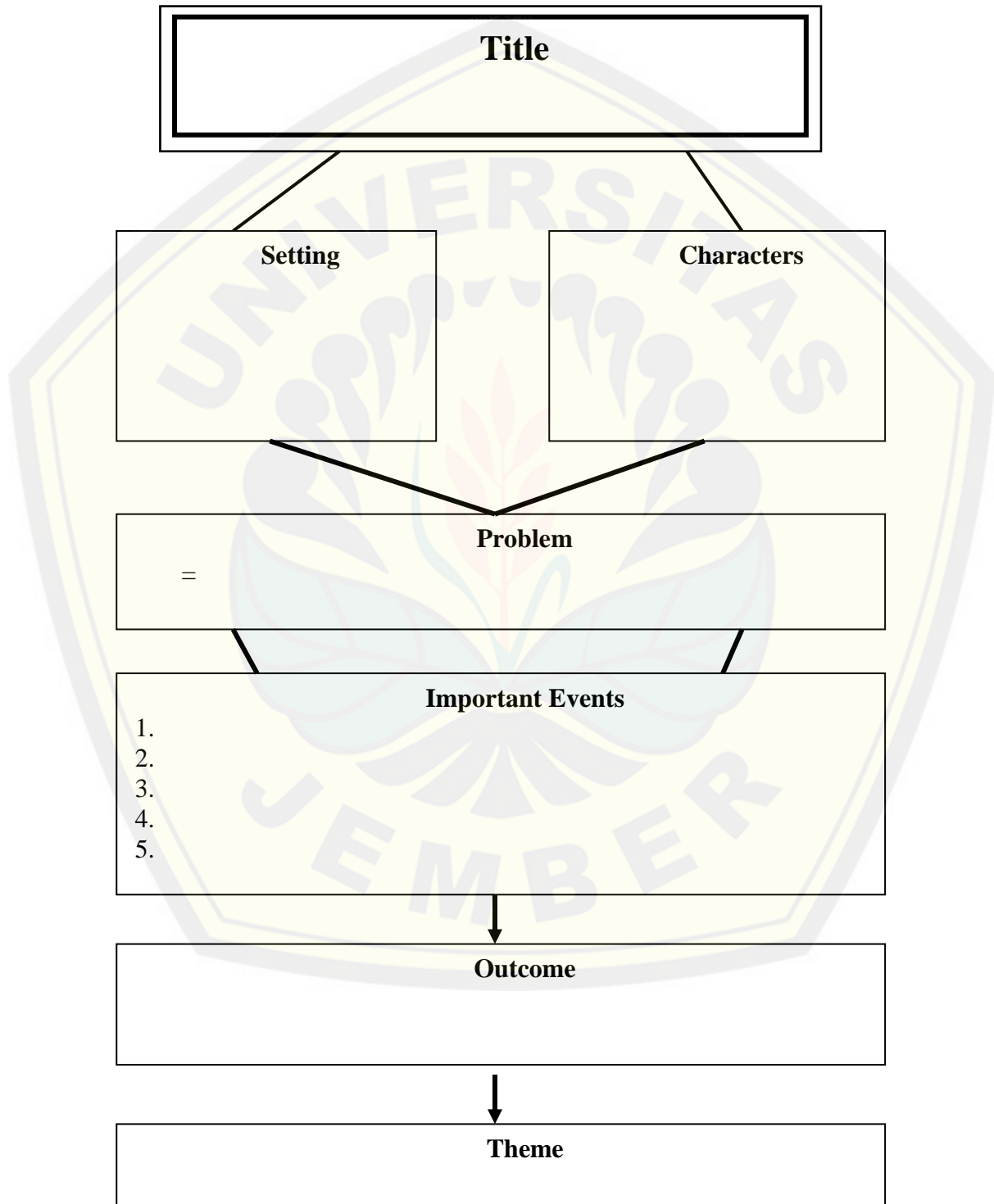
Material for the Control Class**The Main Point of Each Paragraph of The Text “The Legend of Prambanan temple”**

Paragraph 1	Prabu Baka had a beautiful daughter named Roro Jonggrang
Paragraph 2	Bandung Bondowoso was a famous warrior lived in Pengging Kingdom
Paragraph 3	The king of Pengging Kingdom entrusted Bandung Bondowoso to conquer Prambanan Kingdom
Paragraph 4	Bandung Bondowo murdered Prabu Baka
Paragraph 5	Bandung Bondowoso felt in love with Roro Jonggrang and expressed his feeling
Paragraph 6	Roro Jonggrang said that she would marry Bandung Bondowoso if he could build a thousand temples in one night.
Paragraph 7	Bandung Bondowoso summoned his spirit troops to help him built the temples.
Paragraph 8	Roro Jonggrang tricked Bandung Bondowoso by asking her servants to burn the hay and hit the rice mortar.
Paragraph 9	Bandung Bondowoso couldn't complete his work in building the temples.
Paragraph 10	Bandung Bondowoso realized that Roro Jonggrang had tricked him, so he cursed her into a stone.

Material for The Experimental Class

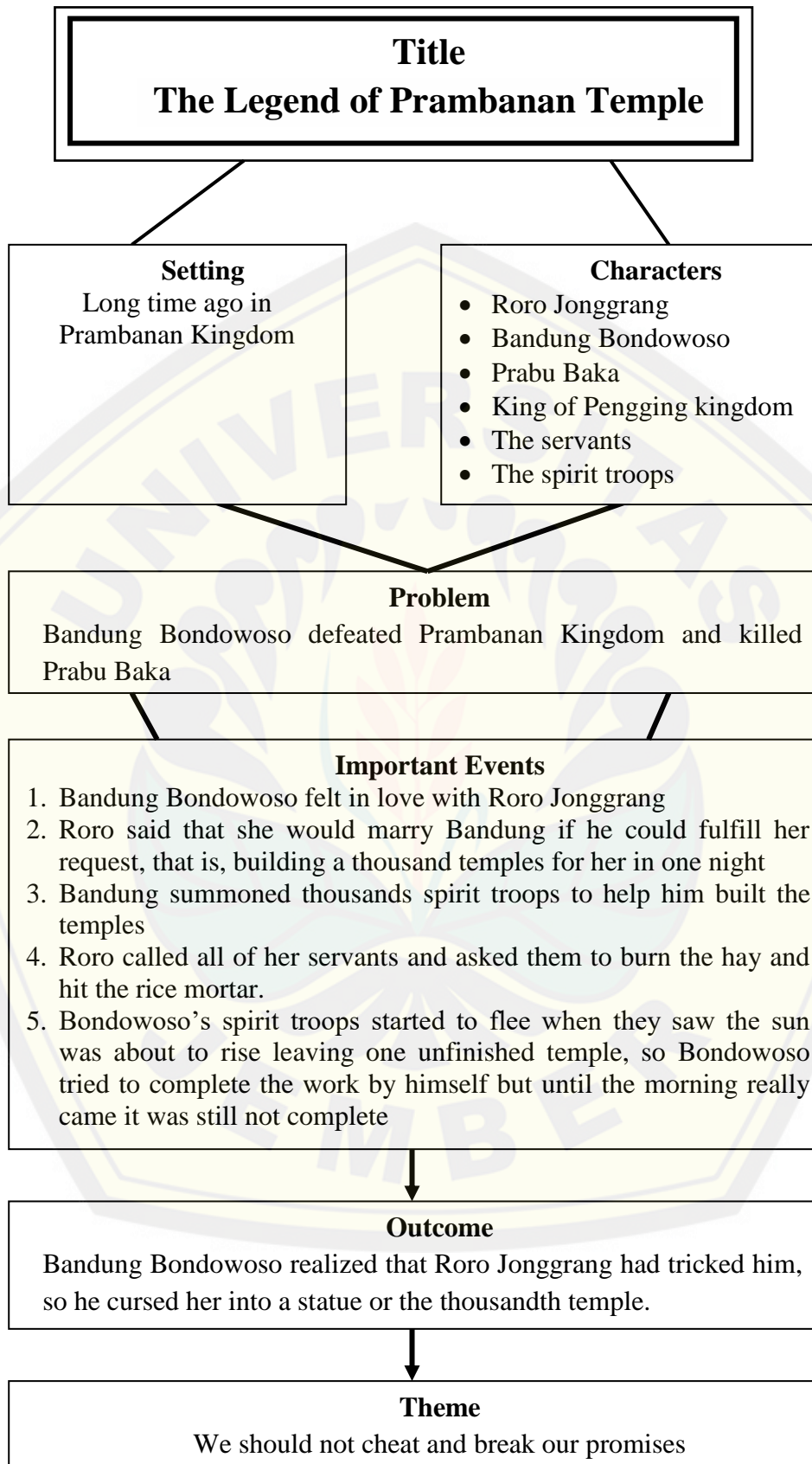
The Incomplete Map

Fill in the blank squares with the information that you get from the text “The Legend of Prambanan Temple” in group!



Material for The Experimental Class

The Final Map



STUDENTS WORKSHEET

Name	:	
Student's Number / Class	:	/

Task 1

Choose the best answer of these following questions by circling a, b, c, d or e on your answer sheet individually!

1. What does the text tell us about?
 - a. The text tells us about the location of Prambanan Temple
 - b. The text tells us about the description of Prambanan Temple
 - c. The text tells us about the writer's experience in Prambanan Temple
 - d. The text tells us about the beauty of Prambanan Temple
 - e. The text tells us about the legend of Prambanan Temple
2. "All people in the kingdom were afraid of him because he looked like a giant monster." (the third sentence of the first paragraph). What does the antonym of the underlined word?
 - a. Huge
 - b. Wide
 - c. Narrow
 - d. Impressive
 - e. Dwarf
3. What is the main idea of the second paragraph?
 - a. Prabu Baka had a beautiful daughter named Roro Jonggrang
 - b. Bondowoso and his army defeated Prambanan kingdom and killed Prabu Baka
 - c. Bondowo expressed his feeling to Roro Jonggrang
 - d. Roro Jonggrang tried to trick Bondowoso
 - e. There lived a famous warrior named in Pengging kingdom.
4. Where did Bandung Bondowoso live?
 - a. In Prambanan Kingdom
 - b. In Prambanan Temple
 - c. Near Prambanan Kingdom
 - d. In Pengging Kingdom
 - e. In Roro Jonggrang Kingdom

5. Who trusted Bandung Bondowo to defeat Prambanan Kingdom?
 - a. Prabu Baka
 - b. The king of Pengging Kingdom
 - c. Roro Jonggrang
 - d. The spirit troops
 - e. The army of Pengging Kingdom

6. What is the main idea of the fourth paragraph?
 - a. Bondowoso and his army defeated Prambanan kingdom and killed Prabu Baka
 - b. The King of Pengging Kingdom ordered Bondowoso to defeat Prambanan Kingdom
 - c. Bondowo felt in love with Roro Jonggrang
 - d. Roro Jonggrang tried to trick Bandung Bondowoso
 - e. Bandung Bondowoso was a famous warrior in Pengging Kingdom

7. Why was Bondowoso upset and angry with Roro Jonggrang?
 - a. Because Roro Jonggrang didn't love him
 - b. Because Roro Jonggrang asked him to build a thousand temples
 - c. Because Roro Jonggrang ignored him
 - d. Because Roro Jonggrang would marry him if he could fulfill her request
 - e. Because Roro Jonggrang had the same feeling with Bondowoso

8. "He started to summon his spirit troops to help him built the temples." (the second sentence of the seventh paragraph). What does the synonym of the underlined word?
 - a. Command
 - b. Discover
 - c. Manage
 - d. Admire
 - e. Find

9. When did Roro Jonggrang ask her servants to burn the hay and hit the rice mortar?
 - a. When she met Bandung Bondowoso
 - b. At midnight
 - c. When the sun had risen
 - d. In the morning
 - e. At noon

10. What is the moral value of the story?
 - a. We should care with other people's condition
 - b. We should keep our promise to other people
 - c. We should never give up

- d. We should be honest
- e. We should be generous to other people

Task 2

Circle T if the statement is true and F if the statement is false individually!

1. The text tells us about how Prambanan Kingdom was built. (T / F)
2. “**He** chose to conquer Prambanan kingdom as the target.”
(The second sentence of the third paragraph)
The underlined word refers to Bandung Bondowoso. (T / F)
3. “When **they** arrived at the kingdom, they launched their attack right away.” (the second sentence of the fourth paragraph).
The underlined word refers to the army of Prambanan Kingdom. (T / F)
4. Bandung Bondowoso won the war against Prabu Baka. (T / F)
5. Roro Jonggrang didn’t know that Bandung Bondowoso had murdered her father. (T / F)
6. Paragraph 6 tells us about Roro’s requirement to Bandung Bondowoso to build a thousand temples in one night. (T / F)
7. Roro Jonggrang asked her servants to burn the hay and hit the rice mortar in order to fail Bondowo’s mission (T / F)
8. The spirit troops left Bandung Bondosowo when they saw the sun would rise. (T / F)
9. The main idea of the last paragraph is Bondowoso realized that Roro had tricked him, so he cursed her into a stone. (T / F)
10. The text has a happy ending. (T / F)

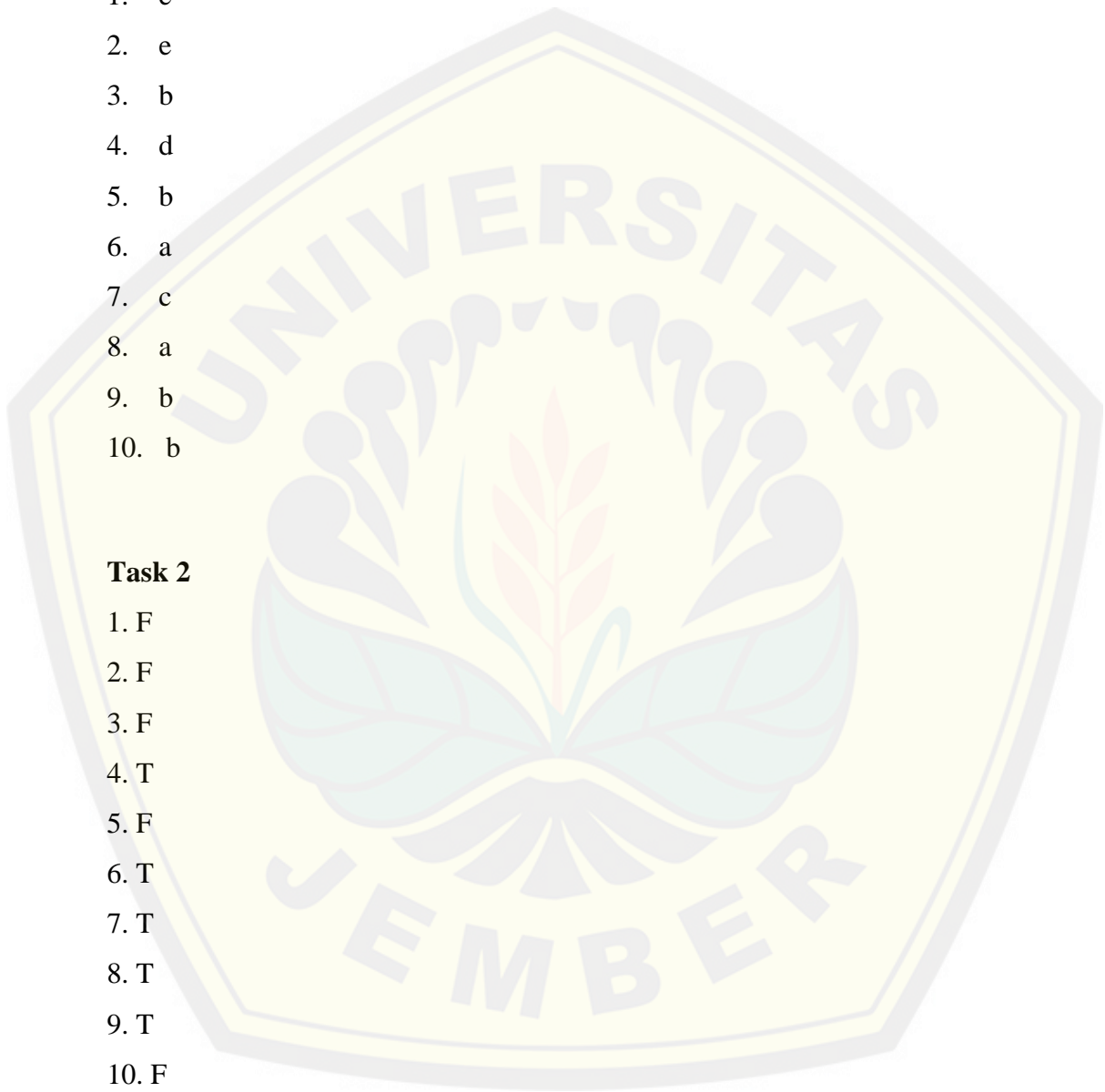
ANSWER KEY

Task 1

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

Task 2

1. F
2. F
3. F
4. T
5. F
6. T
7. T
8. T
9. T
10. F



The Distribution of the Test Items

Distribution of the test items		
Classification	Task 1	Task 2
Word Comprehension	2, 8	2, 3
Sentence Comprehension	4, 5, 7, 9	4, 5, 7, 8
Paragraph Comprehension	3, 6	6, 9
Text Comprehension	1, 10	1, 10
Total	10	10

SCORING

Task 1. The number of correct answers x 6

Task 2. $\frac{\text{The number of correct answers} \times 4}{\text{Total number of items}}$ +

= The total score

Jember, Desember 10rd 2018

Nadya Adinda Herdytasari
NIM.140210401067

LESSON PLAN 2

Subject	: English
Level	: Senior High School
Class	: X
Genre	: Narrative Text
Theme	: Legend
Sub Theme	: The Legend of Banyuwangi
Language Skill	: Reading
Time	: 2 x 45 minutes

A. Core Competence

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

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

F. Basic Competence and Indicators

Basic Competence	Indicators
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan	3.4.1 Mentioning the social function of a narrative text correctly 3.4.2 Mentioning the generic structures of a narrative text correctly and

meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya	contextually 3.4.3 Mentioning the language features of a narrative text correctly and contextually
4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>naratif</i> , lisan dan tulis, sederhana terkait legenda rakyat	4.5.1 Filling in the incomplete map (blank squares) by using information found in a narrative text in group (<i>for experimental class</i>) and writing the main point of each paragraph in a narrative text in group (<i>for control class</i>). 4.5.2 Answering the comprehension questions in the form of multiple choices and True False statements related to the written narrative text.

G. Learning Objectives

Students are expected to be able to:

- 3.4.1 mention the social function of a narrative text correctly
- 3.4.2 mention the generic structures of a narrative text correctly and contextually
- 3.4.3 mention the language features of a narrative text correctly and contextually
- 4.4.2 fill in the incomplete map (blank squares) by using information found in a narrative text in group (*for experimental class*) and write the main point of each paragraph in a narrative text in group (*for control class*).
- 4.4.3 answer the comprehension questions in the form of multiple choices and True False statements related to the written narrative text.

H. Teaching and Learning Materials

Materials are enclosed

- Appendix 1 : Instructional materials for both the experimental and control classes

I. Teaching Strategy/Technique

- Technique : - The experimental class : *Semantic Mapping Strategy*
 - The control class : *Question and Answer Technique*

H. Media, Tools, and Teaching Sources

1. Media : Manila papers that contain blank squares
2. Tools : Board markers, a white board, LCD, picture of Prambanan Temple, and text entitled “The Legend of Banyuwangi”
3. Learning source: <http://www.bigbanktheories.com/contoh-narrative-text-legend-di-nusantara-dan-terjemahannya/>

I. Teaching and Learning Activities

The Experimental Class	Time	The Control Class	Time
Set Induction	10'	Set Induction	10'
1. Greeting the students and checking their attendance.	3'	1. Greeting the students and checking their attendance.	3'
2. Asking the students to guess the topic by giving riddle and leading questions about The Legend of Banyuwangi to the students.	4'	2. Asking the students to guess the topic by giving riddle and leading questions about The Legend of Banyuwangi to the students.	4'
3. Stating the topic and the learning objective.	3'	3. Stating the topic and the learning objective.	3'
Main Activities	75'	Main Activities	75'
<i>Observing</i>	5'	<i>Observing</i>	5'

Asking the students to read a narrative text entitled “The Legend of Banyuwangi”	5’	Asking the students to read a narrative text entitled “The Legend of Banyuwangi”	5’
<i>Questioning</i>	5’	<i>Questioning</i>	5’
Guiding the students to ask some questions related to the content of the text	5’	Guiding the students to ask some questions related to the content of the text	5’
<i>Experimenting</i>	35’	<i>Experimenting</i>	35’
1. Asking the students to mention the social function, generic structures and the language features of the text orally	7’	1. Asking the students to mention the social function, generic structures and the language features of the text orally	7’
2. Dividing the students into some groups consisting of 5 to 6 students	2’	2. Dividing the students into some groups consisting of 5 to 6 students	2’
3. Asking the groups to discuss and fill in the blank map on the manila paper by using information found in the text	18’	3. Asking the groups to discuss and write the main point of each paragraph found in the text on the manila paper	18’
4. Asking the group to show their maps to the class, choosing the best map, and deciding the final map	8’	4. Asking the group to show their manila papers to the class and discussing the correct main points with the teacher	8’
<i>Associating</i>	20’	<i>Associating</i>	20’
1. Asking the students to answer the comprehension questions in the form of multiple choice questions individually.	10’	3. Asking the students to answer the comprehension questions in the form of multiple choice questions individually.	10’

2. Asking the students to answer the comprehension questions in the form of True or False Statements individually	10'	2. Asking the students to answer the comprehension questions in the form of True or False Statements individually	10'
<i>Communicating</i>	<i>10'</i>	<i>Communicating</i>	<i>10'</i>
Asking the students to discuss the results of the exercises together.	10'	Asking the students to discuss the results of the exercises together.	10'
CLOSING	5'	CLOSING	5'
1. Asking the students to draw a conclusion of what they have learned and discussed.	3'	1. Asking the students to draw a conclusion of what they have learned and discussed.	3'
2. Parting.	2'	2. Parting.	2'

Learning materials for both the experimental and control class

❖ *Leading questions*

- Do you know the title of cartoon "Avatar"?
What is the second word on the title? (answer: The **Legend** of Aang)
- Do you still remember what kind of narrative text that tells about a particular place or person coming down from the past? What is it? (answer: Legend)
- What is the name of the city that is called as the sunrise of Java?
(answer : Banyuwangi)
- Do you know where *gandung* dance comes from?
(answer : Banyuwangi)
- Can you guess what the topic of our today's lesson is?
(answer : The Legend of Banyuwangi)

Narrative Text

- a. Definition :** A text that focuses on specific participants and tells an interesting story.
- b. Social function :** to amuse or entertain the readers
- c. The generic structures :**

Title	The Legend of Banyuwangi
<p>Orientation (This part explains who are involved in the story, when and where the story happens.)</p>	<p>Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.</p>
<p>Complication (This part explores the conflicts in the story)</p>	<p>Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the palace.</p> <p>When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.</p> <p>Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier.</p> <p>As a proof of her sacred love, Made Surati asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.</p>
<p>Resolution It shows the situation in which the</p>	<p>Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly became clean and as clear as glass with a fragrant smell. Raden</p>

problems have been resolved.)	Bantera screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, “Banyu... Wangi... Banyuwangi!” This means “fragrant water”.
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f. Language Features:

- 1) Using simple past tense :
 - He **was** such a handsome young man
 - Raden Bantera **screamed** crazily and **regretted** his deed
- 2) Using temporal conjunction, such as: when, while, etc
- 3) Using saying verbs, such as: screamed, said, etc.
- 4) Using action verbs, such as: invaded, walked, etc.

Appendix 2

Material for Both The Experimental and Control Classes

- Written Text

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

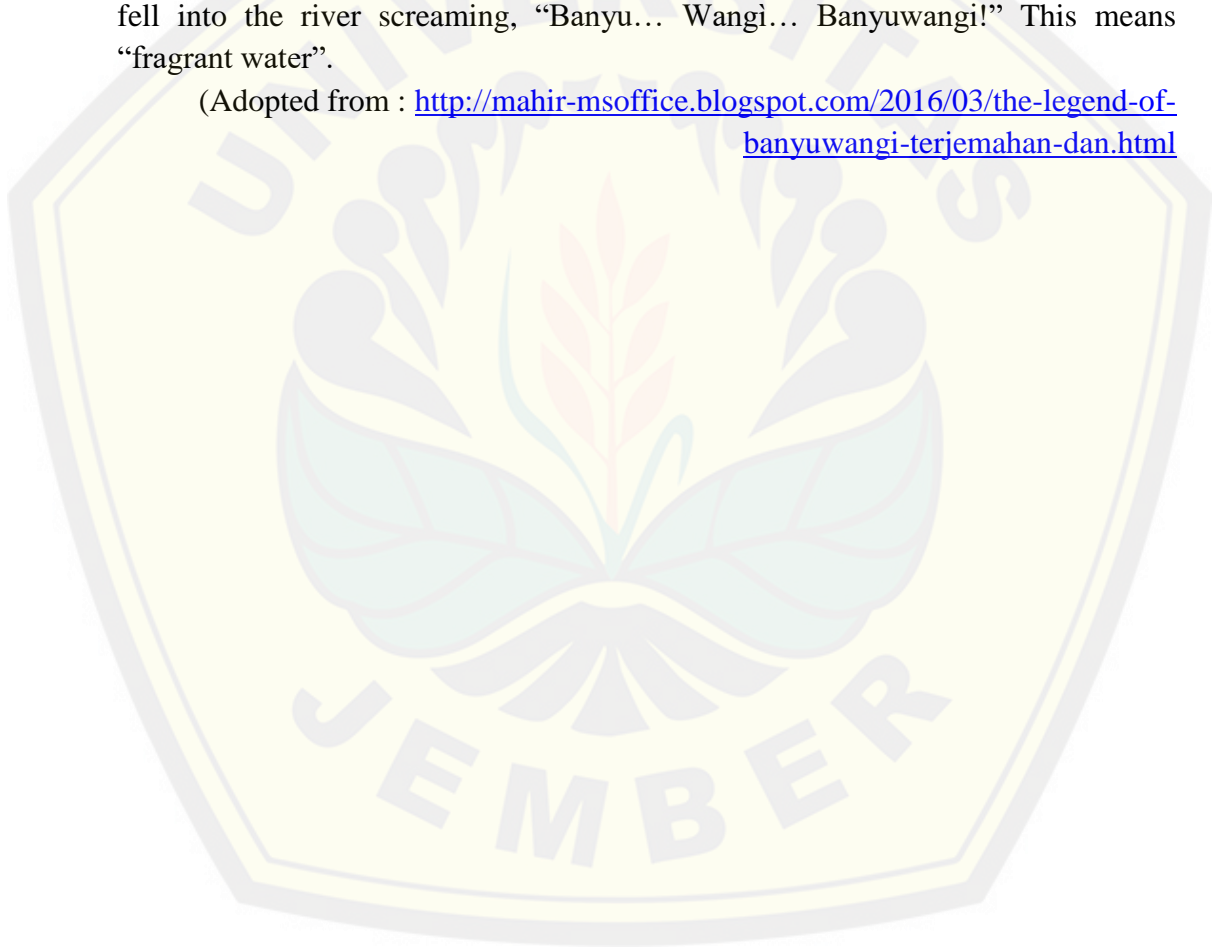
Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion,

Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier.

As a proof of her sacred love, Made Surati asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly became clean and as clear as glass with a fragrant smell. Raden Bantera screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water".

(Adopted from : <http://mahir-msoffice.blogspot.com/2016/03/the-legend-of-banyuwangi-terjemahan-dan.html>)



Material for The Control Class**Instruction**

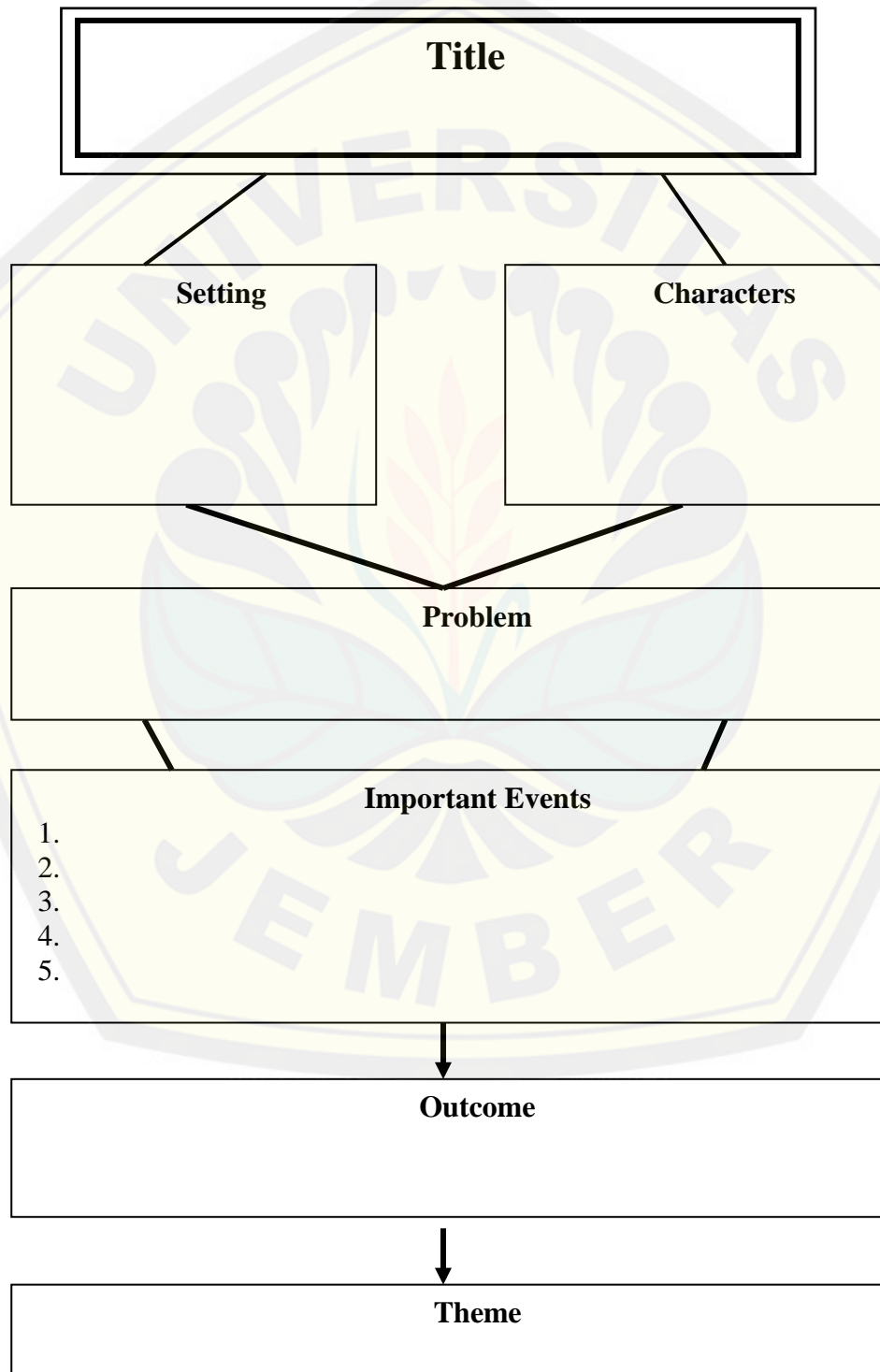
Write the main point of each paragraph of the text “The Legend of Banyuwangi” on the manila paper provided by the teacher in group!

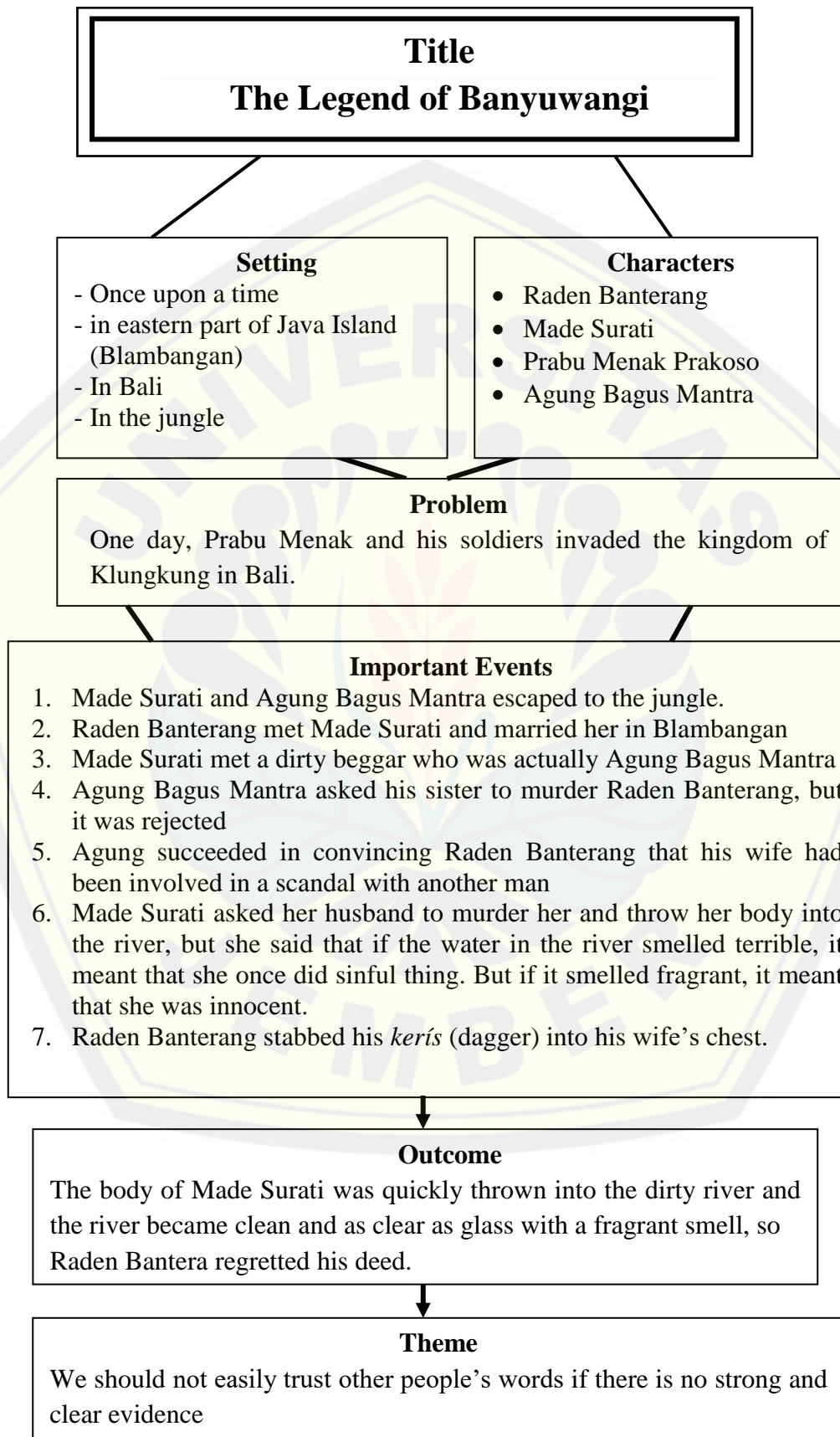
Material for the Control Class**The Main Point of Each Paragraph of The Text “The Legend of Banyuwangi”**

Paragraph 1	Prabu Menak Prakoso invaded Klungkung Kingdom and murdered the king, but the king’s daughter and son were able to escape to the jungle.
Paragraph 2	Prabu Menak Prakoso’s son, Raden Banterang married with Made Surati, the princess of Klungkung kingdom.
Paragraph 3	Agung Bagus Mantera met Made Surati and asked her to murder Raden Banterang.
Paragraph 4	Agung Bagus Mantera convinced Raden Banterang that Made Surati had been involved in a scandal with another man.
Paragraph 5	As a proof of her sacred love, Made Surati asked her husband to murder her and throw her body to the river.
Paragraph 6	Raden banterang murdered his wife and threw her body into the river, than the river became clean and clear with a fragrant smell

Material for The Experimental Class**The Incomplete Map**

Fill in the blank squares with the information that you get from the text “The Legend of Banyuwangi” in group!



Material for The Experimental Class**The Final Map**

STUDENTS WORKSHEET

Name :
Class / Number :

Task 1

Choose the best answer of these following questions by circling a, b, c, d or e on your answer sheet individually based on the text that you have read!

1. What does the text tell us about?
 - a. The text tells us about the historical places in Banyuwangi
 - b. The text tells us about the legend of Banyuwangi
 - c. The text tells us about the majesty of Banyuwangi
 - d. The text tells us about the writer's experience in Banyuwangi
 - e. The text tells us about the description of Banyuwangi

2. Where did Prabu Menak Prakoso live?
 - a. In the central part of Java Island
 - b. In the eastern part of Bali Island
 - c. In the eastern part of Java Island
 - d. In the central part of Klungkung
 - e. In the eastern part of Klungkung

3. "He was very angry with her and came up with a sly idea to slander her." (the last sentence of the third paragraph). What does the synonym of the underlined word?
 - a. Shifty
 - b. Wise
 - c. Great
 - d. Excellent
 - e. Emotional

4. What is the main idea of the second paragraph?
 - a. Prabu Menak Prakoso murdered the king of Klungkung kingdom
 - b. Made Surati met Agung Bagus Mantra
 - c. Raden Banterang met Made Surati and they got married
 - d. Agung Bagus Mantra convinced Raden Banterang that Made Surati have been involved in a scandal
 - e. Raden Banterang stabbed his *keris* (dagger) into Made Surati's chest.

5. Who was Agung Bagus Mantra?
 - a. Raden Banterang's brother

- b. Prabu Menak Prakoso's son
 - c. Made Surati's brother
 - d. Raden Banterang's brother
 - e. Made Surati's son
6. What is the main idea of the fourth paragraph?
- a. Prabu Menak Prakoso murdered the king of Klungkung kingdom
 - b. Made Surati met Agung Bagus Mantra
 - c. Raden Banterang met Made Surati and they got married
 - d. Agung Bagus Mantra convinced Raden Banterang that Made Surati have been involved in a scandal
 - e. Raden Banterang stabbed his *keris* (dagger) into Made Surati's chest.
7. When did the dirty beggar come?
- a. After Raden Banterang murdered his wife
 - b. When Raden Banterang was hunting
 - c. When Prabu Menak Prakoso was invading Klungkung kingdom
 - d. When Raden Banterang met Made Surati
 - e. When Made Surati went to the jungle
8. "Asking for **compassion**, Made Surati tried to tell the truth and denied her husband's accusation." (the second sentence of the fourth paragraph). What does the synonym of the underlined word?
- a. Pity
 - b. Happiness
 - c. Belief
 - d. Sorrow
 - e. Help
9. Why did Made Surati ask Raden Banterang to kill her?
- a. Because she wanted to show the proof of the truth and her sacred love
 - b. Because she wanted to show that Agung Bagus Mantera was telling the truth
 - c. Because she felt that Raden Banterang was cruel
 - d. Because she had been upset with Agung Bagus Mantra
 - e. Because she was sad of her father's death
10. What is the moral value of the story?
- a. We should not leave our beloved people for a long time
 - b. We should keep our promise to other people
 - c. We should trust all people around us
 - d. We should not easily trust what someone says without any evidence
 - e. We should be generous to other people

Task 2

Circle T if the statement is true and F if the statement is false individually!

1. The text tells us about the legend of Blambangan Kingdom (T / F)
2. “He was such a handsome young man.”
(The second sentence of the second paragraph)
The underlined word refers to Raden Banterang. (T / F)
3. “He was very angry with her and came up with a sly idea to slander her.” (the last sentence of the third paragraph).
The underlined word refers to Raden Banterang. (T / F)
4. Raden Banterang murdered the king of Klungkung kingdom. (T / F)
5. Agung Bagus Mantera told the truth to Raden Banterang (T / F)
6. Paragraph 6 tells us about Made Surati’s proof of her sacred love (T / F)
7. Agung Bagus Mantera tried to rescue Made Surati (T / F)
8. The condition of the water showed that Made Surati was telling a lie. (T / F)
9. The main idea of the last paragraph is about the reason why the place is called “Banyuwangi” (T / F)
10. The text has a sad ending. (T / F)

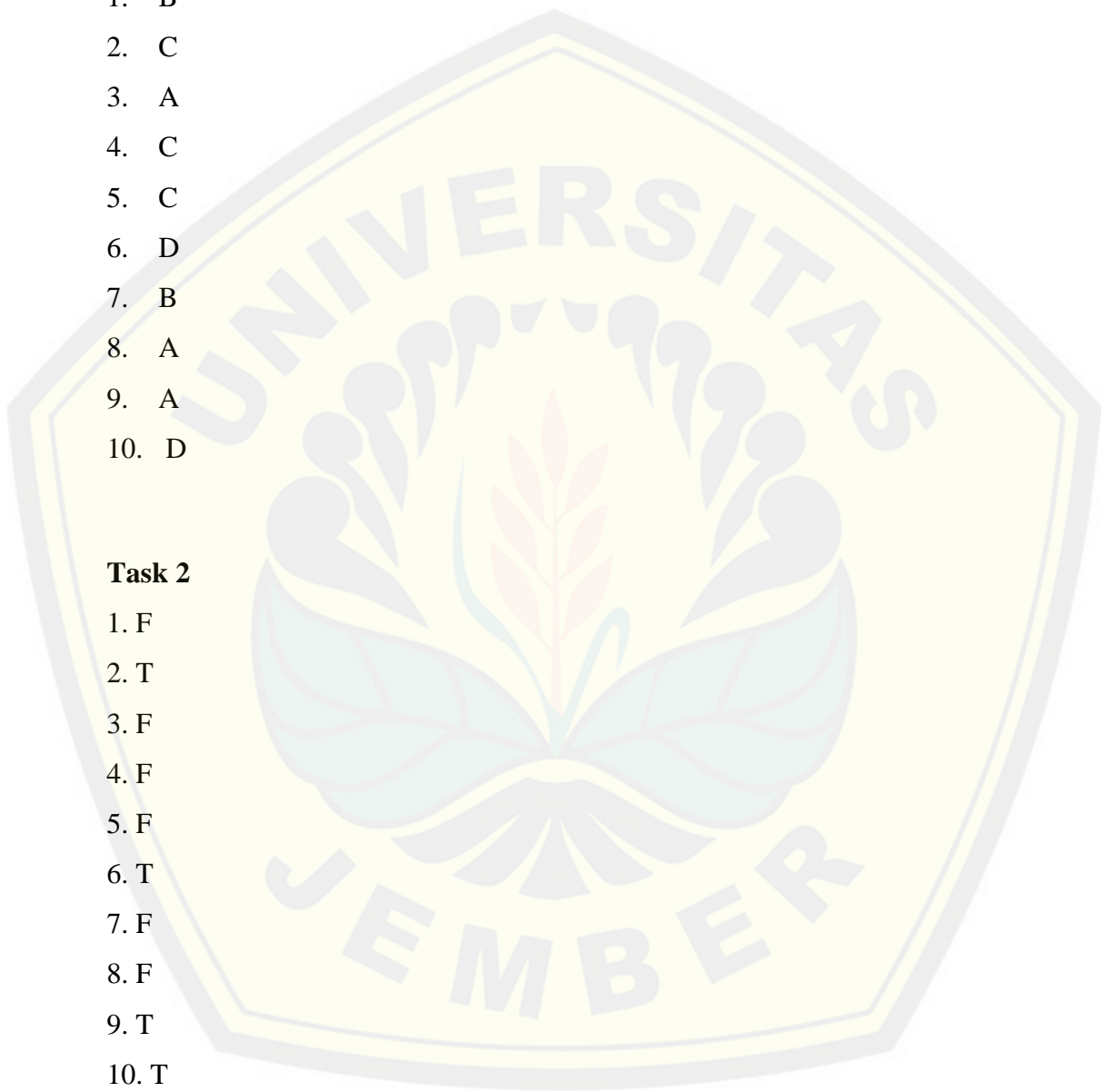
ANSWER KEY

Task 1

1. B
2. C
3. A
4. C
5. C
6. D
7. B
8. A
9. A
10. D

Task 2

1. F
2. T
3. F
4. F
5. F
6. T
7. F
8. F
9. T
10. T



The Distribution of the Test Items

Distribution of the test items		
Classification	Task 1	Task 2
Word Comprehension	3, 8	2, 3
Sentence Comprehension	2, 5, 7, 9	4, 5, 7
Paragraph Comprehension	4, 6	6, 8, 9
Text Comprehension	1, 10	1, 10
Total	10	10

SCORING

Task 1. The number of correct answers x 6

Task 2. The number of correct answers x 4 +

= **The total score**

Jember, Desember 11rd 2018

Nadya Adinda Herdytasari
NIM.140210401067

The Result of Homogeneity Test

No.	The Result of Homogeneity Test				
	X MIPA 1	X MIPA 2	X MIPA 3	X MIPA 4	X MIPA 5
1	84	94	86	84	42
2	82	70	70	90	92
3	88	82	80	66	90
4	80	84	82	68	94
5	92	88	94	90	60
6	80	82	86	80	74
7	82	80	74	60	84
8	84	84	76	84	84
9	82	80	44	78	74
10	84	78	84	50	72
11	70	80	84	88	94
12	90	58	82	84	88
13	84	86	88	76	60
14	76	94	82	90	64
15	86	66	70	72	94
16	86	64	84	94	-
17	64	82	88	72	88
18	54	82	78	84	62
19	72	88	72	94	84
20	92	78	64	78	82
21	78	70	-	88	78
22	84	82	88	86	94
23	68	80	78	74	74
24	72	-	78	66	100
25	82	82	64	86	70
26	88	74	72	82	76
27	74	52	88	-	100
28	80	78	84	90	94
29	70	88	94	74	78
30	86	58	64	86	78
31	90	90	94	96	66
32	68	84	76	54	78
33	88	78	88	88	84
34	82	84	70	74	70
35	88	82	94	82	66
36	-		88	90	94
	80,28571	78,88235	79,65714	79,94286	79,48571

TRY-OUT TEST

Subject	: English
Grade/Semester	: X / II
Time	: 50 minutes
Skill	: Reading
Text	: Narrative

Read the text below carefully and choose the best answer of the following questions by crossing a, b, c, d or e on your answer sheet!

The Legend of Talaga Warna

Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king. People called their king as Prabu. Prabu was a kind and wise king. No wonder if that country was prosperous. There was no hunger in this kingdom.

It was a very happy condition. But, it was a pity that Prabu and his queen hadn't got any children. It made the royal couple very sad. Some old men and women suggested the king to adopt a child, but Prabu and the queen didn't agree. "No, thank you. But for us, our own daughter or son is better than adopted children."

The queen was very sad. She often cried. That was why Prabu decided to go. He went to the jungle. There he prayed to God. Everyday he begged for a child. His dream came true. A few months later, the queen got pregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness.

Nine months later a princess was born. People sent their presents again to the little princess. This baby grew as a beautiful teenager.

Prabu and Queen loved their daughter so much. They gave whatever she wanted. It made Princess become a very spoiled girl. When her wish couldn't be realized, she became very angry. She even said bad things often. A true princess wouldn't do that. Even though the princess behaved badly, her parents loved her, so did the people in that kingdom.

Day by day, the princess grew more beautiful. No girls could be compared with her. In a few days, Princess would be 17 years old. So, people of that kingdom went to the palace. They brought many presents for her. Their presents were very beautiful. Prabu collected the presents. There were really many presents. Then Prabu stored them in a building. Sometimes he could take them to give to his people.

Prabu only took some gold and jewels. Then he brought them to the goldsmith. "Please make a beautiful necklace for my daughter," said Prabu. "My pleasure, Your Majesty," the goldsmith replied. The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the world because he loved his princess.

The birthday came. People gathered in the palace field. When Prabu and queen appeared, people greeted them happily. Prabu and his wife waved to their beloved people. Cheers were louder and louder when the princess appeared with her fabulous pretty face. Everybody admired her beauty. Prabu got up from his chair. A lady gave him a small and glamorous pillow. A wonderful necklace was on it. Prabu took that necklace. "My beloved daughter, today I give this necklace to you. This necklace is a gift from people in this country. They love you so much. They presented it for you to express their happiness because you have grown to a woman. Please, wear this necklace," said Prabu.

Princess accepted the necklace. She looked at the necklace in a glance. "I don't want to accept it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor.

Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. Nobody spoke. In their silence people heard the queen crying. Every woman felt sad and began crying too. Then everybody cried.

Then there was a miracle. Earth was crying. Suddenly, from the under ground, a spring emerged. It made a pool of water. The palace was getting full. Soon the place became a big lake. The lake sank all of the kingdom.

Nowadays the water on that lake is not as full as before. There is only a small lake now. People called the lake "Talaga Warna" which means "Lake of Colour". It's located in Puncak, West Java. On a bright day, the lake is full of colour, so beautiful and amazing. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some local people said that the colours were from the princess' necklace, which spreaded at the bottom of the lake.

(Adopted from: <http://britishcourse.com/contoh-narrative-text-legend-of-talaga-warna-beserta-terjemahannya.php>)

1. What does the story tell us about?
 - a. The story tells us about the beauty of Telaga Warna
 - b. The story tells us about the location of Telaga Warna
 - c. The story tells us about the legend of Telaga Warna

- d. The story tells us about the characteristics of Telaga Warna
 - e. The story tells us about the way to go to Telaga Warna
2. What were the characteristics of the princess?
 - a. Generous and childish
 - b. Arrogant and pampered
 - c. Wise and rude
 - d. Cheerful and arrogant
 - e. Clever and rude
 3. “It made the Princess become a very **spoiled** girl. (the third sentence of the fifth paragraph). Which one of the words below that has the opposite meaning with the underlined word?
 - a. Cute
 - b. Rude
 - c. Independent
 - d. Arrogant
 - e. Pretty
 4. When did the princess get the necklace?
 - a. When she was born
 - b. When she married
 - c. When she had her 17th birthday
 - d. When she saw Telaga Warna occur
 - e. When she received the throne from her father
 5. How did the princess respond when she received the necklace?
 - a. She received it happily
 - b. She said that she didn’t like it and threw it
 - c. She said that she didn’t like it but she saved it
 - d. She only looked it at a glance then left it
 - e. She wore it as she felt happy
 6. “Cheers were louder and louder when the princess appeared with her **fabulous** pretty face.” (the fifth sentence of the sixth paragraph). What is the synonym of the underlined word?
 - a. Ordinary
 - b. Beautiful
 - c. Marvelous
 - d. Majestic
 - e. Pale
 7. Who made the beautiful necklace?

- a. The king
 - b. The queen
 - c. The princess
 - d. The goldsmith
 - e. The people in the kingdom
8. “Suddenly, from the under ground, a spring emerged.” Which one of the word below that has the similar meaning with the underlined word?
- a. Disappeared
 - b. Happened
 - c. Lost
 - d. Took place
 - e. Appeared
9. Where was Telaga Warna located?
- a. In East Java
 - b. In West Java
 - c. In Central Java
 - d. In Jakarta
 - e. In Banten
10. What is the main idea of paragraph 11?
- a. The king and the queen really loved their daughter
 - b. The princess rejected the necklace
 - c. The lake is full of colour on bright days and called as Telaga Warna
 - d. The palace became full of water and it became a big lake
 - e. The king asked the goldsmith to make a beautiful necklace
11. Why did everybody cry?
- a. Because the queen cried
 - b. Because they had to give presents to the princess
 - c. Because they were upset with the princess
 - d. Because the kingdom became a lake
 - e. Because they were angry with the king
12. What is the main idea of the last paragraph?
- a. The king and the queen really loved their daughter
 - b. The princess rejected the necklace
 - c. The lake is full of colour on bright days and called as Telaga Warna
 - d. The palace became full of water and it became a big lake
 - e. The king asked the goldsmith to make a beautiful necklace

Task 2

Circle T if the statement is true and F if the statement is false individually!

1. The text tells us about the legend of a kingdom in West Java (T / F)
2. “She often cried” (The second sentence of the third paragraph)
The underlined word refers to the princess. (T / F)
3. The royal couple adopted a beautiful baby. (T / F)
4. “They love you so much.” (the thirteenth sentence of the seventh paragraph).
The underlined word refers to all people in that country. (T / F)
5. Some people in the kingdom didn’t love the princess. (T / F)
6. The main idea of the second paragraph is the king and the queen didn’t agree to adopt a child. (T / F)
7. The main character of the story is Prabu. (T / F)
8. The main idea of the sixth paragraph is eventhough the princess behaved badly, all people in the kingdom loved her. (T / F)
9. The princess had a bad attitude (T / F)
10. On the 17th birthday party of the princess, people gathered in the kingdom ballroom. (T / F)
11. The main idea of paragraph 10 is everybody in the kingdom cried because she was cruel. (T / F)
12. The local people there believed that the colors of the lake come from shadows of forest, plants, flowers, and sky around the lake. (T / F)
13. The moral value of this story is we should care of other people’s condition (T / F)

Answer Key of The Try-Out Test

Task 1	Task 2
1. C	1. F
2. B	2. F
3. C	3. F
4. C	4. T
5. B	5. F
6. C	6. T
7. D	7. F
8. E	8. F
9. B	9. T
10. D	10. F
11. C	11. T
12. C	12. F
	13. F

Reading Test Item Distribution

No	Indicators	Reading test item number	
		Task 1	Task 2
1.	Comprehending word meaning	3, 6, 8	2, 4
2.	Comprehending sentences	5, 7, 9	3, 5, 10, 12
3.	Comprehending paragraph	4, 10, 11, 12	6, 8, 11
4.	Comprehending the whole text	1, 2	1, 7, 9, 13

SCORING

Task 1. The number of correct answers x 3

Task 2. $\frac{\text{The number of correct answers} \times 2}{\text{Total number of items}} \times 100 = \text{The total score}$

POST- TEST

Subject	: English
Grade/Semester	: X / II
Time	: 40 minutes
Skill	: Reading
Text	: Narrative

Read the text below carefully and choose the best answer of the following questions by crossing a, b, c, d or e on your answer sheet!

The Legend of Talaga Warna

Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king. People called their king as Prabu. Prabu was a kind and wise king. No wonder if that country was prosperous. There was no hunger in this kingdom.

It was a very happy condition. But, it was a pity that Prabu and his queen hadn't got any children. It made the royal couple very sad. Some old men and women suggested the king to adopt a child, but Prabu and the queen didn't agree. "No, thank you. But for us, our own daughter or son is better than adopted children."

The queen was very sad. She often cried. That was why Prabu decided to go. He went to the jungle. There he prayed to God. Everyday he begged for a child. His dream came true. A few months later, the queen got pregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness.

Nine months later a princess was born. People sent their presents again to the little princess. This baby grew as a beautiful teenager.

Prabu and Queen loved their daughter so much. They gave whatever she wanted. It made Princess become a very spoiled girl. When her wish couldn't be realized, she became very angry. She even said bad things often. A true princess wouldn't do that. Even though the princess behaved badly, her parents loved her, so did the people in that kingdom.

Day by day, the princess grew more beautiful. No girls could be compared with her. In a few days, Princess would be 17 years old. So, people of that kingdom went to the palace. They brought many presents for her. Their presents were very beautiful. Prabu collected the presents. There were really many presents. Then Prabu stored them in a building. Sometimes he could take them to give to his people.

Prabu only took some gold and jewels. Then he brought them to the goldsmith. "Please make a beautiful necklace for my daughter," said Prabu. "My pleasure, Your Majesty," the goldsmith replied. The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the world because he loved his princess.

The birthday came. People gathered in the palace field. When Prabu and queen appeared, people greeted them happily. Prabu and his wife waved to their beloved people. Cheers were louder and louder when the princess appeared with her fabulous pretty face. Everybody admired her beauty. Prabu got up from his chair. A lady gave him a small and glamorous pillow. A wonderful necklace was on it. Prabu took that necklace. "My beloved daughter, today I give this necklace to you. This necklace is a gift from people in this country. They love you so much. They presented it for you to express their happiness because you have grown to a woman. Please, wear this necklace," said Prabu.

Princess accepted the necklace. She looked at the necklace in a glance. "I don't want to accept it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor.

Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. Nobody spoke. In their silence people heard the queen crying. Every woman felt sad and began crying too. Then everybody cried.

Then there was a miracle. Earth was crying. Suddenly, from the under ground, a spring emerged. It made a pool of water. The palace was getting full. Soon the place became a big lake. The lake sank all of the kingdom.

Nowadays the water on that lake is not as full as before. There is only a small lake now. People called the lake "Talaga Warna" which means "Lake of Colour". It's located in Puncak, West Java. On a bright day, the lake is full of colour, so beautiful and amazing. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some local people said that the colours were from the princess' necklace, which spreaded at the bottom of the lake.

(Adopted from: <http://britishcourse.com/contoh-narrative-text-legend-of-talaga-warna-beserta-terjemahannya.php>)

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2. What were the characteristics of the princess?
 - a. Generous and childish
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 3. “It made the Princess become a very **spoiled** girl. (the third sentence of the fifth paragraph). Which one of the words below that has the opposite meaning with the underlined word?
 - a. Cute
 - b. Rude
 - c. Independent
 - d. Arrogant
 - e. Pretty
 4. When did the princess get the necklace?
 - a. When she was born
 - b. When she married
 - c. When she had her 17th birthday
 - d. When she saw Telaga Warna occur
 - e. When she received the throne from her father
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 - b. She said that she didn’t like it and threw it
 - c. She said that she didn’t like it but she saved it
 - d. She only looked it at a glance then left it
 - e. She wore it as she felt happy
 6. “Cheers were louder and louder when the princess appeared with her **fabulous** pretty face.” (the fifth sentence of the sixth paragraph). What is the synonym of the underlined word?
 - a. Ordinary
 - b. Beautiful
 - c. Marvelous
 - d. Majestic
 - e. Pale
 7. Who made the beautiful necklace?

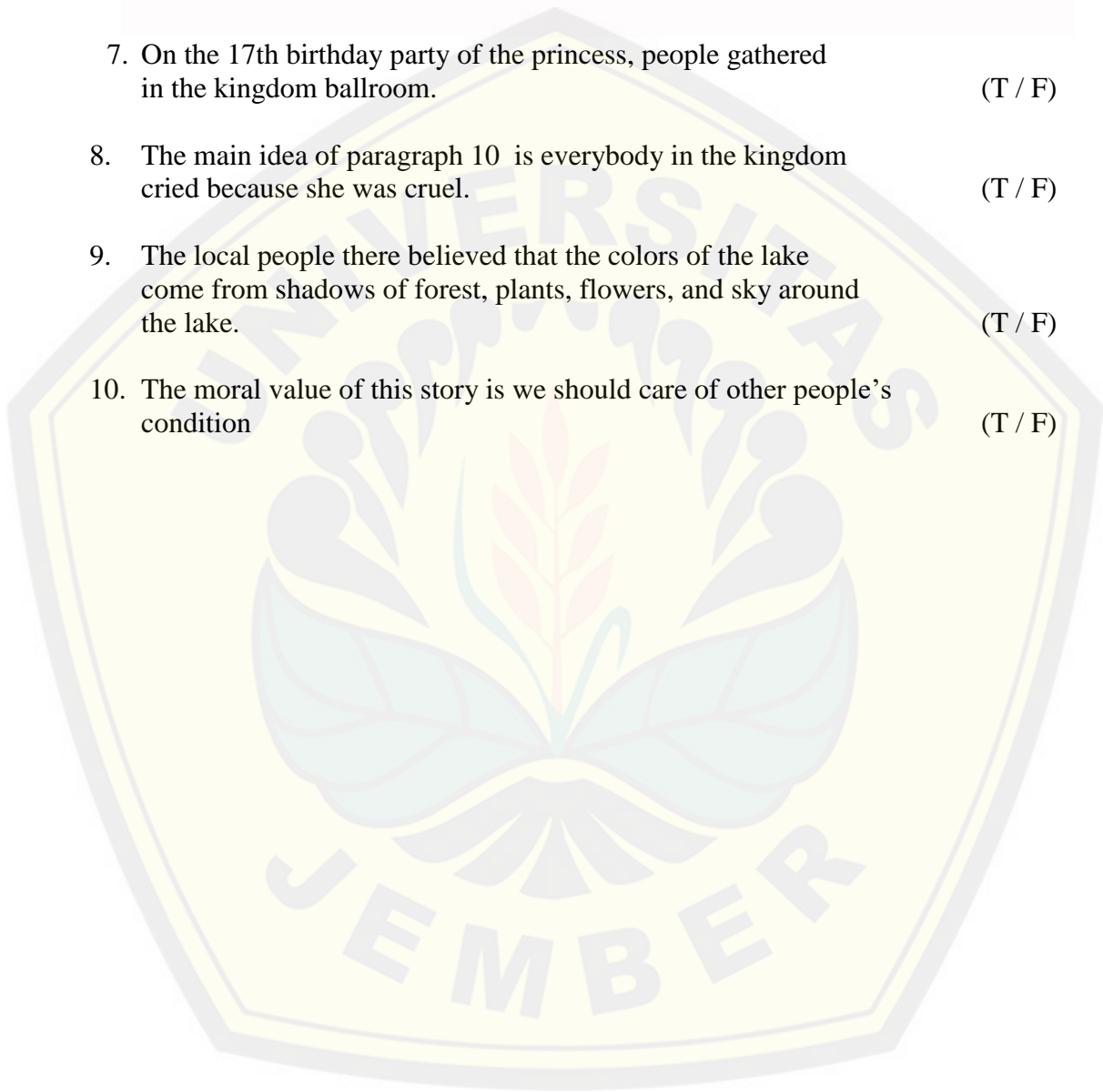
- a. The king
 - b. The queen
 - c. The princess
 - d. The goldsmith
 - e. The people in the kingdom
8. “Suddenly, from the under ground, a spring emerged.” Which one of the word below that has the similar meaning with the underlined word?
- a. Disappeared
 - b. Happened
 - c. Lost
 - d. Took place
 - e. Appeared
9. What is the main idea of paragraph 11?
- a. The king and the queen really loved their daughter
 - b. The princess rejected the necklace
 - c. The lake is full of colour on bright days and called as Telaga Warna
 - d. The palace became full of water and it became a big lake
 - e. The king asked the goldsmith to make a beautiful necklace
10. What is the main idea of the last paragraph?
1. The king and the queen really loved their daughter
 2. The princess rejected the necklace
 3. The lake is full of colour on bright days and called as Telaga Warna
 4. The palace became full of water and it became a big lake
 5. The king asked the goldsmith to make a beautiful necklace

Task 2

Circle T if the statement is true and F if the statement is false individually!

1. The text tells us about the legend of a kingdom in West Java (T / F)
2. “She often cried” (The second sentence of the third paragraph)
The underlined word refers to the princess. (T / F)
3. “They love you so much.” (the thirteenth sentence of the seventh paragraph).
The underlined word refers to all people in that country. (T / F)
4. The main idea of the second paragraph is the king and the queen didn’t agree to adopt a child. (T / F)

5. The main character of the story is Prabu. (T / F)
6. The princess had a bad attitude (T / F)
7. On the 17th birthday party of the princess, people gathered in the kingdom ballroom. (T / F)
8. The main idea of paragraph 10 is everybody in the kingdom cried because she was cruel. (T / F)
9. The local people there believed that the colors of the lake come from shadows of forest, plants, flowers, and sky around the lake. (T / F)
10. The moral value of this story is we should care of other people's condition (T / F)



Answer Key of The Post-Test

Task 1	Task 2
1. C	1. F
2. B	2. F
3. C	3. T
4. C	4. T
5. B	5. F
6. C	6. T
7. D	7. F
8. E	8. T
9. D	9. F
10. C	10. F

Reading Test Item Distribution

No	Indicators	Reading test item number	
		Task 1	Task 2
1.	Comprehending word meaning	3, 6, 8	2, 3
2.	Comprehending sentences	5, 7	7, 9
3.	Comprehending paragraph	4, 9, 10	4, 8
4.	Comprehending the whole text	1, 2	1, 5, 6, 10

SCORING

Task 1. The number of correct answers x 6

Task 2. The number of correct answers x 4 +

The total score = 100

No.	The Result of Homogeneity Test
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	X MIPA 1	X MIPA 2	X MIPA 3	X MIPA 4	X MIPA 5
1	84	94	86	84	42
2	82	70	70	90	92
3	88	82	80	66	90
4	80	84	82	68	94
	No	Students' Initial Names	Scores		
5	92	88	94	90	60
6	80	82	86	80	74
7	82	80	74	60	84
8	84	84	76	84	84
9	82	80	44	78	74
10	84	78	84	50	72
11	70	80	84	88	94
12	90	58	82	84	88
13	84	86	88	76	60
14	76	94	82	90	64
15	86	66	70	72	94
16	86	64	84	94	-
17	64	82	88	72	88
18	54	82	78	84	62
19	72	88	72	94	84
20	92	78	64	78	82
21	78	70	-	88	78
22	84	82	88	86	94
23	68	80	78	74	74
24	72	-	78	66	100
25	82	82	64	86	70
26	88	74	72	82	76
27	74	52	88	-	100
28	80	78	84	90	94
29	70	88	94	74	78
30	86	58	64	86	78
31	90	90	94	96	66
32	68	84	76	54	78
33	88	78	88	88	84
34	82	84	70	74	70
35	88	82	94	82	66
36	-		88	90	94
	80,28571	78,88235	79,65714	79,94286	79,48571

Appendix 8. The Result of Homogeneity Test

Appendix 9.
of The

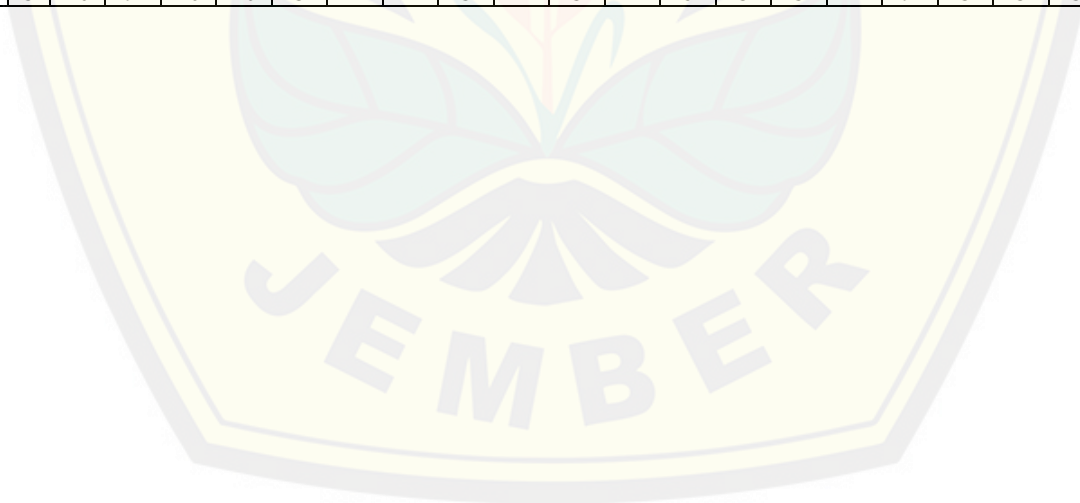
1	AMPH	82
2	AFN	77
3	AAS	66
4	AR	71
5	AS	76
6	AYEP	79
7	ADR	69
8	AIRA	69
9	ATAP	73
10	DM	84
11	EA	76
12	EKP	87
13	FS	84
14	GDP	71
15	IHF	89
16	IPW	79
17	IR	74
18	KAF	55
19	LM	76
20	MRM	52
21	MRZ	56
22	MYA	60
23	NEPW	69
24	NMS	84
25	NS	71
26	RHA	66
27	RHAD	68
28	RNMB	71
29	RTA	79
30	SR	69
31	SDC	71
32	TC	63
33	TPDP	63
34	VYR	58
35	VAP	52
36	WA	69
		71,05556

The Result
Tryout Test

Appendix 10. The Distribution of Odd and Even Numbers

Try Out Results of Odd Numbers (X)																																								
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	
3	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	27	
5	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	0	0	0	1	24		
7	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	1	0	1	0	0	1	1	1	1	1	23	
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	34	
11	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
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3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	35	
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7	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	26
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	35
11	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	0	1	0	1	0	0	26	
13	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6	
	10	9	9	10	10	10	8	8	10	11	10	12	11	9	11	9	10	7	11	7	8	6	9	9	9	8	9	10	11	9	9	9	8	8	8	7	9			

Try Out Result of Even Numbers (Y)																																						
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
2	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	28
4	1	1	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	27	
6	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	28	
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	0	0	0	27	
10	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	1	0	1	1	1	26	
12	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	0	0	24
2	1	0	1	0	0	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	24	
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	0	1	1	1	0	0	1	0	1	26	
6	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	27
8	1	1	1	0	1	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	23
10	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	1	0	1	0	26	
12	1	0	0	1	0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	23
	11	10	8	8	9	10	9	9	8	10	9	10	10	8	11	11	8	7	8	7	6	8	8	12	9	8	8	8	9	8	8	7	8	7	6	8		



Appendix 11. Division of Odd and Even Numbers

No.	Initial Names	X	Y	X ²	Y ²	XY
1	AMPH	10	11	100	121	110
2	AFN	9	10	81	100	90
3	AAS	9	8	81	64	72
4	AR	10	8	100	64	80
5	AS	10	9	100	81	90
6	AYEP	10	10	100	100	100
7	ADR	8	9	64	81	72
8	AIRA	8	9	64	81	72
9	ATAP	10	9	100	81	90
10	DM	11	10	121	100	110
11	EA	10	9	100	81	90
12	EKP	12	10	144	100	120
13	FS	11	10	121	100	110
14	GDP	9	8	81	64	72
15	IHF	11	11	121	121	121
16	IPW	9	11	81	121	99
17	IR	10	8	100	64	80
18	KAF	7	7	49	49	49
19	LM	11	8	121	64	88
20	MRM	7	7	49	49	49
21	MRZ	8	6	64	36	48
22	MYA	6	8	36	64	48
23	NEPW	9	8	81	64	72
24	NMS	9	12	81	144	108
25	NS	9	9	81	81	81
26	RHA	8	8	64	64	64
27	RHAD	9	8	81	64	72
28	RNMB	10	8	100	64	80
29	RTA	11	9	121	81	99
30	SR	9	8	81	64	72
31	SDC	9	8	81	64	72
32	TC	9	7	81	49	63
33	TPDP	8	8	64	64	64
34	VYR	8	7	64	49	56
35	VAP	7	6	49	36	42
36	WA	9	8	81	64	72
		330	310	3088	2738	2877

12. The Difficulty Index

No	R	N	FV	Criteria	Status
1	35	35	1	easy	used
2	28	35	0,8	fair	used
3	27	35	0,77143	fair	used
4	27	35	0,77143	fair	used
5	24	35	0,68571	fair	used
6	28	35	0,8	fair	used
7	23	35	0,65714	fair	used
8	27	35	0,77143	fair	used
9	34	35	0,97143	easy	deleted
10	26	35	0,74286	fair	used
11	4	35	0,11429	difficult	deleted
12	24	35	0,68571	fair	used
13	22	35	0,62857	fair	used
14	24	35	0,68571	fair	used
15	35	35	1	easy	deleted
16	26	35	0,74286	fair	used
17	34	35	0,97143	easy	deleted
18	27	35	0,77143	fair	used
19	26	35	0,74286	fair	used
20	23	35	0,65714	fair	used
21	35	35	1	easy	deleted
22	26	35	0,74286	fair	used
23	26	35	0,74286	fair	used
24	23	35	0,65714	fair	used
25	6	35	0,17143	difficult	used

Appendix 13. The Result of the Post Test

No.	Initial Names	X MIPA 4 (Experimental Class)
1	AV	80
2	AGR	88
3	AS	82
4	BAW	80
5	DAA	76
6	DND	92
7	DPB	86
8	DN	72
9	ECE	80
10	EF	76
11	FAAR	82
12	FBH	100
13	FA	74
14	F	94
15	FDI	92
16	FMR	80
17	HNH	82
18	JS	86
19	JSRA	92
20	LMF	70
21	MFH	66
22	NSA	-
23	OAK	92
24	RPW	78
25	RFK	84
26	RSP	80
27	SEM	82
28	SRS	68
29	SNK	82
30	SYPR	80
31	SM	82
32	SA	92
33	SRFP	100
34	UA	76
35	YNIR	92
36	YDCI	84
		82,91

No.	Initial Names	X MIPA 3 (Control Class)
1	AS	60
2	AGSP	76
3	AHZ	82
4	AAR	80
5	ADS	84
6	AM	92
7	AMA	66
8	AAPL	82
9	BPW	80
10	DL	76
11	DA	72
12	DAK	82
13	DRS	80
14	FEJT	88
15	FDN	72
16	GA	80
17	IAM	76
18	IAS	82
19	IAR	76
20	LL	82
21	MANS	70
22	MIMF	80
23	NA	86
24	NF	68
25	NPHL	74
26	NAH	84
27	NMF	88
28	PLH	76
29	RIS	82
30	RDPIP	64
31	RA	60
32	SNK	76
33	SKHW	84
34	SRA	100
35	VAH	92
36	VAI	74
		78,50



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19 DEC 2018

Nomor 9245/UN25.1.5/LT/2017

Lampiran :-

Hal : Permohonan Izin Penelitian

Yth. Kepala SMAN 2 Tanggul
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Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Nadya Adinda Herdytasari

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Berknaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMAN 2 Tanggul dengan judul: "The Effect of Using Semantic Mapping Strategy on Senior High School Students' Reading Comprehension Achievement."

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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

a.n. Dekan

Wakil Dekan I,



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**SURAT KETERANGAN
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Yang bertanda tangan dibawah ini :

Nama : **IMAM SUJA'I, S.Pd, MM**
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Menerangkan bahwa :

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Telah melakukan penelitian di SMA Negeri 2 Tanggul dengan Judul "**THE EFFECT OF USING SEMANTIC MAPPING STRATEGY ON SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION ACHIEVEMENT**" yang dilaksanakan pada tanggal 21/01/2019 s/d 07-02-2019.

Demikian Keterangan ini dibuat, untuk digunakan sebagaimana mestinya.



Mengetahui
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